

Community Example: Morrison High School

Educator Pathway Experience

Morrison High School offered a year-long internship course where students will be placed each quarter with an educator in the district to learn and experience what a career in education is like in that position and with certain grades.



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Attachments

1. Educator Pathway Experience Syllabus
2. Competency rubric for technical and essential skills
3. Placement teacher agreement

Details responsibilities for teachers who are hosting students in their classrooms.

Mrs. Stevenson
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Education Pathway Experience Syllabus

Course Description:

Education Pathway Experience is a class designed for students who are considering or who are interested in a career in education. This is a year-long internship course. Students will be placed each quarter with an educator in the district to learn and experience what a career in education is like in that position and with certain grades. During their placement in a specific building, students may also spend brief amounts of time with people in other aspects of education that will not be full placements. For each quarterly placement, students will act as a student aide, and be responsible for completing certain tasks in the classrooms. They will also have bi-weekly lessons in a classroom setting with an instructor, detailing aspects of working in education.

Materials:

The only specific thing needed for this class is a Chromebook. With the exception of the bi-weekly homeroom lessons, this class takes place primarily online in Google Classroom, and in your placement classrooms. Materials needs will vary for different assignments, but most of these should be provided in the Google Classroom (articles, etc...) or will already be present in your placement classrooms (manipulatives needed for student activities, etc...). If you need specific materials in order to complete an assignment during your placement, please see your placement teacher or Mrs. Stevenson.

Texts and Requirements:

There is no textbook for this class.

Students may be asked to read and respond to articles for assignments. Links for these articles will be provided in Google Classroom.

Evaluation:

Your evaluation for this class will be divided among three areas:

- **Assignments:** All assignments will be posted and submitted through Google Classroom.
- **Final Exam:** The final exam will be a paper, rather than a multiple choice test. This final paper will be worth 20% of your grade.
- **Grades from Placement Teachers:** You will receive a weekly grade from your placement teacher encompassing things like attendance, effort, professionalism, motivation, etc.... These are the most important part of this class.

LATE WORK: Any work that is not submitted by the due date will be accepted for one week after the due date for a daily penalty of 10% off. For example, if an assignment is due on a Monday, if you turn it in on Tuesday, the highest grade you can receive is a 90%. The assignment will be accepted for ONE WEEK after it is due; after that, it will be given a zero.

Academic Honesty:

All outside sources used in assignments in this class must be recognized and cited properly using MLA format. Outside sources include, but are not exclusive to, internet sites, study guides (Cliff's Notes, Monarch Notes, etc...), books, newspapers, and reference materials. Plagiarism is a serious offense and will result in a zero on the assignment, formal notification to the administration, and notification to the offending student's parent(s)/guardian(s). Do not forfeit integrity for a grade. If you are having trouble coming up with ideas or finding research, see me for help!

Attendance:

You will follow the MHS student handbook attendance policy. That being said, this class is designed to give you a taste of what a career is like, so you will be held to a higher standard of attendance. **If you must miss attending your placement for any reason, you will be responsible for notifying not only Mrs. Stevenson, but your placement teacher as well.** It will be up to you to coordinate with your placement teacher to know which method of contact they prefer. **Failure to contact your placement teacher regarding an absence will result in a lower weekly grade.**

Transportation/Time:

- Students who are placed at Southside and/or MJHS will be required to walk to and from those buildings.
- In order for you to be placed at Northside, you must drive your own vehicle that has a purchased parking pass from Morrison High School.
- Students may not ride together to Northside school if they are placed there during the same class period.
- You will be responsible for your own timing. Make sure that you are paying attention to time, and that you are not late for your next period class.* Make sure you time appropriately during the winter or during inclement weather.

*Obviously, there are sometimes circumstances that are out of your control, like a train, traffic jam, road construction, etc.... Please do your very best to time appropriately.

Procedures:

- You will sign in and out of both the high school and the school you are visiting. You will wear specific name tags provided by the Education Pathway class so that faculty, staff, and students will recognize you.
- You will make sure that you follow all the rules of the building and classroom that you are in. Make sure you familiarize yourself with these rules, and that you are making sure the students you are working with are following these rules as well.

- You will adhere to a strict no cell phone use policy while working in your placement, and obviously if you are driving to your placement. While in the classroom, you should be modeling appropriate behavior for the students, no matter what age, and using your cell phone negates this. Remember, you are there to be working and learning, and should maximize your time doing this. Even if you are making copies, you should not be dawdling on your cell phone at the copy machine.
- You will adhere to the MHS dress code at all times, but it is highly recommended that you dress professionally for your placements. It is not necessarily expected of you to wear your best dress every day, but remember you are presenting yourself as an up-and-coming professional young adult, not only to your placement teacher, but to the students and other staff in the building who meet you. **(Please note that when you lead your activity/present your lesson, professional dress will be a part of the assignment grade).**
- You will become familiar with and follow the rules of whatever building you are in. Also, remember that when you are working in a classroom, you are responsible for making sure that the students you are working with are following the rules as well.

THE MOST IMPORTANT THING:

You will be working in a school or classroom setting, with professional educators. This means, especially if you work with the Speech/Language Pathologist, that you may see or hear information about students that must be kept confidential. Some examples of this may be student grades, diagnoses of students with disabilities, or IEP information for students who have them. During this class, you are handling yourself AS A PROFESSIONAL. So, if you do hear information, see or know students' grades, witness something unusual that happens in class, etc... you must not talk about it among the general student population. (i.e. "Guess what I saw today at Northside?!" or "Guess what so-and-so has in Spanish!?") This is a violation of students' rights. You may, by all means, talk about it with your placement teacher, or myself, if you are concerned, or are having trouble processing something. Also, if you feel uncomfortable being present during something in a class, you can discuss that with your placement teacher and make other arrangements.

***Both you and a parent/guardian must sign the contract at the end of this syllabus. This contract must be returned to Mrs. Stevenson by Friday, August 23, 2019 at the end of the school day, or you will not be able to attend your placement the following week.**

If you have any questions or concerns regarding this syllabus, please see Mrs. Stevenson.

Make sure that you return the signed contract to Mrs. Stevenson by Friday, August 23, 2019.

Education Pathway Experience Contract

Student Section:

I have read the Education Pathway Experience syllabus and understand that I am to act as a professional while working in the school buildings of Morrison Community Unit School District #6.

I understand that by signing this contract, I am agreeing to a confidentiality policy regarding the knowledge I may come to possess while in my Education Pathway Experience placement. I will not share information that I may see, hear, or become knowledgeable of during my placement with the general student population at any building.

I understand the evaluation policy of this class, and acknowledge that I am responsible for checking the Google Classroom on a daily basis.

I also agree to uphold and follow all rules and procedures discussed in this syllabus. I understand that I am representing Morrison High School, and, most importantly, myself, and will behave and act accordingly.

Student Name (PRINT): _____

Student Name (SIGN): _____

Parent/Guardian Section:

I have read the Education Pathway Experience syllabus and understand the rules and procedures that my student must follow while working in the buildings

I understand that my student is signing a confidentiality agreement regarding any information he or she may encounter while working in his or her placement. I understand that my student may see information such as student grades that must not be shared with the general student population, as that would be a violation of students' rights.

I understand all other policies and procedures for the Education Pathway Experience class.

Parent/Guardian Name: (PRINT): _____

Parent/Guardian Name: (SIGN): _____

If you have any questions regarding this contract, please contact Mrs. Stevenson.

Cross Sector Competency Rubric

The purpose of this rubric is to evaluate the essential competencies needed to be successful in the workplace. All descriptors should be considered in the context of the workplace.

		Level 1 – Unsatisfactory	Level 2 – Needs Improvement	Level 3 - Proficient	Level 4 - Excellent
Teamwork (When Applicable)	<i>Student uses their understanding of working cooperatively with others to complete work assignments and achieve mutual goals.</i>	Has not yet demonstrated appropriate group behaviors. Improvement needed in treating others with respect. Rarely contributes to group efforts.	Inconsistent promoting positive group behaviors amongst coworkers and in contributing to group efforts. Shows potential for improvement.	Works well with co-workers, is respectful, and contributes to group efforts with rare exception. Respects diversity within the workplace.	Consistently facilitates positive group dynamics. Demonstrates leadership that plays a significant role in success of group efforts. Promotes larger group unity.
Communication Verbal	<i>Verbal: Students can use their understanding of English grammar and public speaking skills to convey an idea, express information, and be understood by others.</i>	Seldom demonstrates command of English grammar, public speaking and listening skills. Communication of information and ideas is unclear.	Inconsistently demonstrates command of English grammar, public speaking and listening skills. Communication of information and ideas is occasionally unclear.	Demonstrates command of English grammar, public speaking and listening skills by conveying information and ideas clearly.	Consistently demonstrates command of English grammar, public speaking and listening skills by conveying information and ideas clearly.
Communication Written	<i>Written: Students can use their understanding of standard business English to ensure that written work is clear, direct, courteous, and grammatically correct</i>	Seldom writes clearly and/or repeatedly uses language inappropriate for the workplace.	Inconsistent written communication in manner Inconsistently uses language appropriate for the workplace.	Demonstrates written communication skills that are appropriate for the workplace.	Consistently demonstrates written communication skills that are clear, direct, courteous and grammatically correct.
Communication Digital	<i>Digital: Students can use their understanding</i>	Lacks competence in using digital tools to convey work.	Demonstrates competency with one or two digital tools to convey	Demonstrates competency with a variety of digital tools to convey	Consistently demonstrates competency with a variety of digital

	<i>g of email, keyboarding, word processing, and digital media to convey work that is clear, direct, courteous, and grammatically correct.</i>	Communication is typically unclear, inappropriate and/or grammatically incorrect.	work. Communication is not yet consistently clear, appropriate or grammatically correct.	work that is clear, direct, courteous, and grammatically correct.	tools to convey work that is clear, direct, courteous, and grammatically correct.
Problem Solving & Critical Thinking	<i>Students can use their critical thinking skills to generate and evaluate solutions as they relate to the needs of the team, customer, and company.</i> <i>Students can use their understanding of logic and reasoning to analyze and address problems.</i>	Takes little or no initiative to solve problems.	Demonstrates reluctance in using logic and reasoning to generate and evaluate solutions to problems as they arise.	Uses logic and reasoning to generate and evaluate solutions to problems as they arise.	Consistently uses sound logic and reasoning to generate and evaluate problems. Identifies potential problems before they occur.
Decision Making	<i>Students can use their understanding of problem solving to implement and communicate solutions.</i>	Takes little or no initiative to communicate and implement solutions.	Inconsistently demonstrates the use of problem solving and critical thinking skills to communicate and implement solutions.	Uses problem solving and critical thinking skills to communicate and implement solutions.	Consistently uses problem solving and critical thinking skills to communicate and implement solutions.
Adaptability & Flexibility	<i>Students can use their understanding of workplace change and variety to be open to new ideas and handle ambiguity.</i>	Resists new ideas and changes, demonstrating a lack of flexibility and little or no desire to adapt	Occasionally demonstrates flexibility, approaches new ideas and changes with reservation.	Demonstrates flexibility, adapting to new ideas and changes.	Consistently demonstrates flexibility, adapting to new ideas and change with ease.

Initiative & Self Drive	<i>Students can use their understanding of goal setting and personal impact to achieve professional goals and understand personal impact.</i>	Reluctant to set professional goals to improving skills, even with encouragement and guidance.	Occasionally requires guidance to set professional goals designed to improve skills.	Consistently sets clear, professional goals designed to improve skills, reevaluating and adjusting with guidance.	Consistently and independently sets clear, professional goals designed to improve skills, reevaluating and adjusting when needed.
Accountability & Reliability	<i>Students can use their understanding of commitment, time management, and follow through to ensure that a professional team functions properly and meets collective goals.</i>	Seldom demonstrates commitment, time management and follow through. Rarely acts as a functional member of a team in support of collective goals.	Inconsistently demonstrates commitment, time management and follow through. Occasionally acts as a functional member of a team in support of collective goals.	Almost always demonstrates commitment, time management and follow through. Acts as a functional member of a team in support of collective goals.	Consistently demonstrates commitment, time management and follow through to be a functional member of a team, ensuring that team goals are met.
Cultural Competence	<i>Students can use their understanding of diversity and inclusion to communicate and work effectively across a multitude of cultures.</i>	Seldom demonstrates the ability to communicate and work effectively across a multitude of abilities, cultures, and backgrounds.	Inconsistently demonstrates ability to communicate and work effectively across a multitude of abilities, cultures, and backgrounds.	Almost always demonstrates the ability to communicate and work effectively across a multitude of abilities, cultures, and backgrounds.	Consistently demonstrates the ability to communicate and work effectively across a multitude of abilities, cultures, and backgrounds.
Planning & Organizing	<i>Students can use their understanding of time management to plan effectively and accomplish assigned tasks.</i>	Seldom uses time management to plan effectively and accomplish assigned tasks.	Inconsistently uses time management to plan effectively and accomplish assigned tasks.	Almost always uses time management to plan effectively and accomplish assigned tasks.	Consistently and independently uses time management to plan effectively and accomplish assigned tasks.

Education Pathway Competency Rubric

		Level 1 – Unsatisfactory	Level 2 – Needs Improvement	Level 3 - Proficient	Level 4 - Excellent
Planning & Preparation					
Childhood & Student Development	<i>Students can use their understanding of learner development theory from early childhood through adult learning including cognitive development, self-esteem, motivation, perseverance, and intellectual risk taking in order to provide appropriate content and supports for students.</i>	<p>Does not yet demonstrate understanding of brain development and social emotional learning.</p> <p>Does not yet identify/develop appropriate content, activities, & supports in the learning environment.</p>	<p>Demonstrates little understanding of brain development and social emotional learning when identifying/developing appropriate content, activities, & supports in the learning environment.</p>	<p>Demonstrates understanding of developmental and social emotional needs of students by:</p> <p>Identifying appropriate content, activities, & supports.</p> <p>Acknowledging opportunities for and encouraging student input and risk taking.</p>	<p>Demonstrates understanding of developmental and social emotional needs of students by:</p> <p>Developing appropriate content, activities, & supports.</p> <p>Creating opportunities for and encouraging student input and risk taking.</p>
Curriculum & Program Design	<i>Students can use their understanding of effective teaching structures, scope, and sequence in order to design a logical curriculum and classroom experience</i>	<p>Does not yet demonstrate an understanding of standards and effective teaching structures.</p> <p>Does not yet provide differentiation.</p>	<p>Demonstrates an understanding of standards and effective teaching structures by:</p> <p>Identifying lessons or learning activities that are aligned with the instructional outcomes.</p> <p>Identifying some differentiation for different groups</p>	<p>Demonstrates an understanding of standards and effective teaching structures by:</p> <p>Identifying a sequence of lessons or learning activities that are aligned with the instructional outcomes and follow an organized</p>	<p>Demonstrates an understanding of standards and effective teaching structures by:</p> <p>Creating a sequence of lessons or learning activities that are aligned with the instructional outcomes and follow an organized progression suitable to groups</p>

	<i>that meets individual student and group academic readiness.</i>		of students.	<p>progression suitable to groups of students.</p> <p>Acknowledging the rationale (or lack thereof) for the learning progression and activities.</p> <p>Providing some differentiation for different groups of students.</p>	<p>of students.</p> <p>Clearly articulating the rationale for the learning progression and activities.</p> <p>Appropriately differentiating for individual learners.</p>
Curriculum Relevance & Collaboration	<i>Students can use their understanding of current events, cross-curriculum connections, and out-of-classroom realities to create linkages among content areas and learners' lived experiences</i>	<p>Is not yet able to identify the importance of disciplinary concepts.</p> <p>Is not yet able to make connections between important concepts in the discipline, their relationship to one another, to other disciplines, nor the global or local world.</p>	Identifies the importance of disciplinary concepts, but is not yet able to make connections between important concepts in the discipline, their relationship to one another, to other disciplines, nor the global or local world.	Identifies connections between important concepts in the discipline, their relationship to one another, to other disciplines, and to either the global or local world.	Incorporates connections between important concepts in the discipline, their relationship to one another, to other disciplines, and to both the global and local world.
Classroom Environment					
Managing & Monitoring Learning	<i>Students can describe and demonstrate strategies to enrich, maintain, and alter</i>	Is not yet able to identify the need for ways to design and change learning environments to engage students, support	Identifies the need for ways to design and change learning environments to engage students, support learning, and encourage motivation.	With reflection, describes ways to design and change learning environments to engage students, support learning, and encourage motivation.	Demonstrates ways to design and change learning environments to engage students, support learning, and encourage motivation.

	<i>learning environments in order to engage and motivate student learning.</i>	learning, and encourage motivation.			
Equitable Treatment	<i>Students can use their understanding of diversity of language, culture, and ability to ensure an inclusionary environment for all students to learn.</i>	Does not yet demonstrate understanding of diverse backgrounds and needs and can not yet identify opportunities that are both relevant and accessible for all students to engage in learning.	Demonstrates little understanding of diverse backgrounds and needs and struggles identifying opportunities that are both relevant and accessible for all students to engage in learning.	Acknowledges diverse backgrounds and needs and identifies opportunities that are both relevant and accessible for all students to engage in learning.	Demonstrates respect for and celebrates diverse backgrounds and needs by incorporating opportunities that are both relevant and accessible for all students to engage in learning.
Learning Environment	<i>Students can use their understanding of motivational, social and physical environmental elements to optimize learning and establish a positive environment for all learners.</i>	Does not yet connect a safe learning environment to student outcomes. Has low expectations for student achievement. Does not yet consider physical resources as a component of a positive learning environment.	Articulates the components of a safe learning environment and their connection to student outcomes. Conveys that student success is the result of natural ability rather than hard work. Identifies appropriate opportunities for use of physical resources.	Analyzes the impact of a safe and positive learning environment and its connection to learning outcomes. Demonstrates classroom interactions that support learning, hard work, and growth mindset. Makes use of physical resources.	Creates a safe and positive classroom environment where learning is accessible to all students, including those with special needs Conveys high expectations for learning for all students and insists on hard work. Makes effective use of physical resources.
Professional Responsibilities					
Citizenship, Family & Community Relationships	<i>Students can use their understanding</i>	Does not yet make connections between family	Identifies the need for connections between family	Identifies opportunities to enhance learning through	Develop a plan for home school connections to promote learning

	<i>ng of community and family engagement in order to connect students to opportunities and effectively support learning.</i>	and community engagement and providing opportunities for students and support learning.	and community engagement and providing opportunities for students and support learning.	community and family connections, including opportunities for civic engagement. Identifies opportunities for home-school connections to promote families as partners in education.	outcomes. Develop and/or implement strategies to promote opportunities for community collaboration and/or civic engagement.
Health, Safety & Legal Responsibilities	<i>Students can use their understanding of health, safety, and legal expectations in order to adhere to organizational procedures, local, state, and federal law.</i>	Has not yet demonstrated understanding of or compliance with health, safety, and legal expectations	Demonstrates understanding of health, safety, and legal expectations by: Identifying workplace health and safety policies. Identifying student privacy regulations.	Demonstrates understanding of health, safety, and legal expectations by: Following workplace health and safety policies. Following student privacy regulations.	Demonstrates understanding of health, safety, and legal expectations by: Completing applicable trainings. Acknowledging the rationale for and following student privacy regulations.
Instruction					
Evaluation & Assessment	<i>Students can use their understanding of learning standards and multiple measures and methods to demonstrate learning in order to evaluate growth in learning</i>	Is not yet able to identify or define multiple measures for eliciting evidence of student learning. Reviews data, but not yet able to identify correlations or make judgements about student learning based	Identifies multiple methods of assessment but does not align assessment to learning outcomes. Reviews data from assessments (multiple measures) and assessment systems to make determinations about student proficiency.	Identifies purpose of assessment. Evaluates alignment of an existing assessment(s) to learning outcomes. Reviews data from assessments and assessment systems to make determinations about student	Creates and implements an assessment that is aligned in purpose to learning outcomes Evaluates data from assessment and creates a plan for instruction in response to the data for given students or student groups. Provide direct and explicit feedback

	<i>and adjust to learners' needs.</i>	on the data.		proficiency and growth.	to grow the knowledge, skills, and understanding of the learner.
Observation & Adaptation	<i>Students use their understanding of individual student and classroom observation in order to adjust curriculum to meet individual and group learning needs.</i>	Is not yet able to reflect on or identify needed adjustments after implemented activities.	Identifies, based on observation and reflection, the need for adjustments to meet either individual or group needs after implemented activities.	Identifies, based on observation and reflection, the need for adjustments to meet both individual and group needs after implemented activities. Provides a plan or recommendation for adjustments based on perceived need.	Creates and adds adjustments to implemented activities to meet individual and group needs. Acknowledges that further observation and reflection may show need for more/alternate adjustments.

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Education Pathway Experience Placement Teacher Agreement

Thank you for your willingness to host a student in the Education Pathway Experience class at MHS. This agreement provides the details of your responsibilities as a placement teacher for an Education Pathway (EP) student. These responsibilities must be met in order to receive the PDH's given for being a placement teacher for this course. ****Please note that you will be required to sign this agreement. Please return the signed back page to Mrs. Stevenson via interschool mail. Your student cannot start their placement until both their and your agreements are signed and on file.**

This agreement includes both the student and teacher responsibilities for the class so you will have an idea of what is expected of your student, in order to best evaluate them on their performance.

Student Responsibilities (as outlined in student syllabus):

Attendance:

You will follow the MHS student handbook attendance policy. That being said, this class is designed to give you a taste of what a career is like, so you will be held to a higher standard of attendance. **If you must miss attending your placement for any reason, you will be responsible for notifying not only Mrs. Stevenson, but your placement teacher as well.** It will be up to you to coordinate with your placement teacher to know which method of contact they prefer. **Failure to contact your placement teacher regarding an absence will result in a lower weekly grade.**

Transportation/Time:

- Students who are placed at Southside and/or MJHS will be required to walk to and from those buildings.
- In order for you to be placed at Northside, you must drive your own vehicle that has a purchased parking pass from Morrison High School.
- Students may not ride together to Northside school if they are placed there during the same class period.
- You will be responsible for your own timing. Make sure that you are paying attention to time, and that you are not late for your next period class.* Make sure you time appropriately during the winter or during inclement weather.

*Obviously, there are sometimes circumstances that are out of your control, like a train, traffic jam, road construction, etc.... Please do your very best to time appropriately.

Procedures:

- You will sign in and out of both the high school and the school you are visiting. You will wear specific name tags provided by the Education Pathway class so that faculty, staff, and students will recognize you.
- You will make sure that you follow all the rules of the building and classroom that you are in. Make sure you familiarize yourself with these rules, and that you are making sure the students you are working with are following these rules as well.
- You will adhere to a strict no cell phone use policy while working in your placement, and obviously if you are driving to your

placement. While in the classroom, you should be modeling appropriate behavior for the students, no matter what age, and using your cell phone negates this. Remember, you are there to be working and learning, and should maximize your time doing this. Even if you are making copies, you should not be dawdling on your cell phone at the copy machine.

- You will adhere to the MHS dress code at all times, but it is highly recommended that you dress professionally for your placements. It is not necessarily expected of you to wear your best dress every day, but remember you are presenting yourself as an up-and-coming professional young adult, not only to your placement teacher, but to the students and other staff in the building who meet you. **(Please note that when you lead your activity/present your lesson, professional dress will be a part of the assignment grade).**
- You will become familiar with and follow the rules of whatever building you are in. Also, remember that when you are working in a classroom, you are responsible for making sure that the students you are working with are following the rules as well.

THE MOST IMPORTANT THING:

You will be working in a school or classroom setting, with professional educators. This means, especially if you work with the Speech/Language Pathologist, that you may see or hear information about students that must be kept confidential. Some examples of this may be student grades, diagnoses of students with disabilities, or IEP information for students who have them. During this class, you are handling yourself AS A PROFESSIONAL. So, if you do hear information, see or know students' grades, witness something unusual that happens in class, etc... you must not talk about it among the general student population. (i.e. "Guess what I saw today at Northside?!" or "Guess what so-and-so has in Spanish!?") This is a violation of students' rights. You may, by all means, talk about it with your placement teacher, or myself, if you are concerned, or are having trouble processing something. Also, if you feel uncomfortable being present during something in a class, you can discuss that with your placement teacher and make other arrangements.

Teacher Responsibilities:

As a placement teacher for Education Pathway, your responsibilities will include:

- Allowing your student to get to know you as an educator. Explain to them why you chose your job, where you went to school, how long it took you, things about your classes, etc... Also, explain your specific degree, so that they can understand the differences among everyone who is called a "teacher."
- Assimilating your student into your classroom routine. Make sure that you do your best to explain the in's and out's of what goes on in your classroom on a daily basis, including things that the student will not see during their time with you.
- Providing daily tasks for your student that encompass both details of your job (making copies, labeling, organizing, cleaning, etc...) with more difficult aspects of your job (i.e., instead of giving them the bulletin board to put up, have them plan one around a theme you give them).
- Holding discussion sessions (whether face-to-face or digital) with your student and/or evaluating your student's work regarding certain assignments for the class, including an interview with you, lesson creation and reflection, and aspects of the Danielson evaluation model.
- Working with your student to create time for them to complete their major assignment for the quarter, the lesson creation and implementation assignment (will be explained in detail below). ***Please note that if you have a student for more than one quarter, this assignment will only have to be done once, and an alternative assignment will be given to that student.**
- Completing a weekly evaluation form (sent by Mrs. Stevenson) for your student that includes aspects of their placement such as attendance, professionalism, student interaction, effort, etc.... You will be giving them a points /50 grade every week, based on a combination of factors, which Mrs. Stevenson will put in

Education Pathway Experience

Placement Teacher Agreement

I have read the Education Pathway Experience Placement Teacher Agreement and acknowledge and understand my responsibilities as outlined in the agreement. I agree to uphold these responsibilities to the best of my ability.

Teacher Name (PRINT): _____

Teacher Name (SIGN): _____