COOPERATING TEACHERS

Qualifications
Arrangements for the placement of teacher candidates are made with the administration of the school district or the individual designated by the school district. The university asks the district to consider the following teachers as cooperating teachers.

1. The Cooperating Teacher must hold a bachelor’s degree and licensure endorsement in the area that the teacher candidate is seeking endorsement. In addition, the District Coordinator and the Building Principal must agree that this teacher is capable of assuming the responsibilities of a Cooperating Teacher. The Cooperating Teacher must be a strong mentor for adults.

2. The Cooperating Teacher should have demonstrated highly effective skills as a teacher and should have had at least three years’ experience, at least one semester of which has been in the host district.

3. Continued professional growth on the part of the Cooperating Teacher should be evident. This may include advanced study, travel, and/or other professional duties.

The university recognizes that the first responsibility of the Cooperating Teacher is to the students in their classroom and will not knowingly assign a teacher candidate to any Cooperating Teacher who has not expressed a willingness to provide this service.

Stipend
For each full-time (16 weeks) teacher candidate, a stipend is paid to the cooperating district by the university. Payments will be paid proportionally for placements that are less than 16 weeks. Some cooperating schools have formulated a policy concerning the distribution of this payment. Each Cooperating/Mentor Teacher should inquire of the Building Principal to determine the policy for that school.

A stipend of $153.50 per semester (16 weeks) is paid to the Cooperating/Mentor Teacher for each full-time teacher candidate. When a teacher candidate has more than one Cooperating/Mentor Teacher, this stipend is divided among each Cooperating/Mentor Teacher. PDS mentor teachers are paid an additional supplement for more intensive and expanded supervision requiring the preparation of PDS forms and reports.

Responsibilities of a Cooperating Teacher

Complete the following checklist to prepare for your teacher candidate to arrive:

CHECKLIST FOR PREPARATION FOR A COOPERATING TEACHER

Before the Teacher candidate arrives, I:

_____ have prepared my students for his/her arrival,

_____ have learned about the background of the teacher candidate,

_____ have read the university student teaching materials and understand the role of the Cooperating Teacher,

_____ have become aware of the legal status of teacher candidates in Kansas,

_____ have become familiar with the policy of my school and district concerning the responsibilities of teacher candidates,
_____ have had pre-teaching contact with the teacher candidate,

_____ have secured copies of materials that can be used in orienting the teacher candidate, e.g., school handbook, a daily schedule, seating charts, emergency procedures

_____ have made provision for the teacher candidate to have a desk or table of his or her own to use,

_____ have secured copies of teachers' editions of class textbooks and curriculum guides for the teacher candidate, and

_____ have tentatively planned a balanced sequence of learning experiences, including the teaching of a Teacher Work Sample/Kansas Performance Teaching Portfolio unit, for the teacher candidate for the total student teacher experience.

Understanding the Conceptual Framework of The Teachers College

The Conceptual Framework (see pages 23-25) sets the expectations for our candidates very high. In fact, the faculty of the Teachers College at Emporia State University designates a graduate of any of the school personnel preparation programs as Professional Educator, possessing the experience, content and pedagogical knowledge, commitment to student learning, self-reflection, and an appreciation for the importance of the professional community commensurate with the designation.

The Conceptual Framework is built on a knowledge base about teaching and learning based on *A Good Teacher in Every Classroom: Preparing the Highly Qualified Teachers Our Children Deserve* edited by Linda Darling-Hammond and Joan Baratz-Snowden (2005), and *Preparing Teachers for a Changing World: What Teachers Should Learn and be Able to Do* edited by Linda Darling-Hammond and John Bransford (2005), both sponsored by The National Academy of Education. In addition to professional consensus, contributors to these documents used four kinds of research evidence to support recommendations for preparing teachers: basic research on how people learn within social contexts; the influences of different conditions, including specific teaching strategies, on what and how people learn; what kind of teacher learning opportunities are associated with teaching practices, that in turn, influence student learning; and how teachers learn. Contributors utilized John Dewey’s notion outlined in *The Child and the Curriculum* (1902) that the needs of the child and the demands of the curriculum are mediated by teachers to create a model that helps to organize vast amounts of information relevant to effective teaching and learning.

Emporia State University’s faculty, including professional education and content area faculty, support a program designed to transform candidates into Professional Educators. To help all students learn, Professional Educators must have a command of content, critical ideas and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies (Gardner and Shulman, 2005; Shulman, 1998) emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional Educator; providing service to society, applying interdisciplinary, scholarly knowledge; engaging in practical action, responding to uncertainty and change; participating in self-reflection; and belonging to a professional community. These six proficiencies model what our candidates aspire to become – Professional Educators.

Each teacher education program reflects systematically designed and explicitly stated outcomes and competencies, supported by a specific knowledge base. Professional preparation programs are more than a collection of courses and experiences that candidates complete to receive a recommendation for initial licensure. These preparation programs produce graduates who are Professional Educators.
The partnerships between the Cooperating/Mentor Teacher and the faculty are crucial to the final transformation of our candidates into Professional Educators. The modeling, guidance, and instruction of candidates by Cooperating/Mentor Teachers in their classroom with their students is a precious opportunity for our candidates to observe effective practitioners creatively plan and deliver instruction and then to practice themselves, while developing a deeper appreciation for both the role of the teacher in society and the value of a professional community in improving teaching and learning.

**Weekly Conferencing**
The Cooperating/Mentor Teacher should conduct *at least one planned conference each week* with the teacher candidate to discuss progress. A weekly conference form in addition to a weekly lesson plan evaluation form have been included for use in these weekly conferences (see Appendix B). A suggested list of topics for these conferences might include:

1. Orientation regarding school policies, regulations and other information of value to the candidate (See Appendix A).
2. Preparation of unit as related to the Teacher Work Sample/Kansas Performance Teaching Portfolio/Kansas Performance Teaching Portfolio and daily lesson plans.
3. Classroom policies and procedures.
4. Preparation of the physical environment of the classroom.
5. Teaching strategies.
6. Grading systems.
7. Teacher-made and standardized tests.
8. Classroom control.
9. Understanding students (individual differences)
10. Homework vs. supervised study.
11. Teacher-student relations.
12. Progress during the semester.
13. Professionalism.
14. Community resources.
15. Teacher-teacher relations and teacher-administrator relations.
17. Use and availability of building teaching materials.

To prepare for conferences, the Cooperating/Mentor Teacher might make notes of things done well and things needing more attention or training on the weekly conference and lesson plan evaluation forms (see Appendix B).

Complete the following Checklist during the first week:

**CHECKLIST FOR THE FIRST FEW DAYS OF INTERNSHIP/STUDENT TEACHING**

During the initial period of internship/student teaching, I have:

_____ been aware of the special needs of the teacher candidate as he/she adjusts to a different environment,

_____ introduced the teacher candidate to the class(es) in such a way that she/he is given status,

_____ shown an attitude that indicated that the teacher candidate is welcome as a partner in the classroom,

_____ made a conscious effort to introduce the teacher candidate to other faculty members and administrative staff,
_____ familiarized the teacher candidate with the routine and management techniques in my classroom,
_____ acquainted the teacher candidate with work currently under way in the class,
_____ involved the teacher candidate in classroom participation,
_____ provided the teacher candidate with a textbook and a place to work,
_____ provided the teacher candidate with a copy of class schedules and a school handbook,
_____ oriented the teacher candidate to the school building,
_____ discussed pertinent school policies and regulations with the teacher candidate,
_____ assisted the teacher candidate in learning the names of pupils,
_____ included the teacher candidate in discussions and planning with pupils,
_____ reached an agreement concerning the responsibility and authority each will have,
_____ planned for the teacher candidate's gradual assumption of teaching responsibilities,
_____ assisted the teacher candidate in becoming familiar with different available instructional materials,
_____ oriented the teacher candidate to the community, and
_____ assisted the teacher candidate in acquiring background information on the pupils with whom he/she will be working.

From:  Supervising Student Teachers the Professional Way by Marvin Henry and Wayne Beasley

Procedure recommended by: Kala Musick, Dorothy Moody Elementary School, Overland Park

Teacher Work Sample/Kansas Performance Teaching Portfolio

Assessment and Documentation
Assessment and documentation of the teacher candidate’s progress should be a continuous process. Evaluation of student teaching is based on The Teachers College Conceptual Framework. The teacher candidates entitled to be given progress reports at regular intervals from the Cooperating/Mentor Teacher. Informal assessments may be conducted daily via writing comments on the candidate’s lesson plans and having mini-conferences after a teaching experience. Informal, formative assessments include The Weekly Conference Form is located in Appendix B; The Weekly Lesson Evaluation form is located in Appendix B; and Follow-Up for Weekly Conference Summaries is located in Appendix B. See the section below on the expected Secondary Education Teacher Formative and Summative Evaluation Timeline. The purpose of these forms is to open dialog between the cooperating teacher and teacher candidate, as well as identify strengths and areas for improvement on a weekly basis for the teacher candidate. Completion of these forms should occur in conference with the teacher candidate. Cooperating teachers are encouraged to keep notes on the Weekly Conference Form throughout the week to simplify completion of the form. Students are expected to submit these forms to each of their University Supervisors, as well as the school principal at the end of each week of student teaching.
Cooperating teachers will complete the formal, summative evaluations (Appendix B) at the midpoint and during the final week of the student teaching placement. Cooperating teachers are responsible for submitting these evaluations; however, it is expected that the cooperating teacher will share the evaluation with the teacher candidate. The candidate should be given a hard copy of any assessment – whether formal or informal. Cooperating/Mentor Teachers are expected to complete formal evaluations online via the Internet, which may be accessed at: https://indri.emporia.edu/StudentTeacherAssessment/. In place of a signature, email Field Placement at fieldplacement@emporia.edu that the assessment has been completed.

Cooperating teachers may also choose to use the formal, summative evaluation form to conduct informal evaluations as needed. For example, a teacher candidate might be evaluated prior to midterm and thereby become more familiar with the process. Informal assessment may also be conducted effectively by conferencing after each teaching experience of the teacher candidate. If a teacher candidate is having problems or is apprehensive about being evaluated, consider using a formal evaluation more frequently. The student should always be given a hard copy of any assessment of his/her work. This will ensure that the student understands the progress he/she is making in the cooperating teacher’s classroom.

For double placements, the Cooperating/Mentor Teacher completes the formal evaluation midway, during week four or week 12, marking “midterm”, and a final evaluation during the last week marked as “final grade”. When teacher candidates have more than one Cooperating/Mentor Teacher, each teacher is expected to complete a separate evaluation. Collaboration on the evaluation is not appropriate and does not meet accreditation guidelines.

A few teacher candidates have four-week placements. Therefore, a midterm evaluation should be done at the end of the second week and a final evaluation at the end of the fourth week. If the fourth week placement begins in the fifth week of the semester, the midterm evaluation should be done at the end of the sixth week and the final at the end of the eighth week. If the four-week placement begins in the ninth or thirteenth week, the midterm evaluation should be conducted at the end of the tenth week and fourteenth week and final evaluations should be conducted at the end of the twelfth week and the sixteenth week respectively.

The Director of the Office of Field Placement and Licensure records the final grades based on recommendations from the University Supervisor(s), the Academic Supervisor, and the Cooperating/Mentor Teacher(s). Only one grade will be given for student teaching, with the exception of ED/EE 431. Cooperating/Mentor Teachers are encouraged not to inflate grades. Make sure that assigned grades are consistent with the scales on the evaluation form. Note that a different scale is used by Cooperating/Mentor Teachers to assign midterm and final grades. Also specific comments or suggestions are expected for “Target” and “Needs Improvement” indicators that are assigned.

Teacher Work Sample/Kansas Performance Teaching Portfolio
### Secondary Education Teacher candidate Formative & Summative Evaluation Timeline

<table>
<thead>
<tr>
<th>Form</th>
<th>Type of Evaluation</th>
<th>When Completed</th>
<th>Completed By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Visit</td>
<td>Formative</td>
<td>Within first two weeks from start date of ESU classes</td>
<td>University Education Supervisor in consultation with student teacher</td>
</tr>
<tr>
<td>Weekly Conference Form</td>
<td>Formative</td>
<td>Weekly</td>
<td>Cooperating teacher in conference with student teacher</td>
</tr>
<tr>
<td>Cooperating Teacher’s Weekly Evaluation of Lessons</td>
<td>Formative</td>
<td>Weekly or more if needed</td>
<td>Cooperating teacher followed by conference with student teacher</td>
</tr>
<tr>
<td>Follow-Up Summary Evaluation of Weekly Conferences</td>
<td>Formative (based on previous 4 weeks progress; use weekly conference &amp; lesson evals to guide)</td>
<td>Fall Semester: September (at end of 4 weeks) &amp; November (4 weeks after mid-term evaluation) Spring Semester: February (at end of 4 weeks) &amp; April (4 weeks after mid-term evaluation)</td>
<td>Cooperating teacher in conference with student teacher (for 8 week split placements these will coincide with midterm evaluations)</td>
</tr>
<tr>
<td>Cooperating Teacher’s Assessment of Teacher candidate</td>
<td>Summative (use previous formative evaluations as a guide; should not be based on single lesson)</td>
<td>Midterm (end of 1st 8 weeks)* Final (end of semester)* *see below schedule for split placements</td>
<td>Cooperating teacher (should include follow-up conference with student teacher)</td>
</tr>
<tr>
<td>University Education Supervisor Assessment of Student Teacher</td>
<td>Summative</td>
<td>At least two times during the semester (one to occur between weeks 5-7 but prior to CT mid-term evaluation; second to occur between weeks 10-14 but after mid-term evaluation; other visits scheduled as needed)</td>
<td>University Education Supervisor (should include follow-up conference with student teacher)</td>
</tr>
<tr>
<td>University Academic Content Area Supervisor Assessment of Student Teacher</td>
<td>Summative</td>
<td>At least two times during the semester (one visit should occur prior to midterm; second visit should occur after midterm with at least 4 weeks between visits; other visits scheduled as needed)</td>
<td>University Academic Content Area Supervisor (should include follow-up with student teacher)</td>
</tr>
</tbody>
</table>
### Schedule for Formal, Summative Evaluation Based on Placement

<table>
<thead>
<tr>
<th>Placement Length</th>
<th>Evaluation Schedule</th>
<th>Links to Evaluations/Date of Submission</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>16 Week Placements</strong></td>
<td>midterm @ 8 weeks final @ 16 weeks</td>
<td>Complete the Assessment of your teacher candidate any time you wish, marking this as <strong>Routine</strong> on the form through <a href="https://indri.emporia.edu/StudentTeacherAssessment/">https://indri.emporia.edu/StudentTeacherAssessment/</a> Submit online after discussing with your student teacher. (See page 34 of Student Teacher Manual)</td>
</tr>
<tr>
<td><strong>8 Week Placements</strong></td>
<td>1st 8-weeks placements - midterm @ 4 weeks - final @ 8 weeks 2nd 8-week placements - midterm @ 12 weeks - final @ 16 weeks</td>
<td>Complete <strong>midterm assessment</strong> of teacher candidate with midterm marked on form, through <a href="https://indri.emporia.edu/StudentTeacherAssessment/">https://indri.emporia.edu/StudentTeacherAssessment/</a> Submit online (before October 12, 2016 for 16 week assignments or before September 14, 2016/November 11, 2016 for 8 week assignments) after discussing with your student teacher. (See page 45 of Student Teacher Manual)</td>
</tr>
<tr>
<td><strong>4 Week Placements</strong></td>
<td>1st 4-week placements - midterm @ 2 weeks - final @ 4 weeks 2nd 4-week placements - midterm @ 6 weeks - final @ 8 weeks 3rd 4-week placements - midterm @ 10 weeks - final @ 12 weeks 4th 4-week placements - midterm @ 14 weeks - final @ 16 weeks</td>
<td>Complete <strong>final assessment</strong> of teacher candidate with final marked on form, through <a href="https://indri.emporia.edu/StudentTeacherAssessment/">https://indri.emporia.edu/StudentTeacherAssessment/</a> Submit online (before December 7, 2016 for 16 week assignments or before October 12, 2016/December 7, 2016 for 8 week assignments) after discussing with your student teacher. (See page 45 of Student Teacher Manual)</td>
</tr>
</tbody>
</table>

Complete midterm assessment of student teacher with midterm marked on form, through [https://indri.emporia.edu/StudentTeacherAssessment/](https://indri.emporia.edu/StudentTeacherAssessment/) Submit online (before October 12, 2016 for 16 week assignments or before September 14, 2016/November 11, 2016 for 8 week assignments) after discussing with your student teacher. (See page 45 of Student Teacher Manual)

Complete final assessment of student teacher with final marked on form, through [https://indri.emporia.edu/StudentTeacherAssessment/](https://indri.emporia.edu/StudentTeacherAssessment/) Submit online (before December 7, 2016 for 16 week assignments or before October 12, 2016/December 7, 2016 for 8 week assignments) after discussing with your student teacher. (See page 45 of Student Teacher Manual)
Teaching is hard work. Good, experienced teachers always make careful preparations. There is no one thing which a student teacher can do that will contribute more to student teaching success than planning in detail what he/she plans to do. The degree of accomplishment and the sense of enjoyment realized from the classroom will depend, in great measure, on the thoroughness with which the teacher candidate has prepared and taken care to integrate the plans with the general instructional program for the assigned students. In addition, the more the student puts into the student teaching experiences, the greater is the likelihood that the first year of teaching will be successful.

Determining the experiences of a teacher candidate requires careful planning. It is somewhat difficult for the university to suggest any set pattern because of the differences found in any group of teacher candidates as well as those found among Cooperating/Mentor Teachers and classrooms of students. In addition, it is doubtful that any set pattern would fit the various subject areas adequately. However, the Cooperating/Mentor Teacher is expected to discuss the Teacher Work Sample/Kansas Performance Teaching Portfolio (TWS/KPTP)/Kansas Performance Teaching Portfolio (KPTP) requirement with the teacher candidate and to formulate a plan, which will help the candidate get the most from the assignment. At the discretion of the Cooperating/Mentor Teacher and the Education Supervisor, the teacher candidate will take over increasing responsibilities of the class. The teaching load should be increased gradually, depending on the capabilities of the teacher candidate. **Candidates should be full-time teaching by the middle of the semester or the 8 week placement. If not, this is an indication that progress is unsatisfactory.** However, during the spring semester, full-time teaching may be delayed by the intensive testing schedule.

Should progress be unsatisfactory, please contact the university supervisory team (education supervisor, academic supervisor, and/or Director of Field Placement) right away. The goal is to redirect unsatisfactory progress into a successful direction or take action to prevent further issues occurring.

**The Importance of Lesson Planning**

The importance of lesson planning cannot be overstressed, particularly when teacher candidates frequently observe their Cooperating/Mentor Teacher spending comparatively little time in planning for teaching. However, it must be remembered that the Cooperating/Mentor Teacher has years of experience, and the teacher candidate will be expected to prepare and retain detailed lesson plans for the University Supervisor(s) to review when visiting. After each lesson is taught, the candidates should assess the lesson by writing reflective comments on the lesson plan.

The teacher candidate should be mindful of the purpose of a lesson presented to the class. Does the lesson fit the general teaching program? What are the motivating techniques? Is the lesson related to the needs of the pupils? What learning materials are used? Is there planning for situations which may occur during the presentation of the lesson? How has student learning been affected?

Teacher candidates will be required to write both weekly and daily lesson plans in accordance with the principles discussed in education courses. The Cooperating/Mentor Teacher and the candidate will agree on a topic of work to be taught and developed and the suggested time necessary to teach it relevant to the Teacher Work Sample/Kansas Performance Teaching Portfolio. Although the Cooperating/Mentor Teacher must be involved in TWS/KPTP/KPTP planning, the TWS/KPTP/KPTP is clearly the responsibility of the teacher candidate. **Detailed lesson plans are required even if the Cooperating/Mentor Teacher does not prepare detailed plans.** These plans should be organized, dated, and available at the student teaching site at all times. When the University Supervisor (Education and/or Academic Advisor) arrives for an assessment visit, the candidate should provide the supervisor a copy of the lesson plan being taught before the teaching presentation begins.

Detailed lesson plans are required by the University Supervisor(s) for assessment visits and should be ready at the time of scheduled visits. In addition, the teacher candidate is expected to have lesson plans available for unscheduled visits that may occur if the candidate is having problems. Many supervisors are “generalists,” which means they visit teacher
candidates in several subject areas. The detailed plan will assist the supervisor in providing appropriate feedback and evaluation of the lesson. All teaching should be documented with lesson plans that are dated, reflected upon, and available in a notebook or folder for the supervisor to review.

Plans should be made in duplicate so that the Cooperating/Mentor Teacher may have a copy. Cooperating Teachers should require that lesson plans be submitted well in advance of teaching and evaluate the plans before allowing the teacher candidate to begin teaching it. In addition, the candidate needs adequate time to modify plans. The Cooperating/Mentor Teacher and University Supervisor(s) should provide input regarding the type of planning expected at various stages during the student teaching semester.

Lesson plans are the teacher candidate’s own working guides. The Cooperating/Mentor Teacher reviews them and makes judgments regarding the clear thinking they display and their value to the students in the assigned classroom. It is difficult to suggest plans which would serve all students in all subject areas and which would provide satisfactory to all Cooperating/Mentor Teachers. However, sample lesson plans are included (See Appendix C or Appendix H of ST Manual). Some academic departments have lesson plan templates they require their teacher candidates to use during the student teaching semester. If a Cooperating/Mentor Teacher has a specific lesson plan template they prefer, discussion should take place between the teacher candidate, Cooperating/Mentor teacher and University Supervisor(s) to determine which template(s) the teacher candidate will be required to complete during the placement.

Facilitating Good Classroom Management

Classroom control is often a major problem for teacher candidates. Candidates often experience success with their teaching as long as the Cooperating/Mentor Teacher remains in the room and in charge of the discipline. Unless the teacher candidate can control a class and keep order, he/she cannot satisfactorily show evidence of effective teaching. See pages 20 & 30 (Student Teaching Manual, hereafter referred to as ST Manual) for information that might be helpful to a candidate relevant to discipline and classroom management.

Planning the Schedule for the Assumption of Duties in Student Teaching

At first, the teacher candidate should be given minor responsibilities, possibly for short periods. The first few days will probably be spent in orientation, observation, and getting acquainted. As time passes, the candidate should be given more and more responsibility, stressing to the candidate that the Cooperating/Mentor Teacher is always available to assist. As the candidate grows in skill and confidence, the Cooperating/Mentor Teacher may relinquish more of the professional teaching duties. This will be determined by the Cooperating/Mentor Teacher’s assessment of the candidate’s capabilities. A guide for assumption of duties is found on pages 25-28 (ST Manual). Any modification to this schedule should be mutually agreed upon by the teacher candidate, the Education Supervisor and the Cooperating/Mentor Teacher.

ASSUMPTION OF DUTIES

At first, the teacher candidate should be given minor responsibilities, possibly for short periods. The first few days will probably be spent in orientation, observation, and getting acquainted. As time passes, the student should be given more and more responsibility, stressing to the teacher candidate that the cooperating teacher is always available to assist the teacher candidate. As the teacher candidate grows in skill and confidence, the cooperating teacher may relinquish more of the professional teaching duties. This will be determined by the cooperating teacher’s assessment of the teacher candidate’s capabilities. In addition to the Schedule for Assumption of Duties Week-by-Week for the Teacher candidate on Appendix P (ST Manual), the following information can be used as a guide. Any modification to this schedule should be mutually agreed upon by the teacher candidate, the Education Supervisor and the
Cooperating/Mentor Teacher.

**Week One**
Make sure the teacher candidate is informed of the general policies of the school.

Provide the student with a schedule of the general curriculum and extra-class activities and a schedule of the classes in which the student will teach and observe.

Make sure the teacher candidate is properly introduced to students. Cooperating teachers often find that requiring the teacher candidate to write the first lesson as an introduction activity for students to get to know the teacher candidate is a successful experience for everyone.

Provide the teacher candidate a work and study space. Make sure the teacher candidate has access to reference and instructional materials for classroom use. It is advisable for the cooperating teacher to allow the teacher candidate to observe for a period before teaching is required. Observing teaching procedures is one of the most crucial of the student-teaching experiences. The purpose of this observation period is to allow the teacher candidate an opportunity to become familiar with classroom objectives, procedures, and students. Teacher candidates should be especially alert to techniques of motivation, extent of teacher candidate planning, provisions for individual differences, effectiveness of various teaching techniques, how discipline problems are handled, how the teacher evaluates students, and how the teacher attempts to encourage student self-direction. These observations should be documented in the teacher candidate’s required journal including reflections related to the experience.

This early observation permits the student to gain a better understanding of the students. Students can observe not just in the classroom but also during free time, in large groups and small groups, from different ages, different abilities, and different backgrounds. If permitted, teacher candidates can study cumulative reports on students such as anecdotal reports by teachers, test results, interest inventories, autobiographies, sociograms, case studies, creative activities, and other forms of authentic assessment.

The cooperating teacher may find it advantageous to ease the teacher candidate into the teaching situation by encouraging the teacher candidate to keep routine records, perform routine duties, grade papers, or explain some five to ten-minute aspect of a familiar subject matter unit.

While observing the pupils and the teacher in and out of the classroom, teacher candidates should make simple, brief notes that can be used in developing questions to be asked and discussed during subsequent conferences with the cooperating teacher. These notes and questions should also be included in the journal. The supervisor may ask to see this professional journal when observing. The journal may be continued throughout the semester at the request of a student, supervisor, or cooperating teacher.

**Week Two**
**Single Placements** – Teacher candidate assumes full or partial responsibility for one class. The cooperating teacher is always present.

**Double Placements** – Teacher candidates need to take on increasing responsibility in the classroom. The cooperating teacher is always present.

**Weeks Three through Seven**
**Single Placements** – The teacher candidate should be ready to accept additional teaching responsibilities with responsibility for at least half of the total teaching responsibilities or even more if the teacher candidate is functioning at a satisfactory level or above. The cooperating teacher is always present.
Double Placements – Students should take responsibility for several class periods leading up to several weeks, ideally three weeks, of total teaching responsibilities. The cooperating teacher is in and out of the room as needed. The midterm evaluation should be completed and submitted online during Week Four to Field Placement at the university.

Week Eight

Single Placements – The teacher candidate continues to accept additional teaching responsibilities. The cooperating teacher is usually present.

Double Placements – The cooperating teachers should retake some of the teaching load to allow for a smoother transition when the teacher candidate has gone. The teacher candidate would benefit from observations in other classes at this time.

Students return to campus on the Friday of Week Eight. Prior to the midterm meeting, the cooperating teacher should have submitted a midterm evaluation for 16-week teacher candidates. For teacher candidates in 8-week placements, the cooperating teacher should have submitted both a midterm and a final evaluation.

Weeks Nine through Eleven

Single Placements – The teacher and teacher candidate should share the teaching responsibilities with the teacher candidate having responsibility for a minimum of 75% of the total teaching responsibility. If appropriate, the teacher candidate may assume full responsibility. The cooperating teacher continues to supervise and model for the teacher candidate. The cooperating teacher is usually present.

Double Placements – The teacher candidate begins in the new assignment with Week One: grading papers, observing, and assisting in lesson planning. Progress to responsibility for one or more classes as soon as the cooperating teacher and supervisor believe the student is prepared to do so. The cooperating teacher is always present.

Weeks Twelve through Fourteen

Single Placements – This should be a period where the teacher candidate moves to total responsibility. This responsibility should be for a period of approximately three weeks. The cooperating teacher is in and out of the room as needed.

Double Placements – Progress to increased responsibility as soon as the teacher candidate is prepared to do so. The cooperating teacher is in and out of the room as needed. The midterm evaluation should be completed and submitted online during Week Twelve to Field Placement at the university.

Weeks Fourteen through Fifteen

Single Placements – The cooperating teacher should retake some of the teaching load if several weeks of total teaching responsibility have been completed. The cooperating teacher is present.

Double Placements – This should be a period where the teacher candidate has total responsibility for several weeks. The cooperating teacher is in and out of the room as needed.

Week Sixteen

The cooperating teacher continues to retake some of the teaching load to allow for a smoother transition when the teacher candidate has gone. Teacher candidates benefit from observations in other classes at this time. The cooperating teacher is present. The final evaluation should be completed and submitted online during Week Sixteen to Field Placement at the university.

Note: Teacher candidates should not be left alone for more than a few hours at a time. Cooperating teachers should drop in and out of the room periodically even when the teacher candidate has full control and should be readily accessible to the classroom.
Working With the University Supervisor(s) and ESU
An Education Supervisor will be assigned to the teacher candidate and will be the liaison with the university (For PDS interns, this supervisor may or may not be the Site Coordinator). This supervisor may conduct an initial visit in each placement by phone and a total of two or three evaluation visits. (The initial visit may also be conducted on site.) Additional visits by phone may be made if appropriate. If the candidate is student teaching in a secondary or middle school placement or seeking dual certification (e.g. Pre-K-12 Art, Music, Foreign Languages or Physical Education or a second teaching field), an Academic Supervisor will also be assigned. The Academic Supervisor will make at least one visit during the period of the semester that the teacher candidate is teaching in the relevant content area.

The University Supervisor(s) will assist the Cooperating/Mentor Teacher in any way possible if there are questions about the requirements for the program or if the teacher candidate is having difficulty. Please call immediately if there are any concerns or problems. It is always better to call rather than wait when the concern or problem grows to a more serious issue. The Director of Field Placement and Licensure (director of student teaching) @ 620-341-5447 is also available to confer with concerned Cooperating/Mentor Teachers and/or Principals.

The Role of the Cooperating/Mentor Teacher in Resolving Teacher Candidate Problems

See the Procedures for Due Process for Early Termination of an Off-Campus Teacher Education Assignment in Appendix K in ST Manual. This policy outlines specific steps that should be taken as concerns begin to arise with candidates. The first two steps are outline below.

**Step 1:** Most problems will be resolved by simply keeping lines of communication open between the Cooperating/Mentor Teacher and the teacher candidate. Candidates should be in daily contact with Cooperating/Mentor Teachers, asking for and accepting feedback regarding each day’s progress and regarding their work. Candidates will submit weekly evaluations. Supervisors should review these on a weekly basis to address any concerns with the teacher candidate.

The cooperating/mentor teacher shall communicate any identified deficiencies or problems directly with the candidate, as well as with the education and/or academic supervisors. Within a week of identified deficiencies or problems, the mentor teacher shall meet with the candidate to discuss the deficiencies or problems in an attempt to resolve them. The cooperating/mentor teacher must document the meeting and the date of occurrence and the candidate must sign. If this meeting does not occur, it is the responsibility of the candidate to contact her/his education supervisor to determine a plan of action.

Problems that move beyond Step 1 have the potential for developing into something more serious. If necessary, the Cooperating/Mentor Teacher has been keeping a log of feedback given with how the teacher candidate has incorporated this into their teaching at this point. If the cooperating/mentor teacher does not see the situation improving after 1 week, the cooperating/mentor teacher should contact the University Supervisor immediately. The University Supervisor should alert the Director of the Office of Field Placement and Licensure at ESU @ 620-341-5447 as soon as any problems with a teacher candidate are brought to the Supervisor(s) attention.

**Step 2:** For deficiencies or problems that continue, the candidate’s supervision team of the mentor teacher, education and/or academic supervisors, and the candidate shall jointly detail in writing the candidate’s deficiencies or problems, identify specific ways to remedy them, and specify a timeframe for improvement. All parties will sign this contract. Included in the contract will be a section stating that not meeting the expectations specified could result in early termination of his/her teaching assignment, removal from the teacher education program and/or an unsatisfactory grade. NOTE: Should the candidate be placed in split placements or have more than one mentor teacher, the document prepared in Step 2 will be shared with all mentor teachers and academic supervisors. The candidate will continue to be
monitored for problems and deficiencies into subsequent placements, NOT restarting at Step 1 at this process. Communication should occur with the Director of OFPL as contract is created.

Step 3: If the problems continue, the Director of OFPL will become directly involved as outlined in the Procedures for Due Process for Early Termination of an Off-Campus Teacher Education Assignment (Appendix K in ST Manual).

When the concern regards an interpersonal issue between the teacher candidate and the Cooperating/Mentor Teacher, it may be helpful for the supervisor to meet separately with the candidate and Cooperating/Mentor Teacher to understand each perspective and assist with a strategy to correct the situation.

Although it is desirable that the teacher candidate become a junior member of the teaching faculty, the reality is that the candidate is a guest in the school
Memo

To: Cooperating/Mentor Teacher

From: Shannon Hall, Director of Field Placement and Licensure

Regarding: Completing Teacher candidate Evaluations Online

Date: August 19, 2016

Attached are instructions for completing the online evaluation of a teacher candidate during student teaching. All cooperating/mentor teachers are expected to complete a minimum of two evaluations online by the midterm and final teacher candidate meetings. If you do not have internet access, please call the OFPL office (620-341-5447).

An important reason for the online form is that we must aggregate data for our accrediting agency, and teacher candidate data will have to be entered into our database. It is a sizeable task to enter every teacher candidate’s evaluations and your help would make our job much easier. In addition, evaluations done on-line look much more professional in the Career Services file used in job hunting.

After you enter the form online, it would be helpful if you would email Field Placement at fieldplacement@emporia.edu so we will know that your evaluation has been done. Just a short statement like: “I completed (student’s name) midterm or final evaluation online on (date).” is all that would be needed.

The attached summary, Accessing Teacher candidate/Intern Evaluations Online, may be useful to you in the evaluation process. Please do not hesitate to contact Ms. Shannon Hall (shall6@emporia.edu) if you have questions, and thanks for helping us with our student teacher and intern evaluations.
Directions for Completing the Cooperating/Mentor Teacher’s Assessment of ESU Teacher Candidate On-line

1. Go to the website: https://indri.emporia.edu/StudentTeacherAssessment/. Please do not share the web address with others as we have not created a password protection for the site.

2. Complete the appropriate form. Do not use the University Supervisor Assessment form which does not require a letter grade:
   • Fill in as many of the blanks in the top section as you can; if you do not know the student’s ID #, please make sure you have all names the student has been known by for the purpose of matching the evaluation with their record.
   • Some parts of the form are “buttons” that only require a click of your mouse.
   • The signature lines do not need to be completed but an email should be sent (See #6 below.).
   • Complete the four parts of the form by clicking the buttons AND typing your comments in the boxes provided at the right; you may type as much as desired even if it more than fills a box. When the form is printed there will be a separate page that will show all comments.
   • For security purposes, there is a time limit for completing the form so complete the form at one time to avoid losing data.
   • Print a copy of the evaluation before submitting it to the data base (See #5.)

3. Once you have completed the entire form, click “submit” at the bottom (directly under question #50) of the form. The completed/submitted form will remain on the screen until you close the document or open a “New Form”.

4. How to make changes after submitting the form.
   • After you have submitted the evaluation, you will no longer be able to make further changes/corrections.
   • To make changes after submission, email Field Placement at fieldplacement@emporia.edu regarding any change(s) needed. You will be notified by email once the change(s)/correction(s) have been made.

5. Before printing it is VERY IMPORTANT to change the page setup to landscape (click on File at the top; move the mouse selector down to and click on Page Setup; click on Landscape; click OK.) You may also want to do a “Print Preview” to make sure the margins don’t need to be adjusted.

6. Print the form; notice the last page contains all of your comments by section.

7. To make the form official after you have submitted the evaluation on-line, please e-mail Field Placement at fieldplacement@emporia.edu a short statement: “I completed (student’s name’s) final evaluation on-line.” This will serve as your official signature.

   In place of the Teacher Candidate/intern’s signature, we ask that he/she also send an email to Field Placement at fieldplacement@emporia.edu with the following statement: “This email confirms that I have read and discussed my final assessment with my Cooperating/Mentor Teacher. I understand that my signature (this email) does not necessarily indicate agreement.”

8. If you want to enter data for another Teacher Candidate click on “New Form” (located next to the submit button) and repeat the above steps.

9. If you have questions about:
   PDS forms or this assessment, contact – 620-341-5445, cseimear@emporia.edu
   Phase II or this assessment, contact Field Placement at fieldplacement@emporia.edu – 620-341-5447,
   Technical problems, contact Joan Brewer– 620-341-5367, jbrewer@emporia.edu or Field Placement at fieldplacement@emporia.edu 620-341-5447.
Schedule for the Assumption of Duties by the Teacher Candidate

At first, the teacher candidate should be given minor responsibilities, possibly for short periods. The first few days will probably be spent in orientation, observation, and getting acquainted. As time passes, the candidate should be given more and more responsibility, stressing to the teacher candidate that the Cooperating/Mentor Teacher is always available to assist. As the candidate grows in skill and confidence, the Cooperating/Mentor Teacher may relinquish more of the professional teaching duties. This will be determined by the Cooperating/Mentor Teacher’s assessment of the candidate’s capabilities. The following can be used as a guide:

Schedule for Assumption of Duties Week-by-Week

(Important note: PDS Block 3 interns follow this schedule, which is significantly different from the Block 2 Schedule.)

Week 1

__ Find out which office requires your health form and student teaching certificate and turn in to that office (pick up certificate at the end of assignment).
__ Share Student Teacher (ST) Manual with Cooperating/Mentor Teacher (CT). Discuss expectations.
__ **Mail the classroom schedule to University Supervisor(s).**
__ Provide the school office with a local address, telephone, and emergency information.
__ Begin a journal of new information learned, questions that need to be asked, schedules for special programs, etc. (See Appendix O for optional Journaling Guide to follow in ST Manual)
__ Learn the emergency plans for disaster drills, school and district policies (ex: conduct, dress, dispensing medication, attendance).
__ Begin work on Section II of the Student Teacher Manual (Professional Relations of Teachers Guidebook for ED/EE 431).
__ Complete Competencies 1-4 and turn in to your PDS/Education Supervisor.
__ Consider preplanning for Interview Portfolio (Optional).
__ Learn student medical information you will need to be aware of.
__ Maintain the CT schedule, attending meetings, conferences and continue the CT schedule for the remainder of the semester.
__ **Proposed Schedule for Teaching:** This period should include observation, journaling, assisting in lesson planning, correcting papers, administrative class, and schoolwork. The CT is always present.
__ TWS/KPTP (Refer to flowchart in Section III TWS/KPTP Assignment.). Begin preparation to teach full-time for a three-week period.
__ Submit Weekly Conference and Weekly Lesson Evaluation (as appropriate) forms to your University Supervisors. Copy should also go to school principal.

Week 2

__ Continue journaling – include new information and knowledge learned, questions that need answering. (Appendix O—Journaling Guide in ST Manual)
__ Begin meeting regularly with the CT to plan teaching experiences, share journal information. Sometime within the first two weeks, the Education Supervisor will conduct an initial visit with the teacher candidate and CT to review the university requirements. Currently, this visit is done via phone due to budget constraints however, an on-site visit may be done if preferred.
__ Work on competencies for the PRT book.
Begin work on Interview Portfolio (Optional).

Proposed Schedule for Teaching: Begin to maintain a lesson plan notebook. Begin with the Hunter Lesson Plan format or another detailed plan approved by your supervisors and CT. Reflect in writing on the back of each plan daily and continue doing this throughout the semester. Detailed lesson planning should always be prepared and will be reviewed by Education and/or Academic Supervisor(s), as appropriate. Assume full or partial responsibility for one class period/subject. Split assignments should increase their teaching load at a faster pace. The student teacher (ST) should retain this class period for most of the semester as a major responsibility. A midterm evaluation should be completed by CT for 4-week placements. The CT is always present for 16-week placements.

TWS/KPTP (Refer to flowchart in Section III TWS/KPTP Assignment.). Submit Weekly Conference and Weekly Lesson Evaluation (as appropriate) forms to your University Supervisors. Copy should also go to school principal.

**Week 3**

Journal writing should be continued at this point.

Continue work on PRT Guidebook and Interview Portfolio (Optional) throughout semester.

Continue documenting teaching through written lesson plans, daily reflective writing, and journaling.

Proposed Schedule for Teaching: The student teacher may be ready to accept a second and third class period/subject. ST should be given full responsibility of at least 2 or 3 class periods or more if an 8-week placement. The CT is always present.

TWS/KPTP (Refer to flowchart in Section III TWS/KPTP Assignment.). Submit Weekly Conference and Weekly Lesson Evaluation (as appropriate) forms to your University Supervisors. Copy should also go to school principal.

**Week 4**

Continue documenting teaching through written lesson plans, daily reflective writing, and journaling.

Split assignment candidates in 8-week placements need to make sure CT completes midterm evaluation online. To make the form official, we ask that the student teacher/candidate send an email to Field Placement at fieldplacement@emporia.edu with the following statement: “This email confirms that I have read and discussed my final assessment with my supervising teacher. I understand this email does not necessarily indicate agreement.”

Continue work on Interview Portfolio (Optional).

Proposed Schedule for Teaching: Continue planned teaching schedule. By this week, those in 8-week placements should be teaching full time (CT in and out of classroom).

TWS/KPTP (Refer to flowchart in Section III TWS/KPTP Assignment.). Submit Follow-Up Summary Evaluation of Weekly Summaries and Weekly Lesson Evaluation (as appropriate) forms to your University Supervisors. Copy should also go to school principal. For split placements, discussions for these weekly forms should coincide with discussion of midterm evaluation form.

**Week 5**

Continue documenting teaching through written lesson plans, daily reflective writing, and journaling.

Continue work on Interview Portfolio (Optional).

Continue teaching schedule (See week 3). Student teachers in 8-week placements should
continue full-time teaching.

TWS/KPTP (Refer to flowchart in Section III TWS/KPTP Assignment.).

Submit Weekly Conference and Weekly Lesson Evaluation (as appropriate) forms to your University Supervisors. Copy should also go to school principal.

Week 6

Continue documenting teaching through written lesson plans, daily reflective writing, and journaling.

Continue work on Interview Portfolio (Optional).

Proposed Schedule for Teaching: Continue teaching schedule (See week 3). Split assignments in 8-week placements should complete full time teaching (CT is in and out of the room as needed).

TWS/KPTP (Refer to flowchart in Section III TWS/KPTP Assignment.).

Submit Weekly Conference and Weekly Lesson Evaluation (as appropriate) forms to your University Supervisors. Copy should also go to school principal.

Week 7

Continue documenting teaching through written lesson plans, daily reflective writing, and journaling.

Continue work on Interview Portfolio (Optional).

Proposed Schedule for Teaching: Continue teaching schedule (See week 3). Split assignments gradually begin to return teaching responsibilities to CT.

TWS/KPTP (Refer to flowchart in Section III TWS/KPTP Assignment.).

Submit Weekly Conference and Weekly Lesson Evaluation (as appropriate) forms to your University Supervisors. Copy should also go to school principal.

Week 8

Split assignments, the final evaluation from CT from first 8-week placement is due. 16-week assignments, the midterm evaluation from CT is due. CT submits online.

Split assignments, CT retakes some of the teaching load to allow for smoother transition when the ST leaves.

Continue documenting teaching through written lesson plans, daily reflective writing, and journaling.

TWS/KPTP (Refer to flowchart in Section III TWS/KPTP Assignment.).

Submit Weekly Conference and Weekly Lesson Evaluation (as appropriate) forms to your University Supervisors. Copy should also go to school principal. Note: These forms do not need to be completed for 8 week placements since CT will be completing final evaluation. All other placements will complete these forms as part of the midterm evaluation discussion.

Week 9

Continue documenting teaching through written lesson plans, daily reflective writing, and journaling.

Continue work on Interview Portfolio (Optional).

Proposed Schedule for Teaching: The teacher and teacher candidate share the responsibilities. The CT should continue to supervise and model for the ST. If it is a new placement, the CT should always be present.

Split assignments begin teaching schedule of week 1; send a new schedule to University Supervisor(s).

ST in new 8-week placements begins preparation to teach full-time for a three-week
Period.

TWS/KPTP (Refer to flowchart in Section III TWS/KPTP Assignment).

Submit Weekly Conference and Weekly Lesson Evaluation (as appropriate) forms to your University Supervisors. Copy should also go to school principal.

**Week 10**

- Continue documenting teaching through written lesson plans, daily reflective writing, and journaling.
- Continue work on Interview Portfolio (Optional).
- **Proposed Schedule for Teaching:** Continue teaching schedule (See week 9). *Split assignments:* (See week 2).
- TWS/KPTP (Refer to flowchart in Section III TWS/KPTP Assignment).
- Submit Weekly Conference and Weekly Lesson Evaluation (as appropriate) forms to your University Supervisors. Copy should also go to school principal.

**Week 11**

- Continue work on Interview Portfolio (Optional).
- **Proposed Schedule for Teaching:** Continue documenting the assumption of additional teaching responsibilities if this is not spring break for your district.
- *Split assignments* assume increasing teaching responsibility.
- TWS/KPTP (Refer to flowchart in Section III TWS/KPTP Assignment).
- Submit Weekly Conference and Weekly Lesson Evaluation (as appropriate) forms to your University Supervisors. Copy should also go to school principal.

**Week 12**

- Continue documenting teaching through written lesson plans, daily reflective writing, and journaling.
- *Split assignment* candidates make sure **CT completes midterm evaluation**; keep a copy for supervisor and yourself. CT submits online and the ST is responsible for distributing copies to university supervisor(s).
- **Proposed Schedule for Teaching:** Continue teaching schedule assuming more teaching responsibilities. By this week, those in 8-week placements should be teaching full time (CT in and out of classroom).
- TWS/KPTP (Refer to flowchart in Section III TWS/KPTP Assignment).
- Submit Follow-Up Summary Evaluation of Weekly Summaries and Weekly Lesson Evaluation (as appropriate) forms to your University Supervisors. Copy should also go to school principal. For split placements, discussions for these weekly forms should coincide with discussion of midterm evaluation form.

**Week 13**

- Continue documenting teaching through written lesson plans, daily reflective writing, and journaling.
- Continue work on Interview Portfolio (Optional).
- **Proposed Schedule for Teaching:** By this date, ST usually has total responsibility for several weeks of instruction. CT is in and out of room periodically even when ST has complete control. ST in 8-week placements continues full-time teaching.
- TWS/KPTP (Refer to flowchart in Section III TWS/KPTP Assignment).
- Submit Weekly Conference and Weekly Lesson Evaluation (as appropriate) forms to your University Supervisors. Copy should also go to school principal.
Week 14

Continue documenting teaching through written lesson plans, daily reflective writing, and journaling.

Continue work on Interview Portfolio (Optional).

Proposed Schedule for Teaching: Continue teaching schedule (See week 13).

Split assignments in 8-week placements should complete full-time teaching.

TWS/KPTP (Refer to flowchart in Section III TWS/KPTP Assignment.).

Submit Weekly Conference and Weekly Lesson Evaluation (as appropriate) forms to your University Supervisors. Copy should also go to school principal.

Week 15

Continue documenting teaching through written lesson plans, daily reflective writing, and journaling.

Continue work on Interview Portfolio (Optional).

Proposed Schedule for Teaching: Continue teaching schedule. Split assignments gradually begin to return teaching responsibilities to CT (See week 14).

TWS/KPTP Due

Submit Weekly Conference and Weekly Lesson Evaluation (as appropriate) forms to your University Supervisors. Copy should also go to school principal.

Week 16

Continue documenting teaching through written lesson plans, daily reflective writing, and journaling.

Continue work on Interview Portfolio (Optional).

Proposed Schedule for Teaching: CT assumes most of the teaching load to allow for a smoother transition when the ST leaves. ST would benefit from observations in other classes at this time.

Final evaluations are due from CT

Last day of student teaching
EMPORIA STATE UNIVERSITY
Office of Field Placement and Licensure

Student Teacher Feedback Form
To be completed by Student Teacher
(All Responses Will Be Confidential)

Cooperating Teacher ________________________________  Grade/Subject ________________________________

Building ________________________________  District No. ___________  Date ___________

Circle the appropriate response.

Yes  No  1. The cooperating teacher welcomed and accepted me in a professional manner.

Yes  No  2. The students were prepared for my arrival.

Yes  No  3. An orientation to the school building, its faculty, the resource materials and facilities were conducted.

Yes  No  4. I was introduced to the teacher’s method of record keeping.

Yes  No  5. The cooperating teacher scheduled at least one weekly conference or met with me daily to evaluate my progress and plan for future improvements.

Yes  No  6. The cooperating teacher gave me assistance in solving problems encountered during the assignment.

Yes  No  7. The cooperating teacher observed my teaching and discussed my strengths as well as areas needing improvement.

Yes  No  8. The cooperating teacher’s mid-term and final evaluation were clearly communicated and meaningful to me.

Yes  No  9. I was allowed a reasonable degree of freedom to use my own ideas, techniques, and approaches when teaching.

Yes  No  10. The cooperating teacher was supportive, even when making suggestions for improvement.

Yes  No  11. The cooperating teacher left the room so I could experience the full responsibility for directly controlling the classes.

* PLEASE USE REVERSE SIDE FOR SPECIFIC COMMENTS
The mission of The Teachers College, the school personnel preparation unit of Emporia State University, is to develop professionals who are critical thinkers, creative planners, and effective practitioners. Our graduates are skilled practitioners who are prepared with essential knowledge, skills, and dispositions in their fields of specialization. Candidate learning reflects historical and contemporary knowledge, research, theory, and practice that meet the academic, personal, and social needs of their students. The vision of The Teachers College and personnel preparation unit is to prepare quality professionals who can positively impact the education profession and improve the learning of PK-12 students.

Professional programs are designed to reflect the current knowledge base and effective practices. Curricular coherence is strengthened through faculty study and dialogue on purpose, course content, and intended candidate learning outcomes.

Outcomes for Student teachers and Other School-Based Professionals

Knowledge

Candidates exhibit knowledge of:
1. characteristics of diverse learners.
2. legal issues and ethical standards that apply to sound educational practices.
3. educational strategies that support the learning for students from diverse cultural and linguistic backgrounds.
4. general education within an intellectual framework.
5. subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
6. philosophical, historical, social, and theoretical foundations of education.
7. on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
8. teaching and learning as a dynamic, constructive, and metacognitive process.
9. a repertoire of teaching and learning strategies, designed to help students increase their power as learners.
10. ever changing educational needs of students living in a global society.
11. appropriate technology and how it may be used to enhance teaching and learning.
12. various instructional strategies that can be used to meet the needs and learning styles of individual students.
13. theories of human physical, cognitive, social, and emotional development.
15. a variety of assessment strategies to diagnose and respond to individual learning needs.
16. professional ethics and standards for practice.
17. teamwork and practices for creating healthy environments for learning and teaching.
18. effective communication techniques in order to develop a positive learning environment.

Skills

Candidates demonstrate ability to:
1. integrate and use concepts from their general, content, and professional studies in their educational environment.
2. demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
3. implement non-biased techniques for meeting needs of diverse learners.
4. integrate knowledge across and within disciplines.
5. use knowledge of subject matter content and instructional strategies to meet the widely diverse needs of the students they educate.
6. determine and assess what students need to know and be able to do in order to succeed.
7. utilize creative planning and curriculum integration to promote learning of all students.
8. learning experiences commensurate with a student’s level of readiness.
9. assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.
10. use and support effective communication techniques in order to develop a positive learning environment.
11. make use of appropriate technology to support student learning.
12. integrate effective behavior management into all interactions with students.
13. apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
14. employ appropriate assessment techniques in order to measure student performance and growth.
15. develop a storehouse of learning strategies that help students understand and integrate knowledge.
16. respond respectfully to ideas and views of others.
17. recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.
18. utilize student learning standards to promote student learning and achievement.

Dispositions

Candidates exhibit dispositions that exemplify:
1. professionalism and ethical standards.
2. respect for cultural and individual differences by providing equitable learning opportunities for all students.
3. a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.
4. the belief that educating children and adults requires the integration of multiple kinds of knowledge.
5. a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.
6. a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field.
7. a commitment to challenge all students to learn and to help every child to succeed.
8. an awareness of the larger social contexts within which learning occurs.
9. a commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development.
10. a belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.
11. a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.
12. a willingness to learn from other professionals in the field.

Conceptual Framework Model

Emporia State University’s faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community.

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: especially, the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU’s professional education programs and non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.
The Professional

1. Provides service to society
2. Applies interdisciplinary scholarly knowledge
3. Engages in effective practice
4. Responds to uncertainty and change
5. Relies on self-reflection
6. Belongs to professional community
Appendices
For Cooperating Teacher Manual
CHECKLIST FOR PREPARATION FOR A COOPERATING/MENTOR TEACHER

Before the Teacher Candidate arrives, I:

_____ have prepared my students for his/her arrival,

_____ have learned about the background of the Teacher Candidate,

_____ have read the university student teaching materials and understand the role of the Cooperating/Mentor Teacher,

_____ have become aware of the legal status of Teacher Candidates in Kansas,

_____ have become familiar with the policy of my school and district concerning the responsibilities of Teacher Candidates,

_____ have had pre-teaching contact with the Teacher Candidate,

_____ have secured copies of materials that can be used in orienting the Teacher Candidate, e.g., school handbook, a daily schedule, seating charts, emergency procedures

_____ have made provision for the Teacher Candidate to have a desk or table of his or her own to use,

_____ have secured copies of teachers' editions of class textbooks and curriculum guides for the Teacher Candidate, and

_____ have tentatively planned a balanced sequence of learning experiences, including the teaching of a Teacher Work Sample/Kansas Performance Teaching Portfolio unit, for the Teacher Candidate for the total Teacher Candidate experience.
CHECKLIST FOR THE FIRST FEW DAYS OF INTERNSHIP/STUDENT TEACHING

During the initial period of internship/student teaching, I have:

_____ been aware of the special needs of the Teacher Candidate as he/she adjusts to a different environment,

_____ introduced the Teacher Candidate to the class(es) in such a way that she/he is given status,

_____ shown an attitude that indicated that the Teacher Candidate is welcome as a partner in the classroom,

_____ made a conscious effort to introduce the Teacher Candidate to other faculty members and administrative staff,

_____ familiarized the Teacher Candidate with the routine and management techniques in my classroom,

_____ acquainted the Teacher Candidate with work currently under way in the class,

_____ involved the Teacher Candidate in classroom participation,

_____ provided the Teacher Candidate with a textbook and a place to work,

_____ provided the Teacher Candidate with a copy of class schedules and a school handbook,

_____ oriented the Teacher Candidate to the school building,

_____ discussed pertinent school policies and regulations with the Teacher Candidate,

_____ assisted the Teacher Candidate in learning the names of pupils,

_____ included the Teacher Candidate in discussions and planning with pupils,

_____ reached an agreement concerning the responsibility and authority each will have,

_____ planned for the Teacher Candidate's gradual assumption of teaching responsibilities,

_____ assisted the Teacher Candidate in becoming familiar with different available instructional materials,

_____ oriented the Teacher Candidate to the community, and

_____ assisted the Teacher Candidate in acquiring background information on the pupils with whom he/she will be working.

From: Supervising Student Teachers the Professional Way by Marvin Henry and Wayne Beasley

Procedure recommended by: Kala Musick, Dorothy Moody Elementary School, Overland Park
Quick Reference of Timeline for Cooperating/Mentor Teacher

Schedule for Assumption of Duties Week-by-Week during the semester/placement. (See page 25 of Student Teacher Manual)

Complete the Assessment of your teacher candidate any time you wish, marking this as Routine on the form through https://indri.emporia.edu/StudentTeacherAssessment/ Submit online after discussing with your teacher candidate. (See page 45 of Student Teacher Manual)

Complete midterm assessment of teacher candidate with midterm marked on form, through https://indri.emporia.edu/StudentTeacherAssessment/ Submit online (before October 12, 2015 for 16 week assignments or before September 14, 2015/November 11, 2015 for 8 week assignments) after discussing with your teacher candidate. (See page 45 of Student Teacher Manual)

Complete final assessment of teacher candidate with final marked on form, through https://indri.emporia.edu/StudentTeacherAssessment/ Submit online (before December 7, 2015 for 16 week assignments or before October 12, 2015/December 7, 2015 for 8 week assignments) after discussing with your teacher candidate. (See page 45 of Student Teacher Manual)
Weekly Conference Form

Student Teacher: _________________________ Cooperating Teacher: _________________________

Week #:_________ Date:_________________ Absences: __________ Times Tardy: __________

CONFERENCE AGENDA:

TARGET ACTIVITIES:

Note: Please tie strengths/goals back to the at least one of the six Conceptual Framework proficiencies as identified in “The Professional” image on the right hand side of the page.

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<thead>
<tr>
<th>Strengths</th>
<th>Goals for Growth</th>
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__________________________ _________________________
Intern Signature          Mentor Signature

Date ________________________

Original to: University Site Coordinator or Supervisor
Xerox Copies to: Principal, Mentor teacher & Intern
Phase II Weekly Lesson Evaluation  
(Modified Version of KEEP Instrument)

Student Teacher: ___________________________ Grade/Content: ___________________________ Date: __________

**Directions**: Please select a rating and provide feedback & suggestions in the box provided.  
* Rating: Ineffective (I), Developing (D), Effective (E), & Highly Effective (H) (Only rate applicable components for lesson taught.)

<table>
<thead>
<tr>
<th>Components &amp; Indicators</th>
<th>Rating*</th>
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<tr>
<td></td>
<td>I  D  E  H</td>
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**Construct 1: Learner & Learning**

1.1 The intern plans instruction based on learning and developmental levels of all students.  
*Planning instruction, aligning instruction with student learning needs, using a variety of approaches/resources, & providing adaptations for instruction.*

1.2 The intern recognizes and fosters individual differences to maintain a positive classroom culture.  
*Getting to know all students, creating a culture of respect, & meeting needs of all students.*

1.3 The intern maintains a classroom environment conducive to learning.  
*Collaborating with students & establishing a safe, respectful, and academically challenging environment.*

**Construct 2: Content Knowledge**

2.1 The intern demonstrates a thorough knowledge of the content.  
*Encouraging use of multiple representations, explanations, and a wide variety of experiences building student understanding.*

2.2 The intern provides a variety of innovative applications of knowledge.  
*Using problem solving, critical thinking skills and technology, exploring and delivering content through real world application of knowledge, & collaborating with colleagues to provide cross-curricular opportunities.*

Week #: __________
<table>
<thead>
<tr>
<th>Construct 3: Instructional Practice</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>3.1 The intern uses methods and techniques that are effective in meeting student needs.</td>
<td></td>
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<tr>
<td>Planning rigorous activities, using objectives that align with standards, &amp; meeting needs of students.</td>
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<tr>
<td>3.2 The intern uses varied assessments to measure learner progress.</td>
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<tr>
<td>Providing opportunities for students to demonstrate learning, using assessment data to inform instruction, &amp; providing feedback that encourages students to take responsibility for the learning.</td>
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<tr>
<td>3.3 The intern delivers effective instruction for students.</td>
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<tr>
<td>Using a variety of strategies to engage and challenge students, incorporating strategies to differentiate and scaffold instruction, &amp; engaging students in higher order thinking skills.</td>
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<tr>
<td>Construct 4: Professional Responsibility</td>
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<tr>
<td>4.1 The intern engages in reflection and continuous growth.</td>
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<tr>
<td>Engaging in ongoing and purposeful PD, reflecting on practice and seeking PD, &amp; analyzing and reflecting on student data to guide instruction.</td>
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<tr>
<td>4.2 The intern participates in collaboration and leadership opportunities.</td>
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<tr>
<td>Collaborating with multiple stakeholders, communicating in a variety of ways, &amp; demonstrating leadership skills.</td>
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</table>

<table>
<thead>
<tr>
<th>Overall Effectiveness of Lesson:</th>
<th>I</th>
<th>D</th>
<th>E</th>
<th>H</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Comments:</td>
<td></td>
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<tr>
<td>Strengths:</td>
<td></td>
<td></td>
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<tr>
<td>Goals for Growth:</td>
<td></td>
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<tr>
<td>Evaluator’s Signature</td>
<td></td>
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<td></td>
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<tr>
<td>(Cooperating Teacher, Supervisor, Other (please list):)</td>
<td></td>
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<tr>
<td>Student Teacher’s Signature</td>
<td></td>
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</tbody>
</table>
Fall  September evaluation  November evaluation
Spring  February evaluation  April Evaluation

Name of Student Teacher ________________________________
School ________________________________  Grade Level
Cooperating Teacher ________________________________

Note: Please tie strengths/goals back to at least one of the six Conceptual Framework proficiencies as identified in “The Professional” image on the bottom of the second page of this form.

**Strengths**

**Areas to Work On**

Cooperating Teachers-Please do not omit this section!
# Plans for the Next Four Weeks

<table>
<thead>
<tr>
<th>Week 1</th>
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<table>
<thead>
<tr>
<th>Week 2</th>
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<table>
<thead>
<tr>
<th>Week 3</th>
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</table>

<table>
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<tr>
<th>Week 4</th>
</tr>
</thead>
</table>

My signature on this form indicates that I have reviewed this evaluation in conference with my cooperating teacher. It does not necessarily imply that I agree with the evaluation.

Signature of Student Teacher  ________________________________  ____________Date

Signature of Cooperating Teacher  ________________________________  ____________

Date
SAMPLE LESSON PLANS

Daily Lesson Plan

Subject:  Grade Level:  Date:

Objective(s):

District Outcome(s) and/or State/National Standard(s):

Materials Needed:

Introduction/Set:

Communication of Objective(s):

Input:

Modeling:

Guided Practice:

Check for Understanding:

Independent Practice/Assignment (as appropriate):

Closure/Wrap up:

Assessment/Evaluation:

Adaptations:

References/Resources Used:
No-Nonsense Lesson Planning Form *

Teacher’s Name: ____________________________ Grade: __________

Lesson Topic/Title: ________________________________________________

Objectives/Outcomes: By the end of this lesson, students will be able to:

___________________________________________________________________

___________________________________________________________________

Instructional Activities: (Briefly, describe what you and the students will DO to achieve the objectives of this lesson):

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

Evaluation: (Whether you assess student’s success during or at the end of this lesson, or wait until the end of the unit, describe what and how you’ll check as evidence your students have achieved the lesson’s objectives)

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

Place a check mark to the left of any special conditions listed below that may apply to this lesson:

_____ May require more preparation/set-up time than usual

_____ I will need to secure materials NOT available to school including:

___________________________________________________________________

______Lesson will require special safety precautions.

_____ Other special concerns: ____________________________________________

___________________________________________________________________

___________________________________________________________________

* Lesson plan form developed by Dr. Scott Irwin, ESU Science/Mathematics Education Center, 1993.
Emporia State Cooperating/Mentor Teacher Assessment of Student Teacher or Intern Grading Procedures

The indicators used on the Emporia State Cooperating Teacher/Intern assessment form assess the culminating phase of the pre-service experience and have been aligned with the Teachers College Conceptual Framework and state professional standards. Students are expected to engage in effective practice, respond to uncertainty and change, apply interdisciplinary knowledge, rely on self-reflection, provide service to society, and belong to professional community. Student teachers/interns will be assessed according to their levels of achievement and provided with written documentation regarding their progress.

When marking an indicator, the cooperating teacher(s), mentor(s) and university supervisor(s) will mark: Target, Acceptable, Needs Improvement, or Not Applicable.

Target - Demonstrates implementation of the indicators at the level of a successful beginning teacher.
Acceptable - Demonstrates implementation of the indicators as would be expected for a student teacher.
Needs Improvement - Demonstrates a lack of knowledge and/or ineffective implementation of indicators.
Not Applicable - Is marked only when the indicator is not observed in the lesson. It is not to be used to communicate that a student teacher is not yet teaching or is teaching using the teachers' lesson plan or a scripted plan.

The following explanations provide a detailed definition of student teacher performance levels:

Target – The student teacher/intern clearly demonstrates implementation of a majority of the indicators at the level of a successful beginning teacher. Examples should be provided in the Comment section. Few problems occur. He/she is self-directed and always assumes responsibility. The student teacher/intern is very successful, demonstrating exceptional skills, and earns from 70 to 100 points.

Acceptable – The student teacher/intern clearly demonstrates implementations of a majority of the indicators as would be expected for a student teacher, who is still learning. He/she usually assumes responsibility and successfully demonstrates effective skills. The student teacher/intern is readily aware of problems, and those problems are usually corrected by the student teacher/intern. Sometimes he/she is self-directed.

Needs Improvement – The student teacher/intern demonstrates lack of knowledge and/or ineffective implementation on a substantial number of indicators. The student teacher/intern is not routinely aware of difficulties and demonstrates ineffective skills. The person seldom assumes responsibility.

Not Applicable – Is marked only when the indicator is not observed in the lesson. It is not to be used to communicate that a student teacher/intern is not yet teaching or is teaching using the teachers' lesson plan or a scripted plan. This category should not be consistently marked.

The scales below indicate the number of points required to earn a specific at the end of the semester:

Target = 2 points per indicator
Acceptable = 1 point per indicator
Needs Improvement = no (0) points
Not applicable = no points gained or lost. If “Not Applicable,” the total number of indicators used to compute percentages will be reduced accordingly.

<table>
<thead>
<tr>
<th>MIDTERM GRADES:</th>
<th>POINTS POSSIBLE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>60 - 100</td>
</tr>
<tr>
<td>B</td>
<td>50 - 59</td>
</tr>
<tr>
<td>C</td>
<td>40 - 49</td>
</tr>
<tr>
<td>D or F</td>
<td>39 or less</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FINAL GRADES:</th>
<th>POINTS POSSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>70 - 100</td>
</tr>
<tr>
<td>B</td>
<td>50 - 69</td>
</tr>
<tr>
<td>C</td>
<td>40 - 49</td>
</tr>
<tr>
<td>D or F</td>
<td>39 or Less</td>
</tr>
</tbody>
</table>
COOPERATING TEACHER/MENTOR'S ASSESSMENT OF ESU STUDENT TEACHER/PDS INTERN

Log-on to: https://indri.emporia.edu/StudentTeacher/Assessment/ to complete assessment

Date: ____________ Assessment: ___Routine ___Midterm ___Final

Student Teacher: ____________________________ *Suggested Grade (Midterm): ____________

Subject/Grade Level: ____________________________ *Suggested Grade (Final): ____________

Cooperating Teacher: ____________________________ *Use appropriate scale on the cover page as a guide.

District/School: ____________________________ Joint Conference with Student Teacher

Assessment was discussed with student teacher ____________ Joint Conference with Student Teacher

and Education Supervisor

Student Teacher/Intern Signature*: ____________________________ Cooperating /Mentor Teacher Signature*: ____________________________

*Signatures are not required when the assessment is submitted on-line. Supervisor may sign a hard copy for student teachers/interns to use re job hunting.

<table>
<thead>
<tr>
<th>Student Teacher/Intern Preparation: All lesson plans are:</th>
<th>PRT Guidebook (Ed. Supervisor: not Alt. Route):</th>
<th>Satisfactory Progress</th>
<th>Unsatisfactory Progress</th>
<th>Completed</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Check all that apply) Available</td>
<td>TWS Progress (Ed. Supervisor):</td>
<td>Satisfactory Progress</td>
<td>Unsatisfactory Progress</td>
<td>Completed</td>
<td>N/A</td>
</tr>
<tr>
<td>Organized &amp; sequential</td>
<td>Written reflections (journal/plans)</td>
<td>Satisfactory Progress</td>
<td>Unsatisfactory Progress</td>
<td></td>
<td></td>
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<tr>
<td>Adequate</td>
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</tbody>
</table>

Check the appropriate box to indicate the level of achievement during the student teaching/internship experiences covered by this assessment. If “Target” or “Needs Improvement” is checked, provide at least one comment per subsection to support the indicator(s) marked.

Topic of lesson:

(Parts I through IV to be completed while observing a lesson. Observation results and general progress should be discussed with both the student teacher/intern and the cooperating/mentor teacher.)

PART I: THE PROFESSIONAL ENGAGES IN EFFECTIVE PRACTICE

(Section 1)

A. Lesson Planning (Also consider indicators 46 & 49)

1. Prepares clear, logical sequential lesson
2. Selects a variety of materials and has them readily available for the lesson
3. Prepares a lesson appropriate for students' developmental needs
4. Prepares several different instructional strategies
5. Selects activities which encourage critical thinking, problem solving, and decision making
6. Creates interdisciplinary learning experiences that employ reading and thinking strategies
7. Plans opportunities for students to demonstrate understanding throughout the lesson

<table>
<thead>
<tr>
<th>Not Applicable</th>
<th>Target</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
<th>Comments: (Please note specific strengths &amp; needs. Specify improvements needed. Give examples of how candidate meets the Target performance level.)</th>
</tr>
</thead>
</table>
### B. Teaching the Lesson (also consider indicators 46, 48, 49 & 50)

<table>
<thead>
<tr>
<th></th>
<th>Not Applicable</th>
<th>Applicable</th>
<th>Acceptable</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>Exhibits knowledge of content and essential concepts</td>
<td></td>
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<tr>
<td>9.</td>
<td>Manages and makes effective use of materials and space</td>
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<tr>
<td>10.</td>
<td>Promotes student involvement, e.g., through individual and cooperative learning activities</td>
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<tr>
<td>11.</td>
<td>Uses available classroom technology appropriate for lesson</td>
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</table>

### PART II: THE PROFESSIONAL RESPONDS TO UNCERTAINTY AND CHANGE (also consider indicators 26 & 37)

<table>
<thead>
<tr>
<th></th>
<th>Not Applicable</th>
<th>Applicable</th>
<th>Acceptable</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>Uses questioning effectively in different ways for particular purposes</td>
<td></td>
<td></td>
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<tr>
<td>13.</td>
<td>Makes effective use of instructional time, e.g., introduction, transitions, and closure</td>
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<tr>
<td>14.</td>
<td>Adapts plans as needed</td>
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</table>

### PART III: THE PROFESSIONAL ENGAGES IN EFFECTIVE PRACTICE (Section 2)

#### A. Communicating

<table>
<thead>
<tr>
<th></th>
<th>Not Applicable</th>
<th>Applicable</th>
<th>Acceptable</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.</td>
<td>Conveys information, ideas, concepts, and directions effectively</td>
<td></td>
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<tr>
<td>16.</td>
<td>Uses appropriate oral and written communications</td>
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<tr>
<td>17.</td>
<td>Uses appropriate voice intonation and volume</td>
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<tr>
<td>18.</td>
<td>Uses humor and/or enthusiasm effectively</td>
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<tr>
<td>19.</td>
<td>Uses varied, specific, and accurate feedback</td>
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<tr>
<td>20.</td>
<td>Communicates high academic expectations</td>
<td></td>
<td></td>
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<tr>
<td>21.</td>
<td>Knows and addresses students by name</td>
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</table>

#### B. Managing the Classroom Environment

<table>
<thead>
<tr>
<th></th>
<th>Not Applicable</th>
<th>Applicable</th>
<th>Acceptable</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>22.</td>
<td>Encourages interaction in a mutually respectful and friendly manner</td>
<td></td>
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<tr>
<td>23.</td>
<td>Communicates high behavioral expectations and maintains an orderly student-centered environment conducive to learning, health, and safety</td>
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<tr>
<td>24.</td>
<td>Analyzes the classroom environment proactively to prevent undesirable behavior</td>
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<tr>
<td>25.</td>
<td>Keeps students on task, reinforces appropriate behavior</td>
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<tr>
<td>26.</td>
<td>Handles disruptions fairly and firmly with verbal and non-verbal techniques</td>
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<tr>
<td>27.</td>
<td>Exhibits ability to complete multiple tasks simultaneously</td>
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</table>

### PART IV: THE PROFESSIONAL APPLIES INTERDISCIPLINARY KNOWLEDGE

Comments: (Please note specific strengths & needs. Specify improvements needed. Give examples of how candidate meets the Target performance level.)
A. Demonstrating Content Knowledge
28. Presents lesson applicable to content objectives or justifies changes in the lesson
29. Provides appropriate practice for the content outcomes
30. Demonstrates knowledge of lesson content, incl. accurately answering student questions
31. Provides real world examples or application of the material
32. Uses terminology/vocabulary appropriate to the content
33. Presents content in the appropriate sequence, including review if applicable
34. Uses teaching strategies appropriate to the content area
35. Collects evidence that students have learned the content
36. Ensures students have requisite skills necessary for understanding and applying content
37. Presents or clarifies lesson objectives to the learners

PART V: THE PROFESSIONAL RELIES ON SELF-REFLECTION
A. Reflecting and Inquiring
38. Seeks and accepts feedback from a variety of sources, including other professionals and students, for insight and direction
39. Is open to new ideas and continually refines practice through self-examination
40. Uses reflective practices in planning, monitoring, assessing, and instructing
41. Actively works to advance own knowledge and use of instructional materials, including technology, for teaching and learning
42. Reflects on lessons taught including written reflections on lesson plans

PART VI: THE TEACHER PROVIDES SERVICE TO SOCIETY (indicators 43, 44, 46, 49, 50)
and THE TEACHER BELONGS TO PROFESSIONAL COMMUNITY (indicators 45, 47, 48)
A. Demonstrating Professional Behavior and Addressing Diversity
43. Demonstrates professional behavior
   • Presents a professional appearance
   • Is consistently punctual
   • Accepts responsibility, completes duties promptly and accurately
44. Demonstrates ethical behavior
   • Demonstrates good judgment
   • Follows district and building policies and procedures
   • Uses discretion in confidential situations
   • Is honest and trustworthy
45. Models values and dispositions commonly expected of teachers
   • Demonstrates an appropriate attitude

Comments:
(Please note specific strengths & needs. Specify improvements needed. Give examples of how candidate meets the Target performance level.)
• Receptive to feedback from the Coop/Mentor Teacher and University Supervisor
• Demonstrates belief that all students can learn

46. Attends to diversity
• Uses a variety of instructional strategies/materials appropriate for diverse learners
• Plans assessments to allow students to demonstrate knowledge in a variety of ways
• Responds to diverse needs of all students (e.g., cultural, gender, academic, SES, ELL)

PART VI: THE TEACHER PROVIDES SERVICE TO SOCIETY and THE TEACHER BELONGS TO PROFESSIONAL COMMUNITY (CONTINUED)

47. Participates in professional activities
• Attends school faculty meetings
• Participates in school sponsored activities such as workshops, in-service programs, and committees
• Participates non-school activities such as state and national meetings, workshops, and committees

48. Works and communicates effectively with others
• Relates to other professionals and parents in a respectful manner
• Relates to students in a professional and caring manner
• Is flexible in working with students and colleagues

49. When appropriate, makes adaptations for "exceptional" students
• Uses available classroom devices to remove barriers for diverse populations
• Provides adaptation for students on IEPs
• Provides enrichment or remediation opportunities when needed

50. Demonstrates appropriate communication skills
• Uses standard written and oral English
• Speaks and enunciates words clearly
• Uses appropriate speaking voice (volume)

NOTE: The student teacher/intern is responsible for distributing copies of the evaluation to the supervisor(s) and to the cooperating/mentor teacher(s).