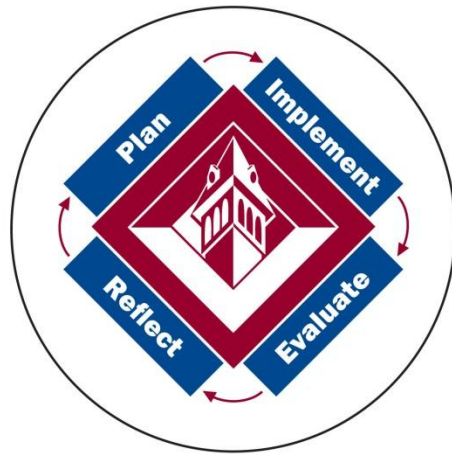


Valley City State University

TEACHER EDUCATION PROGRAM HANDBOOK



SCHOOL OF EDUCATION AND GRADUATE STUDIES

Valley City State University
Valley City, North Dakota, 58072

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SECTION I: THE TEACHER EDUCATION PROGRAM (AN OVERVIEW)

School of Education and Graduate Studies – Teacher Education Vision Statement

Teacher Education at Valley City State University is a nationally recognized premier program.

School of Education and Graduate Studies (SEGS) Mission Statement

Committed to learner centered education and effective use of instructional technology, the Valley City State University Teacher Education Program prepares exemplary teachers who are knowledge based decision makers.

SEGS Continuous Improvement Plan

To advance its vision and mission, the unit creates continuous improvement plans that complement the goals and objectives of the university.

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) are skilled in planning, implementing, and evaluating learning experiences for students; (4) view decision making as a reflective process; and (5) understand and are committed to the moral dimensions of teaching; (6) select and apply technology appropriately; and (7) 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.

Institution Abilities – Content majors will demonstrate competencies defined by their course of study.

UNIVERSITY ABILITIES**SKILLS**

Aesthetic Engagement	<ul style="list-style-type: none">• Receptivity• Visualization
Collaboration	<ul style="list-style-type: none">• Positive Interdependence• Leadership
Communication	<ul style="list-style-type: none">• Written• Spoken• Visual• Performance
Effective Citizenship	<ul style="list-style-type: none">• Provides Service to Others• Change Agent Skills• Teaches Others
Global Awareness	<ul style="list-style-type: none">• Works with Diversity• Understands System Interrelationships
Problem Solving	<ul style="list-style-type: none">• Research• Creative/Critical Thinking• Systems Analysis
Technology	<ul style="list-style-type: none">• Computational and Communication Technology• General Technology
Wellness	<ul style="list-style-type: none">• Self-Management• Self-Worth

Objectives

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;
ABILITIES MET: Collaboration, Communication, Problem Solving, Wellness
2. possess the content knowledge, curricular view, and pedagogical skills needed to be effective teachers in their specialty fields;
ABILITIES MET: Collaboration, Effective Citizenship, Problem Solving
3. possess an understanding of the leading theories of human learning and behavior;
ABILITIES MET: Collaboration, Effective Citizenship, Global Awareness
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;
ABILITIES MET: Collaboration, Effective Citizenship, Global Awareness, Problem Solving
5. can effectively use a variety of teaching strategies;
ABILITIES MET: Collaboration, Effective Citizenship, Global Awareness, Problem Solving, Technology
6. have knowledge of teaching/learning strategies which promote the ability of students to think critically;
ABILITIES MET: Collaboration, Effective Citizenship, Problem Solving, Wellness
7. are aware of the importance of teachers modeling methods and techniques which they want their students to learn and use;
ABILITIES MET: Aesthetic Engagement, Collaboration, Effective Citizenship
8. possess the knowledge of how to motivate students to want to learn;
ABILITIES MET: Collaboration, Effective Citizenship, Problem Solving, Wellness
9. can effectively use modern technology to enhance student learning;
ABILITIES MET: Aesthetic Engagement, Problem Solving, Technology
10. believe in the critical importance of basing professional practices and decisions on research, the writings of theorists, and accepted professional practice;
ABILITIES MET: Collaboration, Effective Citizenship, Problem Solving, Wellness
11. can utilize a variety of procedures to evaluate students' learning necessary for professional decision making;
ABILITIES MET: Aesthetic Engagement, Global Awareness, Problem Solving
12. possess a basic understanding of the various stages of human growth and development;
ABILITIES MET: Collaboration, Global Awareness, Wellness
13. strive to develop within students the disposition that learning is a life-long pursuit;
ABILITIES MET: Collaboration, Effective Citizenship, Global Awareness, Wellness
14. respect the rights and privacy of students and behave in ways consistent with their responsibility of helping to prepare people for a productive life in our democratic and pluralistic society;
ABILITIES MET: Collaboration, Effective Citizenship, Wellness
15. have an awareness of the importance of helping students develop and maintain positive self-concepts;
ABILITIES MET: Collaboration, Effective Citizenship, Global Awareness, Wellness
16. are aware of the importance of professional and personal characteristics of effective teachers, such as dedication, enthusiasm, cooperativeness, responsibility, and ethical behavior;
ABILITIES MET: Collaboration, Communication, Effective Citizenship, Global Awareness, Wellness

17. possess the knowledge and skills to be effective classroom managers;
ABILITIES MET: Collaboration, Communication, Effective Citizenship, Global Awareness, Wellness
18. possess the ability to effectively communicate with learners, parents, other educators, and members of the community-at-large;
ABILITIES MET: Aesthetic Engagement, Collaboration, Communication, Effective Citizenship, Global Awareness
19. are knowledgeable about the school as an institution in American society, including the historical, sociological, philosophical, and political foundations of education; and
ABILITIES MET: Collaboration, Effective Citizenship, Global Awareness, Problem Solving, Wellness
20. are reflective thinkers who possess the philosophy that professional development is an on-going, never-ending process.
ABILITIES MET: Collaboration, Effective Citizenship, Global Awareness, Problem Solving, Wellness

UNIVERSITY ABILITIES	TEACHER EDUCATION PROGRAM OBJECTIVES
Aesthetic Engagement	7, 9, 11, 18
Collaboration	1, 2, 3, 4, 5, 6, 7, 8, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20
Communication	1, 16, 17, 18
Effective Citizenship	2, 3, 4, 5, 6, 7, 8, 10, 13, 14, 15, 16, 17, 18, 19, 20
Global Awareness	3, 4, 5, 11, 12, 13, 15, 16, 17, 18, 19, 20
Problem Solving	1, 2, 4, 5, 6, 8, 9, 10, 11, 19, 20
Technology	5, 9
Wellness	1, 8, 10, 12, 13, 14, 15, 16, 17, 19, 20

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

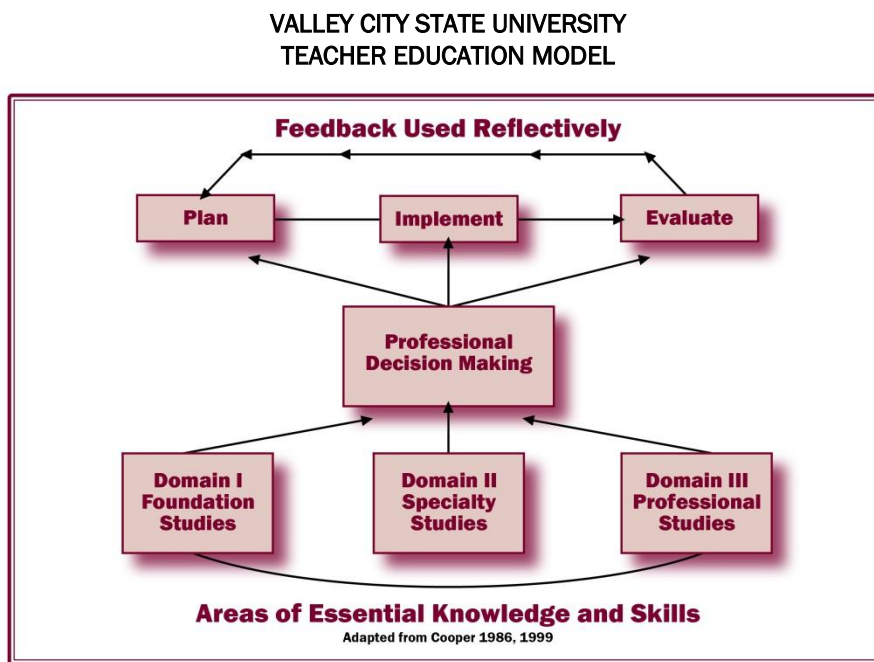
The implementation function requires the teacher to carry out the plans that have been made. During the actual teaching phase numerous decisions need to be made, often quickly, as the teacher responds to students' reactions, comments, and instructional needs. Teachers learn to value the development of 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.



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.

SECTION II: ADMISSION TO TEACHER EDUCATION

Applicants are admitted to study at Valley City State University on the basis of academic and personal qualifications, consistent with the admissions policies established for all public colleges and universities in the state. The admittance and continuance requirements of the Teacher Education Program go beyond those of the institution. Students are typically admitted into teacher education during their sophomore year or the beginning of the junior year. While enrolled in either EDUC 249, Introduction to VCSU Program or EDUC 250, Introduction to Education, the VCSU Teacher Education Program Handbook is studied online. Enrollees are given application forms to complete and submit to the Teacher Education Chair.

Criteria for Admission to Teacher Education

The student who intends to pursue a program in teacher education must apply to the Teacher Education Committee and be approved for admission to the program. A student must meet the following criteria to be considered for admission:

1. A minimum cumulative grade point average of 2.50
2. Satisfactory academic performance in ENGL 110 and 125 and successful completion of a speech screening test.
3. Written recommendations from the advisor, a School of Education instructor, and any other related professionals.
4. Receive a "C" or above in the VCSU Intro to Education.
5. Meet state and VCSU PPST standards. North Dakota's PPST standards are: Reading (173), Math (170), and Writing (173) Students must meet individual qualifying scores in Math, Reading or Writing, or meet qualifying scores on 2 of the tests and have a composite score of 516.
6. Demonstrate proper dispositions necessary to teach for learning.

The Teacher Education Committee will review the documentation and make a recommendation to the School of Education Dean to accept or deny the application for admission to the program. If the applicant is denied admission due to a condition that can be corrected, the applicant may reapply when the deficiency is removed.

Continuance in Teacher Education

In order to continue in the Teacher Education program, the student must:

1. maintain a minimum cumulative grade point average of 2.50;
2. demonstrate proper disposition and evidence of good conduct, physical and mental health; and
3. continue to obtain satisfactory recommendations from faculty, staff, and field experience supervisors.

If requirements for continuance are not maintained, the Teacher Education Committee may recommend suspension from the program. The Committee will forward its recommendation to the Dean who will make the final decision. Any such action would be reflected in a letter from the School of Education Dean to the student and the advisor.

Professional Disposition

Valley City State University promotes standards of professional competence through the eight University Abilities, the four Education Abilities, and the good moral character of the teacher education candidate. Difficulty in meeting the standards may be documented by the following steps:

1. Faculty/staff complete Professional Disposition (SEGS-12-11) and meet with the student to discuss the concerns.
2. Informally survey other faculty/staff to find out if there are similar concerns, and/or check with the central assessment coordinator to learn if the aggregated dispositions for the candidate indicate a dispositional trend.
3. Faculty/staff send a copy of Professional Disposition to advisor and place one in the student's teacher education file.
4. Monitor the student, after a reasonable amount of time; contact the student and their advisor on the improvements made. If problems continue, formulate a Professional Disposition Growth Plan (SEGS-14-11).
5. Faculty/staff complete Professional Disposition Growth Plan and meet with the student to discuss the plan of action.
6. A copy of the Professional Disposition Growth Plan will be placed by the faculty/staff in the students Teacher Education folder in the Education office area. The student and the student's advisor will be sent a copy.
 - a) Professional Dispositions will be presented to the Professional Concerns Committee (ad hoc committee from Teacher Education comprised of one elementary representative, one secondary representative, and one other representative of teacher education) once per semester.
 - b) The Professional Concerns Committee will forward any concerns needing further action to the Teacher Education Committee. The student and the student's advisor will be sent a letter by the Professional Concerns Committee concerning action taken. Professional Dispositions will be presented to the Teacher Education Committee and included in the minutes. The student and the student's advisor will be sent a letter concerning action taken,
7. Professional Concerns of large enough magnitude may warrant immediate action. A pattern may be evident if more than one concern is filed.
8. The advisor will meet with the student to discuss concerns, improvement plans that include timelines and follow up visits, or offer services (tutor, Health or Counseling, disability, etc.).
9. The student presents evidence of efforts to improve to the advisor.
10. The advisor shares information with the Dean of Education and Teacher Education Committee and this information is included in the minutes.
11. Upon recommendations of the advisor and Dean of Education, the student's application to teacher education will be accepted, denied, or terminated. An e-mail documenting the decision will be sent to the student and placed in the Teacher Education folder.

SECTION III: TEACHING MAJORS AND MINORS

All teacher education students must have a teaching specialty (a major). In addition to a major, the preservice secondary teacher must complete forty hours of professional education course work. The professional education courses are a part of the total major program in Elementary Education. It is recommended that one or more compatible minors also be completed.

The following list indicates the various teaching majors and minors available at VCSU. For additional information about teaching majors and minors, check the University Bulletin (Available online: <http://www.vcsu.edu/>) and visit with faculty members of the appropriate departments.

Teaching Majors

Art Education
Biology Education
Business Education
Career & Technical Education
Chemistry Education
Elementary Education
English Education
Health Education
History Education
Mathematics Education
Music Education
Physical Education
Social Science Education
Spanish Education
Technology Education

Teaching Minors

Art
Biology
Business
Chemistry
Computer Science
English - Elementary
English - Secondary
Health Education
History
Library Media and Information Science
Mathematics - Elementary
Mathematics - Secondary
Physical Education (Elementary & Secondary)
Spanish
Speech-Communication-Theatre Arts
Teaching English Language

Endorsements and Credential

English as a Second Language Endorsement
Kindergarten Endorsement
Middle Level Endorsement
Title I Reading Credential

Clarifying Information

1. In order to qualify for North Dakota Kindergarten Certification, the applicant must have completed student teaching at the kindergarten level. The five hours of student teaching credit earned reduces the additional number of credits needed under the directed electives section of the Early Childhood Education Minor program to a minimum of five hours of credit.
2. Upon completion of the VCSU program, applicants meet eligibility requirements for teacher licensure in the State of North Dakota, as outlined by the North Dakota Education Standards and Practices Board.

SECTION IV: CLINICAL AND FIELD-BASED EXPERIENCE PROGRAM

Part A. Overview of Clinical and Field-Based Experiences

Clinical and field-based experiences are designed to support the program model, "Teacher as Knowledge-based Decision Maker." Clinical and field-based experiences serve as important building blocks in the teacher education program. Students receive a variety of appropriate experiences including microteaching, lesson planning, team teaching, peer teaching, and designing teaching and evaluation strategies in the course of their preparation for teaching.

The field-based and clinical experiences of preservice teachers have been developed to be sequential in nature as shown in the following table. The various experiences are provided during the sophomore, junior, and senior years. The first courses that include a field-based component are the introductory ones for elementary and secondary school preservice teachers. Built into both courses are 40 hours of work in K-12 classrooms. Some of the time is spent in observation of specific procedures, activities, etc., which are predetermined and studied. Debriefing follows the guided observation. Both the classroom teacher and the university instructor are included in the pre- and post-observation discussions. Other types of involvement include tutoring students and assisting the teacher in ways determined beforehand with follow-up discussion and evaluation

During the junior year, the majority of the education methods courses are completed. University classroom clinical and/or K-12 school field-based experiences are included in most of the courses indicated in the table.

Completion of the methods courses and student teaching occur during the senior year. Student teaching is a ten-week experience in which students gradually are given more responsibilities.

All of the clinical and field-based experiences provide opportunities for professional growth in the ability to make sound decisions in the four phases of the teacher decision-making process: planning - implementing - evaluating - reflecting. Planning for instruction is emphasized during the sophomore and junior year, but most extensively during the senior year. Evaluation of instructional activities is experienced during both the junior and senior level years. Reflection is integrated throughout all field experiences. Student teaching is the apex of the clinical and field-based teacher education program.

In every type of clinical or field-based involvement, the preservice teacher is provided with instruction and assistance before, during, and after the experience. To help ensure that all of the experiences are of maximum benefit to preservice teachers, a variety of information sheets, checklists, and evaluation forms are used. (These are included as appendices to this Handbook.) Also, discussions between the student, classroom teacher, and university supervisor are regularly held and written responses frequently given.

Part B. Major Practica

EDUC 250, Introduction to Education (3 semester hours of credit)

The VCSU Teacher Education Unit's model for developing teachers is to help the individual become a competent decision-maker. The course helps preprofessional students develop skills that lead to making appropriate decisions in the classroom setting. Upon completion of the course, the preservice teacher will have the tools, techniques, and knowledge to successfully plan lessons, implement learning experiences, and evaluate learning in the classroom.

The introductory course serves as the initial study in the field of teaching. Students have an opportunity to work with teachers in their area of interest. The preprofessional observes, participates, and assists the teacher at this beginning stage of the program. The on-campus course work includes an introduction to the field of teaching, a review of the requirements for admission to teacher education, and information on the requirements leading to licensure.

Experiences included in the field-based component:

1. Observe teacher at work
2. Compile a log of experiences (related to study in course work)
3. Observe students (learn names, individual interests, behavior, social habits, etc.)
4. Review school and classroom rules and policies
5. Discussions with teacher (many devoted to planning, teaching strategies, and evaluation of learning)
6. Assist teacher when appropriate
7. Help tutor individuals
8. Work with small groups
9. Teach short lessons to the whole class

Other activities appropriate to the introductory phase of the program may be assigned.

The field-based component of the course requires 40 hours in the classroom.

EDUC 337, Pre-K Observation and Assessment (3 semester hours of credit)

Program Description and Information for Practicum Enrollees and Supervising Classroom Teachers.

Pre-K Observation and Assessment (EDUC 337) is a field experience for the early childhood education minor and endorsement. It provides the preservice teacher with a variety of experiences in a preschool setting. Students are assigned to a licensed childcare center for 80 hours. The childcare director provides each student with an orientation for the center and reviews the duties and responsibilities for the enrollee. The university supervisor confers with the director throughout the term and meets periodically with each student caregiver.

The following experiences are provided throughout this practicum field experience:

1. Preservice teachers become familiar with the general operation of a childcare setting.
2. Through careful observation, the preservice teacher will gain a better understanding of the child from 6 months to 6 years of age.
3. Preservice teachers will gain a better understanding of the role of caregiver in the lives of young children.
4. Through observation, the preservice teacher will gain greater insight into the uniqueness of the individual child.
5. Through their interaction with the young child, the preservice teacher will gain a greater knowledge of ways of responding to children and situations.
6. The practicum student will have the opportunity to develop their professional skills by working in a wide variety of curriculum areas such as: storytelling and language experiences, motor activities, art experiences, block play, music and rhythmic activities, dramatic play, role playing, cooking, mathematical concepts, manipulative activities, wood working and field trips.
7. The preservice teacher will plan and display bulletin boards and other teacher developed visual aids during the semester.
8. The practicum student will participate in staff meetings as scheduled by the childcare director.

At the conclusion of this field experience, the childcare director will evaluate each preservice teacher using the evaluation form found in the Appendix of this Handbook. The childcare director and the university supervisor determine a letter grade of Satisfactory (S) or Unsatisfactory (U) jointly at the end of the semester.

EDUC 350, Practicum in the Elementary School (2 semester hours of credit)

Program Description and Information for Practicum Enrollees and Supervising Classroom Teachers

1. The Practicum in the Elementary School is designed to provide preservice teachers with classroom experience in an elementary school classroom. Students work with an elementary school teacher to develop a greater understanding of teaching and the skills necessary to become an effective teacher. The purpose of this practicum is to provide teaching experiences for the preservice teacher in order to broaden his/her first-hand knowledge of the elementary school - its teachers, students, and curriculum.
2. Through initial and ongoing supervision by the classroom teacher, each student is given the opportunity to work in an elementary classroom assisting the cooperating teacher in various classroom tasks. Some of the instructional tasks they may assist the cooperating teacher with are listed below:
 - a. Tutorial work with individual or small groups of children
 - b. Read orally to the class
 - c. Present lessons to small groups and to an entire class (with supervision from the cooperating teacher)
 - d. Develop bulletin board displays or other visual aids
 - e. Supervise and assist with transition activities
 - f. Help with clerical tasks as assigned by the cooperating teacher
 - g. Work with the classroom teacher on a technology project
3. Each practicum enrollee is required to spend 80 hours per semester working in an elementary classroom.
4. Each practicum enrollee is required to keep a daily log with a brief description of their experiences.
5. Practicum enrollees are required to meet on campus with the university supervisor every day during the first week of the semester and one hour a week thereafter on for seminar sessions. Some of the topics that will be discussed during the seminar include:
 - a. Observation skills
 - b. Lesson planning, implementing, and evaluation
 - c. Classroom management
 - d. Parent teacher conferences and parental relationships
 - e. Positive reinforcement and self concept
 - f. Technology projects
 - g. Cultural diversity in the classroom
 - h. Reflection on learning
6. It is the responsibility of the practicum teacher to inform the supervising classroom teacher as soon as possible if illness or some other valid reason makes it necessary to be absent from school.
7. The supervising elementary teacher will be asked to complete a practicum evaluation form at the end of the semester. The evaluation becomes a permanent part of the student's file maintained in the Education office.
8. The university supervisor will complete an evaluation form at the end of the semester. The evaluation becomes a permanent part of the student's file maintained in the Education office.
9. At the end of the semester the university supervisor will decide upon the letter grade to be given, based on the student's attainment of the course objectives. It will be determined by the classroom teacher's evaluation, classroom visitations by the university supervisor, seminar discussions, and attendance.

(Copies of checklist and evaluation forms used are included in the appendix to this Handbook.)

EDUC 352 – Culturally Diverse Practicum (1 semester hour of credit)

Program Description and Information for Practicum enrollees and Supervising Classroom Teachers

1. The Practicum is designed to provide preservice teachers an experience in a culturally diverse classroom. This experience will enable the preservice teacher to be better prepared to meet all students' needs and develop a greater understanding of how to work with students from various backgrounds and socioeconomic levels.
2. Upon successful completion of the course, preservice teachers will have had an opportunity to:
 - a. understand the changing United States and world demographics regarding ethnicity, race, culture, religion, language, and socioeconomic status.
 - b. understand the cultural, ethnic, social class, gender, emotional, intellectual, and physical aspects of human differences.
 - c. understand the proficiencies that support learning by all students as shown in their work with students with exceptionalities and those from diverse, ethnic, racial, gender, and socioeconomic groups in classrooms and schools.
 - d. understand the role of diversity and equity in the teaching and learning process.
 - e. complete a 25-hour practicum in a culturally diverse setting.
 - f. reflect on their observations and practices in working with students from diverse ethnic, racial, and socioeconomic groups.
 - g. write a 5-10 page paper that reflects what was learned from the 25 hour field experience and how the experience enhanced knowledge about diversity.
 - h. meet the Global Awareness Ability for the electronic portfolio.

The following are examples of culturally diverse settings that will be available: Native American School (Four Winds, Standing Rock, or Turtle Mountain in North Dakota)

- Como Elementary School, St. Paul, MN
- Washington Middle School, St. Paul, MN

(Form available in appendix of Handbook)

EDUC 431, Practicum in Corrective Reading (2 semester hours of credit)

Program Description and Information for Supervising Reading Specialists and Practicum Enrollees

1. The Reading Practicum is the final experience in the reading endorsement. It is designed to provide preservice teachers an opportunity to work intensively with individuals and small groups of students who are experiencing problems in reading.
2. Through initial and ongoing supervision and guidance by the reading specialist, each practicum teacher is given the opportunity to work with students in a school's corrective reading program. It is not expected that the practicum teacher design separate programs or procedures. Therefore, it is the responsibility of the supervising reading specialist to share with the practicum student the philosophy, procedures, and materials used in the reading program. Day-by-day help is needed in making the reading practicum student aware of and comfortable with the instructional activities of the day. However, it is hoped that each supervising teacher will permit and encourage the practicum teacher to use procedures and materials that he/she feels are appropriate for an individual student. This needs to be, of course, discussed and approved by the reading specialist in advance of their use with students in the corrective reading program.
3. The practicum student should be permitted to play an active role in all facets of the school's corrective reading program—administering tests, scoring tests, instructional planning, conferring with parents, etc.
4. Each practicum enrollee will be asked to maintain a weekly journal with a reflective description of each week's work. Also, it is required that one student be selected to be the subject of a case study prepared by the practicum teacher. Some assistance by the supervising reading specialist may be needed in completing the assignment. (An in depth description of this assignment will be given out at the time of the practicum.)
5. It is hoped that there will be sufficient time each day for the supervising teacher and the practicum teacher to discuss plans for the day's activities and to hold a summary discussion at the end of the day. It is the responsibility of the supervising reading specialist to provide constructive comments and guidance to help the practicum teacher grow in his/her skills as a corrective reading teacher.

6. Practicum enrollees need to meet with the university supervisor during the first week of the semester and periodically thereafter according to an agreed upon schedule. Dialogue between the university supervisor and the reading specialist concerning the practicum teacher's progress will take place informally as needed during the practicum assignment.
7. It is the responsibility of the practicum teacher to inform the reading specialist as soon as possible if illness or some other valid reason makes it necessary to be absent from school.
8. At the end of the semester the supervising reading specialist and the university supervisor will meet to decide upon the grade to be given (S-Satisfactory, U-Unsatisfactory).
9. The supervising reading specialist will be asked to complete a practicum evaluation form at the end of the semester. The evaluation becomes a part of the student's file maintained in the Education Office. The evaluation should be shared with the practicum teacher before it is submitted to the university supervisor.

(A copy of the evaluation form is included in the appendix to this [Handbook](#).)

Part C. Student Teaching

EDUC 475, 480, 485, 490

Student teaching is the culminating experience of the Teacher Education Program. During this time, preservice teachers apply what they have learned about theory and methodology through their university course work and earlier field experiences. Student teaching provides an opportunity to plan and implement interesting, relevant lessons, as well as use a variety of assessment techniques to determine both the effectiveness of teaching strategies and the level of student learning. Skills in using educational technology, the lecture method, cooperative learning, inquiry, classroom management procedures, questioning, and other strategies are further enhanced.

One of the intriguing aspects of teaching includes the unique ideas and personality that each teacher brings to the classroom. This uniqueness is nurtured during student teaching, as preservice teachers recognize that successful teaching is related to personality, as well as to the very different approaches that may be used in optimizing and personalizing the learning experience for students.

Student teaching requires a minimum of 12 weeks of full-time teaching. Students may also complete a half-time student teaching experience in additional areas by teaching 6 weeks of full days. Additional information about student teaching is included in the [VCSU Handbook for Student Teaching](#), which is an appendix to this [Handbook](#).

CRITERIA FOR ADMISSION TO STUDENT TEACHING

A student must meet the following criteria to be considered for admission to student teaching:

1. Continued satisfactory performance on all criteria for admission and retention in the teacher education program; recommendations by the Vice President of Student Affairs and the appropriate division chair will be reviewed;
2. Senior standing or equivalent with a minimum grade point average of 2.50 overall
3. Completion of the professional education sequence before student teaching (the director of Field Experiences in consultation with the division chair may make exceptions to this criterion if circumstances warrant it);
4. Criminal background check;
5. Agreement 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 on or prior to the first day of the semester of student teaching;
6. Submission of student teaching application to the director of field experiences during the semester preceding the semester of student teaching, deadlines are posted each semester;

Valley City State University reserves the right to have the student meet additional requirements which the Teacher Education Program may establish.

The Teacher Education Committee will review the application and recommend to the Dean of Education to approve or deny the application for admission to student teaching.

CRITERIA FOR LICENSURE RECOMMENDATION

The Dean of Education 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 Bulletin and the Teacher Education Handbook
3. Successful student teaching experience
4. Successful completion and presentation of a digital portfolio
5. Successful passing of Praxis II

The Registrar sends the application to the North Dakota Education Standards and Practices Board for issuance of a teaching license.

SECTION V: APPEALS PROCEDURES

A. PETITION AND APPEAL PROCESS FOR TEACHER EDUCATION

Students seeking an exception to policies, regulations, or academic requirements of the Teacher Education Program may submit a written petition requesting exemption to the Teacher Education 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 the Teacher Education program. The burden of proof for demonstrating the appropriateness of the request rests with the student.

The Teacher Education Appeals Committee, comprised of three faculty members from the Teacher Education Program, 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 who will render a final decision in a timely manner.

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

B. VCSU PORTFOLIO POLICY AND APPEAL PROCEDURE

All teacher education graduates must complete an approved digital portfolio in order to be recommended for certification.

Appeal Procedure and Policy Implementation

Any student with an unapproved digital portfolio will have his/her file reviewed by an ad hoc appeal committee consisting of the Dean of Teacher Education, the student's advisor, and a member of the Teacher Education Committee. The committee will consider:

1. The digital portfolio;
2. The student's overall GPA and major GPA; and
3. The advisor's recommendation.

The committee action may include:

- A. Recommendation for re-doing the digital portfolio; or
- B. Recommendation for institutional approval for licensure.

No institutional recommendation for licensure will be completed until the criterion is achieved.

SECTION VI: SCHOLARSHIPS AND FINANCIAL AID

To apply for financial aid, please visit <http://scholarships.vcsu.edu/> or contact the Financial Aid Office at 1-800-532-8641, ext. 7541. *If you are an online or distance student, please contact the Financial Aid Office to determine eligibility and forms required.*

A variety of scholarships are available for students pursuing a degree in Education. The following is a brief description of scholarships determined by the School of Education & Graduate Studies.

Maxine Berger Memorial Scholarship – (1) \$500

The allocation from this fund will support a scholarship recipient who is a junior majoring in Elementary Education. The recipient of the scholarship must be in good academic standing.

Borchert Memorial Scholarship – (1) \$100

For a junior or senior majoring in Education. First consideration is for a student showing promise of being a successful teacher.

Matt Edland Memorial Scholarship- (2) \$500, renewable

The Matt Edland Memorial Scholarship will be awarded to a student enrolled in the Technology Education program including both on campus and distance education students. The amount of the scholarship will be \$500 and is renewable. The scholarship is available to upper level students majoring in Technology Education with a GPA of 3.00 or higher. Scholarship selection will be made by the Technology Dept.

Doris E. (Molbert) Evers Scholarship – (4) \$1,000

This scholarship shall be awarded to a full-time junior or senior majoring in education, is a graduate of a North Dakota High School, has a successful past academic performance and future potential, is a leader or participates in school and/or community activities and has an aspiration for a long-term career in Education

K. Louise Fitzpatrick Scholarship – (1) \$50

Awarded annually to a student enrolled at VCSU pursuing an Education degree. This scholarship is also intended for a non-athletic student.

Elma & Albert Goeschel Memorial Scholarship – (1) \$1000 or (2) \$500

To be awarded annually without regard to financial need to an incoming freshman with outstanding academic achievements, who is intending to obtain a degree in Education.

Ethel R. Hanson - (2) \$1,000

This scholarship will be awarded to worthy students in elementary education or special education. Scholarship selection will be made by the School of Education.

Gladys & Ella F. Jones Memorial Scholarship – (1) \$250

To a VCSU student who is a prospective elementary teacher in financial need. ND resident, high school graduate, and citizen of good moral character.

Avis Kautzmann Memorial Scholarship - (1) \$500

One scholarship will be awarded each year to a senior majoring in Elementary Education. The recipient must be a ND resident, demonstrate financial need, and show academic promise.

Alyce Meyers Kluksdahl Elementary Education Scholarship - (1) \$500

For a junior or senior level student pursuing a degree in education, grades 1-8. The applicant must show promise as an elementary education teacher, and be dedicated to the teaching profession with a minimum GPA of 3.0. Applicants should have completed at least one year of education at VCSU, and must be a graduate of a ND high school. The award will be made by the Chairperson of the School of Education & Graduate Studies, and the Director of Financial Aid.

Dr. S.O. Kolstoe and Marian Kolstoe Prior Scholarship – (1) \$1000 or (2) \$500

To be awarded to students in the elementary education program.

Lindstrom-McGregor Scholarship – (2) \$1,000

Awarded to an upper level student pursuing a degree in education.

Patricia E. Lundberg Elementary Education Scholarship – (1) \$1000 or (2) \$500

For a student majoring in Elementary Education, who demonstrates exceptional desire and persistence in the pursuit of their studies.

Corcoran Matzke Memorial Scholarship – (1) \$500

For a student who would like to major in Elementary Education, whose GPA is between 2.0 & 3.0. This scholarship is renewable after the first year for up to nine semesters.

Hazel McBride Scholarship – (20) \$1,000

Students must sign a Declaration of Intent to seek entry into the program of Teacher Education. A change in program of study will result in forfeiture of remaining scholarship amounts. Divided between elementary/secondary majors with three for minority students.

Lewis Rondestvedt & Lucille Olson Memorial Scholarship – (1) \$500

To a deserving student who is majoring in Elementary Education. This scholarship is to be awarded to a deserving student, at the sophomore level or above, showing financial need.

Myrtle Heinle Schmid Memorial Scholarship – (1) \$500

To an Elementary Education student with preference given to a student from the Foster/Eddy County region of North Dakota. The student should be in good academic standing and show promise as an Elementary Education teacher.

Schmitz-Muir-McLaren-Buhr Scholarship - (1) \$1,000

To either a junior or senior student majoring in Early Childhood Education/Primary Education/Elementary Physical Education, with preference being given to a student majoring in Primary Education. The recipient must have excellent character, excellent academic performance, and financial need.

Clara Smedshammer Scholarship - (1) \$500

One scholarship will be awarded annually to an upper class student who is majoring in Elementary Education. Other criteria for the scholarship award includes being a ND resident, showing academic promise and maintaining a 2.5 GPA.

Myron & Jenneice Sommerfeld Scholarship - (1) \$500

This scholarship is for a junior or senior pursuing a degree in teacher education with the intention of teaching school. The applicant must demonstrate good academic performance.

Gelia Stemen Memorial Scholarship - (1) \$100

To be awarded to a student in the LaMoure, ND, area who majors in Elementary Education.

Blanche Stewart E. Scholarship - (1) \$1,000

Available to a student from Jamestown-Valley City area enrolled as an Elementary Education major at VCSU. The student should demonstrate academic ability, financial need, and show promise as a prospective Elementary Education teacher.

Sharon Stites Memorial Scholarship – (1) \$500

This scholarship is to be awarded to a regularly enrolled student at VCSU with a junior status and majoring in Elementary Education with a GPA of 3.0 or above. Preference will be given to students with an interest in Early Childhood Education.

June Wahl & Olida Susag Memorial Scholarship – (1) \$500

This scholarship is available to upper-level students majoring in Elementary Education.

Janet Monroe Wendschlag & Bryan John Wendschlag Memorial Scholarship Fund - (1) \$500

To a junior or senior student pursuing an Elementary Education degree with an emphasis in Art and/or Music preferred. Student must be a North Dakota resident and a graduate of a ND high school.

SECTION VII: PROFESSIONAL ORGANIZATIONS

STUDENT ORGANIZATIONS FOR THE ELEMENTARY EDUCATION MAJOR

SNDEA (The Student North Dakota Education Association)

The SNDEA is affiliated with the NDEA and the NEA. Through the state and national organizations, the membership is supported in facing the obstacles of the teaching profession. The following are some of the benefits afforded those who seek membership in the organization.

1. Opportunity to earn scholarships
2. \$1,000,000 worth of professional liability insurance
3. Training in leadership, discipline, interview skills, motivations, group dynamics stress management, etc.
4. The service of NDEA/NEA attorneys should they find a need for them in protecting their student teaching rights
5. Publications such as Today's Education, NEA Today, NDEA Journal and Education News, and SNDEA Update
6. Other benefits afforded NDEA members

Valley City State University education majors are encouraged to join SNDEA, a professional organization that provides liability protection for members. Membership is by completion of SNDEA forms and payment of dues. Students must provide proof of liability protection if not a member of SNDEA while student teaching.

Pi Omega Pi

Pi Omega Pi is a national honor society (fraternity-sorority) open to future business education teachers. Membership is by invitation only. Student must possess a 3.00 or better average in all business education courses taken and must have declared business education to be his or her major field.

MENC - Music Educators National Conference

VCSU has a collegiate member chapter of MENC, which is open to all persons interested in music education. There is an annual membership fee, which is paid by the student. The Music Educators Journal is the publication, which is provided through membership. The organization sponsors in-service workshops and seminars pertaining to all areas of music education. Members also serve as assistants at regional music contests held on the VCSU campus.

North Dakota Alliance for Health, Physical Education, Recreation, and Dance

This organization is open to all Physical Education majors and minors. Membership allows VCSU Physical Education majors and minors participation in the organization's state functions. The state level meetings are held during the NDEA state convention and an annual workshop held in the summer.

SECTION VIII: PROFESSIONAL LITERATURE

SECTION VIII: PROFESSIONAL LITERATURE

It is recommended that all students enrolled in Teacher Education quickly become acquainted with the major journals in their teaching majors and with general teaching methodology journals and magazines.

All of those listed are available in Allen Memorial Library. This is not a complete list of professional journals available. Included, however, are the ones selected by the faculty as being of greatest value to teacher education students.

PROFESSIONAL EDUCATION (SECONDARY AND ELEMENTARY)

Adolescence

American Education Research Journal

ATE Journal

The Arithmetic Teacher

Behavior Disorders of Children

Childhood Education

Children Today

Current Health

Education Digest

Educational Leadership

Electronic Learning

Exceptional Children

Gifted Children Quarterly

Health Education

The Horn Book

Instructor

Journal of Applied Psychology

Journal of Learning Disabilities

Journal of Reading

Journal of Teacher Education

Middle School Journal

Principal

Reading Research Quarterly

The Reading Teacher

Reading World

Science & Children

Social Education

Social Studies

Social Studies and the Young Learner

Teacher

Teaching K-8

Young Children

Newspapers and Newsletters

AACTE Briefs

ASCD Update

ATE Newsletter

Chronicle of Higher Education

Educational Horizons

Monday Morning at AACTE

North Dakota Education NEWS

Perspective, ND Education

Reading Today

Social Studies Professional

ART

The Journal of Art
 NAEA News
 School Arts & Activities

BUSINESS

The AVA Journal
 The Balance Sheet
 The Business Education World
 Delta Pi Epsilon Journal
 The Journal of Business Education
 N.A.B.T.E. Review
 N.B.E.A. Forum

ENGLISH

English Education
 English Journal

HEALTH & PE

Athletic Administration
 Athletic Business
 Health Education
 Journal of Physical Education (JOPERD)
 Recreation and Dance
 Journal of School Health
 Journal of Strength and Conditioning
 Physician and Sports Medicine Magazine
 Research Quarterly for Exercise & Sports
 Strategies (AAHPERD)
 Scholastic Coach/Athletic Journal
 Women Sports & Fitness
 Sport Discus (database, Sport Information
 Resource Centre)

TECHNOLOGY EDUCATION

Industrial Education
 Journal of Technology Education
 School Shop
 TEAM North Dakota
 The Technology Teacher

COMPUTER EDUCATION

The Computing Teacher
 Journal of Computers in Mathematics
 & Science Teacher

MATHEMATICS

The American Mathematical Monthly
 The Arithmetic Teacher
 Electronic Learning
 Mathematics and Computer Education
 The Mathematics Teacher
 PC World
 Quantum
 Technological Horizons in Ed. Journal

MUSIC

The Instrumentalist
 Music Educators Journal
 North Dakota Music Educator
 Computer Educator Journal
 International Association of Jazz
 Educators Journal
 American Choral Directors Journal

SCIENCE

Annals,
 Assoc. of American Geographers
 The American Biology Teacher
 Astronomy
 Audubon
 Discover
 International Wildlife
 Journal of Chemical Education
 National Wildlife
 Natural History
 The Physics Teacher
 Professional Geographer
 Science

Science and Children
 Science News
 Science Education
 Science Scope
 The Science Teacher
 Scientific American
 Sky and Telescope
 Smithsonian

SOCIAL SCIENCE

Journal of Indian Education
 Social Education
 Social Studies

APPENDIX A

ADMISSION TO TEACHER EDUCATION FORMS

APPLICATION FOR ADMISSION TO TEACHER EDUCATION

Students must meet the criteria for Admission to Teacher Education to be admitted. Criteria are listed on page 10 of the Teacher Education Handbook. This form should be submitted to the Education Office, Valley City State University, 101 College Street SW, Valley City, ND 58072 or education@vcsu.edu.

Date: _____

Name: _____ Student ID: _____
Last First Middle or Maiden

Permanent Address: _____
Street City State Zip Code

Phone Number: _____ Date of Birth: _____

Enrolled at VCSU: _____
Semester Year

Major(s): _____

Minor(s) or Endorsement(s): _____

Previous College(s) Attended: _____

Are you on academic probation? Yes No
 Have you ever been on academic probation? Yes No
 Have you ever been convicted of a felony? Yes No

Two of the four VCSU professors listed below will be contacted to provide a recommendation on your potential as a teacher. Please list the course number and semester/year you enrolled in their course(s).

Professor's Name	Course Number/Name	Semester/Year
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

For Advisor's Use Only:

Please take this form to your advisor and complete the program planning he/she directs.

I have planned an appropriate program for this applicant. At this point my best judgment is to:

- Recommend the student for admission to Teacher Education
 Not recommend the student for admission to Teacher Education

_____ Date *Advisor's signature*

For Education Office Use Only:

Overall GPA		Date			
Signature <i>Registrar's Office</i>					
Course	Grade	Verified	Action	Date	Signature <i>Dean of Education</i>
ENGL 110			[] Admitted to Teacher Education		
ENGL 120			[] Conditional Admission		
EDUC 250			[] Admission Denied		

INSTRUCTOR'S EVALUATION OF TEACHER CANDIDATE

Name: _____ Date: _____
 Last *First* *Middle or Maiden*

Major(s): _____

Minor(s) or Endorsement(s): _____

Instructor: _____

Course Enrolled in: _____ Semester: _____ Year: _____

Please provide your honest assessment of this candidate's potential as a teacher. This will assist the Teacher Education Committee in acting on this application. You have been identified by the student as a faculty member who could provide the School of Education with this insight.

POTENTIAL FOR TEACHING

	Low	Medium	High	Insufficient Data
1. Academic				
Thinking and Planning	_____			<input type="checkbox"/>
Study Skills	_____			<input type="checkbox"/>
2. Communication				
Writing Skills	_____			<input type="checkbox"/>
Speaking Skills	_____			<input type="checkbox"/>
3. Personal				
Responsibility	_____			<input type="checkbox"/>
Dependability	_____			<input type="checkbox"/>
Cooperative Attitude	_____			<input type="checkbox"/>
Initiative	_____			<input type="checkbox"/>
4. General Promise as Teacher				
	_____			<input type="checkbox"/>

Comments, suggestions and recommendations concerning the suitability of this candidate as a teacher.

Should this student be encouraged to become a teacher?
 No Yes

Date

Instructor's signature

This form should be submitted to the Education Office, Valley City State University, 101 College Street SW, Valley City, ND 58072 or education@vcsu.edu.

ORAL COMMUNICATION EVALUATION

Name: _____ Date: _____
Last First Middle or Maiden

DIRECTIONS: Present a passage (separate sheet) for student to read. Note and record any articulation or voice abnormalities below.

I. ARTICULATION

Acceptable _____

s _____ l _____ r _____ other _____

Dialectical Variation _____ Enunciation _____

Comments _____

II. VOICE QUALITY

Acceptable _____

nasal _____ hoarse _____ denasal _____ other _____

pitch _____ rate _____ volume _____

Comments _____

Oral Communication

_____ I DO RECOMMEND _____ I DO RECOMMEND CONDITIONALLY _____ I DO NOT RECOMMEND

this student for admission to Teacher Education. If DO NOT or CONDITIONALLY, please indicate why in the space provided below.

Faculty Signature

APPENDIX B

PRE-STUDENT TEACHING FIELD EXPERIENCE FORMS

INTRODUCTION TO EDUCATION
STUDENT EVALUATION

Student's Name _____ Placement Site, City, State _____

Teacher's Name _____ Date _____

At the termination of the assignment, the teacher is required to evaluate the student by circling the items on the scale below. Please circle "Not Applicable" if the student did not have the opportunity to demonstrate the attribute during this experience.

Target: Teacher candidate reflects thorough pedagogical and professional readiness for a student entering teacher education preparation. **Acceptable:** Teacher candidate knows and applies broad knowledge and skill. **Unacceptable:** Teacher candidate has not mastered the pedagogical and professional knowledge and skills necessary for introductory level preservice teaching.

	Target	Acceptable	Unacceptable	Not Applicable
1. Sense of Responsibility/Dependability	5	4	3	2
2. Enthusiasm and Self-Initiative	5	4	3	2
3. Fairness and Belief that All Students can Learn	5	4	3	2
4. Professional Appearance and Demeanor	5	4	3	2
5. Uses Technology Appropriately	5	4	3	2
6. Collaboration, Ethics, and Relationships	5	4	3	2
7. General Promise as a Teacher	5	4	3	2

NOTE: The student may request to review this form.

Cooperating Teacher Comments:

Cooperating Teacher Signature _____ Date _____

(Numbers 8-12 are for **VCSU Faculty use only**: VCSU students will teach to their peers in class and receive faculty and peer evaluations.)

8. Ability to Plan and Organize Lessons for Learning	5	4	3	2	1	0
9. Ability to Implement Appropriate Teaching Strategies	5	4	3	2	1	0
10. Ability to Formally and Informally Evaluate Student Progress	5	4	3	2	1	0
11. Reflects on Lessons Taught to Enhance Future Student Learning	5	4	3	2	1	0
12. General Promise as a Teacher	5	4	3	2	1	0

VCSU Introduction to Education Instructor _____ Date _____

**EDUC 337 PRE-K OBSERVATION AND ASSESSMENT
 STUDENT EVALUATION**

Student's Name _____ Placement Site, City, State _____

Teacher's Name _____ Date _____

At the termination of the assignment, the director is requested to evaluate the student by checking the items on the scale below. NOTE: This appraisal WILL NOT be kept confidential. When completed, it may be reviewed by the student.

Target: Teacher candidate reflects thorough pedagogical and professional readiness for the next experience as a student teacher. **Acceptable:** Teacher candidate knows and applies broad knowledge and skill. **Unacceptable:** Teacher candidate has not mastered the pedagogical and professional knowledge and skills necessary for the next field experience as a student teacher.

	Target	Acceptable	Unacceptable		Not Applicable
I. Relationship With Teacher					
A. Cooperativeness	5	4	3	2	1 0
B. Enthusiasm	5	4	3	2	1 0
C. Flexibility	5	4	3	2	1 0
II. Relationship With Children					
A. Interest in Children	5	4	3	2	1 0
B. Control	5	4	3	2	1 0
3. Children's Reaction to Aid	5	4	3	2	1 0
III. In-Class Assistance					
A. Tutorial Ability	5	4	3	2	1 0
B. Supervision of Children	5	4	3	2	1 0
C. Housekeeping	5	4	3	2	1 0
IV. Teaching Skills					
A. Lesson Planning	5	4	3	2	1 0
B. Lesson Implementing	5	4	3	2	1 0
C. Evaluating Learning	5	4	3	2	1 0
D. Classroom Management	5	4	3	2	1 0
E. Discipline	5	4	3	2	1 0

V. Other Factors

A. Attendance	5	4	3	2	1	0
B. Punctuality	5	4	3	2	1	0
C. Initiative	5	4	3	2	1	0

COMMENTS: _____

Date: _____

Signature: _____

**EDUCATION PRACTICUM
 STUDENT EVALUATION**

Student's Name _____

Placement Site, City, State _____

Teacher's Name _____

Date _____

At the termination of the assignment, the teacher is required to evaluate the student by circling the items on the scale below. Please circle "Not Applicable" if the student did not have the opportunity to demonstrate the attribute during this experience.

Target: Teacher candidate reflects thorough pedagogical and professional readiness for the next experience as a student teacher. **Acceptable:** Teacher candidate knows and applies broad knowledge and skill. **Unacceptable:** Teacher candidate has not mastered the pedagogical and professional knowledge and skills necessary for the next field experience as a student teacher.

	Target	Acceptable	Unacceptable	Not Applicable
1. Sense of Responsibility/Dependability	5	4	3	2 1 0
2. Enthusiasm and Initiative	5	4	3	2 1 0
3. Fairness and Belief that All Students can Learn	5	4	3	2 1 0
4. Professional Appearance and Demeanor	5	4	3	2 1 0
5. Uses Technology Appropriately	5	4	3	2 1 0
6. Collaboration, Ethics, and Relationships	5	4	3	2 1 0
7. General Promise as a Teacher	5	4	3	2 1 0
8. Ability to Plan and Organize Lessons for Learning	5	4	3	2 1 0
9. Ability to Implement Appropriate Teaching Strategies	5	4	3	2 1 0
10. Ability to Formally and Informally Evaluate Student Progress	5	4	3	2 1 0
11. Reflects on Lessons Taught to Enhance Future Student Learning	5	4	3	2 1 0

NOTE: The student may request to review this form.

Comments:

Date _____

Signature _____

EDUC 431/432, READING PRACTICUM
STUDENT EVALUATION

Student's Name _____ Semester _____

Supervising Reading Specialist _____

Placement Site, City, State _____

At the termination of the practicum, the supervising teacher and the university supervisor both complete this form. The evaluation is shared with the student, and the form is then placed on file in the School of Education and Graduate studies.

	<u>Above Target</u>	<u>Acceptable</u>	<u>Below Unacceptable</u>		
Attendance as Scheduled	5	4	3	2	1
Punctuality	5	4	3	2	1
Responsibility	5	4	3	2	1
Cooperation	5	4	3	2	1
Teaching Knowledge & Skills					
Planning Instruction	5	4	3	2	1
Implementing Learning Experience	5	4	3	2	1
Evaluating Learning	5	4	3	2	1
Attitude	5	4	3	2	1
Professional Appearance	5	4	3	2	1

Comments: _____

Date _____

 Signature of Supervising Teacher

 Signature of University Supervisor

Descriptors for EDUC 431/432 Reading Practicum

OUTSTANDING: The practicum student consistently performs in an active, accurate, creative, and independent manner. The practicum student demonstrates the ability to synthesize and evaluate the Title I student's learning. Lesson planning is consistently excellent and includes creative ideas, use of technology, and a variety of methods.

ABOVE AVERAGE: The student often demonstrates creative thought and independence, but does not give evidence of consistency in excellence. Lesson planning is very good and includes technological support and a variety of methods.

AVERAGE: The student meets the basic expectations of the instructor, usually shows little initiative in attacking new problems, and indicates some progress in individual development. Lesson plans are satisfactory and include some variety and technological support.

BELOW AVERAGE: The student demonstrates an inability to fully master the basic requirements of teaching reading, but does not give indication of minimal growth expectations. Lesson plans are incomplete and show no creativity, variety of methodology and technological support.

F-FAILURE: The student fails to meet the minimum course requirements. Lesson planning is inconsistent and incomplete.

I-INCOMPLETE: The student fails to complete the course.

EDUC 352 - Culturally Diverse Practicum

Name _____

Placement Site _____

City, State _____

Date of Practicum _____

Cooperating Teacher _____

University Supervisor _____

_____ Date 25 hours are completed

_____ Date of completion: submission of 5-10 page reflective paper to the Student's
Teacher Education File

Student Signature Date

University Supervisor Signature Date

Educ 352 Cultural Diversity Practicum: Student Evaluation

The student assigned to your classroom is expected to assist you for a minimum of 25 hours. Once the required hours have been completed, please complete this form by filling in all relevant information and including a narrative of the work accomplished by the practicum student.

Student's Name: _____ Placement Site, City, State: _____

Teacher's Name: _____ Date: _____

	Target	Acceptable			Unacceptable
1. Sense of Responsibility/Dependability	5	4	3	2	1
2. Enthusiasm and Initiative	5	4	3	2	1
3. Fairness and Belief that All Students can Learn	5	4	3	2	1
4. Professional Appearance and Demeanor	5	4	3	2	1
5. Tolerance, Acceptance, Respect, and awareness of Diversity	5	4	3	2	1
6. Collaboration, Ethics, and Relationships	5	4	3	2	1
7. General Promise as a Teacher	5	4	3	2	1

NOTE: The student may request to review this form

Date: _____

Classroom Teacher's Signature: _____

Please write a brief narrative of the responsibilities completed by the practicum student during your period of supervision.

Valley City State University
Field Experience Demographic Profile

The Valley City State University School of Education and Graduate Studies plans to learn more about the demographic profiles of students' field experiences. The intent is to aggregate the demographic profiles to learn about VCSU School of Education placements as a whole and also to learn about the field experience preparation of each individual candidate. Diversity is present in many forms, including differences in ethnicity, race, gender, socioeconomic status, religion, exceptionalities, and geographic area. VCSU wants to emphasize candidate respect and belief in the potential of all students' ability to learn. *The categories requested were selected based on information available from the North Dakota Department of Public Instruction and National Council for Accreditation of Teacher Education recommendations.*

VCSU Student: _____

Graduate or Undergraduate

Type of Field Experience _____

Semester _____

Year _____

Grade(s) and/or Subject _____

Name of school _____

The VCSU School of Education and Graduate Studies (SEGS) Office can complete this portion so VCSU field experience students do not need to ask the cooperating teacher or the school office.

Total Enrollment _____ Grade level(s) in the school _____

Total number of Title I Students _____

School District _____

Public or Private

		In your class(es) (VCSU student completes)
1.	Number of Students	
	Males	_____
	Females	_____
2.	Number of Special Education Students with IEPs	_____
3.	Number of ESL/ELL students	_____
4.	Number of students on 504 plan	_____
5.	Number of students with Federal School Lunch Assistance	_____
6.	Racial/Ethnic Distribution	
	White	_____
	Black	_____
	American Indian/Alaskan Native	_____
	Hispanic	_____
	Asian/Pacific Islander	_____
	Other (Mixed Racial/Ethnic)	_____
7.	Cooperating Teacher (Please check one box)	
	<input type="checkbox"/> White	
	<input type="checkbox"/> Black	
	<input type="checkbox"/> American Indian/Alaskan Native	
	<input type="checkbox"/> Hispanic	
	<input type="checkbox"/> Asian/Pacific Islander	
	<input type="checkbox"/> Other (Mixed Racial/Ethnic)	

(VCSU students: please ask your cooperating teachers to help you with your classroom information. If your cooperating is not 100% sure, that is fine. VCSU will be glad to receive whatever information we can. VCSU students, please return this form to the VCSU instructor for your field experience.)

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
Professional Conduct Toward Students: 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					
Professional Practice: 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					
Professional Conduct Toward Professional Colleagues: 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					
Professional Conduct Toward Parents and General Community: 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 _____

PROFESSIONAL DISPOSITION GROWTH PLAN

Student _____

Faculty/staff _____

Advisor _____

Course _____ Date _____

Area of concern:

Setting of concern:

Date of concern:

Observation:

Actions of the faculty/staff:

Actions/Response of the student:

List of attachments relating to the concern:

_____ I agree to be involved in a Professional Disposition Growth Plan including a timeline.

_____ I do not wish to be involved in a Professional Disposition Growth Plan including a timeline.

My signature acknowledges that I have read and responded to the Professional Disposition Growth Plan.

Student signature _____ Date _____

Faculty/staff signature _____ Date _____

Growth Plan and Timeline

Follow up visit: Who _____

Date _____ Time _____ Location _____

Indicate if resolved or if further action is required.

Copy to student, advisor, dean. Original filed in student's teacher education file.

APPENDIX C

STUDENT TEACHING FORMS

Pre-Student Teacher Interview

Each candidate who plans to student teach is required to schedule an interview with the Director of Field Experiences during the semester prior to student teaching. During this interview, any individual questions can be addressed as well as placement preferences. This interview will last 20 to 30 minutes.

Prior to the interview, please ensure that the following items are completed:

1. Ensure that the candidate has been admitted to Teacher Education. This may be verified on the Central Assessment System. The requirements include:
 - a. A minimum cumulative grade point average of 2.50.
 - b. Satisfactory performance in ENGL 110 and 125 and satisfactory completion of a speech screening test.
 - c. Receive a 'C' or above in Introduction to Education.
 - d. Written recommendations from the advisor, a School of Education instructor, and any other related professionals.
 - e. Meet state and VCSU PPST standards. North Dakota's PPST standards are: Reading (173), Math (170), and Writing (173) Students must meet individual qualifying scores in Math, Reading or Writing, or meet qualifying scores on 2 of the tests and have a composite score of 516.
 - f. Demonstrate proper dispositions necessary to teach for learning. The Teacher Education Committee will review the documentation and make a recommendation to the School of Education Dean to accept or deny the application for admission to the program.

If a candidate is unsure if they have been admitted to Teacher Education, they may contact the Education Office at 845-7196 or education@vcsu.edu.

Deadline for Admission to Teacher Education:

October 1 prior to fall student teaching

April 1 prior to spring student teaching

If a candidate has not been admitted to Teacher Education by the established deadlines, student teaching may be delayed until the next semester.

2. Attend a student teacher information meeting in the semester previous to the semester the candidate would like to student teach.
 - a. The candidate will have their photo taken at this meeting.
 - b. The candidate will schedule an interview with the Director of Field Experiences at this time.
3. Complete the Application for Student Teaching.
4. Prepare an autobiography and list of courses. For advice while preparing these documents, see attached.
5. Complete the Criminal Background Check. Fingerprinting cards should be completed and sent to Bismarck.
6. Complete the Student Consent to Release of Background Record form.

Student Teacher Interview

The candidate should contact Kim Knodle (kim.b.knodle@vcsu.edu or 701-845-7186) to make arrangements for a student teacher interview.

Please bring the following items to the student teacher interview:

1. Completed Application for Student Teaching.
2. Prepared autobiography and list of courses.
3. Student Consent to Release of Background Record.

At this time, details will be discussed including:

1. Ensure that the candidate has been admitted to Teacher Education. This may be verified on the Central Assessment System.
2. Candidate will need to have copies of the following items submitted to the Education Office prior to student teaching:
 - a. Copy of letter from ESPB regarding background check.
 - b. Proof of professional liability insurance, available through SNDEA.
3. ESPB stipulations regarding a private school student teaching placement request.
4. VCSU's policy regarding out-of-area placements. These placements are defined as 150 miles or more from Valley City. In this circumstance, candidates must pay for supervision fees.
5. Discuss placement(s) of the candidate in regards to preferred location, degree(s), etc.
6. Discuss coursework the candidate's plans to take while student teaching.
 - a. *No student may take more than 3 credits during their student teaching field experience without approval of the Director of Field Experiences and the Dean of Education. No credits may be taken during the school day.*
 - b. Ensure that EDUC 400 Educational Psychology and EDUC 450 Trends in Assessment and Educational Issues have been taken or will be taken.
7. Discuss candidate's outside commitments during student teaching. *Employment and outside activities should not interfere with student teaching.*
8. Remind candidate of graduation requirements. *Successful completion of the Praxis II and PLT are required for graduation. It is recommended to take the Praxis II and PLT, the semester prior to student teaching.*

Before Student Teaching:

1. Apply for graduation at www.vcsu.edu/registrars.
2. Enroll in appropriate section(s) of student teaching.
 - a. EDUC 475 Secondary, 5 credits (6 week placement)
 - b. EDUC 480 Secondary, 10 credits (12 week placement) *includes K-12 majors
 - c. EDUC 485 Elementary, 5 credits (6 week placement; kindergarten)
 - d. EDUC 490 Elementary, 10 credits (12 week placement)
3. Candidate will need to have copies of the following items submitted to the Education Office prior to student teaching:
 - a. Copy of letter from ESPB regarding background check.
 - b. Proof of professional liability insurance, available through SNDEA.
4. Candidate will submit Praxis II test scores or a confirmation number of registration for the Praxis II tests (content and PLT) to the Education Office by **January 20** for Spring Student Teachers or **September 1** for Fall Student Teachers.
5. Contact your cooperating teacher after you have received official notification of your placement. Discuss your beginning and ending date, daily schedule, appropriate clothing for your school, etc.
6. Contact your university supervisor when you know your daily schedule and contact information.
7. Review the Handbook for Student Teaching at www.vcsu.edu/undergrad_ed.

During Student Teaching:

1. Dress as a professional educator. You are representing the teaching profession, VCSU, the cooperating school and yourself through your attire.
2. Communicate with your cooperating teacher daily.
3. Communicate your schedule and any concerns to your university supervisor.
4. Keep a daily journal. Reflection is a critical part of learning! See attached for ideas.
5. Write and keep lesson plans for all teaching. Be prepared to show lesson plans to your supervisor. Ask questions, bring books home, prepare throughout the experience and FINISH strong!
6. Conduct a teacher work sample project. The candidate should plan, implement, evaluate and reflect on student learning during a unit. This process will be used in the candidate's portfolio.
7. Attend all in-services that the school has on school days. The cooperating school's schedule becomes the student teacher's schedule during the time period of student teaching. Try to be involved in parent teacher conferences, IEPs, and other functions that will help you learn and gain respect from teachers you work with.
8. Review course syllabus and expectations.
9. VCSU policies regarding financial aid, tuition and fees, and laptop use apply during student teaching. Financial aid and laptop use requires a full time status of at least 12 credits, arrangements for students taking less than 12 credits must be worked out with the Financial Aid office and the Help Desk.
10. Review the Handbook for Student Teaching at www.vcsu.edu/undergrad_ed.

After Student Teaching:

1. Attend the final student teaching seminar. During this meeting, the candidate will be able to:
 - a. Complete an exit evaluation of the program.
 - b. Submit the licensure forms and pay the necessary licensure fees. *Licensure forms will be discussed while enrolled in EDUC 400 Educational Psychology.*
2. Graduation requirements:
 - a. Praxis II
 - i. Successful completion of the Praxis II and PLT are required for graduation. It is recommended to take the Praxis II and PLT, the semester prior to student teaching.

Elementary Education Majors
Elementary 1-6 (0011) or (5011)
PLT: Grades K-6 (0622)

Secondary Education Majors
Core Academic Subject Area
PLT: Grade 7-12 (0624)

Qualifying Secondary Core Academic Subject Area test cut scores are available online at <http://www.nd.gov/espb/licensure/testing.html>

**Beginning July 1, 2010, all secondary majors will need to meet the qualifying score for the PLT for initial licensure. K-12 majors have the option of completing either the elementary or secondary PLT.

Registration is available at www.ets.org/praxis.

- b. Portfolio
3. Prepare Self-Managed Credentials for use in job search. See <http://www.vcsu.edu/careerservices/vp.htm?p=1242>.

VCSU Contact Information:

Kim B. Knodle

Valley City State University
Director of Field Experiences
101 College Street SW
Valley City, ND 58072
(701) 845-7186
kim.b.knodle@vcsu.edu

Irene Groth

Valley City State University
Administrative Assistant
101 College Street SW
Valley City, ND 58072
(701) 845-7196
irene.groth@vcsu.edu

Emma Tufte

Valley City State University
Administrative Assistant
101 College Street SW
Valley City, ND 58072
(701) 845-7189
emma.tufte@vcsu.edu

Preparing Your Autobiography & List of Courses

The autobiography and list of courses must be submitted at the Student Teacher Interview.

Autobiography

The autobiography should be about your life as it relates to teaching and student teaching. It does not have to be an extremely personal story of your life.

This autobiography should be limited to one page. It should include details about:

- You, your family, growing up (include details as you feel comfortable)
- Experiences in school, extracurricular activities, travel, hobbies.
- VCSU field experiences and/or any other teaching experiences you have had (Sunday School, coaching, day care, etc.)
- Your interest in the education field and the opportunity to student teach.

List of Courses

List the courses in your major. General education courses are not necessary. No grades.

Name:

Major:

Course Number	Course Title	Credits
EDUC 250	Introduction to Education	3
EDUC 400	Educational Psychology	2

STUDENT TEACHING APPLICATION

Name: _____ Student ID: _____
Last First Middle or Maiden

Permanent Address: _____
Street City State Zip Code

Phone Number: _____ Date of Birth: _____

High School you graduated from: _____ College Advisor: _____

Are you admitted to Teacher Education? Yes No

Are you planning to take coursework during student teaching? Yes No

If so, please list course(s): _____

Student Teaching Placement Information

Elementary Secondary K-12

Major(s): _____

Grade Preference: _____ or _____

Location Preference: _____ or _____

Other Information / Comments:

If you are requesting an out of state placement, please give reasons for this request.

Field Experience	School Name, City, State	Grade Level
Introduction to Education		
Methods Practicum		
Culturally Diverse Practicum		
Other:		

For Education Office Use Only:	
Total Credit Hours	
Overall GPA	
Approvals:	
Vice President of Student Affairs	
Director of Field Experiences	

This form should be submitted to the Education Office, Valley City State University, 101 College Street SW, Valley City, ND 58072 or education@vcsu.edu.

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.)

					<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

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
The Learner and Learning									
Standard #1: Learner Development. 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. (Overall Rating)	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>									
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards. (Overall Rating)	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>									
Standard #3: Learning Environments. 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. (Overall Rating)	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
Content									
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Overall Rating)	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>									
Standard #5: Applications of Content. 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. (Overall Rating)	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>									
Instructional Practice									
Standard #6: Assessment. 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. (Overall Rating)	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>									
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, 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>									
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Overall Rating)	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
Professional Responsibility									
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals, and the learning community), and adapts practice to meet the needs of each learner. (Overall Rating)									
	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>									
Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other professionals, and community members to ensure learner growth, and to advance the profession. (Overall Rating)									
	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>									
Communication- The teacher candidate uses effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (Overall Rating)									
	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
The Learner and Learning									
Standard #1: Learner Development. 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. (Overall Rating)	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>									
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards. (Overall Rating)	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>									
Standard #3: Learning Environments. 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. (Overall Rating)	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
Content									
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Overall Rating)	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>									
Standard #5: Applications of Content. 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. (Overall Rating)	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>									
Instructional Practice									
Standard #6: Assessment. 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. (Overall Rating)	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>									
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Overall Rating)	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>									
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Overall Rating)	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
Professional Responsibility									
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals, and the learning community), and adapts practice to meet the needs of each learner. (Overall Rating)									
	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>									
Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other professionals, and community members to ensure learner growth, and to advance the profession. (Overall Rating)									
	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>									
Communication- The teacher candidate uses effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (Overall Rating)									
	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
Discipline Specific Competencies: ELEMENTARY EDUCATION									
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:

Cooperating Teacher

School/Address

Teacher Candidate Progress Evaluation Form

	2 Week					4 Week			
	Undeveloped	Emerging	Proficient	Distinguished		Undeveloped	Emerging	Proficient	Distinguished
Discipline Specific Competencies:									
EARLY CHILDHOOD EDUCATION									
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:

Cooperating Teacher

School/Address

Teacher Candidate Progress Evaluation Form

	4 Week					8 Week			
	Undeveloped	Emerging	Proficient	Distinguished		Undeveloped	Emerging	Proficient	Distinguished
Discipline Specific Competencies:									
ART EDUCATION									
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:

Cooperating Teacher

School/Address

Teacher Candidate Progress Evaluation Form

	4 Week					8 Week			
	Undeveloped	Emerging	Proficient	Distinguished		Undeveloped	Emerging	Proficient	Distinguished
Discipline Specific Competencies: BUSINESS EDUCATION									
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:

Cooperating Teacher

School/Address

Teacher Candidate Progress Evaluation Form

	4 Week					8 Week			
	Undeveloped	Emerging	Proficient	Distinguished		Undeveloped	Emerging	Proficient	Distinguished
Discipline Specific Competencies: ENGLISH EDUCATION									
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:

Cooperating Teacher

School/Address

Teacher Candidate Progress Evaluation Form

	4 Week					8 Week			
	Undeveloped	Emerging	Proficient	Distinguished		Undeveloped	Emerging	Proficient	Distinguished
Discipline Specific Competencies:									
HISTORY/SOCIAL SCIENCE EDUCATION									
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:

Cooperating Teacher

School/Address

Teacher Candidate Progress Evaluation Form

	4 Week					8 Week			
	Undeveloped	Emerging	Proficient	Distinguished		Undeveloped	Emerging	Proficient	Distinguished
Discipline Specific Competencies: MATH EDUCATION									
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
Discipline Specific Competencies: MUSIC EDUCATION									
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:

Cooperating Teacher

School/Address

Teacher Candidate Progress Evaluation Form

	4 Week					8 Week			
	Undeveloped	Emerging	Proficient	Distinguished		Undeveloped	Emerging	Proficient	Distinguished
Discipline Specific Competencies:									
PHYSICAL EDUCATION/HEALTH EDUCATION									
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:

Cooperating Teacher

School/Address

Teacher Candidate Progress Evaluation Form

	4 Week					8 Week			
	Undeveloped	Emerging	Proficient	Distinguished		Undeveloped	Emerging	Proficient	Distinguished
Discipline Specific Competencies:									
SCIENCE EDUCATION									
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:

Cooperating Teacher

School/Address

Teacher Candidate Progress Evaluation Form

	4 Week					8 Week			
	Undeveloped	Emerging	Proficient	Distinguished		Undeveloped	Emerging	Proficient	Distinguished
Discipline Specific Competencies: SPANISH EDUCATION									
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:

 Cooperating Teacher

 School/Address

Teacher Candidate Progress Evaluation Form

	4 Week					8 Week			
	Undeveloped	Emerging	Proficient	Distinguished		Undeveloped	Emerging	Proficient	Distinguished
Discipline Specific Competencies: TECHNOLOGY EDUCATION									
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:

Cooperating Teacher

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
The Learner and Learning				
Standard #1: Learner Development. 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. (Overall Rating)	1	2	3	4
• Designs developmentally appropriate instruction	1	2	3	4
• Implements developmentally appropriate instruction	1	2	3	4
<i>Comments:</i>				
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards. (Overall Rating)	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>				
Standard #3: Learning Environments. 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. (Overall Rating)	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
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Overall Rating)	1	2	3	4
<ul style="list-style-type: none"> Demonstrates knowledge of subject matter 	1	2	3	4
<ul style="list-style-type: none"> Creates meaningful learning experiences 	1	2	3	4
<i>Comments:</i>				
Standard #5: Applications of Content. 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. (Overall Rating)	1	2	3	4
<ul style="list-style-type: none"> Connects content knowledge to relevant issues in students' lives 	1	2	3	4
<ul style="list-style-type: none"> Engages students in higher level thinking skills 	1	2	3	4
<i>Comments:</i>				
Instructional Practice				
Standard #6: Assessment. 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. (Overall Rating)	1	2	3	4
<ul style="list-style-type: none"> Integrates formal and informal assessments 	1	2	3	4
<ul style="list-style-type: none"> Communicates timely and useful descriptive feedback 	1	2	3	4
<ul style="list-style-type: none"> Aligns assessments with objectives and standards 	1	2	3	4
<ul style="list-style-type: none"> Exhibits fairness in grading practices 	1	2	3	4
<ul style="list-style-type: none"> Uses a variety of assessments 	1	2	3	4
<i>Comments:</i>				
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Overall Rating)	1	2	3	4
<ul style="list-style-type: none"> Connects lesson goals with school curriculum and state standards 	1	2	3	4
<ul style="list-style-type: none"> Uses assessment data to inform planning for instruction 	1	2	3	4
<i>Comments:</i>				
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Overall Rating)	1	2	3	4
<ul style="list-style-type: none"> Varies instructional strategies to engage learners 	1	2	3	4
<ul style="list-style-type: none"> Uses technology appropriately to enhance instruction 	1	2	3	4
<ul style="list-style-type: none"> Differentiates instruction 	1	2	3	4
<i>Comments:</i>				

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

Discipline Specific Competencies: ELEMENTARY EDUCATION	Undeveloped	Emerging	Proficient	Distinguished
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:

Cooperating Teacher

School/Address

PAGE 4 of final evaluation

Teacher Candidate Final Evaluation Form

Discipline Specific Competencies:	Undeveloped	Emerging	Proficient	Distinguished
EARLY CHILDHOOD EDUCATION				
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:

Cooperating Teacher

School/Address

Teacher Candidate Final Evaluation Form

Discipline Specific Competencies:	Undeveloped	Emerging	Proficient	Distinguished
ART EDUCATION				
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:

Cooperating Teacher

School/Address

Teacher Candidate Final Evaluation Form

Discipline Specific Competencies: BUSINESS EDUCATION	Undeveloped	Emerging	Proficient	Distinguished
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:

Cooperating Teacher

School/Address

PAGE 4 of final evaluation

Teacher Candidate Final Evaluation Form

Discipline Specific Competencies: ENGLISH EDUCATION	Undeveloped	Emerging	Proficient	Distinguished
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:

Cooperating Teacher

School/Address

PAGE 4 of final evaluation

Teacher Candidate Final Evaluation Form

Discipline Specific Competencies: HISTORY/SOCIAL SCIENCE EDUCATION	Undeveloped	Emerging	Proficient	Distinguished
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:

Cooperating Teacher

School/Address

Teacher Candidate Final Evaluation Form

Discipline Specific Competencies: MATH EDUCATION	Undeveloped	Emerging	Proficient	Distinguished
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:

Cooperating Teacher

School/Address

Teacher Candidate Final Evaluation Form

Discipline Specific Competencies:	Undeveloped	Emerging	Proficient	Distinguished
MUSIC EDUCATION				
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:

Cooperating Teacher

School/Address

Teacher Candidate Final Evaluation Form

Discipline Specific Competencies:	Undeveloped	Emerging	Proficient	Distinguished
PHYSICAL EDUCATION/HEALTH EDUCATION				
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:

Cooperating Teacher

School/Address

Teacher Candidate Final Evaluation Form

Discipline Specific Competencies: SCIENCE EDUCATION	Undeveloped	Emerging	Proficient	Distinguished
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:

Cooperating Teacher

School/Address

Teacher Candidate Final Evaluation Form

Discipline Specific Competencies: SPANISH EDUCATION	Undeveloped	Emerging	Proficient	Distinguished
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:

Cooperating Teacher

School/Address

Teacher Candidate Final Evaluation Form

Discipline Specific Competencies: TECHNOLOGY EDUCATION	Undeveloped	Emerging	Proficient	Distinguished
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:

Cooperating Teacher

School/Address

APPENDIX D

POSITION DESCRIPTION
DEAN,
SCHOOL OF EDUCATION AND GRADUATE STUDIES

POSITION DESCRIPTION

Dean, School of Education and Graduate Studies

The Dean of the School of Education and Graduate Studies is responsible for teacher education in the University. He or she determines admission to Teacher Education and to Student Teaching. He or she is the responsible reporting authority for the Teacher Education Committee and serves as a voting ex officio member of the Curriculum Committee. He or she also is responsible for the evaluation of transcripts for transfer students, judgment concerning acceptance of transfer credit in the Teacher Education program, oversight of external programs, graduate faculty and curriculum, and development of new programs and articulations. The Dean is responsible for maintaining relevant state and national accreditations.

From V307.1 (Revised October 2010)

APPENDIX E

TEACHER EDUCATION COMMITTEE DESCRIPTION

TEACHER EDUCATION COMMITTEE

Section A. Membership

The Teacher Education Committee shall consist of one faculty member from each academic division or school, the Chair of Teacher Education, Director of Field Experiences, and Assessment Coordinator. These faculty members shall be chosen by their respective units from faculty members who have professional preparation and experience in Teacher Education. They shall be elected prior to September 1. In addition, two public school teachers, one elementary and one secondary, and one public school administrator shall be members as well as two students enrolled in the VCSU program, with one majoring in Elementary Education and one enrolled in Secondary Education. The Chair of Teacher Education, in consultation with the committee, will select public and student members. All of the aforementioned shall be voting members of the Committee, except the chair, who shall vote only in the case of a tie. Terms consist of two years. Members may serve multiple consecutive terms. In the event any member is unable to complete his or her term, a replacement will be selected according to the processes outlined above.

Section B. Officers

The Chair of Teacher Education shall chair the Teacher Education Committee.

Section C. Responsibilities of the Committee

The Chair will ensure that minutes from meetings are forwarded to the Faculty Association Secretary within two weeks from the date of the last meeting, and submit a summary of committee activities no later than the first Senate meeting of the following year.

Committee activities shall include, but are not limited to, the following:

1. Assisting the Chair of Teacher Education and the Director of Field Experiences in the administration of admission to Teacher Education and admission to Student Teaching. The Committee shall, by vote, admit, deny admission, or grant provisional admission to Teacher Education. After reviewing student progress the Committee shall vote to admit or deny admission to student teaching.
2. Reviewing curricula changes including the introduction of new courses, adjustments in programs, changes in exiting courses, the addition of programs of study which relate directly to Teacher Education. The Committee shall provide advice and consent to the institutional Curriculum Committee concerning any curricular proposals before that Committee affecting Teacher Education.
3. Periodically reviewing the policies which govern Teacher Education. The Committee shall provide advice and consent to policy changes initiated by institutional committees, or the School of Education and Graduate Studies which directly affect the administration of the Teacher Education program.

From V201 (Amended April 2011, Effective Fall 2011)

APPENDIX F

UNIT RESPONSIBLE FOR
PROFESSIONAL EDUCATION

UNIT RESPONSIBLE FOR PROFESSIONAL EDUCATION

In Valley City State University, the School of Education & Graduate Studies has primary responsibility for, and authority over, programs, courses, and curricula related to the professional preparation of teachers.

The School of Education & Graduate Studies is an academic school of the university faculty and performs all of the administrative, governance and instructional functions pertaining thereto. In addition, the school reviews and makes recommendations to the university Curriculum Committee concerning all proposed curriculum changes affecting teacher education. The school develops and monitors all policies concerning (1) admission to teacher education, (2) admission to student teaching, (3) assignment of student teachers, and (4) recommendation of graduates for licensure.

Signed
Dr. Steven W. Shirley, President