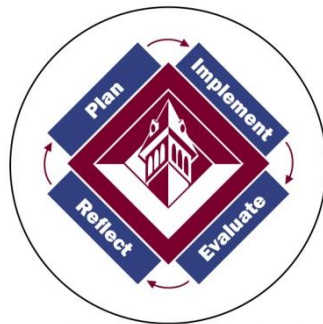




HANDBOOK  
FOR STUDENT TEACHING

A GUIDE FOR TEACHER CANDIDATES,  
COOPERATING TEACHERS,  
AND  
UNIVERSITY SUPERVISORS



VALLEY CITY STATE UNIVERSITY  
VALLEY CITY, NORTH DAKOTA

Revised July-2011

The School of Education and Graduate Studies at Valley City State University believes an effective teacher is able to establish rapport with students and provide a nurturing, caring environment conducive to personal development. The teacher should be a person who has a love for learning and an adequate command of basic communication skills, as well as reasonable knowledge and skills in a field of study. An effective teacher should also be able to activate student energy to work toward a more just and humane social order.

The content of the teacher education curriculum at Valley City State University reflects what effective teachers need to know and should be able to do. The curriculum is designed to provide and develop the appropriate skills, knowledge and attitudes needed by teachers. Clinical experiences, tests for admission to teacher education, disposition ratings, and tests for licensure contribute to the screening and evaluation of preservice teachers. The model that explains the Teacher Education Program at VCSU appears in the beginning of this handbook.

The goals for Valley City State University teacher candidates are achieved through the policies and procedures presented in the student teaching handbook. By following the ideas and procedures presented in the student teaching handbook, it is expected that the candidate will successfully complete student teaching and continue to grow and develop toward becoming a more effective teacher.

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# TABLE OF CONTENTS

	<u>Page</u>
Teacher Education Program Mission and Objectives .....	4
Terminology .....	8
Co-Teaching .....	9
Admission to Student Teaching .....	10
Student Teaching .....	11
Cooperating Teacher .....	16
University Supervisor .....	19
Final Comments .....	21
<b>Appendix</b> .....	23
Sample of Lesson Plan Outline .....	24
Petition & Appeals Process for Teacher Education .....	25
Criteria for Licensure Recommendation .....	26
North Dakota Educator's Code of Ethics .....	27-28
Agreement of Duties and Responsibilities .....	29
Student Teaching Observation Report .....	30
<b>Evaluation of Student Teaching Progress</b> .....	31-36
Specific Content Progress Evaluation Forms	
<i>Designed to learn more about candidate content knowledge</i>	
Elementary Education .....	37
Early Childhood .....	38
Art .....	39
Business .....	40
English .....	41
History/Social Science .....	42
Math .....	43
Music .....	44
Physical Education/Health .....	45
Science .....	46
Spanish .....	47
Technology Education .....	48
<b>Student Teacher Final Evaluation Form</b> .....	49-51
Specific Content Evaluation Forms	
<i>Designed to learn more about candidate content knowledge</i>	
Elementary Education .....	52
Early Childhood .....	53
Art .....	54
Business .....	55
English .....	56
History/Social Science .....	57
Math .....	58
Music .....	59
Physical Education/Health .....	60
Science .....	61
Spanish .....	62
Technology Education .....	63
Professional Disposition Form .....	64

# VALLEY CITY STATE UNIVERSITY

## Teacher Education Program

### Mission and Objectives

The mission of the School of Education and Graduate Studies is to prepare preservice candidates to become competent teachers capable of making sound decisions in the areas of elementary education, secondary education, middle school, early childhood, and reading. Preservice candidates need to be skilled in teaching and guiding students from varying backgrounds who possess a multitude of unique experiences, strengths, and needs. The teacher education program is built upon the belief that competent teachers are knowledge-based decision makers.

### Goals

The broad goal of the teacher education program at Valley City State University is to prepare entry-level teachers who: (1) are capable of teaching and guiding students of varying backgrounds, strengths, and needs; (2) are competent decision makers; (3) skilled in planning, implementing, and evaluating learning experience for students; (4) view decision making as a reflective process; and (5) accept the view that professional growth and development is an on-going, never-ending process.

The teacher education program can be described as having three major domains. The overall goal of each is as follows:

Domain I - General Studies: To help preservice teachers acquire a broadly-based liberal arts education needed in order to function as informed members of our society and within the teaching profession.

Domain II - Specialty Studies: To prepare preservice teachers who possess strong backgrounds within each subject area they will teach.

Domain III - Professional Studies: To prepare preservice teachers who are able to function effectively in a variety of educational settings and with students of diverse backgrounds, abilities, and needs.

### Abilities

The following twenty objectives provide direction for the design of the teacher education program. The program is designed to prepare entry-level teachers who:

1. are competent in the communications skills of listening, reading, writing, and speaking;
2. possess the content knowledge, curricular view, and pedagogical skills needed to be effective teachers in their specialty fields;
3. possess an understanding of the leading theories of human learning and behavior;
4. are able to effectively plan and implement learning experiences which provide for students' individual needs, interests, and learning styles, including those of exceptional and minority culture students;
5. can effectively use a variety of teaching strategies;
6. have knowledge of teaching/learning strategies which promote the ability of students to think critically;

7. are aware of the importance of teachers modeling methods and techniques, which they want their students to learn and use;
8. possess the knowledge of how to motivate students to want to learn;
9. can effectively use modern technology to enhance student learning;
10. believe in the critical importance of basing professional practice and decisions on research, the writings of theorists, an accepted professional practice;
11. can utilize a variety of procedures to evaluate students' learning necessary for professional decision-making;
12. possess a basic understanding of the various stages of human growth and development;
13. strive to develop within students the disposition that learning is a life-long pursuit;
14. respect the rights and privacy of students and conduct themselves in ways consistent with their responsibility of helping to prepare people for a productive life in our democratic and pluralistic society;
15. have an awareness of the importance of helping students develop and maintain positive self-concepts;
16. are aware of the importance of professional and personal characteristics of effective teachers, such as dedication, enthusiasm, cooperativeness, responsibility, and ethical behavior;
17. possess the knowledge and skills to be effective classroom managers;
18. possess the ability to effectively communicate with learners, parents, other educators, and members of the community-at-large;
19. are knowledgeable about the school as an institution in American society, including the historical, sociological, philosophical, and political foundations of education; and
20. are reflective thinkers who possess the philosophy that professional development is an on-going, never-ending process.

### **Decision Making**

Many of the decisions educators make relate to the teacher's ability to: (1) plan, (2) implement, (3) evaluate, and (4) reflect upon what they know and are able to do. These components of the VCSU conceptual framework are emphasized throughout the program and the candidates' field experiences.



### **Planning**

While planning, the teacher must make decisions regarding areas such as, goals and objectives, the degree of background building required, connections to standards and curriculum, specific materials and methods to use. The planning of instruction is based upon knowledge of the subject matter, the students in the classroom, and the curriculum goals.

### **Implementation**

The implementation function requires the teacher to carry out the plans that have been made. During the actual teaching phase numerous decisions need to be made, often quickly, as the teacher responds to students' reactions, comments, and instructional needs. Teachers learn to value the development of their students' critical thinking, problem solving, and performance skills. At times these skills require a variety of instructional strategies, questioning skill, and teacher flexibility to come to the surface. As a result, modification of prepared plans becomes the rule rather than the exception. Examples of models of instruction are discussed later in the handbook.

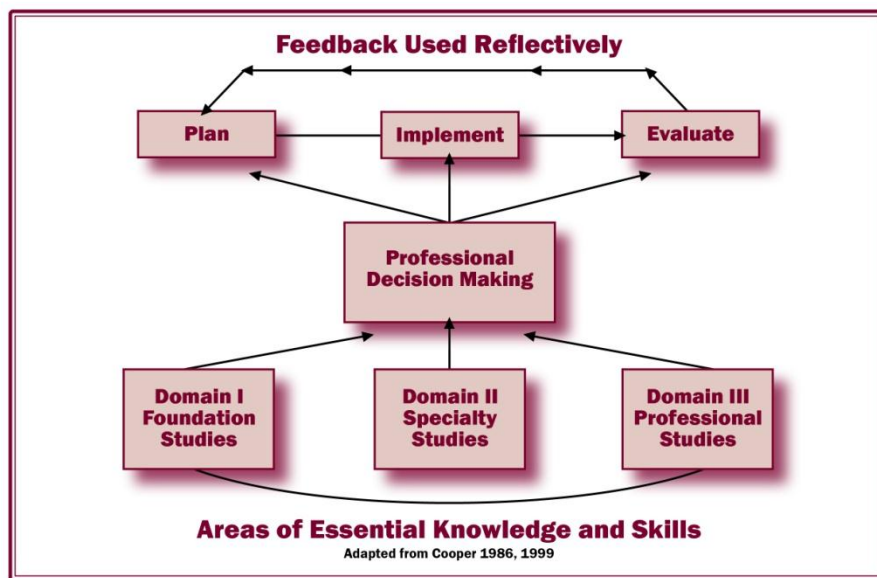
**Evaluation**

During the evaluation phase of decision making the teacher needs to determine the degree to which the instructional objectives were attained. Teachers must apply ongoing formal and informal assessment strategies to identify what and to whom re-teaching is required, and to what level of understanding the students have learned the skill or content from the experience. Evaluation information must be recorded to identify student strengths and monitor progressive student growth.

**Reflection**

Planning, implementation, and evaluation are done by using feedback in a reflective manner. During the entire process it is essential the decision maker realizes that professional growth and development is continuous.

**VALLEY CITY STATE UNIVERSITY  
TEACHER EDUCATION MODEL**



Theme: Teacher as a Knowledge-Based Decision Maker

**The teacher education unit provides teacher preparation candidates with varied models of instruction.**

The Teacher Education faculty members utilize a variety of teaching methods. Faculty systematically select the models of instruction that are best suited for the courses they teach. Frequently, models of instruction will be combined depending upon the course objective(s), the personality of faculty members, and the needs of the students. The instructional models used by the faculty in the unit are briefly described.

The lecture method is typically associated with lower levels of cognition. With this method, learners are viewed, primarily, as receivers of knowledge. At VCSU, this method often involves PowerPoint presentations or other special technology.

The guided discovery method is used to promote learning outcomes involving application and analysis. The instructor uses this method to guide the student to desired responses and outcomes. Instructors must utilize effective questioning strategies and strive to obtain active student participation and interaction.

Inquiry learning is considered one of the most intellectually stimulating and valuable modes of learning. It is associated with the synthesis and evaluation levels of cognition. Inquiry involves students in identifying content-related problems, generating hypotheses or tentative solutions to the problems, gathering and analyzing data to arrive at a tentative conclusion. The inquiry strategy is an excellent means of helping students develop decision making and independent learning skills and provides them with an opportunity to practice higher order thinking skills.

Mastery learning is an individual approach that lends itself to implementation in a traditional environment. The mastery model begins with the pre-assessment of the student's knowledge or ability followed by instruction leading to the mastery of the learning objective(s). The evaluation phase of mastery learning enables the teacher to determine whether or not the student has mastered the material and is ready to go on. Mastery learning, with its alternative learning activities, is also an effective way to provide for learning opportunities compatible with the learner's unique learning style. The mastery learning model requires reflective thought at multiple stages and also supports the other three teaching model areas of planning, implementing, and evaluating learning experiences.

Cooperative learning is a teaching/learning strategy that fosters group cooperation and interaction among students. Cooperative learning strategies encourage students to work together and promote positive intergroup attitudes.

Differentiating Instruction consists of the efforts of teachers to respond to variance among learners in the classroom. This method of instruction encourages teachers to reach out to individual students or small groups of students to vary his or her teaching in order and create the best learning experience possible.

Reflective teaching is a critical element within our knowledge-based decision maker model. It supports the view that professional development is a life-long process. We agree with John Dewey (1933) when he stated, "We do not actually learn from experience as much as we learn from reflecting on experience." In the beginning stages of the program, reflection on the process of teaching/learning happens through early field experiences, videotaping of classroom learning activities, and microteaching. Student teaching is the final field experience in which teaching and learning is followed by reflective thought, which may lead to re-planning, re-teaching, and re-evaluation at the next opportunity. The reflective thoughts may also be journal writings or written reminders on a plan of how the lesson or unit may be taught more effectively in the future.

### **Delivery of Curriculum**

The program provides an opportunity for candidates to acquire entry-level teaching knowledge and skills through university courses, clinical experiences, and field experiences. Some of the clinical types of experiences take place in university classrooms, but the majority of the experiences occur in grades K-12 public school classrooms.

Field experiences commence with an Introduction to Education course and continue through the senior year. Student teaching, a twelve-week experience, is completed during the senior year and is the apex of the entire teacher preparation program.

Courses and field experiences are organized into three broad areas--foundation studies, specialty studies, and professional studies. The preparation of preservice teachers is closely guided by the university faculty and cooperating public school classroom teachers. A carefully designed method to provide instruction and experiences includes a multi-method system to provide feedback to and evaluation of the preservice teachers' learning and performance.

## TERMINOLOGY

**Student Teacher** (teacher candidate) – is a university student who has been assigned to a cooperating school by a teacher-preparation institution to acquire practical teaching experience during a specific period of time, under the direction of one or more cooperating teacher(s) and a university supervisor. VCSU will use the terms “student teacher” and “teacher candidate” interchangeably. VCSU encourages the use of the words “teacher candidate” even better - “co-teacher” - when the student teacher is introduced to the K-12 students he or she will be helping to teach.

**Cooperating Teacher** – is a fully qualified teacher in an accredited school who guides the development of, and assists with the supervision and evaluation of, a teacher candidate.

**University Supervisor** – is a professionally qualified representative of VCSU, who visits, consults with, and evaluates the progress of, a teacher candidate during the student teaching practicum in the cooperating school.

**Cooperating School** – is a public school that works jointly with the university to direct the teaching activities of a student teacher. (A student teaching experience may be requested at an accredited private school by a teacher candidate.)

**Student Teaching** – is the period of directed teaching experience under the guidance of a cooperating teacher and a university supervisor.

## Co-Teaching

While VCSU recognizes its role as a guest in the cooperating school and classroom of the cooperating teacher, VCSU wants to serve its role in the partnership of educating K-12 students as fully as possible. Based on research, VCSU has made a commitment to modeling and promoting the concept of co-teaching based on the following list of potential benefits:

- Reduced student/teacher ratio
- Increased teacher involvement for learners with diverse needs and backgrounds
- Increased instructional options for students
- Enhanced classroom management
- Greater student participation and engagement
- Enhanced collaboration skills and engagement for the teacher candidate
- Research indicating higher test score results in reading and mathematics among elementary students in classes with co-teaching as compared with classrooms taught by cooperating teachers without help or classrooms in which the cooperating teacher and student teacher took turns teaching the lessons
- A realization that cooperating teachers are facing increased challenges to have students meet standards and test score requirements, and thus may not wish to give up quite as much classroom time

Valley City State University recognizes the need for some solo teaching time on the part of the teacher candidate. VCSU would like teacher candidates to lead at least one, full-time week (often candidates teach two or three full-time weeks) and welcomes opportunities for progressive amounts of individual teaching time as the candidate works toward full-time leadership of the classroom. The change to promoting co-teaching strategies invites greater use of the teacher candidate's potential during those times when they are not leading and also invites the cooperating teacher to observe or assist more often during the student teachers solo teaching lessons. VCSU would be glad to visit with a cooperating teacher or teacher candidate about ways to incorporate co-teaching strategies to enhance student learning.

## Co-Teaching Terminology

**Co-teaching** - is defined as two teachers working together with groups of students and sharing the planning, organization, delivery and assessment of instruction, as well as the physical space.

### Co-teaching strategies:

1. **One Teach, One Observe** - one teacher has primary instructional responsibility while the other teacher gathers specific observational information on the students or the (instructing) teacher. Either teacher could have either role, the key is to focus the observation.
2. **One Teach, One Assist** - one teacher has the primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. The teacher assisting often lends a voice to students or groups who would hesitate to participate or add comments.
3. **Station Teaching** - the co-teaching pair divide the instructional content into parts. Each teacher instructs one of the groups, then the groups rotate or spend a designated amount of time at each station
4. **Parallel Teaching** - each teacher instructs half the students. The two teachers are addressing the same instructional material using the same teaching strategies.
5. **Supplemental Teaching** - Allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials extended or remediated.
6. **Alternative (Differentiated) Teaching** - Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.
7. **Team Teaching** - Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Both teachers are actively involved in the lesson.

## **ADMISSION TO STUDENT TEACHING**

Candidates preparing for student teaching must follow education policy by applying for admission to student teaching in the Education Office. Applications for student teaching must be made on forms obtained from the Director of Field Experiences during the semester prior to the candidate's student teaching semester.

The following areas are considered when screening applicants for student teaching: grade point average, Pre-professional Skills Test scores, physical ability to teach, advisor approval, faculty recommendations, written expression, speech ability, evaluations of performance in Introduction to Elementary and Secondary School Teaching, methods practicum experience and approval of Division Chairperson, social recommendation from the Vice President of Student Affairs, a criminal background check, and completion of an interview with the Director of Field Experiences. It is the policy of the Teacher Education Committee that students must receive acceptable recommendations from all pre-student teaching field experiences and meet all the requirements of admission to student teaching and teacher education. The Teacher Education Committee makes the final decision approving applicants for student teaching.

Once an assignment has been made, the student teacher, cooperating teacher, and university supervisor will be asked to sign an agreement to work toward successful completion of the student teaching experience. Student teachers agree to provide evidence of personal liability insurance by joining the Student National Education Association (SNEA) or by a private insurance policy; the student will present proof of such insurance prior to the first day of the semester of student teaching. Upon completion of student teaching, candidates are required to complete a portfolio, teacher education exit survey, and meet the appropriate state required testing to be recommended for licensure in North Dakota.

### **ASSIGNMENT OF STUDENT TEACHERS (TEACHER CANDIDATES)**

Student teaching assignments are made through the combined efforts of the Director of Field Experiences, representatives of public schools, and the approval of the Teacher Education Committee. Accredited schools in the Valley City area have agreed to serve as cooperating schools. In making placement assignments, first consideration is given to obtaining a location that provides the best possible educational experience for the student teacher.

Valley City State University communicates its goals for student teaching and other field experiences through collaboration with liaison teachers and/or school administrators in the surrounding area schools.

### **SELECTION OF COOPERATING TEACHERS**

Through the efforts of Valley City State University student teaching personnel and cooperating school personnel, cooperating teachers are selected who will best facilitate the professional growth of the teacher candidate. A cooperating teacher is an experienced practitioner who has volunteered to accept this added responsibility and is capable of providing the optimum learning experience and guidance for a particular student teacher. The cooperating teacher must meet the requirements of the North Dakota Student Teacher Guidelines. Cooperating teachers will be asked to review the responsibilities of a cooperating teacher, as presented in the Handbook for Student Teaching, and sign an agreement to cooperate in the student teaching program. The agreement will help delineate the roles of the parties involved in the student teaching assignment.

## **STUDENT TEACHER (TEACHER CANDIDATE)**

### **A. Orientation to the Public School**

Teacher Candidates will receive written notice of their assignment to the cooperating school, the grade level or subject area, the cooperating teacher, and the university supervisor. The teacher candidate will arrange to visit the cooperating school and meet the cooperating teacher prior to the beginning of the student teaching experience. This conference provides an opportunity for the teacher candidate to become acquainted with the cooperating teacher, and oriented to the operation of the cooperating school. The parties will discuss expectations and goals for the student teaching experience at this initial meeting. At the beginning of the experience, the teacher candidate should:

- 1) become acquainted with the cooperating teacher.
- 2) meet the school superintendent and/or building principal.
- 3) be introduced to other classroom teachers, special education teachers, librarian, school counselor, school secretary, and custodian.
- 4) become familiar with school and classroom policies.
- 5) memorize the daily schedule.

### **B. Observation Period**

During the observation period, the student teacher should be alert to the interactions within the classroom situation; the teacher candidate can gain insight into:

- 1) techniques for developing rapport with all students.
- 2) various teaching styles.
- 3) learning styles.
- 4) organization of classes.
- 5) techniques of classroom management.

### **C. Participation**

The participation period will undoubtedly overlap with the observation period. During this time, the prospective teacher will assist the cooperating teacher with a variety of activities leading up to actual teaching. Particularly important are participatory activities in which the student teacher may:

- 1) assist in daily routine activities.
  - a. take lunch count and/or attendance
  - b. greet students at the door
  - c. dismiss at the end of class period or the day
  - d. announce school events
- 2) aid individuals and small groups.
- 3) assist in preparation for class work
  - a. developing bulletin boards
  - b. duplicating seat work
  - c. using technology materials
- 4) set up equipment.
- 5) set up learning centers.
- 6) read a story or poem to students.
- 7) assist with testing and scoring of tests.
- 8) share duties for lunch, playground, hall, chaperone.
- 9) attend school-wide meetings.
- 10) assist with school projects.
- 11) supervise student activities and clubs.
- 12) brainstorm and consider plans for a unit of teaching time.
- 13) apply specific co-teaching observation, assistance, and/or team teaching strategies.
- 14) consider co-teaching strategies that may be collaboratively planned for future use.

**D. Teaching Situations**

The amount of time a teacher candidate spends observing and participating in the classroom before moving into actual teaching will vary according to the situation. Co-teaching strategies are encouraged by VCSU. The cooperating teacher and student teacher will mutually decide when the student teacher is ready to assume teaching responsibilities, by reviewing the student teacher's initiative, knowledge of subject matter, willingness to accept responsibility, planning ability, and overall readiness. Generally, student teachers will teach full time for at least one week and at times two or three weeks. This decision should be based on the successfulness and effectiveness of the student teacher. Six-week student teaching assignments will require time adjustments accordingly.

## **E. Planning Experiences**

Planning, implementing, evaluating, and reflecting are the basis of effective teaching. The teacher candidate will develop skill in writing clear lesson plans, provide a variety of appropriate learning experiences, develop valid and reliable methods of evaluation, and become a reflective practitioner motivated toward lifelong learning.

1. **In planning, the teacher candidate:**

- a) develops lesson plans for all lessons taught.
- b) submits lesson plans to cooperating teacher for approval.
- c) collects lesson plans for review by university supervisor.
- d) connects lesson plans with standards and developmentally appropriate curriculum.
- f) considers interest and needs of all students.

2. **In implementing, the teacher candidate:**

- a) provides an effective introduction.
- b) follows the lesson plan sequence for instruction, yet is flexible and makes decisions about necessary or valuable adjustments.
- c) strives to meet the developmental needs of all students.
- d) displays enthusiasm.
- e) provides directions/explanations in a clear, direct manner.
- f) uses positive and productive classroom management techniques.
- g) makes effective and appropriate use of instructional technology.
- h) demonstrates effective questioning skills.
- i) utilizes opportunities for impromptu teaching.
- j) applies closure techniques.
- k) demonstrates respect and an understanding of diverse cultures.
- l) is aware of classroom environmental factors.
- m) shows resourcefulness, initiative, and achievement.

3. **In evaluating, the teacher candidate:**

- a) checks formally and informally for student understanding.
- b) determines students' attainment of key objectives.
- c) re-teaches when necessary.

- d) shares evaluation results with students in appropriate manner.  
uses diagnostic procedures and plans remediation for learners when necessary.
- f) reviews student progress and grading system.

4. In reflecting, the teacher candidate:

- a) compiles a journal which includes lesson plans used during the semester, teaching units, and teaching materials (handouts, worksheets, etc.) that may be useful in the future.
- b) collects lesson and unit plans that have been reflected upon and improved for future use. Candidates use lesson and unit plans for senior portfolio projects and reflections as well.
- c) reviews lesson plans with cooperating teacher or university supervisor.
- d) uses self-evaluation and review of personal effectiveness to improve practice.
- e) responds reflectively to feedback from the cooperating teacher and university supervisor.

**F. Personal Habits and Housing**

The teacher candidate should use common sense in all interactions and relationships while in the pre-professional, student teaching experience. The teacher candidate should remember that he or she carries the reputation of Valley City State University in all dealings in the local community, and becomes a member of the team of the local school. In this position, the teacher candidate must try to build the best impression through conscious effort.

Things to remember:

- 1) The student should realize that student teaching is a full time commitment. During the semester, the student should not allow university classes, part-time jobs, travel, or other university activities to interfere with student teaching.
- 2) Report illness to the school administrator and cooperating teachers as soon as possible when you become ill. The teacher candidate should notify the Valley City State University Director of Field Experience if an illness, injury, or personal problem causes the student teacher to be absent for more than one day. The teacher candidate may be required to make up days absent from student teaching. If the university supervisor is planning a visit, the teacher candidate should contact his or her supervisor as well.
- 3) It is the student teacher's responsibility to provide housing during student teaching.
- 4) The teacher candidate must dress for function and professionalism.
- 5) Purchase of liability insurance is required. Membership in student NEA provides coverage; however, the student may obtain insurance from a private agency. Verification of insurance coverage is required.

- 6) Commuting to the city in which the student teacher is assigned is discouraged. There may be instances in which it is permissible to commute depending upon the conditions and needs of the student. However, because of weather and travel conditions, commuting generally is inadvisable.
- 7) All student teaching activities involving students should be conducted in a highly responsible and professional manner.
- 8) Student teachers will follow the university calendar for beginning and ending the semester of teaching. Teacher candidates will follow the public school's holiday schedule during the semester of student teaching.
- 9) The final evaluation will be completed by the cooperating teacher. The cooperating teacher may consult with the university supervisor or the teacher candidate. The final evaluation form will be kept in the VCSU Education Office.

Criteria for certification recommendation may be found in the appendix. The procedure to appeal decisions related to student teaching is explained in the university supervisor's section of this handbook.

#### **G. Student Teaching Out-of-State/Out-of-Country**

- 1) Candidates requesting student teaching out-of-state must meet the following criteria:
  - a. have a good academic record and potential for success.
  - b. have a strong record of performance in pre-student teaching field experiences.
  - c. have appropriate career oriented reasons necessitating the out-of-state or out-of-country placement.
  - d. have confirmation of creditable cooperating school and teacher.
- 2) Fees and arrangements: Students seeking student teaching out-of-state or out-of-country will be required to do the following:
  - a. pay any additional expenses beyond regular tuition and fees, including travel, and housing.
  - b. for student teaching experiences outside of 150 miles from Valley City, a student is required to pay a fee for supervision. Distance students should contact the Director of Field Experiences to determine approved locations for student teaching in which the supervision fee may be waived.
  - b. locate housing and transportation in the community.
  - c. provide addresses and phone numbers of local school districts and universities that have teacher education programs.
  - d. be approved by the Teacher Education Committee.

## **COOPERATING TEACHER**

The cooperating teacher is in a unique position to facilitate the professional growth of the teacher candidate through a successful and satisfying student teaching experience. The cooperating teacher can demonstrate in a practical way the many challenges of teaching, the responsibilities that must be assumed, and the magnitude of a career in teaching. Much of the success of the student teaching experience depends upon the development of a close relationship between the cooperating teacher and the student teacher.

The cooperating teacher also has the responsibility of communicating the progress of the student teacher to the university supervisor. The cooperating teacher and university supervisor must work effectively together to facilitate a successful student teaching experience.

The cooperating teacher must meet state guidelines for a cooperating teacher, and be recommended by the school administration.

### **A. Interpersonal Relationship with the Teacher Candidate**

The orientation period affords the cooperating teacher an opportunity to dispel some of the anxieties that the student teacher may possess. The cooperating teacher should:

- 1) become acquainted with the student teacher's personal and educational background.
- 2) accept the teacher candidate as a co-teacher, but recognize the leadership responsibilities required to be a cooperating teacher.
- 3) welcome and introduce the student teacher to student and staff.
- 4) provide information concerning school policies and regulations.
- 5) be available for support, suggestions, and conferences.
- 6) notify the university supervisor of progress or concerns.

### **B. Classroom Procedures and Techniques**

The cooperating teacher serves as a model for the teacher candidate by developing insight into successful teaching styles, providing an understanding of the teaching-learning process, and enhancing understanding of teacher-pupil relationships. To introduce classroom procedures and techniques, the cooperating teacher can:

- 1) demonstrate successful planning and teaching styles.
- 2) point out variety in methods of presentation and be open to incorporating co-teaching strategies.
- 3) give support and recommend resources for creative planning on the part of the candidate.
- 4) exhibit skill in effective classroom management.
- 5) give suggestions in matters of motivation and classroom management.

- 6) stress the use of a variety of materials, including technology.
- 7) demonstrate and review effective evaluation techniques.
- 8) utilize and contribute to the reflective thinking process.

### **C. Guidance of Student Teaching**

A cooperating teacher should provide an atmosphere which is conducive to personal exploration, allows freedom to experience trial and error, and furthers the discovery of effective teaching techniques. Careful planning is necessary to guide the teacher candidate in developing an effective and personalized teaching style. The cooperating teacher should:

- 1) acquaint the student teacher with routine matters.
- 2) share in planning, implementing, evaluating, and reflective strategies.
- 3) delegate teaching duties gradually.
- 4) encourage student teachers to develop and implement their own ideas.
- 5) provide continuous feedback.
- 6) cooperatively help set personal goals and formulate a philosophy of education.
- 7) exhibit professional attitudes.

### **D. Evaluation of the Student Teacher**

Evaluation of the student teacher must be a continuous and on-going process throughout the student teaching experience. The main purpose of evaluation is to provide the teacher candidate with verbal and written feedback so he or she recognizes strengths and weaknesses and can set goals for improvement in areas of weakness. Cooperating teachers are urged to hold three way conference sessions with the student teacher and university supervisor to provide feedback and evaluation of performance. Cooperating teachers are asked to complete evaluation forms on the student teacher's performance (see appendix). These forms indicate and communicate areas of strength and weakness. The forms help the teacher candidate realize what progress has been made to that point, and what must be done to continue toward successful conclusion of student teaching.

Varied evaluative procedures are utilized by the cooperating teacher.

- 1) Informal evaluation assessments may include the following:
  - a. daily exchange of teaching ideas and suggestions.
  - b. written comments on the student teacher's lesson plans.
  - c. brief conferences following teaching experiences.
  - d. use of audio and video tapes.

- 2) Formal evaluation assessments should include the following:
  - a. prearranged conferences to discuss the student teacher's progress.
  - b. completion of the ongoing student teaching evaluation form (see appendix).
  - c. completion of the final student teaching evaluation form for inclusion in the teacher candidate's file (see appendix). This form is completed by the cooperating teacher and returned to the Education Office. The cooperating teacher and university supervisor should confer as this step is completed.

## UNIVERSITY SUPERVISOR

The university supervisor is assigned by the Director of Field Experiences to serve as a coordinator between the university and the cooperating school. A basic responsibility of the university supervisor is to foster a friendly, cooperative, and effective working relationship. The university supervisor will review the supervisor's responsibilities, as stated in the Handbook for Student Teaching and complete the agreement to work for a successful student teaching experience.

It is important for the university supervisor to:

### **A. Communicate Student Teaching Objectives**

The university supervisor will communicate and promote the objectives of the student teaching experience to cooperating school personnel.

### **B. Serve as Liaison**

An important role of the university supervisor is to serve as a link between the university and the cooperating school, cooperating teacher, and student teacher. The visits of the supervisor help to maintain unity of action in the overall student teaching experience.

### **C. Assist Cooperating Teacher**

The university supervisor is in a position to assist the cooperating teacher in guiding the student teacher. The supervisor can help focus purposeful conferencing, assist in resolving problems that may develop in the program, and participate in three-way conferencing.

### **D. Act as Resource Person**

An area where the university supervisor can be of special service to the cooperating teacher and teacher candidate is in the role of resource person. The supervisor can:

- 1) share innovative methods, procedures, and materials.
- 2) share research findings and current trends.

### **E. Provide Guidance for Student Teacher (Teacher Candidate)**

Although the cooperating teacher carries the major responsibility for guiding the development of the student teacher, the university supervisor also plays an important role in providing guidance. The supervisor will:

- 1) make regular classroom visits.
  - a. minimum of four observations during 12-week student teaching assignment
  - b. have a conference after each observation.
  - c. complete written evaluation for each visit.

- 2) offer praise and encouragement.
- 3) offer tactful and constructive criticism.
- 4) provide any assistance requested.
- 5) inform a teacher candidate of personal habits or practices that may be interfering with successful student teaching.

**F. Evaluation Performance of Student Teacher (Teacher Candidate)**

The university supervisor and the cooperating teacher share the responsibility of evaluating the student teacher. The university supervisor will:

- 1) encourage triad conferences between the teacher candidate, cooperating teacher, and university supervisor.
- 2) confer with the cooperating teacher regarding the teacher candidate's progress.
- 3) be available for special consultation and additional observations, if needed.
- 4) work with the Director of Field Experiences for a reassignment of a teacher candidate if the need arises.
- 5) recommend removal of a teacher candidate that, for a variety of reasons, is not capable of handling the classes, is not prepared in a subject area, or has not the personal characteristics necessary to deal effectively with students. This decision will be made jointly with the cooperating school, the Director of Field Experiences, and the teacher candidate. Student teachers may appeal any decision in writing to the Teacher Education Committee. Candidates wishing to appeal any recommendation of the Teacher Education Committee or a decision of the Dean of Education should consult the Student Handbook, which details final appeals procedures under the University Hearings and Appeals Board.

## FINAL COMMENTS

This section covers topics, which are of vital interest to the student teacher: legal status, substitute teaching, seminars, visitation to other classrooms, and professional ethics.

### **A. Legal Status of Student Teachers**

The state of North Dakota has given legal authority for the student teacher to work in a capacity similar to that of a regular teacher. The student teacher has an obligation to follow instructions and take advice from the supervising teacher and cooperating school administration.

### **B. Substitute Teaching**

Valley City State University discourages student teachers who have not successfully completed their full-time student teaching from being used as substitute teachers for other teachers in the school system in which they are placed. The official statement of the ESPB reads, "In the event of an emergency, the student teacher may once during the student teaching semester be placed as a substitute in the student teacher's regularly assigned classroom for a period of time not to exceed two consecutive days."

Student teachers will be eligible for a 40-day provisional license upon completion of all requirements for their bachelor's degree minus the awarding of the degree and the official transcript as documented by the institution of higher education registrar. Once the degree has been awarded and the official transcript has been received the student will receive the initial two-year license.

### **C. Visitation to Other Classrooms**

Sometime during the student teaching experience, the teacher candidates should work with their cooperating teacher to arrange an opportunity to observe other teachers. Visits to other classrooms will give the teacher candidate exposure to a variety of teaching styles, methods of classroom management, and effective motivational techniques.

### **D. Professional Ethics**

Student teachers should become familiar with the Code of Ethics as given in the publication "Rules of Procedure and Interpretation of Code of Ethics of the Teachers' Professional Practices Commission." It is expected that teacher candidates will put the Code of Ethics into practice (see appendix).

### **E. Career Services**

The Valley City State University Career Services Office handles placement of graduates by sending credentials where desired and by assisting individuals in preparing for the job search. A job search course for seniors in education is offered each semester to teach students the essential elements of effective job searching: resume writing, writing letters, interviewing, networking, negotiating and locating job vacancies. Education graduates register with Career Services through the CSO System at [www.vcsu.edu/careerservices/](http://www.vcsu.edu/careerservices/).

**F.**      **Licensure**

Questions on Teacher Licensure can be answered by contacting the Valley City State University Office of the Registrar or the Education Standards & Practices Board, 600 E Boulevard Avenue, Bismarck, North Dakota, 58505-0440 or [www.state.nd.us/esp/](http://www.state.nd.us/esp/).

**G.**      **Libraries**

The Valley City State University Library and Curriculum Library have materials available for student teacher use. Student teachers should know what is available to them and use whatever is appropriate. Both the university library and the curriculum library offer increased privileges to student teachers.

**H.**      **Policy for Removal of Student Teacher (Teacher Candidate)**

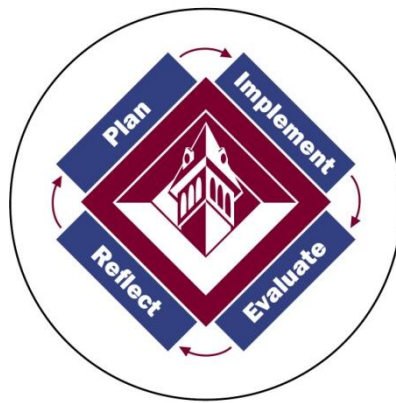
A cooperating school may ask that a teacher candidate be removed from its school. There is no appeal to this decision.

Teacher candidates may be removed from student teaching by the university when conditions require. In this case, students should be aware of their rights through the appeals procedure, as stated in the University Supervisor's section (F) of this Handbook.

**I.**      **Special Comment**

The faculty and staff at Valley City State University wish each teacher candidate the best in the student teaching experience and gratefully thank the cooperating school's personnel for their assistance in this worthwhile program.

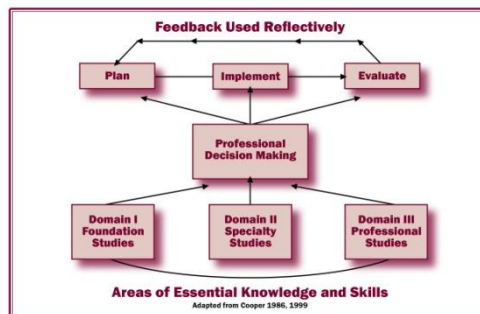
# APPENDIX



# SAMPLE LESSON PLAN OUTLINE



- I. PLANNING:** (What is the purpose of the lesson? What are the objectives? What materials or technology equipment will I need to have ready before class? Am I considering and differentiating for the needs and backgrounds of all my students? Am I considering lesson objectives that connect to state standards? Is the lesson developmentally appropriate? Do I have a backup plan for anything that may not work due to equipment or time constraints?)
- INTRODUCTION:** (How will I "open" the lesson? What will I say, do, and ask my students to engage them? How will I close the lesson to review what we have learned and transition into the next activity?)
- II. IMPLEMENTATION:** (What modifications in terms of time or direction of the lesson might I anticipate? What teaching strategies will be most effective for my students? How will I implement those motivational and effective strategies? )
- FOLLOW-UP:** (How will the lesson close? What follow-up activities will I use? Will the lesson be continued? What will I say and have the students do as I summarize the learning experience? How will I transition into the next activity?)
- III. EVALUATION:** (How will I formally assess my objectives? How will I informally assess how well the students are grasping the content as I am teaching? How will I use my evaluation to assist student learning and enhance my teaching?)
- IV. REFLECTION:** (Did I have the materials ready to teach the lesson? Did the students understand what the lesson was about? Did the students reach the objective? Did I use the most effective strategies I could have to help all my students learn? How could I improve this lesson in the future? How can I improve my teaching and my students' learning when I teach in the future?)



## **PETITION AND APPEAL PROCESS FOR TEACHER EDUCATION**

Students seeking an exception to policies, regulations, or academic requirements of the School of Education and Graduate Studies (SEGS) may submit a written petition requesting exemption to the SEGS Appeals Committee. Items, which students may appeal, include requirements regarding the grade point average; competency in reading, writing, mathematics, and speech; record of good conduct; scores of the Pre-Professional Skills Test; and other items as they relate to admission to teacher education. The burden of proof for demonstrating the appropriateness of the request rests with the student.

The SEGS Appeals Committee, comprised of three faculty members from the School of Education and Graduate Studies, will consider the evidence and make a recommendation in the matter. All recommendations and actions of this committee are advisory in nature to the Dean of Education who will render a final decision in a timely manner.

Students wishing to appeal any recommendation of the Teacher Education Committee or a decision of the Dean of Education should consult the Student Handbook, which details final appeals procedures under the University Hearings and Appeals Board.

## CRITERIA FOR LICENSURE RECOMMENDATION

The Dean of the School of Education and Graduate Studies makes the recommendation for teacher licensure. In order to be recommended, a student must meet the following requirements:

1. Cumulative grade point average of 2.50 or better.
2. Satisfactory completion of all program requirements, as described in the University Catalog and Teacher Education Program Handbook.
3. Successful student teaching experience.
4. Successful completion of a digital portfolio.
5. Successfully complete PPST, Praxis II, criminal background check, and all licensure requirements.

The registrar sends the application to the Education Standards & Practices Board for issuance of a teacher licensure.

## **NORTH DAKOTA EDUCATOR'S CODE OF ETHICS**

### **THE PREAMBLE**

The educator recognizes that education preserves and promotes the principles of democracy. The educator shares with all other citizens the responsibility for the development of educational policy. The educator acts on the belief that the quality of the services of the education profession directly influences the nation and its citizens. The educator promotes the worth and dignity of each human being and strives to help each student realize the student's potential as a worthy, effective member of society. The educator, therefore, works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. The educator measures success by the progress each student makes toward the realization of his/her potential as an effective citizen. The educator regards the employment agreement as a solemn pledge to be executed both in spirit and in fact in a manner consistent with the highest ideals of professional service. The educator accepts the responsibility to practice the profession according to the highest ethical standards. The educator strives to raise professional standards to improve service and achieve conditions which attract highly qualified persons to the profession.

The following code of professional conduct of the education standards and practices board governs all members of the teaching profession. A violation of this section constitutes grounds for disciplinary action which include the issuance of a warning or reprimand or both, suspension or revocation of the license of the affected educator, or other appropriate disciplinary action.

### **PRINCIPLE I COMMITMENT TO THE STUDENT**

In fulfilling obligations to students, the North Dakota educator:

1. Shall not, without just cause, deny the student access to varying points of view;
2. Shall not intentionally suppress or distort subject matter relevant to a student's academic program;
3. Shall protect the student from conditions detrimental to learning or to physiological or psychological well-being;
4. Shall not engage in physical abuse of a student or sexual conduct with a student and shall report to the education standards and practices board knowledge of such an act by an educator;
5. Shall not harass, discriminate against, or grant a discriminatory advantage to a student on the grounds of race, color, creed, sex, national origin, marital status, political or religious beliefs, physical or mental conditions, family, social, or cultural background, or sexual orientation; shall make reasonable effort to assure that a student is protected from harassment or discrimination on these grounds; and may not engage in a course of conduct that would encourage a reasonable student to develop a prejudice on these grounds;
6. Shall not use professional relationships with a student for personal advantage or gain;
7. Shall disclose confidential information about individuals, in accordance with state and federal laws, only when a compelling professional purpose is served or when required by law; and,
8. Shall accord just and equitable treatment to all students as they exercise their educational rights and responsibilities.

**PRINCIPLE II**  
**COMMITMENT TO THE PROFESSION**

In fulfilling obligations to the profession, the North Dakota educator:

1. Shall accord just and equitable treatment of all members of the profession in the exercise of their professional rights and responsibilities;
2. Shall not, on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, physical condition, family, social or cultural background, or sexual orientation, deny to a colleague a professional benefit, advantage, or participation in any professional organization, nor discriminate in employment practice, assignment, or evaluation of personnel;
3. Shall not sexually harass a fellow employee;
4. Shall withhold and safeguard information acquired about colleagues in the course of employment, unless disclosure serves a compelling professional purpose;
5. Shall present complete and accurate information on the application for licensure and employment;
6. Shall present complete and accurate information on any document in connection with professional responsibilities;
7. Shall present evaluations of and recommendations for colleagues fairly, accurately, and professionally;
8. Shall cooperate with the education standards and practices board in inquiries and hearings and shall not file false complaints or shall not seek reprisal against any individuals involved with the complaint;
9. Shall not knowingly distort, withhold or misrepresent information regarding a position from an applicant or misrepresent an assignment or conditions of employment;
10. Shall not breach a professional employment contract;
11. Shall not knowingly assign professional duties for which a professional educator's license is required;
12. Shall not accept a gratuity, gift, or favor that might influence or appear to influence professional judgment, nor offer a gratuity, gift, or favor to obtain special advantage; and
13. Shall exhibit professional conduct in safeguarding and maintaining the confidentiality of test materials and information.

**PRINCIPLE III**  
**COMMITMENT TO THE COMMUNITY**

In fulfilling these obligations to the public, the North Dakota educator:

1. Shall distinguish between personal views and the views of the employing educational agency;
2. Shall not distort or misrepresent the facts concerning educational matters; and,
3. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others.

Education Standards and Practices Board  
Effective July 1, 1995; amended August 1, 2002

**EDUC 475, 480, 485, 490, Student Teaching**

**Agreement of Duties and Responsibilities:**

**This agreement should be completed at the beginning of the student teaching candidates' experience. Return the completed agreement to the Education office at Valley City State University.**

Teacher Candidate \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_

University Supervisor \_\_\_\_\_

Cooperating School \_\_\_\_\_

Date \_\_\_\_\_

The individuals involved in the student teaching experience have read the responsibilities as presented in the *Handbook for Student Teaching* and have agreed to work toward meeting these requirements.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Teacher Candidate Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Cooperating Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
University Supervisor Signature

\_\_\_\_\_  
Date

**Student Teaching Observation Report**

Teacher Candidate \_\_\_\_\_ University Supervisor \_\_\_\_\_

School \_\_\_\_\_ Grade/Subject \_\_\_\_\_

Date \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_

Lesson Topic \_\_\_\_\_

Please circle the number which describes the student teacher. Progress report: **3** signifies “demonstrated progress”, **2** signifies “attempted but not demonstrated”, **1** signifies “not demonstrated”, **0** signifies “no opportunity to demonstrate”

**Comments:** (Professionalism, Relationship, Attitude, etc.)

					<b><u>Planning</u></b>
3	2	1	0		Identifies objectives for instruction
3	2	1	0		Prepares appropriate lesson plan
3	2	1	0		Shows creativity in lesson design
3	2	1	0		Considers students’ interests, needs, abilities
3	2	1	0		Assembles all needed materials
3	2	1	0		Provides for active student involvement
3	2	1	0		Considers appropriate use of reinforcing activities
3	2	1	0		Plans for variety of teaching strategies & resources
					<b><u>Implementing</u></b>
3	2	1	0		Provides effective introduction
3	2	1	0		Follows lesson plan sequence in instruction
3	2	1	0		Meets students’ developmental needs
3	2	1	0		Speaks clearly and effectively
3	2	1	0		Displays enthusiasm
3	2	1	0		Provides directions/explanations in a clear, direct manner
3	2	1	0		Use positive & productive classroom management techniques
3	2	1	0		Uses technology appropriately
3	2	1	0		Demonstrates effective questioning skills
3	2	1	0		Utilizes opportunities for impromptu teaching
3	2	1	0		Demonstrates understanding of diverse cultures
3	2	1	0		Is aware of physical environmental factors
3	2	1	0		Understands content of lesson
3	2	1	0		Applies closure techniques
					<b><u>Evaluating</u></b>
3	2	1	0		Checks for understanding and re-teaches when necessary
3	2	1	0		Determines students’ attainment of key objectives
3	2	1	0		Shares evaluation results with students in appropriate manner

**Teacher Candidate Progress Evaluation Form**

Teacher Candidate	Semester	Weeks	Subject/Grade Taught
School & Town	Cooperating Teacher	University Supervisor	

This assessment is based on the 10 national standards of effective practice for new teachers (InTASC), with the addition of the Communication category and a separate section for professional dispositions. Under the Family Education & Privacy Act of 1974, the student has the right of inspection and review of this document.

Directions: For each of the items below, circle the number which describes the teacher candidate as a pre-professional. Thank you for your time and commitment to the profession.

- Undeveloped:** The teacher candidate lacks basic knowledge of this concept and would need significant guidance to perform this task.  
**Emerging:** The teacher candidate has basic knowledge of this concept, and would need guidance to complete the task.  
**Proficient:** The teacher candidate has the knowledge and ability to perform this task with limited or no guidance.  
**Distinguished:** The teacher candidate has exceptional knowledge and ability to perform this task without guidance.

	4 Week					8 Week			
	Undeveloped	Emerging	Proficient	Distinguished		Undeveloped	Emerging	Proficient	Distinguished
<b>The Learner and Learning</b>									
<b>Standard #1: Learner Development.</b> The teacher understands how children learn 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. <b>(Overall Rating)</b>	1	2	3	4		1	2	3	4
• Designs developmentally appropriate instruction	1	2	3	4		1	2	3	4
• Implements developmentally appropriate instruction	1	2	3	4		1	2	3	4
<i>Comments:</i>									
<b>Standard #2: Learning Differences.</b> The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards. <b>(Overall Rating)</b>	1	2	3	4		1	2	3	4
• Adapts instruction for individual needs	1	2	3	4		1	2	3	4
• Inquires about students as individuals with diverse personal and family backgrounds	1	2	3	4		1	2	3	4
• Exhibits fairness and the belief that all students can learn	1	2	3	4		1	2	3	4
<i>Comments:</i>									
<b>Standard #3: Learning Environments.</b> The teacher works with learners to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self motivation. <b>(Overall Rating)</b>	1	2	3	4		1	2	3	4
• Fosters a safe and respectful environment that promotes learning	1	2	3	4		1	2	3	4
• Organizes time and resources to actively engage students in learning	1	2	3	4		1	2	3	4
• Manages classroom activity and behavior effectively	1	2	3	4		1	2	3	4
<i>Comments:</i>									

	4 Week					8 Week			
	Undeveloped	Emerging	Proficient	Distinguished		Undeveloped	Emerging	Proficient	Distinguished
<b>Content</b>									
<b>Standard #4: Content Knowledge.</b> 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. <b>(Overall Rating)</b>	1	2	3	4		1	2	3	4
• Demonstrates knowledge of subject matter	1	2	3	4		1	2	3	4
• Creates meaningful learning experiences	1	2	3	4		1	2	3	4
<i>Comments:</i>									
<b>Standard #5: Applications of Content.</b> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues. <b>(Overall Rating)</b>	1	2	3	4		1	2	3	4
• Connects content knowledge to relevant issues in students' lives	1	2	3	4		1	2	3	4
• Engages students in higher level thinking skills	1	2	3	4		1	2	3	4
<i>Comments:</i>									
<b>Instructional Practice</b>									
<b>Standard #6: Assessment.</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teachers' and learner's decision making. <b>(Overall Rating)</b>	1	2	3	4		1	2	3	4
• Integrates formal and informal assessments	1	2	3	4		1	2	3	4
• Communicates timely and useful descriptive feedback	1	2	3	4		1	2	3	4
• Aligns assessments with objectives and standards	1	2	3	4		1	2	3	4
• Exhibits fairness in grading practices	1	2	3	4		1	2	3	4
• Uses a variety of assessments	1	2	3	4		1	2	3	4
<i>Comments:</i>									
<b>Standard #7: Planning for Instruction.</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	1	2	3	4		1	2	3	4
• Connects lesson goals with school curriculum and state standards	1	2	3	4		1	2	3	4
• Uses assessment data to inform planning for instruction	1	2	3	4		1	2	3	4
<i>Comments:</i>									
<b>Standard #8: Instructional Strategies.</b> 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. <b>(Overall Rating)</b>	1	2	3	4		1	2	3	4
• Varies instructional strategies to engage learners	1	2	3	4		1	2	3	4
• Uses technology appropriately to enhance instruction	1	2	3	4		1	2	3	4
• Differentiates instruction	1	2	3	4		1	2	3	4
<i>Comments:</i>									

	4 Week					8 Week			
	Undeveloped	Emerging	Proficient	Distinguished		Undeveloped	Emerging	Proficient	Distinguished
<b>Professional Responsibility</b>									
<b>Standard #9: Professional Learning and Ethical Practice.</b> 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, and other professionals, and the learning community), and adapts practice to meet the needs of each learner. <b>(Overall Rating)</b>	1	2	3	4		1	2	3	4
• Seeks and accepts feedback to improve teaching effectiveness	1	2	3	4		1	2	3	4
• Uses self-reflection to improve teaching effectiveness	1	2	3	4		1	2	3	4
• Demonstrates commitment to the profession	1	2	3	4		1	2	3	4
<i>Comments:</i>									
<b>Standard #10: Leadership and Collaboration.</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other professionals, and community members to ensure learner growth, and to advance the profession. <b>(Overall Rating)</b>	1	2	3	4		1	2	3	4
• Works effectively with school personnel	1	2	3	4		1	2	3	4
• Works effectively with parents	1	2	3	4		1	2	3	4
<i>Comments:</i>									
<b>Communication-</b> The teacher candidate uses effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. <b>(Overall Rating)</b>	1	2	3	4		1	2	3	4
• Uses accurate and effective written communication	1	2	3	4		1	2	3	4
• Uses accurate and effective oral communication	1	2	3	4		1	2	3	4
• Uses effective non-verbal communication	1	2	3	4		1	2	3	4
<i>Comments:</i>									

Please indicate grades taught: K 1 2 3 4 5 6 7 8 9 10 11 12

*Additional Comments:*

Cooperating Teacher

Date

Teacher Candidate

Date

**Teacher Candidate Progress Evaluation Form**

Teacher Candidate	Semester	Weeks	Subject/Grade Taught
School & Town	Cooperating Teacher	University Supervisor	

This assessment is based on the 10 national standards of effective practice for new teachers (InTASC), with the addition of the Communication category and a separate section for professional dispositions. Under the Family Education & Privacy Act of 1974, the student has the right of inspection and review of this document.

Directions: For each of the items below, circle the number which describes the teacher candidate as a pre-professional. Thank you for your time and commitment to the profession.

- Undeveloped:** The teacher candidate lacks basic knowledge of this concept and would need significant guidance to perform this task.
- Emerging:** The teacher candidate has basic knowledge of this concept, and would need guidance to complete the task.
- Proficient:** The teacher candidate has the knowledge and ability to perform this task with limited or no guidance.
- Distinguished:** The teacher candidate has exceptional knowledge and ability to perform this task without guidance.

	2 Week					4 Week			
	Undeveloped	Emerging	Proficient	Distinguished		Undeveloped	Emerging	Proficient	Distinguished
<b>The Learner and Learning</b>									
<b>Standard #1: Learner Development.</b> The teacher understands how children learn 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. <b>(Overall Rating)</b>	1	2	3	4		1	2	3	4
• Designs developmentally appropriate instruction	1	2	3	4		1	2	3	4
• Implements developmentally appropriate instruction	1	2	3	4		1	2	3	4
<i>Comments:</i>									
<b>Standard #2: Learning Differences.</b> The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards. <b>(Overall Rating)</b>	1	2	3	4		1	2	3	4
• Adapts instruction for individual needs	1	2	3	4		1	2	3	4
• Inquires about students as individuals with diverse personal and family backgrounds	1	2	3	4		1	2	3	4
• Exhibits fairness and the belief that all students can learn	1	2	3	4		1	2	3	4
<i>Comments:</i>									
<b>Standard #3: Learning Environments.</b> The teacher works with learners to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self motivation. <b>(Overall Rating)</b>	1	2	3	4		1	2	3	4
• Fosters a safe and respectful environment that promotes learning	1	2	3	4		1	2	3	4
• Organizes time and resources to actively engage students in learning	1	2	3	4		1	2	3	4
• Manages classroom activity and behavior effectively	1	2	3	4		1	2	3	4
<i>Comments:</i>									

	2 Week					4 Week			
	Undeveloped	Emerging	Proficient	Distinguished		Undeveloped	Emerging	Proficient	Distinguished
<b>Content</b>									
<b>Standard #4: Content Knowledge.</b> 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. <b>(Overall Rating)</b>	1	2	3	4		1	2	3	4
• Demonstrates knowledge of subject matter	1	2	3	4		1	2	3	4
• Creates meaningful learning experiences	1	2	3	4		1	2	3	4
<i>Comments:</i>									
<b>Standard #5: Applications of Content.</b> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues. <b>(Overall Rating)</b>	1	2	3	4		1	2	3	4
• Connects content knowledge to relevant issues in students' lives	1	2	3	4		1	2	3	4
• Engages students in higher level thinking skills	1	2	3	4		1	2	3	4
<i>Comments:</i>									
<b>Instructional Practice</b>									
<b>Standard #6: Assessment.</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teachers' and learner's decision making. <b>(Overall Rating)</b>	1	2	3	4		1	2	3	4
• Integrates formal and informal assessments	1	2	3	4		1	2	3	4
• Communicates timely and useful descriptive feedback	1	2	3	4		1	2	3	4
• Aligns assessments with objectives and standards	1	2	3	4		1	2	3	4
• Exhibits fairness in grading practices	1	2	3	4		1	2	3	4
• Uses a variety of assessments	1	2	3	4		1	2	3	4
<i>Comments:</i>									
<b>Standard #7: Planning for Instruction.</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. <b>(Overall Rating)</b>	1	2	3	4		1	2	3	4
• Connects lesson goals with school curriculum and state standards	1	2	3	4		1	2	3	4
• Uses assessment data to inform planning for instruction	1	2	3	4		1	2	3	4
<i>Comments:</i>									
<b>Standard #8: Instructional Strategies.</b> 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. <b>(Overall Rating)</b>	1	2	3	4		1	2	3	4
• Varies instructional strategies to engage learners	1	2	3	4		1	2	3	4
• Uses technology appropriately to enhance instruction	1	2	3	4		1	2	3	4
• Differentiates instruction	1	2	3	4		1	2	3	4
<i>Comments:</i>									

	2 Week					4 Week			
	Undeveloped	Emerging	Proficient	Distinguished		Undeveloped	Emerging	Proficient	Distinguished
<b>Professional Responsibility</b>									
<b>Standard #9: Professional Learning and Ethical Practice.</b> 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, and other professionals, and the learning community), and adapts practice to meet the needs of each learner. <b>(Overall Rating)</b>									
	1	2	3	4		1	2	3	4
• Seeks and accepts feedback to improve teaching effectiveness	1	2	3	4		1	2	3	4
• Uses self-reflection to improve teaching effectiveness	1	2	3	4		1	2	3	4
• Demonstrates commitment to the profession	1	2	3	4		1	2	3	4
<i>Comments:</i>									
<b>Standard #10: Leadership and Collaboration.</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other professionals, and community members to ensure learner growth, and to advance the profession. <b>(Overall Rating)</b>									
	1	2	3	4		1	2	3	4
• Works effectively with school personnel	1	2	3	4		1	2	3	4
• Works effectively with parents	1	2	3	4		1	2	3	4
<i>Comments:</i>									
<b>Communication-</b> The teacher candidate uses effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. <b>(Overall Rating)</b>									
	1	2	3	4		1	2	3	4
• Uses accurate and effective written communication	1	2	3	4		1	2	3	4
• Uses accurate and effective oral communication	1	2	3	4		1	2	3	4
• Uses effective non-verbal communication	1	2	3	4		1	2	3	4
<i>Comments:</i>									

Please indicate grades taught: K 1 2 3 4 5 6 7 8 9 10 11 12

*Additional Comments:*

Cooperating Teacher

Date

Teacher Candidate

Date

**Teacher Candidate Progress Evaluation Form**

	4 Week					8 Week			
	Undeveloped	Emerging	Proficient	Distinguished		Undeveloped	Emerging	Proficient	Distinguished
<b>Discipline Specific Competencies: ELEMENTARY EDUCATION</b>									
1. Effectively applies knowledge of teaching language arts	1	2	3	4	1	2	3	4	
2. Effectively applies knowledge of teaching science	1	2	3	4	1	2	3	4	
3. Effectively applies knowledge of teaching social studies	1	2	3	4	1	2	3	4	
4. Effectively applies knowledge of teaching mathematics	1	2	3	4	1	2	3	4	
5. Integrates concepts from various content areas	1	2	3	4	1	2	3	4	

*Additional Comments:*

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Cooperating Teacher

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School/Address

**Teacher Candidate Progress Evaluation Form**

	2 Week					4 Week			
	Undeveloped	Emerging	Proficient	Distinguished		Undeveloped	Emerging	Proficient	Distinguished
<b>Discipline Specific Competencies:</b>									
<b>EARLY CHILDHOOD EDUCATION</b>									
1. Promotes child development and learning (NAEYC Standard 1)	1	2	3	4		1	2	3	4
2. Help build family and community relationships (NAEYC Standard 2)	1	2	3	4		1	2	3	4
3. Observes, documents, and assesses to support young children and families (NAEYC Standard 3)	1	2	3	4		1	2	3	4
4. Connects with children, integrates meaningful curriculum, and supports learners (NAEYC Standard 4)	1	2	3	4		1	2	3	4
5. Becomes a professional (NAEYC Standard 5)	1	2	3	4		1	2	3	4

*Additional Comments:*

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Cooperating Teacher

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School/Address

**Teacher Candidate Progress Evaluation Form**

	4 Week					8 Week			
	Undeveloped	Emerging	Proficient	Distinguished		Undeveloped	Emerging	Proficient	Distinguished
<b>Discipline Specific Competencies:</b>									
<b>ART EDUCATION</b>									
1. Relates Art history to studio activities	1	2	3	4		1	2	3	4
2. Guides learners to share intentions and/or meaning in their artwork	1	2	3	4		1	2	3	4
3. Demonstrates proficiency in a broad range of media	1	2	3	4		1	2	3	4
4. Makes connections between visual arts and other disciplines	1	2	3	4		1	2	3	4
5. Integrates understanding of visual language in studio activities	1	2	3	4		1	2	3	4

*Additional Comments:*

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Cooperating Teacher

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School/Address

**Teacher Candidate Progress Evaluation Form**

	4 Week					8 Week			
	Undeveloped	Emerging	Proficient	Distinguished		Undeveloped	Emerging	Proficient	Distinguished
<b>Discipline Specific Competencies: BUSINESS EDUCATION</b>									
1. Demonstrates knowledge of and ability to teach all required business subjects.	1	2	3	4	1	2	3	4	
2. Models safety and ethical behavior in the business education classroom.	1	2	3	4	1	2	3	4	
3. Models the use of inquiry to help students construct business understanding.	1	2	3	4	1	2	3	4	
4. Promotes student understanding of the business and society relationship.	1	2	3	4	1	2	3	4	
5. Uses student assessment in business to guide/change instruction.	1	2	3	4	1	2	3	4	

*Additional Comments:*

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Cooperating Teacher

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School/Address

**Teacher Candidate Progress Evaluation Form**

	4 Week					8 Week			
	Undeveloped	Emerging	Proficient	Distinguished		Undeveloped	Emerging	Proficient	Distinguished
<b>Discipline Specific Competencies: ENGLISH EDUCATION</b>									
1. Demonstrates ability to introduce and guide students through process-based writing.	1	2	3	4	1	2	3	4	
2. Demonstrates ability to think critically about language and literature, and to instill this critical awareness in students.	1	2	3	4	1	2	3	4	
3. Demonstrates ability to plan instruction that integrates all six language arts (reading, writing, speaking, listening, viewing, visually representing)	1	2	3	4	1	2	3	4	
4. Demonstrates ability to identify and use resources, and guide students in locating and using resources, appropriate to course content.	1	2	3	4	1	2	3	4	
5. Demonstrates thorough knowledge of state and national standards in Reading, Writing, Speaking, and Listening.	1	2	3	4	1	2	3	4	

*Additional Comments:*

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Cooperating Teacher

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School/Address

**Teacher Candidate Progress Evaluation Form**

	4 Week					8 Week			
	Undeveloped	Emerging	Proficient	Distinguished		Undeveloped	Emerging	Proficient	Distinguished
<b>Discipline Specific Competencies:</b>									
<b>HISTORY/SOCIAL SCIENCE EDUCATION</b>									
1. Demonstrates ability to identify broad, conceptual questions and use them to shape approaches to history/social science.	1	2	3	4		1	2	3	4
2. Demonstrates ability to identify and interpret primary sources, engage students with these sources, and integrate them into the course content.	1	2	3	4		1	2	3	4
3. Demonstrates ability to think as a historian and/or social scientist and guide students in developing those perspectives.	1	2	3	4		1	2	3	4
4. Demonstrates ability to identify and use resources, and assist students in locating and using resources, appropriate to course content.	1	2	3	4		1	2	3	4
5. Demonstrates thorough knowledge of state and national standards in History/Social Science.	1	2	3	4		1	2	3	4

*Additional Comments:*

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Cooperating Teacher

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School/Address

**Teacher Candidate Progress Evaluation Form**

	4 Week					8 Week			
	Undeveloped	Emerging	Proficient	Distinguished		Undeveloped	Emerging	Proficient	Distinguished
<b>Discipline Specific Competencies:</b> <b>MATH EDUCATION</b>									
1. Teaches mathematics with equity in mind — high expectations and strong support for all students.	1	2	3	4		1	2	3	4
2. Develops understanding of what students know and need to learn, then challenges and supports students to learn it well.	1	2	3	4		1	2	3	4
3. Assessments support the learning of important mathematics and furnish useful information to both teachers and students.	1	2	3	4		1	2	3	4
4. Teaches students to learn mathematics with understanding, actively building new knowledge from experience and prior knowledge.	1	2	3	4		1	2	3	4
5. Demonstrates understanding that the mathematics curriculum is more than a collection of activities: it is coherent, focused on important mathematics, and well articulated.	1	2	3	4		1	2	3	4

*Additional Comments:*

\_\_\_\_\_  
 Cooperating Teacher

\_\_\_\_\_  
 School/Address

**Teacher Candidate Progress Evaluation Form**

	4 Week					8 Week			
	Undeveloped	Emerging	Proficient	Distinguished		Undeveloped	Emerging	Proficient	Distinguished
<b>Discipline Specific Competencies:</b>									
<b>MUSIC EDUCATION</b>									
1. Utilizes keyboard/vocal skills sufficient to lead the class.	1	2	3	4		1	2	3	4
2. Utilizes instrument playing skills sufficient to lead the class.	1	2	3	4		1	2	3	4
3. Listens to, detects and corrects errors efficiently and accurately.	1	2	3	4		1	2	3	4
4. Utilizes conducting skills sufficient to lead the class/ensemble.	1	2	3	4		1	2	3	4
5. Demonstrates a clear sense of where each lesson fits in the music curriculum.	1	2	3	4		1	2	3	4

*Additional Comments:*

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Cooperating Teacher

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School/Address

**Teacher Candidate Progress Evaluation Form**

	4 Week					8 Week			
	Undeveloped	Emerging	Proficient	Distinguished		Undeveloped	Emerging	Proficient	Distinguished
<b>Discipline Specific Competencies:</b>									
<b>PHYSICAL EDUCATION/HEALTH EDUCATION</b>									
1. Demonstrates an understanding of and ability to communicate the subject matter in health &/or physical education content areas.	1	2	3	4		1	2	3	4
2. Teaches to the level of cognitive understanding &/or physical ability for the age of the health &/or physical education students.	1	2	3	4		1	2	3	4
3. Uses motivational and managerial techniques to create a physically and emotionally safe learning environment.	1	2	3	4		1	2	3	4
4. Writes lesson/unit plans reflecting state and national standards.	1	2	3	4		1	2	3	4
5. Uses both formal and informal assessment to affect subsequent teaching/learning activities	1	2	3	4		1	2	3	4

*Additional Comments:*

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Cooperating Teacher

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School/Address

**Teacher Candidate Progress Evaluation Form**

	4 Week					8 Week			
	Undeveloped	Emerging	Proficient	Distinguished		Undeveloped	Emerging	Proficient	Distinguished
<b>Discipline Specific Competencies:</b>									
<b>SCIENCE EDUCATION</b>									
1. Demonstrates knowledge of and ability to teach the nature of science.	1	2	3	4		1	2	3	4
2. Models the use of inquiry/scientific method to help students construct science understanding.	1	2	3	4		1	2	3	4
3. Promotes student understanding of the science and society relationship.	1	2	3	4		1	2	3	4
4. Uses student assessment in science to guide/change instruction.	1	2	3	4		1	2	3	4
5. Models safety and ethical behavior in the science classroom/laboratory.	1	2	3	4		1	2	3	4

*Additional Comments:*

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Cooperating Teacher

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School/Address

**Teacher Candidate Progress Evaluation Form**

	4 Week					8 Week			
	Undeveloped	Emerging	Proficient	Distinguished		Undeveloped	Emerging	Proficient	Distinguished
<b>Discipline Specific Competencies: SPANISH EDUCATION</b>									
1. Demonstrates “advanced-low” proficiency in the target language (according to ACTFL guidelines) and models contextually appropriate Spanish in the classroom.	1	2	3	4		1	2	3	4
2. Elicits target language usage in students and is able to spontaneously interact in Spanish based on student responses.	1	2	3	4		1	2	3	4
3. Self-corrects errors in own Spanish usage, and cues students to self-correct themselves using contextually appropriate techniques.	1	2	3	4		1	2	3	4
4. Demonstrates familiarity with specific elements of culture in the Spanish-speaking world and incorporates them in lessons.	1	2	3	4		1	2	3	4
5. Demonstrates thorough knowledge of state and national standards in Foreign Language Education.	1	2	3	4		1	2	3	4

*Additional Comments:*

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Cooperating Teacher

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School/Address

**Teacher Candidate Progress Evaluation Form**

	4 Week					8 Week			
	Undeveloped	Emerging	Proficient	Distinguished		Undeveloped	Emerging	Proficient	Distinguished
<b>Discipline Specific Competencies: TECHNOLOGY EDUCATION</b>									
1. Demonstrates knowledge of technology and society within the context of the Designed World.	1	2	3	4		1	2	3	4
2. Guides students in the design process and understanding the attributes of design.	1	2	3	4		1	2	3	4
3. Demonstrates the relationships among technologies and connections between other fields of study.	1	2	3	4		1	2	3	4
4. Plans, implements and evaluates curricula based upon the Standards for Technological Literacy.	1	2	3	4		1	2	3	4
5. Models safety knowledge and procedures in the technology classroom and laboratory.	1	2	3	4		1	2	3	4

*Additional Comments:*

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Cooperating Teacher

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School/Address

**Teacher Candidate Final Evaluation Form**

Teacher Candidate	Semester	Weeks	Subject/Grade Taught
School & Town	Cooperating Teacher		University Supervisor

This assessment is based on the 10 national standards of effective practice for new teachers (InTASC), with the addition of the Communication category and a separate section for professional dispositions. Under the Family Education & Privacy Act of 1974, the student has the right of inspection and review of this document.

Directions: For each of the items below, circle the number which describes the teacher candidate as a pre-professional. Thank you for your time and commitment to the profession.

**Undeveloped:** The teacher candidate lacks basic knowledge of this concept and would need significant guidance to perform this task.

**Emerging:** The teacher candidate has basic knowledge of this concept, and would need guidance to complete the task.

**Proficient:** The teacher candidate has the knowledge and ability to perform this task with limited or no guidance.

**Distinguished:** The teacher candidate has exceptional knowledge and ability to perform this task without guidance.

	Undeveloped	Emerging	Proficient	Distinguished
<b>The Learner and Learning</b>				
<b>Standard #1: Learner Development.</b> The teacher understands how children learn 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. <b>(Overall Rating)</b>	1	2	3	4
• Designs developmentally appropriate instruction	1	2	3	4
• Implements developmentally appropriate instruction	1	2	3	4
<i>Comments:</i>				
<b>Standard #2: Learning Differences.</b> The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards. <b>(Overall Rating)</b>	1	2	3	4
• Adapts instruction for individual needs	1	2	3	4
• Inquires about students as individuals with diverse personal and family backgrounds	1	2	3	4
• Exhibits fairness and the belief that all students can learn	1	2	3	4
<i>Comments:</i>				
<b>Standard #3: Learning Environments.</b> The teacher works with learners to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self motivation. <b>(Overall Rating)</b>	1	2	3	4
• Fosters a safe and respectful environment that promotes learning	1	2	3	4
• Organizes time and resources to actively engage students in learning	1	2	3	4
• Manages classroom activity and behavior effectively	1	2	3	4
<i>Comments:</i>				

Content	Undeveloped	Emerging	Proficient	Distinguished
<b>Standard #4: Content Knowledge.</b> 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. <b>(Overall Rating)</b>	1	2	3	4
<ul style="list-style-type: none"> <li>Demonstrates knowledge of subject matter</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Creates meaningful learning experiences</li> </ul>	1	2	3	4
<i>Comments:</i>				
<b>Standard #5: Applications of Content.</b> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues. <b>(Overall Rating)</b>	1	2	3	4
<ul style="list-style-type: none"> <li>Connects content knowledge to relevant issues in students' lives</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Engages students in higher level thinking skills</li> </ul>	1	2	3	4
<i>Comments:</i>				
<b>Instructional Practice</b>				
<b>Standard #6: Assessment.</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teachers' and learner's decision making. <b>(Overall Rating)</b>	1	2	3	4
<ul style="list-style-type: none"> <li>Integrates formal and informal assessments</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Communicates timely and useful descriptive feedback</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Aligns assessments with objectives and standards</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Exhibits fairness in grading practices</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Uses a variety of assessments</li> </ul>	1	2	3	4
<i>Comments:</i>				
<b>Standard #7: Planning for Instruction.</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. <b>(Overall Rating)</b>	1	2	3	4
<ul style="list-style-type: none"> <li>Connects lesson goals with school curriculum and state standards</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Uses assessment data to inform planning for instruction</li> </ul>	1	2	3	4
<i>Comments:</i>				
<b>Standard #8: Instructional Strategies.</b> 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. <b>(Overall Rating)</b>	1	2	3	4
<ul style="list-style-type: none"> <li>Varies instructional strategies to engage learners</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Uses technology appropriately to enhance instruction</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Differentiates instruction</li> </ul>	1	2	3	4
<i>Comments:</i>				

<b>Professional Responsibility</b>	<b>Undeveloped</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Standard #9: Professional Learning and Ethical Practice.</b> 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, and other professionals, and the learning community), and adapts practice to meet the needs of each learner. <b>(Overall Rating)</b>	1	2	3	4
<ul style="list-style-type: none"> <li>Seeks and accepts feedback to improve teaching effectiveness</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Uses self-reflection to improve teaching effectiveness</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Demonstrates commitment to the profession</li> </ul>	1	2	3	4
<i>Comments:</i>				
<b>Standard #10: Leadership and Collaboration.</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other professionals, and community members to ensure learner growth, and to advance the profession. <b>(Overall Rating)</b>	1	2	3	4
<ul style="list-style-type: none"> <li>Works effectively with school personnel</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Works effectively with parents</li> </ul>	1	2	3	4
<i>Comments:</i>				
<b>Communication-</b> The teacher candidate uses effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. <b>(Overall Rating)</b>	1	2	3	4
<ul style="list-style-type: none"> <li>Uses accurate and effective written communication</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Uses accurate and effective oral communication</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Uses effective non-verbal communication</li> </ul>	1	2	3	4
<i>Comments:</i>				

Please indicate grades taught: K 1 2 3 4 5 6 7 8 9 10 11 12

*Additional Comments:*

\_\_\_\_\_  
Cooperating Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher Candidate

\_\_\_\_\_  
Date

**Teacher Candidate Final Evaluation Form**

<b>Discipline Specific Competencies: ELEMENTARY EDUCATION</b>	<b>Undeveloped</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Distinguished</b>
1. Effectively applies knowledge of teaching language arts	1	2	3	4
2. Effectively applies knowledge of teaching science	1	2	3	4
3. Effectively applies knowledge of teaching social studies	1	2	3	4
4. Effectively applies knowledge of teaching mathematics	1	2	3	4
5. Integrates concepts from various content areas	1	2	3	4

*Additional Comments:*

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Cooperating Teacher

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School/Address

PAGE 4 of final evaluation

**Teacher Candidate Final Evaluation Form**

<b>Discipline Specific Competencies: EARLY CHILDHOOD EDUCATION</b>	<b>Undeveloped</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Distinguished</b>
1. Promotes child development and learning (NAEYC Standard 1)	1	2	3	4
2. Help build family and community relationships (NAEYC Standard 2)	1	2	3	4
3. Observes, documents, and assesses to support young children and families (NAEYC Standard 3)	1	2	3	4
4. Connects with children, integrates meaningful curriculum, and supports learners (NAEYC Standard 4)	1	2	3	4
5. Becomes a professional (NAEYC Standard 5)	1	2	3	4

*Additional Comments:*

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Cooperating Teacher

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School/Address

**Teacher Candidate Final Evaluation Form**

<b>Discipline Specific Competencies:</b>	<b>Undeveloped</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>ART EDUCATION</b>				
1. Relates Art history to studio activities	1	2	3	4
2. Guides learners to share intentions and/or meaning in their artwork	1	2	3	4
3. Demonstrates proficiency in a broad range of media	1	2	3	4
4. Makes connections between visual arts and other disciplines	1	2	3	4
5. Integrates understanding of visual language in studio activities	1	2	3	4

*Additional Comments:*

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Cooperating Teacher

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School/Address

**Teacher Candidate Final Evaluation Form**

<b>Discipline Specific Competencies: BUSINESS EDUCATION</b>	<b>Undeveloped</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Distinguished</b>
1. Demonstrates knowledge of and ability to teach all required business subjects.	1	2	3	4
2. Models safety and ethical behavior in the business education classroom.	1	2	3	4
3. Models the use of inquiry to help students construct business understanding.	1	2	3	4
4. Promotes student understanding of the business and society relationship.	1	2	3	4
5. Uses student assessment in business to guide/change instruction.	1	2	3	4

*Additional Comments:*

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Cooperating Teacher

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School/Address

**Teacher Candidate Final Evaluation Form**

<b>Discipline Specific Competencies: ENGLISH EDUCATION</b>	<b>Undeveloped</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Distinguished</b>
1. Demonstrates ability to introduce and guide students through process-based writing.	1	2	3	4
2. Demonstrates ability to think critically about language and literature, and to instill this critical awareness in students.	1	2	3	4
3. Demonstrates ability to plan instruction that integrates all six language arts (reading, writing, speaking, listening, viewing, visually representing)	1	2	3	4
4. Demonstrates ability to identify and use resources, and guide students in locating and using resources, appropriate to course content.	1	2	3	4
5. Demonstrates thorough knowledge of state and national standards in Reading, Writing, Speaking, and Listening.	1	2	3	4

*Additional Comments:*

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Cooperating Teacher

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School/Address

PAGE 4 of final evaluation

**Teacher Candidate Final Evaluation Form**

<b>Discipline Specific Competencies: HISTORY/SOCIAL SCIENCE EDUCATION</b>	<b>Undeveloped</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Distinguished</b>
1. Demonstrates ability to identify broad, conceptual questions and use them to shape approaches to history/social science.	1	2	3	4
2. Demonstrates ability to identify and interpret primary sources, engage students with these sources, and integrate them into the course content.	1	2	3	4
3. Demonstrates ability to think as a historian and/or social scientist and guide students in developing those perspectives.	1	2	3	4
4. Demonstrates ability to identify and use resources, and assist students in locating and using resources, appropriate to course content.	1	2	3	4
5. Demonstrates thorough knowledge of state and national standards in History/Social Science.	1	2	3	4

*Additional Comments:*

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Cooperating Teacher

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School/Address

**Teacher Candidate Final Evaluation Form**

<b>Discipline Specific Competencies: MATH EDUCATION</b>	<b>Undeveloped</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Distinguished</b>
1. Teaches mathematics with equity in mind — high expectations and strong support for all students.	1	2	3	4
2. Develops understanding of what students know and need to learn, then challenges and supports students to learn it well.	1	2	3	4
3. Assessments support the learning of important mathematics and furnish useful information to both teachers and students.	1	2	3	4
4. Teaches students to learn mathematics with understanding, actively building new knowledge from experience and prior knowledge.	1	2	3	4
5. Demonstrates understanding that the mathematics curriculum is more than a collection of activities: it is coherent, focused on important mathematics, and well articulated.	1	2	3	4

*Additional Comments:*

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Cooperating Teacher

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School/Address

**Teacher Candidate Final Evaluation Form**

<b>Discipline Specific Competencies: MUSIC EDUCATION</b>	<b>Undeveloped</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Distinguished</b>
1. Utilizes keyboard/vocal skills sufficient to lead the class.	1	2	3	4
2. Utilizes instrument playing skills sufficient to lead the class.	1	2	3	4
3. Listens to, detects and corrects errors efficiently and accurately.	1	2	3	4
4. Utilizes conducting skills sufficient to lead the class/ensemble.	1	2	3	4
5. Demonstrates a clear sense of where each lesson fits in the music curriculum.	1	2	3	4

*Additional Comments:*

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Cooperating Teacher

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School/Address

**Teacher Candidate Final Evaluation Form**

<b>Discipline Specific Competencies:</b>	<b>Undeveloped</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>PHYSICAL EDUCATION/HEALTH EDUCATION</b>				
1. Demonstrates an understanding of and ability to communicate the subject matter in health &/or physical education content areas.	1	2	3	4
2. Teaches to the level of cognitive understanding &/or physical ability for the age of the health &/or physical education students.	1	2	3	4
3. Uses motivational and managerial techniques to create a physically and emotionally safe learning environment.	1	2	3	4
4. Writes lesson/unit plans reflecting state and national standards.	1	2	3	4
5. Uses both formal and informal assessment to affect subsequent teaching/learning activities	1	2	3	4

*Additional Comments:*

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Cooperating Teacher

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School/Address

**Teacher Candidate Final Evaluation Form**

<b>Discipline Specific Competencies: SCIENCE EDUCATION</b>	<b>Undeveloped</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Distinguished</b>
1. Demonstrates knowledge of and ability to teach the nature of science.	1	2	3	4
2. Models the use of inquiry/scientific method to help students construct science understanding.	1	2	3	4
3. Promotes student understanding of the science and society relationship.	1	2	3	4
4. Uses student assessment in science to guide/change instruction.	1	2	3	4
5. Models safety and ethical behavior in the science classroom/laboratory.	1	2	3	4

*Additional Comments:*

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Cooperating Teacher

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School/Address

**Teacher Candidate Final Evaluation Form**

<b>Discipline Specific Competencies: SPANISH EDUCATION</b>	<b>Undeveloped</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Distinguished</b>
1. Demonstrates “advanced-low” proficiency in the target language (according to ACTFL guidelines) and models contextually appropriate Spanish in the classroom.	1	2	3	4
2. Elicits target language usage in students and is able to spontaneously interact in Spanish based on student responses.	1	2	3	4
3. Self-corrects errors in own Spanish usage, and cues students to self-correct themselves using contextually appropriate techniques.	1	2	3	4
4. Demonstrates familiarity with specific elements of culture in the Spanish-speaking world and incorporates them in lessons.	1	2	3	4
5. Demonstrates thorough knowledge of state and national standards in Foreign Language Education.	1	2	3	4

*Additional Comments:*

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Cooperating Teacher

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School/Address

**Teacher Candidate Final Evaluation Form**

<b>Discipline Specific Competencies: TECHNOLOGY EDUCATION</b>	<b>Undeveloped</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Distinguished</b>
1. Demonstrates knowledge of technology and society within the context of the Designed World.	1	2	3	4
2. Guides students in the design process and understanding the attributes of design.	1	2	3	4
3. Demonstrates the relationships among technologies and connections between other fields of study.	1	2	3	4
4. Plans, implements and evaluates curricula based upon the Standards for Technological Literacy.	1	2	3	4
5. Models safety knowledge and procedures in the technology classroom and laboratory.	1	2	3	4

*Additional Comments:*

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Cooperating Teacher

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School/Address

# Professional Dispositions

Student's Name \_\_\_\_\_

Course/Field Experience \_\_\_\_\_

Date \_\_\_\_\_

**Acceptable:** Teacher Candidate dispositions were appropriate.

**Improvement Needed:** Disposition concern should be brought to the attention of the candidate during the course or field experience.

**Unacceptable:** Disposition concern should be written up formally and a Professional Disposition Growth Plan (SEGS 14-11) will be developed.

**Not Applicable:** Evaluation of the disposition was not relevant during the specific experience.

	Acceptable	Improvement Needed	Unacceptable	Not Applicable	Comments
<b>Professional Conduct Toward Students:</b> Candidates work with students by:					
Being fair and just					
Showing respect and value to all students					
Showing respect for cultural and family traditions of all students					
Exhibiting high expectations toward the learning of each student					
<b>Professional Practice:</b> Candidates follow expected professional standards of practice by:					
Being responsible and accountable for decisions and actions					
Complying with course and program policies and expectations					
Being punctual and prepared for class					
Modeling professional ethics					
Listening to others and being reflective for growth and improvement					
<b>Professional Conduct Toward Professional Colleagues:</b> Candidates demonstrate proper respect to colleagues by:					
Working collaboratively with equitable treatment of all professional colleagues					
Listening to others and being respectful to colleagues in the school system					
<b>Professional Conduct Toward Parents and General Community:</b> Candidates support the school system and community by:					
Participates in activities involving communication with parents					
Making the effort to understand and respect the values and traditions of diverse cultures					

Cooperating Teacher Signature: \_\_\_\_\_

Date \_\_\_\_\_