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“Your students deserve more than your knowledge. They deserve and hunger for your inspiration. They want the warm glow of personal relationship. This always has been the hallmark of a great teacher.”

- Gordon B. Hinckley
Initial each line after reading and comprehending:

______  I have received a copy of the School of Education Professional Year Handbook and I agree to read and follow the policies and procedures contained in the handbook.

______  I understand that while much of the content of this handbook will be explained and/or clarified at the student teaching orientation meeting and at subsequent seminars, I am ultimately responsible for knowing the content.

______  I also understand that I may ask any of the faculty members in the School of Education for clarification; however, that does not relieve me of my responsibility to read, comprehend, and comply with the contents contained in this handbook.

______  I understand that failure to return this acceptance form properly completed, or failure to adhere to the policies and procedures contained in the handbook may constitute grounds for my removal from the teacher education program.

You are now responsible to yourself for the successful completion of all requirements for Student Teaching.

Name________________________
BYUH ID#_____________________
Date Signed__________________

Full Signature________________________________________________________
DEPARTMENT OF EDUCATION

Aloha,

This handbook has been developed to assist you – the student teacher (and cooperating teachers, and others) in finding your way through the professional year.

Undeniably, the most valuable experience for student teachers during our preservice teacher education program is the opportunity to work side-by-side with an experienced classroom teacher and school principal, with the guidance of our University faculty. Here you, the student teacher, receive the opportunity to put into practice the knowledge, skills and attitudes have learned from your general education and major course experiences.

At Brigham Young University Hawaii, preservice teacher education majors in the School of Education experience several varied fieldwork placements prior to this professional year. These field experiences, coupled with course work, have helped to prepare you for this culminating capstone student teaching experience. At graduation, you will have had over 1,000 hours on site in public school classrooms.

We, the faculty and staff in the School of Education, express our appreciation and gratitude to the teachers and principals who have teamed up with us to provide this student teaching experience. Without your supportive attitudes and dedication, the placement of our students in public school classrooms would be impossible. We thank you!

To you preservice teachers, we express our appreciation and gratitude for your choice of a noble profession. You are at the end of your training – the front end!

Please accept that we are all here to assist you in successfully completing this phase of your journey. Once we complete our part of the journey with you, other principals and teachers will take over and assist you as you establish your own legacy as a teacher. Please savor with appreciation every moment and gain all you can from your Professional Year experience, especially from those individuals who can provide invaluable advice.

Remember who you are – an individual of great worth, and the two institutions you represent – this university and the church. You are always to be an example of the values espoused by the Master Teacher and the church which bears his name. On behalf of the School of Education faculty and staff, I wish you all a fruitful and productive school year.

Mahalo nui loa!

[Signature]

Brent Chownen, PhD
Chair, Department of Education
MISSION STATEMENT

Recognizing the unique mission of Brigham Young University Hawaii, the School of Education prepares quality teachers with the content knowledge, pedagogical skills, and professional dispositions required to meet the needs of students in a diverse and changing society by teaching and modeling:

- life-long learning and problem-solving abilities;
- best current educational practices, balanced with gospel principles; and
- caring, compassionate, and collaborative service in the home, school, church and community, both locally and internationally.
BYU-HAWAII SCHOOL OF EDUCATION RATIONALE FOR THE PROFESSIONAL YEAR

For purposes of this handbook, the term “professional year” is understood to include both Observation and Practicum (491) and Student Teaching (492). The professional year is designed to prepare students for the teaching profession by giving them the opportunity to experience as much of the public school year as possible. This internship is an extremely important and dynamic phase of the teacher education process.

After completing the professional year, the teacher candidate will have:

Demonstrated the core competencies and desired characteristics described in the State of Hawaii Teacher Performance & Licensing Standards.

Since the academic program restructuring by Brigham Young University Hawaii, students may now graduate with 120 credits and in a modified 3 years schedule. The Observation and Practicum (491) and Student Teaching (492) field experiences are available to students to complete this credit.
THE GRADUAL RELEASE MODEL

The Gradual Release Model (GRM) was developed by the School of Education faculty. It reflects the belief that Teacher Candidates (TCs) need to begin their internship in a graduated process, with support from mentors. There are three phases that help TCs to transition from being in a classroom twice a week, to being in school every school day teaching. This gradual release of responsibility for instruction from the Cooperating Teacher (CTs) to the Teacher Candidate allows for the appropriate development of Teacher Candidates.

As TCs report daily, their level of involvement with the students of their assigned classroom increases so that by the seventh or eighth week, at the beginning of Phase Three, they are able to carry the full load of student instruction. See Table 1 below.

Table 1: Complete Field Experience Model Overview

<table>
<thead>
<tr>
<th></th>
<th>Complete model overview</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase I</strong></td>
<td><strong>Phase II</strong></td>
</tr>
<tr>
<td>11 weeks</td>
<td>6 weeks</td>
</tr>
<tr>
<td>O/P in the previous semester</td>
<td>Completion of O/P</td>
</tr>
</tbody>
</table>

Gradual change in responsibility for lesson planning during Phase 1 and on into Phase III

The following Tables 2 and 3 clarify the transition of responsibility for instruction between Phases Two and Three. It should be understood that the Cooperating Teacher and Teacher Candidate will have constant dialogue about all aspects of the class so that the release of instructional responsibility to the Teacher Candidate occurs when both parties feel it is appropriate. While there is flexibility, there should not be too much of a variance due to time constraints of the BYUH calendar.
Table 2: Detailed Overview of Phase 2

<table>
<thead>
<tr>
<th>First 6 weeks of the full time experience in the schools (Phase II)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
</tr>
<tr>
<td>Observe and help or teach</td>
</tr>
</tbody>
</table>

Table 2 presents the model for Phase 2, or the first 6 weeks of the full time experience in the schools. The first two weeks are given to allow the student to adjust to the full time experience and to settle into the classroom. This two week time frame may be shortened somewhat depending on the Teacher Candidate’s (TC) individual strengths but should be no longer than two weeks. However, the TC can teach parts of lessons and generally help students as directed by the Cooperating Teacher (CT) during these two weeks. Students should be actively involved in the classroom and regardless of the amount of teaching should be kept busy.

During the following 4 weeks, the student should teach full lessons under the direction of the CT. These may be jointly planned, but the TC is responsible for the lesson plan and its delivery. A full lesson plan is to be created for each teaching experience and a history of this planning should be in the teacher binder, or in a separate lesson plan folder. The model asks that the TC should teach 16 times during this time period (although this might be adjusted for practical reasons.) The intent is to have the TC teach both morning and afternoon classes. TC’s licensing in Elementary Ed will need to complete observed lessons in at least three of the following subjects:

- Social Studies
- Science
- Language Arts/Reading or
- Math

The Secondary Education Teaching Candidates should plan on picking up two classes that the CT teaches and will need to complete observations according to the schedule in these subjects.

During this time frame the CT should complete 2 observation forms and BYUH will complete one during weeks 5 and 6. The intent is to gather evidence that the TC is progressing rapidly in their skills and abilities and is not “ inching along” in progress. At the end of the 6th week a decision will be made based on all evidence (observations, lesson planning, progress, dispositions) as to whether the TC has completed O/P and is ready to move into full Student Teaching.
Table 3: Responsibility Changes for the Teacher Candidate in Phases II & III

<table>
<thead>
<tr>
<th></th>
<th>Model for student teaching Phase II and III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase II</td>
<td>Phase III</td>
</tr>
<tr>
<td>Weeks 1-6</td>
<td>Weeks 7-8</td>
</tr>
<tr>
<td></td>
<td>Weeks 9-20</td>
</tr>
<tr>
<td>Work under CT direction gradually picking up load</td>
<td>Pick up the full load</td>
</tr>
<tr>
<td>60% C. Teacher and dropping</td>
<td>CT 60% down to 2%</td>
</tr>
<tr>
<td>40% T. Candidate and rising</td>
<td>TC 40% up to 98%</td>
</tr>
</tbody>
</table>

Table 3 demonstrates the changing nature of the CT and Teacher Candidates (TC) roles over the full field experience out in the schools. The final standard for the practical experience is expected to be reached by the TC about the 8-9th week out in the full time experience (about three weeks into Phase III.) As noted, the student picks up more and more of the responsibility for the planning and teaching, and there is a rapid switch over at the beginning of phase III. This timing may vary based on individual TC needs but no Teacher Candidate should be “inchng along” in their progress. TC’s in this latter category should be identified early and notification made to the field supervisor. BYUH will address this quickly.

Table 4 provides the roles, responsibilities and expectations for Phase 3. Please note that the last week of Phase 3 provides for the transition back from the Teacher Candidate to the Cooperating Teacher. This helps the classroom prepare for the departure of the Teacher Candidate.

During Phase 2 and 3 the CT and TC should also discuss and arrange for the Teacher Candidate to visit and observe at least three other teachers to provide a variety of perspectives of teaching styles and instructional strategies. These observations should be about once a month. The days and time should be agreeable to all parties. TCs will be asked to share their observations at seminar.

Table 4: Phase 3

<table>
<thead>
<tr>
<th>Last weeks of the Full time experience in the Schools (Phase 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First 2-3 weeks</td>
</tr>
<tr>
<td>TC picks up all classes in Elementary Education and takes on the role of the teacher. This pick up should not take longer than three weeks as a considerable period of time needs to be available for the student to demonstrate competency over an extended period of time.</td>
</tr>
<tr>
<td>Secondary Education TC, works to pick up one class each week. By the 7th week, the TC should be teaching all but one period.</td>
</tr>
<tr>
<td>TC’s not able to complete this task will be reviewed as to whether they will continue after this point.</td>
</tr>
</tbody>
</table>
There are three options for the 492 class, final student teaching evaluation. The options are described below.

### Table 5: Final Student Teaching Requirements (492)

<table>
<thead>
<tr>
<th>Option 1: Full Program Completion</th>
<th>Option 2: T Grade</th>
<th>Option 3: Degree only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Requirements:</td>
<td>Any item not completed from the field requirements portion.</td>
<td>Student Teaching requirements not complete. Letter of intent to graduate only non-licensing submitted. In this case the student will be switched to the 399R field experience number and will be graduated.</td>
</tr>
<tr>
<td>All field paper work is completed and submitted</td>
<td>Praxis scores not passed and submitted.</td>
<td></td>
</tr>
<tr>
<td>All observations + reflections + associated lesson plans</td>
<td>Letter of intent to accept 'T' grade submitted. T grades will only be held for 6 months from the date of the original planned graduation and then the Teacher Candidate will be moved to option 3 as outlined and graduated.</td>
<td></td>
</tr>
<tr>
<td>Roll cards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekly plan book submitted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mid/Final reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ST Binder submitted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dispositions met</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Related Data:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Standards folder submitted and passed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resource file signed off</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Exit survey and interview completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action Research completed and presented.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Praxis tests including PLT completed and passing scores submitted.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment portfolio submitted and passed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If a Teacher Candidate has not completed all requirements by the due date then either option 2 or 3 must be chosen. Generally an extension (T grade) will only be considered for the Teacher Standards portfolio or for Praxis test completion. Teacher Candidates not finishing all requirements will need to apply in writing for either Option 2 or 3 above. A T grade will only be held for 6 months from the original planned graduation date at which time the TC will automatically be transferred to option 3 and graduated. Students do not have the option of asking for an extension if they have not discussed their circumstances with their designated advisor prior to the end of the semester.
NEA CODE OF ETHICS OF THE EDUCATION PROFESSION
(As adopted by the Representative Assembly of the National Education Association)

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurturing of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one’s colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Educational Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

Principle I: Commitment to the Student
The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator, therefore, works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

1) Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2) Shall not unreasonably deny the student access to varying points of view.
3) Shall not deliberately suppress or distort subject matter relevant to the student’s progress.
4) Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5) Shall not intentionally expose the student to embarrassment or disparagement.
6) Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation unfairly:
   a) Exclude any student from participation in any program.
   b) Deny benefits to any student.
   c) Grant any advantage to any student.
7) Shall not use professional relationships with students for private advantage.
8) Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.
Principle II: Commitment to the Profession
The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the service of the education profession directly influences the nation and its citizens, the educators shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.

2. Shall not misrepresent his/her professional qualifications.

3. Shall not assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.

4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.

5. Shall not assist a noneducator in the unauthorized practice of teaching.

6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

7. Shall not knowingly make false or malicious statements about a colleague.

8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.
**DIRECTORY**

The Department of Education at Brigham Young University Hawaii provides the following information directory for the benefit and convenience of those students and school personnel participating in the professional year pre-service teacher education program.

Department of Education | Home Page: [http://soe.byuh.edu](http://soe.byuh.edu) | Office: 675-3885 | Fax: 675-3988

<table>
<thead>
<tr>
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<th><strong>ADJUNCT FACULTY</strong></th>
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</thead>
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<tr>
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</table>
Roles & Responsibilities

“The art of teaching is the art of awakening the natural curiosity of young minds.”
- Anatole France
TEACHER PLACEMENT

Teacher candidates are placed locally or internationally with Cooperating Teachers who (1) are recommended by their principals as exemplary teachers who can serve as effective teaching mentors, (2) hold a current teaching license in the same content/area as the teacher candidate, (3) are tenured with the Hawaii State Department of Education or local education agency, and (4) agree to accept the Teacher Candidate and fulfill the responsibilities of a Cooperating Teacher.

Teacher candidates must not attempt to make their own placements under any circumstances without clearance from the School of Education. Information on the field placement will be provided to you as the assignments are confirmed by the Department Chair at BYUH.

Any placements made due to exceptional circumstances of a teacher candidate will result in that teacher candidate being responsible for the transportation costs for the university supervisors. These costs will be determined based on the location of the school and will be agreed to, in writing, prior to the start of the Observation & Practicum/Student Teaching.

Travel to and from the locally assigned school is the responsibility of the teacher candidate.

All teacher candidates in all programs begin their Professional Year in Observation and Practicum. Following the school calendar, O&P and/or Student Teaching will begin on the dates specified in their respective course syllabus. Student Teaching always begins on the first teacher contract day in the sequential semester. Teacher Candidates, therefore, begin Student Teaching prior to the start of the BYUH semester.
RESPONSIBILITIES OF A FIELD SUPERVISOR

Coordinator of Field Services
1. Serves as the official School of Education liaison with the public schools with regard to field experience supervision.
2. Coordinates the placement of teacher candidates in consultation with program faculty and public school administrators.
3. Collaborates with university faculty in planning and delivering appropriate orientation and training seminars for teacher candidates throughout the field experience.
4. Collaborates with university faculty in planning and delivering appropriate seminars and professional meetings for teacher candidates throughout the field experience.
5. Coordinates and/or facilitates as situations dictate to ensure university program faculty are involved in an orderly process to deal with concerns which arise during the field experience.
6. Coordinates all services related to adjunct field service faculty.
7. Create the agenda for faculty with regard to field services.

University Faculty
1. Work with the Director of Field Services in the placement of teacher candidates.
2. Plan and conduct an orientation seminar for teacher candidates and Cooperating Teachers.
3. Plan and conduct seminars and other professional meetings for the teacher candidates throughout the field experience.
4. Coordinate with the Director of Field Services regarding any problems that occur during the experience.
5. Be a resource to assist and mentor teacher candidates in planning appropriate learning experiences for their students.
6. Maintain close communication and meet with the Cooperating Teachers and teacher candidates.
7. Counsel the teacher candidates concerning professional matters and help them maintain a professional attitude toward teaching and the school community.
8. Be an advocate for the teacher candidates.
9. Observe teacher candidates in announced and unannounced visits, to ensure teacher candidates are observed by the full-time faculty.
10. Identify areas of strengths and areas of weaknesses exhibited by the teacher candidate.
11. Conduct exit interviews with the teacher candidates.
12. University faculty members are responsible for the course grade and final recommendation for teacher licensing made to the Hawaii Teacher Standards Board.
13. Meet with and support Adjunct Field Supervisors as needed and address issues raised.

Adjunct Field Supervisors
1. Bring to the attention of the Director of Field Services and the university program chair any concerns and/or problems that occur during the field experience.
2. Be a resource to assist and mentor teacher candidates in planning appropriate learning experiences for their students.
3. Counsel the teacher candidates concerning professional matters and help them maintain a professional attitude toward teaching and the school community.
4. Be an advocate for the teacher candidate.
5. Observe teacher candidates in announced visits as assigned.
6. Identify areas of strengths and areas of weaknesses exhibited by the teacher candidate.
RESPONSIBILITIES OF THE COOPERATING TEACHER

Introduction
The Cooperating Teacher is an experienced professional teacher who is able to transmit knowledge of the profession and the benefits of career experience to an apprentice. The Cooperating Teacher makes a major contribution toward maintaining excellence in the teaching profession by demonstrating commitment to the teaching profession and fostering a team approach in all aspects of planning, organizing, and managing instruction. The sincere concern for teacher candidates and the development of their potential is the common bond between the experienced teacher and the pre-service teacher as they work together to establish excellence in education. In addition, the Cooperating Teacher fosters a team approach in all aspects of planning, organizing and managing instruction.

Responsibilities as a Professional
1. Demonstrate the core competencies and desired characteristics described in the State of Hawaii’s Teacher Performance and Licensing Standards.
2. Participate in training sessions designed to enhance your competencies as a Cooperating Teacher.
3. Provide the teacher candidate with an overview of long-range plans for the classroom, samples of actual plans, and explanations of the process.
4. Provide relevant experiences for the student teacher to learn the full scope of teacher responsibilities, which include but are not limited to: observations, classroom activities, teacher responsibilities, parent/teacher conferences, and professional meetings. When the teacher candidate spends an inordinate amount of time outside the classroom running errands, it becomes difficult for the teacher candidate to learn all that is expected.
5. Alert the teacher candidate, the designated University Field Supervisor, and the principal as soon as concerns, problems, and/or emergencies arise.
6. Familiarize teacher candidates with all administrative procedures as found in a public school (fire drill, lunch, recess, etc.) including the school’s philosophy, school goals, as well as organizational and operational items of importance to insure a successful field experience in the assigned school.
7. It is imperative the Cooperating Teacher establish clear procedures with the teacher candidate to address potentially volatile situations that may arise in the temporary absence of the Cooperating Teacher. Such procedures might include the contact information of specific teachers and/or administrators, as well as how they may be contacted, in order to avoid compromising the safety and well-being of the students.
8. During the Observation & Practicum (O&P) phase of the Professional Year, the Cooperating Teacher must be in the classroom with the teacher candidate at all times. The teacher candidate during O&P must not be left alone in the classroom with the students. During the Student Teaching phase of the Professional Year, the teacher candidate assumes gradual teaching responsibilities; the CT should permit the teacher candidate to take charge of the classroom. The Cooperating Teacher need not be in the classroom though the Cooperating Teacher must remain on campus with the teacher candidate’s knowledge of where to contact the Cooperating Teacher if a need arises.
9. When a co-operating teacher is not on campus, the school must have a substitute in the classroom.
RESPONSIBILITIES AS A MENTOR

1. In the first meeting with the teacher candidate, it is suggested the following take place:
   a. Have an informal conversation and share profiles.
   b. Set goals (ask the teacher candidate to do this at home).
   c. Review college requirements.
   d. Orient the teacher candidate to the room and school.
   e. Handle problems, concerns, and questions.

2. Make sure your teacher candidate clearly understands your expectations. Provide meaningful and honest feedback on the daily activities. Also, be sure to keep him/her informed of upcoming events.

3. Team with the teacher candidate in assessing student needs and developing appropriate instructional objectives and learning experiences for individuals and groups.

4. Provide opportunities for the teacher candidate to assume teaching responsibilities almost immediately (according to guide/requirements).

5. Allow teacher candidate to demonstrate competence in a variety of teaching strategies learned in their methods courses.

6. Review teacher candidate’s lesson plans, make suggestions, observe the lesson and evaluate results with the teacher candidate, offering constructive criticism. If lesson plans are not approved or submitted as required, the Cooperating Teacher may cancel the lesson.

7. Observe and critique the teacher candidate’s performance on a frequent and continual basis, both formal and informal observations.

8. Prior to offering advice, encourage the teacher candidate to reflect about his/her planning, classroom practices, and decision-making.

9. Allow time for conferences with the teacher candidate and University Field Supervisors throughout the student teaching experience.

10. Complete a mid-term report, indicating how the teacher candidate is performing at mid-semester. A copy of the report will be sent to the University Supervisor. Its’ purpose is formative, indicating areas of strength, acceptable performance, and areas needing improvement prior to the final summative report.

11. Complete a final evaluation in the final week of the experience. This report is to be shared with the student teacher and delivered to the University Supervisor.
RESPONSIBILITIES OF THE TEACHER CANDIDATE

Introduction
As a teacher candidate, you will most likely approach this field experience with some anxiety. This is normal and is to be expected. Remember that this experience is the culmination of your professional preparation program, and what you gain from it will further prepare you for your own teaching career.

Regard your Cooperating Teacher, Instructors, and your University Field Supervisors as mentors, meaning those who have been where you are. Learn from their comments and suggestions and in the case of the Cooperating Teacher, everything he/she does in the classroom, verbal and non-verbal. Feel free to ask them for suggestions. They will not expect you to have all the answers. In fact, asking for specific suggestions regarding lesson preparations, presentations, classroom management, etc., indicates that you recognize a specific area in which you feel you can improve and thus, enhance your image in the eyes of the Cooperating Teacher, Instructors, and University Field Supervisors. While you may gain tremendously from their experience-base, remember that these teachers are also continuing to learn, so they may not have all the answers concerning education. In any case, we are a team and are committed to your success as a prospective classroom teacher. Another valuable resource is your peers. You have much to share and learn from each other.

Teachers must always remember that the children they are serving are the primary concern and focus of their efforts. Learn as much as possible about them. Apply your training: child development, learning research, effective teaching research, inquiry methodology, etc., as you prepare your instructional activities.

Above all, enjoy your association with your Cooperating Teacher, the students, and the parents you work with, as well as the other professionals in your school and in the School of Education.

Responsibilities as a Learner
1. Become acquainted with this Student Teaching Handbook - read it over often.
2. Demonstrate the competencies and desired characteristics described in the State of Hawaii Teacher Performance and Licensing Standards.
3. Be mindful that the teacher candidate is much like an apprentice within the school setting to which they have been assigned. The teacher candidate must recognize, respect, and make a serious effort to implement the feedback and suggestions of the cooperating teacher and school administration.
4. Take the initiative in asking for suggestions and having received them, either put them into practice or take the time to discuss them with your Cooperating Teacher. Remember the Cooperating Teacher has the final say in the classroom.
5. Complete prior to the beginning of the professional year, all general education and supporting academic courses. This includes all courses being taken as Independent Study or through correspondence with an official grade on file for such course.
6. Provide the University Field Supervisor with a copy of your lesson plans (in a binder) as well as a copy of the books or other materials being used in the lesson when being observed, either announced or unannounced.
7. After each observation, arrange to meet with the University Field Supervisor as soon as possible to discuss your lesson evaluation.
8. There may be times when the Cooperating Teacher and the University Field Supervisor might disagree in the evaluation concerning your performance. You should conduct yourself professionally in the “eyes” of both parties. Where differences of opinion occur, your professional role would be to acknowledge such and not set one person against the other. At BYUH we are data driven, and in the end the university has the mandate to decide.
Responsibilities as a Professional

1. Maintain a neat, clean, and professional appearance (BYU-H dress standard).
2. Keep student information confidential and respect the rights of others at all times. All information you receive about students in your class or school is strictly confidential. This is a professional, ethical, and legal issue.
3. Maintain a positive attitude and develop a positive learning environment for the students within the classroom and school setting.
4. Assume full responsibility for teaching as soon as possible (guided by the schedule or expectations given).
5. Ensure that all forms from the Cooperating Teacher are completed and delivered to the School of Education within the designated due dates.
6. Place student teaching as a high priority and do not let other outside activities interfere with your teaching. No other course assignment, requirement, or commitment may be entered into during the Student Teaching. This includes projects from other departments. Student Teaching is a full-time occupation.
7. Inform both the Cooperating Teacher and the designated University Field Supervisor of absences as far in advance as possible. Absences beyond the two days allowed must have the appropriate approval. Students who do not show up for their assigned classes (without prior notification) may be withdrawn from the program. This policy includes absences as a result of illness.
8. Refrain from imposing your religious or political views upon your students and exhibit a broad-minded, tolerant attitude toward other groups and individuals. Remember the distinction between Church and State.
9. Maintain active association with a professional teacher organization. Membership in the Hawaii State Teachers Association provides such a conviction. Membership benefits also include the protection of professional liability insurance which is required in order to be placed in Observation & Practicum/Student Teaching.

Responsibilities to the School/Community

Before beginning, the teacher candidate will:

a. Arrange a pre-visit to the school to meet and receive any instruction from the principal and the cooperating teacher.
b. Learn about the community and the people who live there.
c. Become acquainted with the curriculum guides, textbooks, computer hardware/software, and other materials that are being used for the specific subject(s)/grade(s) to which they have been assigned.

During the Professional Year, the teacher candidate will:

a. Participate in school meetings (departmental, faculty, club, etc.)
b. Participate in school-sponsored workshop activities (during and after school hours)
c. Participate in parent-teacher conferences, IEP conferences and other meetings regarding student progress (as appropriate and when invited by appropriate school officials)
FIELD EXPERIENCE GUIDELINES AND REQUIREMENTS

Attendance
This section of the Field Experience Guidelines and Requirements provides the policies and requirements for the teacher candidate during the Professional Year.

• Daily Hours for Teacher Candidates
During the Observation and Practicum (O&P) semester, the teacher candidate will follow the appropriate schedule as indicated in their syllabus. During student teaching, a teacher candidate’s normal work day is the same as the official working hours of their assigned Cooperating Teacher. All teacher candidates must keep the same hours as their Cooperating Teacher or union guidelines. This includes but is not limited to waiver days, professional improvement days and Teacher Institute Day.

• Sign-In
It is the responsibility of the teacher candidate to “sign in” at the main office daily. This is a requirement of the Department of Education. Please remember this professional courtesy.

• Attendance Card or Attendance Record
Attendance is absolutely necessary! It is the responsibility of the teacher candidate to notify the Cooperating Teacher and the university supervisor of absences as far in advance as possible and practical. Two excused absences will be given during the Professional Year. For absences over this, teacher candidates will be required to do makeup work to meet the course requirements. A half day or more absence will be considered as a full day for attendance and makeup purposes. Absences less than half a day will follow normal School of Education absence policies. Excessive absences (excused or unexcused) from the classroom may result in the termination of the teacher candidate’s assignment.

• Seminars
In addition to the classroom experience, a weekly seminar is scheduled to complement the student teaching experience. Seminars are held on the BYU-Hawaii campus under the direction of School of Education faculty.

Seminars are designed to provide a setting in which professionals-in-training can share successful experiences, discuss common problems, brainstorm possible solutions to individual problems, synthesize the overall teacher preparation experience, explore new ideas in teaching/learning, and reflect on all aspects of their education. The seminars may include presentations, discussions, demonstrations, and resource speakers.

Attendance will be taken at these seminars and makeup assignments will be given for each seminar missed unless prior permission has been granted.

• Meetings, Workshops, Conferences
All meetings, including but not necessarily limited to, school-wide faculty meetings, teacher waiver days, and parent-teacher conferences are an integral part of the full range of becoming a truly professional teacher. Where meeting attendance is required of the Cooperating Teacher, such a requirement applies to their teacher candidate. As workshops and other in-service activities are planned, teacher candidates are encouraged to attend, unless limited space restrictions or other circumstances prohibit their attendance. Teacher candidates are expected to attend faculty meetings unless the principal specifically requests they not be in attendance because of the nature of the meeting agenda.
• **Extended Absences of Cooperating Teachers**
  On rare occasions, after the teacher candidate has begun their Professional Year, a Cooperating Teacher may have reason to be absent from school for an extended period of time due to unforeseen circumstances. When this occurs, the placement status of the teacher candidate will be determined by the Director of Field Supervision after consultation with appropriate university and public school personnel.

• **Employment and/or Other Activities During the Student Teaching Semester**
  The policy is that teacher candidates should not work during student teaching. We do realize that employment may be necessary to survive. If you need to work, you need to understand that work (or any other activity) must not interfere with your teaching assignment.
  On those occasions when it is necessary for you to be at school for conferences, programs or meetings beyond the normal school day, please make arrangements with your job supervisor so that the necessary adjustments can be made to your work schedule.

  *Your job must not interfere with the fulfillment of your student teaching responsibilities.*

**Evaluations**
You will be evaluated using several different measures throughout the O&P and Student Teaching semesters. All of the assignments’ due dates are specified in the official course syllabus. It is your responsibility to make sure that all assignments and teacher reports are in on time.

• **Weekly Plan Book**
  A weekly lesson plan book will be provided. The purpose of the weekly plan book is show planning for past, present, and upcoming lessons and activities that is logical and appropriate for your students. The weekly plan book should be presented to any University Field Supervisor as they arrive in your room. You may choose to keep it in your student binder.

• **Lesson Plans**
  Lesson plans are part of the learning process and are necessary for instruction. Teacher candidates will be required to log their lesson, standards, outcomes, and page numbers in a weekly plan book and file detailed lesson plans in their binder for each lesson taught. These must be completed before teaching modifications of the teachers plan when co-teaching must be noted.

Lesson plans are due to the cooperating teacher 5 school days in advance of the final observation to allow time for revisions. All lesson plans must be approved by the cooperating teacher. Lesson plans are required for all lessons taught, even if a cooperating teacher says a lesson plan is not necessary. The cooperating teacher also has the option of determining if a lesson is going to be taught. Any deviation from this requirement could seriously jeopardize your student teaching grade.

After completing an observation, a reflection of the lesson taught following the Reflection Assessment Report (see below) must be submitted via email within 48-hours of the observation date.

When a student teacher is absent by design or emergency, all detailed lesson plans and arrangements must be in the hands of the Cooperating Teacher. This will enable the Cooperating Teacher to carry on the day as planned.
• Reflection Assessment Report

Process:
- Teacher Candidate completes their reflection within 48 hours after lesson observation.
- All reflections must be completed on this template (as a Word document)
- Return all pages in an email attachment to the Field Services Coordinator (not as Google doc sharing)
- Rated reflection will be returned to you via email for your review. On occasion, it may need to be revised and resubmitted.
- If revision is required, please do so within 48 hours and return to the Field Services Coordinator.

Reflection Assessment Report:
After each teaching observation, you will reflect on your instruction by addressing the following:
Report: Provide a brief summary or description of the lesson. This includes what you taught, the learning outcomes, and your rationale for the importance of the content of the lesson and your instructional methods. The report provides the big picture of the lesson and your students’ learning. This is the only place where you will describe your lesson. This report sets up the analysis by providing a sense of context. It is typically one, well-developed paragraph.

Analyze: Your analysis focuses on how well the learning objectives were achieved and other important issues arising from your lesson. This is where you dig into your lesson. You will make specific claims about your students’ learning, using specific pieces of evidence from your assessment data to support your claims. You must make a compelling case for the validity of each of your claims. Your goal is to convince your readers that your analysis is grounded in clear thinking and appropriate use of data. It may be appropriate to include a table representing your students’ assessment results. The analysis is the heart of the reflection. Do not describe the lesson or simply repeat what your observer said; instead, use the observer feedback. Integrate it into your analysis. What, for example, does the feedback suggest about the elements of your instruction? Your analysis will consist of several, well-developed paragraphs. Each paragraph should include one claim supported by relevant data and clear, careful reasoning.

Plan: Based on your analysis, what will you do next time to help all of your students meet the learning outcomes and improve your instruction? Be specific. As before, draw from your assessments and your observer feedback to make and support your specific plans. Explain not only what you will do, but how and why. Your plan should grow out of your analysis. Think of the plan as the instructional improvements you will make, based on your analysis. This is typically one or two well-developed paragraphs.

Written Communication: Your reflection should also include attention to the clarity of your writing and presentation of yours ideas, as well as attention to the mechanics of writing, such as appropriate fonts, spelling, grammar, and punctuation. Your reflection should be an example of the written communication of a professional.
• **Observation & Practicum/Student Teaching Binder**
  This is a “working notebook” that you will be adding to throughout the Professional Year. You will need a binder with at least 3-inch rings and section dividers. Your binder should include the following:

  - Class list (keep updated)
  - Seating charts (keep updated- also include assembly and cafeteria seating as applicable)
  - School calendar
  - Daily class schedule (keep updated)
  - Duty schedules
  - Formal Observations completed including:
    - Observation form
    - Lesson Plans
    - Reflection
  - Lesson Plans
    - Substitute lesson plans and/or emergency lesson plans
    - Rainy Day Activities
    - Yearly lesson plans (if available)
    - Thematic units (if used)
  - Emergency plans including:
    - Student health concerns
    - Restraining orders
  - Other legal and policy materials as appropriate

  This binder should be presented to any supervisor or observer as they arrive in your room. This will be part of your grade and should be kept up to date continually.

• **Action Research**
  - According to Richard Sagar, action research is a “disciplined process of inquiry conducted by and for those taking the action”. The primary reason for engaging in action research is to assist the teacher in improving or refining his or her actions.
  - Each student in the 492 class will complete an Action Research project and present the research and results to an audience of their peers and supervisors.

• **Professional Portfolios**

  **Professional Outcomes Portfolio**
  The University Field Supervisor and your Cooperating Teacher will be monitoring your progression toward meeting the Hawaii Teacher Standards through observation of your teaching, your lesson plans, and your interactions in the classroom. In addition, you will be expected to submit a Professional Outcomes Portfolio that provides a self-evaluation and evidence of how you have met the standards.

  The Professional Outcomes Portfolio is due 2-weeks before the Exit Interview. Your faculty supervisor will inform you whether an electronic version or hard copy document will be required. More discussion and examples will be shown to you throughout the year. However, it is to your advantage to begin thinking about it at the beginning of the year so that the samples, or artifacts, you select for your Professional Outcomes Portfolio clearly demonstrate your level of performance for each of the ten standards in the State of Hawaii Teacher Performance and Licensing Standards.
Presentation Format Suggestions:
- Contents of portfolio should include a Table of Contents and dividers indicating the standard for each section.
- Philosophies should be placed at the front of the portfolio.
- The explanation of each evidence should be placed before the evidence and evidence should not be used more than once in the portfolio.
- The Professional Outcomes Portfolio is the culmination of your Professional Year and the final product should look “professional.”

- Employment Portfolio
A separate Employment Portfolio will be developed for purposes of job applications and interviews and is due at the end of Student Teaching. More discussion and examples will be shown to you throughout the year. However, it is to your advantage to begin thinking about it at the beginning of the year so that selected samples of student’s work, photographs of bulletin boards and student activities can be collected throughout the year.

The portfolio must include the following items:
- A one page resume using a professional looking font
- A statement of your philosophy of education
- A statement of your philosophy of discipline
- Letters of recommendation (no more than 3)
- Teaching evaluation(s)
- The lesson plan(s) corresponding to each evaluation
- A list of the education classes you’ve taken and any other relevant coursework
- Photographs of students working and/or bulletin boards

Additional items that could be included in your portfolio: (at least 3 of the following):
- Honors and Awards
- Previous Certifications and Diplomas
- History/Information of the School
- Other documentation attesting to your teaching abilities
- Examples of student work
- Examples of significant teaching materials you have produced
- A video of you teaching

**Presentation format suggestions:**
- Use sheet protectors
- Use a new, professional style three-ring binder

**Glossary of Legal Information**
The following terms are included as awareness for the teacher candidate. The Cooperating Teacher must be informed of all incidences and the teacher candidate will follow the appropriate actions in consultation with the Cooperating Teacher.

- **Accidents, Injuries**
  Pursuant to Hawaii Department of Education policy, teacher candidates who get injured while student teaching may be provided relief in the form of reasonable and necessary medical care through workers’ compensation (HRS 386-171). Representation may be provided, after the review by the attorney general, in alleged cases of negligence or other tortuous acts under HRS Chapter 662-16 and 99-4 (4). Teacher candidates who incur injury must immediately report it to the cooperating teacher and the university supervisor. All teacher candidates must complete the Emergency Card and have it on file at the school office or with the cooperating teacher.

- **Chapter 19**
  The Chapter 19 document provided by the Department of Education includes definitions and procedures in an easy-to-read format intended to help school administrators, parents and students maintain orderly and safe school campuses. The document references that section of state law dealing with student misconduct, discipline, school searches and seizures, reporting offenses, police interviews and arrests, and restitution for vandalism and negligence.

- **Child Abuse and/or Neglect**
  State law requires school administrators and teachers to report suspected cases of child abuse and/or neglect. Teacher candidates must follow established school-based guidelines and procedures, in consultation with their Cooperating Teacher. They must also notify the BYUH Field Services Supervisor immediately of their involvement in this area.

- **Supervised Teaching Programs**
  State school code 5104 provides that “The Department may cooperate with the University of Hawaii and other accredited education institutions of the State in maintaining supervised teacher education programs.” Further, “The Department, in cooperating with accredited institutions of higher education, may permit pre-service teachers in teacher education programs to teach, participate, and observe in the public schools of Hawaii upon verification by the institutions of their ability to function effectively in Department classrooms. Such placements should contribute to the best interests of the Department and its students.” Reviewed 9/1/70; Amended 10/74; Amended 6/86)

**Removal from Field Experience (Oe-P or Student Teaching)**
It is the desire and goal of the School of Education to facilitate a successful Student Teaching experience for each teacher candidate. The School of Education faculty spends a great deal of time selecting Cooperating Teachers who contribute to that success. Placement of teacher candidates with Cooperating Teachers is done with a great deal of
consideration, taking into account a number of factors before making a specific “match” between teacher candidate and Cooperating Teacher. However, despite the best efforts of all involved, it is understood that sometimes, the best preparation possible in the university course work including field experience opportunities in conjunction with that course work, may not prepare some teacher candidates for the total responsibilities they must assume as a classroom teacher. Attempts to assist the teacher candidate might include the use of third-party observers, additional observations using video followed by a reflective conference with one or more University Field Supervisors, or other measures deemed appropriate for the given circumstances. If, after reasonable attempts to assist a teacher candidate who is experiencing problems in the classroom, the teacher candidate’s performance continues to be unsatisfactory as measured against the performance standards established by the Hawaii Teacher Standards Board, the University is morally and ethically obligated to remove the teacher candidate from Student Teaching.

In addition to deficient performance cited above, other reasons that would lead to an immediate removal from the field experience include, but are not necessarily confined to, the following:

1. Violation of any of the standards cited in the University’s General Honor Code Statement Hawaii law is clear on corporal punishment and the classroom teacher. It is not permitted. It is imperative teacher candidates understand the broad interpretation of corporal punishment. It includes any form of physical contact with the student done for the express purpose of correcting and/or punishing the student. This includes, but is not necessarily limited to, the following: spanking, hitting, throwing objects at the student, grabbing, pinching, pulling hair, shaking, and/or shoving.
2. Related to the item above, other forms of abuse are similarly considered serious enough to result in removal from the field experience. These would include, but not necessarily limited to, the following:
   A. Psychological abuse of students, including teasing, ridiculing, and/or other acts that result in humiliation or loss of self-esteem
   B. Sexual harassment
   C. Illegal discrimination based on race, gender, national origin, or ethnicity
3. Violation of HSTA guidelines, Department of Education policy or Hawaii state law.
4. Any violation of state or federal laws resulting in conviction.
5. Failure to follow the procedures and guidelines contained in this handbook, whether expressed or implied.

If there is sufficient evidence for consideration to remove the teacher candidate, the following procedure will be followed.

- The Program Director will convene a meeting with the Field Services Coordinator and the cooperating teacher. After a thorough review of the information pertinent to the teacher candidate’s standing, a recommendation will be made to the Chair of the School of Education.
- If the decision to remove the teacher candidate from the field experience is accepted, the teacher candidate will be notified, in writing and in person, by the Program Director. The letter will cite the reason(s) for the decision.
- If the decision is to let the teacher candidate continue, (s)he will be notified, in writing and in person, by the Program Director. The letter will state the condition(s) on which continuance in the program is/are based.
- If the teacher candidate feels (s)he has been unfairly dealt with, (s)he may appeal in writing, to the Chair of the Department of Education.
- The Chair then will respond to the appeal in a timely and appropriate manner.
DRESS AND APPEARANCE

Perhaps the best church statement on this topic is contained in the booklet For the Strength of Youth published by the church for all young men and young women. This particular topic states clearly the spirit and letter of the law regarding one’s dress and appearance. Following are excerpts from this official church publication:

“Through your dress and appearance, you . . . show that you are a disciple of Jesus Christ.”

“The way you dress is a reflection of what you are on the inside. Your dress and grooming send messages about you to others and influence the way you and others act. When you are well groomed and modestly dressed, you invite the companionship of the Spirit and can exercise a good influence on those around you.”

“Never lower your dress standards for any occasion. Doing so sends the message that you are using your body to get attention and approval and that modesty is important only when it is convenient.”

“Immodest clothing includes short shorts and skirts, tight clothing, shirts that do not cover the stomach, and other revealing attire. Young women should wear clothing that covers the shoulder and avoid clothing that is low-cut in the front or the back or revealing in any other manner. Young men should also maintain modesty in their appearance. All should avoid extremes in clothing, appearance, and hairstyle. Always be neat and clean and avoid being sloppy or inappropriately casual in dress, grooming, and manners. “(For the Strength of Youth, p. 14)

The church statement in this area is consistent with the standard expected of a professional in the School of Education. In addition to the Honor Code statements students sign to enter and remain at the university each year, one of the professional dispositions that teacher education students are assessed on is “dress and grooming.” The statement for this area reads:

“Candidate meets the expectations of the Honor Code and shows his/her commitment to professionalism by dressing in conservative clothing that clearly sets him/her apart from the students he/she teaches.”

To that end, the attire and grooming of both men and women should emphasize appropriateness and cleanliness, avoiding any unusual apparel or physical alterations, such as color or style of hair, which bring undue attention to one’s self, such as male pony tails or shaved heads. Body piercing is not allowed. Carpenter pants, pants with big pockets, or pockets at the knee are considered too casual and are not to be worn. As for footwear, no beach shoes or rubber slippers should be worn. In other words, if you would wear it to the beach it is not appropriate in your professional teaching setting. One factor in assessing appropriateness of the footwear you choose is your ability to function in any situation at your school in a safe manner. For example, fashion extremes such as super high heels are probably as unsafe as rubber slippers.

Keep in mind the words of Harry K. Wong and Rosemary T. Wong in their book How to be an Effective Teacher: The First Days of School
“You are treated as you are dressed. You do not get a second chance at a first impression. Make no mistake, we judge others by their dress, and they judge us too. It may not be fair. It may not be right. But people tend to treat other people as they are dressed.” (©1998, p. 51)

For women, hemlines are to extend to at least the middle of the knee when standing. Dresses or skirts with slits above the knee in the front, back, or on the side are not acceptable. Pants should fit and not be too baggy or too tight. Tops should not be skin tight so as to draw attention to your figure and/or undergarments. Tops worn outside the skirt should come down far enough to clearly allow all activities to proceed without any midriff being exposed. The no-bra look is not acceptable. Low-cut necklines, spaghetti straps (even with a cover), “barely” (cap) sleeves that reveal undergarments or see-through sleeves are not appropriate. T-shirts are not appropriate. Multiple earrings are not allowed (no more than one on each ear) and tattoos must be covered at all times. Blue denim jeans are not acceptable.

For men, shirts must have a collar. Aloha shirts are appropriate, while t-shirts are not. Casual and dress slacks are appropriate, while shorts are not appropriate, except in cases of Physical Education students where an activity requires such. Otherwise, Physical Education majors would be expected to wear long pants and shirts with collars. Beards are not acceptable and men must always appear to be “clean shaven.” While mustaches are discouraged, if worn, must be neatly trimmed and not extend beyond or below the corners of the mouth. Sideburns must not be long or bushy and cannot extend below the bottom of the ear. Men’s hairstyles must be clean, neat and trimmed at all times. Hair should be above the collar of a dress shirt in the back and less than half an inch over the ears. Earrings are absolutely not permitted, as is excessive jewelry. Tattoos must always be covered.

At the end of the day, everyone has to understand that there is no way to address all fashions, styles, alteration to fashions, etc. in a written document. As professionals, we must have a trust that we are all working toward the same worthy goals. So, if one’s attire is called into question by a faculty member or adjunct faculty member, we must trust in the good intentions of that individual and defer to their professional judgment over the student’s insistence on “dying on a fashion mountain”. As Elder Packer states:

“We do not set the standards, but we are commanded to teach them and maintain them … However out of step we may seem, however much the standards are belittled, however much others yield, we will not yield, we cannot yield.” (“The Standard of Truth Has Been Erected,” Ensign, November 2003, p. 26)

Finally, use the following statement (borrowed from our colleagues at BYU) as a guide in making decisions about how you look in your professional setting:

Dress to Inspire Confidence
“The art of teaching is the art of awakening the natural curiosity of young minds.”
- Anatole France
TEACHING TO InTASC STANDARDS
Details may be accessed at http://www.hsts.org/standards/teacher/

The InTASC standards were offered by the Council of Chief State School Officers (CCSSO) through its Interstate Teacher Assessment and Support Consortium (InTASC). They are a set of model core teaching standards that outline what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce in today’s world. The standards outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement.

STANDARD 1. LEARNER DEVELOPMENT
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

STANDARD 2: LEARNING DIFFERENCES
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

STANDARD 3: LEARNING ENVIRONMENTS
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

STANDARD 4: CONTENT KNOWLEDGE
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s). He or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

STANDARD 5: APPLICATION OF CONTENT
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

STANDARD 6: ASSESSMENT
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor the learner’s progress, and to guide the teacher’s and learner’s decision making.

STANDARD 7: PLANNING FOR INSTRUCTION
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

STANDARD 8: INSTRUCTIONAL STRATEGIES
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

STANDARD 9: PROFESSIONAL LEARNING AND ETHICAL PRACTICE
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
STANDARD 10: LEADERSHIP AND COLLABORATION
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.
GENERAL LEARNER OUTCOMES

The State of Hawaii Department of Education’s General Learner Outcomes (GLO’s) are the essential overarching goals for all grade levels, from elementary through middle to high, and all of the academic disciplines, whether mathematics, career and life skills, health, or any of the seven other content areas. Every content standard and every benchmark and grade level performance indicator should support the learner’s progress toward these outcomes because they enable learner to lead full and productive lives.

These General Learner Outcomes do not exist in isolation, but should be an integral part of the school culture as demonstrated in daily classroom instruction and assessment. They are:

- Self-directed Learner (The ability to be responsible for one’s own learning)
- Community Contributor (The understanding that it is essential for human beings to work together)
- Complex Thinker (The ability to demonstrate critical thinking and problem solving)
- Quality Producer (The ability to recognize and produce quality performance and quality products.)
- Effective Communicator (The ability to communicate effectively)
- Effective and Ethical User of Technology (The ability to use a variety of technologies effectively and ethically)

The rubric at [http://doe.k12.hi.us/standards/GLO_rubric.htm](http://doe.k12.hi.us/standards/GLO_rubric.htm) serves as a guideline for elementary school teachers and students to use to determine the rating of each General Learner Outcome using classroom-based evidence gathered and communicated with parents via the report card.
LESSON PLANNING

This Lesson Plan Template (LPT) is designed to help Teacher Candidates develop the cognitive and practical skills to effectively plan for instruction. This means that this LPT asks for the articulation of activities as well as the TC’s thinking, which adds length and important details. The primary value of this LPT is that it engages the TC in the practice of planning by teaching them to think and act like an intentional, informed, and professional educator. By asking for the thinking process in this LP it engages the TC thoughtfully and automatically in the careful and challenging mental work that undergirds every lesson.

Pre-assessment is done to facilitate lessons to be planned and given at a future time. You need this information in order to plan.

If a shorter, less detailed LPT was required to simply identify “key points” of the lesson, then several problems could arise:

- It would not provide a clear look into how the TC is thinking about instruction.
- It could short circuit the alignment of each element of the lesson plan, which could mean that the TC would not understand how all of the elements of planning are connected to one another.
- It would unwittingly encourage “winging it,” which is educationally inappropriate.

Because learning to plan well is hard and demands time, practice, and patience, Teacher Candidates may be asked to rewrite a lesson plan.

Keep in mind that writing is generative – it produces knowledge that may not have existed before. In other words, writing is a way of knowing. In this case, writing clear, specific lesson plans is an important way for the TC to truly know planning, not simply a quick, practical sort of planning, but a careful, quality, robust sort of planning that is more likely to promote deep, long-term learning in the students.

The work that the TCs put in now to develop important habits of mind and practice will, in the future practice, turn to gold.
## BLOOMS TAXONOMY: FOR USE IN LESSON PLAN OUTCOMES

<table>
<thead>
<tr>
<th>Category</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evaluation</strong></td>
<td>Appraise, choose, compare, conclude, decide, defend, evaluate, give your opinion, judge, justify, prioritize, rank, rate, select, support, value</td>
</tr>
<tr>
<td><strong>Synthesis</strong></td>
<td>Change, combine, compose, construct, create, design, find an unusual way, formulate, generate, invent, originate, plan, predict, pretend, produce, rearrange, reconstruct, reorganize, revise, suggest, suppose, visualize, write</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>Analyze, categorize, classify, compare, contrast, debate, deduct, determine the factors, diagnose, diagram, differentiate, dissect, distinguish, examine, infer, specify</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>Apply, compute, conclude, construct, demonstrate, determine, draw, find out, give an example, illustrate, make, operate, show, solve, state a rule or principle, use</td>
</tr>
<tr>
<td><strong>Comprehension &amp; Knowledge</strong></td>
<td>Do not use in lesson outcomes</td>
</tr>
<tr>
<td></td>
<td>Convert, describe, explain, interpret, paraphrase, restate, retell, rewrite, summarize, translate</td>
</tr>
<tr>
<td></td>
<td>Define, identify, label, list, locate, match, name, recall, spell, state, tell, underline</td>
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</table>
### Lesson Plan Template

**Brigham Young University-Hawaii Scho**

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Grade Level &amp; Content Area:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• This is you!</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Lesson Title:</th>
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</thead>
<tbody>
<tr>
<td>• The title should clearly and accurately describe the essence of your lesson. A reader should be able to see your lesson title and know exactly what you will focus on.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Materials:</th>
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</thead>
<tbody>
<tr>
<td>• Identify type and number of materials.</td>
</tr>
<tr>
<td>• Use APA style to cite your sources.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Common Core State Standards and/or Content Standards and GLO(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify 1-2 standards.</td>
</tr>
<tr>
<td>• Write them out in their entirety and include reference, like this: “Determine a theme or central idea of a text and analyze its development over the course of the text” (Reading Standards for Literature, grade 7, standard 2, or Reading Standard for Literature 7.2).</td>
</tr>
<tr>
<td>• The standard(s) should match the grade level of the class you are teaching.</td>
</tr>
<tr>
<td>• <strong>Identify 1-2 applicable GLO</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson Outcomes:</th>
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</thead>
<tbody>
<tr>
<td>• Your outcomes must be closely aligned with your standard(s). That means you should design specific outcomes that will help you determine if learners have met the target standard(s).</td>
</tr>
<tr>
<td>• Your outcomes should be clear, specific, and measurable.</td>
</tr>
<tr>
<td>• Use this template to construct your outcomes: “Learners” + verb + noun/objective + specifics</td>
</tr>
<tr>
<td>1. Learners identify and defend a theme from a chapter in Sandra Cisneros’s novel, The House on Mango Street.</td>
</tr>
<tr>
<td>2. Learners analyze how Cisneros develops one theme over the course of the chapter, drawing upon textual evidence to support the analysis.</td>
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</table>

<table>
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<tr>
<th>Background:</th>
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</thead>
<tbody>
<tr>
<td>• Describe the learners you will be teaching. This includes their experiences, interests, and backgrounds. Also describe what (you anticipate) they already know about the lesson/concept.</td>
</tr>
<tr>
<td>• Justify what you will teach, or why this is appropriate content for your learners.</td>
</tr>
<tr>
<td>• Justify how you will teach, or why the instructional practices and approaches that you will use are appropriate for your learners.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Anticipatory Set:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How will you get learners interested and engaged with the lesson?</td>
</tr>
</tbody>
</table>

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1 Use this template to prepare your lesson plans by cutting the bullets and inserting your lesson within the appropriate sections/headings. With the exception of the Materials section, where you may use bullets, use complete sentences throughout.

2 Bloom’s (1956) and Anderson and Krothwohl’s (2001) knowledge taxonomies and RtI levels/tiers will be useful here in determining the nature of the outcomes.
- How will you activate and/or assess learners’ prior knowledge?
- How will you introduce the concept/skill/topic?
- What overarching framework/advance organizer will you use to organize the lesson?
- You don’t have to directly answer each of these questions; instead, you should develop an anticipatory set (AS) that addresses them.

### Instructional Sequence:
- Use headings appropriate to the instructional model that you are using, e.g., lecture, cooperative learning, or discussion.
- You may use “say” and “do” language if that helps you clarify your instruction.
- Always clearly include and label your methods of assessment (see below).
- Always clearly include and label your methods of differentiation (see below).

<table>
<thead>
<tr>
<th>Differentiation:</th>
<th>Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>As part of your Instructional Sequence clearly indicate three ways that you will differentiate or alter your instruction based on your diverse learners’ needs. Think about differentiation in terms of (a) the process of instruction, (b) the product or representation of student learning, (c) the texts or materials you will use, and (d) the context of the learning environment.</td>
<td>As part of your Instructional Sequence clearly indicate how you will assess the learning outcomes. Include formative and summative forms of assessment and the accompanying rubric(s) describing the criteria for meeting the outcomes.</td>
</tr>
</tbody>
</table>

### Closure:
- Wrap up the lesson by deepening, extending, or clarifying the focus of the lesson. This is short, participative, and powerful.

### IEP/Accommodations:
- Based on learners’ IEPs, identify specifically what you will do to accommodate their special needs.

### Reflection:
- What questions will you ask yourself before, during, and after instruction to reflect on your teaching practice in general and this lesson in particular? Use Before, During, and After as subheadings for this section.
- Explain how you provided the following in your lesson:
  (a) Multiple ways/modalities/means of representing the content,
  (b) Multiple ways/modalities/means for students to participate in learning, and
  (c) Multiple ways/modalities/means for motivating students for learning.

Use the next copy of the file to fill out and print.
<table>
<thead>
<tr>
<th>Teacher:</th>
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<tbody>
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<td>Anticipatory Set:</td>
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<tr>
<td>Instructional Sequence:</td>
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<td>Closure:</td>
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<td>IEP/Accommodations:</td>
<td></td>
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<tr>
<td>Reflection:</td>
<td></td>
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</tbody>
</table>
Teacher:  
- Teacher Candidate Name  

Grade Level & Content Area:  
Grade 12, Mathematics (Statistics)  

Lesson Title:  
- Exploring Social Networking from a Consumer Perspective – Is it valuable?  

Materials:  
- Whiteboard and markers  
- Statistical reports on social networking (10)  

Common Core State Standards and/or Content Standards:  
- “Evaluate reports based on data.” (CCSS, Math Content.HSS-IC.B.6)  

Lesson Outcomes:  
1. Learners analyze and interpret statistical data.  
2. Learners make inferences about and discuss the implications of statistical data.  

Background:  

The learners I will be teaching are racially diverse. There are many races, ethnicities, and mixed races which are represented in the classroom. The students are linguistically diverse as well with a handful of students who have English as a second language; however, those students still maintain proficient English language skills. The majority of the learners are middle socioeconomic class; about a third of the learners are low socioeconomic status. The classroom contains a 2 to 3 ratio of boys to girls. Their general age group is 16 to 18 years old and they show great interest in popular culture. Also, there is a wide range of high and low achievers. Two students in particular are at the top of the class and maintain a high work performance, while a handful of students (about four) fail to turn in complete and on-time work. One of those students in particular is often unengaged during class, at times does not come to school or shows up late, has many incomplete or missing assignments, and is in danger of not graduating. Nevertheless, the learners generally are participative and show mastery to proficiency in the concepts taught in class so far this school year. The learners already have pre-requisite skills to analyze and interpret statistical data (i.e. conducting surveys, experiments, and observational studies).  

The skill of analyzing and interpreting statistical data will enable learners to be mathematically literate members of society by allowing them to deduce the meaning, value, and implications of various studies. By focusing this skill within the context of social
networking, learners will be more engaged and understand the real world functionally of evaluating statistical reports. Though statistics may appear as a discipline full of graphs, charts, and numbers, this lesson will allow learners to understand the significance and meaning behind mathematical representations and will further solidify their skills and knowledge in statistical principles.

I will begin by posing the theme and point of issue of the lesson (i.e. the value of social networking) to spark the learners’ interest and curiosity and to get them thinking about what they may contribute to today’s discussion. I will then provide a brief review of statistical terms, learned in previous classes, which are necessary in order for the learners to perform today’s outcome. The learners will then be divided into “think-pair-share” groups to enhance student participation and engagement, and will move into the discussion portion of the lesson. The discussion model will help learners support each other in analyzing and interpreting statistical data and will widen their zone of development as they exchange their diverse understandings, ideas, and learning. Facilitating discussion will also help deepen and refine the learners’ skill in logically and rationally interpreting statistical data because it influences them to defend and explicate their thinking. Additionally, discussion will positively draw upon and support the learners’ many diversities and will positively contribute to classroom cohesion and social skills. Finally, I will close the discussion by influencing learners to synthesize their thinking and draw conclusions from today’s discussion. Student responses and each part of the discussion will serve as formative assessments to guide my instruction in a way that is the most focused, relevant, and beneficial for the learners.

Multiple means of representation, participation, engagement, and differentiation were incorporated into the lesson as well in order to provide interesting, motivating, relevant, and understandable instruction, personalized specifically to learning profiles. The class will finish with a discussion evaluation to improve future discussion experiences in the classroom.

Anticipatory Set (Establish Set & Focus Discussion):

Speak: Ask how many of the students use social networking sites. Then ask what kind of social networking mediums they use. Ask them to write the names or draw the symbols of the different social networking mediums they use on the board (as many as they can think of).
Speak: Explain to students how they are the main consumers of social networking (show statistical report) and that we will be exploring the effects of their social network consumption through analyzing and interpreting statistical data.
Speak: Explain that the last few classes they have learned how to collect information from sample surveys, experiments, and observational studies (essentially how to gather statistics). Review each of those terms and their components (population, sample) with the students. Also review the different ways statistical data can be represented (charts, graphs, written format).
Formative Assessment: Observe student responses.
Speak: Return to the topic of social networking. Present the focus question for the discussion: Is social networking valuable?
Differentiation: Modified the content by focusing the objective of analyzing statistical data according to student interest in social networking. Similarly, the debatable focus question (whether or not social networking is valuable) will encourage student motivation and opportunities to share opinions and ideas.

Instructional Sequence (Conduct the Discussion):

Overview: Students will explore the positive and negative effects of social networking by analyzing, interpreting, and drawing inferences from statistical reports. Students will then discuss the implications of the statistical data to their own lives and will determine the value of social networking from a consumer perspective. Students will be encouraged to share relevant experiences and experiential knowledge in order to support their claims.
Do: Arrange students in pairings or groups for “think-pair-share,” which will be used throughout the discussion. Pass out the statistical reports which will be examined by the students. Half of the class will have positive effects of social networking and the other half will have negative.
Speak: Go over the different statistical reports with the students (read aloud what is written).
Speak: Ask students to come up with their own discussion questions, based on the information seen within the reports, which will guide the class in drawing inferences and implications from the statistical data.
Do/Speak: Begin by going around the class and discussing each of the students’ questions. Depending upon the student responses and the direction of the discussion, ask other guiding discussion questions listed under the “Discussion Question Bank.” When students make claims, influence them to defend their claims by asking explicative questions in the “Explicative Question Bank.”

Discussion Question Bank:
- Students’ questions.
- What effects are shown in the statistical reports?
- What inferences can we draw from what is shown on the report?
- Are there any connections that can be made between the reports?
- What do these reports mean for us as consumers of social networking?
- Have you had experiences or seen evidence of this in your own life?
- Is there a possible counterexample to so-and-so’s claim?

Explicative Question Bank:
- What information in the statistical reports supports your claim?
- What evidences your statement?
- Could you explain more what you mean by…?
- How did you decide that?
- What steps did you take to come to that conclusion?
- Validate, summarize, and paraphrase.

Formative Assessment: Observe student responses. Reteach/review if necessary and make connections.
Differentiation: Modified the context by arranging students into “think-pair-share” groups to support student participation and engagement, especially for reticent students. Also modified the context by prompting students to create their own discussion questions for the class so the discussion will remain relevant to the students’ interests and promote student responsibility for their own learning.

Differentiation: Modified the process by encouraging learners to share relevant experiences and by supporting the learners’ racial, cultural, linguistic, and gender diversities as they express those relevant ideas and experiences. Also, modified the process by recording student responses on the board to serve as reference tools (some students may need to see information rather than just hear it).

Closure (End the Discussion):

Speak: Reiterate to students that statistics is not simply just charts, graphs, and numbers, but that there is meaning behind it. Prompt students to think about what their final conclusions are from the discussion: Is social networking valuable? Prompt them to share their conclusion with their partner or group. Prompt students to ask further questions if necessary.

Formative Assessment: Observe student responses. Reteach/review if necessary.

Summative Assessment: For homework, students will write a summary of today’s discussion by (1) stating their conclusion (is social networking valuable?), (2) listing the statistical evidence to support it, and (3) writing why statistical information is important.

Differentiation: Modified the product by allowing students to draw their own conclusions and opinions from the discussion.

Evaluate the Discussion
Ask: How did the discussion go today? How did it get you thinking about social networking? How did it get you thinking about statistics? Were there any problems during our discussion? Were their resolutions? Were we able to draw connections? What can we do better next time?

IEP Accommodations:

NK: Place NK in a group of students who typically remain on task in each class.
RT, LD: Pair RT and LD with high achieving students who work well with others.
BC: Allow BC to record the summative assessment (i.e. homework) on video or audio, rather than on written paper.

Reflection:

Before
- Is my discussion focused?
- Will the content of my lesson spark discussion?
- Will students understand the objective and what they are expected to do?
During
• Is the discussion focused on the objective?
• Are students effectively interpreting the statistical data?
• Are their connections being made?
• Are the students recognizing the implications of social networking and relating experiential knowledge?
• Are there any reticent students? If so, how can I encourage their participation?
• Are there smooth transitions?
• How can I differentiate my instruction if it is not easily understood or engaging?

After
• Did students reach and master the intended outcome?
• Were there any weak points of my instruction? If so, how could they be improved?
• Were there any positive evaluations of the discussion? Any negative?
• How can I build upon their skills in the next lesson?

Explanation of UDL

Multiple Means of Representation
• Provided visual representations
• Provided verbal representation
• Supported the decoding of statistical notations (in order to interpret the statistical reports)
• Highlighted big ideas and relationships through recording the discussion

Multiple Means of Participation
• Opportunities for partner/group work and peer collaboration
• Opportunities to communicate with peers and teacher
• Supported their practice and performance of the outcome through explicative questions
• Opportunities to respond to teacher- or student-provided questions

Multiple Means of Engagement
• Relevant theme and application (social networking)
• Incorporated student backgrounds, interests, and learning profiles
• Allowed for choice, autonomy, and responsibility by allowing the students to create their own discussion questions and by allowing them to form their own conclusions from open-ended questions
Teacher:  
- Teacher Candidate Name 

Grade Level & Content Area:  
Kindergarten, Mathematics 

Lesson Title:  
- Graphing: Classifying, Counting and Comparing 

Materials:  
- Manipulatives, varied: Two kinds, each in two colors/sizes. (bugs, blocks, etc.)  
- White board/markers  
- Graph Mats (Construction Paper with tape dividers) (laminated for future use)  
- Picture graph template handouts (ATTACHED ON BACK)  
- Paper and markers to make signs 

Common Core State Standards and/or Content Standards:  
- K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.) (Common Core Mathematics, Kindergarten, Measurement and Data) 

Lesson Outcomes:\footnote{5} 
3. Learners classify objects into appropriate categories based on similarities.  
4. Learners count and sort the objects by placing them appropriately in a blank two-row graph mat and creating a picture graph representation.  
5. Learners make conclusions about which category has more or less by reading the graph. 

Background:  
- Justification of what I will teach: I am teaching the students how to categorize and make simple graphs. Along with this is making conclusions off of the graphs they made. This is appropriate content for my learners because they already know simple counting up to ten and can produce letters themselves if they can see the word. This is not beyond their skill level. It requires them to write two simple words, which I am helping them spell by putting it up on the board. It also requires that they count their manipulatives and count how many squares or pictures they are coloring. This content is useful for them to learn because it will help them as they get to other types of graphs and recording data and also because it equips them with the skills necessary to record information and make conclusions about things in their environment. I am not going too abstract in the content in this lesson because this is their first real experience with graphing. So we are sticking with the concrete graph mat and the representation in a picture graph. The most abstract I get is having them start thinking about and making conclusions from the information given in their graphs. I feel like this is a good way to help them start making conclusions and also making sure they really get the concrete and the representation before we

\footnote{5} Bloom’s (1956) and Anderson and Krothwohl’s (2001) knowledge taxonomies and RtI levels/tiers will be useful here in determining the nature of the outcomes.
move on. I feel like in a lesson or two, I could move onto the abstract bar graph and later on other types of graphs.

- Justification of how I will teach: I mainly used the CRA model for this lesson. I first start with the concrete physical graph mat so that the students have real experience with what they are about to learn and they understand the concept of how a graph works and why. Then, I move to a picture graph to represent the concrete concept that they learned. Afterwards, I trigger their abstract thinking and have them try to analyze their graphs and draw conclusions from it to get them started in a direction where they know they can gather information from graphs. For the anticipatory set, I started with something they know, counting physical objects. This engages prior knowledge and gets them moving by working with their hands. I also give them a problem solving opportunity in this lesson. I ask them to decide how they want to categorize their objects. They have to decide what they think is the best way to sort it. There are multiple possibilities, no single right answer, and no obvious solution that stands above the rest. This will activate their critical thinking skills.

- What you need to know about the content and challenges that may arise: Developmentally, at this age, the students are at the point that when they look at two rows of items, each with the same number, if one is more spread out, they will think it has more. It has to do with establishing a sense of number conservation, something adults do automatically. This is why working with a mat that is divided into equal pieces and emphasizing that only one thing can be in a section is so important. Another challenge that this method helps with is one-to-one correspondence. You have to establish that one object equals one square on the graph. With other kinds of graphs, you will also need to really emphasize that the vertical and horizontal axes are stable points of reference.

### Anticipatory Set:

- Hand out manipulatives. Give each group several of two colors and two sizes/shapes so that there are multiple options to sort.
- Remind the students that we have been talking about things that are the same and things that are different. Tell them that we need to sort the blocks they were given into two groups based on what is the same and what is different. Ask for ideas of differences and how you could sort them and write on the board (Red and green, Big and Small, Cube and… etc.)
- Group discussions: Have them use problem solving skills and discuss in their group how they want to sort their manipulatives and come to an agreement.
- Ask them to report their decisions to the class. Write the two categories for each group on the board. Tell them that today, we will learn to graph them!

### Instructional Sequence:

- Concrete:
  - Once the class has decided on how to sort them, pass out the graph mats.
  - Have the students copy the categories into the two boxes on the side; telling them which one goes in which row.
  - Have them sort their objects and place them on the graph mat in groups as you walk around and observe (and help when needed). Make sure they know that they can only put one block per space.
  - Ask each group to report to the class how many they had in each category and which category has more.
• Representation:
  o Now that they have discovered this information, tell them they need to record their findings!
  o Pass out the picture graph template worksheets to each student. Model for them how you want it to look.
  o They need to take the graph that they created and represent it with pictures. So if they sorted by shapes, they might draw the shapes. If they chose color, they might draw it in that color. They just need to make sure they have the same information that is on their graph mat. So if they had three boxes filled in for blocks, they would need to draw blocks in three spaces on the picture graph. Remind them that only one block can be in each space.
  o Walk around to assist when needed but also to observe how students are handling the switch to a representation.
  o Emphasize during this time that they are free to ask their group members or you if they have questions.
  o Put all the finished graphs on the board under “The information we found.”

• Abstract
  o Pass out paper and instruct students to fold it in half and write A on one side and B on the other. Give them a short time to decorate their signs.
  o Look at the graphs on the board and ask the students which category has more or less in the different graphs. Have them identify which category has more or less by raising the A or B side of the sign. Is it easier to tell which one has more or less just by looking at a pile of things or by looking at a graph of them? Did you think the graph was helpful or useful?

Closure:
• So today you guys did a great job at making graphs. Now that you guys are experts, let’s think about why we use graphs. Why do you think? They give us information. What are some other things we can collect information about? What are things in our lives that we can graph? Brainstorm with the class things they could and would want to graph in the classroom to practice next math class. (Attendance, boys and girls in the class, home lunch and school lunch, favorite class or food, type of shoes worn, etc.)

Differentiation:
• I differentiated the process of my instruction by letting the students decide what approach they would like to use to sort the manipulatives.
• I differentiated the materials I used by using manipulatives for physical graphs and also picture graphs to make them more relatable and engaging for the kindergarteners.
• I differentiated the context of the learning environment by having them work in groups as well as encouraging group collaboration.

Assessment:
• Formative:
  o Observe students as they participate in discussions and help sort and count manipulatives. Look for appropriate contribution and teamwork. Take notes if needed.
  o Observe student participation in class and group discussions. Look for appropriate and meaningful contributions. Take notes if needed.
• Summative:
- Students were able to classify their manipulatives appropriately:

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<th>Yes</th>
<th>Mostly</th>
<th>Somewhat</th>
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<tbody>
<tr>
<td>Students were able to sort and place manipulatives in appropriate places on the graph mat:</td>
<td>5</td>
<td>3-4</td>
<td>1-2</td>
<td>0</td>
</tr>
</tbody>
</table>

- Students were able to create appropriate picture representations of their graphs that accurately displays the data discovered:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>Mostly</th>
<th>Somewhat</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students were able to clearly distinguish which categories had more or less by raising the respective sign:</td>
<td>5</td>
<td>3-4</td>
<td>1-2</td>
<td>0</td>
</tr>
</tbody>
</table>

Reflection:
- Questions I asked myself
  - Before:
    - What is a representation of the operations that would engage my students?
    - What questions can I ask to fuel and guide the lesson?
    - Will the students be able to tell which problems are addition and which are subtraction?
    - What is something that interests my students that I can put in these graphs?
  - During:
    - Are the students understanding the material as I move from concrete to abstract? How do I know?
    - Are my students engaged enough or are they getting bored and need more of a challenge than I provided? Is what I provided too challenging?
    - How am I going to clarify the material if my students don’t get it the first time around?
    - How else can I make this lesson engaging?
  - After:
    - Did every student understand what was being taught?
    - How can I be clearer the next time I teach?
    - Is there anything I need to clarify and go over again from today’s lesson with my students?
    - How can I add onto what they learned today and connect it to the next lesson I am going to teach?
    - In what areas of instruction do I need the most improvement?
- Multiple means of representation:
  - Verbal presentation
  - Written list on board
- Manipulative representation
- Picture representation
- Graph representation
- Multiple means for the students to participate in learning:
  - Sorting Manipulatives
  - Class discussions
  - Gathering and reporting data
  - Group-work
  - Creating graphs
  - Deciding how to sort manipulatives
- Multiple means for motivating students for learning:
  - Manipulatives
  - Group-work
  - Class discussions
  - Drawing picture graphs
  - Having them choose their own categories

Name ____________________________

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
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</tbody>
</table>
### Sample Secondary Biology
Brigham Young University-Hawaii SOE

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Grade Level &amp; Content Area:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Candidate Name</td>
<td>10th Grade Biology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biochemistry 3: Organic Compound Lab</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab sheets for part 1 and part 2 (x20 each)</td>
</tr>
<tr>
<td>Biuret reagent for protein testing (approximately 6 ml per student lab group)</td>
</tr>
<tr>
<td>Iodine-Potassium Iodide Solution for starch testing (approximately 1.5 ml per student lab group)</td>
</tr>
<tr>
<td>Visually readable glucose test strips (7 per student lab group)</td>
</tr>
<tr>
<td>Containers for testing food: test tubes (10 per student lab group)</td>
</tr>
<tr>
<td>One forceps per group</td>
</tr>
<tr>
<td>Stirrers, such as plastic knives (10 per student lab group)</td>
</tr>
<tr>
<td>Masking tape for labeling testing containers</td>
</tr>
<tr>
<td>Gloves (1 or 2 per student)</td>
</tr>
<tr>
<td>Brown paper bag for lipid testing (1 per student lab group)</td>
</tr>
<tr>
<td>Samples for testing (and labels with nutrition information for all the food packages)</td>
</tr>
<tr>
<td><strong>Part 1:</strong> (approximately 1.5 ml of each per student lab group)</td>
</tr>
<tr>
<td>Vegetable oil</td>
</tr>
<tr>
<td>Glucose</td>
</tr>
<tr>
<td>Corn starch or potato starch</td>
</tr>
<tr>
<td>Powdered egg whites</td>
</tr>
<tr>
<td>Water</td>
</tr>
<tr>
<td><strong>Part 2:</strong> (approximately 3 ml of each per class)</td>
</tr>
<tr>
<td>Hard pretzels</td>
</tr>
<tr>
<td>Peanut butter</td>
</tr>
<tr>
<td>Jelly</td>
</tr>
<tr>
<td>Beans (canned beans that have been mashed into paste; e.g. canned white beans)</td>
</tr>
<tr>
<td>Glucose, starch, protein (powdered egg whites), oil and water to prepare the evidence samples</td>
</tr>
</tbody>
</table>

References:

Common Core State Standards and/or Content Standards:
• Hawaii Benchmark SB.BS.1.3: Students will defend and support conclusions, explanations, and arguments based on logic, scientific knowledge, and evidence from data.
• Hawaii Standard 3: Life and Environmental Sciences: ORGANISMS AND THE ENVIRONMENT: Understand the unity, diversity, and interrelationships among organisms, including the relationship to cycles of matter and energy in the environment.
• GLO – Quality Producer: Problem Solving
• GLO – Complex thinker: Critical thinking in predictable outcomes
• GLO – Community contributors: Intrapersonal skills

Lesson Outcomes:
• Students will gain a deeper level of understanding of organic compounds, including how the knowledge is relevant, and improve their skills in lab activities.
  6. Learners will apply their knowledge of organic compounds to successfully solve the mystery of “who took Jerell’s IPod.”
  7. Learners will successfully complete a lab activity, with their groups, safely and correctly by following directions; and then draw and support their conclusions based on their data.

Background:
• Class consists of 19 average biology students including 2 ELL students: HN & NI.
• Students tend to recall very little of what they learned in previous science classes, however they have two previous lessons on the topic during the two classes prior.
• Students become very engaged in hands on lab activities, and seem to learn best through it.

New Vocabulary:
  o Indicator
  o Biuret reagent
  o Iodine-potassium Iodide Solution

Anticipatory Set:
• Today we are going to solve a mystery.
• My friend Jerell had his IPod stolen, and he has asked us to help him figure out who stole it.
• First let’s make sure you remember some of the important facts we discussed in previous classes.
• Plants and animals contain mostly water and _____? (organic compounds)
• The four main organic compounds found in living things are ___, ___, ___, ____? (carbohydrates, lipids, nucleic acids, and proteins)
• Most of the food we eat comes from ___ & ____? (plants and animals)
• So our food must contain ____? (organic compounds or proteins, lipids, nucleic acids & carbohydrates)

---

6 Bloom’s (1956) and Anderson and Krothwohl’s (2001) knowledge taxonomies and RtI levels/tiers will be useful here in determining the nature of the outcomes.
• Different types of foods have the same amounts of each of these compounds? (no! different)
• Okay, so these are the facts you will use today to solve this mystery.

Instructional Sequence:
On the board:
Bell Dinger Due 1:00
• Which TWO elements were in ALL of the four organic compounds we discussed last class?
  (carbon, hydrogen)
• What are proteins that speed up chemical reactions called? (enzymes)

Introduction: (5 minutes)
• Attendance
• Pass in Bell Dinger (5 minutes past bell) AND homework (outlines from chapter 2)

Anticipatory Set: (3-5 minutes)
• Today we are going to solve a mystery.
• My friend Jerell had his iPod stolen, and he asked us to help him figure out who stole it.
• First let’s make sure you remember some of the important facts we discussed in previous classes.
• The four main organic compounds found in living things are ___, ___, ___, ___?
  (carbohydrates, lipids, nucleic acids, and proteins)
• Most of the food we eat comes from ___ & ___? (plants and animals)
• So our food must contain ___? (organic compounds or proteins, lipids, nucleic acids & carbohydrates)
• Different types of foods have the same amounts of each of these compounds? (no! different)
• Okay, so these are the facts you will use today to solve this mystery.

LAB: (60 minutes)
• May I have a volunteer, please, to pass out the lab sheets? (choose volunteer)
• I will read the scenario
• Please follow along with me as I explain each part.
• You will, as a group, test each food item for proteins, lipids, glucose and starch.
• First, I will demonstrate how to do that, and show you what positive test results and negative test results look like.
• Meanwhile, you will record the results you see onto your top data table.
• This way, you will have an idea of what to look for when you perform the test on the different food items.
• Then you will go to the lab stables, and predict, and with your groups, which substances each food item contains. You will record your predictions into the second table.
• Next, you will decide which group member will test for lipids, glucose, starch and proteins.
• It is up to your group leader to make the final choice if there is an argument.
• If you do not have a fourth member, one member will have to perform both tests for carbohydrates which include ___ and ___? (glucose and starch)
• For homework, you will have questions to answer regarding this lab, so do not think for a second that you can take a nap while your group members do all the work.
• NO lab report this time, but the homework will go into the “Lab grade” category so it is just as important that you complete it. (It is on Edline)
• Group leaders: I need you to take charge of this lab and make sure that everything goes smoothly. Everyone needs to work diligently and stay on task of you are going to finish in this class period. REMEMBER: whether you finish this in class or not, I expect all of the parts to be filled in, in full, for homework.
• When you are finished with your predictions and you know who is doing what, you will come up to me and show me your tables.
• I will then give you your materials.
• It is during this part that you will solve the mystery
• You will complete the tests and fill in the table as a group.
• If you finish early, you may work on the homework pages at your desks.
• This is the glucose test…this is a positive result…this is a negative result (demonstrate)
• This is the starch test…this is a positive result…this is a negative result (demonstrate)
• This is the protein test…this is a positive result…this is a negative result (demonstrate)
• Any questions? Begin!

PART 2:
• When they show me their tables from part 1 and their predictions, I will check for understanding and then give them their basket.
• I will remind them, when they find the answer, not to “spill the beans” just like our last lab
• They will then conduct part 2

CLOSURE: (10 minutes)
• Tell them that it is time to clean up, if they have already (unless the whole group is prepared to stay after class to do so)
  o Wash out vials,
  o put materials back in perspective baskets,
  o put baskets back on lab car,
  o throw away any trash
  o wipe lab tables off with Clorox wipes/rags?
  o then sit in your seats
• Any questions?
• Okay…I have a few questions…who did it?
• How do you know?
• Any of the tests iffy?
• Why do you think that is?
• Next class, we are going to play jeopardy! Make sure you have your notes ready to go!
  No test books this time, NOTES ONLY
• Remind them to enjoy the rest of their day, and to email me with any questions.
<table>
<thead>
<tr>
<th>Differentiation:</th>
<th>Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Process: Language will be kept clear and simple to ensure that all students understand what is being said. Important information will also be written on the board, and depicted in pictures.</td>
<td></td>
</tr>
<tr>
<td>b) Product/Representation – The grades will come in the following lesson.</td>
<td></td>
</tr>
<tr>
<td>c) Materials – Many visual aids are used, and language is kept clear in assignments. Also, Lecture outlines are provided for ELL students.</td>
<td></td>
</tr>
<tr>
<td>d) Context – The learning environment will be kept free and clear from hazards, and orderly for students with focus difficulties.</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Closure:</td>
<td>As part of your instructional Sequence clearly indicate how you will assess the learning outcomes. Include formative and summative forms of assessment and the accompanying rubric(s) describing the criteria for meeting the outcomes.</td>
</tr>
<tr>
<td>- I will close by asking questions to check for understanding:</td>
<td></td>
</tr>
<tr>
<td>- …who did it?</td>
<td></td>
</tr>
<tr>
<td>- How do you know?</td>
<td></td>
</tr>
<tr>
<td>- Any of the tests iffy?</td>
<td></td>
</tr>
<tr>
<td>- Why do you think that is?</td>
<td></td>
</tr>
<tr>
<td>Accommodations:</td>
<td></td>
</tr>
<tr>
<td>ELL-NI &amp; HN</td>
<td></td>
</tr>
<tr>
<td>N1 Has trouble with English: reading, listening and speaking. His first language is Japanese, so if I could, I would have made copies of the instructions in Japanese to help him understand what he is to do and how he is to help his group. Instead I will demonstrate and observe him to ensure his understanding. HN is proficient enough in English that he does not require accommodations. Having the instructions in writing on the lab sheet will be enough for him to help his group.</td>
<td></td>
</tr>
<tr>
<td>Reflection:</td>
<td></td>
</tr>
<tr>
<td>- <strong>Before</strong>: Am I properly prepared? What did I do to prepare? What will I do differently next time?</td>
<td></td>
</tr>
<tr>
<td>- <strong>During</strong>: Are they engaged with the lesson? Do they seem to understand? Do they seem comfortable asking questions when they do not understand?</td>
<td></td>
</tr>
<tr>
<td>- <strong>After</strong>: How was my timing? Did I get my point across? What will I change for next time?</td>
<td></td>
</tr>
</tbody>
</table>
Solving the Mystery

Today you and your classmates will solve the mystery of who stole Jerell’s iPod by figuring out which coworker’s lunch had the same organic compounds as the evidence Jerell found at the crime scene.

Procedure:

1. Designate which team member will perform each of the 4 tests. Write their names in table 2.
2. Observe the teacher demonstrate to see how to perform your assigned test and write a (+) or (-) test result looks like.

<table>
<thead>
<tr>
<th>Carbohydrate Tests</th>
<th>Protein Test</th>
<th>Lipid Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test strip color</td>
<td>Glucose present?</td>
<td>Iodine test color</td>
</tr>
<tr>
<td>Brown</td>
<td>Black</td>
<td>Purple</td>
</tr>
<tr>
<td>Blue-green</td>
<td>Little or no color change</td>
<td>Blue</td>
</tr>
</tbody>
</table>

3. Perform the tests on the food samples provided. Use SMALL amounts. Record your test results as (+) or (-).

a. To each test tube add 2 mL of tap water (sink)
b. Add a small amount of each food to 2 test tubes (each test tube will only contain one food: two test tubes per food item). Mix each.
c. Lipid test- Tear brown bag into two parts (about half and half). Draw circles (4 in diameter) and write the name of each sample you are testing (pretzel, Peanut butter, etc.) nearby/in the circles. Smear (with finger) a small amount of each food sample in its circle. Wait 10-15 minutes and read results. Record your results in the table.
d. Glucose test- Tip & dip test strip into solution, put on paper towel. Wait 1 minutes, then read and record test results.
e. Start test- Add 5 drops of iodine to test tube (from step d, glucose test), stir/swirl and read color and record test results.
f. Protein test- Using 2nd test tube, add 20 drops of Biuret reagent. Swirl/stir, read color and record test results.

<table>
<thead>
<tr>
<th>Worker</th>
<th>Team member</th>
<th>Their lunch</th>
<th>Lipid Test</th>
<th>Carbohydrate Tests</th>
<th>Protein Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kiara</td>
<td></td>
<td>Pretzel</td>
<td>Lipid present</td>
<td>Glucose present</td>
<td>Starch present</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(crumble)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bruce</td>
<td></td>
<td>Peanut Butter Sandwich</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jose</td>
<td></td>
<td>Bean burrito</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence left on iPod</td>
<td>Dry evidence</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td></td>
<td>Liquid evidence</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
</tbody>
</table>
g. Test the evidence-Repeat the tests as you did above to the evidence. Use the dry evidence for carbohydrate and protein tests; use liquid evidence for lipid test. Record your results.

Who took Jerell’s iPod?

Analysis: Complete the following table to summarize the evidence and your interpretation of the evidence.

<table>
<thead>
<tr>
<th>Worker in break room</th>
<th>Did he/she take Jerell’s iPod?</th>
<th>How do you know? Describe the evidence that supports your conclusion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bruce</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kiara</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Conclusion: Write your conclusion to solve the mystery of Who Took Jerell’s iPod. (1 Paragraph minimum)
**Teacher:**
- Teacher Candidate

**Grade Level & Content Area:**
- 3rd Grade Science

**Lesson Title:**
- Clouds in the water cycle.

**Materials:**
1. Cards with different type clouds on them, one set for each pair of children
2. Pre-selected pairs
3. Popsicle Sticks
4. Small cardboard frames
5. Pictures and labels to make cloud viewers
6. Clouds by Christine Webster
7. Poster with cloud types on it
8. Cloud types diagram for children to fill out
9. Flashlight
10. Center instructions
11. Mirror
12. Four other reflective objects, and some non-reflective objects: shiny plastic, cardboard, glass, metal, tin foil, etc.

**Common Core State Standards**
1. SC.3.8.2 Describe how the water cycle is related to weather and climate

**Lesson Outcomes:**
- Students can compare and contrast properties of the different cloud types
- Student can identify different cloud types in the sky
### Background:
- My third graders are in a unit about the water cycle and weather. They have already learned about the water cycle and evaporation, or heat. They are a pretty active class but so far they like science because they get to do activities that engage them. They have had units about weather in years past but this is their first year to learn about the water cycle. As a result of this students might have lots of misconceptions about clouds. Some might think that clouds are made from cotton balls, or that we only see clouds when it’s going to be a rainy day.
- This content is important for my students to know. They have been learning a lot about the earth and the ecosystem, but it’s important for them to understand the water cycle to know how it will affect the organisms that live on the earth. It’s important for them to understand the world around them. Water is an important resource and an understanding of the water cycle as a whole will help them to have a good base of knowledge for this subject.
- I will teach using the 5E’s approach, which helps students to create their conceptual knowledge from experiences. It helps them to experience the different properties of clouds before I explain what the different types of clouds are. It will also help the students extend their knowledge of clouds so that they’re able to identify them in the sky.

### Anticipatory Set:
- Review: Start by giving each group a picture that is part of the water cycle and have them put it on the board to review what they talked about last class.
- Review what condensation is, using the diagram the students have made on the board.

### Engage:
- Use the book Clouds to engage the students in the lesson.
- Read the parts “Studying Clouds” and “How Clouds Form” to the students.
- Ask them
  - “What do you already know about clouds?”
  - “According to the book, what are clouds made of?”
- Read “Classifying Clouds” to the children. Introduce that they will be classifying clouds today.
Instructional Sequence:

Explore:
- Give the students a packet of small cards in pairs and ask:
  “What do you notice about the clouds? What do you characteristics do you see?”
  “Do some clouds have different characteristics than others? Are some the same? Which ones?”
- Tell them to sort them based on their characteristics
- Tell them to record their groups of clouds in their science journals, and record what attributes each group of clouds has in pictures and writing.
- Walk around an assess (formative) and help the students as needed. Walk them through the classification process, don’t give them the answer.

Explanation:
- Put a large poster on the board of different kinds of clouds that aren’t labeled.
- Point to each cloud and ask the students to discuss which group they would put it in.
- Ask them to hold up a card in that group that they chose (formative)
- Then give the students a name for it and write it or place it on the board.
- Do this with all the types of clouds.

Extend:
- Give the students baggies with the supplies to make their cloud observers. Have them glue their observers together.
- Have the students check with you to make sure they matched the correct cloud with the right name (summative)
- If there is time have the students go outside to observe clouds with their new cloud inspectors, or do this at the beginning of recess
- They will write in their science journals, and keep observing clouds and recording them during recess throughout the week
  If there are students who are finished, have them go to a center that is described in the attached handout.

Differentiation:
- I pair visual representation with the description of the clouds.
- I also have plans for if the students don’t understand as I go through my lesson (*)
- If students finish early or need more challenging tasks I can give them books about clouds or cloud meteorology

Assessment:
- Formative: Watch the students classify their cloud cards
- Formative: Watch and make sure that the students hold up cards that are examples of the cloud category you point to
- Summative: See that they put the right names on each cloud in their cloud inspector
- Formative: Check their science journals for understanding of clouds

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Closure:
- Finish the lesson by discussing what clouds are made of and by telling the students that different formations of clouds make different weather, so in the future it will be important for them to know which clouds are which.

Evaluation Rubric:

IEP Accommodations:
- Based on learners’ IEPs, identify specifically what you will do to accommodate their special needs.

Why do clouds look white?

- Clouds are made of little drops of water, but why do they look the way they do?

1) Look at the mirror and flashlight you have. Explore what happens if you shine the light on the mirror

2) Do you see a reflection anywhere? Record what it looks like in your science journal

3) Water reflects light just like this mirror. The water droplets in clouds reflect the sun’s light and that’s why the clouds look white.

4) See what other objects on your table will reflect light like the mirror
“The art of teaching is the art of awakening the natural curiosity of young minds.”
- Anatole France
PROGRAM COMPLETION

*International License*
Exempt from Praxis tests. (May take if they want to)
Complete all graduation requirements
Complete successful ST in their home country.

* Licensing in US *
Teacher education majors who have been formally admitted into the School of Education must submit two portfolios; The Professional Outcomes Portfolio and an Employment Portfolio. In addition, to be recommended by the School of Education for licensure to the Hawaii Teacher Standards Board as a program completer, the following requirements must be met:

There are three parts to this step:
A) GRADUATE:
   - Pass all classes
   - Finish Professional Folders, etc.
   - Takes PRAXIS I & II

B) PASS all PRAXIS I & II:
   - Must Do Both A & B = Full Program Licensing complete
   - Notice to Teacher Candidates from Marilee will be sent once all requirements are met.

C) Teacher Candidates must apply to the Hawaii Teacher Standards Board for a Hawaii license once the above have been met
PROGRAM COMPETENCY REQUIREMENTS

Demonstrates the Content Knowledge Requirement as Evidenced by:
- Completion of all general education and religion credits required by the University for the awarding of a baccalaureate degree.
- Completion of all major course requirements with a C- or higher and maintaining a cumulative grade point average of 2.0 or higher.
- Demonstrating the content competence consistent with the Hawaii Teacher Standards Boards’ Standard IV: Content Knowledge, meaning the effective teacher understands the central concepts, tools of inquiry, and structures of the discipline(s). He or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- Completion of the Educational Testing Service’s Praxis I tests in Reading, Writing and Mathematics with scores that meet the requirements set by the Hawaii Teacher Standards Board
- Completion of the Educational Testing Service’s Praxis II content area test(s) with scores that meet the requirements set by the Hawaii Teacher Standards Board for the teacher candidate’s major

Demonstrates the Pedagogical Skills Requirement as Evidenced by the:
- Completion of Observation/Practicum and Student Teaching having successfully demonstrated command of skills consistent with the Hawaii Teacher Standards Board.
- Completion of the Educational Testing Service’s Praxis II Principles of Learning and Teaching test with scores that meet the requirements set by the Hawaii Teacher Standards Board for the teacher candidate’s major

Demonstrates the Professional Dispositions Requirement as Evidenced by the:
- Successful meeting of the standard for each of the professional dispositions as defined by the School of Education on its Professional Dispositions Assessment form
- “Pass” grade on the Observation/Practicum and Student Teaching final reports.
TEACHER LICENSI NG IN THE STATE OF HAWAI I

The Hawaii Teacher Standards Board (HTSB) was established in 1995 to make the teaching profession self-governing and accountable for who becomes and remains licensed to teach in Hawaii’s public schools. Effective July 1, 2002, no person shall serve in a Hawaii public school as a teacher without a license or special permit issued by the Hawaii Teacher Standards Board (HTSB) (Section 302A-602 and Section 302A-801 through 302A-810, HRS).

Teacher licensing ensures that education professionals possess the appropriate competencies (content knowledge, pedagogical skills, and professional dispositions) for meeting the performance standards established by the Hawaii Teacher Standards Board. The Board is autonomous and responsible for setting the licensing standards for the teaching profession in Hawaii as well as for issuing, renewing, revoking, suspending and reinstating teacher licenses.

The Board will issue licenses valid for a five-year period and these licenses must be renewed according to procedures set by the Board. Failure to renew one’s license results in the individual being ineligible for hire or rehire by the Department of Education.

The following information is taken from the Board’s web site and is intended only to provide a “general” overview of what is required for the licensing application. It is the responsibility of each applicant to obtain current information regarding the application process for obtaining a license by visiting the Board’s web site at <www.htsb.org>.

PERSONAL INFORMATION. The Social Security Number (SSN) is required by the Federal Privacy Act and Hawaii Revised Statutes and is used primarily for the registration and maintenance of the records of all persons who meet qualifications for the Hawaii license. It is routinely used for the (1) evaluation, registration, and maintenance of licensure records; (2) identification and collection of criminal/disciplinary records of applicants for licensure and licensed teachers, and (3) confirmation of licensure status of queries from authorized personnel/agencies.

DISCLOSURE is MANDATORY. Your APPLICATION WILL NOT BE PROCESSED without it. Indicate your present mailing address, etc. Important: You are responsible for making any changes in name, mail or e-mail addresses, or telephone numbers since these are the only means to contact you if the need arises. Note: Reporting ethnic status is optional; data is used for statistical purposes only.

PROFESSIONAL FITNESS. You are required to disclose all criminal convictions (misdemeanors and felonies), including convictions based on a plea of “no lo contendere” or “no contest”. For the purpose of this application, DUI/DWIs must be reported. You do not need to report: 1) Arrests not followed by convictions. 2) Convictions which were annulled or expunged.

WARNING: Failure to disclose information or providing false or deceitful answers could lead to denial of your application, adverse action on the license, and/or criminal prosecution.
PRAXIS RECORD. Official score reports from Educational Testing Service (ETS) are required. All scores should be sent to BYUH.

FEES. The nonrefundable processing fee is pending. For now the processing fees will NOT be collected. The entire license fee ($48 per year for each year of the five year license validity period for a total of $240) will be collected when you are to be issued the license. You will be notified that the payment is due when the evaluation of your application has been completed. Do not send payment until notified. Others must pay by personal check, cashier’s check, or money order payable to HAWAII TEACHER STANDARDS BOARD (http://www.htsb.org).

Hawaii Teacher Standards Board
650 Iwilei Road #201
Honolulu, Hawaii 96817
Tel: (808) 586-2600
http://www.htsb.org
EMPLOYMENT

If you meet the requirements for teaching and have a strong desire to nurture and develop students to become contributing members of an educated society, the Department of Education in each state or country encourages you to apply for teaching or specialist positions.

For example, to apply for employment, obtain an application packet from the Teacher Recruitment Section as indicated below:

State of Hawaii, Department of Education
Teacher Recruitment Section
Post Office Box 2360
Honolulu, Hawaii 96804-2360

Department’s web site: http://doe.k12.hi.us and go to "Job Opportunities"

The packet contains the Application for Professional Employment. Instructions for completing the form are also included. Once the Office of Human Resources receives the application and all documents, arrangements will be made for a personnel interview with an authorized Department representative.

If you qualify and successfully complete the application process, your name enters the Department’s teacher hiring pool. The Personnel Office refers a list of eligible applicants to each vacancy for employment consideration and selection. The school principal and/or designated representative(s) will interview and consider referred candidates and make a final selection for the vacancy. This process permits selection of the best qualified candidate for each teaching assignment.

Qualified applicants from the teacher applicant pool will be referred by matching the requirements of the vacancy with each candidate’s comparative strengths based on the Department’s assessments of application information, including academic preparation, teaching experience, personal interview results, PRAXIS results, college transcripts, geographical and grade level placement preferences, and other sources of information. Depending on the hiring demands for your teaching specialty, you may be referred to many school interviews before being selected for employment from the teacher applicant pool.

Students wishing to seek licensing in other states should have already contacted the teaching licensing office in that state.

International students already should similarly have contacted the government office in charge of teacher license or registration to identify requirements necessary for employment.
OBTAINING AN OFFICIAL TRANSCRIPT

Obtaining an official transcript is the teacher candidate’s responsibility. Only the person whose name is on the transcript may request a transcript. Your transcript is yours and only you can request transcripts. It is your responsibility to provide transcripts to institutions, agencies, and school districts where you are seeking employment.

Upon completion of your state approved teacher education program, the Academic Advisor will notify you, via email that your transcript will be complete with the appropriate designation. You will then need to submit an official transcript as a part of your employment requirements. Most, if not all, states will also require an official transcript. It is important to make sure your transcript contains the appropriate statements that indicate you have completed a state approved teacher education program. The process normally takes at least two weeks after your graduation (or last enrollment period in which you complete all program requirements) to submit the appropriate forms from the School of Education to the Registrar’s Office.

Once the Registrar’s Office has received the paperwork from the School of Education, from the time of your request for a transcript, it normally takes about 48 hours for the transcript to be prepared and processed for mailing (or pick-up). Remember, if you plan on picking up the copy, in order to be an “official” transcript, it must be delivered to the party you will give it to in a sealed envelope. Otherwise, if the Registrar’s Office mails it directly to the recipient, there is no question. If the Registrar’s Office is to mail the transcript, be sure you verify the correctness of the address and make sure the information is clearly written for the Registrar’s Office.

Current university guidelines allow your first transcript request to be free. All requests after that are $2 each per transcript requested. Written requests for transcripts can be sent to:

Registrar’s Office
BYUH #1974
55-220 Kulanui Street
Laie, HI 96762

If you need to speak to someone in the Registrar’s Office, they can be reached at (808) 675-3746 or (808) 675-3732. The fax number for the Registrar’s Office is (808) 675-3745. You can also check the latest information by visiting the university’s “Transcripts” web page.
Forms

“The art of teaching is the art of awakening the natural curiosity of young minds.”
- Anatole France
# FORMS FOR THE SCHOOL OF EDUCATION

The following are the forms currently used by the BYUH School of Education. The link is noted for your use and reference:

<table>
<thead>
<tr>
<th>Form Title</th>
<th>Who Completes</th>
<th>Link Access</th>
<th>Due</th>
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<tbody>
<tr>
<td>Attendance Card</td>
<td>Cooperating Teacher (CT)</td>
<td></td>
<td>End of semester</td>
</tr>
<tr>
<td>Lesson Plan Template</td>
<td></td>
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<tr>
<td>Snapshot for Teacher Candidate</td>
<td>Teacher Candidate (TC)</td>
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<td>Week before the end of semester</td>
</tr>
<tr>
<td>Snapshot for Cooperating Teacher</td>
<td>CT</td>
<td></td>
<td>Week before the end of semester</td>
</tr>
<tr>
<td>Observation Form</td>
<td>CT</td>
<td></td>
<td>As completed</td>
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<tr>
<td>Reflection Assessment Report</td>
<td>TC</td>
<td></td>
<td>48 hours after a formal observation</td>
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<tr>
<td>491 O &amp; P Phase 1 Summative Report</td>
<td>-CT does one</td>
<td></td>
<td>Week before the end of semester</td>
</tr>
<tr>
<td></td>
<td>-Adjunct does one</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checklist of Expectations for the Observation and Practicum</td>
<td>CT</td>
<td></td>
<td>Week before the end of semester</td>
</tr>
<tr>
<td>Parent’s Permission to Videotape</td>
<td>Parent</td>
<td></td>
<td>As soon as possible</td>
</tr>
<tr>
<td>Final Student Teaching Evaluation</td>
<td>TC and CT</td>
<td></td>
<td>F2014:12/10/14 W2015:5/27/15</td>
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<tr>
<td>Checklist of Expectations for the Student Teacher</td>
<td>CT</td>
<td></td>
<td>F2014:12/10/14 W2015:5/27/15</td>
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<td>Professional Outcome Portfolio</td>
<td>CT</td>
<td></td>
<td>F2014:12/3/14 W2015:5/20/15</td>
</tr>
<tr>
<td>Graduate Exit Survey</td>
<td>TC</td>
<td></td>
<td>At time of Exit Interview</td>
</tr>
<tr>
<td>University Supervisor’s Report of Student Teaching</td>
<td>Faculty Supervisor</td>
<td></td>
<td>Upon completion of 492</td>
</tr>
</tbody>
</table>
EMERGENCY PROCEDURES GUIDE

The Department of Education (DOE) in the state of Hawaii has the responsibility of ensuring the safety of all of their employees, students, and guests. To this end, the DOE has prepared an extensive guideline for emergency procedures which is available at each public school in the state. As a guest in the school, all Teacher Candidates should be responsible to familiarize themselves with the emergency procedures.

The Department’s Emergency Procedures Guide is the result of cooperative efforts of the:

- Delaware Emergency Management Agency
- Superintendent’s Office
- Safe and Drug Free Schools and Communities Program
- Reprographic Section
- Safety and Security Services Section

Use of the Guide

A copy of this guide should be placed near exits and be clearly visible in every classroom, gym, cafeteria, office and other occupied locations. Since this guide contains general recommended emergency response procedures, each school or district should refer to its site-specific crisis management plan, the “Emergency Preparedness Handbook” (Business Office Handbook, Volume VI), and the “Safety and Accident Prevention Program/Policy and Safety Index” (Business Office Handbook, Volume VII) for detailed information.

Remember, actual emergency responses must address the uniqueness of each situation.

At a minimum, this guide should be reviewed with staff during safety training before the start of each school year. This guide should also be reviewed with substitute teachers and volunteers prior to school duty assignments.

Administrators must review this guide and insert school specific information prior to use. This information must be updated as needed.

For information on the use of this guide, contact the Safety and Security Services Section at 586-3457 or safety@k12.hi.us.