COOPERATING TEACHERS

Qualifications – Arrangements for the placement of student teachers 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 certification/licensure in the area in which the student teacher is seeking an endorsement. In addition, it should be agreed by the student teaching director (Director of the Office of Professional Education Services) and the building principal that this person is capable of assuming the responsibilities of a cooperating teacher.

2. The cooperating teacher should have demonstrated above-average ability as a teacher and should have had at least three years experience in their field of specialization, at least one semester of which has been in the host district.

3. Both university supervisors and cooperating teachers are evaluated by student teachers. (See attached Student Teacher Feedback Form.)

The university recognizes that the first responsibility of cooperating teachers is to their students. The university will not knowingly assign a student teacher to any cooperating teacher who has not expressed a willingness to mentor a student teacher.

Weekly Conferencing – The cooperating teacher should conduct at least one planned conference each week with his/her student teacher for the purpose of discussing the student teacher’s progress. A suggested list of topics for conferences includes:

1. Professional development of the student teacher as related to The Teachers College Conceptual Framework.
2. Orientation regarding school policies, regulations, and other information of value to the student teacher.
3. Schedule of the student teacher’s teaching responsibilities (part-time & full-time) including planning for the Teacher Work Sample unit.
4. Preparation of unit and daily lesson plans.
5. Classroom policies and procedures.
6. Preparation of the physical environment of the classroom.
7. Teaching strategies.
8. Grading systems.
9. Teacher-made and standardized tests.
10. Classroom control.
11. Understanding students (individual differences).
12. Homework versus supervised study.
13. Teacher-student relations.
14. Progress during the semester.
15. Community resources.
16. Teacher-teacher relations and teacher-administrator relations.
17. Self-evaluation.
18. Use and availability of building teaching materials.

Evaluation – Evaluation of student teaching is based on The Teachers College Conceptual Framework. The student teacher is entitled to be given progress reports at regular intervals. At a minimum, the cooperating teacher completes formal evaluations at midterm and at the end of the student teacher’s semester. (Evaluation forms are enclosed for your review only.) Cooperating teachers are expected to complete all evaluations online and directions for completing the assessment online are enclosed. In addition, they may use this same form to conduct informal evaluations as needed. For example, a student teacher 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 student teacher. 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.

Cooperating teachers are expected to assign letter grades based on the number of points awarded. Note that the grading scale for midterm grades is different from the final grading scale. Since letter grades are required, it is essential that cooperating teachers do not use a university supervisor form to assess. Also, grades assigned should be consistent with the appropriate grading scale on the evaluation form.

For single placements (16 weeks), the cooperating teacher evaluation “midterm” is completed online at the midpoint (eighth week) and the form is again completed online at the conclusion of the teaching (sixteenth week) and marked “final.” For double placements (8 weeks), the cooperating teacher completes the formal midway evaluation during the fourth week, marking “midterm,” and a “final” evaluation during the last (eighth) week marked as “final grade.”

A few student teachers 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.

Completion of the grade sheet form for the student teacher is the responsibility of the education supervisor. The Director of the Office of Professional Education Services will make final decisions on grades based on university supervisor(s) and cooperating teacher(s) recommendations. One grade will be given for the total semester experiences of student teaching, with the exception of ED/EE 431 (Professional Relations Teaching Guidebook & Teacher Work Sample).

Stipend – A payment of $153.50 for each full-time (16 weeks) student teacher is made to the cooperating school district or the cooperating teacher(s) at the discretion of the school district by the university. Payments will be paid proportionally for placements that are less than 16 weeks. This fee is set by the Kansas Board of Regents and supplemented by student teacher fee assessment. Some cooperating schools have formulated a policy concerning the distribution of this payment. Each cooperating teacher should inquire of the building principal to determine the policy for that school. The cooperating teacher and principal give their time and energy without appreciable financial compensation.

PLANNING AND GUIDING THE WORK OF THE STUDENT TEACHER

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 student teacher 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 student teacher requires careful planning. It is somewhat difficult for the university to suggest any set pattern because of the differences found in any group of student teachers as well as those found among cooperating teachers and classrooms of students. It is doubtful that any set pattern would fit the various subject areas adequately. Consequently, the cooperating teacher is in the best position to formulate a plan which will help the student teacher get the most from an assignment. At the discretion of the cooperating teacher and the education
supervisor, the student will take over increasing responsibilities of the class. The teaching load will be increased gradually, depending on the capabilities of the student teacher. It is important that the student teacher teaches full time for two weeks at a minimum, but preferably three weeks. The student teacher should be directed in the lessons presented to the class. Does the lesson fit into the general teaching program? What are the motivating techniques? Is the lesson related to the needs of pupils? What learning materials are used? Is there planning for situations which may occur during the presentation of the lesson?

The importance of thorough lesson planning cannot be overstressed, particularly when student teachers often observe their experienced cooperating teachers spending comparatively little time in planning for teaching. Lesson plans are the student teacher’s own working guides. The cooperating teacher reviews them, writes comments on 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 teachers. Student teachers will be given some sample formats to follow or alter to meet classroom needs.

Student teachers will be required to write both weekly and detailed daily lesson plans in accordance with the principles discussed in education courses even if the cooperating teacher does not prepare detailed plans. Cooperating teachers may assign the student teacher a designed unit of work to be taught and the suggested time necessary to teach it.

Detailed lesson plans are required by the university supervisor(s) for assessment visits and should be ready at the time of scheduled visits. Many supervisors are “generalists,” which means they assess students in several subject areas. The detailed plan will assist the supervisor in providing appropriate feedback of the lesson. All teaching should be documented with written 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 teacher may have a copy. Cooperating teachers should require that lesson plans be submitted well in advance and evaluate the plans before allowing the student to begin teaching it. The cooperating teacher and supervisor should provide input regarding the type of planning expected at various stages during the student teaching semester.

ASSUMPTION OF DUTIES

At first, the student teacher should be given minor responsibilities, possibly for short periods of time. 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 student teacher that the cooperating teacher is always available to assist the student teacher. As the student teacher 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 student teacher’s capabilities. In addition to the Assumption of Duties Week-by-Week Schedule for the Student Teacher in the first section of the Student Teaching Manual, the following can be used as a guide:

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

Provide the student teacher a work and study space. Make sure the student teacher has access to reference and instructional materials for classroom use.
It is advisable for the cooperating teacher to allow the student teacher to observe for a period of time 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 student teacher an opportunity to become familiar with classroom objectives, procedures, and students. Student teachers should be especially alert to techniques of motivation, extent of student-teacher 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 student teacher’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, different backgrounds. If permitted, student teachers 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 student teacher into the teaching situation by encouraging the student teacher 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, student teachers 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** – Student teacher assumes full or partial responsibility for one class. The cooperating teacher is always present.

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

**Weeks Three Through Seven**  
**Single Placements** – The student teacher should be ready to accept additional teaching responsibilities with responsibility for at least half of the total teaching responsibilities or even more if the student teacher 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.

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

Double Placements – The student teacher 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 of time where the student teacher 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 student teacher is prepared to do so. The cooperating teacher is in and out of the room as needed.

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 of time where the student teacher 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 student teacher has gone. Student teachers benefit from observations in other classes at this time. The cooperating teacher is present.

Note: Student teachers should not be left totally alone for more than a few hours at a time. Cooperating teachers should drop in and out of the room periodically even when the student teacher has full control and should be readily accessible to the classroom.

ROLE OF UNIVERSITY SUPERVISORS

The process of supervising student teachers is critically important to the student teacher. It is also important for the cooperating teacher, who has agreed to assume the responsibility for helping a student teacher become a professional educator. The university depends upon the knowledge and experiences of supervisors in assisting student teachers.

University Supervisors – University Supervisors include education and academic supervisors. No fewer than three or four visits are made to each student teacher by the education supervisor* in a 16-week placement. No fewer than two visits are made in an 8-week, 4-week or split-day placement*. The academic supervisor, who has knowledge and experience in the student teacher’s teaching field, will visit once during each eight-week placement or twice during a 16-week placement. The primary purpose of each assessment is to determine the student teacher’s progress and to visit with the student teacher about perceptions of teaching and any problems encountered. Visits/assessments are usually arranged in advance by the university supervisor(s). Scheduling is important since the university supervisor never expects to observe a class conducted by the cooperating teacher. Both cooperating teachers and university supervisors are evaluated by student teachers. (See attached forms.)

*Due to budget constraints effective in the 2009 Spring Semester, education supervisors have been instructed to conduct initial visits by telephone or email.
CHECKLIST FOR PREPARATION FOR A STUDENT TEACHER
Before the student teacher arrives, I:

_____ have prepared the pupils for his/her arrival,

_____ have learned about the background of the student teacher,

_____ have read the university student teaching materials and understand the role of the cooperating teacher,

_____ have become aware of the legal status of student teachers in Kansas,

_____ have become familiar with the policy of my school and district concerning the responsibilities of student teachers,

_____ have had pre-teaching contact with the student teacher,

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

_____ have made provision for the student teacher 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 student teacher, and

_____ have tentatively planned a balanced sequence of learning experiences for the student teacher for the total student teacher experience.

CHECKLIST FOR THE FIRST FEW DAYS OF STUDENT TEACHING
During the initial period of student teaching, I have:

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

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

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

_____ made a conscious effort to introduce the student teacher to other faculty members and administrative staff,

_____ familiarized the student teacher with the routine and management techniques in my classroom,

_____ acquainted the student teacher with work currently under way in the class,

_____ involved the student teacher in classroom participation,

_____ provided the student teacher with a textbook and a place to work,

_____ provided the student teacher with a copy of class schedules and a school handbook,

_____ oriented the student teacher to the school building,
discussed pertinent school policies and regulations with the student teacher,

assisted the student teacher in learning the names of pupils,

included the student teacher in discussions and planning with pupils,

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

planned for the student teacher’s gradual assumption of teaching responsibilities, including the required Teacher Work Sample unit,

assisted the student teacher in becoming familiar with different available instructional materials,

oriented the student teacher to the community, and

assisted the student teacher 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 EDUCATION MODEL – TEACHERS COLLEGE CONCEPTUAL FRAMEWORK

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 Teacher Candidates 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 Educator

**Proficiency 1**
Provides
Service to
Society

**Proficiency 2**
Applies
Interdisciplinary
Scholarly Knowledge

**Proficiency 3**
Engages in
Practical Action

**Proficiency 4**
Responds to
Uncertainty and
Change

**Proficiency 5**
Participates in
Self-Reflection

**Proficiency 6**
Belongs to
Professional
Community
**Student Teacher Forms**

1. Cooperating Teacher Assessment of Student Teacher. Complete this form on-line at midterm and final or as often as needed. See attached directions.

**16-week placements:**
- midterm @ 8 weeks
- final @ 16 weeks

**8-week placements:**

1st 8-weeks placements
- midterm @ 4 weeks
- final @ 8 weeks

2nd 8-week placements
- midterm @ 12 weeks
- final @ 16 weeks

**4-week placements:**

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

2. Student Teacher Feedback Form will be completed by student teachers at the end of the semester. You may use the form as a guide to make sure that you are well prepared for your student teacher.
Memo

To: Cooperating Teacher and Mentor Teachers

From: Dr. Ken Weaver, Associate Dean of The Teachers College

Regarding: Completing Student Teacher/Intern Evaluations Online

Date: December 12, 2010

Attached are instructions for completing the student teacher/intern evaluation online. All cooperating teachers are expected to complete the student teacher/intern evaluation online. If you do not have internet access, please call the OPES office at 620-341-5447 or contact Mrs. Cheryl Protheroe at cprother@emporia.edu, or Dr. Sue Peterson at speterso@emporia.edu. An important reason for the online form is that we must aggregate data for our accrediting agency and student teacher data will have to be entered into our database. It is a sizeable task to enter every student teacher/intern midterm and final evaluations, and your help would make our job much easier. Also, 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 Cheryl Protheroe at cprother@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 is needed.

Please do not hesitate to contact Dr. Peterson (speterso@emporia.edu) or me @ kweaver@emporia.edu if you have questions, and thanks for helping us with our student teacher and intern evaluations.
Directions for Completing the Cooperating Teacher’s Assessment of ESU Student Teacher/PDS Intern On-line

1. Go to the website: http://indri.emporia.edu/StudentTeacherAssessment (If you have an email copy of these instructions, you can hold down the Ctrl key and click on the address and it will take you directly to the website.) 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 provide the student teacher’s Social Security number. (If you use the SS# do not enter hyphens or spaces. If you use the ID# make certain you include the zeros. Both the SS# and the ID# will have 9 figures.)
   - 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 three 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.

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/corrections after submitting the form.
   - If after you submit the evaluation you find that you need to make a change/correction, you can edit the form as long as you have not closed it. Enter the change/correction and then click the update button to resubmit the corrected form.
   - Once you have closed out of the document, you will no longer be able to make further changes/corrections. If additional changes are required you will need to email Cheryl Protheroe (cprother@emporia.edu). List any change(s) needed. You will receive a reply to your 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 Cheryl Protheroe @ cprother@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 student teacher/intern’s signature, we ask that he/she also send an email to Cheryl Protheroe @ cprother@emporia.edu with the following statement: “This email confirms that I have read and discussed my final assessment with my cooperating teacher. I understand that my signature (this email) does not necessarily indicate agreement.”

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

9. If you have questions about:
   PDS form or the assessment contact Jean Morrow – 620-341-5750, jmorrow@emporia.edu
   Phase II form or the assessment contact Cheryl Protheroe – 620-341-5447, cprother@emporia.edu
   Technical problems contact Ken Weaver – 620-341-5367, kweaver@emporia.edu or Cheryl Protheroe 620-341-5447, cprother@emporia.edu.
EMPORIA STATE UNIVERSITY
Office of Professional Education Services

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 was 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