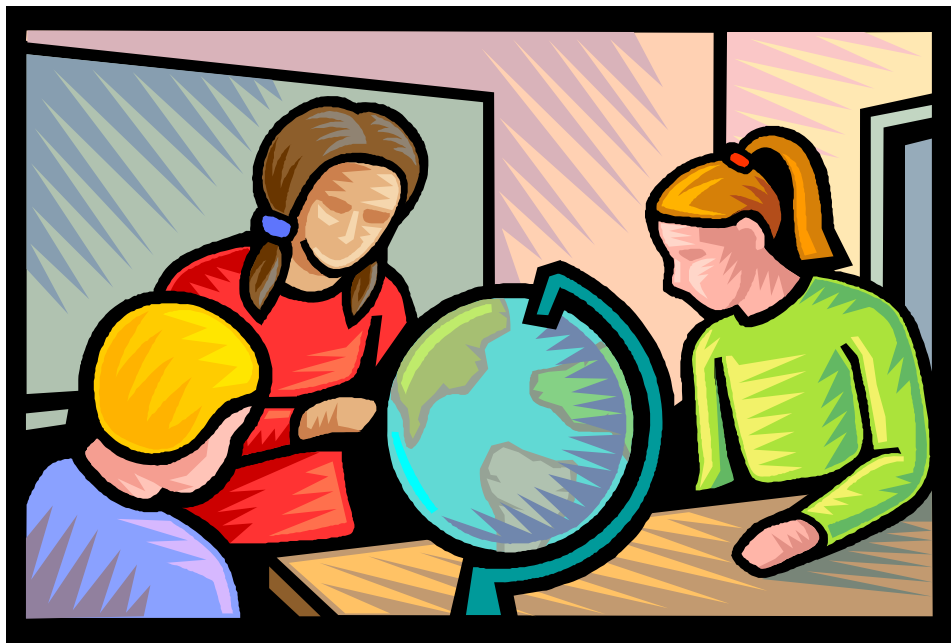


HANDBOOK  
FOR  
STUDENT TEACHERS,  
COOPERATING TEACHERS AND  
COLLEGE SUPERVISORS



2009-2010  
HOPE COLLEGE  
EDUCATION DEPARTMENT

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## **THE HOPE COLLEGE TEACHER**

What distinguishes the Hope College teacher from teachers prepared at other institutions who share similar goals and objectives? While the interdependent scaffolding provided by the developmental perspective, six professional abilities, and three levels of course work supported by current knowledge bases undergirds each of our programs, the defining characteristic of Hope College graduates lies in their understanding that teaching and learning are both intellectual and spiritual endeavors. Our students understand teaching as a vocation that requires knowledge, passion, commitment, flexibility, as well as a sense of humor. They understand that they will serve as personal and professional role models for their students, and for each other, both in and out of the classroom. Hope College students experience themselves as individuals who are discovering their unique gifts as educators. Perhaps more importantly, they see themselves as part of a larger social-spiritual context in their growing understanding of stewardship as they offer those unique gifts in the service of others.

In keeping with the mission statement that defines Hope College education as being grounded in the “context of the historic Christian faith,” our students see themselves as members of a community of faith. We realize that each student will understand, define, and actualize this in a distinct and personal way. What unites the Hope College Department of Education faculty with our teacher education candidates can be summarized best by our college-wide motto, “Spera in Deo,” Hope in God. Together as novice and seasoned educators, we trust in our individual and collective vocations; we accept the challenges of teaching for equity, and for the moral and spiritual growth for all children and youth; and we place our hope in God that our efforts will foster justice, peace, enlightenment, and renaissance. We are confident that the education that beginning teachers receive at Hope College shapes their love of learning and teaching and promotes positive professional, personal, and spiritual dispositions that will last for a lifetime and will have a lasting impact on the future.

## **EDUCATION DEPARTMENT CORE VALUES**

1. We believe that our colleagues, students and others should experience our trust, as well as integrity, in our interactions.
2. We believe that it is our responsibility to both promote and model appreciation of diversity and the need for sensitivity when working with others.
3. We believe that the multiple perspectives of the historic Christian faith provide foundation of our work and lives.
4. We believe that all learning is developmental in nature and with this understanding are committed to the nurture of learning with high expectations in our own lives as well as the lives of our students.
5. We believe that we must approach our work and interactions with others with creativity and a sense of joy.

## **VISION/MISSION STATEMENTS OF HOPE COLLEGE EDUCATION DEPARTMENT**

The Hope College Department of Education prepares professional educators who are catalysts for the academic, intellectual, social, emotional, moral, and spiritual growth of children and adolescents. The curricular and instructional choices we have made for our professional preparation programs reflect this multi-dimensional, learner-centered view of teaching and our commitment to the success and well-being for all students in our diverse society.

We view our professional sequence, as well as the general education provided at Hope College, as embedded in a developmental perspective. We believe that both liberal arts general education curricula and initial teacher education programs must continually take into account the interplay of students' individual biographies, ever-widening social contexts, and emerging understanding of what it means to be an effective teacher. We embrace this developmental perspective in the professional sequence of courses in each of our programs.

Against this backdrop of a developmental perspective, and in concert with our vision of teachers as catalysts for students' holistic development, we have identified six professional abilities that serve as touchstones for our collective curricular, instructional, and assessment decisions. These six professional abilities describe teachers as effective communicators, professional collaborators, decision makers, curriculum developers, problem solvers, and scholarly educators. We find that the six abilities are understood easily and provide the "conceptual glue" for our students as they progress through our programs. The six abilities range from dimensions of the teaching profession with which our students are already familiar to dimensions of the profession that broaden their understanding of teachers' work. In addition, the six abilities provide a structure that helps department faculty develop authentic experiences to nurture students' understanding and synthesizing of the knowledge bases in our programs.

The six Professional Abilities are:

1. **Effective Communicators:** Teachers must be able to communicate effectively with a variety of audiences in diverse settings – with students each day in class, with fellow teachers and administrators, with parents, and with community members.
2. **Professional Collaborator:** Teachers must have strong, positive interpersonal skills and be both enthusiastic and confident about working with diverse groups of people. Teamwork involves communication, coordination, division of labor, and effective negotiation.

3. Curriculum Developer: Teachers are not just “recipe readers” or followers of mandates. Teachers must know how to adjust the classroom environment, materials and activities to meet the needs of diverse learners. All students do not learn at the same rate or in the same way. Thus, teachers must learn to generate original, creative and appropriate learning experiences for diverse learners, as well as adapt existing state or district curricula to meet student needs.
4. Problem Solver: Teachers in today’s classroom are faced with multiple problems of varying degrees of severity each day. The sources of some problems come from outside of the classroom, while others are generated within the classroom itself. All, however, may need to be addressed in the school environment.
5. Decision Maker: Teachers often must make decisions based on incomplete information, ambiguous circumstances, and unpredictable, rather than certain outcomes. A professional must be willing to take a risk and decide a best course of action, based on personal and professional value systems. It is important for developing educators to clarify personal values and recognize professional choices and responsibilities in order to support actions and decisions made as a teacher.
6. Scholarly Educator: Professional educators understand that teaching is an intellectual activity, although educational research is continually expanding, our understanding and knowledge about the teaching/learning process will always be incomplete. Still, our rich and varied professional literature can inform our classroom and curricular decisions. Teachers must regard professional development as a lifetime endeavor and continue to keep abreast of current research and innovations in education.

The Teacher Education Program at Hope College is arranged in a developmental sequence for students seeking either an elementary or secondary teaching certificate. Students move through three levels of courses and field experiences while seeking certification:

- Level I – “Choosing to Teach” – pre-professional introductory courses and related field experiences designed to introduce students to the profession and provide opportunities to explore the field
- Level II – “Learning How to Teach” – professional courses and related field experiences designed to provide pedagogical preparation for the classroom
- Level III – “Clinical Practice-Applying Learning Through Teaching” – professional capstone experience(s) designed to allow the student to apply prior learning to the school setting through guided and supervised student teaching placement(s)

The six Professional Abilities are strengthened in the pre-professional and professional sequence classes through significant experiences in classes, projects, and related field experiences. Specific criteria have been identified and aligned with the developmental levels for each of the Professional Abilities. These abilities are mandated by current state and national standards which define criteria for novice teachers. Department courses, within the framework of the six professional abilities, provide a solid foundation

for preservice teachers throughout Levels I, II, and III.

## **STATE AND NATIONAL PROFESSIONAL STANDARDS**

The Teacher Education Program at Hope College has been fully aligned with the Entry Level Standards for Michigan Teachers (ELSMT) (2002) for a number of years. These have been recently replaced with the Professional Standards for Michigan Teachers (PSMT). As a result, each course and related field experience has been realigned with the PSMT. Content, instruction and assessment are referenced to the PSMT at each of the program's three levels and for each field experience as well.

These standards can be viewed at:

[http://www.michigan.gov/documents/mde/PSMT\\_SBE\\_Approved\\_5.13.08WebA\\_236811\\_7.pdf](http://www.michigan.gov/documents/mde/PSMT_SBE_Approved_5.13.08WebA_236811_7.pdf) and in Appendix B.

## **PROFESSIONAL DISPOSITIONS AND BEHAVIORS**

Students moving through the Teacher Education Program at Hope College are expected to display professional dispositions and behaviors both on and off of campus. Faculty and students alike recognize that teaching in today's classrooms requires not only a range of skills and knowledge, but also attitudes and behaviors that reflect a strong understanding of professional dispositions and expectations.

The Michigan State Board of Education adopted a Code of Ethics to "articulate the ethical standards to which professional educators are expected to adhere in their job performance." (p. 13) They have identified the following ethical standards:

- **Service Toward Common Good:** The professional educator's primary goal is to support the growth and development of all learners for the purpose of creating and sustaining an informed citizenry in a democratic society.
- **Mutual Respect:** Professional educators respect the inherent dignity and worth of each individual.
- **Equity:** Professional educators advocate the practice of equity. The professional educator advocates for equal access to educational opportunities for each individual.
- **Diversity:** Professional educators promote cross-cultural awareness by honoring and valuing individual differences and supporting the strengths of all individuals to ensure that instruction reflects the realities and diversity of the world.
- **Truth and Honesty:** Professional educators uphold personal and professional integrity and behave in a trustworthy manner. They adhere to acceptable social practices, current state law, state and national student assessment guidelines, and exercise sound professional judgment. (p. 13)

The National Council for Accreditation of Teacher Education (NCATE) (2002) originally defined dispositions as:

The values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values, such as caring, fairness, honesty, responsibility, and social

justice. (p. 53)

The NCATE *Proposed Standards/Language Changes* (2006) identifies professional dispositions as:

The behaviors demonstrated as educators interact with students, families, colleagues and communities, which are expected of professionals and support student learning and development. (p. 1)

Wilkerson and Lang suggest that:

Dispositions in the teacher education context are the aspects of teacher affect – attitudes, values, and beliefs – that influence the application and use of knowledge and skills, as defined in accepted standards of teaching. (p. 3)

Clearly, all students moving through any teacher preparation program need to have strong content and pedagogical knowledge along with the ability to transfer these skills to the classroom setting. Equally important, however, is the consistent demonstration of professional dispositions throughout the program, both on-campus and in the repeated field experience placements. To this end, the Education Department has worked to identify key dispositions that all students should demonstrate throughout the program.

Students are informed of dispositional expectations continuously in the Teacher Education Program and acknowledge receipt of this information by reading, discussing and signing the Department's "Statement of Commitment to Professionalism." (Appendix C). Professional dispositions are systematically monitored and assessed throughout the program by faculty and field placement mentors. The Department is considering the development of a tool to assess professional dispositions before a student enters the program (Appendix D). At present, professional dispositions are systematically assessed in each field experience. These include: responsibility, maturity, respect, confidentiality, vigor, personal integrity, the belief that all children can learn and fairness. In addition, the following personal dispositions ("Teacher As Person") are evaluated: energy/enthusiasm, level of initiative, dependability and flexibility.

## **FIELD PLACEMENT INFORMATION**

Field placements are an integral part of the Hope College teacher preparation program. They provide a critical opportunity for students to apply what has been learned on campus to the classroom setting in a systematic and intentional manner. Field placement sites are selected for each experience so that students will have the opportunity to develop and practice the professional competencies required at that level and so that students will be encouraged to develop appropriate professional dispositions.

The faculty works with local public and private schools to identify appropriate field placement sites. This is facilitated by the positive working relationships between Education Department faculty and area schools. Some community agencies provide opportunities for field placements with exceptional individuals.

Since all education students have at least four field placement experiences prior to student teaching, each student has experiences in a variety of diverse settings that are appropriate to the level or specialty area he or she is interested in teaching. Students spend a minimum of 120 directed hours in these related field experiences, although most students accrue a significant number of hours above this level. Students are systematically evaluated in each field placement by the mentor teacher or supervisor. Evaluation forms are aligned with the Professional Abilities and provide on-going records of the students' performance in the field

Faculty use information from their own observations, student journals, debriefing, and reports from the field-based supervisors to evaluate field placement sites each semester and to identify those which may no longer meet the program's needs.

More information on field placements and the Hope College teacher preparation program is provided in Appendix E "Field Placement Scope and Sequence".

## **THE STUDENT TEACHING EXPERIENCE**

Student teaching is the culminating experience in a prospective teacher's preparation. It is this Level III field experience that focuses on "Applying Learning through Teaching" and allows the student to put theory into practice. The student teacher experiences guided teaching under the direction of a cooperating teacher and college supervisor.

### **The Professional Semester**

Student teaching is offered during both the fall and spring semesters at Hope College. All students seeking teacher certification spend an equivalent of twelve weeks in a full-day student teaching assignment appropriate to their level and subject specialty. This experience is part of the Professional Semester in which students spend the first five weeks in intensive course work and field experience and the last eleven weeks student teaching in a classroom. During the first five weeks of the Professional Semester, students enroll in Perspectives in Education (EDUC 500) and Senior Seminar (IDS 495), if not taken prior to the student teaching experience.

### **Student Teaching Placements**

Students seeking K-8 certification are assigned to an elementary or middle school classroom. Students seeking 6-12 certification are given a secondary (middle or high school) assignment in their area of specialization. Students who are following the secondary track and are seeking K-12 endorsements in music, visual arts, physical education, or dance are given an assignment in their area of specialization which includes experiences at *both* the elementary and secondary levels. Dance education majors who are following the *elementary* track and are seeking a K-12 endorsement in dance are required to complete a student teaching placement in an elementary classroom *as well as* an experience in dance at *both* the elementary and secondary levels. (This necessitates placements that go beyond the normal twelve-week experience.)

Students seeking elementary certification with an endorsement in Learning Disabilities or Emotional Impairments must complete the equivalent of a twelve-week student teaching assignment in a general elementary education classroom *and* a second eleven-week assignment in the appropriate special education classroom. During the fall semester, students take a five-week, six-credit special education block followed by eleven weeks of student teaching. Most students follow the Professional Semester configuration in the spring semester.

### **The Student Teaching Seminar**

During the placement, student teachers are required to register for and attend the weekly evening Student Teaching Seminar. Some of the sessions are general in nature (e.g., resume writing, certification, portfolio design, etc.). Others are more grade level specific (elementary, secondary and special education). In the grade level meetings topics such as classroom management, conferencing, and teaching and learning strategies are presented. It is at this time that students discuss and reflect upon their current classroom teaching experiences as well.

## **THE STUDENT TEACHING TEAM**

Becoming an effective teacher is a developmental process. The student teacher needs numerous classroom experiences, along with time to practice and time for reflection. Any developmental experience, though, takes time and does not occur in a vacuum. The student teaching experience, above any other placement, requires the concerted efforts of a team of professionals. Without a doubt, the time on campus spent with caring and exceptional professors sets the stage for a successful experience. While the professors and staff on-campus remain a critical source of support, it is the team, consisting of the cooperating teacher, the college supervisor, *and* the student teacher, that comes together *during* the student teaching placement to provide the day-to-day guidance and feedback necessary for the student teacher's progress, growth and achievements. Each team member has unique responsibilities and functions throughout the student teaching experience. They work closely together to help the student teacher move through the placement successfully.

### **The Cooperating Teacher**

Hope College takes great care in selecting its cooperating teachers and works closely with each school district in the selection process. In order to provide effective and suitable supervision, the cooperating teacher must have a minimum of three years of successful teaching experience. In addition, s/he must be recommended by the building administrator or appropriate district personnel.

The cooperating teacher's main task is to help the student teacher understand the various roles and responsibilities of being a classroom teacher. This requires a level of trust as well as modeling excellent preparation and teaching, providing "transparency" to the planning process, and giving consistent, specific feedback to the student teacher throughout the experience. The goal is to provide a safe, caring setting where the student teacher learns from an excellent model and continually seeks to become the best teacher possible.

### **The College Supervisor**

Because of the critical role of the college supervisor, the selection process is also rigorous and defined. Each college supervisor must have at least five years of successful teaching experience and hold a master's degree or higher in his/her chosen field. Additionally, s/he must have successfully hosted at least one student teacher during his/her tenure in the K-12 school setting. The prospective college supervisor must likewise possess the personal and professional dispositions necessary to provide effective supervision during the student teaching experience.

The college supervisor serves as a link in this triad relationship, providing not only a bridge between the College and the school setting, but also between the cooperating teacher and the student teacher. The college supervisor initially establishes relationships with both the cooperating teacher and the student teacher and then moves into a role that provides feedback and support for both individuals. This occurs through regular and systematic observations of the student teacher, followed by conferencing with both the teacher and the student teacher. The college supervisor is responsible for providing positive feedback while also processing concerns with the student teacher. He/she may find it necessary to mediate conversations and negotiate through

challenging situations. In the end, it is the college supervisor who provides guidance in the final evaluation process and assumes responsibility for assigning the grade for the student teaching experience.

### **The Student Teacher**

Over the course of the semester, the student teacher will gradually assume full responsibility for the class, including planning, organizing, teaching and assessing for student learning. A positive attitude, a willingness to learn, a genuine interest in teaching, and a desire for excellence and professional growth provide the basis for a successful student teaching experience.

## **FOR THE STUDENT TEACHER**

The opportunity to student teach is a privilege, not a right. Students must earn the trust, respect and support of the Education Department, and when appropriate, the major department, in order to be approved for the student teaching experience. The student teacher must approach the experience with enthusiasm, energy, commitment and a desire to learn. The goal of the student teaching experience is for the student teacher to be ready to enter the educational profession as a well-prepared, first year or beginning teacher. This occurs over time with repeated opportunities for practice coupled with guided supervision and feedback along with time for reflection.

During this experience, the student teacher begins by observing and then gradually takes on more classroom duties, assuming full responsibility for a minimum of three weeks of the placement. This includes planning, organization, teaching, evaluation and follow-up activities. The student teacher should demonstrate the ability to diagnose and solve problems using educational theory and research. The student teacher is expected to plan and implement units or major chapters of study, adapt instruction, and assess student learning guided by the cooperating teacher and the college supervisor. The student becomes an active member of the school staff in which he/she is working and is expected to participate in all staff, grade and subject level meetings. Attendance at association and board meetings is highly recommended.

### **Goals for the Student Teaching Program**

Student teachers are expected to:

1. demonstrate an understanding of the teacher's role as a decision-maker in the classroom, in the school, in the school system and in society.
2. create a developing philosophy of education.
3. work cooperatively with parents, peers, professionals, and the community.
4. demonstrate the thinking skills, professional dispositions, and personal values required for professional decision-making.

5. create and manage a classroom environment which encourages the development of a community of learners.
6. plan and carry out lessons and units of study which recognize the structure and content of the discipline and the needs and characteristics of learners and are aligned with state and local standards and benchmarks.
7. assess student learning using a variety of tools in order to design effective learning experiences.
8. utilize self-evaluation as well as the evaluation of pupils and their learning.
9. utilize a variety of instructional techniques in order to meet the diverse needs of all learners.
10. demonstrate the integration of technology as part of effective teaching and learning.
11. complete the student teaching experience with a grade of “C+” or better in order to be recommended for teacher certification.

### **Expectations of the Student Teacher**

1. Prior to the student teaching experience, the student teacher will visit his or her classroom to meet with the cooperating teacher and get acquainted with the school setting.
2. The student teacher will meet with his/her college supervisor (scheduled by the Education Department) at which time the conditions for student teaching will be discussed and clarified. This generally will occur on the day of the dinner for student teachers/cooperating teachers/principals/college supervisors.
3. The student teacher will groom and dress appropriately in accordance with school policy and Education Department expectations. (See Appendix D)
4. The student teacher is expected to behave in a professional manner as outlined in the department’s Statement of Commitment to Professionalism throughout the student teaching placement. Professional dispositions will be exhibited and assessed throughout the student teaching experience.
5. The student teacher is expected to arrive at or before the hour designated for school staff members and to remain until the customary hour of departure or until work is completed.
6. The student teacher will follow the school district’s master and building calendars with regards to holidays, vacations, weather delays or cancellations, conferences, professional development, and exam schedules.
7. The student teacher is expected to be in attendance each day school is in

session. Absences are permitted for illness, emergencies, and special situations, such as a death in the immediate family. Appointments, to the greatest extent possible, should be scheduled before or after the school day. Absences exceeding three days *must* be made up and *will* result in an extended placement. If the student teacher is absent, the cooperating teacher, college supervisor and/or the Education Department office are to be notified prior to the day's start. The student teacher is responsible for providing lesson plans and teaching materials for the day.

**Note: Because the student teaching placement approximates employment, "sick days" are provided only for absences such as those noted on the previous page. The expectation is that the student teacher will be in attendance every day throughout the semester and should not plan to "take days off" simply because he/she has not exceeded this three-day limit.**

8. The student teacher will participate in regularly scheduled school meetings (e.g., in-service, PTA, faculty, parent/teacher conferences, IEPT's, and special programs).
9. The student teacher will maintain personal dignity when working with pupils, faculty, parents and school administrators. The student teacher will display warmth, show interest and communicate clearly to others.
10. The student teacher will recognize each pupil as a distinct individual of worth who has unique interests, abilities and learning styles.
11. The student teacher will be fair when dealing with students.
12. The student teacher will treat student and family information with strict confidence, in accordance with professional and legal guidelines.
13. The student teacher will be thoroughly prepared for each day's work.

### **General Requirements**

1. The cooperating teacher, college supervisor and student teacher will meet and conference a minimum of four times over the course of the student teaching experience. The main objective of the conferences is to help the student teacher develop and improve his or her teaching skills. The number, frequency and length of conferences may vary depending on circumstances with the student teacher.
2. **During the last month of the placement**, the student teacher will assume a **minimum of three weeks** of full-time responsibility for preparation and teaching, including all planning, organization, teaching, classroom management, assessment and follow-up activities.
3. Employment and other outside extracurricular activities may not interfere with the

student teaching experience in any way. Student teachers are strongly encouraged by the Education Department to limit any outside activities, such as employment or coaching. Student teachers who choose to be employed and/or participate in extracurricular activities do so at their own risk.

### **Specific Requirements**

The student teacher will:

1. attend the Student Teaching Dinner at the start of the semester.
2. prepare *detailed* daily lesson plans that are fully aligned with the state and district objectives for all subject areas taught. He/she will also maintain a notebook or file with copies of all lesson plans. (Plan formats are presented in Appendices F and G.)
3. integrate appropriate technology in at least one lesson observed by the college supervisor (e.g., Power Point, Hyperstudio, computer programs, videos, etc.).
4. design differentiated lessons and units that accommodate the range of students' needs in each class.
5. prepare and present a unit (elementary) or in-depth chapter or subject area study (secondary) aligned with state and district objectives. A unit/in-depth study outline, including lesson plans and an evaluation/reflection summary, will be submitted to the cooperating teacher and the college supervisor.
6. assess, identify and report specific student learning as related to state and district objectives.
7. maintain records of attendance, grades and assessment results.
8. prepare and submit a weekly teaching plan to the cooperating teacher no later than *each* Friday outlining the lessons and activities for the upcoming week.
9. videotape a 20 minute lesson or segment of a lesson. He/she will observe the videotape and present a written report to the college supervisor analyzing the lesson.
10. interview the principal or human resource director of the school/district in which he/she is placed. A one-page report on employment seeking ideas will be presented to the college supervisor.
11. complete and email the Weekly Progress, Reflection and Self-Assessment Report to the college supervisor on or before the announced weekly due date.
12. complete and share a mid-term self-evaluation.

13. complete various assignments required in the Student Teaching Seminar.
14. complete student teaching with a grade of “C+” or better in order to be recommended for teacher certification.

## **Timeline for the Student Teaching Experience** (single placement)

### **Prior to Student Teaching:**

1. Contact the cooperating teacher as soon as possible after being notified of the prospective placement and schedule an interview. Introduce yourself to the principal if possible while you're in the building.
2. Research websites for the school district and building.
3. Plan to attend the placement a minimum of 5 full-days or 10 half-days during the first five weeks of the semester.

**Weeks One and Two:** (Week One will be completed as a "field experience" during the first five weeks of the semester. Week Two will commence as the student teacher begins the full day placement beginning the sixth week of the semester.)

1. Learn about the building and district.
  - a. Complete the "Student Teaching Checklist of Activities and Experiences." (See Appendix A.)
  - b. Meet building administrators, teachers and support staff.
  - c. Tour the building and district.
  - d. Study the school handbook on building and district policies.
  - e. Visit the media center and note materials available for instruction.
  - f. Learn procedures for media orders, field trips, tornado/fire drills, illness, injuries, special duties (lunch room, recess), discipline and classroom responsibility.
  - g. Special Education majors completing the special education placement should consult and track requirements listed on the "Special Education Student Teacher Evaluation Checklist." (Appendix J).
2. Become involved in the classroom.
  - a. Arrange to have a designated center or area for any student teaching materials and supplies.
  - b. Learn students' names.
  - c. Observe classroom instruction, noting procedures, teaching styles, learning styles of students, curriculum materials and classroom

- d. management techniques.
  - d. Review teacher's files as well as students' files.
  - e. Offer assistance by taking class attendance, correcting papers, and developing and obtaining materials.
  - f. Begin working with small groups and individual students.
  - g. Prepare for and teach at least one subject or class at the elementary level or a portion of a class at the secondary level.
  - h. Assist in playground, lunchroom, and other non-teaching duties normally performed by the cooperating teacher.
  - i. Conference on a regular basis with the cooperating teacher.
  - j. Fill out Weekly Progress Reports at the end of each week. (See Appendix H.)
3. Plan for teaching in consultation with the cooperating teacher.
- a. Study the curriculum for each subject taught.
  - b. Develop a schedule for teaching throughout the placement.
  - c. Determine the lesson plan form(s) to be used for writing daily lessons. (See Appendices F and G.)
  - d. Identify and schedule units for elementary level or special chapters/subjects for secondary level to be taught during the semester.
  - e. Seek out audio-visual equipment, computers and other technology that are available to support teaching.
  - f. Begin to develop, construct and collect teaching materials (e.g., software, transparencies, bulletin boards, activities, etc.) for future use in teaching.
  - g. Identify and order materials needed for the semester (i.e., videos, DVD's, CD's, software, films, etc.).

### **Weeks Three Through Five:**

1. Continue the previous weeks' activities.
2. Submit detailed daily lesson plans to cooperating teacher.
3. File plans in the Student Teaching notebook.
4. Submit general weekly teaching plan to cooperating teacher by each Friday.
5. Add one or two additional subjects or portions of classes to the teaching load each week.
6. Interview the building administrator and/or Human Resources Director.
7. Refer to students' records (i.e., cumulative folders, report forms, special conferences) for information regarding special expectations, medical conditions, modifications and/or procedures, etc.
8. Attend and participate in parent/teacher conferences.
9. Following Week Five, meet with cooperating teacher to review the mid-term evaluation.
10. Assume responsibility for record keeping, such as attendance, recording of grades, etc.

### **Weeks Six Through Ten:**

1. Continue the previous weeks' activities.
2. Assume responsibility for full-time preparation and teaching **for a minimum of three weeks.**
3. Implement the unit of study.
4. Participate in parent/teacher conferences. (These may be scheduled earlier in some districts.)
5. Participate in meetings such as IEPT's, child-study teams, staff meetings, school improvement teams, etc.

### **Weeks Eleven and Twelve:**

1. Ease out of teaching, returning the class to the cooperating teacher.
2. Submit unit for evaluation.

3. Finalize validation of contributions to the students' learning records.

4. Schedule a final evaluation conference with cooperating teacher. Read and sign the final evaluation after which the cooperating teacher will forward it to the Education Department.
5. Grade and return any outstanding assignments and/or projects to the cooperating teacher.
6. Return all textbooks and other educational materials that were borrowed.
7. Prepare transition lesson plans for the cooperating teacher for the week following the conclusion of the placement.
8. Prepare transition notes for the cooperating teacher.
9. Prepare the students for the transition.
10. Special Education majors completing the special education placement should submit the completed "Special Education Student Teacher Evaluation Checklist" (Appendix J) to his/her college supervisor.
11. Write thank you notes to the students, cooperating teacher, building principal and college supervisor.
12. Consider an appropriate thank you remembrance or gift for the cooperating teacher.

### **Timeline for the Student Teaching Experience** (*dual placement*)

*Some student teachers complete requirements for a K-12 endorsement in elementary and secondary settings, with one placement scheduled for the first half of the semester and the second placement scheduled for the last half of the semester. These arrangements require the student teacher to condense and compress requirements for each placement in a shorter period of time.*

#### **Prior to Student Teaching:**

1. Contact the cooperating teachers and schedule an interview.
2. Research websites for the school district(s) and building(s).
3. Student teachers with two assignments will be required to observe in their first placement every Tuesday and Thursday during the first five weeks of the semester.

**Weeks One and Two:** (Weeks One and Two will be completed as a “field experience” during the first five weeks of the semester. The student teacher will attend the placement for full days when not in class on campus during this period.)

1. Learn about the building and district.
  - a. Complete the “Student Teaching Checklist of Activities and Experiences.” (See Appendix A.)
  - b. Meet building administrators, teachers and support staff.
  - c. Tour the building and district.
  - d. Study the school handbook on building and district policies.
  - e. Visit the media center and note materials available for instruction.
  - f. Learn procedures for media orders, field trips, tornado/fire drills, illness, injuries, special duties (lunch room, recess), discipline and classroom responsibility.
2. Become involved in the classroom.
  - a. Arrange to have a designated center or area for any student teaching materials and supplies.
  - b. Learn students' names.
  - c. Observe classroom instruction, noting procedures, teaching styles, learning styles of students, curriculum materials and classroom management techniques.
  - d. Review teacher's files as well as students' files.
  - e. Offer assistance by taking class attendance, correcting papers, and developing and obtaining materials.
  - f. Begin working with small groups and individual students.
  - g. Prepare for and teach at least one subject or class at the elementary level or a portion of a class at the secondary level.
  - h. Assist in playground, lunchroom, and other non-teaching duties normally performed by the cooperating teacher.
  - i. Conference on a regular basis with the cooperating teacher.
  - j. Fill out Weekly Progress Reports at the end of each week. (See Appendix H.)

3. Plan for teaching in consultation with the cooperating teacher.
  - a. Study the curriculum for each subject taught.
  - b. Develop a schedule for teaching throughout the placement.
  - c. Determine the lesson plan form(s) to be used for writing daily lessons. (See Appendices F and G.)
  - d. Identify and schedule units for elementary level or special chapters/subjects for secondary level to be taught during the semester.
  - e. Seek out audio-visual equipment, computers and other technology that are available to support teaching.
  - f. Develop, construct and collect teaching materials (e.g., software, transparencies, bulletin boards, activities, etc.) for future use in teaching.
  - g. Identify and order materials needed for the placement (i.e., videos, DVD's, CD's, software, films, etc.).

**Weeks Three Through Five:** (Week Three will commence as the student teacher begins the full day placement beginning the sixth week of the semester.)

1. Continue the previous weeks' activities.
13. Submit detailed daily lesson plans to cooperating teacher.
3. File plans in the Student Teaching notebook.
4. Submit general weekly teaching plan to cooperating teacher by each Friday.
5. Add one or two additional subjects or portions of classes to the teaching load each half-week.
6. Interview the building administrator and/or Human Resources Director.
7. Refer to students' records (i.e., cumulative folders, report forms, special conferences) for information regarding special expectations, medical conditions, modifications and/or procedures, etc.
8. Attend and participate in parent/teacher conferences.
9. Following Week Four or Five, meet with cooperating teacher to review the

mid-term evaluation.

10. Assume responsibility for record keeping, such as attendance, recording of grades, etc.

### **Weeks Six Through Seven:**

1. Continue the previous weeks' activities.
2. Assume responsibility for full-time preparation and teaching for a minimum of three weeks.
3. Implement the unit of study in either the first or second placement.
4. Participate in parent/teacher conferences.
5. Participate in meetings such as IEPT's, child-study teams, staff meetings, school improvement teams, etc.
6. Ease out of teaching at the end of Week Seven, returning the class to the cooperating teacher.
7. Schedule a final evaluation conference with cooperating teacher. Read and sign the final evaluation after which the cooperating teacher will forward it to the Education Department.
8. Grade and return any outstanding assignments and/or projects to the cooperating teacher.
9. Finalize validation of contributions to the students' learning records.
10. Return all textbooks and other educational materials that were borrowed.
11. Prepare transition lesson plans for the cooperating teacher for the week following the conclusion of the placement.
12. Prepare transition notes for the cooperating teacher.
13. Prepare the students for the transition.
14. Write thank you notes to the students, cooperating teacher, building principal and college supervisor.
15. Consider an appropriate thank you remembrance or gift for the cooperating teacher.
16. Contact the cooperating teacher for the second placement for details about arrival dates and times, as well as any other pertinent details.

**Weeks Eight through Sixteen:**

Repeat the sequence outlined for Weeks One through Seven above during the second half of the semester.

## **Probationary Status for Student Teaching**

On occasion, it is necessary to provide additional support and supervision during the student teaching experience. Concerns about a particular student's academic preparation, professional behaviors, dispositions, attitude, or commitment to the profession may be raised by faculty in the Education Department, faculty in the major department of study, and/or the field placement mentor teacher(s). While the student may meet minimum requirements to student teach, probationary status can be implemented to address these concerns in a forthright manner by carefully monitoring the student teacher's progress, and providing additional, focused support during this critical experience.

In most cases, students are placed on probation for the first full five weeks of the student teaching experience; however, in some instances, the probationary period may begin at some point later in the semester. Reasons for providing an interim, probationary period may include situations such as (though not limited to):

- a) The student teacher fails to perform at a minimally acceptable level for preparation, teaching, classroom management and/or relationships with students and the cooperating teacher.
- b) The student teacher lacks basic preparation and knowledge for the student teaching assignment.
- c) The student teacher fails to exhibit professional dispositions, attitudes and/or behaviors.
- d) The student teacher makes consistently poor decisions in the school setting that result in putting students at risk academically.

For situations such as these, a plan of support and a probationary period would be established for a limited time to determine if the student teacher can reverse and rectify the concerns. If successful, an extended student teaching placement could be required. If not, the placement would be terminated and the student teacher withdrawn from the Teacher Education Department as outlined below ("Termination of the Student Teaching Placement").

Despite varying "start times" and reasons for establishing probationary status, the purpose is to provide a consistent, fair, goal-driven approach for the student teacher, while honoring the integrity of the Department, College, school system and profession. The procedure for establishing and implementing probationary status is outlined in Appendix I.

## **Reassignment of the Student Teaching Placement**

Although rare, it is sometimes necessary to consider reassigning the student teacher to a different placement once the semester is underway. The reasons for such a decision may include, but are not limited to, situations such as:

- a) personal needs and request of the cooperating teacher
- b) personal needs and request of the student teacher
- c) change of a class subject or content that does not match the student teacher's area of endorsement,
- d) a major disruption at the school that prevents completion of the assignment,

- e) extreme personality differences between the cooperating teacher and the student teacher.

After consultation with the cooperating teacher, student teacher, college supervisor, the Director of Student Teaching, and possibly the building administrator, a determination is made that:

- a) the student teacher has the potential to succeed in a second placement
- b) a change of placement is the most appropriate alternative.

In such case, a new placement would be pursued and the Education Department would be notified. In most, if not all such situations, the college supervisor would remain the same. Depending on if and when the new placement is secured, it is very likely that the student teacher would be required to extend the student teaching placement in order to adjust fully to the new placement and meet all requirements. Successful completion of this second placement would result in a recommendation for certification if all other requirements are met at that time. All final decisions regarding reassignment of placement rest with the Director of Student Teaching and/or Education Department.

### **Termination of the Student Teaching Placement**

Despite preparation and ongoing monitoring in Levels I and II, placement in a student teaching setting does not guarantee that the student teacher will be successful *nor* that the placement will be completed successfully. The Education Department and schools reserve the right to terminate a student teacher's placement for just cause.

Some situations are so serious, that dismissal is most appropriate and necessary. These instances include situations such as:

- a) The cooperating teacher and/or building administrator request that the student teacher be withdrawn from the placement.
- b) The student teacher has inappropriate relationships with students, the cooperating teacher, and/or others in the school setting.
- c) The student teacher has made little or no progress toward remediating identified area(s) of concern.
- d) The student teacher's presence is deemed to be an impediment to the education of students in the student teaching setting.
- e) The student teacher puts students at serious risk of injury.
- f) The student teacher seriously violates school policy.
- g) The student teacher plagiarizes or behaves in a dishonest manner.
- h) The student teacher is involved in illegal activities.

In order to decide if termination of the placement is the best course of action, consultation with the student teacher, cooperating teacher, college supervisor and the Director of Student Teaching will determine if:

- a) The student teacher has made adequate progress towards his/her goals OR if the infraction is so serious that the placement must be ended.
- b) Continuation in the placement and Teacher Education Program would provide ample opportunity to rectify the situation.
- c) The student teacher's continued presence in the placement constitutes a

significant detriment to the students' learning, progress and well-being.

- d) The student teacher has demonstrated the potential to successfully complete the requirements for the student teaching experience.
- e) An alternative student teaching placement would remedy the situation.
- f) Termination of the placement is the most appropriate choice.

All final decisions regarding termination of the student teaching placement rest with the Director of Student Teaching. The Director of Student Teaching, in consultation with Education Department faculty and the Registrar, will determine if the student teacher will receive a failing grade for the student teaching experience or if there are alternative options that would allow the student to graduate but not be eligible for teacher certification. Termination of a student teaching placement will automatically result in the student not being recommended for certification.

### **Reinstatement in the Student Teaching Program**

When the student teaching placement has been terminated, the student has the right to appeal the decision to the Education Department and/or the College. The process is outlined in the Education Department Handbook, Section II, Appeals Process. The student may also seek reinstatement to the Student Teaching Program at some point after the current semester. In order for this to happen, the student would need to develop a plan of action in consultation with Education Department faculty. Said plan would:

1. address deficiencies and issues encountered in the student teaching placement,
2. identify measurable goals and objectives related to these deficiencies and issues,
14. document growth and movement over time towards these goals in an educational setting.
15. reapply to Student Teaching Program
16. receive approval to student teach from the Education Department.

The individual should understand that there is no guarantee of reinstatement and that final approval rests with the Education Department. Should reinstatement in the Student Teaching Program be granted, a second student teaching placement would be pursued. Placement, as with any student teacher, would be contingent upon availability. If a second placement cannot be secured during a given term, a student may need to complete the student teaching in the following semester. This placement would automatically result in Probationary Status and would follow prescribed procedures.

## Substitute/Guest Teaching Policy

The Hope College Education Department believes that the supervised learning experience in student teaching is a critical part of the teacher education program. The mentoring and guidance of the cooperating teacher for an extended period of time are two of the most important aspects of student teaching. Occasionally, the student teacher is asked to substitute/guest teach for the cooperating teacher during the student teaching experience. In order to provide guidance for the student teacher, cooperating teacher, college supervisor, and school administrator, the Education Department has developed the following policy:

- The Hope College student teacher may substitute/guest teach for the cooperating teacher covering the classes to which he/she is assigned, but not other classes.
- The student teacher may substitute/guest teach **only after the first five weeks of student teaching have been completed (with the exception of the Cooperating Teachers/Administrators Conference/Breakfast held during the first month of the placement)**.
- After the first five weeks in the placement, the college supervisor, in consultation with the cooperating teacher and the student teacher, will determine when the student teacher is ready to substitute/guest teach. The college supervisor will notify the cooperating teacher and/or the building administrator when the student teacher is ready to substitute/guest teach.
- The student teacher may substitute/guest teach a **maximum of three days** in a given semester. When the student teacher is substitute/guest teaching, the building administrator will designate him/herself or another staff member as the student teacher's contact person for the day in case questions or other concerns arise.
- Paying the student teacher for substitute/guest teaching is to be determined by the school district or building administrator. Partial day commitments such as curriculum meetings and the Cooperating Teachers' Breakfast would not require substitute/guest pay, but payment for a half or full day would be appropriate. **A criminal background check and substitute teaching permit are required of student teachers prior to subbing in any school district.**
- The student teacher will notify the college supervisor when he/she is substitute/guest teaching. The college supervisor will monitor the number of days a student teacher is a substitute/guest teacher and report that to the Director of Student Teaching.

## **FOR THE COOPERATING TEACHER**

Student teaching is the capstone experience for the student to connect educational theory and subject matter content to the practice of teaching. The student has had a wide range of field experiences before entering the classroom for student teaching. The student teaching semester provides an opportunity for the teacher-in-training to plan, implement and evaluate professional decisions in the school setting. It is at this time that the individual makes the transition from student to professional educator. The cooperating teacher plays a critical role in helping make that transition.

The cooperating teacher has been selected because she/he is a qualified professional educator who brings a wealth of educational experience to the classroom each day. It is through the preparation, guidance and knowledge of the cooperating teacher that each student teacher will experience an important instructional role in the classroom. The cooperating teacher sets the tone for the student teacher by providing encouragement, advice and example. Open communication is critical when presenting teacher expectations, guiding instructional decisions and evaluating teaching performance. By accepting and mentoring a student teacher, the cooperating teacher is making a vital contribution to the future of the teaching profession.

### **Effective Cooperating Teachers**

Research notes that effective cooperating teachers:

- are “more proactive than reactive
- are clearer and more specific in their communication, including feedback to the student teacher
- model the behaviors, teaching techniques and attitudes they recommend to the student teachers
- exhibit greater consistency between their behaviors and their verbal expressions
- are more adaptable and flexible
- provide rationales for their actions and suggestions
- practice self-reflection as an active learner, and
- employ positive, problem-solving approaches in most situations.” (Henry & Beasley, 5)

Research further shows that the most successful cooperating teachers:

- “help the student teacher adjust by providing basic information, such as school rules, policies, physical arrangements and classroom management tips
- provide the student teacher with appropriate resource materials (teachers’ guide, teacher’s manual, textbooks, teaching aids, etc.)
- involve the student teacher in planning and evaluating learning experiences
- conference with the student teacher at regularly scheduled times
- evaluate the student teacher’s progress and development through regular observation and feedback.” (Henry & Beasley, 5)

## **From Student to Teacher**

Student teachers frequently go through several stages during the student teaching experience. The beginning days may find them anxious, overwhelmed, tired and prone to self-doubt. As they become more familiar with the setting, they begin to see themselves as a member of “the team.” With increasing responsibility for preparation and teaching, the realities begin to sink in. Morale can be fragile at this point, although most student teachers feel quite good. As the student teacher assumes full responsibility for the class, he/she settles down to the job of teaching and begins to *feel* that he/she *is* the teacher.

Careful planning and preparation on the part of the cooperating teacher can help to alleviate anxiety and ensure that the placement gets off to a smooth start. The cooperating teacher can set the climate for the experience by creating orientation plans that allow the student teacher to be comfortable and informed right from the start of the placement. The transition from “college student” to “beginning teacher” takes time; the efforts of the cooperating teacher at the *onset* of the placement will help to make this transition easier and more successful.

### **Responsibilities of the Cooperating Teacher**

The responsibilities of the cooperating teacher can be divided into five areas: orientation and introduction, planning, supervision, evaluation, and outside classroom activities.

#### **Orientation and Introduction**

1. Get acquainted with the student teacher by reading the student teacher’s resume.
2. Attend the Student Teaching dinner to meet the student teacher, college supervisor, and Education Department faculty and staff. During this occasion pertinent information regarding the student teaching experience will be provided.
3. Prepare the class for the student teacher. Do activities such as a guessing game about the student teacher’s “favorites” or a nametag activity to prepare the class for the arrival of the student teacher.
4. Clearly outline expectations for the student teacher.
5. Provide information about the school, district and community to the student teacher.
6. Provide a workspace and study area in the classroom for the student teacher.

7. Provide a set of teacher manuals/textbooks for the student teacher along with helpful materials such as a planning book, class rules, schedules and curriculum guidelines.
8. Acquaint the student teacher with the school's philosophy and other policies and regulations that are important.
9. Outline school policies, such as when the student teacher is expected to be at school, dress code, pupil starting and dismissal times, attendance at faculty meetings, codes of behavior, fire and tornado drill procedures, etc.
10. Familiarize the student teacher with the school building, introducing him/her to the principal and other school personnel.
11. Provide ample time for the student teacher to observe during the first few days in the classroom. Help the student teacher to transition by allowing him/her to assist in activities such as: leading the day's opening routines, distributing and collecting papers, checking attendance, supervising study periods, supervising recess, assisting with lab work, administering tests/quizzes, working with individuals or small groups, assisting the teacher with demonstrations, explaining a specific procedure or technique, planning and creating a bulletin board, and/or carrying out brief teaching activities.

## Planning

1. Jointly develop a long-range plan for instruction during the student teaching experience. Allow the student teacher to take on graduated responsibility, beginning with one class or subject matter or a small block of time and then increasing the teaching time until a full teaching load is reached. As the student teacher develops in confidence and skill in working with pupils, responsibilities should be increased.
2. Encourage the student teacher to plan activities thoroughly, drawing from past experiences, resources and ideas.
3. Require the student teacher to submit daily, detailed lesson plans. General weekly plans should be submitted by Friday of the week prior to teaching.
4. Critique and carefully review the student teacher's plans for teaching. Each lesson should have:
  - a. a strong sense of organization
  - b. well-defined objectives
  - c. a clear, explicit plan for *teaching* the content of the lesson
  - d. teaching activities that meet the stated objectives
  - e. behavior management procedures
  - f. provisions for differentiated instruction
  - g. materials identified for use with the lesson

- h. evaluation procedures specifically designed to assess students' learning.
5. Encourage the student teacher to plan activities and assessments built around the use of technology.

### **Supervision**

1. Schedule conferencing time on a regular basis. In addition, impromptu conferences may occur daily depending on the student teacher's needs and the cooperating teacher's time. Develop an atmosphere of free and cooperative sharing of information and feedback.
2. Provide written tips, hints, and suggestions on lesson plans and teaching.
3. Encourage the student teacher to try his/her own ideas. Provide room for risk-taking and possible failure. Try not to jump in and fix the problem, unless absolutely necessary.
4. Provide time for the student teacher to instruct alone in the classroom, if feasible. This can be a helpful way to increase the student teacher's confidence.
5. Inform the college supervisor immediately when a serious problem occurs.

### **Evaluation**

1. Review the document, "Student Teaching – The Final Grade" early and often during the term. (See Appendix S.)
2. Provide feedback on a regular basis. This should be part of both daily and weekly conferencing. Use the "Weekly Check-In" form to frame these conversations. (See Appendix R.) Be tactful, yet honest. Limit major suggestions for improvement to 2-3 issues at any one time. Do not leave the student teacher in doubt as to how she/he is developing as a professional. The student teacher should know that she/he may have challenges and there will be questions and some confusion at times. (Also see Appendix Q, "Coaching Throughout the Student Teaching Experience.")
3. Discuss the student teacher's performance in positive terms, interspersing suggestions into the conversation. Acknowledge the student teacher's strengths and excellent teaching ideas. The student teacher needs to also know what is being done well.
4. Develop a "Plan of Action" (Appendix P) with specific goals for the student teacher that is experiencing difficulties.
5. Provide clear and open explanations when guiding the student teacher.

6. Encourage the student teacher to use self-evaluation on a regular basis.
7. Conference on a regular basis with the college supervisor concerning the progress of the student teacher. (See Appendix K.)
8. Complete and return the mid-term and final evaluations to the Hope College Education Department. The cooperating teacher and student teacher are to review these evaluations and sign them before sending them to the Education Department. (See Appendices L and M.)
9. Provide suggestions for grading the student teaching experience. While the college supervisor will assign the final grade, the cooperating teacher's input is critical and carefully considered in determining the grade for the student teaching experience.
10. Call the college supervisor *immediately* if serious problems arise.

Within two weeks, the student teacher should “be independent in moving about the school, know the names of students, have some professional knowledge about the students, be able to make plans independently of the cooperating teacher’s direct supervision, have taken some responsibility for some teaching, have met a number of other teachers and feel comfortable with them, and have enough confidence not to be dependent on the cooperating teacher for minor teaching decisions.” (Henry & Beasley, 28)

### **Outside Classroom Activities**

1. Require the student teacher to attend in-service and PTO meetings, IEPT meetings, school open houses, school improvement meetings, and parent/teacher conferences when appropriate.
2. Encourage the student teacher to attend extracurricular activities, such as school plays, musicals, sporting events, open houses, etc.

### **Stipend for the Cooperating teacher**

The cooperating teacher will receive a \$100.00 stipend as well as two tickets to the Hope College Summer Repertory Theater in appreciation for mentoring a student teacher. When assignments are split between teachers a proportionate amount will be presented to each teacher.

**NOTE: Some area school districts have policies that require stipends to be issued directly to their respective administrative offices rather than to the individual cooperating teacher.**

## **FOR THE COLLEGE SUPERVISOR**

The college supervisor serves as the connection or link between the college and the cooperating teacher. Each college supervisor has the responsibility of outlining the student teaching experience to the cooperating teacher. The college supervisor, like the cooperating teacher, serves in several roles: communicator, consultant, advocate and evaluator.

### **Communicator**

- serves as a liaison between the student teacher and all personnel in participating schools, such as the cooperating teacher (primary concern), building principal, and others working with the student teacher.
- clarifies expectations, procedures, routines, and requirements to the student teacher and cooperating teacher.
- outlines duties, responsibilities and assignments for the student teaching experience.
- provides an orientation session for the student teacher and cooperating teacher(s) prior to the beginning of student teaching. This will usually be done during the afternoon and evening of the Student Teaching Dinner. At this time a communication process will be established with the student teacher and the cooperating teacher(s).
- responds to the Weekly Progress Report Reflection and Self-Assessment submitted by the student teacher each week.

### **Consultant**

- observes the student teacher regularly and provides a written evaluation following each observation. The college supervisor should make four or five visits, the first of which should be during the beginning week or two of the full-time student teaching experience. (See Appendix K.)
- confers with the student teacher and cooperating teacher following each observation;
- provides suggestions for planning, teaching and management for the day-to-day operations in the classroom setting.
- assists the student teacher to develop effective goals and strategies during the student teaching experience.
- guides the student teacher to interpret experiences in light of sound educational theory and practice.

**Advocate**

- provides guidance and feedback to the student teacher.
- counsels the student teacher concerning professional and personal challenges.

**Evaluator**

- conducts the midterm self-evaluation meeting with student teachers.
- assists each cooperating teacher to evaluate the progress of his/her student teacher.
- Addresses significant concerns by developing a “Plan of Action” (See Appendix P.)
- seeks resolution of unsatisfactory teaching experiences with the student teacher, cooperating teacher, principal and Director of Student Teaching if necessary. If a student is to be removed from student teaching, the Education Department will do this only after all reasonable avenues of resolution have failed.
- assigns, with input from the cooperating teacher, the final grade for the student teaching experience (See Appendix S-“Student Teaching-The Final Grade”).
- writes and submits the necessary reports for the student teacher's credential packet and file (See Appendix N.)
- completes and files all required paperwork, including visitation/observation forms, mileage forms, and assessment profiles for each student teacher with the Director of Student Teaching.
- identifies possible future cooperating teachers who might be excellent mentors for student teachers

## **GETTING STARTED**

The student teaching experience is both a superb opportunity as well as a serious responsibility. While it has the potential to become one of the most rewarding events in the student teacher's life, it will undoubtedly also be one of the most challenging times as well. The experience can produce a wide range of feelings and emotions, including: joy, delight, happiness, accomplishment, achievement, affirmation, validation, independence, challenge, anxiety, apprehension, worry, and fear. Each member of the team, including the student teacher, cooperating teacher and college supervisor, has the responsibility to put forth full effort to make the experience as successful as possible. Close cooperation between all parties can assist the student teacher as he/she moves through the student teaching placement.

## **GRADING THE STUDENT TEACHING EXPERIENCE**

Student teachers must earn a C+ or higher in order to "pass" the student teaching experience. This expectation is aligned with Education Department policy for Level II and Level III courses. The final grade is determined by the college supervisor with input from the cooperating teacher. At times, the Director of Student Teaching may provide guidance in the grading decision. Appendix S, "Student Teaching – The Final Grade," provides additional information for this process.



**APPENDIX A**  
**Student Teaching Checklist of Activities & Experiences**  
 (Revised July 27, 2006)

| <b>GENERAL ORIENTATION EXPERIENCES</b>  |   |
|---|---|
| <b>Meeting Building Personnel:</b>  | <b>School Facilities:</b>   |
| <input type="checkbox"/> Principal<br><input type="checkbox"/> Assistant Principal<br><input type="checkbox"/> Secretaries<br><input type="checkbox"/> Custodians<br><input type="checkbox"/> Department Chairs<br><input type="checkbox"/> Other members of department<br><input type="checkbox"/> Media specialist<br><input type="checkbox"/> Technology specialist<br><input type="checkbox"/> Neighboring teachers/staff | <input type="checkbox"/> Administrative Offices<br><input type="checkbox"/> Library<br><input type="checkbox"/> Staff room<br><input type="checkbox"/> Restrooms<br><input type="checkbox"/> Cafeteria<br><input type="checkbox"/> Gym<br><input type="checkbox"/> Staff parking<br><input type="checkbox"/> Security<br><input type="checkbox"/> ISS |

| <b>DISCUSSION WITH COOPERATING TEACHER</b>  |  |
|---|--|
| <b>School Policy:</b>   | <b>Classroom Policy:</b>   |
| <input type="checkbox"/> School Handbook<br><input type="checkbox"/> School rules<br><input type="checkbox"/> School discipline<br><input type="checkbox"/> Proper attire<br><input type="checkbox"/> Parking pass<br><input type="checkbox"/> Staff I.D.<br><input type="checkbox"/> Sign-in procedures<br><input type="checkbox"/> Door accessibility<br><input type="checkbox"/> Use of the library<br><input type="checkbox"/> Staff meetings<br><input type="checkbox"/> School calendar<br><input type="checkbox"/> Teachers' hours/work day<br><input type="checkbox"/> Student injury or illness<br><input type="checkbox"/> Use of audiovisual materials<br><input type="checkbox"/> Computer usage<br><input type="checkbox"/> School assemblies<br><input type="checkbox"/> Extracurricular activities<br><input type="checkbox"/> Bus evacuation drills<br><input type="checkbox"/> After school programs | <input type="checkbox"/> Rules<br><input type="checkbox"/> Management/procedures<br><input type="checkbox"/> Curriculum<br><input type="checkbox"/> Entering/leaving room<br><input type="checkbox"/> Teaching materials<br><input type="checkbox"/> Seating arrangement<br><input type="checkbox"/> Assigning homework<br><input type="checkbox"/> Grading procedures<br><input type="checkbox"/> Continuous assessments<br><input type="checkbox"/> Quizzes & tests<br><input type="checkbox"/> Textbook distribution/care<br><input type="checkbox"/> Fire and disaster evacuation routes |

| <b>OBSERVATION OF THE COOPERATING TEACHER'S PROCEDURES</b>   |   |
|--|---|
| <input type="checkbox"/> Transitions<br><input type="checkbox"/> Time management<br><input type="checkbox"/> Lesson plans<br><input type="checkbox"/> Group work<br><input type="checkbox"/> Reinforcement | <input type="checkbox"/> Questioning techniques<br><input type="checkbox"/> Giving directions<br><input type="checkbox"/> Individualization<br><input type="checkbox"/> Feedback<br><input type="checkbox"/> Student participation<br><input type="checkbox"/> Teaching style |

## APPENDIX B

### PROFESSIONAL STANDARDS FOR MICHIGAN TEACHERS

Upon entry into an approved teacher preparation program in Michigan, teacher candidates experience ongoing professional development as reflected in the standards below. These research-based standards provide a framework of rigorous subject matter knowledge from general and liberal education, relevant pedagogical knowledge for optimal student learning, achievement, and participation in a global society. A certified teacher within the state of Michigan must initially possess and be able to demonstrate continued growth in:

#### 1. Subject Matter Knowledge-Base in General and Liberal Education

An understanding and appreciation of general and liberal arts, including English, literature, humanities, social sciences, mathematics, natural or physical sciences, and the arts, including the ability to:

- a. Synthesize, analyze, reflect upon and write with clarity and structure about ideas, information, and from a general and liberal education, and the relationships between the various disciplines;
- b. Understand and appreciate free inquiry in English, literature, humanities, social sciences, mathematics, natural or physical sciences, and the arts;
- c. Understand global and international perspectives of the disciplines;
- d. Understand the tenets of a free, democratic, and pluralistic society;
- e. Understand and respect varying points of view and the influence of one's own and others' ethics and values;
- f. Understand and respect the role, rights and value of the individual in a free democratic society;
- g. Understand technology and its use for gathering, processing, evaluating, and communicating ideas and information;
- h. Understand the similarities and differences within our culture that support the importance of common good and responsible citizenship within our American society;
- i. Understand the constitutions and histories of the United States and Michigan;
- j. Understand and respect individual differences, including the differences identified within the State Board of Education (SBE) Universal Education Vision and Principles; and
- k. Demonstrate the abilities and skills necessary for effective communication in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).

#### 2. Instructional Design and Assessment

Facilitation of learning and achievement of all students (in accordance with the SBE Universal Education Vision and Principles), including the ability to:

- a. Apply knowledge of human growth, development, and learning theory to design and implement instruction for the continuing development of students' cognitive, affective, physical, emotional, and social capacities;
- b. Assess learning and differentiate instruction to maximize student achievement and to accommodate differences in backgrounds, learning modes, disabilities, aptitudes, interests, and levels of maturity;
- c. Understand the connections between instructional decisions, grading and assessment data. Use formal and informal, as well as formative and summative, assessments to evaluate learning and ensure the academic achievement of all students;
- d. Discern the extent to which personal belief systems and values may affect the instructional process and grading, and adjust instruction and interactions, accordingly;
- e. Differentiate instruction in an environment that facilitates each student's learning and access to an equitable education;
- f. Design and implement instruction based on Michigan Curriculum Framework (MCF), using multiple approaches to accommodate the diverse backgrounds, abilities, and needs of students, and modify instruction based on assessment data;
- g. Understand, design, and implement grading processes and assessments using multiple approaches to accommodate diverse backgrounds, abilities and needs of students;
- h. Exercise informed judgment in planning and managing time and resources to attain goals and objectives;
- i. Promote literacy in a variety of contexts, (e.g., numeric, graphics, textual, multi-media, artistic, and digital); and
- j. Design, adopt, implement and advocate for accommodations including assistive communicative devices, assistive technologies, and multiple strategies to enhance learning opportunities according to each student's needs.

#### 3. Curricular and Pedagogical Content Knowledge Aligned with State Resources

Knowledge of subject matter and pedagogy with reference to the Michigan Curriculum Framework and other state sponsored resources, for consistent and equitable learning in Michigan schools, including the ability to:

- a. Design and implement instruction aligned with the Michigan Curriculum Framework, Universal Education Vision and Principles, and the Michigan Educational Technology Standards;
- b. Create learning environments that promote critical and higher order thinking skills, foster the acquisition of deep knowledge, and provide connections beyond the classrooms to promote substantive conversation and clear structured writing among teachers and learners regarding subject matter acquisition;
- c. Help each student to learn how to safely and responsibly access and use resources to become a discerning, independent learner and problem solver (e.g. print materials, information technology, assistive technology);
- d. Design instruction so that students are engaged in actively integrating and transferring knowledge across the curriculum;
- e. Engage students in activities that demonstrate the purpose and function of subject matter to make connections to the world beyond the classroom and enhance the relationship and relevance to a global society;
- f. Evaluate, adapt and modify instructional strategies, technologies and other educational resources to enhance the learning of each student; and
- g. Embrace teaching through appropriate and creative activities utilizing instructional techniques that are supported by current research.

4. **Effective Learning Environments**  
 Management and monitoring of time, relationships, students, and classrooms to enhance learning, including the ability to:
  - a. Engage students in meaningful learning experiences, while maximizing the use of instructional time;
  - b. Structure the classroom environment to promote positive peer interactions and positive self-esteem, to ensure that each student is a valued participant in an inclusive learning community;
  - c. Construct a learning environment and grading process where both teacher and students have high expectations and mutually understand what is expected of each other to foster optimal achievement of all students;
  - d. Design and implement a classroom management plan that utilizes respectful disciplinary techniques to ensure a safe, and orderly learning environment (e.g., instructional procedures utilizing the concepts presented in the State Board of Education's Positive Behavior Support Policy 2006), which is conducive to learning and takes into account diverse needs of individual students;
  - e. Understand and uphold the legal and ethical responsibilities of teaching, (e.g., federal & state laws and SBE policies pertaining to positive and effective learning environments, appropriate behavioral interventions, student retention, truancy, child abuse, safety, first aid, health, and communicable disease);
  - f. Use a variety of teaching methodologies and techniques, (e.g., lectures, demonstrations, group discussions, cooperative learning, small-group activities, and technology-enhanced lessons) and objectively assess the effectiveness of various instructional approaches and teacher actions for impact on student learning;
  - g. Establish a learning environment which invites/welcomes collaborative teaching practices; and
  - h. Differentiate between assessment and evaluation procedures and use appropriately.
  
5. **Responsibilities and Relationships to the School, Classroom, and Student**  
 Systematic reflection to organize and improve teaching and develop effective relationships, including the ability to:
  - a. Uphold the State of Michigan Professional Code of Ethics and engage in meaningful self-evaluation;
  - b. Identify and use current research to reflect on and improve one's own practice related to content, technology, pedagogy, and other factors that impact student achievement;
  - c. Develop positive relationships with other teachers, parents/guardians, students, administrators, counselors, and other personnel to benefit students and to influence one's own professional growth;
  - d. Analyze the effects of teacher dispositions, decisions and actions upon others (e.g., families, other personnel, and all students, including those with disabilities) and adjust interactions accordingly;
  - e. Embrace and model teaching as a lifelong learning process and continue efforts to develop professionally;
  - f. Involve and work effectively with parents/guardians and implement school-wide parent involvement plans to maximize opportunities for student achievement and success;
  - g. Interact with parents/guardians using best practices for personal and technology-based communication, to maximize student learning at school, home, and in the local community; and
  - h. Participate in the development of individualized plans for students with disabilities (Individual Education Plan [IEP]).
  
6. **Responsibilities and Relationships to the Greater Community**  
 Participation in professional, local, state, national, and global learning communities, including the ability to:
  - a. Understand the structure, function, purpose, and value of education and schools in a free, democratic, and pluralistic society;
  - b. Synthesize a teacher's role in a changing society with the evolution of educational foundations and policy perspectives;
  - c. Demonstrate an understanding of and participate in related organizations and activities in the communities in which the teacher works;
  - d. Use community and home resources to enhance school programs and instruction;
  - e. Design learning activities for students that involve volunteer groups, civic and social organizations, and relevant public services agencies; and
  - f. Participate with professional educators, school personnel, and other stakeholders in collaborative and cooperative planning, decision-making, and implementation to improve educational systems at all levels.
  
7. **Technology Operations and Concepts**  
 Use of technological tools, operations and concepts to enhance learning, personal/professional productivity, and communication, including the ability to:
  - a. Understand the equity, ethical, legal, social, physical, and psychological issues surrounding the use of technology in K-12 schools and apply those principles in practice;
  - b. Successfully complete and reflect upon collaborative on-line learning experiences;
  - c. Demonstrate an understanding of, and the ability to create an online learning experience and demonstrate continued growth in knowledge of technology operations, resource evaluation for quality, objectivity, and reliability and concepts, including strategies for teaching and learning in an online environment;
  - d. Plan, design and evaluate effective technology-enhanced learning environments and experiences aligned with Michigan's Content Standards and Grade Level Content Expectations and Michigan Educational Technology Standards for each student;
  - e. Implement curriculum plans that include effective technology-enhanced methods and strategies to maximize student learning;
  - f. Apply technology to facilitate a variety of effective assessment and evaluation strategies; and
  - g. Use technology to engage in ongoing professional development, practice, productivity, and communication and life-long learning.

## APPENDIX C

### STATEMENT OF COMMITMENT TO PROFESSIONALISM

A major component of our teacher education program is its emphasis on the recognition and development of the personal and professional dispositions that reflect a commitment to excellence in teaching. We have identified those dispositions that we believe are important, can be recognized in classes and field placements, and will be assessed throughout the education program. We believe that all teachers should demonstrate:

|             |           |                 |
|-------------|-----------|-----------------|
| -integrity  | -maturity | -respect        |
| -confidence | -vigor    | -responsibility |

All teachers are in a position to be among the most influential adults in the lives of many individuals--students and colleagues. Prospective teachers see themselves as professionals starting with their first course in education. Professional dispositions are increasingly evident during the time an individual is preparing to enter the classroom.

A number of professional behaviors suggest that an individual will perform well in the school setting and will emerge as a teacher leader. These include, but are not limited to:

- ◆ consistent class attendance
- ◆ active class and field experience participation
- ◆ maintenance of professional confidentiality
- ◆ promptness in completion of all assignments
- ◆ engagement in a variety of related field experiences
- ◆ demonstration of sensitivity to diversity and exceptionality
- ◆ demonstration of knowledge of education-related issues and research
- ◆ demonstration of knowledge of community, state, national and international events and their impact on the field of education
- ◆ building collegiality and contributing to group tasks
- ◆ involvement in professional organizations or activities
- ◆ adherence to state, local and national laws and school regulations
- ◆ appreciation for a range of world views
- ◆ demonstration of knowledge and enthusiasm in working with a range of diverse learners

The Education Department has instituted an ongoing, formal assessment process by which field experience mentor teachers and Hope faculty provide feedback to individuals in these areas of knowledge, skills, and behaviors.

The purpose of the *Statement of Commitment to Professionalism* is to identify the professional dispositions and behaviors for which you will be held accountable. As part of the application process to the Teacher Education Program, you will read and sign the following statement

*"I have read the Statement of Commitment to Professionalism developed and adopted by the Education Department of Hope College. I understand that these dispositions will be used to evaluate my performance in course work and in related field experiences. I further understand that I am expected to demonstrate these dispositions to be accepted in the Teacher Education Program (Level 1), to be permitted to continue in education courses (Level 2), to be approved to Student Teach (Level 3), and to be recommended for certification."*

\_\_\_\_\_

*Print Your Full Name*

\_\_\_\_\_

*Student I.D. #*

\_\_\_\_\_

*Signature*

\_\_\_\_\_

*Date*

*Entry-Level Standards for Michigan Teachers.* Lansing, MI: Michigan State Board of Education, July 1998.  
 INTASC Core Principles  
 NCATE 2003/2006 Standards

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**APPENDIX D**  
**HOPE COLLEGE EDUCATION DEPARTMENT PROFESSIONAL DISPOSITIONS**

| <b>Professional Dispositions<br/>(Recognizes the impact of personal characteristics)</b> |  |   |  |  |
|--|--|---|--|--|
| Elements   | Excellent  | Proficient  | Developing Proficiency   | Unsatisfactory   |
| Demonstrates responsibility  | Student consistently goes beyond mentor's requests. Student uses borrowed materials appropriately and returns them.  | Student often follows through with mentor's requests. Student uses borrowed materials appropriately.  | Student occasionally follows mentor's requests. Student mishandles borrowed materials at times.  | Student fails to follow mentor's requests and/or handles borrowed materials inappropriately.   |
| Demonstrates maturity  | Student consistently acts as an adult and maintains appropriate boundaries with learners.  | Student often acts as an adult and typically maintains appropriate boundaries with learners.  | Student occasionally assumes the adult role and at times maintains appropriate boundaries with learners.   | Student fails to assume an adult role and does not maintain appropriate boundaries with learners.  |
| Demonstrates respect   | Student's interactions are consistently considerate and courteous. Interactions are appropriate to developmental and cultural norms while appreciating the world views of others.                                  | Student's interactions are often considerate and courteous. Interactions are generally appropriate to developmental and cultural norms while appreciating the world view of others.                         | Student's interactions are occasionally considerate and courteous, but may reflect occasional inconsistencies, favoritism, or disregard for developmental or cultural norms and at times does not appreciate the world view of others. | Student's interactions fail to be considerate and courteous and at times, they are negative, demeaning, sarcastic, rude or inappropriate to learners' ages or cultures. They do not appreciate the world view of others. |
| Demonstrates confidence  | Student consistently shows confidence and/or friendliness when working with mentor and staff.  | Student often shows confidence and/or friendliness when working with mentor and staff.  | Student occasionally shows confidence and/or friendliness when working with mentor and staff.  | Student fails to show confidence and/or friendliness when working with mentor and staff.   |
| Demonstrates vigor   | Student consistently demonstrates physical and mental strength and energy.   | Student often demonstrates physical and mental strength and energy.   | Student occasionally demonstrates physical and mental strength and energy.   | Student fails to demonstrate physical and mental strength and energy.  |
| Demonstrates personal integrity  | Student consistently responds in a reliable, honest, and trustworthy manner.   | Student often responds in a reliable, honest and trustworthy manner.  | Student occasionally responds in a reliable, honest and trustworthy manner.  | Student fails to respond in a reliable, honest and trustworthy manner.   |
| Demonstrates the belief that all students can learn                                      | Student consistently demonstrates the belief that all children, (regardless of ethnicity, race, gender, religion, disability, and socio-economic status, sexual orientation, and language) can successfully learn. | Student often demonstrates the belief that all children, (regardless of ethnicity, race, gender, religion, disability, and socio-economic status, sexual orientation, and language) can successfully learn. | Student occasionally demonstrates the belief that all children, (regardless of ethnicity, race, gender, religion, disability, and socio-economic status, sexual orientation, and language) can successfully learn.                     | Student fails to demonstrate the belief that all children, (regardless of ethnicity, race, gender, religion, disability, and socio-economic status, sexual orientation, and language) can successfully learn.            |
| Demonstrates fairness  | Student consistently strives to meet the educational needs of all students in a caring nondiscriminatory and equitable manner.   | Student often strives to meet the educational needs of all students in a caring nondiscriminatory and equitable manner.   | Student occasionally strives to meet the educational needs of all students in a caring nondiscriminatory and equitable manner.   | Student fails to meet the educational needs of all students in a caring nondiscriminatory and equitable manner.  |

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LEVEL ONE

FOCUS: CHOOSING TEACHING

PURPOSE: At this stage the college student is examining the multiple dimensions of teaching and deciding if teaching is an appropriate career choice.

- Observes planned learning experiences and their outcomes.
• Connects theory and research to practical application.
• Recognizes the dimensions of diversity and individual needs.
• Discovers the interpersonal skills, dispositions and values required to be a teacher.

COURSES:

- ED 220 -- Educational Psychology
ED 221 -- Educational Psychology Field Placement
ED 225 -- Exceptional Child
ED 226 -- Exceptional Child Field Placement

FIELD PLACEMENT SUPERVISOR'S ROLE:

- Mentors the student.
• Evaluates teaching potential.
• Recommends continuation in Hope's education sequence.

EVALUATION CRITERIA based on personal dispositions and the department's Professional Abilities:

- Dependable
• Responsible
• Energetic/ Enthusiastic
• Mature
• Flexible
• Respectful
• Confident
• Takes initiative
• Displays sense of humor
• Effective communicator
• Professional Collaborator
• Curriculum Developer
• Problem Solver
• Decision maker
• Scholarly educator

PROFESSIONAL REQUIREMENTS: In order to be accepted as a candidate in Hope's Teacher Education Program, a student must have....

- ✓ a 2.5 overall GPA
✓ passed the MTTC Basic Skills Test
✓ 3 Hope Faculty recommendations
✓ completed a written application
✓ ED 220 & 225 lab placement evaluations
✓ declared a major subject area
✓ writing competence demonstrated
✓ selected course-related assessments

LEVEL TWO

FOCUS: LEARNING HOW TO TEACH

PURPOSE: At this stage the candidate is learning about and applying the teaching process.

- Responds to the dimensions of diversity and individual learning needs.
• Works cooperatively.
• Designs learning experiences that connect students to subject matter.
• Creates and explores opportunities to use methods, principles and pedagogy.
• Implements and evaluates lesson plans.

COURSES:

- ED 280/281, 282/283, 285/286, & 287 (Literacy Sequence)
ED 310/311, 312 & 361 (Elementary/Secondary Methods and Principles)
ED 251, 254, 333, 342, 352, 356, 357, 358, 359, 434, 453, 454 (Special Education Sequence)
ED 295, 395, 488, 495 (May, June, Summer Experiential Courses)

FIELD PLACEMENT SUPERVISOR'S ROLE:

- Mentors the candidate.
• Evaluates the candidate's ability to design, apply, implement and evaluate lesson plans.
• Recommends continuation in Hope's education sequence and/or for a student teaching placement.

EVALUATION CRITERIA based on personal dispositions and the department's Professional Abilities:

- Dependable
• Responsible
• Energetic/ Enthusiastic
• Mature
• Flexible
• Respectful
• Confident
• Takes initiative
• Displays sense of humor
• Effective communicator
• Professional Collaborator
• Curriculum Developer
• Problem Solver
• Decision maker
• Scholarly educator

PROFESSIONAL REQUIREMENTS: In order to be accepted as a student teacher, a candidate must have....

- ✓ 2.5 Overall GPA 2.5 Major GPA
✓ 2.5 Minor GPA 2.5 Education GPA
✓ Written Application
✓ Field Recommendations
✓ selected course-related assessments

LEVEL THREE

FOCUS: APPLYING LEARNINGS THROUGH TEACHING

PURPOSE: At this stage the student teacher is applying knowledge, skills, and attitudes developed in the education sequence.

- Develops a beginning educational philosophy.
• Applies educational theory and research to the classroom.
• Creates and manages a classroom environment.
• Demonstrates decision-making skills in the classroom.
• Adapts learning experiences to diverse learners.
• Plans and implements units of study.
• Utilizes a variety of teaching techniques.
• Assesses student learning.

COURSES:

- ED 460, 465, 470, 480, 485, 500, & Student Teaching Seminar

FIELD PLACEMENT SUPERVISOR'S ROLE:

- Acquaints student teacher with educational environment.
• Mentors student teacher.
• Creates communication which allows for problem solving, discovery and analysis.
• Guides student teacher's instructional decisions.
• Evaluates student teacher performance.
• Communicates with college coordinator.
• Recommends for teacher certification.

EVALUATION CRITERIA based on personal dispositions and the department's Professional Abilities:

- Nurturing
• Responsible
• Energetic/ Enthusiastic
• Mature
• Flexible
• Respectful
• Confident
• Takes initiative
• Displays sense of humor
• Effective communicator
• Professional Collaborator
• Curriculum Developer
• Problem Solver
• Decision maker
• Scholarly educator

PROFESSIONAL REQUIREMENTS: In order to receive certification, a student teacher must have....

- ✓ 11 weeks of successful student teaching.
✓ completed degree requirements for graduation from Hope College
✓ met all requirements for State of Michigan teacher certification
✓ recommended by department for certification

APPENDIX F  
**LESSON PLAN-DIRECT INSTRUCTION FORMAT**

Lesson Title: \_\_\_\_\_

Date: \_\_\_\_\_ Class: \_\_\_\_\_

Instructional Objective(s): \_\_\_\_\_

GLCE or District Objective(s): \_\_\_\_\_

Behavior Management Procedures: \_\_\_\_\_

Anticipatory Set:

Objective:

Input:

Modeling:

Checking for Understanding:

Guided Practice:

Independent Practice:

Closure:

Evaluation of the Objective:

Plans for Differentiation:

Materials Needed for Teaching:

APPENDIX G  
**ALTERNATE LESSON PLAN FORMAT**

Lesson Title: \_\_\_\_\_

Date: \_\_\_\_\_ Class: \_\_\_\_\_

Instructional Objective(s): \_\_\_\_\_

\_\_\_\_\_

GLCE or District Objective(s): \_\_\_\_\_

Behavior Management Procedures: \_\_\_\_\_

Materials:

Lead questions:

Sequence of instruction (procedure or steps including related learning activities):

Plans for Differentiation:

Evaluation procedures/activities (how students met the lesson's objective[s]):

APPENDIX H  
**WEEKLY PROGRESS REPORT**  
**REFLECTION AND SELF-ASSESSMENT**  
(available online)

College Supervisor: \_\_\_\_\_ Date Due: \_\_\_\_\_  
Days Absent: \_\_\_\_\_

Student Teacher: \_\_\_\_\_ Week of: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Part I - Goal Setting: At the beginning of each week (or at the end of the previous one) set two to three goals for yourself. These goals should be on this sheet and in your folder by each Monday morning!

- 1.
- 2.
- 3.

Part II - Reflection/Analysis: Complete at the end of the week.

1. What went well this week? (Look back at your goals.)
2. If you had this week to do over again, knowing what you know now, what would you do differently?
3. What one word best describes your teaching experience this week?
4. What new ideas, concepts, techniques, etc. did you implement? How did this make a difference in the student's learning?
5. I spent approximately \_\_\_\_ hours in actual teaching involvement with the students this week.

Part III - How can I, as your college supervisor, help you?

Include things you would like to have feedback on or any other educational areas with which you would like assistance.

APPENDIX I  
**PROBATIONARY STATUS FOR STUDENT TEACHING**  
*(Revised August 18, 2003)*

**RATIONALE:** On occasion, students in the student teaching experience have struggled to be effective and successful. Often, faculty members prior to the onset of the experience raise concerns for a variety of reasons. In these cases, students are at times placed on probationary status during the first five weeks of the student teaching semester in order to carefully monitor their progress and provide additional, focused support. In other cases, students may be placed on probationary status at some point after the experience has started. In either case, the purpose of this procedure is to provide a consistent and fair approach to the student teacher, while honoring the integrity of the department, College, school and profession. The procedure for establishing and implementing probationary status is outlined as follows:

Probationary Status During the Student Teaching Experience

1. Probationary Status Defined

"Probationary Status" means that a student will be allowed to begin a student teaching assignment under certain defined conditions and with full knowledge and understanding that failure to meet set standards could result in the termination of such student teaching experience. The Director of Student Teaching, in consultation with other Education Department faculty, will recommend to the Department that a student be placed on probationary status for student teaching. The Department will seriously consider the circumstances of such a recommendation based on an ongoing examination of the history of the student's demonstration of professional dispositions and performance both in class and in field placements and will approve such recommendations. On occasion, a student might be placed on probationary status after beginning the student teaching placement on recommendation by the Director of Student Teaching, the college supervisor and cooperating teacher, with approval of the Department.

2. Reasons for Probationary Status

A student may be placed on probation for a number of reasons, some of which may be academic in nature and others of which may be non-academic. Academic performance is based on grade point averages in the general curriculum, education coursework, and courses in the major and minor areas of study. Non-academic reasons for placement on probationary status would be based on unprofessional, unethical or illegal behavior in addition to mental or physical health issues.

A. Academic Reasons

1. Failure to maintain an adequate grade point average may be cause to recommend probationary status or deny permission for student teaching. Students in the Teacher Education Program are required to have an overall GPA of 2.5 or higher.

2. Students are required to have a 2.5 GPA or higher for education coursework as well as for the major and minor areas of study. GPAs will be reviewed at the point of application to student teaching as well as just prior to the onset of the experience.
3. Students must have earned a C+ or higher final grade for each education course (including field experiences) in Levels II and III. Courses must be repeated where the student has failed to reach this standard.
4. Academic dishonesty may be further cause for such recommendation. This would include cheating, lying, theft of books or equipment and/or plagiarism.

#### B. Non-Academic Reasons

1. *Failure to abide by the Statement of Commitment to Professionalism.*
2. An inappropriate attitude toward learning and supervision. This could include, but is not limited to, a hostile, disrespectful or resistant attitude toward peers, faculty or placement supervisors.
3. Repeated failure to perform effectively or carry out one's assignment in field placement settings. Recommendations from field placement supervisors are carefully considered, particularly when the student is not recommended to continue in the program.
4. Failure to respect or maintain confidentiality.
5. Chronic absenteeism from class or field placements.
6. Inappropriate or disruptive behavior in the college course or related field experience.
7. Behavior that is irresponsible, damaging, harmful or dangerous to the students in a field placement.
8. Documented chemical dependency or use of illegal drugs during one's course of study or field placement experiences.
9. Breaking a law in the field placement setting or conviction of a criminal activity during the course of study. Prior misdemeanor and/or felony convictions must be reported to the Director of Student Teaching and may be cause for probationary status or dismissal from the program.
10. Consistent mental or physical health issues that affect the student's performance repeatedly in coursework or field experiences. The student will be advised to seek counseling, therapy or medical assistance whenever possible and appropriate.
11. Other issues of a unique nature.

### 3. Notification Procedures

- A. Student- The student will be notified in writing of his/her probationary status. A follow-up meeting with the Director of Student Teaching will detail the conditions of the probation. The student will be required to sign a statement indicating his/her acknowledgement of the conditions of the probationary period. The student will also, with the aid of the Director of Student Teaching and possibly appropriate faculty or the college supervisor, create a set of goals and objectives to be put into place and achieved during the probationary period.
- B. College Supervisor- The college supervisor will be notified in writing by the Director of Student Teaching of the student's probationary status and the conditions thereof.
- C. Cooperating Teacher- Notification of the cooperating teacher will be at the discretion of the Director of Student Teaching and the college supervisor.
- D. Education Department- The Director of Student Teaching will notify members of the Education Department of a student's probationary status in order to confirm the decision.

### 4. Length of Probation

The length of the probationary period will be at least five (5) weeks and may include an extension of the student teaching experience beyond the required 11 weeks, depending on the nature of the criteria and the student's progress.

### 5. Criteria for Success

The Director of Student Teaching, after checking past support provided for the student, will notify the student and college supervisor in writing of the conditions necessary for successful completion of the probationary period. This notice will include:

- A. specific criteria, including goals and objectives for performance.
- B. a timeline for implementation of the stated goals, objectives and performance measures.
- C. frequency and number of observations.
- D. weekly progress reports.
- E. the person or persons responsible for determining if such criteria have been met.

The student will acknowledge, in writing, the receipt of and acceptance of such notification and conditions.

## 6. Termination of the Student Teaching Placement

- A. Should the student fail to meet the criteria for success, the student teaching experience will be terminated. Notification by the Director of Student Teaching in person and in writing will detail the reasons for termination. A determination of course credit will be made by the Director of Student Teaching and the College Registrar.
- B. Upon termination of the student teaching experience, the student may or may not be discontinued in the Teacher Education Program. Termination will be at the discretion of the Education Department and will be based on the student's performance, attitudes and professional behaviors. Written notification of such action will be the responsibility of the Director of Student Teaching.
- C. For students who fail in a student teaching placement, a recommendation must be brought before the department before a new placement can be assigned. (Adopted. August 23, 1999)

## 7. Appeals Procedure

Students who have been denied continuation of student teaching may appeal the decision to the Education Department. The process for writing an appeal is described in the Education Department Handbook, Section II, Appeals Process.

HOPE COLLEGE EDUCATION DEPARTMENT

**NOTIFICATION OF PROBATIONARY STATUS**

Student \_\_\_\_\_ Semester \_\_\_\_\_  
Student Teaching Placement \_\_\_\_\_  
Cooperating Teacher \_\_\_\_\_  
College Supervisor \_\_\_\_\_

The above named student has been placed on probationary status during the initial student teaching experience for the following reasons:

Probationary status will be in effect from \_\_\_\_\_, 200\_\_ to \_\_\_\_\_200\_\_.  
The following criteria must be met in order for the student to be removed from probationary status and continue in the student teaching placement.

The following individual(s) will determine if the above designated criteria have been met and if probationary status will be terminated: (Check all appropriate)

- \_\_\_ Director of Student Teaching ( \_\_\_\_\_ )
- \_\_\_ College Supervisor ( \_\_\_\_\_ )
- \_\_\_ Cooperating Teacher ( \_\_\_\_\_ )

Student Acknowledgement and Acceptance: I acknowledge and accept the above conditions of probationary status. I understand that failure to meet the criteria outlined above may result in my removal from the student teaching experience.

\_\_\_\_\_  
Student Signature Date

\_\_\_\_\_  
Director of Student Teaching Date

Departmental Notification \_\_\_\_\_ Departmental Approval \_\_\_\_\_

ST/Probationary Status Form

APPENDIX J  
HOPE COLLEGE  
SPECIAL EDUCATION STUDENT TEACHER EVALUATION CHECKLIST

While the general education student teaching semester provides the student teacher with many varied experiences, the student teaching experience in a special education setting oftentimes includes a number of opportunities unique to special education. Whether at an elementary, middle school or secondary level, the special education student teacher is exposed to situations, systems and procedures that will enhance his/her understanding of the special education process.

To that end, please complete the checklist below as part of the student teacher's final evaluation in addition to the Hope College Student Teaching Assessment Criteria.

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(Student Teacher)

- collaborated with school support personnel (e.g., school psychologist, school social worker, etc.).
- interfaced with agencies and organizations (vocational rehabilitation, social services, etc.).
- participated in transition planning.
- participated in pre-referral meetings.
- participated in IEPT meetings.
- developed a functional analysis of behavior.
- implemented behavioral intervention plans.
- worked effectively with para-educator.
- collaborated with general education teacher(s).
- co-taught with general education teacher(s).
- participated in student scheduling process.

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Cooperating Teacher's Printed Name and Signature

Date

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Student Teacher's Signature

Date

APPENDIX K  
HOPE COLLEGE EDUCATION DEPARTMENT  
STUDENT TEACHING OBSERVATION REPORT

STUDENT TEACHER \_\_\_\_\_ COOPERATING TEACHER \_\_\_\_\_  
DATE OF OBSERVATION \_\_\_\_\_ SCHOOL \_\_\_\_\_  
TIME \_\_\_\_\_ GRADE \_\_\_\_\_ SUBJECT \_\_\_\_\_

**Check the area in which the student was involved:**

Observing \_\_\_\_\_ Tutoring \_\_\_\_\_ Assistant Teaching \_\_\_\_\_ Teaching \_\_\_\_\_ Other \_\_\_\_\_

**Curriculum Developer (Teaching, Instruction)**

**COMMENTS:**

- Developed clear, written lesson plan
- \* *Lesson plans are derived from and follow the student's IEP*
- \* *Used task analysis when planning and teaching*
- Informed students of lesson objective(s)
- Related instruction to district/state/national standards
- Chose appropriate resources/materials
- Reviewed previous related concepts
- Related lesson to familiar experiences and adjusted lesson as needed
- Promoted critical and higher order thinking
- Adjusted lesson to diverse needs of students
- Presented knowledge of facts and concepts of the subject area at an appropriate student level
- Maximized the use of instructional time by engaging students in varied and meaningful learning experiences
- Displayed knowledge of facts and concepts in subject area
- Provided guided practice that assessed students' abilities and used congruence with subject and instructional goals
- Applied appropriate technology in instruction

**Problem Solver (Classroom Management)**

- Demonstrated proactive practices in planning for classroom management
- \* *Planned for and implemented transitions*
- Identified student problems and implemented appropriate strategies to address them
- \* *Responded to crisis situations appropriately*
- Utilized positive management techniques
- Encouraged positive self-concept/sense of belonging

**Effective Communicator (Communication Skills)**

- Gave clear directions and procedures
- Spoke articulately and with expression
- Listened in a reflective, active manner
- Kept voice at appropriate level
- Used non-verbal signals appropriately
- Writes at a professional level

**Teacher as Person (Personal Qualifications)**

- Displayed enthusiasm for the subject matter when teaching
- Displayed a warm and positive attitude when interacting with students
- Showed flexibility when the unexpected happened
- Used appropriate dress and grooming
- Used humor at appropriate times

\* *developed for--but not exclusive to--special education student teachers*

(Notations: / = present + = well done - = must improve for satisfactory performance [blank] = not observed)

COLLEGE SUPERVISOR: \_\_\_\_\_

WHITE/STUDENT

CANARY/COOPERATING TEACHER

PINK/COLLEGE SUPERVISOR-FILE

## APPENDIX L

### HOPE COLLEGE STUDENT TEACHING ASSESSMENT CRITERIA PROFESSIONAL ABILITIES – LEVEL III

*The following dimensions and criteria were developed from the Hope College Education Department's Professional Abilities, the State of Michigan's Standards for Entry-Level Teachers, the Michigan K-12 Curriculum Framework's Standards for Teaching and Learning, and Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching (1996).*

|  |            |                      |          |
|--|------------|----------------------|----------|
| Student Teacher:   |            | Cooperating Teacher: |          |
| School:  |            | City, State:         |          |
| Grade Level:   |            | Subject Area(s):     |          |
| Dates of Experience:   | Start Date |                      | End Date |
|  |            |                      |          |
| College Supervisor:  |            |                      |          |
| Description of student teaching setting (i.e. cultural/ethnic diversity, disabled/exceptional populations, community, etc.): |            |                      |          |

Please ✓ the answer below:

|   |      |     |
|---|------|-----|
| Does this placement represent a diverse (20% or more school wide) experience?           | YES: | NO: |
| Does this placement include students with exceptional needs (disability and/or gifted)? | YES: | NO: |

The Hope College Education Department is committed to a developmental approach to all field experiences. We believe pre-service teachers need a wide range of experiences in the classroom in order to develop the knowledge, skills, and attitudes of an effective decision maker and teacher. Student teaching represents the culminating experience of the professional program. At Level III, the student teacher has opportunities to plan, implement, and evaluate professional decisions in the school setting. This evaluation form reflects the demonstration of the knowledge, skills, and attitudes we expect of Hope graduates.

Please rate the student teacher in each of these areas: Professional Dispositions, Teacher as a Person, Teacher as an Effective Communicator, Teacher as a Professional Collaborator, Teacher as a Curriculum Developer, Teacher as a Problem Solver, Teacher as a Decision Maker, and Teacher as a Scholarly Educator. Use the rating indicators listed below (criteria are described in the Student Teaching Handbook):

**EXCELLENT:** Exhibits exceptional behavior/disposition/skill consistently and goes well beyond expectations.

**PROFICIENT:** Exhibits behavior/disposition/skill consistently.

**DEVELOPING PROFICIENCY:** Exhibits behavior / disposition / skill occasionally.

**UNSATISFACTORY:** Rarely exhibits behavior/disposition/skill and/or responds in an inappropriate manner.

|  | Excellent | Proficient | Developing Proficiency | Unsatisfactory | Not Observed |
|--|-----------|------------|------------------------|----------------|--------------|
| <b>Professional Dispositions</b>                 |           |            |                        |                |              |
| Demonstrates responsibility.                     |           |            |                        |                |              |
| Demonstrates maturity.                           |           |            |                        |                |              |
| Demonstrates respect.                            |           |            |                        |                |              |
| Demonstrates confidence.                         |           |            |                        |                |              |
| Demonstrates vigor.                              |           |            |                        |                |              |
| Demonstrates personal integrity.                 |           |            |                        |                |              |
| Demonstrates belief that all students can learn. |           |            |                        |                |              |
| Demonstrates fairness.                           |           |            |                        |                |              |

|  | Excellent | Proficient | Developing Proficiency | Unsatisfactory | Not Observed |
|--|-----------|------------|------------------------|----------------|--------------|
| <b>Teacher as Person</b>   |           |            |                        |                |              |
| Displays enthusiasm for the subject matter when teaching.                            |           |            |                        |                |              |
| Displays a positive attitude when interacting with students.                         |           |            |                        |                |              |
| Demonstrates a concern for others and is an advocate for students.                   |           |            |                        |                |              |
| Displays friendliness and confidence when working with school personnel and parents. |           |            |                        |                |              |
| Exhibits a commitment to and passion for the field of education.                     |           |            |                        |                |              |

|   | Excellent | Proficient | Developing Proficiency | Unsatisfactory | Not Observed |
|---|-----------|------------|------------------------|----------------|--------------|
| <b>Effective Communicator</b>   |           |            |                        |                |              |
| Listens in a reflective, active manner.   |           |            |                        |                |              |
| Speaks articulately and with expression.  |           |            |                        |                |              |
| Writes at a professional level.   |           |            |                        |                |              |
| Expresses opinions in a tasteful, mature manner.  |           |            |                        |                |              |
| Gives clear directions and procedures.  |           |            |                        |                |              |
| Understands and uses technology for gathering and communicating ideas and information.                                  |           |            |                        |                |              |
| <b>Professional Collaborator</b>  |           |            |                        |                |              |
| Works/plans with staff in an active and productive manner.  |           |            |                        |                |              |
| Seeks out opportunities to share and collaborate with others.   |           |            |                        |                |              |
| Displays leadership ability in appropriate settings in the classroom and school.  |           |            |                        |                |              |
| Modifies performance as a result of feedback from faculty, supervisors and parents.                                     |           |            |                        |                |              |
| Attends school and related activities, including district in-services.  |           |            |                        |                |              |
| Interacts in a professional manner with parents, colleagues, and administrators.  |           |            |                        |                |              |
| Collaboratively develops short & long term professional goals.  |           |            |                        |                |              |
| <b>Curriculum Developer</b>   |           |            |                        |                |              |
| Applies knowledge of human growth, development and learning theories.   |           |            |                        |                |              |
| Creates a learning environment that promotes critical and higher order thinking.  |           |            |                        |                |              |
| Develops and uses assessments of students' prior knowledge and experiences that are congruent with instructional goals. |           |            |                        |                |              |
| Plans effective lessons/units to meet diverse needs of students. (Cognitive, affective, social, & physical)             |           |            |                        |                |              |
| Uses multiple approaches in planning for instruction.   |           |            |                        |                |              |
| Presents knowledge of facts and concepts of the subject area at an appropriate student level.                           |           |            |                        |                |              |
| Engages students in practical activities that demonstrate the relevance, purpose, and function of the subject matter.   |           |            |                        |                |              |
| Maximizes the use of instructional time by engaging students in meaningful learning experiences.                        |           |            |                        |                |              |
| Assesses growth in student learning.  |           |            |                        |                |              |
| Evaluates and adjusts teaching.   |           |            |                        |                |              |
|   |           |            |                        |                |              |

Curriculum Developer – cont'd.

|  | Excellent | Proficient | Developing Proficiency | Unsatisfactory | Not Observed |
|--|-----------|------------|------------------------|----------------|--------------|
| Critiques curriculum and instruction and adjusts goals to diverse needs of students.   |           |            |                        |                |              |
| Applies information of students' skills and knowledge to help develop the "whole" person.                                      |           |            |                        |                |              |
| Helps students access and use information, technology, and other resources to become independent learners and problem solvers. |           |            |                        |                |              |
| Applies technology to instruction.   |           |            |                        |                |              |
| <b>Problem Solver</b>  |           |            |                        |                |              |
| Demonstrates proactive practice in planning for classroom management and instruction.  |           |            |                        |                |              |
| Identifies student problems and implements appropriate strategies to address them.   |           |            |                        |                |              |
| Reflects on appropriateness/ effectiveness of teaching strategies.   |           |            |                        |                |              |
| Identifies and uses current research practices in both the subject matter and instructional strategies.                        |           |            |                        |                |              |
| Monitors and responds to student behavior.   |           |            |                        |                |              |
| Applies district/building policies.  |           |            |                        |                |              |
| <b>Decision Maker</b>  |           |            |                        |                |              |
| Exhibits respectful, ethical, and professional demeanor.   |           |            |                        |                |              |
| Demonstrates and values the power of teacher as role model.  |           |            |                        |                |              |
| Evaluates and modifies personal and professional performance.  |           |            |                        |                |              |
| Demonstrates an ability to understand and respect varying points of view.  |           |            |                        |                |              |
| Engages in meaningful reflection of teaching.  |           |            |                        |                |              |
| Respects confidentiality of the classroom.   |           |            |                        |                |              |
| <b>Scholarly Educator</b>  |           |            |                        |                |              |
| Demonstrates an understanding of individual differences of students.   |           |            |                        |                |              |
| Seeks and uses updated information and procedures.   |           |            |                        |                |              |
| Evaluates and selects appropriate educational materials.   |           |            |                        |                |              |
| Participates in professional activities.   |           |            |                        |                |              |

**EXCELLENT:** Exhibits exceptional behavior/disposition/skill consistently and goes well beyond expectations.  
**PROFICIENT:** Exhibits behavior/disposition/skill consistently.  
**DEVELOPING PROFICIENCY:** Exhibits behavior / disposition / skill occasionally.  
**UNSATISFACTORY:** Rarely exhibits behavior/disposition/skill and/or responds in an inappropriate

SUMMARY COMMENTS/TEACHING POTENTIAL: (comments can be made below or on a separate sheet of paper)

\_\_\_\_\_  
Cooperating Teacher (please print name)

\_\_\_\_\_  
Student Teacher (please print name)

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Teacher Signature

\_\_\_\_\_  
Date

(In accordance with the Family Educational Rights and Privacy Act of 1974, this form is considered to be part of an open file and hence is accessible to the student. The student's signature indicates that this evaluation was read. It does not necessarily imply agreement. A separate statement may be attached.)

(5/08)

APPENDIX M  
STUDENT TEACHING EVALUATION RUBIC

**Professional Dispositions**  
(Recognizes the impact of personal characteristics)

| ELEMENTS  | Unsatisfactory   | Developing Proficiency   | Proficient  | Excellent  |
|---|--|--|---|--|
| Demonstrates responsibility                         | Student fails to follow mentor's requests and/or handles borrowed materials inappropriately.   | Student occasionally follows mentor's requests. Student mishandles borrowed materials at times.  | Student often follows through with mentor's requests. Student uses borrowed materials appropriately.  | Student consistently goes beyond mentor's requests. Student uses borrowed materials appropriately and returns them.  |
| Demonstrates maturity                               | Student fails to assume an adult role and does not maintain appropriate boundaries with learners.  | Student occasionally assumes the adult role and at times maintains appropriate boundaries with learners.   | Student often acts as an adult and typically maintains appropriate boundaries with learners.  | Student consistently acts as an adult and maintains appropriate boundaries with learners.  |
| Demonstrates respect                                | Student's interactions fail to be considerate and courteous and at times, they are negative, demeaning, sarcastic, rude or inappropriate to learners' ages or cultures. They do not appreciate the world view of others. | Student's interactions are occasionally considerate and courteous, but may reflect occasional inconsistencies, favoritism, or disregard for developmental or cultural norms and at times does not appreciate the world view of others. | Student's interactions are often considerate and courteous. Interactions are generally appropriate to developmental and cultural norms while appreciating the world view of others.                         | Student's interactions are consistently considerate and courteous. Interactions are appropriate to developmental and cultural norms while appreciating the world views of others.                                  |
| Demonstrates confidence                             | Student fails to show confidence and/or friendliness when working with mentor and staff.   | Student occasionally shows confidence and/or friendliness when working with mentor and staff.  | Student often shows confidence and/or friendliness when working with mentor and staff.  | Student consistently shows confidence and/or friendliness when working with mentor and staff.  |
| Demonstrates vigor                                  | Student fails to demonstrate physical and mental strength and energy.  | Student occasionally demonstrates physical and mental strength and energy.   | Student often demonstrates physical and mental strength and energy.   | Student consistently demonstrates physical and mental strength and energy.   |
| Demonstrates personal integrity                     | Student fails to respond in a reliable, honest and trustworthy manner.   | Student occasionally responds in a reliable, honest and trustworthy manner.  | Student often responds in a reliable, honest and trustworthy manner.  | Student consistently responds in a reliable, honest, and trustworthy manner.   |
| Demonstrates the belief that all students can learn | Student fails to demonstrate the belief that all children, (regardless of ethnicity, race, gender, religion, disability, and socio-economic status, sexual orientation, and language) can successfully learn.            | Student occasionally demonstrates the belief that all children, (regardless of ethnicity, race, gender, religion, disability, and socio-economic status, sexual orientation, and language) can successfully learn.                     | Student often demonstrates the belief that all children, (regardless of ethnicity, race, gender, religion, disability, and socio-economic status, sexual orientation, and language) can successfully learn. | Student consistently demonstrates the belief that all children, (regardless of ethnicity, race, gender, religion, disability, and socio-economic status, sexual orientation, and language) can successfully learn. |
| Demonstrates fairness                               | Student fails to meet the educational needs of all students in a caring nondiscriminatory and equitable manner.  | Student occasionally strives to meet the educational needs of all students in a caring nondiscriminatory and equitable   | Student often strives to meet the educational needs of all students in a caring nondiscriminatory and equitable manner.   | Student consistently strives to meet the educational needs of all students in a caring nondiscriminatory and equitable manner.   |

manner.

**Teacher As Person**  
(Recognizes the impact of personal characteristics)

| <b>ELEMENTS</b>  | <b>Unsatisfactory</b>   | <b>Developing Proficiency</b>  | <b>Proficient</b>   | <b>Excellent</b>   |
|--|---|--|---|--|
| <b>1. Displays enthusiasm for the subject matter when teaching.</b>                            | Student teacher makes content errors or does not correct content errors learners make.  | Student teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.   | Student teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.   | Student teacher displays extensive content knowledge and can get learners enthused for the subject.  |
| <b>2. Displays a positive attitude when interacting with learners.</b>                         | Student teacher's interactions with some learners <u>at times</u> is negative, demeaning, sarcastic, or inappropriate to their ages or cultures. Students exhibit disrespect. | Student teacher's interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for learners' cultures. Students exhibit only minimal respect for teacher. | Student teacher/learners' interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher. | Student teacher demonstrates genuine caring and respect for individual learners. Students exhibit respect for teacher as an individual.  |
| <b>3. Demonstrates concern for others and is an advocate for students.</b>                     | Student teacher contributes to school practices that result in some learners not being helped to achieve and learn.   | Student teacher does not knowingly contribute to some learners being neglected by traditional instructional practices.   | Student teacher works within the context of a particular team or department to ensure that all learners receive a fair opportunity to succeed.  | Student teacher makes a particular effort to challenge negative attitudes and helps ensure that all learners, particularly those traditionally underserved, are honored in the school. |
| <b>4. Displays friendliness and confidence when working with school personnel and parents.</b> | Student teacher lacks confidence when attempting to work with the staff and parents.  | Student teacher shows some confidence and friendliness when working with staff and parents.  | Student teacher shows confidence and friendliness when working with staff and parents.  | Student teacher contributes ideas for projects and displays a friendly attitude when working with staff.   |
| <b>5. Exhibits a commitment to and passion for the field of education.</b>                     | Student teacher engages in no professional development activities to enhance knowledge or skill.  | Student teacher participates in professional activities to a limited extent when they are convenient.  | Student teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.  | Student teacher seeks out opportunities for professional development and utilizes current research in his/her classroom.   |

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## Effective Communicator

(Use of language to convey meaning)

Demonstrates the abilities and skills necessary for effective communication at a professional level.

| ELEMENTS   | Unsatisfactory   | Developing Proficiency  | Proficient  | Excellent  |
|--|--|---|---|--|
| <b>1. Listens in a reflective, active manner.</b>  | Student teacher ignores or brushes aside learners' questions or interests.   | Student teacher attempts to accommodate learners' questions or interests. The positive effects on the lesson were not evident.  | Student teacher successfully accommodates learners' questions or interests and listens to their responses.                      | Student teacher seizes a major opportunity to enhance learning, building on a spontaneous event with helpful discussions and clearly stated responses. |
| <b>2. Speaks articulately and with expression.</b>   | Student teacher's spoken language is inaudible and may contain many grammar and syntactic errors. Vocabulary may be inappropriate or used incorrectly leaving learners confused. | Student teacher's spoken language is audible, and reads with some expression. It is used correctly. Vocabulary is correct but limited or is not appropriate to learners' ages or backgrounds. | Student teacher's spoken and written language is clear and correct. Vocabulary is appropriate to learners' ages and interests.  | Student teacher's spoken language is correct and expressive, with well-chosen vocabulary that enriches the lesson.                                     |
| <b>3. Writes at a professional level.</b>  | Student teacher's written language is illegible and may contain grammatical and spelling errors. Vocabulary may be inappropriate or used incorrectly leaving learners confused.  | Student teacher's written language is legible. It is used correctly. Vocabulary is correct but limited or is not appropriate to learners' ages or backgrounds.                                | Student teacher's written language is clear and correct. Vocabulary is appropriate to learners' ages and interests.             | Student teacher's written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.                                    |
| <b>4. Expresses opinions in a tasteful, mature manner.</b>                                       | Student teacher expresses opinion in a close-minded manner and ignores or brushes aside learners' questions or interests.  | Student teacher attempts to accommodate learners' questions or interests. The positive effects on the coherence of a lesson were not evident.   | Student teacher successfully accommodates learners' questions or interests and listens to their opinion.                        | Student teacher enhances learning, building on a spontaneous event with helpful discussions and clearly stated opinion.                                |
| <b>5. Gives clear directions and procedures.</b>   | Student teacher's directions and procedures are confusing to learners.   | Student teacher's directions and procedures are excessively detailed, or are clarified after initial learner confusion.   | Student teacher's directions and procedures are clear to learners and contain an appropriate level of detail.                   | Student teacher's directions and procedures are clear to learners and anticipate possible student misunderstanding.                                    |
| <b>6. Understands and uses technology for gathering and communicating ideas and information.</b> | Student teacher does not have the skills to use technology to gather and communicate information or refuses to use technology.   | Student teacher uses a minimal of information technology to gather and communicate information.   | Student teacher uses primary information resources to determine and assess best possible ideas for gathering and communicating. | Student teacher uses a variety of information resources along with analysis for best possible sources to enhance communication.                        |

**Professional Collaborator**  
(Interdependence)

| <b>ELEMENTS</b>  | <b>Unsatisfactory</b>   | <b>Developing Proficiency</b>   | <b>Proficient</b>  | <b>Excellent</b>  |
|--|---|---|--|---|
| <b>1. Works/plans with staff in an active and productive manner.</b>                           | Student teacher's relationships with colleagues are negative or self-serving.                                 | Student teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires. | Student teacher develops supportive and cooperative relationships with colleagues on an ongoing basis.       | Student teacher's relationships with colleagues characterizes support and cooperation. S/he takes initiative when appropriate in the classroom.               |
| <b>2. Seeks out opportunities to share and collaborate with others.</b>                        | Student teacher avoids becoming involved in school events and working with other staff on classroom projects. | Student teacher participates in school events and classroom projects when specifically asked.                               | Student teacher volunteers to participate in school events and classroom projects on a regular basis.        | Student teacher volunteers to participate in school events and classroom projects, making a substantial contribution.   |
| <b>3. Displays leadership ability in appropriate settings in the classroom and school.</b>     | Student teacher does not contribute professionally to the classroom and school.                               | Student teacher finds limited ways to contribute professionally to the classroom and school.                                | Student teacher actively participates in the classroom and the school.                                       | Student teacher initiates some activities which contribute to the enhancement of learning in the classroom and school.  |
| <b>4. Modifies performance as a result of feedback from faculty, supervisor &amp; parents.</b> | Student teacher has no suggestions for how a lesson may be improved.  | Student teacher, after discussion with staff, makes general suggestions about how a lesson may be improved.                 | Student teacher makes a few specific suggestions of what he/she may try another time.                        | Student teacher, drawing on an extensive repertoire of skills, offers specific alternative actions, complete with probable successes of different approaches. |
| <b>5. Attends school and related activities including district inservices.</b>                 | Student teacher participates in school and district projects reluctantly.                                     | Student teacher participates in school and district projects when specifically asked.                                       | Student teacher volunteers to participate in school and district projects, and makes a helpful contribution. | Student teacher volunteers to participate in school and district projects, making a substantial contribution.   |
| <b>6. Interacts in a professional manner with parents, colleagues, and administrators.</b>     | Student teacher displays little interest in working with colleagues.  | Student teacher communicates and works with colleagues on a limited basis.  | Student teacher communicates and works well with colleagues.   | Student teacher works well with parents, colleagues, and administrators when appropriate takes part in making decisions that are helpful to the school.       |
| <b>7. Collaboratively develops short and long term professional goals.</b>                     | Student teacher does not develop professional goals   | Student teacher develops limited goals without assistance.  | Student teacher develops professional goals without input or assistance from other professionals.            | Student teacher develops appropriate professional goals (short & long term) in consultation with colleagues, cooperating teacher and/or college supervisor.   |

**Curriculum Developer**  
(Committed to facilitating learning)

| ELEMENTS  | Unsatisfactory  | Developing Proficiency  | Proficient   | <u>Excellent</u>   |
|---|---|---|--|--|
| <b>1. Applies knowledge of human growth, development and learning theories.</b>   | Student teacher displays minimal knowledge of developmental characteristics of age group.   | Student teacher displays generally accurate knowledge of developmental characteristics of age group.  | Student teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.               | Student teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each learner follows patterns. |
| <b>2. Creates a learning environment that promotes critical and higher order thinking.</b>  | Student teacher displays little understanding of pedagogical issues involved in learner's comprehension of the content.   | Student teacher displays basic pedagogical knowledge but does not anticipate learner misconceptions.  | Student teacher displays continuing search for best practices but without anticipating learner misconceptions.   | Student teacher's teaching methods reflect current research on best pedagogical practices within the discipline while anticipating learner misconceptions.                   |
| <b>3. Develops and uses assessments of students' prior knowledge and experiences that are congruent with instructional goals.</b> | Student teacher's content and methods of assessment lack congruence with instructional goals.   | Some of student teacher's instructional goals are assessed through the proposed approach, but many are not.   | All of student teacher's instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others. | Student teacher's proposed approach to assessment is congruent with the instructional goals, both in content and process.  |
| <b>4. Plans effective lessons/units to meet diverse needs of students (cognitive, affective, social, and physical).</b>           | Student teacher's lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.                               | Student teacher's lesson or unit has a recognizable structure, although the structure is not uniformly maintained. Most times allocations are reasonable. | Student teacher's lesson or unit has a clearly defined structure around which activities are organized. Time allocations are reasonable.                       | Student teacher's lesson or unit structure is clear and allows for different pathways according to learner needs.  |
| <b>5. Uses multiple approaches in planning for instruction.</b>   | Student teacher is unfamiliar with the varied approaches to learning that learners exhibit, such as learning styles, modalities, and different "intelligences." | Student teacher displays general understanding of the different approaches to learning that learners exhibit.   | Student teacher, through use in classroom instruction, displays solid understanding of the different approaches to learning that learners exhibit.             | Student teacher uses, where appropriate, knowledge of learners' varied approaches to learning in instructional planning.   |
| <b>6. Presents knowledge of facts and concepts of the subject area at an appropriate student level.</b>                           | Student teacher makes content errors and does not correct the content errors learners make.   | Student teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.          | Student teacher displays solid content knowledge and makes connections between the content and other parts of the discipline.                                  | Student teacher displays extensive content knowledge and fully integrates it into the instruction.   |

|   |   |   |   |   |
|---|---|---|---|---|
| <b>7. Engages students in practical activities that demonstrate the relevance, purpose, and function of the subject matter.</b>           | Student teacher's activities and assignments are not appropriate to learners' ages or backgrounds. Learners are not engaged mentally. | Some of student teacher's activities and assignments are appropriate to learners and engage them mentally, but others do not.                                   | Most of student teacher's activities and assignments are appropriate for learners. Almost all learners are cognitively engaged in them.   | Guided by the student teacher, all learners are cognitively engaged in the activities and assignments in their exploration of content. Learners initiate or adapt activities and projects to enhance understanding.             |
| <b>8. Maximizes the use of instructional time by engaging students in meaningful learning experiences.</b>                                | Student teacher's lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.                | Student teacher's lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.     | Student teacher's lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent.   | Student teacher's lesson structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.  |
| <b>9. Evaluates and adjusts teaching.</b>   | Student teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.                           | Student teacher attempts to adjust a lesson with mixed results.   | Student teacher makes a minor adjustment to improve a lesson and the change occurs smoothly.  | Student teacher successfully makes a major adjustment to a lesson.  |
| <b>10. Critiques curriculum and instruction and adjusts goals to diverse needs of students.</b>   | Student teacher's goals are not suitable for the class.   | Some of student teacher's goals are suitable for most learners in the class.  | Most of student teacher's goals are suitable for most learners in the class and s/he can adjust instruction to meet needs.                | Student teacher's goals consistently take into account the varying learning needs of individual learners or groups and s/he makes adjustments in instruction as the lesson is taught.   |
| <b>11. Applies information of students' skills and knowledge to help develop the "whole" person.</b>                                      | Student teacher displays little knowledge of learners' skills and knowledge and does not indicate that such information is valuable.  | Student teacher recognizes the value of understanding learners' skills and knowledge but displays this information for the class only as a whole.               | Student teacher displays knowledge of learners' skills and knowledge for groups of students and recognizes the value of this information. | Student teacher displays understanding of learners' skills and knowledge, including those with special needs.   |
| <b>12. Helps students access and use information, technology, and other resources to become independent learners and problem solvers.</b> | Student teacher's instructional materials and resources are unsuitable to the instructional goals or do not engage learners mentally. | Student teacher's instructional materials and resources are partially suitable to the instructional goals, or learners' level of mental engagement is moderate. | Student teacher's instructional materials and resources are suitable to the instructional goals and engage students mentally.             | Student teacher's instructional materials and resources are suitable to the instructional goals and engage students mentally. Learners initiate the choice, adaptation, or creation of materials to enhance their own purposes. |
| <b>13. Applies technology to instruction.</b>   | Student teacher does not have a grasp of technology and its application to instruction and does not use it in the classroom.          | Student teacher has grasp of technology and its application to instruction, but rarely uses it.   | Student teacher uses technology periodically to enhance instruction.  | Student teacher designs lessons utilizing information technologies to meet instructional goals.   |

**Problem Solver**  
(Values reflection and self-assessment)

| ELEMENTS  | Unsatisfactory  | Developing Proficiency  | Proficient  | Excellent   |
|---|---|---|---|---|
| <b>1. Demonstrates proactive practice in planning for classroom management and instruction.</b>                   | Student teacher has established little standards of conduct, or learners are confused as to what the standards are.                             | Student teacher has established standards of conduct for most situations, and many learners seem to understand them.            | Student teacher has established standards of conduct which are clear to all learners.   | Student teacher has established standards of conduct which are clear to all learners and reflect current classroom management practices.                |
| <b>2. Identifies student problems and implements appropriate strategies to address them.</b>                      | Student teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the learner's dignity. | Student teacher's attempts to respond to learner misbehavior but with uneven results, or no serious disruptive behavior occurs. | Student teacher's response to misbehavior is appropriate and successful and respects the learner's dignity, or learner behavior is generally appropriate. | Student teacher's response to misbehavior is highly effective and sensitive to learners' individual needs, or learner behavior is entirely appropriate. |
| <b>3. Reflects on appropriateness/ effectiveness of teaching strategies.</b>                                      | Student teacher displays little understanding of prerequisite knowledge important for student learning of the content.                          | Student teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.     | Student teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.                                      | Student teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for learner misunderstanding.  |
| <b>4. Identifies and uses current research practices in both the subject matter and instructional strategies.</b> | Student teacher displays little understanding of pedagogical issues involved in student learning of the content.                                | Student teacher displays basic pedagogical knowledge but does not anticipate learner misconceptions.                            | Student teacher's pedagogical practices reflect current research on best teaching methods within the discipline.  | Student teacher's pedagogical practices reflect current research on best teaching methods within the discipline and anticipates student misconceptions. |
| <b>5. Monitors and responds to student behavior.</b>  | Student teacher has an inadequate plan to monitor student behavior, thus loses control of the classroom.  | Student teacher has an appropriate plan to monitor behavior but has difficulty carrying it out.                                 | Student teacher has an appropriate plan and can apply it to the classroom situation.  | Student teacher has an appropriate plan and can apply and adjust it to meet classroom needs.  |
| <b>5. Applies district/building policies.</b>   | Student disregards or misapplies building and/or district policies.   | Student teacher understands district/building policies but has difficulty carrying them out appropriately.                      | Student teacher applies district/building policies in a generally accurate manner.  | Student seeks out understanding of building & district policies and adheres to them accurately.   |

**Decision Maker**  
(Examines own assumptions and values)

| <b>ELEMENTS</b>   | <b>Unsatisfactory</b>   | <b>Developing Proficiency</b>  | <b>Proficient</b>   | <b>Excellent</b>  |
|---|---|--|---|---|
| <b>1. Exhibits respectful, ethical, and professional demeanor.</b>                  | Student teacher shows little interest in learners and is their advocate part of the time. S/he does not seem to be committed to professional standards. | Student teacher has interest in the learner but does not demonstrate a caring attitude. S/he is partially committed to professional standards. | Student teacher cares for the learners and is periodically their advocate. S/he has demonstrated a commitment to professional standards.  | Student teacher cares deeply for the learners and advocates as appropriate for them, especially the underserved. S/he demonstrates a commitment to high professional standards.   |
| <b>2. Demonstrates and values the power of teacher as role model.</b>               | Student teacher contributes to school practices that result in some learners being ill served by the school.  | Student teacher's attempts to serve learners are not consistent.   | Student teacher is moderately active in serving learners and being a role model.  | Student teacher is proactive in serving and helping learners, seeking out resources when necessary.   |
| <b>3. Evaluates and modifies personal and professional performance.</b>             | Student teacher has no suggestions for how a lesson may be improved another time.   | Student teacher makes general suggestions about how a lesson might be improved.  | Student teacher makes a few specific suggestions of what s/he may try another time.   | Student teacher draws on an extensive repertoire of skills and offers specific alternative actions, complete with probable successes of different approaches.   |
| <b>4. Demonstrates an ability to understand and respect varying points of view.</b> | Student teacher makes no effort to understand and respect varying points of view.   | Student teacher makes halting attempts at understanding varying points of view.  | Student teacher works with other teachers to improve and gain understanding of other points of view.  | Student teacher participates in making group decisions with colleagues.   |
| <b>5. Engages in meaningful reflection of teaching.</b>                             | Student teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.                         | Student teacher has a general accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.            | Student teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment. | Student teacher makes thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing specific examples from the lesson and weighing the relative strengths of each. |
| <b>6. Respects confidentiality of the classroom.</b>                                | Student teacher repeatedly reveals confidential information and fails to appropriately identify confidential information.                               | Student teacher has a general impression of how to maintain confidentiality and identify confidential information.                             | Student teacher maintains confidentiality and appropriately identifies confidential information.  | Student teacher maintains confidentiality and appropriately identifies confidential information on a consistent basis.  |

## Scholarly Educator

(Integrating professional knowledge with real life in the classroom)

| ELEMENTS   | Unsatisfactory   | Developing Proficiency  | Proficient   | Excellent   |
|--|--|---|--|---|
| <b>1. Demonstrates an understanding of individual differences of students.</b>                         | Student teacher displays little knowledge of learners' skills and knowledge and does not indicate that such knowledge is valuable. | Student teacher recognizes the value of understanding learners' skills and knowledge but displays this knowledge for the class only as a whole.                   | Student teacher displays knowledge of learners' skill levels and how to groups students.   | Student teacher displays knowledge of learners' skills and knowledge for each student, including those with special needs.  |
| <b>2. Exhibits an understanding of, and respect for, the role of the individual in a free society.</b> | Student teacher has little understanding of the role of the individual in a democratic society.                                    | Student teacher has a limited grasp of the role of the individual in a democratic society and makes halting attempts at incorporating this into his/her teaching. | Student teacher has a grasp of the role of the individual in a democratic society and attempts to encourage this process in his/her classroom. | Student teacher has a clear grasp of the role of the individual in a democratic society and incorporates this in his/her classroom.   |
| <b>3. Seeks and uses updated information and procedures.</b>   | Student teacher is not up-to-date on current information and seldom uses current researched teaching and learning strategies.      | Student teacher has some current information but infrequently uses updated teaching and learning strategies.  | Student teacher has current information and uses updated teaching and learning strategies periodically in the classroom.                       | Student teacher has current information and consistently uses updated teaching and learning strategies in everyday instruction.   |
| <b>4. Evaluates and selects appropriate educational materials.</b>                                     | Student teacher's materials and resources are unsuitable to the instructional goals or do not engage learners mentally.            | Student teacher's materials and resources are partially suitable to the instructional goals, or learners' level of mental engagement is moderate.                 | Student teacher's materials and resources are suitable to the instructional goals and engage learners mentally.                                | Student teacher's materials and resources are suitable to the instructional goals and engage learners mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own purposes. |
| <b>5. Participates in professional activities.</b>   | Student teacher makes no effort to share knowledge with others or to assume professional responsibilities.                         | Student teacher finds limited ways to contribute to the profession.   | Student teacher participates actively in assisting other educators in professional activities.   | Student teacher participates actively in assisting other educators and when appropriate helps initiate activities to contribute to the profession.  |

APPENDIX N  
COLLEGE SUPERVISOR'S EVALUATION OF STUDENT TEACHER

Hope College  
Education Department  
Holland, Michigan

STUDENT: \_\_\_\_\_

COLLEGE SUPERVISOR: \_\_\_\_\_

STUDENT TEACHING GRADE: \_\_\_\_\_

COMMENTS:

Signed: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

In accord with the Family Educational Rights and Privacy Act of 1974, this form is considered part of an open file and hence is accessible to the student.

## APPENDIX O HELPFUL WEBSITES

### **Subject-Specific Organizations**

American Council on the Teaching of Foreign Languages (ACTFL)

<http://www.actfl.org/i4a/pages/index.cfm?pageid=1>

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)\*

<http://www.aahperd.org/index.cfm>

International Reading Association

<http://www.reading.org/>

National Council for the Social Studies

<http://www.ncss.org/>

National Council of Teacher of English

<http://www.ncte.org/>

National Council of Teachers of Mathematics

<http://www.nctm.org/>

National Science Teachers Association (NSTA)\*

<http://www.nsta.org/>

North American Association for Environmental Education (NAAEE)

<http://www.naaee.org/>

### **Child-Centered Organizations**

Association for Childhood Education International (ACEI)\*

[www.acei.org](http://www.acei.org)

Council for Exceptional Children

<http://www.cec.sped.org>

National Association for the Education of Young Children

<http://www.naeyc.org>

### **Technology Organizations**

Association for Education Communications and Technology (AECT)\*

<http://www.aect.org>

International Society for Technology in Education

<http://www.iste.org>

International Technology Education Association (ITEA)\*

<http://www.iteaconnect.org/index.html>

### **Informational and Support Organizations**

Assist for Beginning Teachers

<http://assist.educ.msu/ASSIST/>

APPENDIX P  
**PLAN OF ACTION**

Student Teacher:

Date:

Cooperating Teacher:

College Supervisor:

Statement of Issues/Concerns: (What are the specific concerns to be addressed?)

Specific Goals to Address Issues/Concerns: (What does the student teacher need to do?)

Criteria: (How will one know that the student teacher has achieved his/her goals?)

Target Date: (At what point(s) must the student teacher accomplish the stated goals?)

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Signature of Student Teacher/Date

---

Signature of Cooperating Teacher/Date

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Signature of College Supervisor/Date

---

Signature of Cooperating Teacher/Date

## APPENDIX Q COACHING THROUGHOUT THE STUDENT TEACHING EXPERIENCE

### Providing Feedback to the Student Teacher

At times, it can be challenging to provide meaningful and appropriate feedback to the student teacher. Establishing a positive working relationship takes deliberate and intentional time and effort. Success can be reached when the cooperating teacher creates routines that provide a platform for discussion and foster the development of a working relationship. These routines include, but are not limited to:

- **Daily Interactions** – The cooperating teacher should aim to spend 20-30 minutes per day to discuss plans, provide feedback on teaching, and make suggestions. Teams at the elementary level usually prefer to meet at the end of the day, while those at the secondary level prefer to meet during daily preparation hours.
- **“Coaching”** – During the daily meetings, the team should commit to focusing primarily on giving and receiving feedback and to planning. The time is not meant to be used for preparation.
- **One-to-one** – It is best if the daily sessions can occur uninterrupted and in private. Student teachers are more likely to open up and be receptive to the ideas presented during these meetings.
- **One goal** – The cooperating teacher should attempt to communicate positive observations in addition to talking about areas of need. Mentors/coaches should be prepared to talk in detail, though, about one challenge, and make suggestions for improvement. Consideration should be given to the following questions when determining each day’s challenge:
  - Will the challenging situation make a significant difference in student learning?
  - Is it a skill that will be used frequently? Immediately?
  - Will the student teacher be able to use the skill successfully the next day? (Enz, Hurwitz, & Carlile, 32)

Communication can occur in both **non-verbal** and **verbal** forms. Non-verbal communication includes gestures, posture, muscle tension and facial expressions. When a cooperating teacher smiles, nods, or gives a thumbs up, the student teacher feels assured and affirmed; likewise, frowns or head shaking can be perceived as distressing.

Verbal communications can cover a range, such as:

- General praise – *“Super job!”*
- Positive description – *“That worked well because...”*
- Suggestions – *“Next time, you might want to...”*
- Prompting questions – *“What do you think might happen if...”*
- Criticism – *“The students didn’t respond because you...”*

Student teachers have reported that verbal communications that are specific and timely (with the exception of criticism) were usually effective and helped them to improve their teaching. They also noted that the “mentor’s pitch, volume, inflection, pacing and choice of words also strongly influenced how the message was perceived” (Enz, Hurwitz, & Carlile, 33). Certainly verbal communications are enhanced by non-verbals, but it is important to note that if the non-verbals do not match the verbal

communication (praised spoken through clenched teeth), the student teacher is more likely to pay attention to the non-verbal message, disregarding the verbal communication.

During the lesson, the cooperating teacher might consider questions such as:

- What is the purpose of the lesson? What will the students know and be able to do?
- How did the student teacher engage the students?
- How was the information communicated to the students?
- Were directions clearly stated?
- What techniques or strategies were implemented?
- How did the student teacher check for understanding throughout the instruction?
- How did the students practice the new skill?
- How were the students assessed?
- Did the assessment/evaluation match the lesson's objective?
- What was the student teacher's level of preparation and readiness?
- What were the strengths of the lesson?
- What could be done to increase the effectiveness of the lesson?

Responses to these questions in turn can provide the basis for the subsequent coaching session.

Further, when the cooperating teacher provides specific directions in addition to the verbal comments, student teachers are far more likely to implement the suggestions and achieve success in reaching daily goals. The chart below, based on a sample from *Coaching the Student Teacher: A Developmental Approach*, details examples of typical verbal comments and more helpful directions or suggestions.

| Typical Verbal Comments   | Directions/Suggestions   |
|---|--|
| <i>"If you like what you teach, so will the students."</i>      | <ul style="list-style-type: none"> <li>• Be animated and use gestures.</li> <li>• Move throughout the room.</li> <li>• Vary vocal delivery by changing tone, pitch, volume and pace.</li> </ul>  |
| <i>"Stay on top of the students – anticipate problems."</i>     | <ul style="list-style-type: none"> <li>• Recognize and reinforce appropriate behavior.</li> <li>• Describe specific, desired actions ("Thank you for raising your hands.")</li> <li>• Move towards students who are going off-task.</li> </ul> |
| <i>"The students were confused. They weren't with you."</i>     | <ul style="list-style-type: none"> <li>• Repeat directions and write them down.</li> <li>• Ask students to repeat the steps to a partner. <i>Then</i> ask if they have questions.</li> </ul>   |
| <i>"You ran overtime. Watch the pacing and keep it moving."</i> | <ul style="list-style-type: none"> <li>• Have materials ready to go.</li> <li>• Outline procedures and make a timeline.</li> <li>• Keep the clock in sight.</li> </ul>   |

(Enz, Hurwitz, & Carlile, 35)

"Coaching" the student teacher requires a commitment to assist the student teacher in deepening their "knowledge of teaching and improv(ing) their pedagogical skills (Enz, Hurwitz, & Carlile, 37)." The skillful cooperating teacher helps the student teacher to "learn how to:

- Recall information about student behavior during the lesson,
- Review teaching actions and thoughts during the lesson,
- Make comparisons between intended and actual outcomes,
- Evaluate their own actions, planning, accuracy of lesson goals, and teaching strategies,
- Plan future lessons based upon principles learned from the analysis of the lesson." (Enz, 37)

## Heading Off Problems

It is the rare student teacher who does not encounter challenges during the student teaching experience. The challenge for the cooperating teacher is to identify probable causes and communicate viable solutions to the student teacher in a compassionate and caring manner. The authors of *Coaching the Student Teacher: A Developmental Approach*, B. J. Enz, S. C. Hurwitz, and B. J. Carlile, created a reference tool that analyzes challenges and suggests solutions. The chart below is based on their research and may provide guidance for the cooperating teacher as he/she moves through this delicate and intricate process.

| <b>Phase 1-Initial Phase-In of the Student Teaching Experience</b> |   |   |  |
|--|---|---|--|
|  | <b>DEVELOPMENTAL CONCERNS</b>   | <b>PROBABLE CAUSES</b>  | <b>POSSIBLE SOLUTIONS</b>  |
|  | <i>Student teacher often demonstrates...</i>  | <i>Student teacher might...</i>   | <i>Mentor could...</i>   |
| <b>Energy/Commitment</b>   | Passivity-lack of initiative  | -be afraid to "step on toes"<br>-be accustomed to taking directions rather than initiating action   | -make direct, but gentle observation of behavior<br>-recognize student teacher's efforts to take initiative<br>-create a phase-in schedule of responsibilities with the student teacher<br>-help student teacher identify this as a goal   |
|  | Lack of commitment  | -be unsure of career choice<br>-be scared to actually admit that he/she does not want to teach<br>-be distracted by too many other demands or commitments   | -gently inquire about the student teacher's interest in teaching<br>-suggest that the student teacher reduce outside demands on time/energy<br>-suggest career or personal counseling, if appropriate  |
|  | Inappropriate degree of self-confidence   | -have low self-esteem<br>-be arrogant<br>-be getting mixed messages from cooperating teacher  | -demonstrate positive self-talk<br>-provide direct, but gentle comments & specific examples<br>-tactfully suggest counseling, if appropriate   |
|  | Insensitivity to colleagues and/or students   | -lack awareness<br>-lack experience interacting with colleagues<br>-be intimidated by cooperating teacher   | -make direct, but gentle observations of behavior<br>-discuss collegiality with student teacher<br>-encourage the student teacher to observe the cooperating teacher's interactions with peers   |
|  | Inflexibility   | -be perfectionistic<br>-have desire for control<br>-be scared of doing something incorrectly<br>-have a limited repertoire of skills or ideas   | -identify the tendency<br>-gently suggest counseling, if appropriate<br>-discuss unforeseen consequences with student teacher<br>-suggest times/situations when relaxing standards might be O.K.<br>-identify viable alternatives<br>-help student teacher identify this as a goal |
|  |   | <i>Student teacher is...</i>  | <i>Student teacher might...</i>  |
| <b>Flexibility</b>   | Unable/unwilling to adjust to demands of full-time teaching   | -underestimates professional demands<br>-be ill or depressed<br>-have too many outside demands  | -develop an improvement plan for student teacher<br>-have a frank discussion of the realities of teaching<br>-gently suggest counseling, if appropriate<br>-contact college supervisor   |
|  | Unable/unwilling to implement feedback  | -be overwhelmed by feedback<br>-not understand gravity of situation<br>-feel threatened by mentor; feel insecure  | -be tactful, but clear and specific<br>-provide written feedback<br>-refer to ST Grading rubric  |
| <b>Planning</b>  | <i>Student teacher frequently...</i>  | <i>Student teacher might...</i>   | <i>Mentor needs to model...</i>  |
|  | Creates plans which are incomplete or unclear, have not been shared with mentor and do not reflect state/district standards | -lack experience with lesson planning<br>-misunderstand level of specificity needed<br>-misunderstand expectations<br>-not be planning far enough ahead<br>-misunderstand difference between "activity" and "objective" | -lesson planning examples<br>-using task analysis<br>-his/her thinking process while planning<br>-advance planning<br>-teaching to the objective<br>-how to align standards with curriculum  |

## Phase 2-Partial-to-Full Responsibility of the Student Teaching Experience

|  | DEVELOPMENTAL CONCERNS  | PROBABLE CAUSES   | POSSIBLE SOLUTIONS  |
|--|---|---|---|
| <b>Classroom Management</b>            | <b>Student teacher frequently fails to...</b>                     | <i>Student teacher might...</i>   | <i>Mentor should...</i>   |
|  | Consistently use proactive management strategies                  | -lack familiarity with rules and consequences<br>-fail to anticipate possible problems<br>-not value importance of proactive practice   | -remind student teacher of classroom management plan/discuss it often<br>-brainstorm reinforcement techniques<br>-ask student teacher to check seating arrangements   |
|  | Manage disruptive behavior or is oblivious to disruptive behavior | -be trying to use extinction techniques<br>-be concentrating too much on lesson delivery<br>-be uncertain of his/her authority in the classroom<br>-be uncertain of what to do, so does nothing<br>-be unsure of content  | -remind student teacher that extinction is only effective with minor infractions<br>-discuss lesson plan fully so that student teacher is confident of teaching and can attend to management techniques<br>-role play typical teacher reactions to inappropriate behavior<br>-focus on management in daily/weekly goals for student teacher |
|  | Establish and maintain appropriate rapport                        | -be young and/or immature<br>-want to be friends with students<br>-be fearful of losing control, so acts unfriendly or unapproachable<br>-be unclear of "fine line" between "friend" and "friendly professional"          | -discuss appropriate responses to students' remarks and questions<br>-explain/model how to be friendly yet professional<br>-dispel myth that students need to like the teacher all the time   |
|  | <b><i>Student teacher often fails to...</i></b>                   | <b><i>Student teacher might...</i></b>  | <b><i>Mentor should...</i></b>  |
| <b>Lesson Planning/Differentiation</b> | Involve all students in the lesson                                | -not understand simultaneous interactions<br>-use inappropriate questioning strategies<br>-lack repertoire of signals/activities to check for understanding   | -discuss meaning of active participation<br>-help student teacher create questions that elicit responses from ALL students<br>-brainstorm possible signals and ways to check for understanding<br>-model "wait time"  |
|  | Give directions which are sufficient and clear                    | -fail to break activity down to a step-by-step process<br>-fail to write directions down  | -require a step-by-step process<br>-show examples of strong directions<br>-require student teacher to demonstrate giving directions prior to teaching   |
|  | Prepare and organize adequately                                   | -underestimate complexity of teaching   | -require plans in advance<br>-take time to analyze lesson plans and provide constructive feedback   |
|  | Use a variety of instructional approaches                         | -need a variety of instructional options  | -model a variety of instructional approaches<br>-allow student teacher to visit other classrooms<br>-brainstorm possibilities<br>-provide resource books/texts for ideas<br>-suggest appropriate web-based resources  |
|  | Assess student learning regularly or effectively                  | -misunderstand the link between the lesson's objective and related assessment<br>-misunderstand the importance of assessment<br>-not be able to design appropriate assessments<br>-not design age-appropriate assessments | -model how to link objectives to assessments<br>-provide examples of objectives and assessments<br>-share district expectations for assessment  |

## APPENDIX R Weekly Check-In

Use the Weekly Check-In to monitor the student teacher's progress, provide feedback and set the stage for discussion and conversation.

**Student Teacher:**

**Cooperating Teacher:**

**Week of:**

|  |   |  |
|--|---|--|
| <b>Attendance</b><br><input type="checkbox"/> Absent 2+ days<br><input type="checkbox"/> Absent 1 day<br><input type="checkbox"/> Attended everyday  | <b>Punctuality</b><br><input type="checkbox"/> Frequently late<br><input type="checkbox"/> Generally on time<br><input type="checkbox"/> Always on time   | <b>Appearance</b><br><input type="checkbox"/> Casual, but not professional<br><input type="checkbox"/> Casual, but appropriate<br><input type="checkbox"/> Highly professional   |
| <b>Attitude</b><br><input type="checkbox"/> Pessimistic, unpleasant or unfriendly<br><input type="checkbox"/> Moody and inconsistent<br><input type="checkbox"/> Generally positive and pleasant<br><input type="checkbox"/> Pleasant, patient approachable  | <b>Flexibility</b><br><input type="checkbox"/> Inflexible; stubborn<br><input type="checkbox"/> Had difficulty with unforeseen events<br><input type="checkbox"/> Reacted in an appropriate manner<br><input type="checkbox"/> Responded in a flexible manner; adjusts  | <b>Reliability</b><br><input type="checkbox"/> Failed to complete tasks & duties<br><input type="checkbox"/> Needed to be reminded to follow-through<br><input type="checkbox"/> Responsible; worked without prompting<br><input type="checkbox"/> Started and finished on own                                     |
| <b>Planning</b><br><input type="checkbox"/> Failed to plan effectively<br><input type="checkbox"/> Planned weak lessons<br><input type="checkbox"/> Planned solid lessons<br><input type="checkbox"/> Planned well-developed, effective lessons  | <b>Standards/Objectives</b><br><input type="checkbox"/> Failed to identify correct standards/objectives<br><input type="checkbox"/> Identified some standards/objectives O.K.<br><input type="checkbox"/> Generally identified standards/objectives<br><input type="checkbox"/> Correctly identified standards/objectives | <b>Response to Students' Needs</b><br><input type="checkbox"/> Did not accommodate students' needs<br><input type="checkbox"/> Made negative comments about students<br><input type="checkbox"/> Accepted responsibility for students' needs<br><input type="checkbox"/> Consistently responded to students' needs |
| <b>Differentiated Instruction</b><br><input type="checkbox"/> Failed to accommodate students' needs<br><input type="checkbox"/> Was challenged to meet varied needs<br><input type="checkbox"/> Accommodated some student needs<br><input type="checkbox"/> Accommodated varied students' needs    | <b>Preparation</b><br><input type="checkbox"/> Was consistently un- or underprepared<br><input type="checkbox"/> Was unprepared/underprepared at times<br><input type="checkbox"/> Prepared at last minute, but pulled it off<br><input type="checkbox"/> Was consistently prepared and ready to go                       | <b>Delivery</b><br><input type="checkbox"/> Delivered bland, boring, ineffective lessons<br><input type="checkbox"/> Delivered mediocre, routine lessons<br><input type="checkbox"/> Delivered routine lessons<br><input type="checkbox"/> Delivered creative, engaging lessons                                    |
| <b>Enthusiasm</b><br><input type="checkbox"/> Taught in a bland and boring manner<br><input type="checkbox"/> Taught without enthusiasm<br><input type="checkbox"/> Taught with "quiet energy"<br><input type="checkbox"/> Taught with enthusiasm and energy                                       | <b>Variety</b><br><input type="checkbox"/> Used repetitive, redundant sources<br><input type="checkbox"/> Used uncreative sources and strategies<br><input type="checkbox"/> Used different sources and strategies<br><input type="checkbox"/> Used variety of sources/materials/strategies                               | <b>Teaching</b><br><input type="checkbox"/> Presented in haphazard or incorrect manner<br><input type="checkbox"/> Presented generally accurate manner<br><input type="checkbox"/> Presented in a fairly clear, effective manner<br><input type="checkbox"/> Presented information clearly & effectively           |
| <b>Timing</b><br><input type="checkbox"/> Wasted time; didn't gauge time well<br><input type="checkbox"/> Had some difficulty pacing lesson<br><input type="checkbox"/> Generally paced lesson<br><input type="checkbox"/> Used instructional time effectively                                     | <b>Assessment of Student Learning</b><br><input type="checkbox"/> Failed to monitor or assess learning<br><input type="checkbox"/> Assessed inconsistently or incorrectly<br><input type="checkbox"/> Monitored/assessed much of the time<br><input type="checkbox"/> Monitored/assessed routinely                        | <b>Command of Content</b><br><input type="checkbox"/> Demonstrated difficulty with content<br><input type="checkbox"/> Had some difficulty with content/skills<br><input type="checkbox"/> Generally knew content and skills<br><input type="checkbox"/> Had strong knowledge of content/skills                    |
| <b>Management</b><br><input type="checkbox"/> Failed to gain control of the classroom<br><input type="checkbox"/> Challenged by classroom management<br><input type="checkbox"/> Varied classroom management skills<br><input type="checkbox"/> Maintained classroom management                    | <b>Proactive Practice</b><br><input type="checkbox"/> Failed to develop management plans<br><input type="checkbox"/> Needed much guidance to develop a plan<br><input type="checkbox"/> Attempted to manage behavior<br><input type="checkbox"/> Foresaw problems and developed plans                                     | <b>Classroom Climate</b><br><input type="checkbox"/> Threatened or intimidated students<br><input type="checkbox"/> Made students feel threatened at times<br><input type="checkbox"/> Made generally positive comments<br><input type="checkbox"/> Maintained safe, positive classroom                            |
| <b>Organization</b><br><input type="checkbox"/> Consistently disorganized/overwhelmed<br><input type="checkbox"/> Was disorganized much of the time<br><input type="checkbox"/> Generally organized in most aspects<br><input type="checkbox"/> Consistently organized in all aspects              | <b>Communication</b><br><input type="checkbox"/> Interacted in awkward, hesitant manner<br><input type="checkbox"/> Had difficulty talking or raising questions<br><input type="checkbox"/> Interacted in a polite manner<br><input type="checkbox"/> Professional, enthused & engaging                                   | <b>Collegiality</b><br><input type="checkbox"/> Preferred to work in isolation<br><input type="checkbox"/> Reluctant to share ideas and materials<br><input type="checkbox"/> Usually participated in team efforts<br><input type="checkbox"/> Willingly shared ideas and materials                                |
| <b>Interaction with students</b><br><input type="checkbox"/> Appeared aloof or threatening<br><input type="checkbox"/> Shy, hesitant to work with students<br><input type="checkbox"/> Related easily, positively with students<br><input type="checkbox"/> Outgoing; actively sought out students | <b>Commitment/Passion</b><br><input type="checkbox"/> Seemed bored, disengaged or disrespectful<br><input type="checkbox"/> Approached teaching in a routine manner<br><input type="checkbox"/> Displayed inconsistent levels of energy/vigor<br><input type="checkbox"/> Demonstrated high levels of energy/vigor        | <b>Initiative</b><br><input type="checkbox"/> Passive; relied on teacher for advice<br><input type="checkbox"/> Needed frequent direction from teacher<br><input type="checkbox"/> Saw some needs, but needed prompts<br><input type="checkbox"/> Anticipated needs and acted on them                              |
| <b>Self-Confidence</b><br><input type="checkbox"/> Anxious, nervous, self-conscious<br><input type="checkbox"/> Arrogant<br><input type="checkbox"/> Usually confident; comfortable<br><input type="checkbox"/> Self-assured; competent  | <b>Reflective Practice</b><br><input type="checkbox"/> Reluctant to analyze teaching performance<br><input type="checkbox"/> Made some effort to review teaching skills<br><input type="checkbox"/> Sought ways to assess teaching at times<br><input type="checkbox"/> Reflected on and adjusted teaching                | <b>Response to Feedback</b><br><input type="checkbox"/> Defensive and unreceptive<br><input type="checkbox"/> Receptive, but didn't try suggestions<br><input type="checkbox"/> Receptive and tried suggestions<br><input type="checkbox"/> Eager to solicit suggestions/feedback                                  |

(Comments on reverse side)

\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Cooperating Teacher's signature

**Student Teaching – The Final Grade**

|                                |
|--------------------------------|
| Student: _____                 |
| Coll. Supv.: _____ Date: _____ |

| The student teacher who earns a(n)  | <b>A, consistently...</b>  | <b>B, generally...</b>  | <b>C+, but passes student teaching...</b>   | <b>fails student teaching...</b>   |
|---|--|---|---|--|
| <b>Final Evaluation:</b><br>(This should <i>only</i> be a general guide.) | Earned at least all “P’s” and mostly “E’s”   | Earned mainly “P’s” and some “DP’s”   | Earned mainly “DP’s”  | Earned all “DP’s” or lower   |
| <b>Professionalism &amp; Dispositions:</b>                                | Met all attendance requirements  | Met all attendance requirements   | Numerous absences with questionable excuses; Met attendance requirements eventually;                            | Failed to meet minimum requirements for attendance   |
|   | Arrived at school on time and stayed until appropriate quitting time                                     | Arrived at school at the last minute or left at earliest possible moment or was late several times; | Arrived late and/or left early on numerous occasions; Did not seem particularly committed;                      | Arrived consistently late; Often unprepared as a result of late arrivals; Was not committed; Behaviors failed to improve;        |
|   | Dressed in a highly professional manner appropriate to the school dress codes and class context          | Dressed in a casual, but generally appropriate manner;  | Dressed in a casual and sometimes inappropriate manner; Responded somewhat to suggestions for change;           | Dressed in an unprofessional manner (unkempt, revealing, violated dress code); Failed to respond to suggestions regarding dress; |
|   | Displayed a consistently pleasant, optimistic, patient & approachable demeanor                           | Displayed a generally positive and pleasant manner  | Seemed moody and unpredictable much of the time   | Was unpleasant, argumentative, unfriendly and/or pessimistic   |
|   | Responded to unforeseen circumstances in an appropriate manner and modified actions or plans accordingly | Seemed somewhat unprepared when the unexpected happened; usually managed to recover                 | Had difficulty anticipating and reacting to unforeseen events; needed assistance in coming up with alternatives | Reacted in a consistently inflexible or stubborn manner  |
|   | Consistently started and finished projects/tasks correctly and on time                                   | Was usually able to complete projects/tasks, but needed reminders and prompts                       | Had difficulty following through on promises; managed to come through at times                                  | Failed to complete tasks and duties  |
| <b>Planning &amp; Preparation:</b>  | Planned and prepared well-developed, detailed, interesting lessons                                       | Planned and prepared solid lessons with detail and some interest                                    | Planned minimally acceptable or weak lessons  | Failed to master lesson plan development   |
|   | Correctly identified and aligned lesson with GLCEs and district standards                                | Identified GLCEs and district standards, but needed reminders                                       | Had consistent difficulty aligning lessons with GLCEs or district standards                                     | Failed to align lessons with GLCEs and district standards  |
|   | Accommodated the varied needs of students through differentiated instruction                             | Accommodated some needs of students through differentiated instruction                              | Was challenged to accommodate varying needs of students   | Failed to accommodate for the range of students’ needs   |
|   | Sought and used updated information and procedures   | Used provided curriculum and materials  | Used cooperating teacher’s materials exclusively; did not seek out other options;                               | Used cooperating teacher’s materials ineffectively   |

| The student teacher who earns a(n) | <b>A, consistently...</b>  | <b>B, generally...</b>   | <b>C+, but passes student teaching...</b>   | <b>fails student teaching...</b>  |
|------------------------------------|--|--|---|---|
|                                    | Planned consistently for varied instructional strategies, response modes and assessments according to the range of student needs | Planned for varied instructional strategies, response modes and/or assessments occasionally  | Rarely planned for varied needs of students   | Did not plan for varied needs of students   |
|                                    | Was prepared and ready to go with <i>each</i> class  | Prepared at the last minute or was inconsistently prepared for classes   | Was unprepared or underprepared on a number of occasions  | Was consistently unprepared   |
| <b>Teaching:</b>                   | Delivered creative, engaging lessons   | Delivered routine lessons  | Delivered mediocre, routine lessons   | Delivered bland, boring or ineffective lessons; tried, but couldn't "deliver"   |
|                                    | Taught consistently in an enthused, energetic manner   | Taught in a generally interesting manner   | Taught in a bland, uncreative or unenthusiastic manner  | Taught in a boring, dull, lackluster manner   |
|                                    | Engaged all students in meaningful, appropriate learning activities  | Engaged most students some of the time   | Engaged some students some of the time  | Failed to engage students in learning   |
|                                    | Used a variety of sources, materials, and delivery methods and strategies  | Used routine sources, materials and delivery methods and strategies  | Used uncreative sources and strategies  | Used repetitive sources exclusively   |
|                                    | Integrated appropriate technology into a variety of lessons throughout the term  | Integrated technology occasionally in lessons  | Rarely integrated technology into lessons   | Did not integrate technology into any lessons   |
|                                    | Monitored and assessed student learning routinely  | Monitored and assessed student learning inconsistently   | Monitored and assessed student learning inconsistently or incorrectly                                     | Failed to monitor or assess student learning  |
| <b>Command of Content:</b>         | Demonstrated an excellent command of the content and/or skills needed to teach the content                                       | Demonstrated moderate command of the content and/or skills needed to teach the content   | Had some difficulty mastering content and/or skills needed to teach the content                           | Demonstrated considerable difficulty mastering the content and/or skills needed to teach the content;   |
|                                    | Delivered content in an accurate, confident and thorough manner  | Made occasional errors in delivery of information; seemed unsure of knowledge at times, but was able to continue and move forward with instruction;                  | Had consistent gaps in understanding; often delivered information incorrectly;                            | Usually incorrect or unaware of content;  |
|                                    | Anticipated students' questions and was consistently ready to explain or address said questions in an understandable manner      | Was caught unaware by students' questions at times; had difficulty explaining or answering questions; was challenged to provide explanations at the students' levels | Had consistent difficulty answering students' questions or explaining content in an understandable manner | Had exceptional difficulty answering questions and explaining content in a manner that students could understand; explanations were convoluted or incomplete; |

| The student teacher who earns a(n) | A, consistently...  | B, generally...  | C+, but passes student teaching...  | fails student teaching...  |
|------------------------------------|---|--|---|--|
| <b>Classroom Management:</b>       | Maintained classroom management   | Demonstrated varying levels of classroom management, though made gains   | Was challenged by classroom management; cooperating teacher could rarely leave room;  | Failed to gain control of the classroom  |
|                                    | Approached classroom management in a proactive manner   | Attempted to manage behavior, but needed consistent guidance from cooperating teacher(s); had some difficulty coming up with appropriate behavior plans; | Needed considerable guidance from cooperating teacher(s) to develop behavior management plans                                     | Failed to seek or develop a classroom management plan  |
|                                    | Recognized behavior concerns and developed plans to resolve issues  | Recognized behavior concerns but had difficulty developing plans to resolve issues   | Waited for cooperating teacher to point out concerns and make suggestions   | Did not recognize behavior concerns and failed to develop plans to resolve issues  |
|                                    | Maintained a consistently safe, positive classroom environment  | Maintained a generally safe and positive classroom   | Reacted in a negative manner a number of times;   | Threatened or intimidated students;  |
| <b>Organization:</b>               | Approached teaching and preparation in a highly organized manner  | Approached teaching and preparation in a somewhat organized manner   | Approached teaching in a disorganized manner; seemed overwhelmed  | Was consistently disorganized and overwhelmed  |
|                                    | Attended to details in preparation, organization and relationships  | Attended to some details, but failed to address others   | Missed details in preparation, grading and organization   | Could not manage the day-to-day details of teaching  |
|                                    | Graded and returned materials quickly, accurately and efficiently   | Graded and returned materials, but was usually delayed   | Took long periods of time to grade and return assignments; was inaccurate at times  | Graded assignments inaccurately OR failed to grade or return some assignments  |
|                                    | Maintained excellent, up-to-date records  | Maintained records in a somewhat disorganized or inconsistent manner   | Maintained inconsistent, incomplete records   | Maintained haphazard, incomplete records   |
|                                    | Learned classroom routines and schedules quickly and accurately   | Took some time to learn or seemed hesitant to implement classroom routines and schedules   | Had difficulty learning classroom routines and schedules; had little "ownership" of this information                              | Failed to learn classroom routines and/or schedules  |
|                                    | Submitted all ST plans, units, reflections and assignments in a timely manner   | Submitted several ST assignments late  | Submitted ST assignments late or inaccurately   | Submitted ST assignments late or not at all  |
| <b>Communication:</b>              | Interacted with cooperating teacher(s), college supervisor, staff, administration and parents in a highly professional manner | Interacted in a polite, but disengaged or distant manner with cooperating teacher(s), college supervisor, staff, administration and parents              | Interacted in an awkward manner with cooperating teacher(s), college supervisor, staff, administration and parents; was a "loner" | Interacted in an awkward or inappropriate manner with cooperating teacher(s), college supervisor, staff, administration and parents; was a "loner" |

| The student teacher who earns a(n)       | <b>A, consistently...</b>  | <b>B, generally...</b>  | <b>C+, but passes student teaching...</b>  | <b>fails student teaching...</b>  |
|--|--|---|--|---|
|  | Maintained ongoing communication with the cooperating teacher and college supervisor   | Maintained inconsistent communication with cooperating teacher and/or college supervisor                                  | Maintained minimal communication, often failing to respond to notes, emails or phone calls   | Had difficulty maintaining communication  |
|  | Was able to bring up concerns/questions and talk them through with the cooperating teacher and/or college supervisor                 | Was able to bring up some concerns/questions with the cooperating teacher and/or college supervisor                       | Had difficulty talking about concerns or questions with the cooperating teacher and/or college supervisor  | Failed to raise questions or concerns with cooperating teacher and/or college supervisor  |
|  | Used professional, accurate language in daily oral and written communication with students, staff, parents and administration        | Used generally professional and accurate oral and/or written communication skills; made some errors in grammar or writing | Made frequent errors when speaking or writing, but made progress in recognizing and correcting errors;   | Made consistent errors in speaking and writing; made few, if any, efforts to self-correct;  |
|  | Communicated and responded in a consistently diplomatic, respectful and tactful manner   | Generally communicated and responded in a respectful manner   | Communicated in a somewhat insensitive or thoughtless manner at times; responded in a defensive manner at times;                                       | Communicated in an insensitive and thoughtless manner frequently; responded in a consistently defensive manner;                   |
| <b>Relationships &amp; Interactions:</b> |  |   |  |   |
|  | Developed positive, respectful, professional relationships with cooperating teacher(s), college supervisor and other staff; outgoing | Developed professional relationships with cooperating teacher(s), college supervisor and other staff                      | Had some difficulty "connecting" with the cooperating teacher(s), college supervisor and other staff; seemed distant or curt at times; shy or hesitant | Failed to "connect" with the cooperating teacher(s), college supervisor and other staff; was rude, disrespectful or inappropriate |
|  | Developed positive, appropriate relationships with majority of students  | Developed relationships with some students  | Developed sporadic relationships with students; hesitant to work with students   | Failed to develop relationships with most students; antagonistic or aloof   |
|  | "Clicked" with students; obviously at ease with students   | Interacted with students  | Interacted with students, but seemed disconnected and distant  | Failed to "connect" at all with majority of students  |
|  | Learned students' names and unique information about students quickly and accurately   | Took time to learn students' names as well as some unique information about various students                              | Had difficulty learning names; had limited interest in getting to know students;   | Failed to learn names and information about students; took little interest in doing so  |
| <b>Commitment &amp; Passion:</b>         |  |   |  |   |
|  | Displayed high levels of energy, enthusiasm and vigor  | Displayed inconsistent levels of energy and enthusiasm; had some difficulty sustaining efforts                            | Approached teaching in a routine or apathetic manner   | Approached teaching in a bored, disengaged or disrespectful manner  |
|  | Was self-assured, poised and competent   | Was generally comfortable, though expressed doubt at times  | Expressed considerable doubt about efforts   | Was consistently anxious, apprehensive, nervous, self-conscious and/or insecure   |

| The student teacher who earns a(n) | A, consistently...   | B, generally...  | C+, but passes student teaching...  | fails student teaching...   |
|------------------------------------|--|--|---|---|
|                                    | Anticipated needs, actions and preparation without being told  | Saw some needs, but needed reminders or prompts  | Needed direction from cooperating teacher consistently to anticipate next steps   | Relied exclusively on cooperating teacher(s) for direction;   |
|                                    | Was eager to take on responsibilities and reluctant to give them up  | Took control as urged by cooperating teacher(s) or college supervisor  | Relied heavily on cooperating teacher(s) or college supervisor for direction; cooperating teacher was rarely able to leave room           | Was unable to assume control of class for required amount of time; Cooperating teacher was rarely able to leave room; |
|                                    | Behaved in an ethical and committed manner   | Behaved in an ethical manner   | Had some difficulty committing to the experience  | Behaved in an unethical or uncommitted manner   |
|                                    | Volunteered; took initiative; Went "above and beyond"  | Met requirements, but relied on cooperating teacher to determine next steps  | Did the "bare minimum"; Rarely took the initiative;   | Failed to meet minimal requirements; Rarely, if ever, took initiative; passive  |
|                                    | Demonstrated a <i>love</i> and <i>passion</i> for teaching   | Seemed to like the ST experience, but didn't demonstrate a consistent "heart" or passion for teaching; seemed somewhat disengaged; | Went "through the motions" but did not seem to particularly like or enjoy teaching; other activities seemed more important than teaching; | Did not seem to enjoy teaching; did not seem to <u>want</u> to teach;   |
| <b>Reflective Practice:</b>        | Identified problems and sought solutions; Could "think on one's feet"; was able to alter teaching "in the moment"        | Had some challenges identifying and acting on problems; seemed flustered when things didn't go as planned                          | Had consistent difficulty identifying and acting on problems; had difficulty coming up with quick and appropriate solutions               | Could not identify or correct problems  |
|                                    | Reflected on teaching and adjusted as needed   | Completed reflections in a minimal or late manner  | Demonstrated minimal reflective activity  | Failed to reflect on teaching or ST experience  |
|                                    | Analyzed student learning and consistently adjusted teaching as appropriate  | Conducted some analysis of student learning, but needed help to evaluate and act on the results                                    | Rarely analyzed student learning; had difficulty interpreting the results   | Failed to analyze student learning or use the results to improve teaching   |
|                                    | Demonstrated a consistently "coachable" or "teachable" demeanor; Sought advice and feedback and acted on it consistently | Listened to feedback, but was not necessarily receptive to it; did not necessarily seek it out or act on it consistently           | Listened to feedback, but rarely sought it out or acted on it; resisted feedback  | Resisted feedback OR failed to act on it OR was not able to act on it   |

| The student teacher who earns a(n) | A, consistently... | B, generally... | C+, but passes student teaching... | fails student teaching... |
|------------------------------------|--------------------|-----------------|------------------------------------|---------------------------|
| <b>Comments/Considerations:</b>    |                    |                 |                                    |                           |
| <b>Final Grade:</b>                |                    |                 |                                    |                           |

Revised July 9, 2008

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