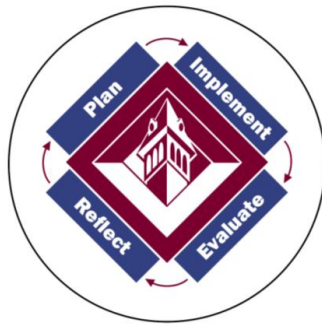




HANDBOOK
FOR STUDENT TEACHING
A GUIDE FOR STUDENT TEACHERS,
COOPERATING TEACHERS,
AND
UNIVERSITY SUPERVISORS



VALLEY CITY STATE UNIVERSITY
VALLEY CITY, NORTH DAKOTA

Last Revised 6-2008

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, 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 student teachers 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.

Irene Groth
School of Education and Graduate Studies
Administrative Assistant
irene.groth@vcsu.edu
Telephone: 701-845-7196

Alan Olson
School of Education and Graduate Studies
Director of Student Teaching
al.olson@vcsu.edu
Telephone: 701-845-7169

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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: (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.



Plan

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.

Implement

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.

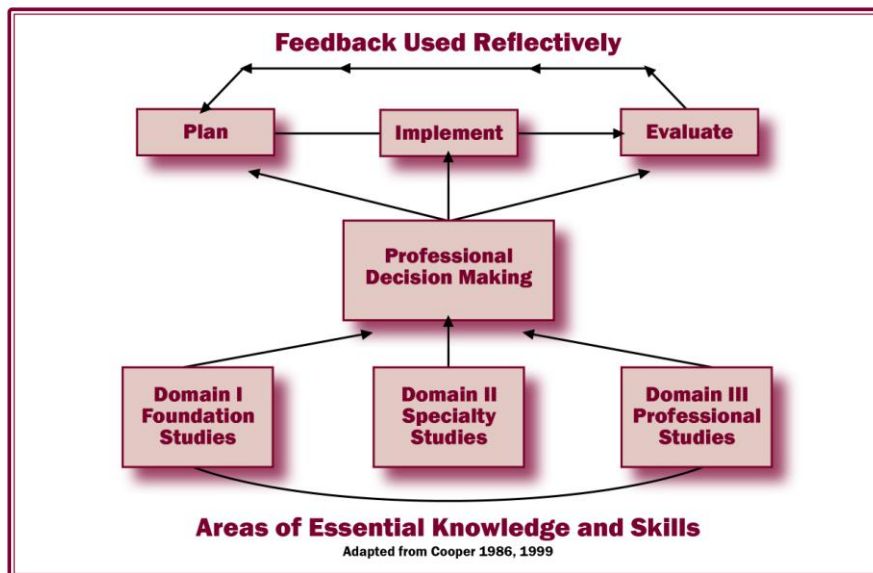
Evaluate

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 preassessment 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 during the sophomore year and continue through the senior year. Student teaching, a ten-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 – 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.

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 student teacher.

University Supervisor – is a professionally qualified representative of VCSU, who visits, consults with, and evaluates the progress of, a student teacher 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.

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

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 Student Teaching 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 Student Teaching. 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

Student teaching assignments are made through the combined efforts of the Director of Student Teaching, 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 student teacher. 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

A. Orientation to the Public School

Student teachers 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 student teacher 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 student teacher 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 student teacher 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 student teacher 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.

D. Teaching Situations

The amount of time a student teacher spends observing and participating in the classroom before moving into actual teaching will vary according to the situation. 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. Five-week student teaching assignments will require time adjustments accordingly.

E. Planning Experiences

Planning, implementing, evaluating, and reflecting are the basis of effective teaching. The student teacher 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 student teacher
 - 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 student teacher
 - a) provides an effective introduction.
 - b) follows the lesson plan sequence in instruction.
 - 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 student teacher:
 - a) checks formally and informally for student understanding.
 - b) determines students' attainment of key objectives.
 - c) reteaches when necessary.
 - d) shares evaluation results with students in appropriate manner.
 - e) uses diagnostic procedures and plans remediation for learners when necessary.
 - f) reviews student progress and grading system.

4. In reflecting, the student teacher

- 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 student teacher should use common sense in all interactions and relationships while in the pre-professional, student teaching experience. The student teacher 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 student teacher 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 student teacher should notify the Valley City State University Student Teaching Office if an illness, injury, or personal problem causes the student teacher to be absent for more than one day. The student teacher may be required to make up days absent from student teaching. If the university supervisor is planning a visit, the student teacher should contact their supervisor as well.
- 3) It is the student teacher's responsibility to provide housing during student teaching.
- 4) The student teacher 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. Students 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 student teacher. The final evaluation form will be sent to the VCSU Placement Office for inclusion in the student teacher's placement file. 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, housing, and supervision. (any experience outside of 150 miles)
 - 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 student teacher 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 Student Teacher

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 student teacher as a co-worker, 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 student teacher 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.
- 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 student teacher 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 student teacher 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 student teacher 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 placement file (see appendix). This form is completed by the cooperating teacher and returned to the Education Office. The Final Evaluation form is then forwarded to the VCSU Placement Office to become a significant part of the student teacher's credentials. The cooperating teacher and university supervisor should confer as this step is completed.

UNIVERSITY SUPERVISOR

The university supervisor is assigned by the Director of Student Teaching 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 student teacher 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

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 10-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 student teacher of personal habits or practices that may be interfering with successful student teaching.

F. Evaluation Performance of Student Teacher

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 student teacher, cooperating teacher, and university supervisor.
- 2) confer with the cooperating teacher regarding the student teacher's progress.
- 3) be available for special consultation and additional observations, if needed.
- 4) work with the Director of Student Teaching for a reassignment of a student teacher if the need arises.
- 5) recommend removal of a student teacher 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 Student Teaching, and the student teacher. 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 student teacher should work with their cooperating teacher to arrange an opportunity to observe other teachers. Visits to other classrooms will give the student teacher 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 student teachers 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/.

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/.

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**

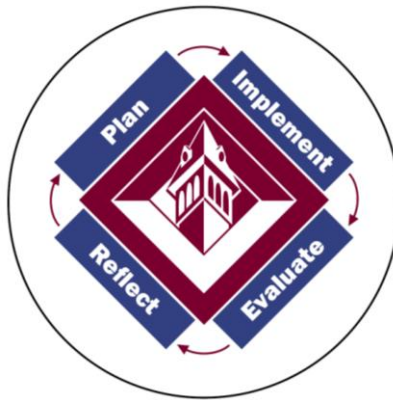
A cooperating school may ask that a student teacher be removed from its school. There is no appeal to this decision.

Student teachers 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.

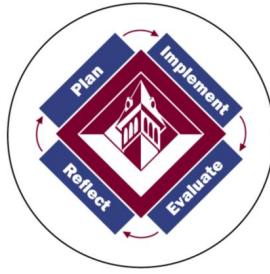
I. **Special Comment**

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

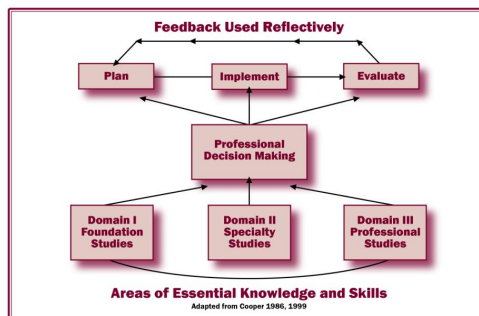
APPENDIX



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 do will I implement the most motivational and effective strategies?)
- FOLLOW-UP:** (How will the lesson close? What follow-up activities will I use? Will the lesson be continued? 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 and/or reprimand, suspension or revocation of the license of the affected educator, or to take 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; and,
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.

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.

Valley City State University
Valley City, North Dakota

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.

Student _____

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: _____

Student Signature

Date

Cooperating Teacher Signature

Date

University Supervisor Signature

Date

Student Teaching Observation Report

Student Teacher _____ 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.)

					<u>Planning</u>
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
					<u>Implementing</u>
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
					<u>Evaluating</u>
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

STUDENT TEACHER PROGRESS EVALUATION FORM

Student Teacher	Sem/Yr	Subject/Grade Taught
School & Town	University Supervisor	

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 student teacher as a preprofessional. This progress report is very important for the cooperating teacher, student teacher, and university supervisor to communicate about at the time of the three-week and seven-week evaluations. Thank you for serving as a cooperating teacher for this VCSU student teacher. We truly appreciate your time and effort in making this experience possible.

Target: (T) Teacher candidate reflects pedagogical and professional readiness for effective entry into the teaching profession.

Acceptable: (A) Teacher candidate is making progress toward completion of their experience and preparation for 1st year teaching.

Unacceptable: (U) Teacher candidate lacks the pedagogical and professional knowledge and skills necessary for entry level teaching.

I. PERSONAL & PROFESSIONAL PRACTICE	(T)	(A)	(U)	3 weeks			7 weeks			
1. Sense of Responsibility/Dependability	5	4	3	2	1	5	4	3	2	1
2. Oral Expression and Effectiveness of Speech	5	4	3	2	1	5	4	3	2	1
3. Written Expression	5	4	3	2	1	5	4	3	2	1
4. Critical Thinking Skills	5	4	3	2	1	5	4	3	2	1
5. Tact and Judgment	5	4	3	2	1	5	4	3	2	1
6. Reflective Response to Feedback	5	4	3	2	1	5	4	3	2	1
7. Enthusiasm and Self-Initiative	5	4	3	2	1	5	4	3	2	1
8. Fairness and Belief that All Students Can Learn	5	4	3	2	1	5	4	3	2	1
9. Professional Appearance and Demeanor	5	4	3	2	1	5	4	3	2	1
10. Commitment to Profession	5	4	3	2	1	5	4	3	2	1
11. General Promise as a Teacher	5	4	3	2	1	5	4	3	2	1
II. CLASSROOM MANAGEMENT AND TEACHING COMPETENCE										
1. Knowledge of Subject Matter Content	5	4	3	2	1	5	4	3	2	1
2. Lesson Goals Connect with School Curriculum and State Standards	5	4	3	2	1	5	4	3	2	1
3. Ability to Plan and Organize Lessons for Learning	5	4	3	2	1	5	4	3	2	1
4. Ability to Implement Appropriate Teaching Strategies	5	4	3	2	1	5	4	3	2	1
5. Ability to Formally and Informally Evaluate Student Progress	5	4	3	2	1	5	4	3	2	1
6. Reflects on Teaching to Enhance Student Learning in the Future	5	4	3	2	1	5	4	3	2	1
7. Uses Technology Appropriately	5	4	3	2	1	5	4	3	2	1
8. Uses Verbal and Non-Verbal Communication to Motivate Students	5	4	3	2	1	5	4	3	2	1
9. Rapport with Students	5	4	3	2	1	5	4	3	2	1
10. Organization and Classroom Management	5	4	3	2	1	5	4	3	2	1
11. General Quality of Work	5	4	3	2	1	5	4	3	2	1
12. Collaboration, Relationships, & Ethics	5	4	3	2	1	5	4	3	2	1
13. Provides Developmentally Appropriate Activities and Assignments	5	4	3	2	1	5	4	3	2	1
14. Fosters a Positive Learning Environment for Student Interaction	5	4	3	2	1	5	4	3	2	1
15. Adapts to Diverse Needs and Backgrounds of All Learners	5	4	3	2	1	5	4	3	2	1

SPECIFIC COMMENTS MAY BE TYPED AND ATTACHED ON YOUR SCHOOL'S STATIONARY OR WRITTEN AFTER THE COMPLETION OF THE FIVE DISCIPLINE SPECIFIC COMPETENCIES EVALUATED ON THE SECOND PAGE.

STUDENT TEACHER PROGRESS EVALUATION FORM

Student Teacher	Sem/Yr	Subject/Grade Taught
School & Town	University Supervisor	

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 student teacher as a preprofessional. This progress report is very important for the cooperating teacher, student teacher, and university supervisor to communicate about at the time of the three-week and seven-week evaluations. Thank you for serving as a cooperating teacher for this VCSU student teacher. We truly appreciate your time and effort in making this experience possible.

Target: (T) Teacher candidate reflects pedagogical and professional readiness for effective entry into the teaching profession.

Acceptable: (A) Teacher candidate is making progress toward completion of their experience and preparation for 1st year teaching.

Unacceptable: (U) Teacher candidate lacks the pedagogical and professional knowledge and skills necessary for entry level teaching.

	(T) (A) (U)	(T) (A) (U)
I. PERSONAL & PROFESSIONAL PRACTICE	2 weeks	3½ weeks
1. Sense of Responsibility/Dependability	5 4 3 2 1	5 4 3 2 1
2. Oral Expression and Effectiveness of Speech	5 4 3 2 1	5 4 3 2 1
3. Written Expression	5 4 3 2 1	5 4 3 2 1
4. Critical Thinking Skills	5 4 3 2 1	5 4 3 2 1
5. Tact and Judgment	5 4 3 2 1	5 4 3 2 1
6. Reflective Response to Feedback	5 4 3 2 1	5 4 3 2 1
7. Enthusiasm and Self-Initiative	5 4 3 2 1	5 4 3 2 1
8. Fairness and Belief that All Students Can Learn	5 4 3 2 1	5 4 3 2 1
9. Professional Appearance and Demeanor	5 4 3 2 1	5 4 3 2 1
10. Commitment to Profession	5 4 3 2 1	5 4 3 2 1
11. General Promise as a Teacher	5 4 3 2 1	5 4 3 2 1
II. CLASSROOM MANAGEMENT AND TEACHING COMPETENCE		
1. Knowledge of Subject Matter Content	5 4 3 2 1	5 4 3 2 1
2. Lesson Goals Connect with School Curriculum and State Standards	5 4 3 2 1	5 4 3 2 1
3. Ability to Plan and Organize Lessons for Learning	5 4 3 2 1	5 4 3 2 1
4. Ability to Implement Appropriate Teaching Strategies	5 4 3 2 1	5 4 3 2 1
5. Ability to Formally and Informally Evaluate Student Progress	5 4 3 2 1	5 4 3 2 1
6. Reflects on Teaching to Enhance Student Learning in the Future	5 4 3 2 1	5 4 3 2 1
7. Uses Technology Appropriately	5 4 3 2 1	5 4 3 2 1
8. Uses Verbal and Non-Verbal Communication to Motivate Students	5 4 3 2 1	5 4 3 2 1
9. Rapport with Students	5 4 3 2 1	5 4 3 2 1
10. Organization and Classroom Management	5 4 3 2 1	5 4 3 2 1
11. General Quality of Work	5 4 3 2 1	5 4 3 2 1
12. Collaboration, Relationships, & Ethics	5 4 3 2 1	5 4 3 2 1
13. Provides Developmentally Appropriate Activities and Assignments	5 4 3 2 1	5 4 3 2 1
14. Fosters a Positive Learning Environment for Student Interaction	5 4 3 2 1	5 4 3 2 1
15. Adapts to Diverse Needs and Backgrounds of All Learners	5 4 3 2 1	5 4 3 2 1

SPECIFIC COMMENTS MAY BE TYPED AND ATTACHED ON YOUR SCHOOL'S STATIONARY OR WRITTEN AFTER THE COMPLETION OF THE FIVE DISCIPLINE SPECIFIC COMPETENCIES EVALUATED ON THE SECOND PAGE.

STUDENT TEACHER PROGRESS EVALUATION FORM

Content specific progress report, page 2.

ELEMENTARY EDUCATION STUDENT TEACHING EXPERIENCE

III. DISCIPLINE SPECIFIC COMPETENCIES	(T) (A) (U)	(T) (A) (U)
	3 weeks	7 weeks
1. Effectively applies knowledge of teaching language arts	5 4 3 2 1	5 4 3 2 1
2. Effectively applies knowledge of teaching science	5 4 3 2 1	5 4 3 2 1
3. Effectively applies knowledge of teaching social studies	5 4 3 2 1	5 4 3 2 1
4. Effectively applies knowledge of teaching mathematics	5 4 3 2 1	5 4 3 2 1
5. Integrates concepts from various content areas	5 4 3 2 1	5 4 3 2 1

OTHER COMMENTS: (If you need more room for comments please use the back of this evaluation form.)

Cooperating Teacher

School/Address

STUDENT TEACHER PROGRESS EVALUATION FORM

Content specific progress report, page 2.

EARLY CHILDHOOD EDUCATION STUDENT TEACHING EXPERIENCE

III. DISCIPLINE SPECIFIC COMPETENCIES	(T) (A) (U)					(T) (A) (U)				
	2 weeks					3½ weeks				
1. Promotes child development and learning (NAEYC Standard 1)	5	4	3	2	1	5	4	3	2	1
2. Help build family and community relationships (NAEYC Standard 2)	5	4	3	2	1	5	4	3	2	1
3. Observes, documents, and assesses to support young children and Families (NAEYC Standard 3)	5	4	3	2	1	5	4	3	2	1
4. Connects with children, integrates meaningful curriculum, and Supports learners (NAEYC Standard 4)	5	4	3	2	1	5	4	3	2	1
5. Becomes a professional (NAEYC Standard 5)	5	4	3	2	1	5	4	3	2	1

OTHER COMMENTS: (If you need more room for comments please use the back of this evaluation form.)

Cooperating Teacher

School/Address

STUDENT TEACHER PROGRESS EVALUATION FORM

Content specific progress report, page 2.

ART EDUCATION STUDENT TEACHING EXPERIENCE

III. DISCIPLINE SPECIFIC COMPETENCIES	(T) (A) (U)					(T) (A) (U)				
	3 weeks					7 weeks				
1. Relates Art history to studio activities	5	4	3	2	1	5	4	3	2	1
2. Guides learners to share intentions and/or meaning in their artwork	5	4	3	2	1	5	4	3	2	1
3. Demonstrates proficiency in a broad range of media	5	4	3	2	1	5	4	3	2	1
4. Makes connections between visual arts and other disciplines	5	4	3	2	1	5	4	3	2	1
5. Integrates understanding of visual language in studio activities	5	4	3	2	1	5	4	3	2	1

OTHER COMMENTS: (If you need more room for comments please use the back of this evaluation form.)

Cooperating Teacher

School/Address

STUDENT TEACHER PROGRESS EVALUATION FORM

Content specific progress report, page 2.

BUSINESS EDUCATION STUDENT TEACHING EXPERIENCE

III. DISCIPLINE SPECIFIC COMPETENCIES	(T) (A) (U)	(T) (A) (U)
	3 weeks	7 weeks
1. Demonstrates knowledge of and ability to teach all required business subjects.	5 4 3 2 1	5 4 3 2 1
2. Models safety and ethical behavior in the business education classroom.	5 4 3 2 1	5 4 3 2 1
3. Models the use of inquiry to help students construct business understanding.	5 4 3 2 1	5 4 3 2 1
4. Promotes student understanding of the business and society relationship.	5 4 3 2 1	5 4 3 2 1
5. Uses student assessment in business to guide/change instruction.	5 4 3 2 1	5 4 3 2 1

OTHER COMMENTS: (If you need more room for comments please use the back of this evaluation form.)

Cooperating Teacher

School/Address

STUDENT TEACHER PROGRESS EVALUATION FORM

Content specific progress report, page 2.

ENGLISH EDUCATION STUDENT TEACHING EXPERIENCE

III. DISCIPLINE SPECIFIC COMPETENCIES	(T) (A) (U)	(T) (A) (U)
	3 weeks	7 weeks
1. Demonstrates ability to introduce and guide students through process-based writing.	5 4 3 2 1	5 4 3 2 1
2. Demonstrates ability to think critically about language and literature, and to instill this critical awareness in students.	5 4 3 2 1	5 4 3 2 1
3. Demonstrates ability to plan instruction that integrates all six language arts (reading, writing, speaking, listening, viewing, visually representing)	5 4 3 2 1	5 4 3 2 1
4. Demonstrates ability to identify and use resources, and guide students in locating and using resources, appropriate to course content.	5 4 3 2 1	5 4 3 2 1
5. Demonstrates thorough knowledge of state and national standards in Reading, Writing, Speaking, and Listening.	5 4 3 2 1	5 4 3 2 1

OTHER COMMENTS: (If you need more room for comments please use the back of this evaluation form.)

Cooperating Teacher

School/Address

STUDENT TEACHER PROGRESS EVALUATION FORM

Content specific progress report, page 2.

HISTORY/SOCIAL SCIENCE EDUCATION STUDENT TEACHING EXPERIENCE

III. DISCIPLINE SPECIFIC COMPETENCIES	(T) (A) (U)	(T) (A) (U)
	3 weeks	7 weeks
1. Demonstrates ability to identify broad, conceptual questions and use them to shape approaches to history/social science.	5 4 3 2 1	5 4 3 2 1
2. Demonstrates ability to identify and interpret primary sources, engage students with these sources, and integrate them into the course content.	5 4 3 2 1	5 4 3 2 1
3. Demonstrates ability to think as a historian and/or social scientist and guide students in developing those perspectives.	5 4 3 2 1	5 4 3 2 1
4. Demonstrates ability to identify and use resources, and assist students in locating and using resources, appropriate to course content.	5 4 3 2 1	5 4 3 2 1
5. Demonstrates thorough knowledge of state and national standards in History/Social Science.	5 4 3 2 1	5 4 3 2 1

OTHER COMMENTS: (If you need more room for comments please use the back of this evaluation form.)

Cooperating Teacher

School/Address

STUDENT TEACHER PROGRESS EVALUATION FORM

Content specific progress report, page 2.

MATH EDUCATION STUDENT TEACHING EXPERIENCE

III. DISCIPLINE SPECIFIC COMPETENCIES	(T) (A) (U)	(T) (A) (U)
	3 weeks	7 weeks
1. Teaches mathematics with equity in mind — high expectations and strong support for all students.	5 4 3 2 1	5 4 3 2 1
2. Develops understanding of what students know and need to learn, then challenges and supports students to learn it well.	5 4 3 2 1	5 4 3 2 1
3. Assessments support the learning of important mathematics and furnish useful information to both teachers and students.	5 4 3 2 1	5 4 3 2 1
4. Teaches students to learn mathematics with understanding, actively building new knowledge from experience and prior knowledge.	5 4 3 2 1	5 4 3 2 1
5. Demonstrates understanding that the mathematics curriculum is more than a collection of activities: it is coherent, focused on important mathematics, and well articulated.	5 4 3 2 1	5 4 3 2 1

OTHER COMMENTS: (If you need more room for comments please use the back of this evaluation form.)

Cooperating Teacher

School/Address

STUDENT TEACHER PROGRESS EVALUATION FORM

Content specific progress report, page 2.

MUSIC EDUCATION STUDENT TEACHING EXPERIENCE

III. DISCIPLINE SPECIFIC COMPETENCIES	(T) (A) (U)					(T) (A) (U)				
	3 weeks					7 weeks				
1. Utilizes keyboard/vocal skills sufficient to lead the class.	5	4	3	2	1	5	4	3	2	1
2. Utilizes instrument playing skills sufficient to lead the class.	5	4	3	2	1	5	4	3	2	1
3. Listens to, detects and corrects errors efficiently and accurately.	5	4	3	2	1	5	4	3	2	1
4. Utilizes conducting skills sufficient to lead the class/ensemble.	5	4	3	2	1	5	4	3	2	1
5. Demonstrates a clear sense of where each lesson fits in the music curriculum.	5	4	3	2	1	5	4	3	2	1

OTHER COMMENTS: (If you need more room for comments please use the back of this evaluation form.)

Cooperating Teacher

School/Address

STUDENT TEACHER PROGRESS EVALUATION FORM

Content specific progress report, page 2.

PHYSICAL EDUCATION/HEALTH EDUCATION STUDENT TEACHING EXPERIENCE

III. DISCIPLINE SPECIFIC COMPETENCIES	(T) (A) (U)	(T) (A) (U)
	3 weeks	7 weeks
1. Demonstrates an understanding of and ability to communicate the subject matter in health &/or physical education content areas.	5 4 3 2 1	5 4 3 2 1
2. Teaches to the level of cognitive understanding &/or physical ability for the age of the health &/or physical education students.	5 4 3 2 1	5 4 3 2 1
3. Uses motivational and managerial techniques to create a physically and emotionally safe learning environment.	5 4 3 2 1	5 4 3 2 1
4. Writes lesson/unit plans reflecting state and national standards.	5 4 3 2 1	5 4 3 2 1
5. Uses both formal and informal assessment to affect subsequent teaching/learning activities.	5 4 3 2 1	5 4 3 2 1

OTHER COMMENTS: (If you need more room for comments please use the back of this evaluation form.)

Cooperating Teacher

School/Address

STUDENT TEACHER PROGRESS EVALUATION FORM

Content specific progress report, page 2.

SCIENCE EDUCATION STUDENT TEACHING EXPERIENCE

III. DISCIPLINE SPECIFIC COMPETENCIES	(T) (A) (U)					(T) (A) (U)				
	3 weeks					7 weeks				
1. Demonstrates knowledge of and ability to teach the nature of science.	5	4	3	2	1	5	4	3	2	1
2. Models the use of inquiry/scientific method to help students construct science understanding.	5	4	3	2	1	5	4	3	2	1
3. Promotes student understanding of the science and society relationship.	5	4	3	2	1	5	4	3	2	1
4. Uses student assessment in science to guide/change instruction.	5	4	3	2	1	5	4	3	2	1
5. Models safety and ethical behavior in the science classroom/laboratory.	5	4	3	2	1	5	4	3	2	1

OTHER COMMENTS: (If you need more room for comments please use the back of this evaluation form.)

Cooperating Teacher

School/Address

STUDENT TEACHER PROGRESS EVALUATION FORM

Content specific progress report, page 2.

SPANISH EDUCATION STUDENT TEACHING EXPERIENCE

III. DISCIPLINE SPECIFIC COMPETENCIES	(T) (A) (U)	(T) (A) (U)
	3 weeks	7 weeks
1. Demonstrates “advanced-low” proficiency in the target language (according to ACTFL guidelines) and models contextually appropriate Spanish in the classroom.	5 4 3 2 1	5 4 3 2 1
2. Elicits target language usage in students and is able to spontaneously interact in Spanish based on student responses.	5 4 3 2 1	5 4 3 2 1
3. Self-corrects errors in own Spanish usage, and cues students to self-correct themselves using contextually appropriate techniques.	5 4 3 2 1	5 4 3 2 1
4. Demonstrates familiarity with specific elements of culture in the Spanish-speaking world and incorporates them in lessons.	5 4 3 2 1	5 4 3 2 1
5. Demonstrates thorough knowledge of state and national standards in Foreign Language Education.	5 4 3 2 1	5 4 3 2 1

OTHER COMMENTS: (If you need more room for comments please use the back of this evaluation form.)

Cooperating Teacher

School/Address

STUDENT TEACHER PROGRESS EVALUATION FORM

Content specific progress report, page 2.

TECHNOLOGY EDUCATION STUDENT TEACHING EXPERIENCE

III. DISCIPLINE SPECIFIC COMPETENCIES	(T) (A) (U)	(T) (A) (U)
	3 weeks	7 weeks
1. Demonstrates knowledge of technology and society within the context of the Designed World.	5 4 3 2 1	5 4 3 2 1
2. Guides students in the design process and understanding the attributes of design.	5 4 3 2 1	5 4 3 2 1
3. Demonstrates the relationships among technologies and connections between other fields of study.	5 4 3 2 1	5 4 3 2 1
4. Plans, implements and evaluates curricula based upon the Standards for Technological Literacy	5 4 3 2 1	5 4 3 2 1
5. Models safety knowledge and procedures in the technology classroom and laboratory.	5 4 3 2 1	5 4 3 2 1

OTHER COMMENTS: (If you need more room for comments please use the back of this evaluation form.)

Cooperating Teacher

School/Address

STUDENT TEACHER FINAL EVALUATION FORM

Student Teacher	Sem/Yr	No. of Weeks	Subject/Grade Taught
School & Town	University Supervisor		

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 student teacher as a preprofessional. It is very important that the cooperating teacher completes this evaluation and return it to the Education office at Valley City State University at the end of the student teaching experience. Thank you for serving as a cooperating teacher for this VCSU student teacher! We truly appreciate your time and effort in making this experience possible.

Target: Teacher candidate reflects pedagogical and professional readiness for effective entry into the teaching profession.

Acceptable: Teacher candidate is making progress toward completion of their experience and preparation for 1st year teaching.

Unacceptable: Teacher candidate lacks pedagogical and professional knowledge and skills necessary for entry level teaching.

	Target	Acceptable	Unacceptable		
<u>I. PERSONAL & PROFESSIONAL PRACTICE</u>					
1. Sense of Responsibility/Dependability	5	4	3	2	1
2. Oral Expression and Effectiveness of Speech	5	4	3	2	1
3. Written Expression	5	4	3	2	1
4. Critical Thinking Skills	5	4	3	2	1
5. Tact and Judgment	5	4	3	2	1
6. Reflective Response to Feedback	5	4	3	2	1
7. Enthusiasm and Self-Initiative	5	4	3	2	1
8. Fairness and Belief that All Students Can Learn	5	4	3	2	1
9. Professional Appearance and Demeanor	5	4	3	2	1
10. Commitment to Profession	5	4	3	2	1
11. General Promise as a Teacher	5	4	3	2	1
<u>II. CLASSROOM MANAGEMENT AND TEACHING COMPETENCE</u>					
1. Knowledge of Subject Matter Content	5	4	3	2	1
2. Lesson Goals Connect with School Curriculum and State Standards	5	4	3	2	1
3. Ability to Plan and Organize Lessons for Learning	5	4	3	2	1
4. Ability to Implement Appropriate Teaching Strategies	5	4	3	2	1
5. Ability to Formally and Informally Evaluate Student Progress	5	4	3	2	1
6. Reflects on Teaching to Enhance Student Learning in the Future	5	4	3	2	1
7. Uses Technology Appropriately	5	4	3	2	1
8. Uses Verbal and Non-Verbal Communication to Motivate Students	5	4	3	2	1
9. Rapport with Students	5	4	3	2	1
10. Organization and Classroom Management	5	4	3	2	1
11. General Quality of Work	5	4	3	2	1
12. Collaboration, Relationships, & Ethics	5	4	3	2	1
13. Provides Developmentally Appropriate Activities and Assignments	5	4	3	2	1
14. Fosters a Positive Learning Environment for Student Interaction	5	4	3	2	1
15. Adapts to Diverse Needs and Backgrounds of All Learners	5	4	3	2	1

SPECIFIC COMMENTS MAY BE TYPED AND ATTACHED ON YOUR SCHOOL'S STATIONARY OR WRITTEN AFTER THE COMPLETION OF THE FIVE DISCIPLINE SPECIFIC COMPETENCIES EVALUATED ON THE SECOND PAGE.

ELEMENTARY EDUCATION STUDENT TEACHING EXPERIENCE

III. DISCIPLINE SPECIFIC COMPETENCIES (CONTENT/CONCENTRATION AREA)

1. Effectively applies knowledge of teaching language arts	5	4	3	2	1
2. Effectively applies knowledge of teaching science	5	4	3	2	1
3. Effectively applies knowledge of teaching social studies	5	4	3	2	1
4. Effectively applies knowledge of teaching mathematics	5	4	3	2	1
5. Integrates concepts from various content areas	5	4	3	2	1

Please write any general comments you would like to make about the student teacher and/or include specific comments regarding any of the personal and professional dispositions, teaching pedagogy, or content competencies evaluated on page 1 or page 2 of the final evaluation forms.

Cooperating Teacher

School/Address

EARLY CHILDHOOD EDUCATION STUDENT TEACHING EXPERIENCE

III. DISCIPLINE SPECIFIC COMPETENCIES (CONTENT/CONCENTRATION AREA)

1. Promotes child development and learning (NAEYC Standard 1)	5	4	3	2	1
2. Help build family and community relationships (NAEYC Standard 2)	5	4	3	2	1
3. Observes, documents, and assesses to support young children and families (NAEYC Standard 3)	5	4	3	2	1
4. Connects with children, integrates meaningful curriculum, and supports learners (NAEYC Standard 4)	5	4	3	2	1
5. Becomes a professional (NAEYC Standard 5)	5	4	3	2	1

Please write any general comments you would like to make about the student teacher and/or include specific comments regarding any of the personal and professional dispositions, teaching pedagogy, or content competencies evaluated on page 1 or page 2 of the final evaluation forms.

Cooperating Teacher

School/Address

ART EDUCATION STUDENT TEACHING EXPERIENCE

III. DISCIPLINE SPECIFIC COMPETENCIES (CONTENT/CONCENTRATION AREA)

1. Relates Art history to studio activities	5	4	3	2	1
2. Guides learners to share intentions and/or meaning in their artwork	5	4	3	2	1
3. Demonstrates proficiency in a broad range of media	5	4	3	2	1
4. Makes connections between visual arts and other disciplines	5	4	3	2	1
5. Integrates understanding of visual language in studio activities	5	4	3	2	1

Please write any general comments you would like to make about the student teacher and/or include specific comments regarding any of the personal and professional dispositions, teaching pedagogy, or content competencies evaluated on page 1 or page 2 of the final evaluation forms.

Cooperating Teacher

School/Address

BUSINESS EDUCATION STUDENT TEACHING EXPERIENCE

III. DISCIPLINE SPECIFIC COMPETENCIES (CONTENT/CONCENTRATION AREA)

1. Demonstrates knowledge of and ability to teach all required business subjects.	5	4	3	2	1
2. Models safety and ethical behavior in the business education classroom.	5	4	3	2	1
3. Models the use of inquiry to help students construct business understanding.	5	4	3	2	1
4. Promotes student understanding of the business and society relationship.	5	4	3	2	1
5. Uses student assessment in business to guide/change instruction.	5	4	3	2	1

Please write any general comments you would like to make about the student teacher and/or include specific comments regarding any of the personal and professional dispositions, teaching pedagogy, or content competencies evaluated on page 1 or page 2 of the final evaluation forms.

Cooperating Teacher

School/Address

ENGLISH EDUCATION STUDENT TEACHING EXPERIENCE

III. DISCIPLINE SPECIFIC COMPETENCIES (CONTENT/CONCENTRATION AREA)

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

Please write any general comments you would like to make about the student teacher and/or include specific comments regarding any of the personal and professional dispositions, teaching pedagogy, or content competencies evaluated on page 1 or page 2 of the final evaluation forms.

Cooperating Teacher

School/Address

HISTORY/SOCIAL SCIENCE EDUCATION STUDENT TEACHING EXPERIENCE

III. DISCIPLINE SPECIFIC COMPETENCIES (CONTENT/CONCENTRATION AREA)

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

Please write any general comments you would like to make about the student teacher and/or include specific comments regarding any of the personal and professional dispositions, teaching pedagogy, or content competencies evaluated on page 1 or page 2 of the final evaluation forms.

Cooperating Teacher

School/Address

MATH EDUCATION STUDENT TEACHING EXPERIENCE

III. DISCIPLINE SPECIFIC COMPETENCIES (CONTENT/CONCENTRATION AREA)

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

Please write any general comments you would like to make about the student teacher and/or include specific comments regarding any of the personal and professional dispositions, teaching pedagogy, or content competencies evaluated on page 1 or page 2 of the final evaluation forms.

Cooperating Teacher

School/Address

MUSIC EDUCATION STUDENT TEACHING EXPERIENCE

III. DISCIPLINE SPECIFIC COMPETENCIES (CONTENT/CONCENTRATION AREA)

1. Utilizes keyboard/vocal skills sufficient to lead the class.	5	4	3	2	1
2. Utilizes instrument playing skills sufficient to lead the class.	5	4	3	2	1
3. Listens to, detects and corrects errors efficiently and accurately.	5	4	3	2	1
4. Utilizes conducting skills sufficient to lead the class/ensemble.	5	4	3	2	1
5. Demonstrates a clear sense of where each lesson fits in the music curriculum.	5	4	3	2	1

Please write any general comments you would like to make about the student teacher and/or include specific comments regarding any of the personal and professional dispositions, teaching pedagogy, or content competencies evaluated on page 1 or page 2 of the final evaluation forms.

Cooperating Teacher

School/Address

PHYSICAL EDUCATION/ HEALTH EDUCATION STUDENT TEACHING EXPERIENCE

III. DISCIPLINE SPECIFIC COMPETENCIES (CONTENT/CONCENTRATION AREA)

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

Please write any general comments you would like to make about the student teacher and/or include specific comments regarding any of the personal and professional dispositions, teaching pedagogy, or content competencies evaluated on page 1 or page 2 of the final evaluation forms.

Cooperating Teacher

School/Address

SCIENCE EDUCATION STUDENT TEACHING EXPERIENCE

III. DISCIPLINE SPECIFIC COMPETENCIES (CONTENT/CONCENTRATION AREA)

1. Demonstrates knowledge of and ability to teach the nature of science.	5	4	3	2	1
2. Models the use of inquiry/scientific method to help students construct science understanding.	5	4	3	2	1
3. Promotes student understanding of the science and society relationship.	5	4	3	2	1
4. Uses student assessment in science to guide/change instruction.	5	4	3	2	1
5. Models safety and ethical behavior in the science classroom/laboratory.	5	4	3	2	1

Please write any general comments you would like to make about the student teacher and/or include specific comments regarding any of the personal and professional dispositions, teaching pedagogy, or content competencies evaluated on page 1 or page 2 of the final evaluation forms.

Cooperating Teacher

School/Address

SPANISH EDUCATION STUDENT TEACHING EXPERIENCE

III. DISCIPLINE SPECIFIC COMPETENCIES (CONTENT/CONCENTRATION AREA)

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

Please write any general comments you would like to make about the student teacher and/or include specific comments regarding any of the personal and professional dispositions, teaching pedagogy, or content competencies evaluated on page 1 or page 2 of the final evaluation forms.

Cooperating Teacher

School/Address

TECHNOLOGY EDUCATION STUDENT TEACHING EXPERIENCE

III. DISCIPLINE SPECIFIC COMPETENCIES (CONTENT/CONCENTRATION AREA)

1. Demonstrates knowledge of technology and society within the context of the Designed World.	5	4	3	2	1
2. Guides students in the design process and understanding the attributes of design.	5	4	3	2	1
3. Demonstrates the relationships among technologies and connections between other fields of study.	5	4	3	2	1
4. Plans, implements and evaluates curricula based upon the Standards for Technological Literacy	5	4	3	2	1
5. Models safety knowledge and procedures in the technology classroom and laboratory.	5	4	3	2	1

Please write any general comments you would like to make about the student teacher and/or include specific comments regarding any of the personal and professional dispositions, teaching pedagogy, or content competencies evaluated on page 1 or page 2 of the final evaluation forms.

Cooperating Teacher

School/Address

Professional Dispositions

Student's Name _____

Course/Field Experience _____

Date: _____

Professional Conduct Toward Students: Candidates work with students by:

	Acceptable	Unacceptable	N/A	Comments
Being fair and just	_____	_____	_____	
Showing respect and value to all students	_____	_____	_____	
Showing respect for cultural and family traditions of all students	_____	_____	_____	
Exhibiting the belief that all students can learn	_____	_____	_____	

Professional Practice: Candidates follow expected professional standards of practice by:

	Acceptable	Unacceptable	N/A	Comments
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	_____	_____	_____	

Professional Conduct Toward Professional Colleagues: Candidates demonstrate proper respect to colleagues by:

	Acceptable	Unacceptable	N/A	Comments
Working collaboratively with equitable treatment of all professional colleagues	_____	_____	_____	
Listening to others and being respectful to colleagues in the school system	_____	_____	_____	

Professional Conduct Toward Parents and the General Community: Candidates support the school system and community by:

	Acceptable	Unacceptable	N/A	Comments
Making the effort to communicate with parents about their children	_____	_____	_____	
Making the effort to understand and respect the values and traditions of diverse cultures	_____	_____	_____	

Cooperating teacher signature: _____ Date: _____