

### Sample Template for Mentor Feedback

This form provides feedback to mentor teachers associated with Winthrop University's teacher education program. The intent is to provide information for professional growth after at least three iterations of data are available. A quantitative average rating and a summary of open-ended comments highlight the teacher's strengths as a mentor as well as suggestions for possible change.

**Mentor Name:**

**Dates: 2012-2015**

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**Average qualitative response across all available questions: 3.9**

4 = Strongly agree    3 = Agree    2 = Disagree    1 = Strongly disagree

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**Highlights:**

*The mentor teacher impacted the field experience/internship by:*

- Planning - long range and short range
- Willingness...
- A great example...
- Knowledge and experiences in...

**Considerations for Change:**

- Difficult to get in contact with at times
- Hard finding time to plan

**Memorandum of Understanding**  
**PARTNERSHIP NETWORK**  
**Sustaining Professional Development School (PDS)**  
**Winthrop University and \_\_\_\_\_**

This memorandum of understanding is entered between the Winthrop University Richard W. Riley College of Education, College of Arts & Sciences, College of Visual & Performing Arts, and \_\_\_\_\_ for the 2015 - 2018 school years.

**Vision of the Partnership Network**

To create a dynamic and sustained university-school district partnership network that will promote simultaneous renewal of the university and schools with a focus on student learning and educator preparation through the engagement of collaborative learning communities involving district and university students and faculty.

**Mission**

The mission of the Winthrop University-School Partnership Network is simultaneous renewal and support of P-16 (preschool through college) education, practicing educators, and educator preparation.

**Goals**

1. Improve P-12 student learning.
2. Improve professional learning for district and university faculty and teacher candidates.
3. Strengthen pre-service teacher education.
4. Increase support for new teachers and leaders.

University

- Maintain a college and university commitment to a three-year partnership.
- Support implementation of Network goals and objectives at individual school site.
- Provide access to Partnership Network staff to facilitate communication and collaboration; plan professional learning; and support mentor/host teacher training and development.
- Support research and inquiry opportunities for school and university faculty to implement and gather data on research-based practices that support instructional improvements.
- Assess needs for and facilitate delivery of professional development.
- Collaborate to determine extent to which the Partnership Network is working and report annually to both university and school stakeholders.

Professional Development School

- Maintain a school-wide commitment to a three-year Professional Development School partnership. This commitment includes at least 2/3 of eligible faculty willing to serve as mentors or host teachers in the Birth-to-Five model and participate in other PDS and Partnership Network initiatives.
- **Educate entire school community** on the goals and initiatives of the Partnership, incorporating the vision into the everyday work and mission of the school.
- Facilitate diverse **clinical experiences** focusing on students as English language learners, students with special needs in the general education classroom, students living in poverty, and/or students identified as academically gifted.
- **Respond to Partnership staff in a timely manner** to maintain effective Network communication.

- Provide an identified School Liaison (teacher or school leader) to help facilitate partnership-related activities such as serving on the Partnership Advisory Council, assisting with placements and supervision of Winthrop students, and communicating with school and university faculty.
- Participate in **action research** projects to improve education.
- **Support teacher and leader professional development** (e.g., release time to attend training(s), participation in needs assessment, host trainings, etc.)
- Support, supervise, and assess **preservice teachers** in clinical experiences throughout the educator preparation program.
- Collaborate to determine extent to which the Partnership Network is working and report annually to both university and school stakeholders.
- Encourage and allow teachers and teacher candidates to **implement innovative practice** to meet the needs of diverse learners in the school.
- **Share** effective practice, action research, and other initiatives through venues such as Teachscape technology system, summer Partnership conference, hosting professional learning opportunities, etc.

Terms of Agreement and Termination

This agreement addresses cooperation in the Winthrop University-School Partnership Network between the undersigned Professional Development School and the Colleges of Education, Arts & Sciences, and Visual & Performing Arts at Winthrop University.

This agreement is in effect for three years (2015-2018) and subject to annual review. Termination of the agreement may be initiated by either party through written notice at least 45 days prior to the end of the school district semester and is subject to completion of the entire semester.

|   |       |
|---|-------|
| _____   | _____ |
| Professional Development School Principal               | Date  |
| _____   | _____ |
| District Superintendent or Designee                     | Date  |
| _____   | _____ |
| Dean, Richard W. Riley College of Education             | Date  |
| _____   | _____ |
| Winthrop University Vice President for Academic Affairs | Date  |

**Memorandum of Understanding**  
**PARTNERSHIP NETWORK**  
**Professional Development School (PDS)**

This memorandum of understanding is entered between the Winthrop University Richard W. Riley College of Education and associated teacher education unit and \_\_\_\_\_ School for the 2015-2018 school years.

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3. Strengthen pre-service teacher education.
4. Increase support for new teachers and leaders.

University

- Maintain a college and university commitment to a three-year partnership.
- Identify a faculty member to serve as Winthrop Faculty in Residence with reassigned course time dedicated to the school site.
- Support implementation of Network goals and objectives at individual school site.
- Provide access to Partnership Network staff to facilitate communication and collaboration; plan professional learning; and support mentor/host teacher training and development.
- Support research and inquiry opportunities for school and university faculty to implement and gather data on research-based practices that support instructional improvements.
- Assess needs for and facilitate delivery of professional development.
- Collaborate to determine extent to which the Partnership Network is working and report annually to both university and school stakeholders.

Professional Development School

- Maintain a school-wide commitment to a three-year Professional Development School partnership. This commitment includes at least 2/3 of faculty willing to serve as mentor or host teachers as well as participate in other Partnership Network initiatives.
- **Educate entire school community** on the goals and initiatives of the Partnership, incorporating the vision into the everyday work and mission of the school.
- Ensure **Winthrop Faculty in Residence is fully integrated into the school culture** (provide office/classroom space, include in faculty meetings, invite to participate in professional development at the district, school, and/or grade levels, etc.).
- Facilitate diverse **clinical experiences** focusing on students as English language learners, students with special needs in the general education classroom, students living in poverty, and/or students identified as academically gifted.

- **Respond to Partnership staff in a timely manner** to maintain effective Network communication.
- Provide an identified School Liaison (teacher or school leader) to help facilitate partnership-related activities such as serving on the Partnership Advisory Council, assisting with placements and supervision of Winthrop students, and communicating with school and university faculty.
- Participate in **action research** projects to improve education.
- **Support teacher and leader professional development** (e.g., release time to attend training(s), participation in needs assessment, host trainings, etc.)
- Support, supervise, and assess **preservice teachers** in clinical experiences throughout the educator preparation program.
- Collaborate to determine extent to which the Partnership Network is working and report annually to both university and school stakeholders.
- Encourage and allow teachers and teacher candidates to **implement innovative practice** to meet the needs of diverse learners in the school.
- **Share** effective practice, action research, and other initiatives through venues such as Teachscape technology system, summer Partnership conference, hosting professional learning opportunities, etc.

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| Dean, Richard W. Riley College of Education             | Date  |
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**Memorandum of Understanding**  
**PARTNERSHIP NETWORK**  
**Partner School (PS)**  
**Winthrop University and \_\_\_\_\_**

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- Support implementation of Network goals and objectives at individual school site.
- Provide access to Partnership Network staff to facilitate communication and collaboration; plan professional learning; and support mentor/host teacher training and development.
- Support research and inquiry opportunities for school and university faculty to implement and gather data on research-based practices that support instructional improvements.
- Assess needs for and facilitate delivery of professional development.
- Collaborate to determine extent to which the Partnership Network is working and report annually to both university and school stakeholders.

Partner School

- Maintain a school-wide commitment to a three-year Partner School relationship. This commitment includes at least half of eligible faculty willing to serve as mentors or host teachers in the Birth-to-Five model and participate in other PDS and Partnership Network initiatives.
- **Educate entire school community** on the goals and initiatives of the Partnership incorporating the vision into the everyday work and mission of the school.
- Facilitate diverse **clinical experiences** focusing on students as English language learners, students with special needs in the general education classroom, students living in poverty, and/or students identified as academically gifted.
- Provide an identified School Liaison (teacher or school leader) to help facilitate partnership-related activities such as serving on the Partnership Advisory Council, assisting

with placements and supervision of Winthrop students, and communicating with school and University faculty.

- Participate in **action research** projects to improve education.
- **Support teacher and leader professional development** (e.g., release time to attend training(s), participation in needs assessment, host trainings, etc.)
- Support, supervise, and assess **preservice teachers** in clinical experiences throughout the educator preparation program.
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\_\_\_\_\_  
Partner School Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
District Superintendent or Designee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dean, Richard W. Riley College of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Winthrop University Vice President for Academic Affairs

\_\_\_\_\_  
Date

## Overview of WU Teacher Education Program Field Descriptions *(Updated 10.15.15)*

| <b>EARLY CLINICALS</b>   |  |  |
|--|--|--|
| <p><i>Early clinical placements provide teacher candidates introduction to the teaching profession with opportunities to develop relationships with and understanding of diverse learners. These experiences promote transition of candidates from “student” to “teacher.” All teacher preparation programs have early clinicals, although they may be structured differently.</i></p> |  |  |
| Logistics  | Teacher Candidate (TC) Expectations  | Teacher Responsibilities   |
| <b>EDUC 200: Developmental Sciences and the Context of Poverty (EDUC 601)</b>  |  |  |
| <ul style="list-style-type: none"> <li>• Total of 21 field hours (10-11 visits for approximately 2 hours)</li> <li>• Follows student (in cases where student changes classes)</li> <li>• Up to 3 WU students per classroom</li> </ul>  | <ul style="list-style-type: none"> <li>• Establish a relationship with 1-2 students living in poverty</li> <li>• Implement development and relationship-building strategies</li> <li>• Log field hours/descriptions</li> </ul>   | <ul style="list-style-type: none"> <li>• Identify student(s) with whom the candidate can work</li> <li>• Review teaching plans</li> <li>• Approve field hours</li> <li>• Evaluate TC’s instruction and professionalism</li> </ul>  |
| <b>STAR Rotations (EDCO 201 and 202): ELL, Disabilities, and Gifted in General Ed Classroom (EDUC 610)</b>   |  |  |
| <ul style="list-style-type: none"> <li>• 4-credit hour block – candidates rotate experiences with diverse learners in two 8-week courses</li> <li>• Field hours – 18 for each course</li> <li>• TC Follows student (in cases where student changes classes) first few visits</li> <li>• Typically no more than 3 WU students per classroom</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Interview student and professionals related to specific student diversity</li> <li>• Plan and implement research-based strategies within ongoing instructional routines and activities</li> <li>• Log field hours/descriptions</li> <li>• Collect and analyze data to determine the effect of the strategy on student learning</li> </ul>   | <ul style="list-style-type: none"> <li>• Identify student(s) with whom the candidate can work</li> <li>• Provide access to student information such as IEP and applicable assessments</li> <li>• Participate in the selection and implementation of the research-based strategy</li> <li>• Approve field hours</li> <li>• Evaluate TC’s instruction and professionalism</li> </ul>   |
| <b>ELEM 293: Laboratory Experiences in the Public Schools</b>  |  |  |
| <ul style="list-style-type: none"> <li>• Field hours based on instruction and non-instructional tasks in school and community</li> <li>• Total 21 field hours (2 days/week throughout the semester)</li> <li>• Up to 2 WU students per classroom</li> </ul>  | <ul style="list-style-type: none"> <li>• Tutor individual and small groups</li> <li>• Plan and implement a read aloud</li> <li>• Study contextual factors, classroom management, family/community</li> <li>• Create a bulletin board</li> <li>• Log field hours/descriptions</li> </ul>  | <ul style="list-style-type: none"> <li>• Participate in co-planning and co-teaching lessons</li> <li>• Support planning and implementation of various projects</li> <li>• Approve field hours</li> <li>• Evaluate TC’s instruction and professionalism</li> </ul>  |
| <b>SPED 293: ABA Intervention: Learners with ASD</b>   |  |  |
| <ul style="list-style-type: none"> <li>• 18-20 field hours (2 mornings a week from end of February to end of April)</li> <li>• Placed with a student with ASD</li> <li>• Up to 2 WU students assigned to work with the student with ASD (2:1)</li> </ul>   | <ul style="list-style-type: none"> <li>• Assess and set intervention goals aligned with IEP and parent/teacher priorities</li> <li>• Develop interventions for each goal selected, and implement interventions within ongoing instructional routines and activities</li> <li>• Collect data to monitor student progress</li> <li>• Videotape interventions for purpose of self-reflection, peer feedback, and instructor feedback</li> <li>• Log field hours/descriptions</li> </ul> | <ul style="list-style-type: none"> <li>• Identify student with ASD with whom the candidate can work</li> <li>• Provide access to student’s IEP and other records</li> <li>• Provide information related to the student’s strengths and needs</li> <li>• Approve intervention goals and strategies developed by the candidate and discuss implement within existing classroom structures</li> <li>• Approve field hours</li> <li>• Evaluate TC’s instruction and professionalism</li> </ul> |

## Overview of WU Teacher Education Program Field Descriptions *(Updated 10.15.15)*

| <b>FIELD EXPERIENCE (pg. 1)</b>  |   |  |
|--|---|--|
| <i>These courses are typically taken immediately prior to the year-long internship. It may vary in terms of courses candidates are taking together (some do the content methods with EDCO 305, others with EDCO 350, and some with both or without either). Attempts are made to have a single placement for the candidate in which they can integrate technology and developing a positive classroom climate into their associated content area. For secondary and most K-12 fields, attempts are made to keep candidates with same host teacher for entire year.</i> |   |  |
| <b>Logistics</b>   | <b>Teacher Candidate (TC) Expectations</b>  | <b>Teacher Responsibilities</b>  |
| <b><i>EDCO 305: Technology and the Inclusion Classroom (EDUC 602)</i></b>  |   |  |
| <ul style="list-style-type: none"> <li>• 12 field hours</li> <li>• Focus on Universal Design for Learning and meeting diverse needs through technology</li> </ul>  | <ul style="list-style-type: none"> <li>• Gather information about school, class, and students</li> <li>• Plan and implement (video recording) co-teaching lessons using technology</li> <li>• Log field hours/descriptions</li> </ul>   | <ul style="list-style-type: none"> <li>• Participate in co-planning and co-teaching lessons</li> <li>• Approve field hours</li> <li>• Evaluate TC's instruction and professionalism</li> </ul>   |
| <b><i>EDCO 350: Academic and Social Strategies for Establishing an Inclusive Classroom Climate (EDUC 660)</i></b>  |   |  |
| <ul style="list-style-type: none"> <li>• 15 field hours</li> <li>• Focus on building positive classroom climate through behavior, academic, and social strategies</li> </ul>   | <ul style="list-style-type: none"> <li>• Gather information about school, class, and students</li> <li>• Plan and implement differentiated lessons that meet the academic and social needs of students</li> <li>• Video capture one lesson</li> <li>• Log field hours/descriptions</li> </ul>               | <ul style="list-style-type: none"> <li>• Participate in co-planning and co-teaching lessons</li> <li>• Assist in collection of demographic and assessment data</li> <li>• Approve field hours</li> <li>• Evaluate TC's instruction and professionalism</li> </ul>  |
| <b><i>SPED 510: PBIS for the Classroom Teacher (Special Education Field Experience I)</i></b>  |   |  |
| <ul style="list-style-type: none"> <li>• 12-15 field hours (2 mornings a week from end of October to end of November)</li> <li>• Assigned a student with behavioral challenges</li> </ul>  | <ul style="list-style-type: none"> <li>• Conduct a practice functional behavior assessment</li> <li>• Develop and implement a behavior intervention plan based on the functional behavior assessment</li> <li>• Collect data to monitor student progress</li> <li>• Log field hours/descriptions</li> </ul> | <ul style="list-style-type: none"> <li>• Identify student with ASD with whom the candidate can work and provide access to student's IEP and other records</li> <li>• Provide information related to the student's strengths and needs and participate in a functional behavior assessment interview</li> <li>• Approve behavior intervention plan and discuss implementing interventions within existing classroom structures.</li> <li>• If possible, implement the interventions when the candidate is not in the classroom to increase likelihood of positive outcomes.</li> <li>• Approve field hours</li> <li>• Evaluate TC's planning, teaching, environment, and professionalism</li> </ul> |
| <b><i>Early Childhood/Elementary Methods Block</i></b>   |   |  |
| <ul style="list-style-type: none"> <li>• 70 field hours per semester</li> <li>• Implement lessons in literacy, math, social studies, and science</li> <li>• Integrate strategies with host teacher's scope and sequence</li> <li>• May integrate lesson requirements with EDCO 305 and/or EDCO 350</li> </ul>  | <ul style="list-style-type: none"> <li>• Develop strategies for teaching content standards</li> <li>• Co-plan and co-teach with host teacher</li> <li>• Log field hours/descriptions</li> </ul>   | <ul style="list-style-type: none"> <li>• Co-plan/co-teach content lessons</li> <li>• Approve field hours</li> <li>• Evaluate TC's planning, teaching, environment, and professionalism</li> </ul>  |

## Overview of WU Teacher Education Program Field Descriptions *(Updated 10.15.15)*

### FIELD EXPERIENCE (pg. 2)

*These courses are typically taken immediately prior to the year-long internship. It may vary in terms of courses candidates are taking together (some do the content methods with EDCO 305, others with EDCO 350, and some with both or without either). Attempts are made to have a single placement for the candidate in which they can integrate technology and developing a positive classroom climate into their associated content area. For secondary and most K-12 fields, attempts are made to keep candidates with same host teacher for entire year.*

| Logistics  | Teacher Candidate (TC) Expectations  | Teacher Responsibilities   |
|--|--|--|
| <b><i>Middle Level Education</i></b>   |  |  |
| <ul style="list-style-type: none"> <li>• Approximately 30 field hours</li> <li>• Plan and implement content-based lessons</li> <li>• Some lessons integrate with requirements for MLED 330</li> <li>• May integrate lesson requirements with EDCO 305 and/or EDCO 350</li> </ul> | <ul style="list-style-type: none"> <li>• Develop strategies for teaching content standards</li> <li>• Co-plan and co-teach with host teacher</li> <li>• Log field hours/descriptions</li> </ul>  | <ul style="list-style-type: none"> <li>• Co-plan/co-teach content lessons</li> <li>• Approve field hours</li> <li>• Evaluate TC's planning, teaching, environment, and professionalism</li> </ul>  |
| <b><i>SPED 390: Field Experience in Special Education</i></b>  |  |  |
| <ul style="list-style-type: none"> <li>• 90 field hours (Thursdays and Fridays 8-11am)</li> <li>• Participate in planning, instruction, and assessment activities with increased independence as the semester progresses.</li> </ul>   | <ul style="list-style-type: none"> <li>• Actively engage in planning, instruction, and assessment activities during each field day.</li> <li>• Complete the practice edTPA assignment (use student contextual factors to plan and deliver lessons using differentiated instruction and evidence-based teaching and assessment practices)</li> <li>• Video lessons that are part of the edTPA assignment</li> </ul> | <ul style="list-style-type: none"> <li>• Provide opportunities for student to be actively engaged in planning, instruction, and assessment activities</li> <li>• Provide access to the students' IEPs and other records</li> <li>• Approve field hours</li> <li>• Evaluate candidate planning, teaching, environment, and professionalism</li> </ul> |
| <b><i>Arts &amp; Sciences and Visual &amp; Performing Arts (Math, Science, Social Studies, Music, Art, Dance/Theatre, Foreign Language)</i></b>  |  |  |
| <ul style="list-style-type: none"> <li>• Approximately 20 field hours</li> <li>• Plan and implement content-based lessons</li> <li>• May integrate lesson requirements with EDCO 305 and/or EDCO 350</li> </ul>  | <ul style="list-style-type: none"> <li>• Develop strategies for teaching content standards</li> <li>• Co-plan and co-teach with host teacher</li> <li>• Log field hours/descriptions</li> </ul>  | <ul style="list-style-type: none"> <li>• Co-plan/co-teach content lessons</li> <li>• Approve field hours</li> <li>• Evaluate TC's planning, teaching, environment, and professionalism</li> </ul>  |

## Overview of WU Teacher Education Program Field Descriptions *(Updated 10.15.15)*

| YEAR-LONG INTERNSHIP  |   |  |
|---|---|--|
| <i>Candidates experience a year-long internship by following the school district calendar beginning with teacher workdays in August through the end of the Winthrop spring semester. Although some candidates are required to change placements for Internship II to meet certification requirements, many are able to remain in the same school/class to follow students for a longer time period.</i> |   |  |
| Logistics   | Teacher Candidate Expectations  | Teacher Responsibilities   |
| <b>EDUC 400/401: Internship I</b>   |   |  |
| <ul style="list-style-type: none"> <li>• Field hours range based upon content area (1 day/week – 2.5 days/week)</li> <li>• Follows school district calendar (except for WU final exams)</li> <li>• Guided by Year-long Internship Handbook</li> </ul>   | <ul style="list-style-type: none"> <li>• Build content expertise through co-teaching content with mentor teacher</li> <li>• Collaborate to develop and maintain positive classroom climate</li> <li>• Develop skills in planning, instruction, management, and professionalism</li> </ul> | <ul style="list-style-type: none"> <li>• Co-plan and co-teach</li> <li>• Collaborate with candidate to develop management plan</li> <li>• Provide formative feedback to candidate</li> <li>• Communicate regularly with WU supervisor (including attendance at meetings and evaluation conferences)</li> </ul> |
| <b>EDUC 402/403 and EDUC 410: Internship II</b>   |   |  |
| <ul style="list-style-type: none"> <li>• Full time in school</li> <li>• Follows school calendar until WU graduation</li> <li>• Taking capstone course for edTPA implementation</li> <li>• Enrolled in EDUC 410 (<i>Education in a Democracy: Broadening Professional Perspectives</i>) during first 8 weeks</li> </ul>  | <ul style="list-style-type: none"> <li>• Continue co-teaching content with mentor teacher; take leadership role</li> <li>• Master skills in planning, instruction, management, and professionalism</li> </ul>   | <ul style="list-style-type: none"> <li>• Co-plan and co-teach</li> <li>• Provide formative feedback to candidate</li> <li>• Communicate regularly with WU supervisor (including attendance at meetings and evaluation conferences)</li> <li>• See handbook for details</li> </ul>                              |

**Key Content Assessment EDCO 350. : Academic and Social Strategies for Establishing an Inclusive Classroom Climate.**

**Part One**

**Demographic and Assessment Data**

1. Collect and analyze demographic and assessment data on each of your field experience students. Include information regarding the technology available for student use in your classroom. Note the students who are diverse and explain their unique learning needs.

**Classroom Management Plan**

2. Develop a classroom management plan based upon your demographic analysis that includes positive rules, consequences, motivation strategies, procedures, adequate standard of care, how you will collaborate with students to develop your rules, how rules and procedures will be taught, and a bullying prevention plan.

**Part Two**

**Differentiated Instruction Portfolio Lesson Planning Assessment:** *This task requires you to use demographic and assessment data from your field experience class to develop differentiated instruction, both academic and social, that will enable ALL the students in your classroom to have equal access to the curriculum and learn. You will:*

1. Using your demographic and assessment data complete a Curriculum Barriers Worksheet for each lesson in #2 below.
2. Develop and implement three instructional lesson plans that provide appropriately differentiated academic and social skills instruction for all students in an inclusive class. These may be lessons you have created for a methods class; however, each lesson must be revised as needed to include appropriate UDL teaching methods, specific learning strategies, social skills strategies, motivation strategies, and graphic organizers that will eliminate barriers to learning. You must provide a rationale/support for your choices connected to the barriers analysis and demographic chart. Collaborate with your host/mentor teacher and Dr. Spencer to plan and teach the lessons.
3. Each lesson must begin with an introduction in which you identify and explain the learning objectives to the students, provide a rationale for learning tied to community and other classwork, explain the content and process strategies (academic and social) you expect them to use, how they are to use these strategies to successfully complete the lesson, and how they will be assessed.
4. Analyze and reflect on the lesson you taught in its entirety. Discuss the impact of your instructional planning on student learning and behavior. Was your lesson planning effective? Did your instructional choices (academic and social strategies, procedures, and teaching methods) eliminate each of the student barriers to learning as identified on barriers analysis? Discuss the strategies you utilized to motivate your students. Were they successful? Discuss specific ways in which it was and was not effective. Provide student formative assessment data to support your opinion. What instructional changes would make if you were to teach the lesson again? Discuss what those changes would be and connect them to the barriers analysis and or the contextual factors to justify your thinking.
5. Be sure to incorporate feedback from the instructor on each lesson plan.

**Differentiated Instruction Portfolio Teaching Process and Content Strategy Video:** *This task requires you to video tape at least one of the instructional lessons you are teaching for the key assessment:*

1. Collect [necessary consent forms](#) from parents for students who will be in the video. Collect consent forms from other adults who will be in the video.
2. The video is to be a 10 to 15 minute, unedited, video clip of you teaching the introduction to one of your lessons. The video must capture you providing students with the following:
  - Clearly stated learning objectives;
  - An appropriate rationale for learning the content that explains the utility of using process strategies to learn content and social skills strategies that will allow for successful completion of the activity or assignment. Include motivation strategies in which you tell the students other areas with similar task demands where these strategies can be used;
  - you providing corrective or implementation feedback aligned with your classroom management plan and barriers analysis,
  - how students will be assessed, and;
  - an explanation as to where the students can use these strategies in others settings with similar task demands.
3. The video should be accompanied by a written reflection (Instructional Commentary section at the end of your lesson plan). When reflecting, refer to specific sections of your video by using the timestamp.
4. The video clip reflection should be comprehensive and include a thorough discussion of:
  - the impact and effectiveness of multiple instructional choices (both academic and social strategies);
  - procedures used to teach students the strategies you chose to eliminating barriers to learning (as identified on the lesson plan barriers analysis);
  - how students will be assessed and or observation of strategy implementation in determining instructional effectiveness; and
  - several suggestions for follow-up lessons in which strategies are suggested to remove any remaining barriers to learning. All strategies are research-based accommodations (include citations) with clearly stated connections to the contextual factors. Reflections must include references to specific sections of the learning segment of the digital video.
5. Compress your video and upload it to LiveText when you upload this assessment.

**The portfolio must be organized as follows:**

- a. Title Page.
- b. Table of Contents.
- c. Contextual Factors Table/Demographic Table
- d. Classroom Management Plan
- e. Three inclusive lesson plans with accompanying Curriculum Barriers Worksheets and lesson plan reflection.
- f. Video reflection.
- g. Finally, discuss what you have learned from these teaching experiences and what you want to work to improve before you begin your final internship.
- h. Reference page.

### EDCO 350 Field Experience Rubric

| Assessment Outcome and Standards   | Exceeds Expectations   | Meets Expectations   | Below Expectations  |
|--|--|--|---|
|  | <p>This level is typically characteristic of experienced teachers, therefore only the top 8-10% of candidates will exceed expectations. Please include evidence in the “add” comment option if your candidate is exceeding expectations.</p> <p style="text-align: center;">2.5 points per element</p>                               | <p>Most preservice teacher candidates will perform at this level. In the “add” comment section you may provide candidates details on what they are doing well and areas in which to improve.</p> <p style="text-align: center;">2 points per element</p>               | <p>If a teacher candidate performs below expectations please include evidence in the “add” comment section so we can identify specific requirements for growth.</p> <p style="text-align: center;">1.5 points per element</p>   |
| INSTRUCTION  |  |  |   |
| <p><i>Teacher candidate implements developmentally appropriate lessons utilizing Universal Design for Learning guidelines.</i> (US 5, Element 1; US 3, Element 2)</p>            | <p>TC implements developmentally appropriate lessons for all learners with <b>comprehensive connection to contextual factors information</b>. All learning activities, materials, and assessments meet the guidelines for UDL in order to remove barriers for <b>multiple individuals</b> who have diverse or exceptional needs.</p> | <p>TC implements developmentally lessons generally appropriate for most students. Activities, materials, and assessments demonstrate an attempt to meet the guidelines for UDL in order to remove barriers for an individual who has diverse or exceptional needs.</p> | <p>TC implements lessons that are ineffective and not developmentally inappropriate for most learners. Activities, materials, and assessments lack adherence to guidelines for UDL and may add barriers to learning for individual who have diverse or exceptional needs.</p> |
| <p><i>Teacher candidate utilizes knowledge of developmental sciences to implement lessons integrating social skills strategies and academic strategies</i> (US 5, Element 1)</p> | <p>TC teaches developmentally appropriate social skills strategies and learning strategies <b>with strong connection to contextual factors information</b>. The strategies comprehensively meet the guidelines for UDL in order to remove barriers for <b>multiple individuals</b> who have diverse or exceptional needs.</p>        | <p>TC teaches a social skills strategies and learning strategies that are developmentally appropriate for most students. The strategies generally meet the guidelines for UDL in order to remove barriers for an individual who have diverse or exceptional needs.</p> | <p>TC teaches a either social skills and/or academic strategy that is ineffective or are not developmentally appropriate for the majority of learners or TC fails to include either strategy.</p>   |
| <p><i>The teacher candidate co-teaches to support ELL, SPED, or Gifted learner needs.</i> (US 5, Element 4; APS 5)</p>   | <p>TC implements a co-teaching model that is <b>comprehensive and appropriate</b> for all learners’ abilities and needs (as identified in contextual factors) and will remove <b>multiple</b> social skills and academic barriers related to the content.</p>  | <p>TC implements a co-teaching model that is generally appropriate for some learners’ abilities and needs and will remove one social skills barrier and one curriculum barrier.</p>  | <p>TC implements a co-teaching model that is ineffective for learners’ abilities and needs and does not remove social skills or academic barriers.</p>  |
| PROFESSIONALISM and DISPOSITION  |  |  |   |
| <p><i>Teacher candidate interacts with host teacher and other school/community personnel in a professional manner.</i> (Disposition 3, Communication; APS 10)</p>                | <p>In all situations, TC communicates in a professional and respectful manner and is able to integrate self as an effective team member of the learning community.</p>   | <p>TC generally conducts self in a polite, respectful manner in the school environment. TC acknowledges expertise and follows guidance provided by the host teacher.</p>   | <p>TC often behaves inappropriately, is disrespectful or impolite with teachers, administrators, students. Parents, school staff, or community professionals.</p>   |

|   |  |  |   |
|---|--|--|---|
| <b>Teacher candidate utilizes standard English in verbal communications with school/community personnel and P-12 learners.</b> (Disposition 3, Communication; APS 10)   | In addition to using standard English, TC always adjusts verbal communication for the audience (school/community personnel and P-12 learners).                                       | TC generally uses standard English in verbal communication with school/community personnel and P-12 learners.  | TC's verbal communication is ineffective with frequent and pervasive errors in standard usage.  |
| <b>Teacher candidate utilizes standard English in written communication with school/community personnel and P-12 learners.</b> (Disposition 3, Communication; APS 10)   | In addition to adhering to standard writing conventions, TC always adjusts the content of the written communication for the audience (school/community personnel and P-12 learners). | Written products given to school/community personnel or P-12 learners generally demonstrate adequate organization, sentence structure, grammar, capitalization, and spelling.    | TC written products given to school/community personnel or P-12 learners often contain errors in writing conventions (organization, sentence structure, grammar, capitalization, and spelling). |
| <b>Teacher candidate adheres to the university and school/district rules and the Standards of Conduct for South Carolina Educators.</b> (US 7, Element 2; Disposition 2, Integrity; APS 10)                               | TC behavior always conforms to appropriate rules and standards while actively seeking information on school and district-level expectations to ensure compliance.                    | TC generally conduct conforms to the expectations for the school/district and university and the Standards of Conduct for South Carolina Educators.                              | TC often violates school, district, or university rules and/or Standards of Conduct.  |
| <b>Teacher candidate exhibits professional responsibility by arriving on time, fulfilling required field hours, and ensuring proper documentation of field experience activities.</b> (Disposition 4, Commitment; APS 10) | TC is consistently punctual, completing required documentation in a prompt and thorough fashion, and is flexible when scheduling reparation of missed time with host teacher.        | TC arrives on time and documents time spent in field through established systems. TC communicates with host teacher when an absence occurs as well as reparation of missed time. | TC is often late, inadequately or inaccurately documents field hours and activities, and/or fails to notify host teacher in a timely fashion regarding absence or reparation of missed time.    |
| <b>Teacher candidate exhibits professional responsibility by being prepared to engage in field practice.</b> (Disposition 4, Commitment; APS 10)  | TC always organizes needed materials and activities well in advance for host teacher feedback and in preparation for strategy implementation.  | TC generally has materials prepared prior to strategy implementation.  | TC often arrives to field placement late and or disorganized and ill prepared for planned activities.   |
| <b>Teacher candidate accepts constructive feedback provided by the host teacher.</b> (Disposition 4, Commitment; APS 10)  | TC always seeks feedback without prompting and receives constructive criticism in a mature, professional manner.   | TC is generally receptive to constructive criticism and responds appropriately to feedback provided by host teacher.   | TC often displays argumentative, oppositional, or defensive behavior when given feedback.   |

\*This evaluation is worth 25pts in the EDCO 350 course. Students must earn a minimum of 20/25 points (80%) in order to pass the course.