2012-2013
Teaching Associate Experience Handbook

For:

Teaching Associates,
Clinical Instructors,
University Supervisors,
& Faculty
PROLOGUE

Teacher educators, public school administrators, classroom teachers and teaching associates alike generally agree that the Teaching Associateship is the single most important experience in the teacher preparation program. This experience represents such a significant component of the teacher training program that an entire semester is devoted exclusively to the associateship. Thus, it is essential that all those involved be familiar with as many aspects of the Teaching Associateship program as possible. From the orientation to the schools to the classroom environment to the evaluation of the teaching associate’s performance, there should be considerable familiarity with the materials and procedures related to the Teaching Associateship experience.

It is difficult to structure a packet of material that will completely satisfy the varied needs of Teaching Associates, Clinical Instructors and University Supervisors. Naturally there will be an on-going need for dialogue concerning the recommendations that are contained in this handbook related to the Teaching Associate-Clinical Instructor-University Supervisor relationship and evaluation procedures. It may well be that, depending upon a particular set of circumstances or conditions, some modifications will have to be made, for example, in the evaluation techniques employed in a particular situation. While it is hoped that the procedures and recommendations outlined in this handbook will serve as an adequate guide to the completion of a successful Teaching Associateship experience for all those involved, flexibility should remain a key word in all contacts, interpretations and deliberations. By becoming familiar with the materials contained in this handbook prior to the start of the Teaching Associateship, members of the triad can be assured that the semester will be a highly rewarding and successful experience.

DEDICATION

This handbook has been prepared to guide Teaching Associates (TAs) and to serve as an aid in orienting Clinical Instructors (CIs) and University Supervisors (USs) to the University’s expectations related to the Teaching Associateship experience and to the majority of those materials that will be used during the semester. The guidelines and materials are designed for students participating in the on-grounds Master’s of Teaching programs.

This handbook is dedicated to the hard-working Clinical Instructors and University Supervisors who make the Teaching Associateship experience so successful for our Curry students.
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The Teaching Associateship is without question the pinnacle of our teacher education program at the Curry School. Graduates typically indicate that the associateship was one of their most valuable college courses. University faculty, the lay public and professional educators also share this view. Research reports reinforce the perception that the Teaching Associateship is a vital pre-service experience for classroom teachers. Research, however, presents conflicting interpretations of the most productive ingredients in the Teaching Associateship. Various studies have highlighted the importance of the supervising teacher (Clinical Instructor/CI), University Supervisor (US), instructional planning seminars, teacher associate support systems, and the nature of the school placement and consistency and quality of observation and supervision. Some general observations about the effects of this experience can be gleaned from the research.

Studies show:

- TAs tend to imitate the attitudes and behaviors of Clinical Instructors. This may be very effective in the immediate classroom, but TAs need to practice a variety of teaching procedures. The classrooms in which they are placed as first-year teachers will rarely be identical to those in which they are placed as TAs, and the effectiveness of any instructional procedure varies considerably according to classroom context. The effective CI will encourage the TA to move beyond imitation to exploration.

- Clinical Instructors and University Supervisors tend to give different types of feedback to TAs. Clinical Instructors give advice based upon their deep understanding of the classroom context, student population and academic content. University Supervisors, on the other hand, provide feedback based upon universal principles of effective practice. US feedback will be related to research, theory and their own experiences as a teacher. Both are useful, but TAs also need to practice thinking for themselves about problems. The effective CI and University Supervisor will regularly engage the TA in cooperative problem solving by raising questions and offering advice or suggestions.

- TA development can be enhanced through focused discussion regarding beliefs, experiences and data. The discussions, in part, can be facilitated through the use of the Collaborative Assessment Log. This standards-based tool guides CIs and USs as they work with the TA to examine his/her teaching in light of effective practices. In addition, working in the classroom of a successful, experienced teacher whose practices differ from the TA’s desired approaches to teaching can prompt TA reflection, exploration and deeper development of understanding the complexity of teaching.
RESPONSIBILITIES OF THE TEACHING ASSOCIATE

All Teaching Associates (TAs) are expected to perform throughout the semester as though they are contracted teachers. It is essential, therefore, that the responsibilities listed below be read carefully.

ORIENTATION

The teaching associate should:

1. Contact the clinical instructor(s) as soon as informed of the TA placement(s). The communication may be via email, by telephone or in person. Do NOT rely on email alone if you do not get a response within two days.

2. Arrange to become familiar with the school handbook, course outlines, curriculum objectives, and instructional materials that will be used, prior to beginning as a TA.

3. Be available for all orientation sessions arranged by the school or school division and university personnel.

4. Be sure to read and respond to all emails from CI, US, and Teacher Education office.

5. Arrange for regular and reliable transportation to and from assigned school.

6. Become familiar with guidelines, expectations and assessment procedures required by the assigned school and University.

7. Be sure to submit TB test results to Teacher Ed office and to register as a substitute teacher in the school division of your placement.

8. By the end of week 2 in the placement, TAs should submit their initial plan for assuming instructional responsibilities to their US.

PLANNING

The teaching associate should:

1. Be able to work with the clinical instructor before and after school, during his/her planning period and on in-service and parent conference days.

2. Plan units and lessons well in advance of teaching assignments. The clinical instructor approves all teaching plans. Plans should be reviewed by the clinical instructor prior to the TA teaching the lesson. **Six US observations are required per single placement.** Lesson plans for those six observations must be submitted to the US at least 48 hours in advance of the observation. Your US will conduct 4 on site visits. For the remaining 2 observations, you will be required to videotape a lesson and submit it to your US.

3. Post lesson conferences and reflections on the six observed lessons should be completed within two days of the observation. The TA and the US must work together to make this happen.

4. Secure approval from the clinical instructor before teaching anything outside of the prescribed curriculum or any topic that might be considered controversial.

5. When absent, TAs must take responsibility for lesson plans for students. A plan for contacting the CI and delivering those plans should be in place by week 1. In addition, the US must be notified for every absence. **During the initial triad meeting an agreed upon method for communicating (e.g., email, home phone, school phone) should be established.**

6. Incorporate long-range and short-term goals into planning.
7. Provide a variety of activities suitable for different ability levels within the same class.

8. Use non-verbal cues to signal disapproval of inappropriate behavior. By so doing, misbehavior can frequently be stopped without interrupting the lesson or activity.

9. Use positive reinforcement when possible.

10. Try various classroom management techniques to identify those which work most effectively.

**CLASSROOM MANAGEMENT**

The teaching associate should:

1. Report all infractions of school policy of which they are aware (such as drinking, drug use, fighting and cheating).

2. Be addressed by a title and his/her last name.

3. Consult with CI whenever he/she wishes to modify the established guidelines for classroom discipline, such as late paper policies, un-preparedness and disruptiveness.

4. Organize all materials for each lesson. Be mentally organized and ready to begin instruction on time.

5. Minimize confusion. Transition from one lesson activity to another usually generates a certain amount of confusion. If the TA is organized, well-planned and gives clear instructions, the confusion will be kept to a minimum.

6. Make certain that each instructional group clearly understands what is to be done, the materials to be used, the time frame for completion of the work, and the expected outcomes.

7. Within the classroom, plan movements which enable him/her to move among the students during instruction. Movement attracts student attention to what is being said and helps to decrease disciplinary problems and disruptions.

**INSTRUCTION & METHODOLOGY**

The teaching associate should:

1. Observe student and teacher behaviors during the teaching associate experience. Observe instructional techniques and systems of classroom management. Take notes and ask questions. TAs are strongly encouraged to use the observation tools provided in this Handbook when conducting initial observations. This will assist the TA in becoming familiar with the standards and evaluation expectations as well as provide essential "look fors" for more focused and productive observations.

2. Be receptive to suggestions offered for adjustments and refinements. Because teaching styles and classroom management techniques differ, the teaching associate and the clinical instructor may be at variance. The clinical instructor should encourage TA exploration of differing approaches.

3. Review all the materials available so that they can be used or adapted appropriately.

4. Create new materials with the help of the CI to fit the needs of the students.

5. Plan presentations and lessons well in advance so that they will be conveyed clearly.

6. Be flexible in adjusting plans to meet unexpected events.

7. Allow the clinical instructor to establish the guidelines for grading. Follow the guidelines and discuss all grades with the clinical instructor.
PROFESSIONALISM

The teaching associate should:

1. Perform duties in the same manner as a teacher under contract. Therefore, the teaching associate should become familiar with the policies, practices, and procedures related to the school and the county or city division where assigned.

2. Plan activities so that attention will be devoted to lesson preparation, instruction, assessment and grading. The teaching associateship is an opportunity to demonstrate accumulated teaching knowledge. This must be the highest priority (see Policy Section regarding outside employment and extra-curricular involvements).

3. If you take lesson plans from the Internet, be sure they are adapted for the classes that you are teaching and that you credit their source.

4. Become familiar with the school dress code, but understand that Curry may require a higher standard for dress. Refer to the Policy Section, page 107) for information on Curry’s dress code for TAs. CJs, USs or program area faculty may ask you to change your attire if you are dressed inappropriately for your teaching situation.

5. Refrain from using abusive language, profane or otherwise, even in jest or for emphasis. Students are especially sensitive to the remarks of teachers.

6. In case of emergency or illness, notify the clinical instructor directly. If this is not possible, the school office or principal will be notified. In addition, notify the university supervisor. Have these telephone numbers readily accessible at all times.

7. Listen for school-closing or late-opening announcements on local radio stations in the event of inclement weather. These days are normally made up at some future date and may require some adjustment in the teaching schedule.

8. Conform to the calendar for your assigned school, not the University calendar. These are minimum requirements. Teachers spend many additional hours and days in meetings, parent-teacher conferences, extra-curricular activities, concerts, sports activities, trips, and community activities. Attend as many of these events as possible with the clinical instructor. They are an important and valuable aspect of a teacher's development.

9. Attend all scheduled teaching and planning days. Absences of more than 3 days in any placement may result in make-up days or in the case of excessive absence from duty, termination from the Teaching Associateship.

10. Observe the highest ethical practices in relationships with other teachers, students, and the school administration. Good judgment is important at all times but the following rules are a minimum:

   • Consider confidential all data pertaining to student performances and conduct, i.e., scores on IQ tests.
   • Do not talk with students about other students.
   • Do not talk with students about other teachers.
   • Avoid criticism of the school.

11. Work closely with the clinical instructor concerning formal and informal school policies. Do not hesitate to seek his/her guidance. Solicit, expect and graciously accept constructive criticism during this professional training period.

SUGGESTIONS FOR TEACHING ASSOCIATES

The following are recommendations and suggestions for the TAs that were made by the Clinical Instructors and University Supervisors. TAs should:

1. Screen written materials carefully for correct spelling and language usage.

2. Use positive reinforcement frequently.
3. **Set high standards of performance** for all children/adolescents.

4. **Prepare lesson plans** that are detailed, specific, and well thought through.

5. **Be consistent** in all aspects of classroom management, planning, and evaluation.

6. **Develop and use** time management and organizational skills.

7. **Use appropriate oral language** in the classroom.

8. **Develop a variety of methods and activities** for use with students who are working at different cognitive levels.

9. **Keep Collaborative Assessment Logs** in the classroom at school so they are available for consultation.
RESPONSIBILITIES OF THE CLINICAL INSTRUCTOR

The overarching responsibility of the clinical instructor (CI) is to foster the professional development of the teaching associate. Related to this charge, CIs perform formative and summative assessments. These assessments include: (a) weekly, written feedback (formative), and (b) online, midterm and final evaluations (summative). Various observation tools and guidelines for providing formative feedback to students can be found in Section II of this handbook. Included in Section III are sample copies of the online, summative evaluations.

ORIENTATION

The clinical instructor should:

1. Orient the teaching associate (TA) to the assigned school. The orientation should include the identification of services in support of instruction; the spatial layout of the school; departmental relations and resources.

2. Meet with the TA prior to the teaching associateship to provide and to discuss basic instructional materials (textbooks, content outlines, plans); to provide and to discuss the school’s faculty and student handbooks; to provide an overview of working relationships in your school.

3. Encourage the TA to seek information by asking questions of the CI and other professionals, to take risks in testing principles of instruction, to seek advice and suggestions.

4. Provide the TA with a desk or other appropriate work space.

5. Integrate the TA into school functions, such as conferences, Back-to-School Nights and faculty/team meetings.

PLANNING

The clinical instructor should:

1. Guide the TA through a period of observation by assisting in targeting teacher and pupil behaviors for observation. The observations should be the focus of CI and TA interactions about the classroom environment, learning principles and human growth.

2. Explain how lesson plans are developed in your school, how unit plans and activities relate to assessment practices, what expectations you and your school have for lesson and unit planning. Understand that Curry's expectations for planning may involve more detailed lesson plans. During this critical development period, it is essential that TA create detailed, written plans for their teaching. Such lesson plans force the TA to think through the complex processes of teaching and provide the CI and US a concrete expression of that thinking. Frequently, CIs and USs can identify potential problem areas through a close evaluation of a TA’s lesson plan.

3. Inquire about the grade/subject seminars that accompany the teaching associateship.

4. Through conferences with the US, plan the TA's semester experience in teaching. The plan should develop clearly stated guidelines for evaluation of the TA's performance.

5. Clearly designate times when lesson plans are to be completed; critique the TA’s lessons on a regularly scheduled basis; provide feedback on lesson and unit planning at least once each week.

6. Act as a resource person to the TA concerning techniques, materials, and curricula.
CLASSROOM MANAGEMENT

The clinical instructor should:

1. Be responsible for providing the TA with feedback throughout the semester regarding classroom management techniques.

2. Observe at least one lesson daily to provide oral and/or written feedback on lessons openings, instructional delivery, classroom environment, and lesson closure. At least once each week, written feedback should be provided through the use of the Collaborative Assessment Log. CIs should plan for a time once a week to sit down with the TA to use this tool when providing feedback.

3. Provide a positive environment where the TA achieves status as a "teacher" with students. Avoid intervening in the classroom to correct problem areas, but rather address the problem immediately after the class session.

INSTRUCTION & METHODOLOGY

The clinical instructor should:

1. Participate actively in setting the goals and expectations that the University holds for the TA (i.e., determining the readiness for teaching assignments to begin).

2. Plan times for meeting with the US and TA to share observational data, to target observations, and to plan next step activities for the TA.

3. Observe lessons daily. At least once each week meet with the teaching associate to pre-conference on a lesson (i.e. discuss lesson objectives, discuss activities in relation to objectives, discuss assessments in relation to objectives); observe a lesson and conduct a post-conference on the delivery of the lesson.

PROFESSIONALISM

The clinical instructor should:

1. Systematically observe the TA and provide written feedback to the TA at least once a week using the Collaborative Assessment Log. Copies of the Collaborative Assessment Log should be kept in the TA's copy of the TA Handbook or another accessible location. USs should also receive a copy of the Collaborative Assessment Log in order to file it in the Office of Teacher Education.

2. In cooperation with the US conduct evaluations of the teaching associate at mid-semester and at the end of the semester. These evaluations must be posted online at the designated website.

3. Maintain regular contact with the US to discuss the TA's performance and progress.

4. Participate in the TA seminar when possible. Some program areas may invite CI's to speak to a seminar class.

5. Include the TA in parent conferences, but the CI must remain the contact for parent interactions.

SUGGESTIONS FOR THE CLINICAL INSTRUCTOR

1. Give the TAs positive reinforcement. Point out positives as well as areas for improvement. Remember that the TA is learning a very complex set of skills and it takes time to get all the pieces in place.

2. When the TAs are teaching, don't try to give suggestions or interrupt or take control. TAs need the opportunity to be tested or to have a situation fall flat on its face! Suggestions and problem-solving can be provided after the incident.

3. Provide opportunities for the TA to try different instructional methods. Encourage exploration and adaptation.

4. Give the TA written feedback as often as possible. Provide honest appraisals.
5. Don't wait too long to relinquish control of the class to the TAs. Let them try to teach at the earliest possible time.

6. Keep observations of the TA's inadequacies private. If you have concerns, share them as directly as you can.

7. Include the TA in meetings, parent conferences and other professional activities.

8. Keep a hard copy of evaluations.
RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

University Supervisors (USs) have many responsibilities; among them is coordinating the expectations the University and the school divisions have for the TA. The US will usually supervise Teaching Associates in several different schools and have a broad perspective in relation to the abilities and needs of the TA.

**ORIENTATION**

**The university supervisor should:**

1. Make introductory contact with TAs and CIs to gather contact information (email addresses, phone numbers, etc.), and review procedures and expectations.

2. Make introductions with school principals and leave contact information.

3. Participate in all orientation meetings held by the University. Mandatory meetings and workshops will be held prior to the actual beginning of the teaching associateship experience.

4. Verify that TAs and CIs have registered on the designated online data tracking system.

5. Review evaluation and observation forms with the TA and CI at the initial triad meeting.

**PLANNING**

**The university supervisor should:**

1. Review documents submitted by the TA in a timely fashion. These documents include (at the minimum) six lesson plans and six TA reflections.

2. Be responsible for calling meetings with the TA, CI, department coordinator and any other significant parties at times warranted by the TA's performance.

3. Participate in seminars for teaching associates when requested by seminar instructors.

4. Share all written evaluations with the TA and the CI. Keep the TA explicitly apprised of the degree of satisfaction with his/her continuing performance. Initiate a performance improvement plan at the earliest sign of trouble.

5. Act as a resource person to the TA regarding teaching techniques, instructional materials and curriculum decisions.

**CLASSROOM MANAGEMENT**

**The university supervisor should:**

1. Be responsible for providing the TA with feedback throughout the semester regarding classroom management techniques.

2. Mediate between the TA and the CI when differences arise over classroom management techniques.

**INSTRUCTION & METHODOLOGY**

**The university supervisor should:**

1. Coordinate the expectations of the University with that of the public schools.

2. Make 6 observations of the TA during the semester. Two of these must be video observations. The other 4 may be video or live, depending on the specific placement. A visit includes the observation of a complete lesson with a conference after the instructional activity. Emphasize the positive indicators of a successful lesson and offer specific suggestions for improvement. Feedback should be documented on the Collaborative Assessment Log. Observation tools and forms to use during the observation and subsequent conference are provided in Section II.
3. Monitor TA reflections upon observed lessons (n = 6). Feedback on those reflections can be provided face-to-face, through email or through Collab Site drop boxes.

4. Respond to TA reflections for lessons not observed. US responses to the TA reflections should be posted in a timely manner.

PROFESSIONALISM

The university supervisor should:

1. Use the Collaborative Assessment Log to document post-observation feedback. Provide a copy of the log to the TA and to the CI. Copies of observation tools and Collaborative Assessment Log are provided in Section II.

2. Leave a note for the school principal after every visit using the Note to Principal form (See sample on next page). Blank forms can be picked up from the Teacher Education Office.

3. In cooperation with the CI, conduct three-way evaluations of each TA at the mid-point and end of the placement. Evaluations are completed online at the designated site and can be printed out to bring to the triad meetings.

4. Maintain regular contact with the CI to discuss the TA’s performance and progress.

5. Make certain that the CI provides feedback to the TA on a weekly basis.

6. Make certain that the TA gives feedback on you, the CI, and the placement site at the end of the semester.

7. Verify that all Collaborative Assessment Logs and evaluation reports are submitted in a timely manner.

8. Be responsible for sending the Thank You postcard to the CIs and principals with whom you worked thanking them for their assistance in the TA experience.

9. Turn in all Teacher Education paperwork according to due dates.

SUGGESTIONS FOR THE UNIVERSITY SUPERVISOR

The following are suggestions made by Clinical Instructors and Teaching Associates for University Supervisors:

1. Focus on positives rather than negatives, especially during the first observation. Then, identify one to three focus areas rather than long lists of suggestions or things to do. Specific, behavioral feedback is more constructive than general feedback.

2. Spend time early in the placement asking questions, listening, and learning about the classroom environment. The more you know about the environment and TA and CI perspectives, the more valuable your feedback will be.

3. Use discretion with respect to sharing information.

4. Visit each TA as often as possible, and make longer observations.

5. Contact the TA at least once a week, even if by phone or email. The TA needs to hear from the US as often as possible.

6. Strive to be an active member of the triad.

7. Avoid unannounced visits.

8. Contact the CI and the TA as early as possible at the beginning of each placement.

9. Provide regular and detailed written feedback as often as possible.
University Supervisor Note to Principal

To: ________________________________ Date: __________
University Supervisor: ________________________________ Time: __________

Just thought you would like to know...

- Today, I observed ________________________________ who is serving as a UVA teaching associate in ________________________________ classroom.
- The teaching associate is doing:

  - At this time, you may want to:
    - Follow up with the clinical instructor on:
    - Observe or talk with the teaching associate about:
    - Congratulate the clinical instructor/teaching associate for doing such a wonderful job!

If you have any questions for me, I can be contacted at ________________________________
**Observation Calendar**

**Calendar of Observations.** Triad members should determine the dates and times of the US observations based upon the unique needs of the TA and the context of the placement. Consideration must be given to the US’s academic course schedule but excessive conflicts or inflexibility in scheduling should be reported to the seminar instructor. **Clinical instructors** should plan on conducting at least one “joint observation” during the US observation time.

**NOTE: For students with two placements, the observation schedule can be adjusted to account to best meet the needs of each 9-week placement.**

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<td>22 First day of school (Albemarle, Charlottesville, Greene, Nelson, Waynesboro)</td>
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#### September, 2012

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<td><strong>Third Observations</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>Mid Term Triads and Final Triads for Split Placements</strong></td>
<td></td>
<td></td>
<td></td>
<td>11</td>
<td></td>
</tr>
<tr>
<td><strong>Mid Term Triads</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>“A”</strong></td>
<td></td>
</tr>
<tr>
<td><strong>placement ends</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Third Observations</strong></td>
<td></td>
<td></td>
<td>15</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td><strong>“B” placements begin</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Third Observations</strong></td>
<td></td>
<td></td>
<td>15</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td><strong>Mid Term Triads</strong></td>
<td></td>
<td></td>
<td></td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td><strong>Mandatory Supervisor Meeting</strong></td>
<td></td>
<td></td>
<td></td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td><strong>1 – 2:30</strong></td>
<td></td>
<td></td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td><strong>Videos for CLASS observations recorded</strong></td>
<td></td>
<td></td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td><strong>CLASS videos begin</strong></td>
<td></td>
<td></td>
<td>25</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td><strong>29</strong></td>
<td></td>
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<td>25</td>
<td>26</td>
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<tr>
<td><strong>30</strong></td>
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<td>26</td>
<td>27</td>
<td>28</td>
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<tr>
<td><strong>31</strong></td>
<td></td>
<td></td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>
### Observation Calendar Cont.

<table>
<thead>
<tr>
<th>TO DO</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Split placements first observations</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>End of CLASS Video recording for single placements</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>22</td>
<td>23</td>
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<tr>
<td></td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>Single placements Final observations</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

November, 2012

- **Monday, 12th**: Single placements first observations
- **Tuesday, 13th**: End of CLASS Video recording for single placements
- **Wednesday, 14th**: Single placements Final observations
- **Thursday, 15th**: End of CLASS Video recording for single placements
- **Friday, 16th**: Mandatory Supervisor Meeting 1 - 2:30
- **Monday, 19th**: Thanksgiving
- **Tuesday, 20th**: Thanksgiving
- **Wednesday, 21st**: Thanksgiving
- **Thursday, 22nd**: Thanksgiving
- **Friday, 23rd**: Thanksgiving
- **Monday, 26th**: Single placements Final observations
- **Tuesday, 27th**: Single placements Final observations
- **Wednesday, 28th**: Single placements Final observations
- **Thursday, 29th**: Single placements Final observations
- **Friday, 30th**: Single placements Final observations
## OBSERVATION CALENDAR CONT.

### December, 2012

<table>
<thead>
<tr>
<th>TO DO</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINAL TRIADS for Single placements</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7 (Last day single placements)</td>
</tr>
<tr>
<td>FINAL OBSERVATIONS for Split placements</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>Final Triads split placements</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21 (LAST DAY OF B PLACEMENTS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ALL Evaluations Due</td>
</tr>
</tbody>
</table>
While the graph below was intended to represent the changes in attitude first-year teachers described over the course of their year, observation has shown us that Teaching Associates experience similar changes during their semester placement. Life will not always be easy, but by December, most TAs say things like, “Next year, when I have my own classroom, I’ll....”

Graph source: Santa Cruz New Teacher Project, 1998
Just as students in the K-12 schools must demonstrate that they meet the Virginia Standards of Learning in numerous content areas, Virginia teachers are expected to demonstrate competencies described by the Virginia Standards for the Professional Practice of Teachers. (See next page.)

The evaluations used for the Teaching Associateship are taken directly from these standards. The performance rating scale here (Not Acceptable to Exemplary) is the same as that used to evaluate teachers on standards. All three members of the TA triad (TA, CI and US) will evaluate the TA. These evaluations are to be posted to an online tracking database (at the time of printing, TED is still deciding where the postings will be).

END OF SEMESTER FINAL GRADE

The final grade for the Teaching Associateship (EDIS 588x) is given by the 588x instructor. The grade is based on feedback and data from the CI and the US.

Section II of the Handbook contains:

- Standards for the Professional Practice of All Teachers
- Sample Evaluation Instruments: Mid-term and Final
- Sample Evaluations for the CI, US and the experience in general.
Standards for the Professional Practice of All Teachers, 2012

**Performance Standard 1: Professional Knowledge**

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

<table>
<thead>
<tr>
<th>Sample Performance Indicators</th>
</tr>
</thead>
</table>
| *Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*
| 1.1 Effectively addresses appropriate curriculum standards. |
| 1.2 Integrates key content elements and facilitates students’ use of higher level thinking skills in instruction. |
| 1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications. |
| 1.4 Demonstrates an accurate knowledge of the subject matter. |
| 1.5 Demonstrates skills relevant to the subject area(s) taught. |
| 1.6 Bases instruction on goals that reflect high expectations and an understanding of the subject. |
| 1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group. |
| 1.8 Communicates clearly and checks for understanding. |

**Performance Standard 2: Instructional Planning**

The teacher plans using the Virginia Standards of Learning, the school’s curriculum, effective strategies, resources, and data to meet the needs of all students.

<table>
<thead>
<tr>
<th>Sample Performance Indicators</th>
</tr>
</thead>
</table>
| *Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*
| 2.1 Uses student learning data to guide planning. |
| 2.2 Plans time realistically for pacing, content mastery, and transitions. |
| 2.3 Plans for differentiated instruction. |
| 2.4 Aligns lesson objectives to the school’s curriculum and student learning needs. |
| 2.5 Develops appropriate long- and short-range plans and adapts plans when needed. |
Performance Standard 3: Instructional Delivery
The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Sample Performance Indicators
Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

3.1 Engages and maintains students in active learning.
3.2 Builds upon students’ existing knowledge and skills.
3.3 Differentiates instruction to meet the students’ needs.
3.4 Reinforces learning goals consistently throughout lessons.
3.5 Uses a variety of effective instructional strategies and resources.
3.6 Uses instructional technology to enhance student learning.
3.7 Communicates clearly and checks for understanding.

Performance Standard 4: Assessment of and for Student Learning
The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Sample Performance Indicators
Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

4.1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
4.2 Involves students in setting learning goals and monitoring their own progress.
4.3 Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.
4.4 Aligns student assessment with established curriculum standards and benchmarks.
4.5 Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives.
4.6 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students’ learning.
4.7 Gives constructive and frequent feedback to students on their learning.
Performance Standard 5: Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

5.1 Arranges the classroom to maximize learning while providing a safe environment.
5.2 Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
5.3 Maximizes instructional time and minimizes disruptions.
5.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
5.5 Promotes cultural sensitivity.
5.6 Respects students’ diversity, including language, culture, race, gender, and special needs.
5.7 Actively listens and pays attention to students’ needs and responses.
5.8 Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

Performance Standard 6: Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

6.1 Collaborates and communicates effectively within the school community to promote students’ well-being and success.
6.2 Adheres to federal and state laws, school and division policies, and ethical guidelines.
6.3 Incorporates learning from professional growth opportunities into instructional practice.
6.4 Sets goals for improvement of knowledge and skills.
6.5 Engages in activities outside the classroom intended for school and student enhancement.
6.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
6.7 Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students’ progress.
6.8 Serves as a contributing member of the school’s professional learning community through collaboration with teaching colleagues.
6.9 Demonstrates consistent mastery of standard oral and written English in all communication.
**Performance Standard 7: Student Academic Progress**

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

<table>
<thead>
<tr>
<th>Sample Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples of teacher work conducted in the performance of the standard may include, but are not limited to:</td>
</tr>
<tr>
<td>7.1 Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.</td>
</tr>
<tr>
<td>7.2 Documents the progress of each student throughout the year.</td>
</tr>
<tr>
<td>7.3 Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth.</td>
</tr>
<tr>
<td>7.4 Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.</td>
</tr>
</tbody>
</table>
TEACHING ASSOCIATE MIDTERM EVALUATION

Student (TA) Name: ______________________________ (circle):  Fall    Spring    Summer  20_______
Teacher Name: _________________________________ Grade/Subject: ___________________________

Directions: For each of the following domain areas, skill indicators are listed. Place a check in the box of the behaviors the student demonstrates. Then, rate the student on the domain area and add additional comments when appropriate.

I. Professional Knowledge
   The student:
   ☐ Addresses appropriate curriculum standards
   ☐ Facilitates use of higher level thinking skills
   ☐ Links present content with past and future learning
   ☐ Demonstrates accurate subject knowledge and skills
   ☐ Goal-based instruction on goals that reflect high expectations
   ☐ Knows developmental characteristics of students

   Overall Rating for Professional Knowledge (circle one):
   Progressing Satisfactorily  Improvement Needed

   Comments:

II. Instructional Planning
   The student:
   ☐ Uses student learning data to guide planning
   ☐ Plans time for realistic pacing
   ☐ Plans for differentiated instruction
   ☐ Aligns lesson objectives to curriculum & student needs.
   ☐ Appropriate long & short-range plans
   ☐ Adapts plans as needed

   Overall Rating for Instructional Planning (circle one):
   Progressing Satisfactorily  Improvement Needed

   Comments:
III. Instructional Delivery

The student:
- Engages students
- Builds on prior knowledge
- Differentiates instruction
- Reinforces learning goals
- Uses a variety of strategies/resources
- Uses instructional technology
- Communicates clearly

Overall Rating for Instructional Delivery (circle one):

Progressing Satisfactorily  Improvement Needed

Comments:

IV. Assessment of/and for Student Learning

The student:
- Uses pre-assessment data
- Involves students in setting learning goals
- Uses valid, appropriate assessments
- Aligns assessments with standards
- Uses a variety of assessment strategies
- Uses both formative/summative assessments
- Gives constructive feedback

Overall Rating for Assessment of/and for Student Learning (circle one):

Progressing Satisfactorily  Improvement Needed

Comments:
V. **Learning Environment**

The student:
- Arranges the classroom to maximize learning
- Provides a safe environment
- Establishes clear expectations
- Maximizes instruction/minimizes disruption
- Establishes a climate of trust/teamwork
- Promotes cultural sensitivity/respects diversity
- Listens and pays attention to students
- Works with students individually and in groups

**Overall Rating for Learning Environment (circle one):**

- Progressing Satisfactorily
- Improvement Needed

Comments:

VI. **Professionalism**

The student:
- Collaborates/communicates effectively
- Adheres to laws/policies/ethics
- Incorporates professional development learning
- Sets goals for personal improvement
- Participates in school activities outside classroom
- Builds positive relationship with parents
- Contributes to professional learning community
- Uses standard oral and written English.

**Overall Rating for Professionalism (circle one):**

- Progressing Satisfactorily
- Improvement Needed

Comments:

VII. **Student Academic Programs**

The student:
- Sets student achievement goals
- Documents progress
- Provides evidence of goal attainment
- Develops interim learning targets

**Overall Rating for Student Academic Programs (circle one):**

- Progressing Satisfactorily
- Improvement Needed

Comments:
**FINAL EVALUATION CONTINUUM**

Directions: Complete the Final Evaluations using these skill and competency indicators.

Rating Scale for Teachers

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A (N/O)</td>
<td>There was no opportunity for the student to engage in this behavior. *If a student did have the opportunity but did not apply the skill, rate the student at the “Developing” level.</td>
</tr>
<tr>
<td>Exemplary</td>
<td>The teacher maintains performance, accomplishments, and behaviors that considerably surpass the established standard.</td>
</tr>
<tr>
<td>Proficient</td>
<td>The teacher meets the standard in a manner that is consistent with the school’s mission and goals.</td>
</tr>
<tr>
<td>Developing/ Needs Improvement</td>
<td>The teacher often performs below the established standard or in a manner that is inconsistent with the school’s mission and goals.</td>
</tr>
<tr>
<td>Unacceptable</td>
<td>The teacher consistently performs below the established standard or in a manner that is inconsistent with the school’s mission and goals.</td>
</tr>
</tbody>
</table>
TEACHING ASSOCIATE FINAL EVALUATION

Student (TA) Name: _____________________________ (circle): Fall  Spring  Summer  20_______
Teacher Name: _________________________________ Grade/Subject: ___________________________

Directions: For each of the following Virginia Standard domain areas, skill indicators are listed. Place a check in the box of the behaviors the student demonstrates. Then, rate the student on the domain area and add additional comments when appropriate.

I. Professional Knowledge
   The student:
   □ Addresses appropriate curriculum standards
   □ Facilitates use of higher level thinking skills
   □ Links present content with past and future learning
   □ Demonstrates accurate subject knowledge and skills
   □ Goal-based instruction on goals that reflect high expectations
   □ Knows developmental characteristics of students

   Overall Rating for Professional Knowledge (circle one):
   Not Applicable  Exemplary  Proficient  Developing/Needs Improvement  Unacceptable

   Comments:

II. Instructional Planning
   The student:
   □ Uses student learning data to guide planning
   □ Plans time for realistic pacing
   □ Plans for differentiated instruction
   □ Aligns lesson objectives to curriculum & student needs.
   □ Appropriate long & short-range plans
   □ Adapts plans as needed

   Overall Rating for Instructional Planning (circle one):
   Not Applicable  Exemplary  Proficient  Developing/Needs Improvement  Unacceptable

   Comments:
III. **Instructional Delivery**
   The student:
   - Engages students
   - Builds on prior knowledge
   - Differentiates instruction
   - Reinforces learning goals
   - Uses a variety of strategies/resources
   - Uses instructional technology
   - Communicates clearly

   Overall Rating for Instructional Delivery (circle one):

<table>
<thead>
<tr>
<th>Not Applicable</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
</table>

   Comments:

IV. **Assessment of/and for Student Learning**
   The student:
   - Uses pre-assessment data
   - Involves students in setting learning goals
   - Uses valid, appropriate assessments
   - Aligns assessments with standards
   - Uses a variety of assessment strategies
   - Uses both formative/summative assessments
   - Gives constructive feedback

   Overall Rating for Assessment of/and for Student Learning (circle one):

<table>
<thead>
<tr>
<th>Not Applicable</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
</table>

   Comments:

V. **Learning Environment**
   The student:
- Arranges the classroom to maximize learning
- Provide a safe environment
- Establishes clear expectations
- Maximizes instruction/minimizes disruption
- Establishes a climate of trust/teamwork
- Promotes cultural sensitivity/respects diversity
- Listens and pays attention to students
- Works with students individually and in groups

**Overall Rating for Learning Environment (circle one):**

<table>
<thead>
<tr>
<th>Not Applicable</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
</table>

Comments:

VI. **Professionalism**

The student:
- Collaborates/communicates effectively
- Adheres to laws/policies/ethics
- Incorporates professional development learning
- Sets goals for personal improvement
- Participates in school activities outside classroom
- Builds positive relationship with parents
- Contributes to professional learning community
- Uses standard oral and written English.

**Overall Rating for Professionalism (circle one):**

<table>
<thead>
<tr>
<th>Not Applicable</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
</table>

Comments:
VII. **Student Academic Progress**

The student:
- Sets student achievement goals
- Documents progress
- Provides evidence of goal attainment
- Develops interim learning targets

**Overall Rating for student Academic Progress (circle one):**

<table>
<thead>
<tr>
<th>Not Applicable</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
</table>

Comments:
EARLY INTERVENTION TEACHING ASSOCIATE FINAL EVALUATION

Student Name____________________________________ Fall 20__
Teacher Name____________________________________ Program___________

For each of the following domain areas, skill indicators are listed. Place a check in the box of the behaviors the student demonstrates. Then, rate the student on the domain area and add additional comments when appropriate.

I. Students and Families
The student:

- sets expectations that all children can learn and persists in helping all children achieve success
- shows respect for children’s varied abilities and backgrounds
- demonstrates an understanding of children and families within the context of the home and community and sensitivity to differences in family structures and social and cultural backgrounds
- demonstrates confidence and professionalism in interacting with families and respects family confidentiality

Overall Rating for Students and Families (circle one):

<table>
<thead>
<tr>
<th>Not Applicable</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
</table>

Comments:

II. Content
The student:

- Demonstrates knowledge of typical and atypical development in all developmental domains (cognitive, communication, social, self-care, motor)
- Demonstrates knowledge related to specific disabilities in regard to implications for development and learning
- Demonstrates an understanding of and facility in explaining the Part C early intervention system and parental rights to families and in completing required paperwork
- Demonstrates an understanding of and facility in explaining and identifying appropriate teaching strategies for promoting development in all developmental domains
- Demonstrates an understanding of the range of available teaching strategies from child-directed to teacher-directed (e.g., environmental arrangement, naturalistic strategies, prompting and prompt-fading, etc.)

Overall Rating for Content (circle one):

<table>
<thead>
<tr>
<th>Not Applicable</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
</table>

Comments:
III. **Planning, Instruction and Assessment**

The student:

- Collaborates with families in planning and implementing assessment (e.g., solicits information from families about their child’s interests, abilities, and needs; supports a family’s active participation in assessment)
- Assesses child’s strengths and needs across all developmental and behavioral domains
- Reports assessment results so that they are understandable and useful for families
- Writes reports that contain findings regarding the child’s strengths, findings and interpretations regarding the interrelatedness of developmental areas (e.g., how the child’s functional limitations have effected development, how the child has learned to compensate)
- Collaborates with the family to develop family-identified ISFP outcomes
- Shares information and uses practices, supports, and resources to build on existing parent competence and confidence in promoting their child’s development and accomplishment of IFSP outcomes during regular routines
- Uses the most normalized and least intrusive intervention strategies that result in desired function

**Overall Rating for Planning, Instruction and Assessment (circle one):**

- Not Applicable
- Exemplary
- Proficient
- Developing/Needs Improvement
- Unacceptable

Comments:

IV. **Learning Environment**

The student:

- Describes the philosophy of Part C services in the natural environment and elicits information from the family throughout the EI process (first contact, evaluation, IFSP development and implementation) about the child’s and family’s everyday routines and activities, places the family goes or would like to go, people the family is with or would like to be with, and activities the child enjoys
- Works within the natural environment to facilitate the family’s ability to support their child’s development during natural routines (e.g., uses toys and materials of interest to the child and that are found in the child’s home or other natural environment, suggests ways to promote development and work on IFSP outcomes within the family’s natural routines)
- Shares information with and demonstrates for families ways to structure or adapt the physical space, materials, play routines and other daily routines to facilitate their child’s engagement, interaction and learning
- Supports and facilitates child and family interactions as the primary context for learning and development (e.g., by sharing information and demonstrating ways to structure or adapt the social dimension of the environment to promote engagement, interaction, communication, and learning by being responsive and imitative and expanding their child’s play and behavior)
- Uses adaptive and assistive technology (low and high tech) as appropriate and based on family preference to support children’s learning
- Shares information and provides assistance to the family in determining the best learning environment for their child when transitioning from Part C to Part B services (e.g., explains placement options and school services)

**Overall Rating for Learning Environment (circle one):**

- Not Applicable
- Exemplary
- Proficient
- Developing/Needs Improvement
- Unacceptable

Comments:
V. **Collaboration and Communication**

The student:
- Communicates effectively with families and staff (by telephone, through written communication, in person) throughout the EI process (initial contact, assessment, IFSP development and implementation)
- Collaborates with other team members (e.g., related service providers) in planning, delivering and evaluating IFSP services
- Respects family choices and goals for their child
- Incorporates information and strategies from multiple disciplines in the design of intervention strategies
- Uses collaborative skills when consulting and communicating with families and other team members (e.g., active listening, open and honest communication, conflict resolution)
- Continuously monitors what the child can do, what the child is doing, and what the family needs to determine how best to serve them
- Shares information with the family to assist them to work on IFSP outcomes during natural routines between session times.

Overall Rating for Collaboration and Communication (circle one):

| Not Applicable | Exemplary | Proficient | Developing/Needs Improvement | Unacceptable |

Comments:

VI. **Professionalism**

The student:
- models professional and ethical standards as well as personal integrity in all interactions
- continually reflects on, evaluates, and seeks to improve his/her practice (e.g., incorporates past feedback to enhance current practice)
- modifies teaching practices based upon feedback (e.g., from CI, US, supervisor)
- takes responsibility for and participates in meaningful and continuous process of professional development
- communicates personal enthusiasm for learning

Overall Rating for Students (circle one):

| Not Applicable | Exemplary | Proficient | Developing/Needs Improvement | Unacceptable |

Comments:


Signed: ____________________________ Date: ____________________________

Recommendation (circle one): 

PASS 

FAIL

Specific competencies have been derived from the following sources: Virginia Department of Education’s Teacher Evaluation Criteria and Performance Indicators, the Division of Early Childhood (DEC) of the Council for Exceptional Children Recommended Practice Indicators, NCATE, INTASC, and NBPTS
Clinical Instructor evaluations were designed to provide feedback on the placement for the clinical instructor and the teacher education program. The items on the evaluations were created by clinical instructors during the 2002 Clinical Instructor Workshop. Over the years, clinical instructors have sought out feedback on their performance as perceived by teaching associates and/or university supervisors. Information from these evaluations is used in the aggregate when preparing for CI workshops.

Two different tools have been created for the purpose of CI evaluation. The first tool is to be completed by the teaching associate. The purpose of this tool is for the TA to reflect upon the specific strengths of the placement and highlight areas for improvement. The second tool is to be completed by the university supervisor. The purpose of this tool is to provide feedback on specific supervisory and mentoring tasks.

## Clinical Instructor Evaluation: Teaching Associate Form

**Directions for TAs**: Provide specific comments for each of the following mentoring and supervisory domains.

<table>
<thead>
<tr>
<th>Strengths (List specific things that the CI did to foster development in this area)</th>
<th>Suggestions for Improvement (List specific things that would have improved the quality of your experience)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning</strong></td>
<td>Online form will have an expanding table in order to fit TA comments</td>
</tr>
<tr>
<td><strong>Feedback</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **Effective Practices**  
  - Instruction  
  - Management  
  - Collaboration |  |
| **Nurturing Professional Development** |  |
**Clinical Instructor Evaluation: Univ. Supervisor Form**

**Directions for University Supervisors:** Please rate the Clinical Instructor on the following mentoring and supervisory domains. Ratings and comments should be based upon your direct supervision of the CI and your collaboration/discussions with the TA regarding these specific categories.

**The Clinical Instructor:**

1. Shared resources, brainstormed ideas, and helped with planning.

<table>
<thead>
<tr>
<th>Not Applicable</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

   Comments:

2. Integrated the TA into school functions such as conferences, Back-to-School night, and faculty/team meetings.

<table>
<thead>
<tr>
<th>Not Applicable</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

   Comments:

3. Made time to meet/discuss issues on a regular basis. *(at least once a week)*

<table>
<thead>
<tr>
<th>Not Applicable</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

   Comments:

4. Provided written feedback on a regular basis. *(at least once a week)*

<table>
<thead>
<tr>
<th>Not Applicable</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

   Comments:

5. Assisted with the TA development of content and pedagogical knowledge.

<table>
<thead>
<tr>
<th>Not Applicable</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
6. Provided useful and constructive feedback.

<table>
<thead>
<tr>
<th>Not Applicable</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Comments:

7. Provided ample opportunities for the TA to develop requisite teaching skills.

<table>
<thead>
<tr>
<th>Not Applicable</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Comments:

8. Had realistic expectations of the TA.

<table>
<thead>
<tr>
<th>Not Applicable</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Comments:

9. Acknowledged the value of the TA’s decision making/suggestions/contributions.

<table>
<thead>
<tr>
<th>Not Applicable</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Comments:

10. Was positive and encouraging about the profession.

<table>
<thead>
<tr>
<th>Not Applicable</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Comments:

OTHER COMMENTS/SUGGESTIONS/COMMENDATIONS:
University supervisor evaluations were designed to provide feedback to program areas on ways to improve the selection, training, and requirements of the university supervisors. This evaluation is to be completed by both the teaching associate and clinical instructor. Evaluations will be shared with university supervisors in the aggregate during US training sessions. Teacher education faculty, however, will have access to identified (named) evaluations.

**Directions for TAs and CIs:** Rate the university supervisor on the following supervisory and mentoring tasks. In addition, complete the strengths and suggestions box, if additional comments need to be made.

**The University Supervisor:**

1. Was accessible to the TA and CI.

<table>
<thead>
<tr>
<th>Not Applicable</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Comments:

2. Provided written feedback on lesson plans and reflections in a timely manner. (a minimum of 6 times)

<table>
<thead>
<tr>
<th>Not Applicable</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Comments:

3. Observed the TA at least 2 times per split placement or 4 times over the course of the single placement.

<table>
<thead>
<tr>
<th>Not Applicable</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Comments:

4. Participated in a final triad meeting to provide feedback to the TA.

<table>
<thead>
<tr>
<th>Not Applicable</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Comments:
5. Made an effort to understand the climate and culture of the placement.

<table>
<thead>
<tr>
<th>Not Applicable</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Comments:

6. Provided feedback and support in a positive and constructive manner.

<table>
<thead>
<tr>
<th>Not Applicable</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
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<tbody>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Comments:

7. Provided feedback that represents current knowledge and research on effective practices.

<table>
<thead>
<tr>
<th>Not Applicable</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Comments:

8. Made an effort to equally involve all members of the triad when problem solving or brainstorming.

<table>
<thead>
<tr>
<th>Not Applicable</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Comments:

9. Was a positive representative of the university.

<table>
<thead>
<tr>
<th>Not Applicable</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Comments:

**OTHER COMMENTS/SUGGESTIONS/COMMENDATIONS**
As noted previously, feedback is a way of giving help. The Teacher Education Program at the Curry School of Education is interested in learning from your comments/thoughts/suggestions related to the Teaching Associateship experience. Responses may address any aspect of the experience including the roles and interactions of the Clinical Instructor, Teaching Associate, University Supervisor or any individual involved in the training, placement, or support process. All three parties are required to complete the following form.

*NOTE: This feedback is not intended to influence the TA's final recommended grade nor is it to be perceived of as Clinical Instructor or University Supervisor evaluations. The information will be used only for improvement of the program.
At the time of printing this 2012 Handbook, we know that we will be using an electronic submission program, however, we have not yet finalized the process.

Gathering evidence and analyzing data guides professional decisions at all levels of education. Our aim is to establish a process that is user-friendly and meets your needs as well as those of the Curry Teacher Education Program.

We will send details as they become available.
SECTION III: PLACEMENT PACING GUIDES & LESSON PLANS

SINGLE PLACEMENT ASSIGNMENTS

Most teaching associateship assignments are for approximately sixteen weeks at a single placement. The typical pacing of the placement includes full planning and teaching responsibilities for one content area or section for about 12 weeks, planning and teaching of two sections for 9 weeks, and carrying the full teaching load assigned to the clinical instructor for approximately 5 weeks.

The three models that follow represent how a TA may plan for assuming instructional responsibilities. The first model (Table 1), the Standard Pacing Guide, allows for a gradual take-over of instructional responsibilities. The TA has ample time to observe the CI, become familiar with the curriculum and student population, and receive feedback from the CI prior to teaching a section independently. The TA would then gradually assume responsibility for teaching all of the courses.

The second model (Table 2), the Accelerated Pacing Guide, is designed for the student who has demonstrated the skills and initiative to “dive in early” and get the most instructional time available to him or her. In this model, the TA assumes more instructional responsibilities earlier in the semester and therefore, spends more time during the placement directly teaching.

The third model (Table 3), the Moderate Pacing Guide, was designed to guide TAs who have unique challenges to their placements. Challenging student populations, unfamiliarity with the curriculum, or the need for longer periods of CI modeling are some of the reasons why a triad may opt for a pacing similar to the Moderate Pacing Guide.

A week-by-week list of tasks commonly associated with the accrual of responsibilities is presented following the models. These tasks may be shifted depending on the TA needs.

Table 1: Standard Pacing Guide for Elementary or Secondary Teaching Associateship (Sample)

<table>
<thead>
<tr>
<th>16 Week Teaching Associateship</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Planning: Orientation to School and Classroom Culture</td>
<td>Observe, plan &amp; teach individual lessons</td>
<td>Observe, plan &amp; teach individual lessons</td>
<td>Plan &amp; teach one content or section</td>
<td>Plan &amp; teach two contents or sections</td>
<td>Plan &amp; teach one content of section</td>
<td>Plan &amp; teach full load</td>
<td>Plan &amp; teach one content of section</td>
<td>Plan &amp; teach two contents or sections</td>
<td>Plan &amp; teach individual lessons</td>
<td>Culuminating Activities: Observing, planning, tutoring, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*These activities should be planned and approved in coordination with the CI and US. TAs are expected to maintain “teacher contract hours” during this week.
### Table 2: Accelerated Pacing Guide for the Teaching Associateship (Sample)

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>16 Week Teaching Associateship</strong></td>
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<td></td>
<td>Plan &amp; teach full load</td>
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<td></td>
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<td></td>
<td>Plan &amp; teach one content or section</td>
<td></td>
<td>Plan &amp; teach two contents or sections</td>
<td></td>
<td>Plan &amp; teach one content of two sections</td>
<td></td>
<td>Plan &amp; teach two sections</td>
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</tbody>
</table>

*These activities should be planned and approved in coordination with the CI and US. TAs are expected to maintain “teacher contract hours” during this week.

### Table 3: Moderate Pacing Guide for the Teaching Associateship (Sample)

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>16 Week Teaching Associateship</strong></td>
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<td></td>
<td></td>
<td></td>
<td>Plan &amp; teach full load</td>
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<td></td>
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<td></td>
<td>Plan &amp; teach one section</td>
<td></td>
<td>Plan &amp; teach two sections</td>
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<td>Plan &amp; teach one section</td>
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<td>Plan &amp; teach two sections</td>
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</tr>
</tbody>
</table>

*These activities should be planned and approved in coordination with the CI and US. TAs are expected to maintain “teacher contract hours” during this week.
WEEK-BY-WEEK RESPONSIBILITIES FOR THE SINGLE PLACEMENT

Tasks associated with teaching associateships are provided below in a week-by-week format. The assignment sequence is provided as a general guideline of pacing and activities.

WEEK ONE—PREPLANNING

- CI orients TA to school personnel, facilities, curriculum, and culture.
- US contacts CI and TA to: provide contact information, share goals and expectations of the Teaching Associateship, and introduce any necessary paperwork or online requirements.
- CI and TA plan for initial weeks of school and draft a general plan of TA responsibilities.

WEEKS TWO-THREE—FIRST 2 WEEKS OF STUDENTS

- TA introduced to the class(es) as an associate teacher.
- CI models lessons for TA.
- TA identifies teacher/learner behaviors to observe while the CI is teaching.
- TA discusses/asks questions about observation data with CI.
- TA assumes responsibility for lessons under direction of CI. *TA may teach using plans created by the CI.*
- TA regularly conducts drill/review sessions.
- TA helps individual/groups of students during study sessions.
- TA and CI identify topic and plan for the TA’s first teaching responsibility (should not exceed one preparation).

WEEKS FOUR-FIVE

- TA assumes responsibility for specific teaching assignments (one section or two alike, one unit) providing for practice, and daily feedback.
- TA continues observations in some classes.
- CI continues to model lessons.
- TA assumes responsibility for lessons prepared by CI as well as routine study/drill sessions.
- TA and CI schedule teaching assignments for the remainder of the assignment—identify unit topics, sequence of units.
- CI provides written feedback to the TA a minimum of once per week.

WEEKS SIX-SEVEN-EIGHT

- TA assumes responsibility for additional classes or subjects or groups.
- CI continues to model instruction part of each day and TA continues observations and discusses data with CI.
- CI observes TA daily and provides observational data to TA and CI provides feedback on performance. Weekly written feedback continues.
- CI accelerates TA responsibilities as progress is noted.
- By week 7, CI, TA, and US complete the mid-placement evaluation.
Guidelines for the Midterm Evaluation Meeting:

In preparation for the mid-placement evaluation, the CI, TA, and US will each complete the Midterm Evaluation (see Section II). These evaluations should be printed out and brought to the midterm evaluation meeting.

During the mid-placement session, the TA must be made aware of his/her performance to date on competencies listed in the mid-placement evaluation. If the TA has not demonstrated satisfactory progress, the University Supervisor in consultation with the CI will note specific competencies the TA must demonstrate during the second half of the placement to meet requirements for the associateship.

WEEKS NINE-TEN-ELEVEN-TWELVE-THIRTEEN

- TA assumes instructional leadership in for the entire instructional load — minimum of four weeks.

- TA is encouraged to identify the behaviors that CI and university supervisor should be observing.

- CI observes TA daily and provides observational data and feedback following each observation. Weekly written feedback continues.

WEEK SIXTEEN

- The final week of the teaching associateship typically involves the TA participating in a variety of culminating activities. These activities should be developed in cooperation with the CI and university supervisor and may include: observing other teachers, reviewing/planning curriculum, teaching or tutoring, or other professional development activities.

- TA is expected to maintain teacher contract hours during this final week.

Guidelines for the Final Evaluation Meeting:

- As with the midterm, final evaluations should be completed by all in the triad before the meeting. Refer to the Final Evaluation Continuum in Section II when completing the final.

- The purpose of the final triad is for all parties to discuss the evaluations and to feel comfortable in the final submissions.
**Split Placement Pacing Guide**

Split assignments span approximately nine weeks in each of two placements. The placements are referred to as A and B placements. Split assignments occur as follows:

**Physical Education/Health:** Physical educators must be prepared to teach at all levels K-12; consequently, we require split assignment in and secondary school settings.

**Dual Degree Students:** Students seeking licensure in two areas will complete a split placement for each area of endorsement. Many Special Education students are dually endorsed. Depending on their previous field experience, they may do split placements.

**Sample Pacing Models**

The three models that follow represent how a teaching associate may plan for assuming instructional responsibilities.

The first model (Table 1), the **Standard Pacing Guide**, allows for a gradual take-over of instructional responsibilities during the A Placement and a more rapid pace for the B Placement. Under this model, the TA has time to observe, become familiar with the curriculum and student population, and receive feedback from the CI prior to planning and teaching a class or section independently. The teaching opportunities and feedback from the A Placement serve as a springboard for the B Placement.

The second model (Table 2), the **Accelerated Pacing Guide**, is designed for the student who has demonstrated the skills and initiative to "dive in early" and get the most instructional time available to him or her in one or both placements. In this model, the TA assumes more instructional responsibilities earlier in the placement and therefore, spends more time during the placement directly teaching.

The third model (Table 3), the **Moderate Pacing Guide**, was designed to guide TAs who have unique challenges in their placements. Challenging student populations, unfamiliarity with the curriculum, or the need for longer periods of CI modeling are some of the reasons why a triad may opt for a pacing similar to the Moderate Pacing Guide.

A week-by-week list of tasks commonly associated with the accrual of responsibilities is presented following the models. These tasks may be shifted depending on the situation.
### Table 1: Standard Pacing Guide for the Teaching Associateship—Split Placement (Sample)

<table>
<thead>
<tr>
<th>A Placement</th>
<th>B Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Pre-planning: Orientation to School and Classroom Culture</td>
<td>Pre-planning: Orientation to School and Classroom Culture</td>
</tr>
<tr>
<td><strong>Placement</strong> A</td>
<td><strong>Placement</strong> B</td>
</tr>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Week 2</strong></td>
</tr>
<tr>
<td>Observe, plan &amp; teach individual lessons</td>
<td>Observe &amp; teach individual lessons</td>
</tr>
<tr>
<td>Plan &amp; teach one class</td>
<td>Plan &amp; teach</td>
</tr>
<tr>
<td>several preps</td>
<td>several preps</td>
</tr>
<tr>
<td>Observe &amp; teach individual lessons</td>
<td>Observe &amp; teach individual lessons</td>
</tr>
<tr>
<td>Observations, curriculum development/ review, teaching</td>
<td>Observations, curriculum development/ review, teaching</td>
</tr>
<tr>
<td>Culminating Activities: Observations of other teachers, reviewing/planning curriculum, etc.*</td>
<td>Culminating Activities: Observations of other teachers, reviewing/planning curriculum, etc.*</td>
</tr>
</tbody>
</table>

*These activities should be planned and approved in coordination with the CI and US. TAs are expected to maintain “teacher contract hours” during this week.

### Table 2: Accelerated Pacing Guide for the Teaching Associateship—Split Placement (Sample)

<table>
<thead>
<tr>
<th>A Placement</th>
<th>B Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Pre-planning: Orientation to School and Classroom Culture</td>
<td>Pre-planning: Orientation to School and Classroom Culture</td>
</tr>
<tr>
<td><strong>Placement</strong> A</td>
<td><strong>Placement</strong> B</td>
</tr>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Week 2</strong></td>
</tr>
<tr>
<td>Observe, plan &amp; teach individual lessons</td>
<td>Observe &amp; teach individual lessons</td>
</tr>
<tr>
<td>Plan &amp; teach one class</td>
<td>Plan &amp; teach</td>
</tr>
<tr>
<td>several preps</td>
<td>several preps</td>
</tr>
<tr>
<td>Observe &amp; teach individual lessons</td>
<td>Observe &amp; teach individual lessons</td>
</tr>
<tr>
<td>Observations, curriculum development/ review, teaching</td>
<td>Observations, curriculum development/ review, teaching</td>
</tr>
<tr>
<td>Culminating Activities: Observations of other teachers, reviewing/planning curriculum, etc.*</td>
<td>Culminating Activities: Observations of other teachers, reviewing/planning curriculum, etc.*</td>
</tr>
</tbody>
</table>

*These activities should be planned and approved in coordination with the CI and US. TAs are expected to maintain “teacher contract hours” during this week.
Table 3: Moderate Pacing Guide for the Teaching Associateship—Split Placement (Sample)

<table>
<thead>
<tr>
<th></th>
<th>18 Week Teaching Associateship</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A Placement</td>
</tr>
<tr>
<td></td>
<td>1 2 3 4 5 6-8 9</td>
</tr>
<tr>
<td>Pre-Planning: Orientation to School and Classroom Culture</td>
<td>Observe, plan &amp; teach individual lessons</td>
</tr>
<tr>
<td></td>
<td>Observe &amp; teach individual lessons</td>
</tr>
<tr>
<td></td>
<td>Observe &amp; teach indv.</td>
</tr>
<tr>
<td></td>
<td>Plan &amp; teach</td>
</tr>
<tr>
<td></td>
<td>Observations, curriculum</td>
</tr>
<tr>
<td></td>
<td>development/review, teaching</td>
</tr>
<tr>
<td>Culminating Activities: Observations of other teachers, reviewing curriculum, etc.*</td>
<td>Observe &amp; teach full load</td>
</tr>
</tbody>
</table>

*These activities should be planned and approved in coordination with the CI and US. TAs are expected to maintain “teacher contract hours” during this week.
WEEK-BY-WEEK RESPONSIBILITIES FOR THE SPLIT PLACEMENT

Tasks associated with teaching associateship are provided below in a week-by-week format. The assignment sequence is provided as a general guideline of pacing and activities.

WEEK ONE—PREPLANNING

- CI orients TA to school personnel, facilities, curriculum, and culture.
- US contacts CI and TA to provide contact information, share goals and expectations of the Teaching Associateship, and introduce any necessary paperwork.
- CI and TA plan for initial weeks of school and draft a general plan of TA responsibilities.

WEEKS TWO-THREE—FIRST 2 WEEKS OF STUDENTS

- TA introduced to the class(es) as an associate teacher.
- CI models lessons for TA.
- TA observes while the CI is teaching.
- TA discusses and asks questions about observation data with CI.
- TA assumes responsibility for lessons under direction of CI. *TA may teach using plans created by the CI.*
- TA regularly conducts drill/review sessions.
- TA helps individual/groups of students during study sessions.
- TA and CI identify topic and plan for the TA’s first teaching responsibility (should not exceed one preparation).
- TA assumes responsibility for specific teaching assignments, providing for practice, and daily feedback.
- TA continues observations in some classes; CI continues to model lessons.
- TA assumes responsibility for lessons prepared by CI as well as routine study/drill sessions.
- TA and CI schedule teaching assignments for the remainder of the assignment—identify unit topics, sequence of units.
- CI provides written feedback using the Collaborative Assessment Log a minimum of once per week.

WEEKS SIX-EIGHT

- TA assumes instructional leadership in all classes while CI observes and provides written feedback.

WEEK NINE

- TA releases the majority of teaching responsibilities back to the CI.
- TA schedules observations of other teachers and areas in the school to which the TA has been assigned. These observations must be approved by the CI and US.
- TA reconnects with B placement CI.
- By week 8 or 9, CI, TA, and US complete the final evaluation for the A Placement. At the conclusion of this meeting, the triad outlines specific goals for the TA for the B placement.

WEEKS FOUR-FIVE
Guidelines for the Final Evaluation Meeting

In preparation for the A placement final evaluation, the CI, TA, and US will each complete the Final Evaluation (see Section III). These evaluations should be printed out and brought to the meeting.

During the session, the TA must be made aware of his/her performance to date on competencies listed in the evaluation. Using the Final Evaluation Continuum found in Section II, determine whether or not the TA has made satisfactory progress. If the TA has not demonstrated satisfactory progress, the University Supervisor in consultation with the CI will note specific competencies the TA must demonstrate during the B placement in order to meet requirements for the associateship.

In very few cases, the TA may not successfully complete the A placement on schedule. When this occasion arises, the following options are negotiable:

1. If the problems are remediable, the university supervisor in consultation with both CIs may require the TA to (a) extend the period of the A placements until competence is demonstrated, or (b) demonstrate competence during the B placement, thus satisfying requirements for both experiences.

2. If the problems are not remediable, the TA will fail the teaching associateship and therefore, not be recommended for licensure.

B PLACEMENT ASSIGNMENT

The TA’s B placement assignment might be scheduled in a similar manner to the first placement with greater acceleration during weeks 3-4, if appropriate.

The B placement should be built directly upon the first assignment. Thus, while the second assignment is with different students in a new setting, the TA should be able to move quickly to assume responsibility. Additionally, the goals from the A placement should serve as a guide for the B placement, when applicable.

FINAL WEEK OF THE PLACEMENT

During the final week of the placement, TAs are responsible for returning all materials to his or her CI and US. TAs should also ensure that all final meetings and obligations have been met by the end of this week.
Lesson Plan Organizers:

Lesson planning is an essential component of the Teaching Associateship. Curry requires that all TAs develop formal, detailed lesson plans as a part of the associateship. Lesson plans provide the opportunity for clinical instructors and university supervisors to preview and anticipate challenges as well as add insight or make connections to resources. Although it is not expected (or feasible!) for TAs to draft formal plans for every lesson they will teach, Curry strongly encourages the triad to establish minimum number of plans to be written each week. The plans for the six lessons observed by the US are to be submitted 48 hours in advance of teaching.

Copies of program area formats are provided on the next pages:

- Early Childhood Special Education
- Elementary Education
- English Education
- Foreign Language
- Health/Physical Education
- Mathematics Education
- Science Education
- Social Studies Education
- Special Education
Teacher Education Program & Standards of Learning (SOLs)

The Standards of Learning (SOLs) for Virginia's K-12 public schools have been a constant focus in the Curry School's Teacher Education program. For each of the core content areas in and secondary education as well as in special education, Teaching Associates have studied the SOLs, learned instructional strategies to effectively teach the standards, and developed applications which will allow children to demonstrate mastery of core content.

Curry faculty are committed to preparing pre-service teachers to apply the standards in lesson plans. The range of tasks and learning activities which Curry faculty use to involve the TA in the SOLs varies greatly allowing faculty to assess the pre-service teacher's readiness for helping young people meet these standards.

A sampling of some representative SOLs, the courses they are "taught" in, their practice, and application are presented below. This limited sample is used only as an illustration of the types of tasks and learning that the TA has experienced.

<table>
<thead>
<tr>
<th>SOL</th>
<th>COURSE (SOL was taught in)</th>
<th>GUIDED PRACTICE</th>
<th>APPLICATION/EVALUATION</th>
</tr>
</thead>
</table>
| Math SOLs Grades 6-12 | EDIS 545 Math Methods | - Relate SOLs to NCTM Standards  
- Write analysis & commentary of standards  
- Include more than one SOL in math lesson | Develop and teach a lesson plan that includes a functional problem whose solution can be examined using multiple representations (graphic, numeric, algebraic) |
<p>| English SOL 3.7 . . . develop a plan for writing descriptive paragraphs. | EDIS 508/514 Special Education Methods | Task analyze descriptive writing process and develop modifications for a child with a specific learning difficulty | Make appropriate modification for teaching descriptive writing to children with LD |</p>
<table>
<thead>
<tr>
<th>SOL</th>
<th>COURSE (SOL was taught in)</th>
<th>GUIDED PRACTICE</th>
<th>APPLICATION/EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Content Area Grades K-8</td>
<td>EDIS 501/502 Curriculum and Instruction</td>
<td>Examine sample lesson plans to determine how plans can be revised so that instructional objectives and activities address the SOLs</td>
<td>Plan and implement lessons/unit in the field that address SOLs. State which SOLs are being addressed</td>
</tr>
<tr>
<td>C/T 8.2 (Computer Technology)</td>
<td>EDIS 560 Teaching Social Studies</td>
<td>Develop a website on the Jamestown settlement (Jamestown Virtual Colony) including units on colonization, government, economics, society, and broader themes</td>
<td>Develop lesson plans/unit teaching about Jamestown that includes the use of technology resources</td>
</tr>
<tr>
<td>11.2 (U.S. History) . . . compare the colonization of Virginia with that of other American colonies . . .</td>
<td>EDLF 345/545 Instructional Technology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 3.5 . . . demonstrate comprehension of a variety of printed materials . . . | EDIS 530A Language Block (Education)                      | Participate in the creation of a K-W-L chart and relate the process to subcomponents of SOL 3.5  
X purpose for reading  
X connections between past experience and reading selection  
X ask & answer questions  
X write about what is read | Develop, teach and evaluate a reading comprehension lesson during field experience  
(Note: linkage is generally made from this SOL to a history or science SOL) |

Section III: Placement Pacing Guides & Lesson Plan Formats
### ELEMENTARY EDUCATION (MODEL LESSON PLAN FORMAT)

<table>
<thead>
<tr>
<th>Lesson Components</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Identification of the Class**  
(Subject, Population of Students, Grade, Number of Students) | Subject:  
Population of Students (general education, gifted, ID, etc.)  
Grade:  
Number of Students: |
| **Virginia Standard of Learning**  
(write out relevant parts of the standard) | Topic:  
Rationale: |
| **Rationale for Instruction**  
(State rationale given to students for why this instruction may benefit them—write in student language) |  
**Daily Objectives**  
1. Include a **condition** (e.g., when provided with 5 math problems), an **observable behavior**, and a **criterion** for success (e.g., students will solve at least 4 problems correctly).  
2. When appropriate, you may also include behavioral objectives. e.g., during the lesson, students will raise their hands and be acknowledged prior to speaking)  
3. Objectives should be directly linked to evaluation procedures |
| **Evaluation/Monitoring**  
(Description of how you will evaluate student achievement of lesson objectives; attach any quizzes, questions used for assessment, or worksheets; “Observation”—needs to include a checklist of specific behaviors observed) |  
<p>|</p>
<table>
<thead>
<tr>
<th><strong>Procedures</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Description of steps you will follow during instruction, always beginning with an introduction and ending with some type of evaluation. This section should be very detailed—the person reading your procedures should be able to visualize what will be going on in the classroom and anticipate potential student responses, given your prompts.)</td>
<td></td>
</tr>
<tr>
<td><strong>Materials/Equipment/Preparation</strong></td>
<td></td>
</tr>
<tr>
<td>(Listing of resources that will be used during the lesson—books, articles, newspapers, maps, handouts, etc. Attach copies of any worksheets.)</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation of Differentiation</strong></td>
<td></td>
</tr>
<tr>
<td>List and describe instructional modifications or adaptations made for student differences (lesson pacing, selected content or materials, grouping, alternative modes for participation or evaluation, model of instruction, strategy instruction, etc.) For example, students may be grouped homogenously in order to provide targeted instruction, or students may be grouped heterogeneously for cooperative learning. An alternative text or reading material may be provided for students need remediation or enrichment. Finally, the tasks required of a student may be different depending on student capability.</td>
<td></td>
</tr>
</tbody>
</table>
UNIT TITLE: ________________________________                  Lesson No./Date: ___________

Lesson Objectives & Specific Learning Outcomes:
SWBAT: [Students will be able to:]

COGNITIVE
1.
   1.1 ....
   1.2 ....
   1.3

2.
   2.1
   2.2 ....
   Etc.

AFFECTIVE
3.
   3.1
   3.2
   Etc.

PERFORMANCE
4.
   4.1
   4.2...
   Etc.

SOL'S:

Materials Needed:

Procedures/Instructional Strategies
I.   Bridge [___ mins.]

II.  Steps [___ mins.]
    [___ mins.]  1)
    [___ mins.]  2)
    Etc.

III. Closure [ ___ mins.]

Methods of evaluation: (for evaluating the specific objectives listed above)

In retrospect:   (Reflective notes following my instruction)

Materials Appendix
1. Title/Topic(s):

2. Virginia Standards addressed:

3. Objectives: Clear statements of what you expect the students to gain: what you want students to be able to do, what you want students to know, what you want students to understand.

4. Assessments: How will you assess student progress towards those objectives? How will you make those expectations clear to the students? What kind of feedback will they receive?

5. Rationale: Based on evidence and our understanding of language acquisition, Why is this lesson appropriate? Consider assessments, both short and long-term assessments, that students will undergo. Consider age and language level of students. Consider strengths and weaknesses of individuals in the class. Consider universal values.

6. Materials: What will be needed for this day’s work?

7. Procedures: The recipe for what you plan for the lesson. This should be a written description of the flow of the lesson. What will serve to get the work started? How will you get students’ attention for each section? What questions will guide the work? (Note: since most of the classes should be done in the target language, do not hesitate to think this through in your target language. Questions especially are important. When you’ve finished, translate them into English for those of us who may be reviewing your lesson, but I know from experience, it can be easier to be thinking in your target language when you think through the plans because that’s how you are going to teach it. ) What kinds of questions/directions will you use to transition from one activity to the next? Approximate time needed for each activity should be included.

Use of 4MAT is encouraged, but I will also accept organizing according to the Blaz (ideas on page 57 of her book). For 4MAT, here is a piece-by-piece guide. If the cycle has started on a day prior to the specific lesson you are posting, briefly describe what happened before in the Rationale section. Conversely, if you will not get through the whole cycle, describe how you will wrap up the day and what will follow, including any homework.
<table>
<thead>
<tr>
<th>Cycle</th>
<th>Type of activity</th>
<th>Content for this lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>4MAT for procedures Quadrant 1R</td>
<td>Includes an activity that is emotionally engaging; bringing students into the theme. May require physical movement of student. Emphasis is on INPUT. This activity serves as a focus throughout the cycle.</td>
<td></td>
</tr>
<tr>
<td>Quadrant 1L</td>
<td>Activity asks students to process input. Students may be asked simple comprehension questions (yes/no), for instance.</td>
<td></td>
</tr>
<tr>
<td>Quadrant 2R</td>
<td>Activity asks students to show more comprehension. Activity should revisit Input and use nonverbal output to show understanding.</td>
<td></td>
</tr>
<tr>
<td>Quadrant 2L</td>
<td>Activity offers more input. Original Input is revisited as example of broader theme. May include explicit instruction. Draws attention to patterns, form focused information. Gives more models.</td>
<td></td>
</tr>
<tr>
<td>Quadrant 3L</td>
<td>Activity moves to directed output. Guided practice. Following input models for development.</td>
<td></td>
</tr>
<tr>
<td>Quadrant 3R</td>
<td>Activity calls for more output. Output given in different forms. Practicing variations of formulaic dialogues, for instance. Acting out scenes. Evaluate forms.</td>
<td></td>
</tr>
<tr>
<td>Quadrant 4L</td>
<td>Activity focuses on formative independent work. For instance, students write and edit their own stories.</td>
<td></td>
</tr>
<tr>
<td>Quadrant 4R</td>
<td>Activity includes performance that demonstrates student’s command of desired skills and knowledge. For instance, students share stories.</td>
<td></td>
</tr>
</tbody>
</table>
HEALTH & PHYSICAL EDUCATION (MODEL LESSON PLAN FORMAT)

Focus of lesson: This whole section is done in a column format so you have to finish one side completely and to move to the other side you must use the arrow key at the bottom of the first column or click the mouse on the other side. I can remove this feature if you want.

Skill Theme:

Movement Concept (secondary):

Class/Date: Also, the labels (i.e. Class/Date) are in bold, but the colon following this is not in bold, this will make is so if you do not erase the colon then what you type afterward will be in normal font and not in bold. If the colon is erased make sure the bold feature is not on when typing material because it will all be in a boldface type.

Equipment/Facility:

Source:

Class Skill Level

SOLs:

Objectives:

How can objectives be evaluated?:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity or Movement Concept</th>
<th>Observation Cues &amp; Task Analysis</th>
<th>Organization</th>
<th>Problems &amp; Solutions</th>
<th>Individual Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This is where you type instructions, directions etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comment RE Children’s Skill Level:

How can this plan be improved?
HEALTH & PHYSICAL EDUCATION: SECONDARY (MODEL LESSON PLAN FORMAT)

Activity:

Pre-Assessment:

Date:

Sources of Information:

Equipment Needed:

Play Space Needed:

Markings:

Media To Be Used

SOLs:

Objectives:

How can objectives be evaluated?:

<table>
<thead>
<tr>
<th>Time</th>
<th>Teaching and Learning</th>
<th>Skill analysis &amp; cues</th>
<th>Organization</th>
<th>Safety</th>
<th>Individual instruction</th>
<th>Motivational Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comment RE Student’s Skill Level:

How can this plan be improved?
MATHEMATICS (MODEL LESSON PLAN FORMAT)

TITLE

RATIONALE

OBJECTIVES
  KNOW
  UNDERSTAND
  BE ABLE TO DO

SOLS

ASSESSMENTS

MATERIALS

INSTRUCTIONAL PROCEDURES
## Science Education (Model Lesson Plan Format)

**Insert Lesson Topic, Date & Course Info Here**

**SOL(s):** Relevant SOL’s should be listed here.

**Instructional Objectives:** Appropriate instructional objectives should be included here. The objectives should specify measurable student outcomes.

<table>
<thead>
<tr>
<th>Lesson Segment &amp; Time Est.</th>
<th>Materials</th>
<th>Instructional Sequence</th>
<th>Teacher/Student Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>List any materials necessary for activities separately for each section.</td>
<td>“Hook” to get Ss involved, advance organizer, overview of lesson, review of previous</td>
<td>Include brief description of what teachers and students will be doing during each</td>
</tr>
<tr>
<td></td>
<td></td>
<td>material, etc.</td>
<td>activity/segment of the lesson.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NOTE: These sections expand as you type in electronic version.</td>
<td></td>
</tr>
<tr>
<td><strong>Body</strong></td>
<td></td>
<td>Includes sequential outline of lesson, with major questions, descriptions of activities,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>safety concerns, and directions. Brief descriptions of how major activities will be</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>introduced and debriefed should be included, as well. Be sure to include clear plans</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>for student involvement (Q&amp;A, hands-on activities, group work, etc).</td>
<td></td>
</tr>
<tr>
<td><strong>Closure</strong></td>
<td></td>
<td>This section sums up the lesson. Lesson objectives should be revisited/made explicit</td>
<td></td>
</tr>
<tr>
<td><strong>Total Time</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Plan:</strong></td>
<td></td>
<td>Briefly describe how each objective will be assessed. (Don’t rely solely on verbal</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>feedback during the lesson).</td>
<td></td>
</tr>
</tbody>
</table>

Attach copies of overheads, activity/laboratory worksheets, assignments, etc.

Double-check alignment between lesson objectives, activities, and assessment.
SOCIAL STUDIES (MODEL LESSON PLAN FORMAT)

TITLE:

VSOL: Standards Addressed

OBJECTIVES: A specific idea of what you want your students to focus on or to achieve: what you want students to understand, what you want students to know, what you want students to be able to do.

RATIONALE: Why this lesson? How is this lesson a valuable contribution to secondary social studies education? This section explains why you chose to teach this topic – what is the significance? Why do students need to know and understand this particular topic?

CONTENT SUMMARY/ISSUE: General description of the social studies content/issue to be examined. This is an in-depth, detailed description of the information you will be presenting in the lesson.

MATERIALS: What resources will be used during the lesson (e.g., books, articles, newspapers, maps, hand-outs, filmstrip)? List all items needed for the lesson.

PROCEDURES: Description of instructional approaches/teaching: what you and the students will do in the lesson – you should have a variety of activities. What learning activities/skills will students be engaged in? (e.g., lecture, discussion, group work, writing assignment, student presentation, silent reading, watching video). This section should be very detailed – the person reading your procedures should be able to visualize what will be going on in the classroom.

FEEDBACK & EVALUATION/ASSESSMENT: How will you evaluate/assess student learning (quiz, essay, short answer questions, group work). Explication of how the teacher will provide students with feedback on progress toward objectives, how learning will be evaluated, and how the evaluation procedure is congruent with objectives and instruction.
### SPECIAL EDUCATION (MODEL LESSON PLAN FORMAT)

<table>
<thead>
<tr>
<th>Grade:</th>
<th>Content Area:</th>
<th>Child/Group:</th>
</tr>
</thead>
</table>

#### I. SOL:

#### II. Objective(s):

#### III. Materials:

#### IV. Presentation:

#### V. Assessment:

#### VI. Differentiation:

#### VII. Technology:
Section IV: Observation Tools

COLLABORATIVE ASSESSMENT LOG

Clinical instructors and university supervisors must use the Collaborative Assessment Log (adapted from the work of the New Teacher Center, 2001) to provide written, formative feedback related to the Virginia Standards for Teaching. The purpose of the Log is to focus the feedback process (hence the limited writing space) and create meaningful next steps for TA development.

When to use the Log:
1. Clinical Instructors and TAs should schedule a time (approximately 20 minutes) once a week to conduct a Collaborative Assessment session.
2. University Supervisors must use the Collaborative Assessment Log as a guide during each of their post-observation feedback sessions.

Directions for use by Clinical Instructors and University Supervisors:
1. It is the responsibility of the CI or US to document the collaborative assessment session by writing down the key points made during the discussion. The purpose of writing down the key points is to create a record for the TA of strengths and agreed upon next steps. TAs receive a great deal of verbal feedback throughout the day and during US conversations. Unfortunately, it is not always easy for the TA to remember all of the suggestions or discern which suggestions are most pressing. The log is a written record of progress and a contract for both the TA and mentor (CI or US) to commit to for the purpose of TA professional development.
2. Mentors (CIs or USs) facilitate the conversation using the guiding concepts—What’s Working, Current Focus, TA’s Next Steps, and Mentor’s Next Steps.
   a. First, probe the TA to find out What’s Working. This is the time to push the TA to examine his or her strengths. Write down what the TA finds as unique strengths. If the TA struggles, give examples of behaviors or interactions and see if they can name the skills you are referring to. It is important to use this time to help the TA define the unique talents he or she brings to the teaching profession. This section also sets the tone for the rest of the collaborative processing.
   b. Second, ask the TA to brainstorm Current Challenges or Concerns. Follow the TA’s lead on identifying challenges. The issues that the TA sees and is aware of are those issues that TA will most readily be able to address. As the TA talks about what is going on, ask questions that allows you to get to the root of his or her concerns. Use the Collaborative Assessment Log Feedback Guide to assist you in making explicit and well-defined statements of the current concerns. If there are many areas, select one or two to be the focus for next steps and save the others for another session.
   c. Third, plan for the TA’s Next Steps. When determining the next steps for the TA to take to address the concerns presented or to “move to the next level” in his or her teaching, use the Log Feedback Guide as a reference. The suggestions provided are clear, explicit and provide the TA with a road map to follow for the coming days.
   d. Fourth, plan for the Mentor’s Next Steps. The mentor’s next steps are as important as the TAs. What can the mentor do to teach, facilitate, or support TA progress? Can you locate a
resource, model a strategy, observe using a specific tool, or connect the TA with a colleague? Commit to your steps and follow-up on the TA’s.

e. **Finally, with the TA scan the standards section and place a check next to the standards that match with the types of things you discussed during your session.** Once you have completed several logs, go back and see if there are standards that you do not seem to talk about and consider why that is? Are there other conversations to be had?

**Collaborative Assessment Log Feedback -SAMPLES:**

1. The Log Feedback Samples was created using comments from past CIs and USs. The document focuses on the two most challenging sections of the Log—the Current Focus/challenges section and the TA Next Steps section.

2. Refer to these samples throughout the associateship but particularly during the collaborative assessment session. The comments reflect the diversity of issues and concerns that arise during the Teaching Associateship. We are continually revising and updating—feel free to send additional comments or suggestions our way!

**Log Calendars/Collection Procedures:**

1. **University supervisors are responsible for collecting and filing Collaborative Assessment Logs.**

2. CI and US Calendars are provided for Curry’s documentation process. CIs and USs should use the log to schedule meeting times and to document that the Log was completed.

3. Copies are to be distributed as follows:
   a. White copy goes to the TA
   b. Yellow copy goes to the observer (CI or US)
   c. Pink copy goes to the Office of Teacher Education (US will file).

4. TAs are encouraged to keep all of their Logs in a central location so that USs can review CI/TA logs prior to observing to get a sense of what is going on. Similarly, CIs will be able to see the US/TA communication by reviewing their Logs.

5. Hard copies of the Collaborative Logs are available in the Teacher Ed office. If you wish to keep electronic logs, make sure to distribute and post copies to all members of the triad.
## COLLABORATIVE ASSESSMENT LOG

### Teaching Associate: _____________________________  Date: ____________________

### Lesson Topic: __________________________________________________

### Clinical Instructor/University Supervisor: ____________________________

#### 1. What’s Working

#### 2. Current Focus – Challenges – Concerns:

#### 3. Teaching Associate’s Next Steps (include dates for completion)

#### 4. Mentor’s Next Steps (include dates for completion)

---

**Next Observation Date:** ______________________________  **Focus:** ______________________________________________

---

Please check the specific elements under each standard that map to issues you discussed today.

<table>
<thead>
<tr>
<th>Professional Knowledge</th>
<th>Instructional Planning</th>
<th>Instructional Delivery</th>
<th>Assessment of/and for Student Learning</th>
<th>Learning Environment</th>
<th>Professionalism</th>
<th>Student Academic Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗ Addresses appropriate curriculum standards</td>
<td>✗ Uses student learning data to guide planning</td>
<td>✗ Engages students</td>
<td>✗ Uses pre-assessment data</td>
<td>✗ Arranges the classroom to maximize learning</td>
<td>✗ Collaborates/communicates effectively</td>
<td>✗ Sets student achievement goals</td>
</tr>
<tr>
<td>✗ Facilitates use of higher level thinking skills</td>
<td>✗ Builds on prior knowledge</td>
<td>✗ Builds on prior knowledge</td>
<td>✗ Involves students in setting learning goals</td>
<td>✗ Provide a safe environment</td>
<td>✗ Adheres to laws/policies/ethics</td>
<td>✗ Documents progress</td>
</tr>
<tr>
<td>✗ Links present content with past and future learning</td>
<td>✗ Differentiates instruction</td>
<td>✗ Differentiates instruction</td>
<td>✗ Uses valid, appropriate assessments</td>
<td>✗ Establishes clear expectations</td>
<td>✗ Incorporates professional development learning</td>
<td>✗ Provides evidence of goal attainment</td>
</tr>
<tr>
<td>✗ Demonstrates accurate subject knowledge and skills</td>
<td>✗ Reinforces learning goals</td>
<td>✗ Reinforces learning goals</td>
<td>✗ Aligns assessments with standards</td>
<td>✗ Maximizes instruction/minimizes disruption</td>
<td>✗ Sets goals for personal improvement</td>
<td>✗ Develops interim learning targets</td>
</tr>
<tr>
<td>✗ Goal-based instruction on goals that reflect high expectations</td>
<td>✗ Uses a variety of strategies/resources</td>
<td>✗ Uses a variety of assessment strategies</td>
<td>✗ Uses both formative/summative assessments</td>
<td>✗ Establishes a climate of trust/teamwork</td>
<td>✗ Participates in school activities outside classroom</td>
<td></td>
</tr>
<tr>
<td>✗ Knows developmental characteristics of students</td>
<td>✗ Uses instructional technology</td>
<td>✗ Uses instructional technology</td>
<td>✗ Gives constructive feedback</td>
<td>✗ Promotes cultural sensitivity/respects diversity</td>
<td>✗ Builds positive relationship with parents</td>
<td></td>
</tr>
<tr>
<td>✗ Aligns lesson objectives to curriculum &amp; student needs</td>
<td>✗ Communicates clearly</td>
<td>✗ Communicates clearly</td>
<td>✗ listens and pays attention to students</td>
<td>✗ Listens and pays attention to students</td>
<td>✗ Contributes to professional learning community</td>
<td></td>
</tr>
</tbody>
</table>

---
Collaborative Assessment Log

SAMPLE 1

What's Working
- Management is better in this class than 1st period class
- Energetic/enthusiastic teaching
- 100% of students on task for writing assignment
- Student responses included good quantity and quality
- T effective regrouped students as needed
- T maintained firm expectations for attendance for student trying to retake a math test during English class
- T circulated throughout the writing task
- T used efficient way to take attendance
- Lots of writing in class
- T developed routine of frequent writing
- T effectively gets student attention

Current Focus-Challenges-Concerns:
- Giving complete directions on assignment
- Being transparent with assessment/rubrics

Teaching Associate's Next Steps (include dates for completion)
- Create simple, transparent homework rubrics in the coming week

Mentor's Next Steps (include dates for completion)
- Send generic homework rubrics today

Next Observation Date:
Focus:

Please check the specific elements under each standard that maps to issues you discussed today.
COLLABORATIVE ASSESSMENT LOG

Δ Current Focus - Challenges - Concerns:
- Planning, data for law reading group
- Time management
- Increasing student talk & divergent ideas & answers

+ What’s Working:
- Model better w/ detail
- Organized, prepared, likes to be planned
- Students tracked well
- Setting clear expectations before getting started
- Literacy plan for real life connection
- Discussion plan & how do you know

Teaching Associate’s Next Steps (include dates for completion):
- Based on phonics test, incorporate direct instruction based on needs of law group
- Increase student conversation/talk

Mentor’s Next Steps (include dates for completion):
- Give feedback on small group student talk in LPI
- Send video of student conversation in small group
- Observe 9/16 to follow up

Next Observation Date: 9/14/11
Focus: Student Talk

Please check the specific elements under each standard that map to issues you discussed today.

<table>
<thead>
<tr>
<th>I. Students</th>
<th>II. Content</th>
<th>III. Planning, Instruction, Assessment</th>
<th>IV. Learning Environment</th>
<th>V. Collab./Comm.</th>
<th>VI. Professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher:</td>
<td>The teacher:</td>
<td>The teacher:</td>
<td>The teacher:</td>
<td>The teacher:</td>
<td>The teacher:</td>
</tr>
<tr>
<td>- sets expectations that all children can learn and succeed in helping all children achieve success.</td>
<td>- designs coherent instruction.</td>
<td>- creates a safe and positive environment for students.</td>
<td>- models professional and ethical standards as well as person accountability in all interactions.</td>
<td>- continually reflects on, seeks to improve his/her practice.</td>
<td>- works in partnership with families to promote student learning (e.g., notes, newsletters, phone calls).</td>
</tr>
<tr>
<td>- shows respect for students' varied talents, perspectives and background.</td>
<td>- demonstrates knowledge of content areas.</td>
<td>- manages classroom procedures to maximize academic learning time.</td>
<td>- incorporates past feedback to enhance current practice.</td>
<td>- collaborates with staff, families, and community members to promote and support student success.</td>
<td>- takes responsibility for and participates in a meaningful, continuous process of professional development.</td>
</tr>
<tr>
<td>- demonstrates understanding of students and families within the context of the community.</td>
<td>- demonstrates an understanding of and facility in explaining and identifying appropriate strategies for teaching subject area(s) taught.</td>
<td>- makes management and behavioral expectations clear (e.g., responds to inappropriate behavior, implements behavior plan when appropriate).</td>
<td>- models professional and ethical standards as well as person accountability in all interactions.</td>
<td>- continually reflects on, seeks to improve his/her practice.</td>
<td>- works in partnership with families to promote student learning (e.g., notes, newsletters, phone calls).</td>
</tr>
<tr>
<td>- works in partnership with families to promote student learning (e.g., notes, newsletters, phone calls).</td>
<td>- uses appropriate verbal, nonverbal, and media communication.</td>
<td>- collaborates with staff, families, and community members to promote and support student success.</td>
<td>- incorporates past feedback to enhance current practice.</td>
<td>- takes responsibility for and participates in a meaningful, continuous process of professional development.</td>
<td>- models professional and ethical standards as well as person accountability in all interactions.</td>
</tr>
<tr>
<td>- continually reflects on, seeks to improve his/her practice.</td>
<td>- develops and maintains rapport with students.</td>
<td>- takes responsibility for and participates in a meaningful, continuous process of professional development.</td>
<td>- integrates past feedback to enhance current practice.</td>
<td>- models professional and ethical standards as well as person accountability in all interactions.</td>
<td>- continually reflects on, seeks to improve his/her practice.</td>
</tr>
<tr>
<td>- takes responsibility for and participates in a meaningful, continuous process of professional development.</td>
<td>- makes management and behavioral expectations clear (e.g., responds to inappropriate behavior, implements behavior plan when appropriate).</td>
<td>- models professional and ethical standards as well as person accountability in all interactions.</td>
<td>- continually reflects on, seeks to improve his/her practice.</td>
<td>- works in partnership with families to promote student learning (e.g., notes, newsletters, phone calls).</td>
<td>- collaborates with staff, families, and community members to promote and support student success.</td>
</tr>
</tbody>
</table>
COLLABORATIVE ASSESSMENT LOG

Teaching Associate: ____________________________________________  Date: ____________________
Lesson Topic: __________________________________________________   Clinical Instructor/University Supervisor:__________________________________________

1. What’s Working
- good classroom management
- call on Ss by name
- class participation – good questions
- great flow between notes & demos

2. Current Focus – Challenges – Concerns:
- acknowledge lack of attention and misbehavior
- issues w/ cell phones
- tardies 1st period

3. Teaching Associate’s Next Steps (include dates for completion)
- calling attention to Ss (uses names), make Ss accountable – during or after class
- take cell phones from Ss
- make up times for tardies (explicit expectations)

4. Mentor’s Next Steps (include dates for completion)
- continue behavior management tips
- come during 1st or 8th

Next Observation Date:  ________________________________ Focus:  ______________________________________________

Please check the specific elements under each standard that map to issues you discussed today.

<table>
<thead>
<tr>
<th>Professional Knowledge</th>
<th>Instructional Planning</th>
<th>Instructional Delivery</th>
<th>Assessment of/and for Student Learning</th>
<th>Learning Environment</th>
<th>Professionalism</th>
<th>Student Academic Progress</th>
</tr>
</thead>
</table>
| □ ☑ Address(es) appropriate curriculum standards □ ☑ Facilitates use of higher level thinking skills □ ☑ Links present content with past and future learning □ ☑ Demonstrates accurate subject knowledge and skills ☑ Goal-based instruction on goals that reflect high expectations ☑ Knows developmental characteristics of students ☑ Uses student learning data to guide planning □ ☑ Builds on prior knowledge □ ☑ Differentiates instruction □ ☑ Plans for differentiated instruction □ ☑ Aligns lesson objectives to curriculum & student needs. ☑ Appropriate long & short-range plans ☑ Adapts plans as needed □ ☑ Engages students □ ☑ Builds on prior knowledge □ ☑ Differentiates instruction □ ☑ Plans for differentiated instruction □ ☑ Aligns lesson objectives to curriculum & student needs. □ ☑ Uses a variety of strategies/resources □ ☑ Uses instructional technology □ ☑ Communicates clearly □ ☑ Uses pre-assessment data □ ☑ Involves students in setting learning goals □ ☑ Uses valid, appropriate assessments □ ☑ Reinforces learning goals □ ☑ Uses a variety of assessment strategies □ ☑ Uses both formative/summative assessments □ ☑ Gives constructive feedback □ ☑ Arranges the classroom to maximize learning □ ☑ Provides a safe environment □ ☑ Establishes clear expectations □ ☑ Maximizes instruction/minimizes disruption □ ☑ Establishes a climate of trust/teamwork □ ☑ Promotes cultural sensitivity/respects diversity □ ☑ Listens and pays attention to students □ ☑ Works with students individually and in groups □ ☑ Collaborates/communicates effectively □ ☑ Adheres to laws/policies/ethics □ ☑ Incorporates professional development learning □ ☑ Sets goals for personal improvement □ ☑ Participates in school activities outside classroom □ ☑ Builds positive relationship with parents □ ☑ Contributes to professional learning community □ ☑ Uses standard oral and written English □ ☑ Sets student achievement goals □ ☑ Documents progress □ ☑ Provides evidence of goal attainment □ ☑ Develops interim learning targets
## CI Collaborative Assessment Log Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Log Turned In</th>
<th>Mid-Term Eval</th>
<th>Final Eval</th>
</tr>
</thead>
</table>

## US Collaborative Assessment Log Calendar

<table>
<thead>
<tr>
<th>TA Name</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
</tbody>
</table>

WHITE = STUDENT COPY; YELLOW = OBSERVER (CI OR US); PINK = OFFICE OF TEACHER EDUCATION
MY TEACHING PARTNER (MTP)

A video-based model of observation and support for Teaching Associates

With advances in technology, video is being used more often as a way of studying the act of teaching. Those ephemeral, spontaneous classroom interactions can be captured; time can be stopped with video. “My Teaching Partner” (MTP) is an approach to teacher development that takes advantage of video to encourage reflection and promote changes in teacher behaviors that have been demonstrated to improve academic success for students.

The starting point for MTP is the Classroom Assessment Scoring System (CLASS), an observational framework developed at the Curry School of Education, that provides a common lens and vocabulary that TAs, CIs and USs can use to discuss what is happening in a classroom (Pianta, Hamre, Le Paro, Mintz, Haynes, 2007). This system focuses attention on classroom interactions and was developed after years of studying research on effective teaching practices and classroom observations. Research on the system has demonstrated that teachers who are rated high on the CLASS dimensions make a difference in children’s academic success (Hamre & Pianta, 2005). For more information about CLASS, visit: http://www.teachstone.org/about-the-class/.

All Curry TAs have some exposure to CLASS. University Supervisors are trained to be reliable observers with the system. CIs are introduced to it as an observational tool. Basic features of the CLASS dimensions are described on pages 75-96. These “What is it?” descriptions aid the US and TA in their reflections and plans for the next observation cycle.

While MTP was originally conceived as a development tool for practicing teachers, during the 2009-2010 year, we successfully piloted its use with Curry TAs, with the US acting as the MTP consultants. The responses from the TAs, US and CIs involved were very positive. Based on that feedback, we altered the system to better include our triad structure and to expand the use of the MTP approach in pre-service clinical experiences.

MTP builds upon the CLASS framework by asking student teachers to video record their lessons and then write reflections about what happened using the CLASS lens and prompts from a supervisor working as the teaching “partner.” The supervisor watches the video, selects video clips relevant to a CLASS dimension and poses questions to guide the student teacher in observing and reflecting upon teaching behaviors and pupil responses. These written reflections are then discussed in a telephone or Skype conference.

The steps in the MTP cycle are outlined on the next page. Aside from the frequent use of video, the expectations for observations and evaluations are the same for TAs using MTP as for those under the more traditional observation system.

Section IV: Observation Tools
### MY TEACHING PARTNER - CONSULTANCY CYCLE

<table>
<thead>
<tr>
<th><strong>STUDENT TEACHER</strong></th>
<th><strong>CLINICAL INSTRUCTOR</strong></th>
<th><strong>UNIVERSITY SUPERVISOR</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Submits lesson plan 48 hours before teaching lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Reviews lesson plan &amp; provides feedback.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Videotapes teaching &amp; uploads footage to Collab or email.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Reviews video, selects clips, writes prompts and sends document to TA or posts to Collab.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Reviews clips &amp; prompts, writes reflective responses to prompt, uploads responses to Collab or email.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Reviews Student Teacher’s responses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. TA and US telephone/Skype in order to discuss videos and responses;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Summarizes conference &amp; sends email summary and action plan to Student Teacher and to Clinical Instructor; posts as feedback.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. CI and TA discuss action plan for implementation.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
THE CLASSROOM ASSESSMENT SCORING SYSTEM (CLASS)

Descriptors of High Quality Instruction

The following pages represent a kind of rubric. As explained in the My Teacher Partner (MTP) model on the preceding pages, the video observations use the Classroom Assessment Scoring System (CLASS) as a framework. These descriptors and the idea of structured observation are now first introduced in the EDIS 2010 course. They have been referenced during other courses in the Teacher Education program. There is a set for Elementary and a set for Secondary.

CLASS can be found online at http://www.teachstone.org/about-the-class/.
## POSITIVE CLIMATE - ELEMENTARY CLASS

### What is it?
In classrooms with a high positive climate, teachers and students are enthusiastic about learning and respectful of one another. Teachers and students have positive relationships with each other and clearly enjoy being together and spending time in the classroom.

### Why is it important?
Students are more motivated to learn when they are feeling happy, relaxed, and connected to others. They get more out of lessons when they are excited about participating. By creating a positive classroom climate, teachers and students will look forward to being with each other and will be able to get the most out of their time together.

### How can I create a more positive climate in my classroom?

**Enjoy time with students:** Share in fun, relaxing moments with students. During free play or outside time, take time to play with students and enjoy being with them.

**Make learning fun.** Look for opportunities to make everyday learning activities fun for students. Think about the things that make your students laugh and smile and find ways to integrate these things into everyday activities.

**Show your enthusiasm:** Make sure that you let your students know that you enjoy your job and enjoy spending time with them. If you aren’t enthusiastic about classroom activities, your students won’t be either.

**Engage in social conversation:** Ask students questions about their lives outside of school and make a point to remember to ask about things that are important to them, such as family members or their after school activities. Take the time to listen when they come up to tell you something exciting that happened to them.

**Be respectful and personal:** Be respectful in interactions with your students. Use their names when you are talking to them and remember to model the use of polite language such as please, thank-you, and you’re welcome.

**Facilitate positive peer interactions:** Encourage students to engage in positive interactions with each other. Teach and model the importance of sharing, helping others, and being respectful of others so that your students can start using these strategies in interactions with their peers.

CLASS can be found online at [http://www.teachstone.org/about-the-class/](http://www.teachstone.org/about-the-class/).
TEACHER SENSITIVITY - ELEMENTARY CLASS

What is it?
Teachers are sensitive when they consistently respond to students and are effective in addressing students’ questions, concerns, and needs. Teaching sensitively includes an awareness of individual students’ academic and emotional abilities in a way that allows teachers to anticipate areas of difficulty and provide appropriate levels of support for all students in the classroom.

Why is it important?
Students in a classroom with a sensitive teacher grow to see the teacher as a source of support, reassurance, and guidance. Teaching sensitively helps students feel comfortable with sharing their ideas and challenging themselves academically and socially. It also allows students to work well on their own and in groups because they know that if a problem or question arises they can go to the teacher and that the teacher will be effective at resolving their problem.

How can I increase sensitivity to my students’ needs?

Set aside time to assess and think about each student’s social and academic functioning: Use formal and informal assessment throughout the school year so that you can most appropriately adapt curriculum to meet your students’ needs and provide support to individual students. Make sure to think about both academic and social functioning.

Make every effort to listen to and respond to students: Teachers are often overwhelmed with questions and student requests. Try to take time to respond to all questions or requests. Respond immediately or let the students know you heard them and will respond at a later point. This lets students know that they are important to you and that you can be someone who helps them when they are having a hard time.

In challenging moments, try taking your students’ perspectives: Every teacher has students and moments that test his or her patience. By making an active effort to take your students’ perspectives during these challenging moments, you may find yourself being less reactive and more responsive to the students’ needs.

Take time to notice how students are doing “in the moment”: One way teachers can easily increase their sensitivity is to make an active effort to monitor how students are doing during work and play. During center times, walk around the room, get down on students’ level, and engage in play with them. Through these interactions you will get a better sense of how students are using language, fine and gross motor skills, and social skills in interactions with materials, adults, and peers. During group lessons, watch for students who appear disengaged or confused.

Actively encourage your students to see you as a resource in the classroom: Although some students come to school ready to “use” adults as a resource, others have had fewer positive experiences with adults and may need explicit teaching and experience in how to effectively use adults. Making statements to the class or individuals such as, “I can help if you are having a hard time,” encourages students to see you as a resource.
REGARD FOR STUDENT PERSPECTIVES - ELEMENTARY CLASS

What is it?
Teachers with a high regard for students’ perspectives intentionally and consistently place an emphasis on students’ interests, motivations, and points of view. In classrooms high on this dimension, teachers promote students’ independence by providing meaningful roles for them within the classroom, encouraging them to talk and share their ideas, and allowing them to make decisions for themselves when appropriate.

Why is it important?
Few moments are more exciting for a young student than that moment when they realize that they can do something on their own. By looking for opportunities to facilitate these moments and actively seeking out students’ thoughts and ideas, teachers increase students’ motivation and desire to learn.

How can I increase my regard for students’ perspectives?
- **Actively seek out and support students’ ideas, points of view, and active participation:** Take the time to ask your students questions that help them develop and express their own ideas about things in your classroom. Make sure that your lessons aren’t dominated by “teacher talk.” Provide many opportunities for students to talk and make meaningful contributions to the group.

- **Be flexible and “go with the flow” of student ideas:** Although there are times in the day when you will need to follow a schedule, make an effort to be flexible when you can. For example, if you are reading a book on animals and the students start acting like the animals, (e.g. making animal sounds and movements), go ahead and let them do this. Playing an active role will increase their engagement in the story.

- **Give students a choice:** There are many times during the day when you can give students some choice in what they are doing. If you are planning on singing a song, ask them which song you should sing. Let a student choose which book to read in the “cool down” time after recess.

- **Provide students with real responsibilities in the classroom:** Many classrooms have “jobs” for students. Make sure that these jobs provide some responsibility for students and think about ways to increase their level of responsibility as the school year goes on. Maybe at the beginning of the year the “Calendar Leader” simply points to the days of the week, but later on he or she leads the whole calendar morning routine. Try not to “micromanage” these jobs but let the students take them on and make them their own.

- **Encourage students to mentor others:** Even young students love the opportunity to feel like the expert among their peers. Look for opportunities to facilitate these peer interactions. For example, you may identify a student as an “expert” on block building and structure a construction project in which this student acts as the foreman of the group. It is important to monitor and facilitate these interactions as needed to provide the student with an optimal balance between support and independence.
BEHAVIOR MANAGEMENT - ELEMENTARY CLASS

What is it?
Students are most likely to behave appropriately in the classroom when rules and expectations are clearly and consistently communicated. Behavior management works best when focused on proactive intervention and redirection of minor misbehaviors. High quality behavior management provides students with specific expectations for their behavior and then repeated praise as a consequence of meeting these expectations.

Why is it important?
In the presence of high quality behavior management, students typically understand how to act in the classroom so that little time is spent on managing their behaviors. This minimizes distractions and disruptions, allows the majority of classroom time to be spent on instructional activities, and increases the amount of time that students are immersed in learning throughout the day. Furthermore, dealing with misbehavior can be draining for teachers and students. By reducing the frequency and intensity of behavioral problems, all in the classroom enjoy themselves more.

How can I provide high quality behavior management in my classroom?

**Be proactive:** Intervene before situations escalate and help children problem solve. Anticipate moments when misbehavior is likely to occur, such as transitions, and provide students with preferred alternative behaviors.

**Monitor student behavior and redirect:** Look for cues (e.g., body language and facial expressions) that indicate students may be moving toward more disruptive or inattentive behavior. Redirect before minor misbehavior escalates. Effective and quick redirection for individual students includes eye-contact, gentle touch, a known gesture, moving closer to the student, or using the students name. Develop classroom level routines that quickly reorient the whole class when they are too loud or not paying attention (e.g., visual and verbal cues, lowering your voice, or singing a song).

**Clearly state expectations for behavior:** Make classroom rules easy for students to understand and repeat them regularly. Be specific about expectations so that students know exactly what behavior you expect. If a student is poking a peer during circle time, prompt this student to stop by saying “Robert, please put your hands in your lap and focus your eyes up here,” rather than, “Stop that, Robert.”

**Be consistent with consequences:** Immediately following any misbehavior, provide students with a predictable response about the behavior. If it is a classroom rule for students to raise their hands in order to respond, be consistent in only calling on students with a hand raised. Make sure that students know when this rule is or is not in effect.

**Give lots of specific praise:** Rather than telling students, “You are doing a nice job” or “You’re being really good today,” give students specific information about what they are doing well. For example, “I’m so proud of Mary for asking John if she could borrow his purple crayon.” This statement promotes desired behavior and serves as a model for other students so that they know what types of behavior are acceptable.

**Encourage students to settle disputes:** Walk students through a set of problem solving steps to handle disputes so that they learn over time how to address problems with minimal help from you.
PRODUCTIVITY - ELEMENTARY CLASS

What is it?
Productive classrooms consist of clearly defined learning activities that are consistently provided for students throughout the day. The classroom feels like a “well-oiled machine” where everyone knows what is expected of them and how to go about doing it. Little to no instructional time is lost due to unclear expectations for students, lack of materials, time spent waiting around, or extended managerial tasks (e.g., checking work, directions for a center).

Why is it important?
Highly productive classrooms provide students with a consistent dose of learning throughout the day with few lost instructional opportunities.

How can I be productive in my classroom?

Provide consistent, clear learning activities: Think about squeezing as much instructional time into the school day as possible. Provide an alternative activity for students who complete a task early. Make sure students know exactly what they are supposed to be doing with short, simple instructions.

Be organized and efficient: Prepare for instructional activities in advance so that all materials are ready and accessible. Practice lessons ahead of time and plan your daily schedule with efficiency in mind. Make sure that your students know the plan and provide them with clear instructions for what comes next.

Minimize disruptions to learning: In the face of inevitable distractions, such as someone entering the room or school announcements, keep the students’ focus on the activity at hand with quick redirections. Be proactive in thinking about how to reengage the students as soon as a disruption is over.

Minimize time spent on managerial tasks: Take care of managerial tasks, such as recording attendance, quickly or during times when students are simultaneously involved in a learning activity on their own or with another adult.

Make the most of transitions: Develop consistent and interesting routines to help students transition from one activity to the next or one area of the room to another. Try to think of ways to imbed learning moments in transition activities. For example, dismiss students from a whole group activity by calling on students whose names start with different letters.
**What is it?**

Instructional learning formats encompasses the ways in which activities, centers, materials, and interactions with teachers maximize students’ engagement in learning. In classrooms with high quality instructional learning formats, teachers provide instruction using many modalities (e.g. visual, oral, movement), look for opportunities to actively engage students, and facilitate student learning during group lessons, centers, and one-on-one time.

**Why is it important?**

Students who are interested and engaged in classroom activities and lessons learn more. By facilitating active interest and engagement, teachers help ensure that their students will get the most out of the instructional opportunities presented in the classroom.

**How can I provide high quality instructional learning formats in my classroom?**

**Use appropriate materials and make them available:** Prepare and use materials that are age appropriate, interesting, and relevant. Have these materials available to students at centers or at work-stations. Look for opportunities to include interesting materials in group lessons as well.

**Actively involve students:** Plan activities that encourage student participation. Think about questions to ask and ways to invite students to participate. Encourage students to count aloud or chorally respond to shared information, such as a repetitive line of story text, a song, or a nursery rhyme. Ask students to pass out materials, turn pages, or use manipulatives.

**Present information using a variety of modalities:** Plan activities so that students have interesting things to look at, listen to, or touch. When appropriate, provide opportunities that allow students to move. This may be something as simple as doing hand movements during a song or as active as reenacting a story.

**Get involved:** Although students can learn a lot during independent and peer play, they learn the most when their play and learning are facilitated by an adult. This is particularly important during center time. Make sure to move around to different centers, talk to students about what they are doing, and push the learning opportunities provided by center. It is important to note that you can push these learning moments without being overly directive or interfering with students’ autonomy. For example, if a few students are playing in the block area, sit down with them, ask about what they are building, and talk to them about what their plan is for their building. This will help develop their planning skills and keep them productively engaged in the activity for a longer time.

**Share their interest and enthusiasm:** Have fun, too! Clap, sing, or join in. If you demonstrate your interest and enthusiasm for activities, the students will as well.

**Ask many questions:** Ask questions that direct the students’ attention to what you are discussing. Young students can quickly lose focus if they don’t have an active role in an activity.
**CONCEPT DEVELOPMENT - ELEMENTARY CLASS**

**What is it?**

Concept development encourages students to focus on process of learning, rather than concentrating solely on rote instruction and recall of facts. High quality concept development provides students with opportunities to use analysis and reasoning in their approach to problems, to think about the how and why of learning, and to explore their world through experimentation and brainstorming. Concept development also encompasses an intentional approach by the teacher to tie together concepts across activities and bring concepts to life by applying them to students’ everyday worlds.

**Why is it important?**

High quality concept development strategies and questions help students obtain a deeper understanding of concepts and develop keen analytical thinking skills. Students learn more about how to think independently and problem solve, rather than just memorize and recite facts. Concept development strategies also contribute to students’ interest in exploration and ability to apply knowledge to the real world.

**How can I provide high quality concept development in my classroom?**

**Focus on understanding concepts:** Challenge students to think about the how and why of learning. Focus their attention on the process of generating solutions to a problem, rather than just on getting the correct answer. Ask open-ended and thought-provoking questions (e.g. “Why doesn’t this shape belong with the others?”)

**Encourage use of analysis and reasoning skills:** Use instructional strategies that focus on critical thinking, such as sequencing, comparing/contrasting, and problem solving activities. Ask questions that promote thinking, such as, “Why do you think Jon is smiling?” and “How would you feel if this happened to you?”

**Promote exploration of concepts:** Ask students to predict, experiment and brainstorm as ways to explore concepts and expand approaches to learning. If a student provides one possible answer to a question, praise her for the thought and then encourage other students to think of alternative solutions.

**Link concepts across activities:** Purposefully choose learning activities, both within a given day and across weeks/months, that focus on similar concepts. Make explicit connections among these concepts for your students so that their knowledge and understanding can be generalized and flexibly applied in different situations.

**Apply concepts to the real world:** During explanation of a concept, use examples that are likely to occur in students’ lives and encourage them to add their own examples. For example, when teaching students sequencing, ask them to tell you the order the steps necessary for brushing their teeth.

**Take time to plan for concept development.** While you are putting together your lesson plans for the week, take a moment to think about how you might embed more concept development into a few of your lessons. Come up with questions or activities that will stimulate the students to think deeply and understand concepts more fully. For example, during a lesson on identifying letters, rather than testing them using letters cards, encourage the students to generate a list of letters they know and then look around the room for those letters.
QUALITY OF FEEDBACK - ELEMENTARY CLASS

What is it?
Students learn the most when they are consistently given feedback on their performance. Feedback works best when it is focused on the process of learning, rather than simply focusing on getting the right answer. High quality feedback provides students with specific information about their work and helps them reach a deeper understanding of concepts than they could get on their own.

Why is it important?
High quality feedback helps students obtain a deeper understanding of concepts and provides motivation for students to stay engaged in the learning process. By intentionally looking for every occasion to provide meaningful feedback to students, teachers can create many more learning opportunities throughout the school day.

How can I provide high quality feedback in my classroom?

**Focus on the process of learning:** When students give correct answers, use this as an opportunity to create a learning moment by asking follow-up questions such as, “How did you know that?” or “How did you figure that out?”

**Scaffold:** If a student is having a hard time understanding a concept or coming up with an answer, provide hints to help her get to the answer, rather than just telling her the answer or moving onto another student. For example, you may begin by asking a student an open-ended question related to a topic. If he doesn’t respond, you clarify the concept and give him a range of possible answers or things to think about. When he is still unable to answer, you simplify your questioning to something more concrete (like a yes or no question) to support the child in responding.

**Provide specific information about why answers are correct or incorrect:** Rather than telling students “nice job” or “good work,” give them specific information about why they are correct or incorrect. This not only provides the student with more information, but it may help other students who weren’t sure of the correct answer.

**Engage in “feedback loops”:** Some of the best feedback occurs when teachers ask a series of follow up questions to elicit a deeper understanding from students. After a student responds, ask another question of that student or of the whole class. Keep this conversational “feedback loop” going until you are sure students really understand what you are trying to teach.

**Give lots of good feedback:** Always be on the lookout for opportunities to provide feedback to students. Walk around the classroom when students are working independently. Take the time to listen and respond in a thoughtful way to what students have to say during group lessons.
What is it?
Teachers model language when they intentionally encourage, respond to, and expand on student talk. High language modeling also consists of engagement in meaningful conversations between teachers and students. That is, teachers repeat students’ words in more complex forms, and ask follow-up questions. Students are consistently exposed to a variety of language uses and forms, such as requesting, rejecting, commenting, conversing, predicting, and affirming.

Why is it important?
Students’ language expands when they are given opportunities to use the language that they know and when adults model more complex language. By hearing various uses and forms of language, students develop new language skills. These language skills are important to students’ academic and social success. For some students, a language-rich classroom can be an important supplement to the language they hear in their home environment.

How can I provide high quality language modeling in my classroom?

**Have conversations:** Listen to what students say and respond in a way that shows you are interested in what they have to say. These conversations can occur during both structured (e.g., group lessons) and unstructured (e.g., snack time, recess) times of the day.

**Promote student-initiated language:** Encourage students’ use of language by giving them opportunities to share their thoughts and ideas. Provide relevant and interesting topics and things for students to talk about.

**Ask open-ended questions:** Students will generate their own thoughts, information and reasons when asked a question that doesn’t have a known answer. Questions like, “What do you think?” or “How do you know?” encourage students to use language in more sophisticated ways, rather than just giving right answers or short responses.

**Repeat and extend students’ responses:** Build on what students say, model appropriate and more complex language and syntax, and provide examples for the different ways we use language. For example, if a student says, “That boy gives me his boat,” a teacher may respond, “Evan gave you his boat.” This response models the social language skill of using a person’s name and offers corrective syntax.

**Use self talk and parallel talk:** Talk about what you are doing or what the students are doing to help them link language and action in a way that helps develop their vocabulary and language skills. An example of self-talk: “I’m going to give each of you two graham crackers. I’m opening the box, and now I’m handing them out to each of you.” In parallel talk, you provide language for student actions such as, “You’re putting the red block on top of the yellow block to make a big house.”

**Use advanced language:** Use different kinds of words, such as nouns, verbs, adjectives, and prepositions as well as new or unfamiliar vocabulary. Talk about these words in simple terms that relate to the students’ lives. For example, if a student lists all the colors in her hat, “Red, blue, yellow, green,” respond with, “It’s a multi-colored hat.” This links what the student knows to more advanced language and summarizes known concepts with a new related word.

**Encourage students to talk to one another:** Provide opportunities for peer interactions and model conversations.
# Student Engagement - Elementary Class

## What is it?

Students are engaged when they are focused and participating in the learning activity. They may be passively or actively engaged.

## Why is it important?

Students are more likely to remember information when they are included and made to feel as if they are important contributors to the learning process.

## How can I promote student engagement in my classroom?

**Invite students to participate:** Encourage students to count aloud or chorally respond to shared information, such as a repetitive line of story text, a song, or a nursery rhyme. Ask students to pass out materials, turn pages, or use manipulatives.

**Ask many questions:** Ask questions that direct the students’ attention to what you are discussing. Ask open-ended questions so that students can generate their own thoughts, information and reasons when they are asked a question that doesn’t have a known answer.

**Use appropriate materials and make them available:** Use materials that are age appropriate, interesting, and relevant. Have these materials available to students at centers or at work-stations.
What is it?
In classrooms with a high positive climate, teachers and students are enthusiastic about learning and respectful of one another. The teacher is warm and supportive, and is interested in students’ lives. Teachers and students have positive relationships with each other and clearly enjoy being together and spending time in the classrooms.

Why is it important?
Both strong and weak students are most motivated to learn when they feel comfortable, relaxed, and connected to others in school. They get more out of lessons when they are excited about participating. By creating a positive classroom climate, teachers and students look forward to being with each other and are able to get the most out of their time together. Creating positive relationships with and among your students is also one of the best ways to head off discipline problems and make your own day as engaging and comfortable as possible.

How can I increase Positive Climate in my classroom?

Relationships
- Foster the emotional connections and relationships within your class. Create opportunities to be physical proximity to your students and for students to work closely with one another. Give students opportunities to engage in positive interactions with each other.
- Engage in social conversation. Let students know you are genuinely interested in them and care about them. Get to know a few things about each student’s life outside of your class. Ask your students questions about their hobbies, athletics, travels, family, and college plans, etc. Keep track of what they tell you so you can refer to them later and even integrate them into lessons. Take time to listen when your students share their concerns or tell you something exciting that happened to them.

Positive affect
- Enjoy time with students. Let students know you enjoy being with them. Share in fun, relaxing moments with students. Join in discussions with them. Feel free to be a bit playful and laugh with your students. Think about the things that make your students laugh and smile and find ways to integrate these into your classroom activities.

Positive Communications.
- Communicate genuine optimism. Let your students know what your expectations are and that you are confident in their abilities to successfully meet these expectations. Give your students genuine praise and acknowledge their contributions.

Respect
- Respect begets respect. Be polite and respectful in your interactions with all students. Students turn off quickly if they sense even a tiny bit of disrespect. Make sure your tone and body language are positive and consistent with your words. Use a warm and calm voice when talking with or addressing students. Use their names. Try to make eye contact with each student repeatedly during class. Teach and model the importance of civility, helping others, listening, and giving constructive feedback, etc. so that your students can use these strategies in interactions with their peers.
**TEACHER SENSITIVITY - SECONDARY CLASS**

**What is it?**
Teachers are sensitive when they consistently respond to students and are effective in addressing students’ questions, concerns, and needs. Teaching sensitively includes an awareness of individual students’ academic and social emotional needs in a way that allows teachers to anticipate areas of difficulty and provide appropriate and effective learning opportunities and levels of support for all students in the classroom.

**Why is it important?**
Students make the most progress when learning opportunities are academically and developmentally appropriate and provide a reasonable level of challenge. In a classroom with a sensitive teacher, students learn to see that teacher as a source of support, guidance, and reassurance. Teaching sensitively helps students feel comfortable with sharing their ideas, taking risks, and challenging themselves academically and socially. It also allows students to work comfortably on their own and in groups because they know they can approach the teacher and s/he will be helpful.

**How can I increase Teacher Sensitivity in my classroom?**

**Awareness**

- **Check in with your students.**
- **Monitor academic progress.** Observe your students for cues and notice when they need extra assistance. Walk around the room, ask questions that monitor understanding, encourage students, and engage them in discussions about the content. Use these interactions to assess how students are processing the material and acquiring new academic skills. Keep in mind that just because you have “covered” the material, does not mean that your students have “uncovered” any meaning.
- **Monitor social emotional status.** Pay close attention to your students’ levels of engagement and re-invite students who have “tuned out.” Consider what students are telling you both verbally and nonverbally in the moment. It may be a matter of just saying, “This stuff can really be challenging!” or “Wow—it’s hot in here!” You don’t necessarily have to do what students want, but let them know you are listening to them and considering how they feel.
- **Anticipate problems that may arise.**
  - Anticipate the impact of diverse levels of understanding. When designing your lessons, set aside time to assess and consider each student’s social and academic functioning. Use a variety of methods to collect information regarding your students’ levels of understanding (e.g., formal and informal assessments, daily observations, exit cards, etc.) so that you can appropriately adapt curricula and create lessons that provide support or challenge, depending on individual students’ needs. Consider using the information gathered regarding students’ levels of understanding to help you differentiate instruction to better meet your students’ learning needs.
  - Anticipate the impact of diverse backgrounds. Consider your students’ backgrounds (e.g., culture, past experiences, family, etc.). For example, assign projects that require only readily available materials rather than ones that must be purchased. Bear in mind your students’ first language and ways you can provide support for students’ whose first language is not English. When designing lessons, think about what experiences they have had or not had and how that will impact their success in the lesson’s activity.
  - Expect the unexpected. Anticipate problems and develop contingency plans in case a lesson does not go as intended. This may include an alternate individual assignment instead of group work, or an assignment that provides more or less challenge or scaffolding.
• Reflect for future plans. At the end of a lesson, reflect on your students’ responses to the activity. Use this information to inform your next day’s lesson or future plans. For example, if a few students tend to dominate class discussions, consider asking students to turn to a classmate to share an idea (i.e., think-pair-share). This may get more students involved in the activity.

• **Notice difficulties.**
  • Notice academic difficulties. As you are teaching the lesson, notice when students are struggling or not challenged.
  • Notice social emotional difficulties. Throughout your lesson, notice when students show signs of anxiety or distress. During whole class discussions, small group, or individual work, demonstrate an awareness of your students’ interactions with their peers. Even when you are working with a small group of students or an individual student, continue to keep an eye on what is happening in other parts of the classroom.

*Responsiveness to academic and social emotional needs and cues*

• Provide individualized support. Consistently respond in a variety of ways to your students’ individual academic or social emotional needs. After you discover that a student is having difficulty, respond in a supportive manner providing appropriate direction, assistance, reassurance, and even challenge, if necessary. This may also be observed as responsiveness to the whole class, such as if you use the information you gather from your students regarding their levels of understanding and then you adjust your teaching so that it is sensitive to your students’ needs.

• Offer reassurance and assistance. Offer encouragement and support when students exhibit a lack of confidence in their abilities or need direction.

• Adjust pace/wait time. Adjust pacing during instruction and interactions in a way that appears consistent with what the students need to understand the content, participate in the lesson, and/or complete an assignment. Extend the wait time after a question is posed or a task is assigned in order to give students sufficient time to process the information. Compact tasks or assignments for students who exhibit proficiency and readiness to proceed.

• Re-engage off-task students. When students exhibit signs of disengagement invite them into the lesson (e.g., purposefully call on a student who is not paying attention to get him/her re-engaged).

• Acknowledge emotions and out of class factors. Acknowledge students’ feelings, whether they are positive or negative and make a point to consider outside factors (e.g., other school assignments, big social events, or individual personal experiences).

• Respond in a timely manner. Show an awareness of students who are in need and respond in a timely manner.

*Effectiveness in addressing problems*

• Resolve student issues and questions. During social problems, such as when you notice that two students are upset with one another, make yourself available to your students, offering understanding and support. Make adjustments to your plans or grouping if necessary. Consistently demonstrate effectiveness in addressing students’ questions, concerns, and problems.

• Follow up with student issues and questions. Follow up with students, making sure that the assistance provided has effectively met their needs.

*Student comfort*

• Offer support and guidance. Some students may need explicit teaching about how to effectively use your support. Make explicit statements that communicate that you are available and in what ways you can offer support and guidance.

• Encourage participation and intellectual risk-taking. Foster an environment where students feel safe and comfortable asking questions and making mistakes. One way to do that is to
emphasize the value in learning from mistakes and when possible model acceptance to a variety of perspectives and responses.

**REGARD FOR ADOLESCENT PERSPECTIVES - SECONDARY CLASS**

**What is it?**

Teachers with a high regard for adolescent perspectives intentionally and consistently do the things that particularly matter to adolescents and make it easier for them to learn and stay engaged. In particular, there are five things they do that make a difference: push for student participation; give students choice and input in as many ways as possible; make material relevant and important to the students; take advantage of the energy students get from interacting with their peers; and provide for students’ need for freedom of movement.

**Why is it important?**

Adolescents have particular developmental needs: autonomy within a supportive environment; meaning, relevance and usefulness; meaningful interactions with peers; and opportunities for action and movement. By capitalizing on these developmental needs and actively seeking out students’ thoughts and ideas, teachers increase students’ engagement and motivation to learn.

**How can I increase Regard for Adolescent Perspectives in my classroom?**

**Support for student autonomy & leadership**

- Give students choices. There are many times when you can give students some choice in what they are doing. Allow students to choose their own paper topics, what books to read, the order in which classroom activities take place, etc. Give them as many ways as possible to shape a given assignment more to their liking or interests. When feasible, give your students the option of working individually or in groups.
- Provide students with real responsibilities in the classroom. Give students roles that allow for genuine personal and group responsibility. Include them in on planning special events or assisting with classroom procedures, etc.
- Provide students with support for autonomy and leadership. Encourage students to take responsibility for their own learning and the classroom learning community. Think about ways to increase their levels of responsibility and leadership as the school year progresses.

**Connections to current life**

- Present content in ways that connect with students. Try to connect content to students’ experiences, current adolescent culture (e.g., popular music, television programs, video games, etc.) and/or a particular developmental issue of adolescence (e.g., negotiating peers and romantic relationships).
- Make relevant connections to students’ lives. Be explicit about how content and skills are (or will be) relevant and useful in their lives. Explain to students the value of mastering specific content and skills, and help them understand how it will relate to their current and future life experiences.

**Student ideas & opinions**

- Actively seek out and support students’ ideas, points of view, and active participation. Seek out student ideas, and integrate their ideas, interests, and opinions into the goals of your lesson. Help students feel they are a valuable part of the lesson. Avoid lessons that are dominated by “teacher talk.” Acknowledge and value opinions or points of view different from your own or different from preconceived notions of right or wrong.
- Follow and respond to student comments. Be flexible and “go with the flow” of student ideas. Respond to students’ comments and try to incorporate them into the lesson. Capitalize on “teachable moments.”
**Meaningful peer interactions**

- Encourage meaningful peer interactions and promote peer conversations. Look for opportunities to promote positive peer interactions. Give students authentic tasks that necessitate that they work together in meaningful ways toward a goal. Break into small groups. Have your students get into pairs to discuss an important issue. Monitor and facilitate peer interactions to help keep them on track and to involve all group members. Let students express their natural impulses to talk with their peers by giving them academic tasks that encourage them to talk to one another. Structure cooperative learning activities so that everyone in the group assumes responsibility for some outcome.

**Flexibility**

- Provide students freedom to move. Understand that most adolescents have a need for some freedom of movement, and provide some flexibility with movement. Give students opportunities to move, sit comfortably, and actively engage with the materials (e.g., drawing, manipulating materials, performing skits, etc.). Structure chances to stand up and move, draw, write on the board, present material, etc.
What is it?
Students are most likely to behave appropriately in the classroom when rules and expectations are clearly and consistently communicated. Behavior management works best when rules are established proactively and minor misbehaviors are redirected consistently. High quality behavior management provides students with specific expectations for their behavior, praise when expectations are met, and fair and consistent follow-through when they are not.

Why is it important?
In the presence of high quality behavior management, students typically understand and engage in the range of acceptable classroom behaviors and little time is spent managing their behaviors. This minimizes distractions and disruptions, allows the majority of classroom time to be spent on instructional activities, and increases the amount of time students are immersed in learning. Furthermore, dealing with misbehavior can be draining and stressful for teachers and students. By reducing the frequency and intensity of behavioral problems, the classroom is a more comfortable and enjoyable environment for all.

How can I increase Behavior Management in my classroom?

Clear communication of behavioral expectations
- **Be explicit and be clear.** Establish rules that can be generalized across many different activities and are stated positively (e.g., “Be respectful,” rather than “Don’t be rude.”). Be specific about expectations. For example, if a student keeps interrupting others during a classroom discussion, prompt this student by saying “Robert, remember that we need to let each person complete his/her thoughts without interruption. You can share your ideas after John finishes,” rather than, “Stop that, Robert!”
- **Be consistent with consequences.** Immediately following any misbehavior, provide students with a predictable response about the behavior. If it is a classroom rule for students to raise their hands in order to respond, be consistent in only calling on students with a hand raised. Make sure that students know when this rule is or is not in effect. Make sure students understand the consequences of their behavior, but avoid threats. Be open to discussion about students’ perceptions of fairness and unbiased treatment.

Proactive planning
- **Monitor student behavior.** Look for cues (e.g., body language, facial expressions, rising noise level) that indicate students may be moving toward more disruptive or inattentive behavior.
- **Anticipate problem behavior.** Establish classroom rules and behavioral expectations early. Giving students some role in this process can give them a sense of ownership and fairness. Review rules and expectations regularly. Anticipate moments when misbehavior is likely to occur (e.g., transitions, discussions of sensitive topics), and reiterate rules/expectations at this time, before any misbehavior occurs.
- **Get in close proximity to your students.** Move closer to where you note behavioral problems. Your presence will make a difference to your students!
- **Give specific praise.** Notice when students are behaving, and give specific information about what it is they are doing well. For example, rather than telling students, “You’re behaving really well today,” say, “You folks are working together well. You’re helping each other, and I can see you are each taking part. You are making good progress.” This statement promotes desired behavior and serves as a model for other students so they know what types of behavior are expected.
Redirection of misbehavior

- Use subtle cues to redirect. Intervene before situations escalate by redirecting minor misbehavior. Effective and quick redirection techniques for individual students include eye-contact, moving closer to the student, gentle touch, using the student’s name, and specifying the desired behavior. Develop classroom level routines that quickly reorient the whole class when they are too loud or not paying attention (e.g., visual and verbal cues, lowering your voice, etc.). These subtle signals encourage students to monitor their own behavior and self-correct.

Student behavior

- Students behaviors meet expectations. As a result of your clear expectations, proactive strategies, and effective redirection of misbehavior, your students’ behavior meets expectations. There is an absence of aggression, defiance or chaos in the class.
Productivity - Secondary Class

What is it?
Productive classrooms consist of clearly defined learning activities that are provided for students throughout the class period. The classroom feels like a “well-oiled machine” where everyone knows what is expected of them and how to go about doing it. In productive classrooms, little to no instructional time is lost due to unclear task expectations, lack of materials, time spent waiting around, or extended attention to managerial tasks (e.g., checking work, collecting permission slips, handing back papers).

Why is it important?
Highly productive classrooms provide students with a steady stream of learning activities throughout each class period with few lost instructional opportunities. Time spent on learning activities and instruction is maximized.

How can I increase Productivity in my classroom?

Maximizing learning time
- **Provide planned tasks.** Think about maximizing instructional time throughout each class period. Make sure students understand what they are expected to do by giving clear and precise instructions. Try to anticipate what might be difficult so that directions do not have to be repeated multiple times. Taking time up front to lay the groundwork for an activity pays off in productive use of time. Review and post the different activities for a class period so that students who complete one task ahead of others can move seamlessly to another activity. Prepare for instructional activities in advance so that all materials are ready and accessible. Make sure audio-visual equipment is in proper working order, warmed up, and ready to begin. Have a back-up plan if equipment does not work.
- **Teacher preparation.** Prepare for instructional activities in advance so that all materials are ready and accessible. Make sure audio-visual equipment is in proper working order, warmed up, and ready to begin. Have a back-up plan if equipment does not work. Take care of managerial tasks, such as recording attendance or checking homework, quickly or during times when students are simultaneously involved in a learning activity on their own, in a group, or with another adult. Consider putting students in charge of some managerial tasks.
- **Minimize disruptions to learning.** In the face of inevitable distractions, such as someone entering the room or school announcements, keep the students’ focus on the activity at hand with quick redirections. Be proactive in thinking about how to reengage the students as soon as a disruption is over. Stay focused on the lesson or learning activity. Minimize digressions on unrelated topics.

Routines
- **Students know what to do.** Establish classroom routines and systems that maximize efficiency, and plan your daily schedule with efficiency in mind. Make sure your students know the plan, and provide them with clear instructions for what comes next. Consider using a timer so you do not lose track of time and to serve as an impartial signal to students. After class, review and reflect on what did and did not work within a lesson or activity or for particular students; use this information to improve future planning.

Transitions
- **Little wasted time.** Inform students when one activity is about to end and what will come next. Make sure students understand how to transition smoothly (put materials away, get out text book, etc.). Make sure you are ready for the next activity so you are available to facilitate the change of activity for the students.
- **Time cues provided.** Facilitate transitions by providing time cues.
INSTRUCTIONAL LEARNING FORMATS - SECONDARY CLASS

What is it?
Instructional Learning Formats encompasses the ways in which activities, materials, learning tasks, and interactions with teachers maximize students’ engagement in learning. In classrooms with high quality instructional learning formats, teachers are enthusiastic about their material; provide instruction using many modalities (e.g. visual, oral, movement) and a variety of activities; look for opportunities to actively engage students; and pace and facilitate student learning.

Why is it important?
Students who are interested and engaged in classroom activities and lessons learn more. By providing a structure that is conducive to learning and facilitates active interest and engagement, teachers help ensure that their students will get the maximum benefit from the instructional opportunities presented in the classroom.

How can I increase Instructional Learning Formats in my classroom?

Learning targets and organization

- **Set clear learning targets.** Be specific about the focus, goals, and relevance of an activity for students. Make sure students understand what they are expected to do in the activity, as well as what they should know, understand and be able to do by the end of the lesson, and how they will demonstrate their understanding or knowledge.

- **Preview, reorient, and summarize information.** Utilize strategies such as: previewing, summarizing, reorienting and reviewing. Also lesson outlines, rubrics, and advanced organizers are helpful for students with organization.

- **Present information in a clear, organized manner.** Revisit your learning targets for the lesson, and then organize your activity with those targets in mind. Put thought into the structure and flow of the lesson and how it will assist in the organization of the information. Use instructional strategies and graphic organizers that support sense making the lesson content.

Variety of modalities, strategies, and materials

- **Utilize different approaches, modalities, instructional strategies, and materials.** Use multiple approaches to teach, illustrate, and/or assess lesson content. Plan activities that offer a variety of engaging routes for students to access the lesson content and then a variety of ways to demonstrate their understanding and knowledge. When appropriate, provide opportunities that allow students to move or be active. Make sure activities and materials are age appropriate, stimulating, and relevant. Select activities and materials that will promote awareness, exploration, inquiry, and hands-on interaction with the content.

Active facilitation

- **Promote involvement.** Plan activities that encourage student participation. Utilize questions that invite student participation and promote learning. Provide opportunities for students to work together in a meaningful way to accomplish lesson goals.

- **Pace the lesson appropriately.** Pace the lesson so that it keeps your students’ attention. Use information about your students (i.e., their age, maturity, etc.) to determine how quickly you can pace the lesson so that it promotes engagement without losing some students.

- **Convey genuine interest and passion about the content.** Enthusiasm is contagious. Communicate your interest and enthusiasm about the content and your commitment to being a lifelong learner to your students through your actions (e.g., careful planning, effective use of nonverbal communication such as facial expression, tone of voice, body language) and words (e.g., an interesting or suspenseful story about how a scientific discovery was made).
CONTENT UNDERSTANDING - SECONDARY CLASS

What is it?
Content understanding refers to both the depth of lesson content and the approaches used to help students comprehend the framework and key ideas in an academic discipline. At a high level, this refers to an integrated understanding of facts, concepts, and principles rather than knowing basic facts or definitions in isolation.

Why is it important?
Content understanding enables students to build cognitive structures that promote the use of increasingly sophisticated ideas and analysis. When students see how facts are related to concepts, and concepts to knowledge frameworks, they develop understandings of how content is applicable to both school and life. This enables them to link and integrate their knowledge with new experiences, allowing for more independence in learning.

How can I increase Content Understanding in my classroom?

Depth of understanding
• **Emphasize meaningful relationships among facts, skills, and concepts.** Encourage your students to gain a deep understanding of the content through meaningful and interactive class discussions and through explanations of the broad, organizing ideas and relevant procedural practice central to your discipline. Help students see how discrete pieces of information support the importance of big ideas and how they contribute to the discipline. Avoid an emphasis on rote learning and isolated factual knowledge. Highlight the meaningful relationships between and among facts, concepts, and generalizations/understandings.
  • **Connect the content to the real world.** Help students apply their thinking to real world events and situations that make the concepts more meaningful.
  • **Present and encourage multiple and varied perspectives.** In an effort to deepen students’ understanding about the relevant concepts framing and the procedural skills in the lesson, present and encourage multiple and varied perspectives through meaningful class interactions. Ask students to share their knowledge and understanding with others and to consider differing opinions and points of view. Stress different points of view and that students can express their ideas, providing they substantiate their position using primary sources or another reliable reference.
  • **Provide procedural practice.** Design assignments that allow students to practice all new procedures and skills.

Communication of concepts and procedures
• **Identify essential characteristics.** Foster class discussions and provide materials that help students identify the critical attributes of concepts and procedures (e.g., A square: has sides that are congruent, consists of angles that are right, has interior angles that will always sum 360 degrees, is a rectangle, is a quadrilateral.).
  • **Communicate conditions for appropriate use.** Highlight the conditions for the appropriate use of procedures and conceptual knowledge through instruction that details how and when particular skills and knowledge should be used (e.g., A writer should use a period at the end of a sentence unless s/he would like to express excitement at which point s/he should use an exclamation point.).
  • **Provide multiple and varied examples.** Assist your students to define and refine their understanding by presenting an assortment of examples that illustrate the concept or procedure (e.g., Frogs, toads and newts are all examples of amphibians. They initially have gills, but develop lungs as they mature.).
• **Present contrasting non-examples.** In an effort to further refine your students’ understanding regarding the relevant concepts or procedures in the lesson, provide contrasting non-examples (e.g., Fish are not amphibians. They use gills to breathe).

**Background knowledge and misconceptions**

• **Determine and consider students’ prior knowledge and explicitly integrate new information.** Determine students’ readiness or exposure to the concepts or skills in the lesson. Use formal or informal assessment strategies to help you discover your students’ prior knowledge and understanding about the content. Consistently, connect students’ prior knowledge and understanding to new concepts (broad, overarching ideas) in ways that advance understanding and clarify misconceptions. You do not know how far you can take your students if you do not know your starting point!

• **Explicitly integrate new information.** Use the information regarding your students’ prior knowledge and understanding about the relevant concepts and/or skills to inform your instructional decisions. Design your lesson in a way that explicitly integrates the new information with your students’ pre-existing knowledge and understanding.

• **Uncover and clarify misconceptions.** Use informal or formal assessments (e.g., discussions, observations, personal conversations, exit cards, quizzes, etc.) to uncover misconceptions and then clarify those misconceptions.

• **Provide time for students to share knowledge and make connections.** Cultivate a learning environment that encourages your students to share their knowledge and understanding and make meaningful connections.

**Transmission of content knowledge and procedures**

• **Provide clear and accurate definitions.** Be an expert in your discipline. Before teaching the lesson, review your materials and solidify how the content you are presenting relates to the overarching concepts and big ideas. This will enable you to provide richer and detailed explanations and examples as you teach. Clearly and accurately provide definitions and facts. Present specific information using concrete examples, and interesting details.

• **Clarify or rephrase.** Effectively answer all levels of student questions and provide effective clarifications to address student confusion. Be willing to admit if you do not know something and work with a student to discover the answer together. Rephrase information when students seem confused or when different wording could increase clarity.
ANALYSIS & PROBLEM SOLVING - SECONDARY CLASS

What is it?
Instructional approaches that use Analysis and Problem Solving engage students in higher order thinking skills, such as reasoning, integration, experimentation (hypothesis generation and testing), and metacognition (i.e., thinking about one’s own thinking). The cognitive demands of these activities rest primarily with the students, as contrasted with the teacher presenting information, drawing conclusions, etc. At the highest level, students are expected to solve independently novel problems or reason through open-ended tasks which require them to integrate and apply existing knowledge and skills.

Why is it important?
Being able to analyze and solve problems is associated with increased student achievement because these skills help students to construct and organize knowledge so that it is easily transferable and useable. Students must be able to go beyond mere facts to integrate and utilize their knowledge in different situations and for varied purposes. Facility in analyzing problematic situations is increased when students think about what they know and are strategic about their learning.

How can I increase Analysis & Problem Solving in my classroom?

Higher Level Thinking
• **Go beyond recall.** Develop classroom tasks and activities that require analysis, creativity, reasoning, synthesizing problem solving, and integration of a variety of skills and knowledge. Ask students to identify antecedents and consequences as concepts and generalizations are developed. Ask them to distinguish between fact and inference. Provide opportunities for making inferences, for evaluating data and opinions, and for creating products. Focus on conceptual knowledge.

Problem Solving
• **Opportunities for new application.** Organize classroom experiences that require students to use or apply their knowledge and skills in different contexts with minimal teacher support so that transfer of learning occurs. Let students identify the problem or issue. These experiences may be open-ended tasks that have a variety of solutions and require students to think about what knowledge to use and strategies for using their knowledge. Encourage students to generate and test hypotheses. These activities may have a correct answer, but there may be multiple approaches or strategies to reach that answer. Provide these opportunities frequently. Given the necessary foundation, expect students to perform independently or within peer groups without teacher intrusion.

Metacognition
• **Help students monitor their own thinking.** Model your thinking out loud in class. Show students how you approach a problem and the questions you ask yourself to monitor your own thinking processes (i.e., why you chose particular steps in solving a problem or why you chose a certain structure for your essay outline.) Give them opportunities to reflect on and share their developing thought processes. Help them learn about their own learning. Provide students the opportunity to write about and/or discuss their learning progress while supplying feedback and support as they move toward stated, explicit goals. Give them opportunities to plan their own learning and implement those plans.
QUALITY OF FEEDBACK - SECONDARY CLASS

What is it?
Students learn the most when they are consistently given timely and specific feedback on their performance. High quality feedback expands and extends learning and understanding. Feedback works best when it is focused on the process of learning, and not merely on correctness or the end product. High quality feedback provides students with specific information about their work and helps them reach a deeper understanding of concepts. The key is to “push” learning, to engage in exchanges that help students to process and understand at a deeper level. In addition to teachers, peers may also serve as a valuable source of feedback within secondary classrooms.

Why is it important?
High quality feedback helps students obtain a deeper understanding of concepts and provides motivation for students to stay engaged in the learning process. By intentionally looking for occasions to provide meaningful feedback to students, teachers can create many more learning opportunities throughout each class period. By involving students in providing constructive and meaningful feedback to peers, students can learn to ask “good” questions and to think about or process the material at a higher level.

How can I increase Quality of Feedback in my classroom?

Feedback loops
• **Engage in back-and-forth exchanges.** Some of the best feedback occurs when teachers (or other students) ask a series of follow-up questions to elicit a deeper understanding from students. Encourage students to do the cognitive work, rather than providing them with answers.
• **Keep the feedback coming!** Sustain the exchanges with your students so that there is more than just one comment afterward.
• **Follow-up the students’ responses.** When students give correct answers, use those opportunities to create a learning moment by asking follow-up questions. Involve as many students as possible in the classroom dialogue to enable your assessment of whether all students understand what you are teaching. Remember, it is the quality of questions that matters, not the quantity.

Thought processes
• Ask students to explain their thinking. Feedback should encourage deeper understanding, and one way to do this is to ask questions such as, “How did you know that?” “How did you figure that out?” “Why did you use that strategy?” This will help all students in the class, not just the ones who answer the questions.
• Ask students to extend their responses. Give feedback that will promote your students’ understanding of how and why they made decisions, reached solutions, or tried new strategies by saying, “Okay, tell me a bit more,” “Show me what part of the text you used to arrive at your answer,” or “Can you demonstrate what you mean?”

Scaffolding
• Assistance, hints, and prompting. Provide support to a student having trouble understanding a concept or answering questions. This can be accomplished by providing hints that lead the student to the answer rather than just providing the answer or moving on to another student. For example, you may begin by asking an open-ended question related to a topic. If the student does not respond, provide a hint or prompt.
Information

- **Expand and clarify.** Provide additional information that will expand your students’ understanding of the content.

- **Provide specific information about the accuracy and quality of student work.** In addition to telling students “Nice job” or “Good work,” give them specific information about why they are correct, what is good about their work, or what could be improved. Provide feedback that informs students about why or how a response is incorrect. Providing specific feedback not only benefits the individual student, but may help other students as well.

Encouragement & Affirmation

- **Recognize and affirm effort.** Focus on the effort that your students put into their work, and let them know that you notice.

- **Encourage your students to persist.** If a student appears to be frustrated, one way to help that student to persevere would be to say, “This is a tough problem, but let’s keep going. You’re on the right track – you can do it.”
INSTRUCTIONAL ENGAGEMENT - SECONDARY CLASS

What is it?
High Instructional Dialogue captures both the purposeful use of dialogue and the structured, cumulative questioning and discussion which guide and prompt students. The purpose of the dialogue is to facilitate students' understanding of content and language development. The extent to which these dialogues are distributed across all students in the class and across the class period is important in this dimension.

Why is it important?
High instructional dialogue is important in encouraging a deeper understanding of the content and in developing students' language. By providing students with the opportunity to engage in content-driven exchanges that build over the course of the discussion, students learn ways to articulate their thoughts and ideas. The teacher’s facilitation strategies can help encourage students to engage in these kinds of exchanges.

How can I increase Instructional Dialogue in my classroom?
• Practice responding to students' comments or ideas with questions/statements.
• Encourage students to discuss topics using argumentation or speculative and exploratory talk.
• Allow for the amount of talk in the classroom to be distributed between the teacher and the students.
• Use peer dialogues.
• Facilitate discussion by using open-ended questions/statements, acknowledging student responses, and practicing active listening skills.
• Teach students to demonstrate good active listening skills.
**What is it?**

Students are engaged when they are focused and participating in the learning activity. The goal is for all students to be actively engaged as reflected in behaviors such as answering and asking questions, contributing to discussions, volunteering, performing expected tasks, showing enthusiasm, etc. In addition, their attention and participation should be focused and sustained throughout the lesson or activity. A high level of student engagement is seen as a desired student outcome or end product of all aspects of high quality classroom practice.

**Why is it important?**

Students are more likely to remember information and develop a deeper level of understanding when they are active participants in the learning process and are given the opportunity to “do” something (talk, manipulate, perform, write, etc.). Students who feel included in the learning process and who are cognitively, behaviorally, and emotionally engaged in trying to understand information and apply new concepts learn more and are more persistent and enthusiastic about learning.

**How can I increase Student Engagement in my classroom?**

**Promoting active engagement**

- Ask questions that encourage your students to respond, to share their ideas and to generate their own questions. Ask questions that direct the students’ attention to what you are discussing. Formulate questions in an open-ended format so that students can generate their own thoughts, explanations, and questions. Direct questions to all students, making a point not to ask the same students each time. Make your questions active ones. A question like: “Does anyone have any questions about this?” can be more rhetorical than active. Rephrase the question to: “What questions do you have about this?” Be sure to provide enough time for students to think and to respond. Sufficient wait time is important as it invites more students into the discussion or activity.

- Invite students to participate and volunteer. Provide students with choices. Use cooperative strategies that encourage students to work in a meaningful way with their peers. Get students to generate questions they want answers to and issues they want to explore. Encourage students to explain their reasoning, defend their conclusions, and explore alternative strategies. Design lessons that let students create, experiment, present, etc. Encourage them to take ownership of what is produced and responsibility for their own learning.

- Use appropriate materials and a variety of modalities. Use materials that are age and developmentally appropriate, interesting, and relevant. Make certain that a variety of materials are available to support learning and that your students may manipulate them. Create games and competitions that support learning and strengthen classroom culture.

**Promoting Sustained Engagement**

- Design engaging instruction. Relate new information to students’ prior knowledge, interests, and cultural experiences. Look for emotional connections to draw students into the content; the use of stories and personal experiences can often provide an emotional “hook.” Add variety to routines and procedures. Make use of tasks that are novel and challenging, requiring students to engage in problem solving and metacognition. Make sure tasks or activities are designed with time frames appropriate to the developmental levels of students, as well as their ability to sustain focus long enough to accomplish learning objectives, but not too long to produce boredom.
Curry provides several tools to use when observing teaching associates. Using a specific observational tool, allows the observer to focus on specific behaviors, instructional constructs, or the teaching milieu. TAs can become overwhelmed with the amount of feedback they receive; thus, the tools (along with the Collaborative Assessment Log) allow CIs and USs to focus feedback. These forms are located on the following pages.

**Behavioral Observation Form:**
In the left column, put a check mark next to 2-4 teacher behaviors that will be the focus of this observation. Teacher behaviors on the left side are in a positive frame. Teacher behavior on the right are in a negative frame. During the observation, keep a frequency count of the targeted behaviors to help the TA recognize that they are positively or negatively affecting student outcomes.

**Engagement Patterns Observation Form:**
Select an area of concentration (questioning, behavior or teacher action) to be the focus of the observation. Identify students by name or descriptors (red shirt); use suggested codes or any that make sense to you to identify patterns of interaction.

**Verbatim Observation Form:**
This semi-structured form is used to focus the observation on time segments of the lesson. Please recognize that we use the term verbatim very loosely.

**Open Observation Form:**
Any record of the lesson, teacher student interaction or aspects of the instruction and learning environment.
# Behavioral Observation Form

<table>
<thead>
<tr>
<th>Teaching Associate: ______________________</th>
<th>Observer: ______________________</th>
<th>Date: ________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time ______ : # of students on task ______</td>
<td>Time ______ : # of students on task ______</td>
<td>Time ______ : # of students on task ______</td>
</tr>
</tbody>
</table>

## Lesson Components:

- [x] Has all materials ready
- [ ] Provides an advanced organizer
- [ ] Begins instruction promptly
- [ ] Conducts beginning review
- [ ] Assesses background knowledge
- [ ] Models instruction
- [ ] Provides guided practice
- [ ] Provides for independent practice
- [ ] Conducts ending review (closure)
- [ ] Introduces future lessons

<table>
<thead>
<tr>
<th>Teacher Behaviors</th>
<th>Frequency</th>
<th>Frequency</th>
<th>Teacher Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gains student attention</td>
<td></td>
<td>Does not gain student attention; Continues during student talk</td>
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<tr>
<td>Asks factual questions, one at a time</td>
<td></td>
<td>Asks multiple questions as one</td>
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<tr>
<td>Asks questions requiring reasoning skills</td>
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<td>Asks non-academic questions</td>
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<tr>
<td>Recognizes student responses</td>
<td></td>
<td>Ignores students; Misses student response</td>
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<tr>
<td>Probes students for answers; Provides scaffolding</td>
<td></td>
<td>Doesn’t follow through on an incorrect student response</td>
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<tr>
<td>Give specific academic praise; Amplifies answer</td>
<td></td>
<td>Gives non-specific academic praise</td>
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<tr>
<td>Expresses enthusiasm; shows interest (smiles, gestures)</td>
<td></td>
<td>Fails to praise</td>
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<tr>
<td>Orient students to academic task; Refocuses unrelated talk</td>
<td></td>
<td>Uses loud, monotone, or inaudible talk; unenthusiastic</td>
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<tr>
<td>Enforces classroom rules; Reminds students of rules</td>
<td></td>
<td>Allows unrelated talk or activity; Engages tangent</td>
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<tr>
<td>Consistent with consequences (follows through)</td>
<td></td>
<td>Classroom rules not enforced</td>
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<tr>
<td>Gives specific directive (e.g., “Read page 4”)</td>
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<td>Misses opportunity to apply consequences</td>
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</tbody>
</table>
| Uses surface management techniques (proximity, redirect, “the look,” calls student’s name, states expected behavior) | | Asks student to do task (e.g., “Would you…”)
| Gives specific behavior praise | | Punitive, uses sarcasm, harsh tone |
| Circulates | | Allows misconduct to continue |
| Other: | | Does not give specific behavior praise |
| Other: | | Does not circulate |

Section IV: Observation Tools

104
### ENGAGEMENT PATTERNS OBSERVATION FORM

<table>
<thead>
<tr>
<th>Teaching Associate: _____________________</th>
<th>Observer: _____________________</th>
<th>Date: __________</th>
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#### Questioning
- F = Factual question
- R = Reasoning question
- SR = Recognized student response
- FR = Failed to respond to student response
- P = Probes student for response
- AS = Gave specific academic praise
- D = Gave specific directions
- U = Checked for understanding

#### Behavior
- SM = Surface management used
- RD = Redirected student behavior
- BP = Gave specific behavioral praise
- NA = Provided negative attention
- ON = Student on-task
- OT = Student off-task
- CO = Student called out w/out being recognized

#### Teacher Action
- M = Modeled instruction
- MQ = Asked multiple questions at once
- NA = Asked non-academic questions
- NM = Provided no modeling
- GP = Group Praise
- TT = Teacher talk to whole class
- C = Circulation

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Section IV: Observation Tools
Lesson Title: __________________________________________________________         Date: _____________

Teaching Associate: ________________________________

Observer: __________________________________________

<table>
<thead>
<tr>
<th>Time</th>
<th>Observations</th>
<th>Suggestions, Questions, and Comments</th>
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SAMPLE
OPEN NOTE OBSERVATION FORM

(Three-part carbonless form available from the Office of Teacher Education and/or the
University Supervisor).

To request copies of the form, please contact the University Supervisor or the Teacher Education Office
(TeacherEd@virginia.edu).
All teaching associates should sign up to serve as a substitute teacher in the division for which they are serving as a TA. The Curry School of Education has an agreement with area divisions about the use of TAs as substitute teachers. Curry’s policy is that TAs may serve (and be paid) as a substitute teacher for the TA’s assigned clinical instructor only. That is, TAs are not to be used by schools to serve as substitutes in other teacher’s classrooms. Once the TA has completed his/her associateship semester, then he/she is free to substitute anywhere within the division. Exceptions to this policy are made on a case-by-case basis. For example, in the past, schools have asked TAs to step in as long-term substitutes for classrooms other than the one they are in for their placement. Typically, this occurs near the end of the placement. This opportunity may be granted to the TA if his/her performance merits such an experience. Occasionally, Curry has asked TAs to serve as a substitute one day without pay for their CI in order to release that CI to attend a professional development workshop hosted by teacher education.

**International Students:**

International students need to be aware that VISA regulations impact student teaching and registration as a substitute teacher. The TA must contact the International Studies Office to be sure that you are eligible for student teaching and related activities.

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**TB Test**

Teaching associates are required to have a TB test in order to work within the schools. TB tests must be submitted to the Teacher Education Office, Bavaro 326, prior to the first day of student teaching. Any TB test taken within one year prior to the start of the Teaching Associateship will be counted as a valid TB test. Teaching associates who fail to submit their TB test will be pulled from their placements. This may result in an extended placement.
Dress Code

Each school or school division will have an established dress code policy. TAs should become familiar with this policy prior to the first day of the Associateship. The Curry School of Education, however, has a dress code policy that may be different than the division policy. TAs are expected to adhere to both the Curry standard and school division standard for dress. TAs may be asked by their clinical instructor, university supervisor or by program area faculty to change their attire if they are dressed inappropriately for their teaching context.

The Curry dress code’s purpose is to establish a clear standard for professional dress. In general, TAs should have an appropriate, well-groomed appearance. TA appearance reflects professional commitment to teaching that is clearly communicated to the CI, classroom pupils, and other staff within the school environment. Inappropriate or exceptional dress or grooming can distract pupils and those working with the TA, thus taking away from the TA’s ability to teach successfully.

The Curry standard for dress and personal appearance requires that all TAs:

- Wear casual professional attire during their teaching associateships. Casual professional means wearing nice, neat, clean clothing that is not ragged, ripped or baggy. Shoes should also be presentable, professional shoes (i.e., no flip flops).

- **TAs are not allowed to wear the following:**
  - Shirts that expose the bare midriff including exposure when lifting one’s arms (e.g., reaching to write on the board),
  - T-shirts (unless they are plain with no pictures or words) or jeans (except for special events or days—school spirit day),
  - Pants that expose undergarments including when one bends or sits,
  - Shirts with spaghetti straps or that are strapless, low cut, or sheer.
  - Shorts (except for Health/PE TAs during their P.E. teaching) and
  - Extremely short skirts.

- **Inappropriate or distracting grooming includes:**
  - Facial piercing, including the tongue. Ear piercing is acceptable but TAs should use judgment in regard to excessive piercings.
  - Extremes in hair styling including unconventional hair colors or styling.
  - Tattoos should be covered by clothing.

Extracurricular Involvement

Teaching Associates primary responsibility during the associateship is their teaching. This priority takes precedence over other professional opportunities such as coaching, leading an extracurricular club or organization, enrolling in university coursework beyond the student teaching seminar and employment. TAs will find the student teaching semester to be physically and emotionally challenging. In order to support the overall health of associates, Curry strongly discourages teaching associates from taking on additional responsibilities during their student teaching. If a TA chooses to take on an additional responsibility, the CI, US, or program area faculty reserves the right to ask the TA to relieve him/herself from those responsibilities if the placement performance suffers as a direct result of the extra involvements.

Student athletes who will serve as TAs and participate in their sport present unique challenges to all involved. Student-athlete TAs are required to meet with their advisor/program area coordinator, CI and US prior to the student teaching semester in order to develop a plan for the associateship. Depending on the amount of time the sport requires away from the teaching associateship, the student may be asked to extend the placement.


**ATTENDANCE & ABSENCES**

**Teaching Associateship Schedule**

Throughout the placement, teaching associates are to work on the assigned school division’s approved calendar rather than the university academic calendar. This includes approved school holidays, teacher workdays, and Thanksgiving leave days. Any extra leave must be approved by the university seminar faculty member responsible for the student’s class section.

Teaching associates are required to begin the associateship on the first day of teacher planning week. It is Curry’s expectation that TAs observe and/or participate in the various school and division activities that occur throughout the week. Without the opportunity to see the types of meetings, scheduling requirements and obligations as well as type and extent of planning that can occur during that week, TAs are at a disadvantage for the following year when they will be first year teachers attempting to plan during this time.

*We strongly encourage CIs to have their TAs attend each and every event! TAs are encouraged to make the most of that week by carefully observing, writing down questions and thoughts, and taking the time to familiarize themselves with school policies, procedures, curriculum and student data. TAs should keep in mind that many CIs are leaders within the school and will need to be running meetings, working on scheduling, or have other administrative responsibilities. Offer assistance when appropriate, be a keen observer, and respect the CI’s need to hustle during this hectic time.*

*If a TA is not able to begin the associateship on the first day of teacher planning, other arrangements must be in place prior to the start of the associateship. Such arrangements may include, but are not limited to, placement in a different division with a later starting date, extended time in the placement or spring/summer meeting(s) with CI to establish responsibilities and for orientation. TAs who miss the pre-planning week are at a great disadvantage and place a burden upon the CI who has the responsibility of orienting both pupils and TA during the first week of school.*

*If a TA is to be absent for any reasons, both the CI and the US must be notified. During the first triad meeting a protocol should be established and contact information exchanged. If the TA was scheduled to teach, plans should be provided for the CI. CIs should encourage TAs to create a substitute teacher folder that contains all of the pertinent information needed to run the classroom and maintain school procedures such as attendance and tardy reporting. US must keep a record of TA absences. It is expected that TAs will get sick; CIs and USs should encourage TAs to take preventative measures such as getting enough sleep, taking in needed vitamins and nutrients and engaging in a stress reducing activity such as walking. If a TA misses more than 3 days, the triad should consult with the seminar instructor about the possibility of extending the placement.*

*Teaching Associate Observation Week*

The final week of the Teaching Associateship is designed to allow the student teacher to bring closure to the clinical experience. During this time, teaching associates are to remain in the placement classroom. Allowance is made for some observations to be conducted in other classrooms in order for the student teacher to learn from other master teachers. In most cases these observations will be done in the same school as the placement. However, in some endorsement areas such as special education or a specific secondary area an observation may be done at another school. *All observations must be approved by the assigned clinical instructor and the university supervisor.*
ISSUES & CONCERNS DURING THE TEACHING ASSOCIATESHIP EXPERIENCE

ADDRESSING ISSUES AND CONCERNS AND PERFORMANCE IMPROVEMENT PLAN (PIP)
ADDRESSING ISSUES & CONCERNS

Challenges are not uncommon during the Teaching Associateship semester. Both teaching associates and clinical instructors bring different sets of expectations, experiences, and in some cases, goals to the relationship. During the first few weeks of the semester, teaching associates grapple with issues related to understanding the culture and climate of the classroom, curricular demands, relationship negotiation with their clinical instructor and the students. Similarly, clinical instructors spend initials weeks adjusting to and determining the roles that the teaching associate has and will take.

Teaching Associate Concerns

During the first, tentative weeks of the student teaching experience the university supervisor can play a vital role in channeling the high expectation and emotion on behalf of the TA into grounded, productive energy. As teaching associates encounter their first challenges within the associateship, they will most likely turn to the university supervisor. It is the role of the US to focus those interactions by acknowledging the concerns and perspectives of the TA and assisting the TA in identifying opportunities. In addition, along with the assigned faculty member, the US should determine level of intervention needed. Removal from the placement as an option should not be discussed until all other interventions have been exhausted and found to be non-responsive. Decisions related to interventions and removal are made in conjunction with Faculty, US, CI, School Principal and Teacher Ed Office. Teaching associates who experience challenges during their associateship and are able to address the issue and find meaning in their placements enter into their first year of teaching with confidence and a new skill set. Removing students too soon from a placement can result in loss of confidence in the TA’s ability to negotiate school issues. In addition, removal from placements has potential negative implications for relationships between clinical instructors, school systems, and Curry.

Clinical Instructor Concerns

Clinical instructors can also experience frustration or challenges in their relationships with their teaching associates. The US and the TA and CI maintain open lines of communication. Touching base with clinical instructors through email or private conversations is a great way to gauge how things are going from the clinical instructor’s point of view. The role of the University Supervisor is to listen, understand the context, and use the Performance Improvement Plan as a way of supporting the clinical instructor’s mentoring of the TA.

University Supervisor Concerns

The US role is one of a front line facilitator. As such, the US is able to offer immediate feedback and proactive strategies to reduce either instructional or interpersonal issues that may arise in the student teaching placement. However, when the US observes increasing problems, it is important to notify the University faculty and to discuss options as soon as possible. As a part of the student teaching triad, the US acts as a bridge between the placement and the university program.

Steps for Addressing Concerns

When addressing issues of concern, all parties should engage in the following steps. These steps ensure that appropriate documentation occurs and the support is delivered in a timely manner.

A.) When a concern or issue arises, report this issue to the faculty seminar instructor. Seminar instructors should be made aware of all issues and concerns as early as possible.
B.) **In collaboration with the seminar instructor,** determine the next steps. Next steps may include a conference with the seminar instructor, documentation of the concern on the Collaborative Assessment Log or the development of a **Performance Improvement Plan (PIP).** **Do not view the PIP as a tool of last resort; rather, the PIP can serve as a preventive, proactive step in assisting the student.**

C.) **Determine a timeline for follow-up and assign responsibility to the various tasks.** For example, the CI will be responsible for emailing the US on X date to document that the TA has been preparing lesson plans. Or the US will conduct an observation on X date to check for improved classroom management. Adhere to these timelines and document follow-up.

D.) **Determine if additional steps are necessary or if improvements are satisfactory to the triad and seminar instructor.** If concerns still exist, contact the Coordinator of Field Placements or the Director of Teacher Education to solicit Office of Teacher Education intervention.

In rare cases, a student teaching placement must be terminated. TAs who are removed from their placements are in danger of failing the Teaching Associateship. Failure from student teaching typically occurs in situations where TAs have fallen short in regard to teaching obligations or TAs have not met Curry standards of professionalism. **Students who are removed from their placement may be given the option of re-doing their teaching associateship in the spring semester.** Rarely is “credit” given for time already served in a placement. That is, students who need to repeat a placement must repeat the placement in its entirety. Finally, for situations that are beyond the control of either the CI or the TA, a TA may be placed immediately in a new placement. Teacher education faculty make every effort to provide new placements that will facilitate the likelihood of support and success.

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**Failure to Successfully Complete the Teaching Associateship**

As the culminating clinical experience of the MT program, success in the teaching associateship is a mandatory condition of graduating with the graduate master of teaching degree. BA/MT students who are unsuccessful in the teaching Associateship will not qualify for the MT degree, but will receive the BA degree from the college. Any graduate credits over the 120 hours of credit required for the undergraduate B.A. degree may be applied to a master of education (M.Ed.) degree consisting of at least 30 graduate credits. Additionally, the student will have to complete a comprehensive exam for the M.Ed. degree. PGMT students may switch to the M.Ed., but will also have to complete additional credits and a comprehensive examination determined by the Curry advisor and the department chair.
PERFORMANCE IMPROVEMENT PLAN (PIP)

Teaching Associate: _______________________________________________________________

Clinical Instructor: _______________________________________________________________

University Supervisor: _____________________________________________________________

Date: ______________

Define the Problem:

Possible Solutions:

Agreed Upon Solution(s):

TA Will:

CI Will:

US Will:

Date Plan Will Start: ________________  Follow-up Date: _________________________

Teaching Associate         Clinical Instructor         University Supervisor
FOLLOW-UP OF PERFORMANCE IMPROVEMENT PLAN

Date: _________________________

Teaching Associate: _____________________
Clinical Instructor: _______________________
University Supervisor: __________________________

Action taken by Student (provide documentation)

The TA’s performance is:
_____ Satisfactory  _____ Unsatisfactory (describe actions to be taken)

TA Will:

CI Will:

US Will:

Teaching Associate   Clinical Instructor   University Supervisor

Final Recommendation

Date: _________________________

Pass Student Teaching: ____________
Repeat Student Teaching: _________
Termination: _____________________
Other: ___________________________

Student Comments:

Teaching Associate   Clinical Instructor   University Supervisor

Field Experience Coordinator  School Administrator  Director of Teacher Education
TEACHING ASSOCIATE PARTNERSHIP PROGRAM (TAPP)

Post-graduate Master’s of Teaching (PG/MT) students may be eligible to seek full-time employment in a local school in lieu of their student teaching semester. PGMT students who are interested in pursuing a TAPP placement for their student teaching must FIRST have approval from their advisor in order to pursue employment opportunities. The responsibility is upon the individual student for identifying the potential job and informing the school division of Curry’s TAPP policies. Students who have been offered a teaching position must have the division representatives sign the TAPP contract and the contract must be delivered to the Office of Teacher Education, Bavaro 326, prior to the student beginning employment. Copies of the contract can be picked-up from the Office of Teacher Education and a copy is also provided in this handbook.

While BA/MT students may not seek employment, they may be asked by a school division to assume an extended substitute assignment. In such cases, the student’s seminar instructor, in consultation with the teacher education office, must approve the assignment. The TAPP agreement will be used in order to assure that all parties are committed to the assignment.
TEACHING ASSOCIATESHIP PARTNERSHIP PROGRAM (TAPP)
SCHOOL DIVISION PARTNERSHIP AGREEMENT WITH THE CURRY
SCHOOL OF EDUCATION

In order to hire a Curry student through the TAPP program, divisions must agree to the following conditions. This agreement must be initialed and signed by the building level principal, a representative from the division’s human resources department, the TAPP hire, and a Curry representative. Copies will be provided to all parties. The agreement must be signed prior to the start date of the hire.

The school division of ______________________, agrees to the following terms in hiring ______________________ as a part of the TAPP program.

1. The TAPP hire will be assigned a mentor teacher and will participate in all division activities for beginning teachers. ______, ______, ______, ______.

2. The TAPP hire will be given a teaching assignment commensurate with the expectations of a beginning teacher. ______, ______, ______, ______.

3. The TAPP hire will be expected to participate in the seminar provided by the Curry School as a part of his or her Master’s program. ______, ______, ______, ______.

4. If the TAPP hire is out of the range of Curry supervision, the division agrees to provide supervision for the new hire at no cost to Curry. In addition, the TAPP hire will make arrangements with his or her program area to meet the seminar requirements. ______, ______, ______, ______.

5. If concerns arise in regard to the TAPP hire, school division personnel will be in contact with the Teacher Education department at the Curry School of Education at (434) 924-0853. ______, ______, ______, ______.

Building Level Principal Signature  Date

School Division Representative Signature  Date

TAPP Hire Signature  Date

Curry School of Education Representative Signature  Date

Please return the completed form to:  Office of Teacher Education  

Curry School of Education  

326 Bavaro Hall  

417 Emmet Street South  

Charlottesville, VA 22904
VIDEO RECORDINGS & REPRODUCING STUDENT PRODUCTS

As teacher portfolios and teacher exchanges become more common, it has become necessary to protect the rights of children and their parents by gaining clearly-stated permission prior to displaying photographs of students or images of student products. Whether these materials are for print media or electronic distribution, the TA must obtain written permission of the parent or guardian.

As video is central to our observations, some school systems obtain blanket consents for recording that includes our student teachers. Others require explicit permission. The following letter may be used to obtain parental consent. (Contact Teacher Ed. for a copy.)

---

Dear Parent/Guardian and Student:

Your child is in a class with an assigned student teacher from the Curry School of Education at the University of Virginia. In order to effectively supervise the student teacher, we would like to occasionally videotape this class. Just as athletes learn to improve their skills from watching themselves on video, so can beginning teachers. Classrooms are such complex places, it’s hard to notice everything that is going on, but to some extent, video allows us to stop time and help the novice teacher focus on important teaching elements.

When filming, the camera’s focus will always be on the student teacher, but the nature of classroom interactions means that your child’s image may appear in a recording. We are therefore asking for your consent to tape the student teacher’s interaction in your child’s classroom. The tapes are for instructional purposes and will only be seen by the student teachers, supervisors, and faculty. The videos and any images from the video will never be published in any public site.

After considering how valuable these videos are in helping to prepare new teachers, please sign the consent form allowing your child’s participation in the videotaping. There are no consequences for students who do not have consent to be included in the video; we will adjust the camera angle to avoid filming them. Please return this signed consent letter to your child’s classroom teacher.

If you have any questions or concerns, please contact Dr. Ruth Ferree (phone: 434-924-6855, email: rtferree@virginia.edu).

Thank you.

Sincerely,

Dr. Sandra B. Cohen, Director
Teacher Education

Dr. Ruth M. Ferree, Coordinator
Field Placements

________ I agree to have my child, ___________________ participate in videotaped lessons focusing on the classroom’s student teacher.

________ I do not consent to have my child, ___________________ participate in any videotaped lessons.

signature ___________________ date ______________

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Section V: Policies & Procedures 119
CODE OF ETHICS FOR STUDENT TEACHERS OF THE EDUCATION PROFESSION

WRITTEN BY SHARON SNOW (BA/MT, CLASS OF 2001)

The following is an adaptation of the NEA’s Code of Ethics and is designed specifically for student teachers. It meets the unique circumstances of the student teacher in two ways. First, it familiarizes the student teacher with some basic teaching principles, which he/she has yet to practice as a full-time teacher in a working classroom. While many of the principles below are the same as those listed in the NEA’s Code of Ethics, each is followed by a brief explanation and discussion in order to familiarize the student teacher with issues and reasons behind each ethic. Second, the Code of Ethics for Student Teachers addresses the unique relationship between the clinical instructor and the student teacher, which occurs only when a university or college student practices for a full-time teaching position. During the student teacher period, the clinical instructor, a full-time teacher, serves as the student teacher’s supervisor and instructor. This dynamic relationship comes with its own guidelines and principles.

While the Code of Ethics for Student Teachers addresses the unique experience of the student teacher, it maintains the same purpose as the NEA’s Code of Ethics: “believing in the worth and dignity of each human being...the supreme importance of the pursuit of truth, the devotion to excellence, and the nurture of the democratic principles... [to] indicate the aspiration of all educators and provide standards by which to judge conduct.”*

PRINCIPLE I – Commitment to the Student

1. The student teacher shall not discriminate against or show favoritism to students, based on their sex, race, cultural background, religion, family or sexual orientation.

   No student should be denied benefits or the right to participate in programs, or should have an advantage over other students, because of their race or background. For perhaps the first time in their teaching career, student teachers will be responsible for providing an education to students of all different races and backgrounds. Therefore, the student teaching experience can force many student teachers, for the first time, to face their hidden prejudices and biases towards others of different races and backgrounds. Student teachers should pay extra attention to their unconscious and conscious tendencies to discriminate against or give privileges to any students based on their sex, race, socio-economic status, academic ability, cultural background, religion, family or sexual orientation. Every student teacher (just like all teachers) will have this tendency to discriminate or show favoritism to certain students; however it is student teacher’s responsibility to proactively counter this tendency. The student teacher can commit him/herself to this proactive countering by maintaining a journal on his/her reactions to various students and by developing an accountability relationship with his/her clinical instructor.

2. The student teacher shall not reveal information about students or their families during his/her student teaching experience, unless there is a compelling purpose or is required by law.

   It is inevitable that the student teacher will be told or will discover confidential information about his/her students. The student teacher might learn of confidential information from his/her clinical instructor or from another teacher, or a student might reveal his/her personal information to the student teacher. Regardless of the manner in which the student teacher discovers personal or confidential information, he/she must not reveal the information to others. When writing research reports or case projects, the student teacher may include information about his/her students as long as he/she does not reveal the actual names, and as long as those reviewing the research are unfamiliar with the students being discussed. Of course, each situation is different and proper judgment should be used.
It is important to note an exception to this rule. If the confidential information reveals that a student’s health or safety is at risk, the student teacher must disclose the information to his/her clinical instructor or to another appropriate supervisor, in order to ensure the student receives proper care.

3. **The student teacher shall not present false information or deliberately conceal credible information about a student’s behavior or academic progress.**

   For no reason should the student teacher falsify information about his/her students in order to protect him/herself from the consequences of ineffective teaching or faulty decisions. For example, if a concept has been taught by the student teacher and afterwards, the students test poorly on that concept, the student teacher must not attempt to conceal the evidence of his/her ineffective teaching by raising his/her students’ grades. Rather, the concept should be taught again. Likewise, if the student teacher responds unprofessionally or inappropriately to a student, which then causes a disruption in the classroom, the student teacher should not conceal his/her inappropriate response and place all blame on the student, despite the negative consequences that might result. The student teacher’s responsibility to represent each student in fairness and truth must not depend on the student teacher’s ability to succeed professionally.

**PRINCIPLE II – Commitment to the Clinical Instructor**

4. **The student teacher shall follow the professional procedures and requirements set forth by his/her clinical instructor.**

   The cooperating university or college chooses each clinical instructor because of his/her respected experience in the teaching profession. The student teacher should respect his/her clinical instructor’s role as supervisor and instructor and should respond to his/her authority accordingly. Just as a university student meets the requirements of his/her professor, so should the student teacher meet his/her clinical instructor’s requirements. For example, if the clinical instructor requires the student teacher to arrive an hour before school starts, the student teacher should meet this requirement, even if he/she does not agree with this practice. This does not mean the student teacher should not express his/her preferences and opinions to his/her clinical instructor. This is advisable because it can create open communication between the student teacher and clinical instructor. However, when differences of opinion occur, the student teacher should follow the clinical instructor’s preferences. It is important to note that if the clinical instructor requires the student teacher to perform unprofessionally or unethically, the student should decline to do so and should report the incident to a higher authority. If the student teacher feels uncertain or uncomfortable about their clinical instructor’s requirements because of ethical or professional reasons, the student teacher should speak to his/her University Supervisor, the principal at the cooperating school, or to the University professor responsible for the student teacher experience.

5. **The student teacher shall not consider the clinical instructor’s classroom his/her own, but shall serve as a visiting teacher.**

   As long a long-term, visiting teacher in a classroom, the student teacher is excluded from certain rights and privileges, which full-term teachers have. Before making key decisions such as how to decorate and organize the classroom, how to arrange and assign seats, what units or texts to teach, or what major projects to assign, the student teacher should first consult his/her clinical instructor. Unless the clinical instructor explicitly gives the student teacher freedom to independently make these types of decisions, the student teacher should first receive the clinical instructor’s feedback and consent before taking action. The student teacher cannot proceed as a full-time teacher would, making these decisions independent from a supervisor’s approval. Following this principle is essential because it gives proper respect and authority to
the clinical instructor. This principle also protects and benefits the students by ensuring that the clinical instructor, who carries the most experience and expertise, regulates and oversees all classroom procedures.

PRINCIPLE III – Commitment to the Profession

6. The student teacher shall treat the student teaching experience as a full-time professional job and responsibility.
   Even though the student teaching experience is considered coursework at a college or university and provides beginning teachers the opportunity to practice and test teaching skills, the responsibilities that come with the student teaching experience should not be taken lightly. In college or university courses, a student can choose to “slide by” with passing grades and no one but that student will be affected by this decision. However, if the student teacher chooses to “slide by” with passing performances during his/her student teaching experience, the student teacher neglects the student’s receiving his/her instruction and distresses the clinical instructor who is responsible for seeing that all – the student teacher and students – have a positive, beneficial learning experience.

7. The student teacher shall not disclose information about his/her clinical instructor or other teachers unless it serves a compelling purpose or is required by law.
   It is possible that the student teacher will be told or will discover confidential information about his/her clinical instructor or other teachers during his/her student teaching experience. Whether the student teacher learns any confidential information from his/her clinical instructor or from another teacher, he/she must respect the individual’s privacy and not reveal the information to others. If any information proves to be relevant for research reports or case projects based on the student teaching experience, the student teacher may include the information as long as he/she does not reveal the actual names and circumstances are described in general rather than specific terms. Also, those reviewing the research should be unfamiliar with the circumstances and individuals involved. Of course, each situation is different and proper judgment should be used.

   Again, it is important to note an exception to this rule. If the confidential information reveals that a teacher is behaving in an unethical or unprofessional manner while serving in the role of teacher, the student teacher should disclose the information to an appropriate supervisor.


*Code of Ethics of the Education Profession (NEA, 1975)
Calendars
Here are the links for school and school district calendars:

- Albemarle County Public Schools
  [Link](http://schoolcenter.k12albemarle.org/education/components/scrapbook/default.php?sectiondetailid=96093)

- Charlottesville City Schools
  [Link](http://www.ccs.k12.va.us/about/calendars.html)

- Greene County Public Schools

- KIPP DC
  [Link](http://www.kippdc.org/engage/calendar/)

- Louisa County Public Schools
  [Link](http://louisacounty.va.schoolwebpages.com/education/components/docmgr/default.php?sectiondetailid=117&fileitem=16085&catfilter=2414)

- Nelson County Public Schools
  [Link](http://www.nelson.k12.va.us/School Calendar/2011 2012 School Calendar.pdf)

- Orange County Public Schools
  [Link](http://www.ocss-va.org/calendar/docs/Calendar_2011-2012.pdf)

- Yes! Prep Public Schools (Houston, TX)
  No academic year calendar published - Yes! Prep Home Page: [Link](http://yesprep.org)
Section V: Policies & Procedures
Charlottesville City Schools Calendar 2012-2013

2012-2013

Religious/Cultural Observances
- Ramadan 7/23 - 8/18 (may vary based on Lunar calendar)
- Rosh Hashanah sunset 9/16 - sunset 9/18
- Yom Kippur sunset 9/25 - nightfall 9/26
- Diwali 11/13
- Hanukkah sunset 12/5 - sunset 12/19
- Christmas 12/25
- Kwanzaa 12/26 – 1/1
- Chinese New Year 2/10
- Passover sunset 3/25 - nightfall 4/1
- Good Friday 3/29
- Easter 3/31

Other Observances
- Martin Luther King, Jr. Day 1/21
- Labor Day 9/3
- President’s Day 2/18
- Veteran’s Day 11/11
- Memorial Day 5/27

180 Student Days
- 5 Professional Learning Days (no students)
- 9 Teacher workdays (no students)
- 6 Professional Responsibility Days: 11/21, 12/27, 1/21, 2/3, 3/3, 4/4

200 Teacher Days
- 4-day New Teacher Orientation

- Student Holiday
- End of 9-week Grading Period

Quarter 1: 46 days
Quarter 2: 46 days
Quarter 3: 46 days
Quarter 4: 46 days
- August 22 – First School Day
- November 5 – Parent Conference Day
- Last school day (students dismissed early) – last day for teachers

Make-up days (to be used in order): 2/19, 3/25, 6/7
Fluvanna County Public Schools

Section V: Policies & Procedures

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Greene County Public Schools
2012-2013 School Calendar

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Snow Make-Up Days:
- November 21: Bank Day
- January 18: Bank Day
- February 18: June 10
- Bank Day: June 11

Professional Responsibilities Days include time provided for educators to work individually and as collaborative teams to enhance school and teacher practices to improve student learning. These days may also include individual or group learning experiences.
Section V: Policies & Procedures

NELSON COUNTY PUBLIC SCHOOLS
2012-13 Division Calendar

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Calendar Legend:
- New Teachers Report
- Non-Student Day & Staff Development Day &/or Work Day
- First Day of School
- Open House & Work Day
- Division Holiday
- Inclement Weather
- Non-Student Day & Parent Teacher Conference
- Inclement Weather Makeup Days in Order
- NCHS Graduation

Approved by School Board
January 5, 2012

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This calendar may be adjusted as necessary.
# 2012-2013 Orange County Public Schools Calendar

## 180 Days Student Calendar

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<tr>
<th>JULY</th>
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## 9 Week Grading Period Dates

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<td>December 21, 2012</td>
<td>May 25, 2013</td>
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## Inclement Weather Make-Up Days (as needed)

- Make Up Day #1: February 18, 2013
- Make Up Day #2: February 15, 2013 (Early Dismissal)
- Make Up Day #3: April 5, 2013
- Make Up Day #4: April 4, 2013
- Make Up Day #5: Bank Time
- Make Up Day #6: Bank Time
- Make Up Day #7: Bank Time
- Make Up Day #8: Bank Time
- Make Up Day #9: Bank Time
- Make Up Day #10: Bank Time

### Key:
- New Hire Workdays
- Student Holiday/Teacher Workday
- *Student Early Dismissal*
- Graduation
- First Day of School for Students
- Student & Teacher Holidays
- **PTC (Evening)** - All Schools
- **PTC (Morning)** - All Schools
- **PTC (Evening)** - Secondary Only
- **PTC (Morning)** - Secondary Only
- **PTC (Evening)** - Elementary Only
- **PTC (Morning)** - Elementary Only

**Note:**
- **Student Early Dismissal** - Students will be dismissed from school two hours early

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Section V: Policies & Procedures