

Supervisor Handbook

Part I: The College of Education & Human Services

Welcome to the College of Education and Human Services! Serving as a supervisor for a teacher candidate makes you part of a rich tradition of teacher preparation at Seton Hall University. The College mission statement fully describes that tradition:

The College of Education and Human Services fulfills the mission of Seton Hall by preparing candidates for careers in the helping professions. The spirit of St. Elizabeth Ann Seton, noted for work with children and education, is manifest in each department. The various curricula develop the knowledge, skills, competencies and moral and ethical values necessary for outstanding performance in teaching, educational leadership, professional psychology and family therapy.

Students are prepared to serve a diverse range of clients of varying ages, ethnic, racial, cultural, religious, and social backgrounds, lifestyles, and abilities. The College enables its candidates to work with individuals, families, and groups in a variety of settings including public and private schools from preschool to higher education, hospitals, clinics, mental health agencies, social agencies, counseling centers, correctional facilities, and the private practice of psychology and marriage and family therapy.

Each program is committed to developing collaborative relationships and cooperative efforts with schools, agencies, and institutions so that its efforts remain linked to the world of practice and research, and meet the needs of communities.

This mission statement provides the foundation for our daily practice and *vision of what we would like candidates to know and be able to do* when they graduate from the College of Education and Human Services. Supervisors, along with university faculty and cooperating teachers, work collaboratively to support this vision.

We strive to develop competent, socially conscious, reflective professionals.

Competence: Teachers considered competent within this vision are those who possess knowledge for themselves and also understand how to convey that knowledge to others. Knowledge alone, without the ability to effectively share it, is not enough to teach others.

Social Consciousness: Practicing good stewardship, through a willingness to learn about difference, modeling respect for others, and varying educational approaches to support diverse individuals, is the foundation for the formation of socially conscious candidates and students. Connection and collaboration with colleagues and the community enhance social consciousness.

Reflection: Reflection is a tool to enhance learning, teaching, and leadership. It creates an imbalance or doubt in thinking, which creates opportunities for growth. Candidates

who model introspection and self-awareness support environments where students also develop reflective skills about their own learning.

II. Linking Field Experiences and Our Vision Statement:

The interconnection between developmentally structured course work and field experiences support the growth of the qualities in our vision statement: competence, social consciousness, and reflection. Teacher preparation, at Seton Hall, is viewed as a developmental process with each course and field experience adding new knowledge as well as reinforcing previous learning. **Candidates are not expected to be fully competent, socially conscious and reflective at the start of their field experience, but rather poised to continue their work toward that vision.** The supervisors, working closely with the cooperating teacher, helps the candidate on that path by providing constructive feedback, modeling, sharing effective strategies, and offering challenges through mutual goal setting.

The College of Education and Human Services recognizes that a candidate's dispositional qualities play an important role in their development as teachers. The Professional Code for Candidates listed below has been adopted by the Department of Educational Studies. The essential skills and qualities cited in the code are interwoven into our field evaluation forms.

Professional Code for Candidates:

Candidates enrolled in the teacher preparation programs in the College of Education and Human Services operate under the following professional code:

(1) Professionalism:

(a.) Ethics: candidates maintain the highest level of ethics to include submission of original work; fully cite all sources associated with the development of their work (including information from the Internet); and recognize that the university fully supports the use of anti-plagiarism software in support of academic integrity.

(b.) Social Skills: candidates maintain the highest level of respect in their verbal and written communications, and maintain appropriate physical space toward faculty, university staff, school personnel, peers, and students in the field. Candidates recognize that they are considered representatives of the university, college, and program when they are in their field placements. They are expected to adhere to the dress code of the field placement where they are working, recalling that their professional appearance and behavior reflects Seton Hall University. (See the College of Education & Human Services field handbook for more information.)

(c.) Organizational Skills: candidates are reliable, timely, and consistent in their presence and preparation for courses at the university as well as their field settings.

(2) Passion:

(a.) Respect: Candidates respect the context and experience of others, developing the skills to use that information in classroom conversation, writing, and lesson planning. Candidates display in action, word, and commitment their passion for the teaching profession, and the right for all children to have access to positive and productive

learning environments. Candidates do not speak ill of others, instead providing valuable feedback to students and peers that fosters growth and development.

(b.) Life Long Learning: Candidates recognize that a career in the teaching profession means a dedication to life-long learning, requiring the commitment to continually update their content knowledge, and be open-minded to learn and incorporate new teaching methods to reach diverse learners.

The College has established a **Retention Committee**, comprised of faculty from the teacher preparation programs as well as from Arts and Sciences, a representative from the Office of Disability Support, and counseling services. The goal of the Retention Committee is to provide support and intervention for candidates that might be struggling in their classes or their field placements due to academic and/or dispositional issues. Candidates displaying a consistent pattern of difficulty across courses and/or field settings would be asked to meet with the Retention Committee to establish a plan for change with specific benchmarks and a contact person to make sure they are provided with the information they need to progress. Only after efforts to remediate a behavior have occurred and no change has taken place, would the committee discuss dismissal options from the College. A sample of the “Early Warning” form a supervisor or cooperating teacher might fill out to notify the field office of difficulty is provided in the appendix of this handbook.

Within the college we refer to candidates in their sophomore and junior experiences as “interns” and those completing their senior clinical practice as “student teachers.”

Contact information:

Field Placement

- Professor Deborah M. Sanchez, Director of Field Placement & Supervision sanchede@shu.edu

III. Roles and Responsibilities

The supervisor is one-third of a triad, which includes the teacher candidate and the cooperating teacher. Your expertise in the field of education, and your willingness to share this expertise with our candidates, is invaluable to the success of our candidates.

The New Jersey Department of Education requires the following of supervisors (NJAC 6:11-7.4):

- Have had experience supervising, consulting or otherwise working in an elementary/secondary school in contact with classroom teachers within the previous two years;
- Have demonstrated expertise in the field they are supervising.

In addition, Seton Hall University requires the following:

- Earned master's degree or equivalent job experience;
- A minimum of 3 years of teaching/administrative experience;
- Previous work as either a cooperating teacher or an administrator with supervisor experience.

SHU's expectations of your role as a supervisor include the following responsibilities:

- Attend mandatory training sessions;
- Attend orientations and meet with candidates prior to observations;
- Contact program directors for program information (see p. 14 for information);
- Share evaluations with candidates and forward to the Office of Field Placement;
- Notify the associate dean of any challenges faced by the candidate.

School District's expectations of your role as a supervisor include the following responsibilities:

- Contact cooperating teachers prior to your arrival;
- Introduce yourself to the principal on your first visit to the school;
- Assist the cooperating teacher in understanding the developmental process of the teacher preparation program and your role as supervisor;
- Confer with cooperating teacher, relative to the candidate's work and progress; conduct group conferences with candidate and cooperating teacher, as appropriate;

Teacher Candidate's expectations of your role as a supervisor include the following responsibilities:

- Work with the candidates to design a supervision schedule, informing candidates and cooperating teachers of planned visits;
- Observe the candidate and evaluate performance, per the evaluation form; provide concrete, specific feedback regarding lessons, locating resources, etc.;
- Provide specific suggestions and feedback about ways to create a positive classroom environment;
- Share knowledge about classroom management and share constructive feedback about the candidate's developing skills in this area;
- Share information on and feedback on recognizing differences in the classroom and how to modify lessons to include all students;
- Review student assessments and provide feedback about them;
- Provide concrete approaches to collaboration with colleagues and families;
- Assist the cooperating teacher in understanding the developmental process of the teacher preparation program and your role as supervisor;
- Confer with cooperating teacher, relative to the candidate's work and progress; conduct group conferences with candidate and cooperating teacher, as appropriate;
- Share evaluations with candidates and forward to the Office of Field Placement;

Supervision Model

Our supervision model is based upon models of clinical supervision designed to set specific learning goals for teacher candidates and to assess progress using a variety of observation techniques.

What is Clinical Supervision?

Clinical supervision is the examination of teacher candidates aimed at improving instruction and students' learning. It is a dynamic process where supervisors, teacher candidates and mentor teachers mutually set goals for the teacher candidate and use observational evidence to analyze teaching over time.

What are the Goals of Clinical Supervision?

Clinical supervision teams aim for several outcomes of their work:

- Objective feedback of teaching
- Diagnosis and solving of problems
- Development of diverse teaching strategies
- Evaluation of teacher candidates

Ultimately, the triad deems itself responsible for making certain that the teacher candidate improves and that students learn.

What Helps Clinical Supervisors?

First, clinical supervisors need to have a vision of effective teaching. This vision should include ideas about the efficacy of different teaching techniques, such as direct and indirect teaching; how to teach students thinking skills; effective planning and classroom management; how to teach diverse students; and, how to assess students. While no single vision of effective teaching can be established, clinical supervisors are ultimately interested in whether or not students are learning from the candidate's work.

Second, clinical supervisors need a diverse set of tools to provide evidence of teacher practice and its effect. Among these are *selective verbatim transcripts, analysis of student participation, script taping, videotaped lessons, and shared teaching journals*.

Third, clinical supervisors need to believe that they are part of a larger team, involving people in the field and at the university, all interested in improving the candidate's skills and responsibility to the profession.

Supervisor Assessment

As we strive to develop competent, socially conscious, reflective professionals, so should we be prepared to assess and reflect upon our own work. To this end, we will be using the following assessment tool to evaluate supervisor performance. The teacher candidate will complete this form and submit it to the Office of Field Placement, where it will be compiled and disseminated to you.

Seton Hall University College of Education and Human Services

Teacher Candidate Evaluation of the University Supervisor

<p>1. Name of your University supervisor: _____</p> <p>2. Check the program in which you are enrolled: _____ Elementary Education/Second Major: _____ _____ Secondary Education/Second Major: _____ _____ Special Education/Elementary Education _____ or Speech _____</p> <p>3. How many times did your supervisor visit you during your final teaching experience? _____</p>
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Please circle the number that best corresponds to your experience with your university supervisor.

3=Always

2=Sometimes

1=Never

<p>I. Planning and Preparation:</p> <p>4. My university supervisor provided concrete and specific feedback regarding my lesson plans (written plans).</p> <p style="text-align: center;">3 2 1</p> <p>5. He/she provided me with useful information locating resources in support of my classroom teaching.</p> <p style="text-align: center;">3 2 1</p> <p>6. My supervisor reviewed my on-going collection of student assessments and provided constructive feedback about them.</p> <p style="text-align: center;">3 2 1</p> <p>7. He/she provided me with concrete approaches to collaborate with</p>
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IV. Academic Eligibility

Teacher candidates must meet certain requirements in order to be in the field. In addition to maintaining a minimum overall grade point average of 2.75, students must meet specific benchmarks required of their program of study. The benchmarks consist of traditional assessments such as exams, as well as field-based products designed to demonstrate candidate's knowledge, skills and dispositions. The goal of these benchmarks is to provide a means of illustrating candidate's progress through our college vision of a "competent, socially conscious, reflective professional." The specific outcomes for these markers of development are listed below:

OUTCOME 1: COMPETENCE

- A. The candidate possesses the principles and facts associated with his/her content area.
- B. The candidate knows the theories of teaching and learning.
- C. The candidate knows and can demonstrate the skills associated with organization and management.
- D. The candidate can demonstrate the transition of theory to practice.
- E. The candidate can demonstrate approaches to effective collaboration.
- F. The candidate knows and can use communication and interpersonal skills in a range of settings.
- G. The candidate knows and can build connections with parents, the school, and the community.
- H. The candidate knows and can collect, analyze, and interpret data.

OUTCOME 2: SOCIAL CONSCIOUSNESS

- A. The candidate is committed to stewardship that promotes a positive learning environment for all students.
- B. The candidate is knowledgeable about diversity and demonstrates respect and valuing of difference.
- C. The candidate understands the range of educational options for diverse learners and can apply the appropriate strategies, methods, and materials.

OUTCOME 3: REFLECTION

- A. The candidate knows and uses introspection, self-awareness and risk taking as evaluative tools for the continued growth and development of his/her teaching.

V. Grading Policy

FINAL GRADES FOR STUDENT TEACHING (Seniors)

At the end of student teaching, the cooperating teacher and university supervisor submit a final grade which becomes part of the final assessment of the student teaching experience. Determining a grade which is indicative of performance is always difficult. It may be helpful to point out, however, that the candidate is still a student who has not yet had the opportunity to develop the expertise which can be expected of an experienced

teacher. Therefore, *grades should reflect potential*, as indicated by such factors as ability, scholarship, basic teaching skills, organization and responsibility.

Suggested interpretation of the final grade is as follows:

- A** Final attainment of “outstanding” in most respects, and unsatisfactory in none. In your opinion, the student is a highly desirable candidate for any school system.
- B+ or B** Satisfactory, but not outstanding performance in all respects, and unsatisfactory in none. Performance ranges from “average” to “excellent” in all factors evaluated.
- C+ or C** Adequate performance in almost all areas with few weaknesses. Shows no major weaknesses which would seriously handicap his/her teaching effectiveness. Any specific reservations should be stated on the final grade sheet. Performance is average for most factors evaluated.
- D+ or D** Unsatisfactory in several important respects. Not recommended for teaching without extensive remedial work in a number of important areas. Performance is adequate for most factors and less than average in several areas.
- F** Failure. The student does not demonstrate competencies for effective teaching.

Grading Sophomores and Juniors (Interns)

Pass	Pass with reservations	Fail
Student must plan and teach 2 lessons or the specific tutoring obligations for secondary education (small group work is acceptable for those in the sophomore year).	Student must plan and teach 2 lessons or meet the specific obligations of the secondary program.	Student violates the policies and code of conduct for the school or the University. He/she does not plan and teach the required lessons.
Student meets the following requirements from the professional code: 1. Arrives on time. 2. Completes the required hours. 3. Addresses students and faculty with respect.	Student has occasional difficulty in <i>one or more</i> of the following areas after having been advised the first time: 1. Arrives late (<u>after</u> having been spoken to about it the	Student frequently displays difficulties in <i>one or more</i> of the following areas after having been advised: 1. Arrives late (<u>after</u> having been spoken to about it the

<p>4. Takes initiative.</p>	<p>first time).</p> <p>2. Communicates with students, faculty, staff or parents in a disrespectful manner (e.g. harassing, insensitive, rude language).</p> <p>3. Is unprepared and disorganized during the presented lessons.</p> <p>4. Does not notify the school if he or she is going to be absent.</p> <p>5. Lacks initiative.</p>	<p>first time).</p> <p>2. Does not fulfill the required hours (**medical emergencies may override this requirement).</p> <p>3. Lacks organizational focus.</p> <p>4. Does not accept and use constructive criticism.</p> <p>5. Communicates with students, faculty, staff or parents in a disrespectful manner.</p> <p>6. Does not notify the school if he or she is going to be absent.</p>
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Journals and Portfolios

Teacher candidates are required to keep journals of their field experiences and student teaching. An outline of topics included in that journal will be provided to supervisors during the orientation meeting. The topics, such as school environment and social structure in the classroom, provide opportunities for constructive conversation and reflection between the supervisor and teacher candidate. The journals themselves are not available to supervisors because teacher candidates are guaranteed confidentiality in their reflections, which will only be reviewed by the seminar professor. Supervisors may not assign additional work for the journal. **However, supervisors may ask to see lesson plans for the day they observe a candidate.**

The candidates are also maintaining a professional portfolio of their work. This living document is an important part of their teacher preparation. Candidates may ask for assistance in completing their portfolio.

VI. Information and Referrals

There may come a time when you will need to contact program faculty. For your convenience, here is a list of faculty in the Educational Studies Department, their phone numbers and e-mail addresses.

Department of Educational Studies

Fax: 973-761-7642

Elementary, Early Childhood and Special Education

	PHONE #	ROOM	E-MAIL
Dr. Debra Zinicola, Director	761-9391	444	ZINICODE@SHU.EDU
Dr. Lourdes Mitchel	761-9396	410	MITCHELZ@SHU.EDU
Dr. Mary Mueller	761-9257	433	MUELLEMA@SHU.EDU
Dr. Grace May, Director	275-2725	413	MAYGRACE@SHU.EDU
Dr. Marietta Peskin	275-2722	441	PESKINMA@SHU.EDU
Dr. Alisa Hindin	761-9093	434	HINDINAL@SHU.EDU
Dr. Lauren McFadden	761-6027	429	BOSWORLA@SHU.EDU

Secondary Education

Dr. Daniel Katz	275-2724	428	KATZDAN@SHU.EDU
Dr. James Daly	275-2726	409	DALYJAME@SHU.EDU
Dr. Roberta Devlin-Scherer, Dir	761-7457	440	DEVLINRO@SHU.EDU
Dr. William McCartan	275-2727	411	MCCARTWI@SHU.EDU
Prof. Greer Burroughs	761-9394	413	BURROUGR@SHU.EDU

Overall Field Questions

Professor Deborah M. Sanchez, Director of Field Placements and Supervision

973-275-2010 SANCHEDE@SHU.EDU

Barbara Cooley, Secretary COOLEYBA@SHU.EDU 973-761-9347

VII. Frequently Asked Questions

It is our hope that the following FAQ will answer any other questions you may have about Seton Hall University’s teacher preparation program.

VIII: FAQ—What Kind of Knowledge and Experience Does a Teacher Candidate Bring to My Classroom?

1. What course work has a teacher candidate taken in their major?

Elementary, Early Childhood & Special Education	Secondary Education	Special Education with a Concentration in Speech-Language Pathology
<p><i>Sophomores</i></p> <p>1001 Introduction to Teaching, Pt I: The Profession 4000 Child Curriculum & Development 1001 & 1002 Diverse Learners and their Families, Part 1 & 2 2001 Life in Inclusive Classrooms 2004 Early Literacy I 2102 Autism & Developmental Disabilities 3005 Language Arts II 5003 Language Development</p> <p><i>Juniors</i></p> <p>2005 Math Methods 2006 Science Methods 2101 Learning Disabilities 3003 Social Studies Methods 3103 Assessment</p>	<p><i>Sophomores</i></p> <p>1501 Education in the US 2501 Philosophy of Education & Curriculum Development 1301 Educational Psychology & Classroom Practice 2003 Instruction Theory into Practice 3301 Educational Evaluation</p> <p><i>Juniors</i></p> <p>3700 Integrating Technology into Curriculum Method Course 3510 Culture, Community & School</p>	<p><i>Sophomores</i></p> <p>1001 & 1002 Diverse Learners and their Families, Part 1 & 2 2001 Life in Inclusive Classrooms 2102 Autism & Developmental Disabilities 2004 Early Literacy I 5003 Language Develop.</p> <p><i>Juniors</i></p> <p>2005 Math Methods 2006 Science Methods 2101 Learning Disabilities 3103 Assessment</p>

2. What major does a teacher candidate have when he/she reaches my classroom?

All candidates must have a content major from Arts and Science; core curriculum content majors are recommended (English, Math, Social Studies/History, World Languages, the Sciences).

- **Elementary, Early Childhood and Special Education**: candidates who choose this major complete courses and field work in all three education areas as well as majoring in a content area.
- **Special Education with a Concentration in Speech-Language Pathology**: candidates who choose this major complete courses that contain information about children with and without disabilities, complete field placements in special education, eighteen credits in speech-pathology, as well as majoring in a content area.
- **Secondary Education**: candidates who choose this major complete courses in secondary education, complete course work and field work in their content major.

3. *What is expected of a sophomore and junior in their field experiences?*

<p>1st placement 8 weeks/72 hours</p> <p>Course connections:</p> <ul style="list-style-type: none"> • 2001/2004 Elementary & Special Ed Majors, 1301 Secondary Ed Majors <p>Goals:</p> <ul style="list-style-type: none"> • Candidates will conduct, minimally, 2 lessons. Secondary candidates complete tutoring and have different hours than elementary/special ed majors. 	<p>2nd placement 8 weeks/72 hours</p> <p>Course connections:</p> <ul style="list-style-type: none"> • 3005 Elementary & Special Ed Majors, 2003 Secondary Ed Majors <p>Goals:</p> <ul style="list-style-type: none"> • At minimum, candidates will 2 lessons • Candidates will research, plan, and present the lessons. • Secondary candidates continue tutoring and work on other special projects, thus their hours vary.
<p>3rd placement 8 weeks/72 hours</p> <p>Course connections:</p> <ul style="list-style-type: none"> • 2101/2005/2006 Elementary & Special Ed Majors, 3301 Secondary Ed Majors <p>Goals:</p> <ul style="list-style-type: none"> • Candidate teaches 2 lessons at minimum. • Candidate must research, plan, and teach the lessons. 	<p>4th placement 8 weeks/72 hours</p> <p>Course connections:</p> <ul style="list-style-type: none"> • 3103/3003 Elementary & Special Ed Majors, Secondary Methods Courses <p>Goals:</p> <ul style="list-style-type: none"> • Candidate teaches 2 lessons at minimum. • Candidate must research, plan, and teach the lessons.

Secondary education students' main field activity in sophomore year is participation in the Seton Hall Challenge Program, a weekly tutoring program with Summit Middle School. Student's academic schedules should allow for free Wednesday afternoons ensuring full participation in the program. Junior and senior field placements are 60-hour classroom placements including classroom observations and guest teaching a number of lessons to be negotiated with the cooperating teacher and supervisor. Senior clinical practice, generally in the last semester, is a full semester of planning and teaching in conjunction with work in a university seminar.

4. What is the policy regarding time in the field?

- a. **Placements 1-4:** The four field placements prior to the senior year must be 8 weeks long. All candidates begin their field placements during the same week, but their end dates may vary depending upon the schedule of individual schools and/or districts. For example, if a candidate completes six weeks of their field placement and then the school has off for a week, the candidate must complete two more weeks in order to fulfill their field requirement. A second example involves illness, if a candidate misses two or three days of their field placement due to illness, those days must be completed toward the end of the semester in order to reach the full eight week requirement.
 - i. **If a candidate is absent from the field due to illness or an unexpected event (e.g. car difficulties),** he or she must report that absence to their cooperating teacher and/or school, university supervisor if they were scheduled to visit that day, and the Office of Field Placement prior to 8:30am of that day (973) 275-2010.
 - ii. **It is not acceptable to skip a day in the field experience in order to study for a test or complete a project.**
- b. **Clinical Practice:** Candidates are required by state law to complete 15 full weeks of clinical practice. One absence is permitted. Any absences past that one day are required to be made-up during exam week of that semester. All absences must be reported to the cooperating teacher, university supervisor if they were scheduled to visit that day, and the Field Office prior to 8:30am of that day. (973) 275-2010.

SETON HALL UNIVERSITY
College of Education and Human Services

Early Warning Field Evaluation Form

The purpose of this form is to allow cooperating teachers, supervisors, and faculty working with a candidate in our teacher education programs to notify the Department of Educational Studies about **concerns in performance** early within a semester. The form provides a trigger for program advisors and the Office of Field Placement and Supervision to intervene in a pro-active manner with candidates. You are NOT required to fill out this form if a candidate shows no significant difficulties in the field or course.

Due Dates:

No later than 3 weeks after the start of a field placement.

No later than 7 weeks after the start of a course.

Candidate Name: _____

Field Placement or Course: _____

Teacher/Supervisor Name: _____

Date: _____

Signature of Person Completing the Form: _____

Area of Concern	Example of the behavior(s) you believe the candidate needs support and intervention.
INTASC #1: Content Knowledge	
INTASC #2: Human Development and Learning	
INTASC #3: Diverse Learners	

INTASC #4: Instructional Strategies	
INTASC #5: Management	
INTASC #6: Communication	
INTASC #7: Planning	
INTASC #8: Assessment	
INTASC 9: Reflective Practitioner	
INTASC 10: Collaboration	
PROFESSIONALISM	

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Teacher Work Sample

Senior candidates, in the seminar associated with their clinical practice, are required to complete a project called the “Teacher Work Sample” (TWS). The project is used nationally by many teacher preparation programs, particularly those accredited by NCATE.

The TWS requires candidates to design and teach a mini-unit (between 4 to 7 lessons). There are several components to the project:

- 1) Contextual Statement: This is a description of the community, district, school, classroom, and students the candidate is working with during their senior teaching. The purpose of this narrative is that candidates must consider the group and individual strengths and needs prior to the selection and planning of their mini-unit.
- 2) Goals and Objectives: After selecting a topic that can be taught in a focused time frame (in consultation with their teacher), candidates must consider the district curriculum and NJ core curriculum standards in order to write the goals and objectives for the mini-unit.
- 3) Design of Instruction: Candidates give their students a pre-assessment in order to determine their current level of knowledge. Using that information as well as the knowledge gained through the contextual statement, candidates design a series of lessons addressing the mini-unit objectives. Daily assessment is used to determine if student learning has occurred or if additional time or a modified approach is necessary.
- 4) Assessment: Candidates give a post-assessment at the end of the mini-unit to measure the level of student learning from the pre-assessment.
- 5) Evaluation: After presenting the data in the assessment section, candidates must review the factors influencing learning and consider why the results have occurred.
- 6) Reflection: Upon completion of the entire project, candidates are asked to reflect on their own work as teachers as well as the role of assessment in a teacher’s daily life to support student learning.

**The candidate’s grade is not based on their students’ academic success throughout the mini-unit, but rather on their own planning based on their knowledge of students, responsiveness to student work during the lessons, and their reflection regarding why some may have learned more than others.

**Recommended topics for the mini-unit: subjects that are taught on a daily basis or several times in a week are highly recommended. If a subject is taught once a week, and if that subject is sometimes skipped due to other obligations, the candidate does not have enough time to complete the project in a timely fashion.