

PROFESSIONAL YEAR HANDBOOK



BRIGHAM YOUNG UNIVERSITY - HAWAII
School of education

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Welcome and Introduction to School of Education

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

-Gordon B. Hinckley

Conference Report, Oct. 1965, 52

Professional Year Handbook Acceptance

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#

Full Signature

Date Signed

E Komo Mai !!

SCHOOL 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 you 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 700 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 their supportive attitudes and dedication, the placement of our students in public school classrooms would be impossible. We thank them!

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!

John Bailey, PhD
Chair, Department of Education

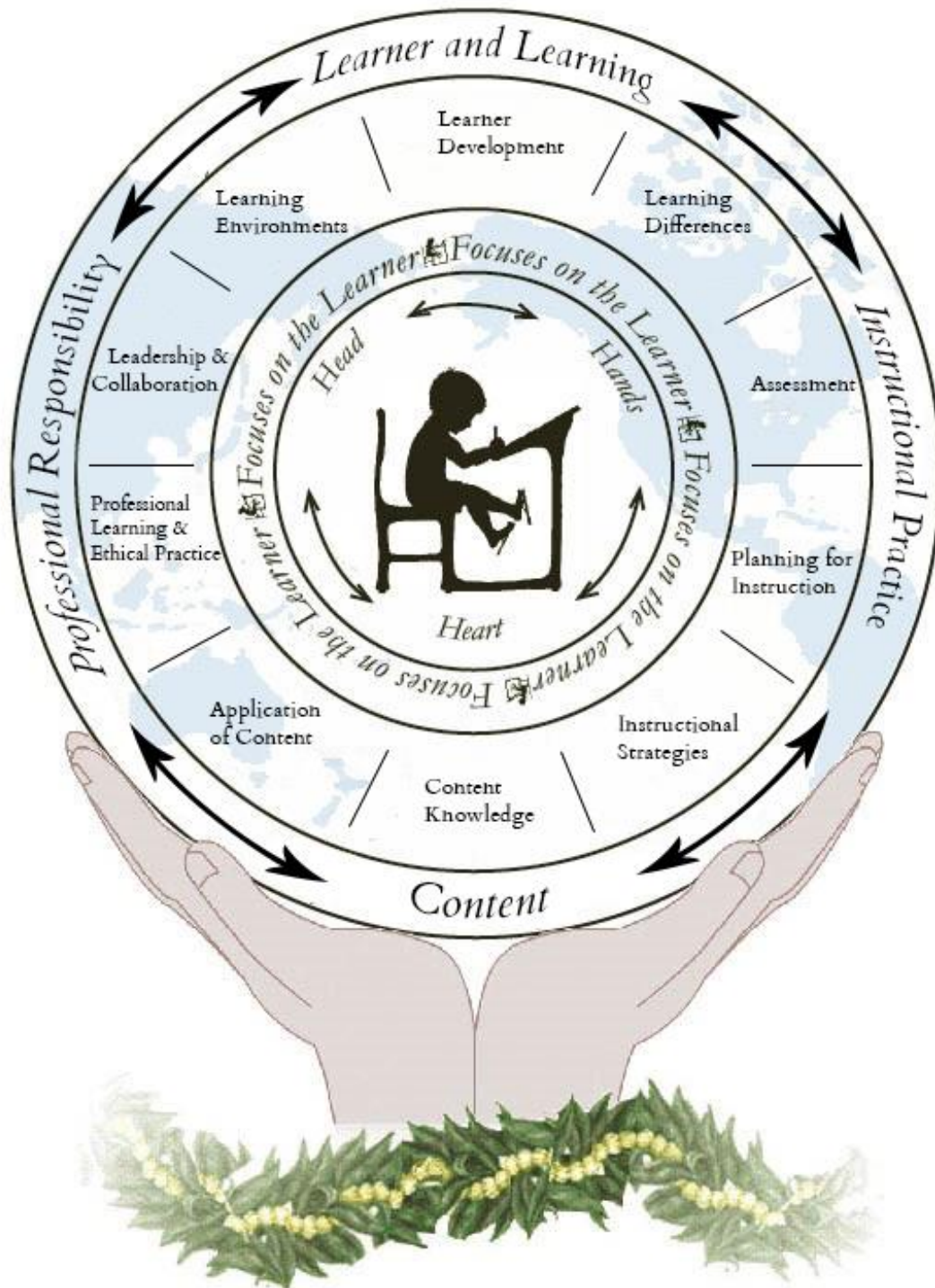
BRIGHAM YOUNG UNIVERSITY HAWAII #1954 · 55-220 KULANUI STREET · LAIE, HI 96762-1294
(808) 675-3458 / FAX (808) 675-3366 · URL: <http://soe.byuh.edu>

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.

Teacher Standards Framework



BYUH 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*.

The Professional Year

The Professional Year begins with 491 Observation and Practicum (O&P) and follows the BYUH calendar. During this period, the Teacher Candidate (TC) will report to their school placement twice a week. Elementary Education students will be there all day Mondays and half day on Wednesdays. Secondary Education students will report to their school placement half days on Tuesdays and Thursdays. The TC should report to their Cooperating Teacher's (CT) classroom for twenty-two sessions during this semester. Table 1 gives the guidelines for O&P requirements.

O&P provides the teacher candidate time to observe their Cooperating Teacher modeling various instructional strategies, curriculum, interventions and assessment techniques. In turn, the TC will use some of the teaching models they have learned and will complete four (4) formal observations by their CT, 2 formal observations by BYUH Faculty and 2 by Adjunct Faculty. The feedback provided and reflective practices on the part of the TC will prepare him/her for the rigorous Student Teaching (492) semester that will follow.

Student Teaching (492) usually begins immediately following the 491 semester and follows the public school's calendar for a period of one semester and one block which is twenty (20) weeks. During this period, the TC reports to their school every day for the entire school day as determined by their school's calendar.

Student teaching for US Licensing students is only to be completed on Oahu.

Table 2 presents the model for the first 6 weeks of the student teaching 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 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 working purposefully to become a stronger teacher.

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 TC should teach often during this time period. 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, and 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.

Table 1: Teaching Requirements (491)

O & P 491		
<p>Weeks 1-5</p> <p>1 CT Observation 1 Adjunct Observation</p>	<p>Weeks 6-11</p> <p>2 CT Observations 1 BYUH Faculty Observation 1 Adjunct Observation</p>	<p>Weeks 12-14</p> <p>1 CT Observation 1 BYUH Faculty Observation CT completes the O&P Final Report form. BYUH Faculty member completes the O&P Final Report</p>
<p><u>Requirements</u></p> <ul style="list-style-type: none"> • 4 Cooperating Teacher Observations • 2 BYUH Faculty Observations- 2nd and 4th • 2 Adjunct Observations- 1st and 3rd • Student O&P Binder 		
<p><u>Forms</u></p> <ul style="list-style-type: none"> • 8- O&P Observation Forms & Reflections • Checklist of Expectation for O&P • Teacher Candidate Snapshot • CT's Snapshot • O&P Final Reports • Attendance Card if completing program off island 		

Table 2: Teaching Requirements (491)

Student Teaching (492)		
<p><u>First 6 weeks</u> Week 1 begin teaching a subject or class Weeks 2-3 pick-up another subject or class. Week 4-6 Carry at least 3 subjects or classes. 2- CT observations 2- BYUH Fac. Obs. Scheduled 1- Adjunct observations Scheduled</p>	<p><u>Next 8 weeks</u> By about 7 weeks in the Student Teacher should be carrying full load (Elementary=all but 1 subject. Secondary= all but 1 class period.) 3-CT obs. 1-BYUH Fac. 2- Adjunct Observations</p>	<p><u>Last 6 weeks- Feb. 29-April 14, 2017</u> 3- CT observation 1-BYUH Fac. Obs. 1- Adjunct obs. Last two weeks class begins transitions back to the CT</p>
<p><u>Requirements</u></p> <ul style="list-style-type: none"> • 4 Cooperating Teacher Observations • 4 Adjunct Observations • 4 BYUH Faculty Observations • Action Research Project • Professional Outcomes Portfolio • Student Binder (Student Teaching) • Checklist of Expectations for the Student Teacher • Final Student Teaching Evaluation • Resource File • Graduate Exit Interview • Attendance Card • During the second half of Student Teaching the CT and TC should also discuss and arrange for the TC to visit and observe at least three other teachers <p><u>Forms</u></p> <ul style="list-style-type: none"> • 12 Observation Forms (8 Reflections required- 4 BYUH Faculty Observations and 4 Adjunct Observations) • Midterm Student Teaching Report- January 22nd 		

There are three possible results for the 492 class. These are described below in Table 3.

Table 3: Final Student Teaching Requirements (492)

Final Student Teaching Requirements (492)		
Full Program Completion	Extended T Grade	Degree only
<p>Field Requirements:</p> <p>All field paper work is completed and submitted</p> <p><i>All observations + reflections + associated lesson plans</i></p> <p><i>Roll cards</i></p> <p><i>Weekly plan book submitted</i></p> <p><i>Mid/Final reports</i></p> <p>ST Binder submitted</p> <p>Professional Outcomes Portfolio</p> <p>Dispositions met</p> <p>Related Data:</p> <p>Teaching Standards folder submitted and passed</p> <p>Resource file signed off</p> <p>Graduate Exit survey and interview completed</p> <p>Action Research completed and presented.</p> <p>All Praxis tests completed and passing scores submitted.</p>	<p>Any item not completed from the field requirements portion.</p> <p>Praxis scores not passed and submitted.</p> <p>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.</p>	<p>Student Teaching requirements not complete. Letter of intent to graduate non-licensing submitted. In this case the student will be switched to the 399R field experience number and will be graduated and no Hawaii teaching license is awarded.</p>

Generally, an extension (T grade) will only be considered for the completion of the Teacher Standards portfolio. Teacher Candidates not finishing all requirements will need to apply in writing for either a “T” grade or the degree only path. 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 degree only 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.

HTSB Code of Ethics of the Education Profession

The Hawaii Teacher Standards Board Code of Ethics supports the vision, core values, and mission of the board in fostering professional standards for teachers, not only with regard to academic rigor, but to include the highest ethical standards of professional conduct which foster commitment to students, the profession, and the community. This code is intended to advance the teaching profession, to guide the professional behavior of P-12 educators in the State of Hawaii, and to form the basis for disciplinary action taken by the Board, as authorized in Hawaii Revised Statutes §302A-807. The full document may be accessed at the following link. <http://www.htsb.org/standards/code-of-ethics/>

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.

School of Education

WWW Home Page: <http://soe.byuh.edu>

Office: 675-3885

Fax: 675-3988

ADMINISTRATIVE STAFF

Dr. John Bailey

Chair, School of Education

Email: baileyj@byuh.edu

Office: 675-3458

Cell: 256-2975

Jolene Kanahale

Administrative Assistant

Email: jolene.kanahale@byuh.edu

Office: 675-3886

Marilee Ching

Academic Advisor

chingm@byuh.edu

Office: 675-3891

Joselyn Akana

Academic Advisor

joselyn.akana@byuh.edu

Office: 675-3274

Cynthia Chun

Field Services Coordinator

cynthia.chun@byuh.edu

Office – 675-3684

Peggy Hirata

Teacher Clearance Auditor

tcc@byuh.edu

Office: 675-3885

FACULTY

<p>Dr. John Bailey baileyj@byuh.edu Office: 675-3458 Cell: 256-2975</p>	<p>Dr. Carol Bennett carol.bennett@byuh.edu Office: 675-3895 Cell: 828-273-0130</p>	<p>Dr. Barbara Hong bsh15@byuh.edu Office: 675-3887 Cell: 814-441-7200</p>	<p>Dr. Kurt Johnson kurt.johnson@byuh.edu Office: 675-3680 Cell: 779-0825</p>
<p>Dr. Karen Latham lkaren@byuh.edu Office: 675-3362</p>	<p>Dr. Eric Rackley eric.rackley@byuh.edu Office: 675-3889 Cell: 954-5243</p>	<p>Dr. Jonathan Shute jon.shute@byuh.edu Office: 675-3823 Cell: 371-4661:</p>	<p>Dr. Ammon Wilcken ammon.wilcken@byuh.edu Office: 675-3685 Cell: 808-499-5412</p>

ADJUNCT FACULTY

<u>Name</u>	<u>Degrees</u>	<u>Yrs. Of K-12 Experience</u>	<u>Yrs. Of Admin. Experience</u>
Eric Chang	M. Ed. Couns. & Guid.	28	23
Cynthia Chun	<ul style="list-style-type: none"> • B. Sec. Ed. Social Studies • Professional Degree • M. Ed. Admin. 	32	23
Carolyn Gyuran			
Peggy Hirata			
Ruth Holmberg	<ul style="list-style-type: none"> • B.A English • M. A. Psych. 	30	13
Daisy Ishihara	<ul style="list-style-type: none"> • B. Ed. Elementary Ed. • Professional Degree 	37	0
John Jacques	<ul style="list-style-type: none"> • B. Ed. Sec. Science 	33	14
Shari Lee-Huntoon	<ul style="list-style-type: none"> • B. Ed. Sec. Ed. English • M. Ed. Psych. 	34	0
Mary Reilley	<ul style="list-style-type: none"> • B. Sec. Ed. Language Arts • M. Ed. Curriculum and Instruction 		0
Lynn Shinsato			0
August Suehiro			
Gordon Tokushige			

Teacher Placement

Teacher candidates are placed locally or internationally with Cooperating Teachers who (1) are recommended by their principals as exemplary teachers and 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.

For those seeking a Hawaii state license, placements can only be completed here on Oahu.

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 O&P. 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, then may begin Student Teaching prior to the start of the BYUH semester.

Responsibilities of University Supervisors

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. Creates the agenda for faculty with regard to field services.

University Faculty

1. Works with the Coordinator of Field Services in the placement of teacher candidates.
2. Plans and conducts an orientation seminar for teacher candidates and Cooperating Teachers.
3. Plans and conducts seminars and other professional meetings for the teacher candidates throughout the field experience.
4. Coordinates with the Coordinator of Field Services regarding any problems that occur during the experience.
5. Are a resource to assist and mentor teacher candidates in planning appropriate learning experiences for their students.
6. Maintains close communication and meets with the Cooperating Teachers and teacher candidates.
7. Counsels the teacher candidates concerning professional matters and help them maintain a professional attitude toward teaching and the school community.
8. Are advocates for the teacher candidate.
9. Observes teacher candidates formally at least 2 times during O&P and at least 4 times during student teaching.
10. Identifies areas of strengths and areas of weaknesses exhibited by the teacher candidate.
11. Conducts exit interviews with the teacher candidates.
12. Are responsible for the course grade and final recommendation for teacher licensing made to the Hawaii Teacher Standards Board.
13. Meets with and supports Adjunct Field Supervisors as needed and address issues raised.

Adjunct Field Supervisors

1. Brings to the attention of the Director of Field Services, assigned School of Education faculty and the university program chair any concerns and/or problems that occur during the field experience.
2. Act as a resource assisting and mentoring teacher candidates in planning appropriate learning experiences for their students.
3. Counsels the teacher candidates concerning professional matters and help them maintain a professional attitude toward teaching and the school community.
4. Advocates for the teacher candidate.
5. Observes teacher candidates in announced visits as assigned.
6. Identifies 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 teacher candidate 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.
4. Alert the teacher candidate, the designated University Field Supervisor, and the principal as soon as concerns, problems, and/or emergencies arise.
5. 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.
6. 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.
7. Remains with the TC at all times during the Observation & Practicum (O&P) phase of the Professional Year. 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.
8. Is the teacher of record and has legal responsibility for the students. The TC has no legal responsibility.
9. Should not leave the student teacher alone with the students while doing other projects.
10. As appropriate joins with the TC in team teaching and small group instruction.

11. Ensures that when the CT is not on campus, the school has a legal 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 provide feedback regarding the teacher candidate's performance on a frequent and continual basis, both formal and informal observations.
8. Complete 4 formal observations during O&P and 4 formal observations during student teaching.
9. Prior to offering advice, encourage the teacher candidate to reflect about his/her planning, classroom practices, and decision-making.
10. Allow time for conferences with the teacher candidate and University Field Supervisors throughout the student teaching experience.
11. 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.
12. 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

As a TC, you will most likely approach this field experience with some anxiety but also excitement. This 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. 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 preparation, presentations, classroom management, etc., indicates that you recognize a specific area in which you feel you can improve and thus you will, 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, especially during seminar.

Teachers must always remember that the children they are serving are their primary concern and the 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.

The contract that you will sign with the

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. You 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 their 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.
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 (above BYU-H dress standard). <https://honorcode.byuh.edu/content/dressing-grooming>
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. Always 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 outlined in Tables 1 and 2.
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 advocating your religious or political views upon your students. Exhibit a broad-minded, tolerant attitude toward other groups and individuals. Remember the appropriate distinction between Church and State.
9. Maintain active association with the Hawaii State Teachers Association. Membership benefits include the protection of professional liability insurance and is required in order to be placed in both Observation & Practicum and Student Teaching.

Responsibilities to the School/Community

1. Before beginning their professional year, 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.
2. 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 at least 7:45 a.m. to 2:45 p.m. 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. Any days/hours missed during O&P must be made up.

- ***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 and legal protection.

- ***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 Student Teaching.*** For absences beyond 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 to 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 instructional planning. Teacher candidates will be required to log their lesson, standards, outcomes, and page numbers in a weekly plan book and file appropriate 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 formal 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 jeopardize your student teaching completion.

Lesson plans must be sent to the faculty and adjunct supervisor at least one day before a formal observation. This allows the observer to assess the first section of the observation form in advance.

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.

Student Teachers complete eight reflections; four from BYUH Faculty and four from adjunct faculty.

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 the 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.
- Another observation may not be scheduled until the previous reflection has been approved.

Reflection Assessment Report:

After each teaching observation, you will reflect on your instruction using the form which can be accessed below:

[Reflection Form](#)

Written Communication:

Your reflection should also include attention to the clarity of your writing and presentation of your 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.

Analysis of Teaching Practice

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

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*.

Set Format:

1. Title
2. Table of Contents
3. Philosophy of Education
4. Standards

Presentation Format Suggestions:

- Contents of portfolio should include a Table of Contents and dividers indicating the standard for each section. (If a paper copy is turned in)
- Philosophy should be placed at the front of the portfolio.
- Each artifact needs to be connected to a standard and indicator.
- Each artifact needs a description of the artifact and how it was used to meet the standard.
- The Professional Outcomes Portfolio is the culmination of your Professional Year and the final product should look “professional.”

- ***Employment Portfolio***

A separate Employment Portfolio should be developed for purposes of job applications and interviews. This is not required for graduation but has been very useful for previous graduates.

The portfolio should 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) and 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 (O&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

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)

To this end the standard for TC’s is that clothing should be **Professional, Modest and Functional**. If questions arise please ask for clarification. The dress standards in the BYUH Code of Honor can be found through this link: <https://honorcode.byuh.edu/content/dressing-grooming>

The HTSB Standards

The Hawaii Teacher Standards Board has chosen to adopt the InTASC standards which were offered by the Council of Chief State School Officers (CCSSO) through its Interstate Teacher Assessment and Support Consortium (In TASC). These standards 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. Details may be accessed at: <http://www.htsb.org/standards/teacher/>

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 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.

Lesson plans during O&P should be detailed and complete. As approved by the CT and supervisor, lesson plans in student teaching may be somewhat simplified in regard to length but not key details. Some elements of the template may not be present in every lesson taught during student teaching (e.g. summative assessment)

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.

Blooms Taxonomy: For Use in Lesson Plan Outcomes

<i>Evaluation</i>	Appraise, choose, compare, conclude, decide, defend, evaluate, give your opinion, judge, justify, prioritize, rank, rate, select, support, value
<i>Synthesis</i>	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
<i>Analysis</i>	Analyze, categorize, classify, compare, contrast, debate, deduct, determine the factors, diagnose, diagram, differentiate, dissect, distinguish, examine, infer, specify
<i>Application</i>	Apply, compute, conclude, construct, demonstrate, determine, draw, find out, give an example, illustrate, make, operate, show, solve, state a rule or principle, use
<i>Comprehension & Knowledge</i>	Do not use in lesson outcomes Convert, describe, explain, interpret, paraphrase, restate, retell, rewrite, summarize, translate Define, identify, label, list, locate, match, name, recall, spell, state, tell, underline



Lesson Plan Template
Brigham Young University-Hawaii School of Education

<p>Teacher:</p> <ul style="list-style-type: none"> This is you! 	<p>Grade Level & Content Area: Grade and Subject</p>
<p>Lesson Title:</p> <ul style="list-style-type: none"> The title should clearly and accurately describe the topic or essence of your lesson. A reader should be able to see your lesson title and know exactly what you are focusing on. 	
<p>Materials:</p> <ul style="list-style-type: none"> Identify types and numbers of materials needed to teach this lesson. List your sources including titles and page numbers. 	
<p>Common Core State Standards and/or Content Standards and GLO's:</p> <ul style="list-style-type: none"> Identify 1-2 standard topics. Copy them in their entirety and include the reference numbers. The standard(s) should match the grade level of the class you are teaching. 	
<p>Lesson Outcomes:</p> <ul style="list-style-type: none"> Your outcome(s) is(are) <i>clear, specific, and measurable</i>. Match this template as you construct your outcomes: "Learners" + Bloom verb (do what) + noun/objective + specifics (how well) E.g. <ol style="list-style-type: none"> Learners defend a theme from a chapter in Sandra Cisneros's novel, <i>The House on Mango Street</i>, using at least three references to the novel. Learners analyze how Cisneros develops one theme over the course of the chapter, drawing upon textual evidence to support the analysis. 	
<p>Background:</p> <ol style="list-style-type: none"> Learners: Briefly 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. Lesson Justification: Briefly justify <i>what</i> you will teach, or why this is appropriate content for your learners. Methods Justification: Briefly justify <i>how</i> you will teach, or why the instructional practices and approaches that you will use are appropriate for your learners. 	
<p>Anticipatory Set:</p> <ol style="list-style-type: none"> What activity will you use to creatively and participatively get learners engaged with the lesson and activate learners' prior knowledge? What advance organizer/framework will you use to organize the lesson? What pre-assessment activity and action will you use to assess learners' prior knowledge? 	

Instructional Sequence: List the instructional activities and events that will make up your lesson

Use headings appropriate to the instructional model that you are using, e.g., lecture, cooperative learning, discussion etc. Detail your instructional sequence of events under these headings.

- Teach an idea, skill, attitude etc.
- Formatively assess (check for understanding),
- Act – move on, or reteach using another strategy (differentiate) for individuals who have not learned. Specify what action you will take i.e. differentiate, UDL, RTI

Repeat this process until you complete your lesson.

You may use “say” and “do” language if that helps you clarify your instruction.

Closure:

- Wrap up the lesson using a short, creative, participative, and comprehensive activity. Students should be doing the intellectual work here.

Summative Assessment:

- Include your summative assessment with the accompanying rubric(s), answer key and marking guide that match the lesson outcome(s). Include or attach the assessment to this lesson plan

IEP Adaptations:

- Based on learners’ IEPs or 504 criteria, identify specifically what you will do to adapt to their special needs. It should look like this:
Students’ Initials: Adaptations that you will make in your instruction.

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. Your post-lesson reflection should address these questions.

Program Completion

Licensing in US

Teacher education majors who have been formally admitted into the School of Education must submit one portfolio (**See Appendix C and Professional Outcomes Portfolio form and Appendix D**) documenting the following in order to be recommended by the School of Education for licensure to the Hawaii Teacher Standards Board as a *program completer requirement*:

There are two parts to this step:

A) GRADUATE:

- Pass all classes
- Finish Professional Folders, etc.
- Takes PRAXIS I & II

B) PASS PRAXIS I & II:

- Must Do Both A & B = Full Program Licensing complete
- Letter from Marilee

International Program

Exempt from Praxis tests. (May take if desired)

Complete all graduation requirements

Complete successful ST in their home country.

Program Completer 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 2.75 or higher.
- Demonstrating the content competence consistent with the Hawaii Teacher Standards Board's 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, or have graduated with a bachelor's degree.
- 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.

Demonstrates the HTSB Standard III Requirement of the Learning Environments as Evidenced by the:

- Documentation of collaboration with parents and school community members
- Documentation of efforts to seek opportunities to build strong partnerships with parents and community members
- Documentation of support of activities and programs which encourage parents to participate actively in school-related organizations and activities
- Documentation of efforts to establish open and active lines of communication with parents
- Documentation of utilization of community resources to enhance student
- Documentation of opportunities that enhanced professional growth by collaborating with university teacher education faculty

Teacher Licensing in the State of Hawaii

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 best source for information on teacher licensing is the HTSB itself. The link below will provide the information you need.

<http://www.htsb.org/>

Hawaii Teacher Standards Board
650 Iwilei Road #201
Honolulu, Hawaii 96817
Tel: (808) 586-2600

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. 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.

You must request your transcript from the National Student Clearinghouse at www.getmytranscript.org. The cost begins at \$7.25.

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.

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: [BYUH School of Education Forms](#)

Form Title	Who Completes	Due
Attendance Card	Cooperating Teacher (CT)	End of semester
Snapshot for Teacher Candidate	Teacher Candidate (TC)	Week before the end of semester
Snapshot for Cooperating Teacher	CT	Week before the end of semester
Observation Form	CT	As completed
Reflection Assessment Report	TC	48 hours after a formal observation
491 O & P Phase 1 Summative Report	-CT does one -Adjunct does one	Week before the end of semester
Checklist of Expectations for the Observation and Practicum	CT	Week before the end of semester
Student Publication/Audio/Video Release Form	Parent	As soon as possible
491 O&P Final Report	CT	End of O&P Semester
Midterm Student Teaching Report	CT	9-10 th week of Student Teaching (492)
Final Student Teaching Evaluation	TC and CT	End of Semester
Checklist of Expectations for the Student Teacher	CT	End of Semester
Resource File	TC and Faculty	End of Semester
Professional Outcome Portfolio	CT	End of Semester
Graduate Exit Survey	TC	At time of Exit Interview
University Supervisor's Report of Student Teaching	Faculty Supervisor	Upon completion of 492
Teacher Candidate Contract with School	Principal and TC	Before beginning the practicum

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.