



**UNIVERSITY OF MARY
LIFFRIG FAMILY SCHOOL
OF EDUCATION AND
BEHAVIORAL SCIENCES**

**Department of Education
Undergraduate Program
Handbook**

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The mission of the **Liffrig Family School of Education and Behavioral Sciences** is to provide our undergraduate and graduate students with a strong philosophy-based academic foundation on Christian, Catholic, and Benedictine values.

The Department of Education undergraduate programs are designed to develop competent and principled professionals who take responsibility for student learning, who demonstrate the unique art of educating, while displaying professional characteristics.

Student teaching is the time to implement the theories and concepts that have been acquired throughout the undergraduate studies. At the same time, student teaching provides the opportunity to join a team of professionals that are committed to improve the lives of students in this community.

The Student Teaching Handbook is the primary reference for this phase of the program. University Supervisor and Cooperating Teacher will also be the “go to people” for questions, concerns, and assistance. Student teachers should rely on the expertise of these professionals and stay in touch with them throughout the student teaching experience.

General Information

Department of Education Admission Requirements:

To be accepted into the Department of Education, a student must fulfill the following requirements:

1. Have a minimum verifiable overall GPA of 2.5
2. Submit a **PERSONAL DATA FORM** (1) (*)
3. Submit an essay on “The Philosophy of the Department of Education” (*).
4. For LFSEBS Education, English Education, Biology Education, Business Education, Math Education, and Music Education Majors only: Student must provide written evidence of acceptance by his/her major division.

Admission to the Department of Education is prerequisite to taking EDU and PED, CSS 300-400 level courses. Admission requirements are presented and discussed in EDU 201/202 – Introduction to Teaching.

Department of Education Philosophy:

“Developing Educational Leaders”

- Who take responsibility for **STUDENT LEARNING**
- Who demonstrate strong **PEDAGOGICAL CONTENT KNOWLEDGE**
- Who display **PROFESSIONAL CHARACTERISTICS**

The Department of Education uses a performance-based evaluation model to assess each student's ability to meet the above identities. Students are assessed in each of these areas during their practicum and student teaching assignments by practicum and cooperating teachers. Students are also required to complete practicum self-evaluations and collect course artifacts representative of each identity for their electronic portfolios. They are expected to embrace and model these identities during their program of study.

The Department of Education teacher preparation program is fully accredited by the North Central Association (NCA), the North Dakota Education Standards and Practices Board (ESPB), and the Council for the Accreditation of Educator Preparation (CAEP).

The offices of the Dean of the School of Education and Behavioral Sciences and faculty who teach courses in the Early Childhood Education, Elementary Education, General Education, and Special Education programs, as well as the Physical Education Program Director are located in the Boniface Hall. Faculty who teach courses in the Physical Education program have offices on the main campus.

(1) Paper form provided in the course EDU 200 or EDU 202, also by the Department of Education administrative assistant.

(*) Submit it to the Department of Education administrative assistant

Practicum Information

Practicum Experiences:

The secondary and elementary practicum experiences at the University of Mary are designed to provide pre-service teachers with professional teaching experience at the appropriate grade and content levels prior to the student teaching experience. Each practicum student is evaluated during his/her practicum experience by an assigned practicum teacher.

General Expectations – Practicum Student:

- We strongly recommend that a student procure a minimum of \$1,000,000.00 of professional/personal liability coverage. There are several providers of professional/personal liability insurance. If necessary, consult your advisor.
- Dress and conduct yourself as a professional at all times.
- Abide by all the standards of confidentiality.
- Check in at the school office for each practicum visit and wear your professional nametag at all times.
- The Department of Education at the University of Mary expects you to arrive far in advance (at least 20-30 minutes) before the class begins. Notify the practicum teacher, university supervisor, and program director in advance if you will be tardy or absent. Program Director may terminate practicum experience in the event of any tardiness and/or unexcused absences.
- Provide assistance in lessons and class activities as directed by the practicum teacher. With the practicum teacher's guidance, provide instruction to individuals and/or small groups of students.
- **DO NOT** assume sole responsibility for a classroom or group of students. You are not a licensed teacher. You must be supervised by licensed school personnel at all times.
- If a student earns an unacceptable on their evaluation from a University of Mary Supervisor; or falls below a GPA of 2.5; or failing any of the courses within the major: the student may be eligible to re-take the necessary education courses to repeat the experience.
- If a practicum experience of a student earns unacceptable or non-recommendable for student teaching or internship, the Department of Education faculty will determine the final plan of action.

General Expectations – Practicum Teacher

- Demonstrate and involve the practicum student in the teaching/learning process.
- Provide information and assistance in lesson planning, use of materials, evaluation of learning, and classroom management.
- Pre-approve lesson plans before they are taught. Evaluate and analyze each lesson by making comments on the lesson plan and presentation.
- Expect professional dress and behavior from your practicum student. Students are expected to be prompt, dress professionally, wear university nametags, practice high standards of confidentiality, and use exemplary forms of communication (oral and written).
- Notify the Program Director in a timely manner, if there are any concerns or issues with your assigned practicum student.
- Evaluate the practicum student after each week of the practicum, using the electronic rubric found on the University of Mary, Department of Education web page.

Note: Please do not allow your practicum student to assume sole responsibility for a classroom or group of students. A practicum student is not a licensed teacher and must be supervised by licensed school personnel at all times.

Practicum Policy

Placement in a school practicum, especially a teaching practicum, is a privilege that students must earn by showing that they have the necessary disposition of professionalism (both appearance and behavior), responsibility, trustworthiness, and self-reflection. In addition, demonstration of basic skills in communication (both written and oral), interpersonal skills, and the ability to think and adjust on the spot, are required. The classroom teacher and/or university supervisor reserve the right to withhold or discontinue a practicum, if at any time the practicum student demonstrates a disconcerting lack of basic disposition or skills. These basic skills or dispositions include unprofessional dress, tardiness, unexcused absence from the practicum, failing to inform the classroom teacher ahead of time of an absence, being unprepared for teaching responsibilities, or breaking policies of confidentiality. American school students are considered a vulnerable population, as they should be, and working with classroom teachers and students is an opportunity that should not be taken lightly. A candidate who does not perform up to the expectations in these practicum settings is jeopardizing his/her candidacy for student teaching placement.

Practicum Student Evaluation Form

The **PRACTICUM STUDENT RUBRIC** (Appendix B) is designed to evaluate each practicum student to determine if he/she possesses the knowledge, performance (skills), and disposition necessary to become a competent professional teacher. The assigned practicum teacher is required to complete the practicum student rubric for each of his/her assigned practicum students. To receive a passing grade for each assigned practicum, a student must receive a proficient or partially proficient for each one of the evaluation criteria.

- Students are required to purchase an electronic distribution and collection of instruments of evaluation as designated by the Department of Education.

Practicum Student Self-Evaluation Form

In addition to the practicum evaluation completed by the assigned practicum teacher, each student is required to complete 3 electronic evaluations: **PRACTICUM STUDENT SELF-EVALUATION FORM, PRACTICUM TEACHER EVALUATION FORM AND UNIVERSITY SUPERVISOR EVALUATION FORM (2)**. This evaluation is designed to help the student reflect on his/her practicum experience and to assess his/her strengths and weaknesses as a pre-service teacher.

(2) Available at www.my.umary.edu, Department of Education -public page

Practicum Fee

A practicum lab fee is attached to each practicum experience. The practicum lab fee varies depending upon the length of the practicum and by division. The lab fee is used to provide each assigned practicum teacher with a stipend for working with his/her assigned practicum student.

Practicum Courses:

- PED 343-Coaching Practicum (\$50.00 lab fee)
- EDU 335-Practicum in Early Childhood Education (\$75.00 lab fee)
- EDU 300-Elementary Education Practicum I (\$100.00 lab fee)
- EDU 400-Elementary Education Practicum II (\$100.00 lab fee)
- EDU 410-Practicum in Spec Education (\$100.00 lab fee)
- MUS 382-Elementary Music Methods (\$50.00 lab fee)
- MUS 383-Choral Music Methods (\$50.00 lab fee)
- MUS 384-Instrumental Music Methods (\$50.00 lab fee)
- EDU 310-Secondary Practicum (\$100.00 lab fee)
- EDU 401-Secondary Practicum (\$100.00 lab fee)

University of Mary Department of Education Lesson Plan

SOLAR

Grade Level:

Subject(s) Area:

Materials Needed:

- State specific materials and human resources needed

Standards:

- Use state, and/or national standards for the lesson

Objectives:

- Students should demonstrate the knowledge, skills, or attitudes at the end of the lesson.
- Used specific action verbs/learner tasks that can be measured through assessment.
- All objectives and goals must be tied to the standards.

Learning Activities:

- State the initial/engagement activity you will create and maintain the students' interest.
- Mention all the teaching strategies (by name) you will use for this lesson and what is the purpose.
- Mention the specific learning strategies will be incorporated into this lesson to actively involve the students.
- Mention the way you will manage of classroom space, time, equipment, groups, and safety issues.
- Plan/prepare the adaptation you might use for diverse learners.
- Plan the way you will summarize and conclude this lesson.

Assessment:

- Method to assess the students met the targeted objectives and standards
- Mention how the assessment is tied to the objectives and standards
- Mention the way you assessed the performance of diverse learners
- Mention multiple assessment strategies you used
- Describe how you will reteach the lesson if necessary.

Reflection:

- Evaluate your performance **in regards the objective and standards intended**. Mention the percentage of mastery the students reached in this lesson.
- If I were to teach this lesson again, what would I keep the same/change? Why?

Student Teaching Information

Student Teaching Program Admission Requirements:

The student teaching experience is the capstone course of the teacher preparation program in the Department of Education at the University of Mary. The specific requirements for admission into the student teaching program are as follows:

1. The student must be admitted into the **Department of Education**.
2. The student must attend the **Preliminary Student Teaching Meeting** (commonly known as “Application Day”. Meeting dates are listed in University of Mary calendar), and complete a **Student Teaching Program Application Form** that is provided at the preliminary student teaching meeting.
3. The student must provide his/her advisor with a **Graduation Audit Report** form and a **Degree Audit** and submit the completed forms to the Department of Education. These forms provide verification that the prospective student teacher has met the following Student Teaching Program requirements:
 - Completed all course work required for a teaching license.
 - Overall GPA of **3.0 or above** in all teaching major(s).
 - No grade lower than a **C-** in any course required for teaching license.

Note: If a student has any course work to complete, the candidate is required to submit, along with a copy of the **Graduation Audit Report**, a petition letter listing all of the courses to be completed for his/her teaching degree, and a timeline of when and where the courses will be completed. The petition letter must be submitted **within one month of student teaching application day** to the Student Teaching Program Director, who would present the petition letter to the Department of Education faculty to vote.

4. The student must obtain a Core Praxis I test passing score according to the North Dakota Education Standards and Practices Board (ESPB) licensure cut-off scores **before** registering for EDU 411, and must submit a copy of his/her Core Praxis I test scores to the Department of Education.

Core Praxis I & Core Praxis II Tests Information: www.ets.org

5. The student must present an electronic portfolio (4) on Student Teaching Assessment Day and receive a passing grade in **EDU 411 Student Teaching Assessment before** he or she will be placed for student teaching. Portfolio evaluations must earn all proficient or partially proficient. Any areas deemed “needs improvement,” or by the panel request will require the student to make the changes and re-present the portfolio within maximum one month of the original presentation.

(4) Find examples at: www.umary.edu, Academic, LFSEBS, Education portfolios

6. The student must submit three Student Teaching Recommendation Forms: **two** from full-time Department of Education teaching faculty members and **one** recommendation from a teaching professional reference outside of the Department of Education. Secondary education majors must choose a full-time professor from within their content area as the third outside reference (5).

7. The student must complete **one** of the following diversity educational experiences offered by the Department of Education:

- Global experience (Fall, Spring, May, Summer)
- Rural experience (summer term - May)
- Urban experience (summer term – May)
- EDU 390 – Diversity Practicum (fall/spring semesters)
- Alternative education practicum experience (fall/spring/summer semesters)
- EDU 367- Cultural Diversity and Human Relations and EDU 390: Diversity Practicum

Note: Upon approval from the Department of Education, a student may substitute a prior educational diversity experience from a department at the University of Mary.

8. The student must have completed **two** technology workshops offered by the Department of Education. For each workshop, a certificate of workshop participation must be on file in the Department of Education.

Note: Upon approval from the Department of Education, a student may substitute a technology training workshop or approved related course in which the student participated, if appropriate documentation is provided to the Department of Education Chair.

9. The student must complete a Federal Bureau of Investigation (FBI) and Bureau of Criminal Investigation (BCI) fingerprint **background check** and must submit the results of that background check to the Department of Education.

Note: If the background check reveals that the student has a conviction, that record must be submitted to the school district in which the student petition to student teach. Based on the nature of the conviction, the university and /or school district can refuse to have the student placed in that school district and, as a result, that student will NOT complete his/her teaching major requirements or university graduation requirements.

10. If the student wishes to request an out of area placement (outside a radius of 60 miles of the Bismarck/Mandan area) for student teaching, a petition letter must be submitted to the student teaching program director **within one month of student teaching application day**. The director would present the petition letter to the Department of Education to vote

(5) Located at: Myumary.edu, groups, department of education, student teacher recommendation form.

University of Mary Student Teacher Recommended Involvement Model:

The student teacher's transition from observation to cooperating teacher-led teaching (i.e. cooperating teacher guides instruction) and then to student teacher-led teaching (i.e. student teacher guides instruction) is an individual variable that is determined by the development of the student teacher and the student teaching setting (e.g. school, schedule, cooperating teacher, students). In a 12-week student teaching placement, the first week should be devoted to learn the contextual situation of the class, as well as to observe the classroom teacher best practices and procedures. The last week is expected that the student teacher do observations of other classroom teachers in other settings and sites. In a 6 to 8-week student teaching placement, the first two to three days of the student teaching placement should be devoted to learn the contextual information of the class and to observe the classroom teacher best practices and procedures. The last two to three days, the student teacher is expected to do observations of other classroom teachers in other settings and sites. (See APPENDIX C: "Suggestions for observations of classroom procedures, instruction and management.")

The student teaching placement(s) should begin with cooperating teacher-led teaching during the second week of student teaching and then gradually move into student teacher-led teaching. It is expected that at some time, during the 6 to 8-week student teaching experience, there should be ***approximately two weeks*** of full-day student teacher-led teaching and that at some time, during the 12-week student teaching experience; there should be ***approximately four weeks*** of full-day student teacher-led teaching. The cooperating teacher, in conjunction with the student teacher and university supervisor, should formally organize each individual student teacher's involvement schedule.

The rationale for the philosophy behind the University of Mary student teaching involvement model is:

- This model allows for student teacher skill acquisition with a limited amount of classroom disruption that could limit student progress.
- This model creates flexibility in what must be considered an individualized student teaching experience.
- This model is based on educational research and negates the "sink or swim" student teaching model sometimes utilized in student teaching experiences.

University of Mary Student Teacher Grading Procedures:

Based on the observations and evaluations, and after consultation with the student teacher's cooperating teacher, the university supervisor will issue a final grade. Student teachers will be graded using a Pass/Fail grading scale.

ESPB Student Teacher Definition and Legal Requirements:

Student Teachers- 67.1-02-01-01.

A student teacher is one who teaches in a regular classroom situation as part of the requirements in professional preparation.

1. All college students in education must have classroom-related pre-professional experience prior to student teaching. This experience must be provided as early as possible. Formal admittance to the teacher education program includes meeting appropriate state program approval requirements. A criminal background investigation including the bureau of criminal investigation and federal bureau of investigation must be completed prior to any student teaching experience.
2. The student teacher should be assigned by a college or university to a cooperating school on a full-time block. A full-time block is construed as a full day for ten consecutive weeks with exceptions documented through program approval. The student teacher must be placed in a classroom where the cooperating teacher is regularly assigned. Additional student teaching experiences shall be determined by the training institution.
3. In the event of an emergency, the student teacher may once during the student teaching semester be placed as a substitute in the student teacher's regularly assigned classroom for a period of time not to exceed two consecutive days (*).
4. Student teachers may be placed only in accredited schools.
5. Teaching experience cannot be used for a waiver of student teaching, except as specified in subdivision d of subsection 1 of section 67.1-02-02-02.
6. Student teachers may receive a stipend from the school where they have student taught.
7. Student teachers will be eligible for a 40 day provisional license upon completion of all requirements for their bachelor's degree minus the awarding of the degree and the official transcript as documented by the institution of higher education registrar. Once the degree has been awarded and the official transcript has been received, the student teacher will receive the initial two-year license.

History: Effective July 1, 1995; amended effective October 1, 1998; March 1, 2000; April 1, 2006; July 1, 2008. **General Authority:** NDCC 15.1-13-08, 15.1-13-09, 15.1-13-10 **Law Implemented:** NDCC 15.1-13-08, 15.1-13-10

(*)The student teacher may substitute only his/her own cooperating teacher, with PRIOR recommendation of his/her cooperating teacher and the university supervisor. The campus principal, the cooperating teacher and the university supervisor MUST agree that the student teacher is capable of handling successfully the teaching responsibilities. This may occur only after the 1st week of the 1st full week of student teacher led-instruction.

A certified teacher must be present in the immediate vicinity of the student teacher's classroom and must agree to assist the student teacher if needed.

A Student Teacher that substitutes must abide by all district guidelines for substitute teachers.

All necessary paperwork must be completed prior to a student teacher serving as a substitute, and the university supervisor must be contacted by the student teacher

Student Teacher Legal Rights:

1. The student teacher must be made aware of their specific requirements and responsibilities.
2. The student teacher must be provided a description of the competencies by which they will be evaluated.
3. The supervisory observations by the cooperating teacher and/or university supervisor must be frequent, comprehensive, and documented.
4. The evaluation conferences held with the student teacher must document the student's progress on the appropriate evaluation forms. Student teacher, cooperating teacher, and university supervisor retain the copies of the student teaching evaluations.
5. The student teaching evaluations must be within the context of improvement in stated criteria.
6. The grade awarded must be related directly to the student teacher's level of competence in stated criteria.
7. The student teacher may continue in the student teaching experience as long as he or she demonstrates the ability to attain stated criteria and demonstrates at least the minimum levels of competence.
8. The student teacher may be removed immediately for any one of the following reasons:
 - If it is determined by the university supervisor or cooperating teacher that the students at the assigned school are suffering from the presence of the student teacher.
 - Insubordination
9. The student teacher must be given due process, if dismissed from the student teaching experience. It should be noted, however, that the student teaching experience is a course within the curriculum and, as such, removal from student teaching is the same as removal from a course and, therefore, does not require a full hearing.

▪ **Student Teacher's Responsibilities:**

The student teaching experience is the most important active learning experience in undergraduate teacher preparation. During the student teaching experience, the student teacher will have the opportunity to synthesize theory into practice and develop and refine their teaching skills. To ensure that the student teaching experience is meaningful, student teachers are expected to accept the following responsibilities:

1. The student teacher is responsible for completing a student teaching application, completing the necessary forms and administrative obligations prior to the beginning of student teaching. The student teaching application is subsequently made available to the cooperating teacher and to the assigned school principal and is utilized to help match specific classroom responsibilities with the student teacher's preparatory background.

2. The student teacher is responsible for contacting the assigned cooperating teacher(s) and visiting the school site **prior** to the beginning of the student teaching contract date(s).

3. The student teacher is responsible for his or her transportation to and from the assigned school.

4. The student teacher is responsible for his or her individual teaching performance. Therefore, it is strongly recommended that the student teacher not be involved in part-time employment or extra-curricular activities. The student teacher who chooses to be employed or participate in extra-curricular activities during his or her student teaching experience must understand that if it is determined by the cooperating teacher and university supervisor that the student teacher's performance is suffering because of these outside activities that the Department of Education has the right to ask the student teacher to discontinue these activities or have his or her student teaching experience terminated. The student teacher who is involved in extracurricular activities should inform the cooperating teacher of any dates he or she will be absent for these activities. If the student teacher misses class time for extracurricular activities, the university supervisor and cooperating teacher have the right to establish a procedure for make-up time.

5. The student teacher is responsible for observing the same work hour schedule as the cooperating teacher and is to adhere to the academic calendar of the assigned school and **not** the academic calendar of the University of Mary. The student teacher is expected to be in attendance every day during the student teaching experience. The cooperating teacher and university supervisor must be informed if the student teacher will be absent and the student teacher is expected to have no more than **one** absence per month during his/her student teaching experience. The student teacher should also make every effort to avoid disrupting the student teaching experience by scheduling personal activities during the time he/she will be student teaching.

Note: The university supervisor and cooperating teacher have the right to require the student teacher to make-up time for absences if they so desire.

6. It is recommended that the student teacher, whenever possible, take the responsibility to assist the cooperating teacher with supervisory responsibilities and other extra-duties and that the student teacher attend in-service meetings, parent-teacher conferences, and other similar professional activities at the discretion of the cooperating teacher. However, in areas of greater liability (e.g. playgrounds, swimming classes) a certified staff member should assist the student teacher.

7. The student teacher has the responsibility to become familiar with record keeping and classroom management systems utilized by the cooperating teacher in the assigned school. The student teacher is also expected to review the assigned school's policy handbook with his or her cooperating teacher to become familiar with school rules, policies, and procedures.

8. The student teacher has the responsibility to plan the scope and sequence of lessons in accordance with the directions of the cooperating teacher and the school curriculum. Lesson plans are to be completed for assigned classes and written using the Department of Education lesson plan format, unless a different format is requested by the cooperating teacher.

9. The student teacher has the responsibility to hold in strictest confidence conversations with teachers, counselors, and administrators concerning school-related affairs, as well as information obtained from student records.

10. The student teacher has the responsibility to dress in a professional manner for class, meetings, and other professional functions. Often, a good guide is to ask for an advice to the university supervisor and/or to observe the dress of the majority of teachers in the school.

11. The student teacher has the responsibility to attend all student teaching seminars, as scheduled by the University of Mary, Department of Education.

12. The student teacher is required to maintain such log books as required by the cooperating teacher and university supervisor.

13. The student teacher is required to maintain a student teaching binder that should include the following:

- Copies of all lesson plans, teaching units, and resource units.
- Copies of all evaluations received from the cooperating teacher and university supervisor.
- Notes and materials from the student teaching seminars.
- Journal entries of daily/weekly reflective thoughts as requested by the university supervisor and/or the cooperating teacher.

Termination of Student Teaching Placement

The student teaching program is a cooperative relationship between the University of Mary, partnering school districts, cooperating teachers, university supervisors, and the student teacher. Each student teacher is to be made aware that his/her presence in the district, and in a particular classroom, is that of a **guest**.

Occasionally there are circumstances that warrant the termination of the student teaching placement. Termination may be initiated by the student teacher or the University of Mary. When such action is deemed necessary, there are specific reasons and procedures that should be taken into consideration by all parties involved.

REASONS FOR TERMINATION

1. Mutual consent and agreement for termination by the student teacher, cooperating teacher/school, and the university supervisor for reasons of illness, injury or other foreseen problem.
2. Failure by the student teacher to abide the policies of the cooperating teacher and/or unprofessional conduct toward school personnel or students. (May result in immediate removal of student teaching). In these cases, termination procedures begin #5 (see below).
3. Failure by the student teacher to establish and maintain a satisfactory performance level in classroom instruction and management.
4. Insubordination

PROCEDURES FOR TERMINATION

Termination of the assignment of a student teacher for the reasons previously stated in number 3 should follow these prescribed procedures in a sequential manner:

1. The student teacher should be informed by the cooperating teacher and the university supervisor of any unsatisfactory performance. This shall be done through a written evaluation from both cooperating teacher and university supervisor, a joint conference between all three, and written documentation of any infraction of school policy or professionalism (A student teacher may not be terminated for undocumented problems.)
2. When it is evident that a student teacher does not follow through with prescribed verbal and written suggestions for improvement, a formal **Growth Contract** (See: Appendix D) shall be initiated by the university supervisor and cooperating teacher and presented to the student teacher during a conference. This contract should be signed by the student teacher, the cooperating teacher, and the university supervisor with a copy submitted to the Student Teaching Program Director.
3. Within a specified time frame, the student teacher, the cooperating teacher, and the university supervisor will confer to assess progress.
4. If inadequate progress in teaching effectiveness and/or unprofessional conduct continues, a formal **Probation Contract** (See: Appendix D) will be administered with a clear time limit for compliance. A copy will be submitted to the Student Teaching Program Director. The cooperating teacher and university supervisor may request additional outside observations. A conference of all concerned parties will follow.
5. When a student teacher is placed on probation and/or reassessment indicates unfavorable progress, the student teacher will visit with the Student Teaching Program Director to discuss possible options. The options offered will depend

upon each individual case and what is deemed to be in the best interest of the student teacher, the school, the cooperating teacher, and the students in the classroom. **Some options** that may be considered are:

- a) Movement to another classroom for the remainder of the placement term. This may be in another school or district and will be done only if a classroom placement is available and the school schedule permits. (Student teaching may be extended for this purpose.)
 - b) Withdrawal from student teaching with the option to reapply for student teaching after waiting at least one semester and no more than three (3) semesters. During the interim time, there may be prescriptive growth experiences created by the Student Teaching Program Director and the university supervisor that must be completed and submitted for review prior to reassignment for student teaching. **All returning student will be placed in the local area.**
 - c) Withdrawal from student teaching with a decision to transfer to another department within the University of Mary for pursuing a different degree. (Withdrawal will be allowed only if it is prior to the end of F-drop date for the semester.)
 - d) Termination of student teaching with a failing grade.
6. If the student teacher is to be terminated or withdrawn from student teaching, she/he will be given a letter stating the decision made, the reason for that decision, and whenever or not an opportunity for application to student teach again in a later date will be permitted. The letter will also specify any growth assignments that are expected prior to reassignment to student teaching.
7. The student teacher will meet with the Director of the Student Teaching Program and the Chair of the Department of Education for guidance in withdrawal and re-admittance procedures.

The final decision to terminate a student teacher is the responsibility of the Student Teaching Program Director with the consensus and approval of the Department of Education Chair and full time faculty. This decision will be based upon input from the school principal, the cooperating teacher, the university supervisor and the student teacher.

APPEAL PROCEDURE

If the student teacher wishes to contest the decision to terminate the student teaching placement, specific procedures must be followed:

1. The student teacher must submit written appeal to the Student Teaching Program Director within three (3) days from the date notified of termination.
2. The student teaching Program Director will convene a panel to process the appeal. Panel members may include:
 - Student Teaching Program Director
 - Chair of the Department of Education
 - Dean of the Liffrog Family School of Education and Behavioral Sciences
 - Department designated elementary or secondary program director
 - University Supervisor
 - Faculty member from student's program of study
3. The committee will review the case consisting of written evaluations, growth and probation contracts, written documentation of student teaching infractions, the procedures followed by the university supervisor and cooperating teacher and the appeal letter from the student teacher.
4. The committee will vote to accept or reject the appeal. The Student Teaching Program Director will inform the student teacher the decision and recommendations of the committee. A written copy of the decision will be given to the student teacher and the Chair of the Department of Education.
5. The Student Teaching Program Director will be responsible for administering all follow-up actions determined by the committee.

ESPB-Cooperating Teacher Definition and Legal Requirements:

Cooperating Teachers- Section 67.1-02-01-02

A cooperating teacher is the teacher in the local situation who works with, helps, and advises the student teacher.

1. Every cooperating teacher must have acquired a minimum of two semester hours or three quarter hours in a supervision of student teaching course or an in-service requirement that meets the necessary essentials in preparing cooperating teachers to supervise student teachers. Those cooperating teachers who have served prior to July 1, 1976, may have this requirement waived at the discretion of the host college and cooperating school.

2. The cooperating teacher must have at least three years of teaching experience. The cooperating teacher must have at least one year of teaching experience in the school system in which the student teacher is being supervised.

3. Before being accepted and approved as a cooperating teacher, the teacher must be recommended by the administration of the school in which student teaching is performed.

4. A cooperating teacher who cannot recommend a student teacher for teaching or licensure shall have a conference with the university supervisor and the student teacher prior to the student teaching evaluation and recommendation.

History: Effective July 1, 1995, amended effective October 1, 1998; March 1, 2000; August 1, 2002.

General Authority: NDCC 15.1-13-08, 15.1-13-09, 15.1-13-10

Law Implemented: NDCC 15.1-13-08, 15.1-13-10

Cooperating Teacher's Legal Rights:

1. The cooperating teacher, not the student teacher, has the legal responsibility for the welfare of the students in his or her class.

2. The cooperating teacher must be fully aware of the student teacher's planned activities and their appropriateness.

3. The student teacher is basically a learner and should operate under the observant eye of the cooperating teacher.

4. The cooperating teacher can allow the student teacher time for independent teaching (i.e. teaching done without direct observation by the cooperating teacher) if:

- The cooperating teacher is fully aware of lesson plan content.
- The observations by the cooperating teacher have provided him/her enough evidence that the student teacher is ready for independent teaching.

5. The cooperating teacher must make the student teacher fully aware of school policies and procedures.

Cooperating Teacher's Responsibilities:

A. Professional Behavior and Attitude

An effective professional cooperating teacher will:

1. Develop an effective professional relationship with the student teacher.
2. Accept the student teacher as a professional colleague.
3. Accept the usual or expected mistakes of the student teacher.
4. Restrain from specific directions, but try to help the student teacher make appropriate classroom decisions.
5. Conduct professional discussions with the student teacher to help the student teacher grow and develop as a professional teacher.
6. Allow the student teacher to observe the cooperating teacher's teaching methods, techniques, and lesson plans.
7. Share appropriate learner strategies and techniques with the student teacher.

B. Guidance of Student Teachers

The professional cooperating teacher should provide an atmosphere that is conducive to personal and professional exploration and to the discovery of effective teaching techniques. To help each student teacher develop his or her professional teaching skills, the cooperating teacher is encouraged to allow the student teacher to utilize different teaching strategies, if these strategies will not disrupt the current curriculum or classroom environment. Careful planning is necessary to guide the student teacher in becoming a professional teacher and to help the student teacher develop an effective and personalized teaching style. The cooperating teacher can guide the student teacher in the development of his or her teaching skills by:

1. The cooperating teacher should:

- a. Read the student teacher's electronic portfolio to become acquainted with the student teacher.
- b. Meet with the student teacher prior to his or her assignment and provide the student teacher with relevant information.
 - Appropriate teaching materials
 - Student information (e.g., class lists, seating charts)
- c. Prepare the classroom for the student teacher.
 - Design a professional office/desk area for the student teacher
- d. Prepare students and parents for the arrival of the student teacher.
 - Send home with the students newsletter indicating the name of the student teacher and the length of the student teaching experience

- The student teacher should provide the cooperating teacher with relevant information about himself or herself to share with students and parents (student teaching file will also contain pertinent information.)

2. *In guiding the student teacher through the first few days, the cooperating teacher should:*

- a. Introduce student teacher to students, faculty, and staff
- b. Hold an **INITIAL CONFERENCE** with student teacher and university supervisor to discuss expectations of student teacher and to develop a rough draft of the student teacher's teaching schedule and fill out the **INITIAL CONFERENCE LOG (APPENDIX A)**.

The teaching schedule should:

- be based on the student teaching involvement model
 - be modified as necessary during the student teaching experience
- c. Acquaint student teacher with:
 - managerial responsibilities (e.g. attendance)
 - **SCHOOL POLICY HANDBOOK** and identify key areas that could directly affect student teacher (e.g. discipline policy, emergency procedures)
 - d. Involve the student teacher in constructive activities such as:
 - grading assignments
 - working with individual students
 - taking attendance
 - reviewing/correcting tests and/or quizzes
 - e. Organize a classroom observation schedule and develop an observation plan for the student teacher based on the following steps:
 1. Select an area of concern.
 - classroom organization/management procedures
 - teaching style and lesson content
 - behavior and nature of students
 - instructional techniques or methods
 - student evaluation methods
 - problems with class or with students

2. Select an appropriate recording technique.
3. Observe, record, and analyze data.
4. Discuss findings and encourage the student teacher to use them to guide future behavior.
5. Set up next observation.

3. *In phasing the student teaching into full-time teaching, the cooperating teacher should:*

- a. Initially plan and design teaching lessons, but allow student teacher's involvement.
- b. Encourage the student teacher to accept more classroom responsibility by:
 - delegating new responsibilities gradually, starting from day one if possible.
 - providing continuous feedback concerning preparation, teaching skills, and the student teacher's progress
 - utilizing team teaching and/or modeling techniques

4. While guiding the student teacher during full time teaching, the cooperating teacher should:

- a. Regularly observe the student teacher and provide times when the student teacher can be alone with the class.
- b. Avoid correcting the student teacher in front of the students.
- c. Help the student teacher plan for his or her lessons by:
 - Sharing his or her plans and resources with the student teacher
 - Expecting the student teacher to plan in advance of each class/lesson
 - Reviewing the student teacher's lesson plans in advance
 - Helping the student teacher understand that good planning facilitates good teaching
- d. Formally and informally evaluate the student teacher on a regular basis by:
 - If a student teacher is demonstrating questionable behaviors, skills, or abilities and needs additional evaluation the **COOPERATING TEACHER-STUDENT TEACHER RUBRIC** (Appendix B) may be used.
 - Informally discussing the student teacher's progress with the student teacher on a daily basis.
 - Participating in a **MIDTERM CONFERENCE** with the student teacher

and the university supervisor

- After the midterm conference completing an **COOPERATING TEACHER-STUDENT TEACHER RUBRIC** (same Appendix B mentioned above).

e. Involve the student teacher in the evaluation of students.

- Student teacher should clearly understand grading criteria

f. Guide the student teacher in other professional ways by:

- Allowing the student teacher to become involved in other teacher responsibility areas where appropriate (e.g. parent teacher conferences, teacher meetings, IEP meetings)
- Exhibiting professional practices, attitudes, and ethics that the student can model
- encouraging the student teacher to attend extracurricular school activities, PTO meetings, and professional organization meetings

5. *While phasing the student teacher out of full-time teaching, the cooperating teacher should:*

- a. Begin to plan and design teaching lessons and slowly discontinue student teacher involvement.
- b. Slowly have the student teacher begin to accept less and less classroom responsibility by:
 - utilizing team teaching techniques
 - having the student teacher eventually assume only managerial responsibilities (e.g. attendance)

(7) Available electronically at: [myumary.edu, groups, department of Education, public page](http://myumary.edu/groups/department%20of%20Education/public%20page)

- c. After the student teacher has returned full-time teaching responsibilities to the cooperating teacher, guide the student teacher by organizing other school and classroom observation schedules for the student teacher in any of the following areas:
 - classroom organization/management procedures
 - teaching style, lesson content
 - instructional and evaluation procedures utilized

6. While guiding the student teaching through the last week(s) of student teaching, the cooperating teacher should:

- a. Prepare the student teacher mentally for the often-difficult emotional task of leaving the school by:
 - discussing the next placement, if there is one, with the student teacher

- letting the students and teachers know when the student teacher will be leaving
 - allowing the student teacher to informally discuss the student teaching experience with the students
- b. Organize observations for the student teacher in other school settings or other classroom settings (e.g. different age level, teaching methods) utilizing the observation techniques taught during classroom observations.
 - c. Participating in a **FINAL CONFERENCE** with the student teacher and university supervisor and submitting the **COOPERATING TEACHER-STUDENT TEACHER RUBRIC** (See Appendix B).
 - d. If he/she chooses, the cooperating may provide the student teacher with a recommendation. The recommendation may be in letter form or may utilize the electronic form (7).
 - e. Help the student teacher secure other recommendations from faculty or administration, if appropriate.

C. Evaluation of Student Teachers

The evaluation of the student teacher must be an ongoing process that is utilized throughout the entire student teaching experience. The main purposes of evaluation are to:

- a. Provide the student teacher with verbal and written feedback.
- b. Enable the student teacher to recognize his or her strengths and weaknesses so as to improve the student teacher's teaching skills.
- c. Help the student teacher develop the skills required for self-evaluation.

The cooperating teacher has the responsibility of communicating the progress of the student teacher to the student teacher and the university supervisor. The cooperating teacher, student teacher, and university supervisor need to communicate regularly to facilitate a successful student teaching experience. The cooperating teacher is not required to evaluate the student teacher on **WEEKLY** basis by assessing the student teacher's teaching skills using the **COOPERATING TEACHER'S STUDENT TEACHER RUBRIC** (see Appendix B). This form will be also used for documentation when the student teacher is demonstrating questionable behaviors, skills, or abilities.

The cooperating teacher is required to complete a **MIDTERM EVALUATION** and **FINAL EVALUATION** of the student teacher's performance using the **COOPERATING TEACHER'S STUDENT TEACHER RUBRIC** (see Appendix B).

(7) Also available electronically at: [myumary.edu, groups, department of Education, public page](http://myumary.edu/groups/department%20of%20Education/public%20page)

The cooperating teacher should allow the student teacher to review the evaluations prior to submission. The **FINAL EVALUATION** becomes part of the student teacher's student teaching file. The final grade is given by the university supervisor, but is done so in consultation with the cooperating teacher.

- Suggested informal evaluation strategies:

Daily exchange of comments

Written notes

Informal conferences

Video feedback

Pupil feedback

Student Teacher Self-Evaluation

- Required formal evaluations by the Cooperating Teacher:

MIDTERM EVALUATION (COOPERATING TEACHER'S STUDENT TEACHER RUBRIC – (see Appendix B).

FINAL EVALUATION (COOPERATING TEACHER'S STUDENT TEACHER RUBRIC – (see Appendix B).

ESPB-University Supervisor Definition and Legal Requirements:

College Supervisors- Section 67.1-02-01-03

A college (university) supervisor is the college faculty member who is in charge of guiding, helping, and directing the student teacher.

1. The college supervisor must have elementary, middle level, or secondary teacher experience at the level of supervision.
2. A college supervisor, after meeting with the administration of the school in which student teaching is to be done, shall meet with the cooperating teacher and provide a copy of the state student teaching guidelines.
3. The college supervisor shall make a copy of the student teacher's file available to the cooperating teacher prior to the arrival of the student teacher. Such file may contain a brief biography and general information, but may not contain any specific information that would be in violation of a student's right to privacy.
4. A college supervisor shall make at least two visitations during the student's teaching experience, after which the college supervisor shall hold a joint conference with the cooperating teacher and the student teacher, or provide each a written critique of the visitation.
5. The teacher education program staff may provide consultation and assistance for the first year teacher in North Dakota.

History: Effective July 1, 1995, amended effective October 1, 1998

General Authority: NDCC 15.1-13-08, 15.1-13-09, 15.1-13-10

Law Implemented: NDCC 15.1-13-08, 15.1-13-10

University Supervisor Responsibilities:

The university supervisor is a critical member of the student teaching team whose common goal is to develop an effective teaching and learning environment for the student teacher and the students. The major responsibilities of the university supervisor are as follows:

1. To act as a liaison between the university and the assigned school administration, providing information about our teacher education program and gathering informal feedback about the teacher education program and suggestions for improvement.
2. To communicate to the student teacher their progress as a student teacher through the utilization of the a weekly rubric (Appendix B). Following every weekly evaluation, the university supervisor should discuss the results of the evaluation with the student teacher and the cooperating teacher.
3. To assist the cooperating teacher in the supervision of the student teacher and help solve any interpersonal communication problems, which may arise between the student teacher and cooperating teacher.

4. To keep the cooperating teacher apprised of current Education Standards and Practices Board regulations and noteworthy innovations in the supervision of student teachers.

5. Organize and set up the initial, midterm, and final conferences with the student teacher and cooperating teacher. Complete an initial, midterm and final evaluation. The midterm and final evaluation should be completed prior to the midterm and final conference to provide feedback to the student teacher supervisor and for the student teacher's file. After consulting with the cooperating teacher, issue a final grade for the student teacher.

6. The university supervisor is required to submit his/her final grade to the Department of Education Student Teaching Program Director upon completion of the student teaching placement.

The university supervisor is responsible for making sure the cooperating teacher has submitted his or her *weekly evaluations (if needed) and the midterm and final evaluations* to the Department of Education.

The cooperating teacher will not be paid until the midterm and final rubrics are received by the Department of Education.

Also, the university supervisor need to exhort and make certain that the student teacher turned in all 3 evaluations (on line) and the diversity assessment in order to receive a grade.

School Principal Responsibilities:

The school principal works with the cooperating teacher, the student teacher, and the university supervisor in the implementation of the student teaching program and has the following responsibilities:

1. During the semester preceding the student teaching placement, the school principal formally recommends to the University of Mary, Student Teaching Program Director the cooperating teacher(s) who are qualified to supervise a student teacher.
2. The school principal establishes the general policies for their particular school and should act as resource persons for student teachers in matters concerning the school operations and policies.
3. The school principal is required to supply a copy of the school policy handbook to the cooperating teacher that is to be given to and reviewed with the student teacher.
4. The school principal is invited to participate in the student teacher's final evaluation.

APPENDIX A INITIAL CONFERENCE FORM

STUDENT TEACHING (ST) INITIAL MEETING - CHECKLIST

University Supervisor: Please keep this document in your personal file in case it is need for support or upon request from the Director of the Student Teaching Program.

University Supervisor (US) leading the meeting _____

ST _____ CT _____

Please Student Initials, CT Initials

ST Placement Details Review & confirm placement information Review & confirm calendar dates Review & confirm contact information of the ST, CT, and the US Review "8 or 12-week suggested schedule in the handbook"	ST _____	CT _____
Responsibilities of the Student Teacher (ST) Lesson planning Attendance policy & weekly submission to US/CT Discuss CT's arrival & departure time expectations (ST must work contracted teacher workday)	ST _____	CT _____
Responsibilities of the Cooperating Teacher (CT) Electronic midterm and final evaluations (No login) Explain importance of narrative in evaluations Regular conference time feedback Lesson plan review and coaching Opportunities for ST to teach as outlined in 8/12-week schedule Opportunities for ST to design & implement lessons	ST _____	CT _____
Responsibilities of the University Supervisor (US) Submit electronic midterm, final evaluations and grade Frequency of observations Site visits Frequency of communication with ST and CT observation form and grading	ST _____	CT _____
Teacher Work Sample / Professional Growth Plan CT to support student and provide guidance as needed US and CT should review and discuss ST- MTE and FE The student teacher has access to a subgroup (such as a group of ELL students) and 2 focus students of their choice. These can be from within the subgroup. It is recommended that these students have differing academic abilities.	ST _____	CT _____
CT Payment Midterm and Final Evaluations have to be completed and submitted for payment		CT _____

I understand the expectations of the University of Mary student teaching program as outlined in today's Student Teaching Initial Meeting. Please sign and date.

Student Teacher Signature: _____ Date: _____

Cooperating Teacher Signature: _____ Date: _____

APPENDIX B

COOPERATING TEACHER-STUDENT TEACHER RUBRIC

USE FOR: WEEKLY, MIDTERM AND/OR FINAL EVALUATIONS AS NECESSARY

See the rubric in the next page

Department of Education Handbook**University of Mary – Department of Education
Student Teacher Evaluation Form****ITL/P KEY Summative Performance Assessment #8
Teaching Observation****Directions:**

1. Complete the evaluation form, sign, and date.
2. Review the evaluation form with the candidate.
3. Ask candidate to sign and date form to indicate that the evaluation has been reviewed.
4. The descriptor indicates what is expected for a satisfactory rating.

Individual Completing the Evaluation _____ Teacher Candidate _____

School _____ Grade/Subject _____

University Supervisor _____ Cooperating Teacher _____

Please Circle: Midterm Evaluation OR Final Evaluation OR Observation # _____

Observation Debriefing Date with Teacher Candidate _____

Teacher Candidate's Signature _____

University Supervisor's Signature _____

Cooperating Teacher's Signature _____

Teacher Candidate Evaluation Form

Teacher Candidate	Semester	Weeks	Subject/Grade Taught
School & Town	Cooperating Teacher	University Supervisor	

This assessment is based on the 10 national standards of effective practice for new teachers (InTASC). Under the Family Education & Privacy Act of 1974, the student has the right of inspection and review of this document.

Directions: For each of the items below, place a rating score of 1, 1.5, 2, 2.5, 3, 3.5, or 4 by the number which describes the teacher candidate as a pre-professional. **An overall average score will be calculated by the university for each standard.* Thank you for your time and commitment to the profession.

InTASC Standard 1	Undeveloped (1)	(1.5)	Emerging (2)	(2.5)	Proficient (3)	(3.5)	Distinguished (4)	Score	
The teacher candidate...									
Designs developmentally appropriate instruction to support student learning	designs lessons in which the instructional strategies are not developmentally appropriate	With assistance, partial success at score of "2"	designs developmentally appropriate instruction strategies, but opportunities for individual differences are not included	In addition to score "2" performance, partial success at score of "3"	designs developmentally appropriate instruction to support student learning	In addition to score "3" performance, partial success at score of "4"	designs challenging learning experiences through the use of instructional strategies focusing on recognizing patterns of learning and development across cognitive, linguistic, social, and emotional areas		
Implements developmentally appropriate instructional strategies and practices to support student learning	needs assistance to implement developmentally appropriate instructional strategies		implements developmentally appropriate instructional strategies, but opportunities for individual differences are not implemented to support student learning		implements developmentally appropriate instructional strategies and practices to support student learning		communicates and leads developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs		
Sequences lessons to ensure coherence with curriculum and account for students' prior knowledge	lessons are not sequenced to align with standards and students' prior knowledge is not addressed as a class		sequences lessons that address students' prior knowledge as a class, but individual differences are not included in the lesson		sequences lessons that consider students' prior knowledge and leads students toward mastery of standards in a coherent manner		sequences lessons and practice toward mastery of standards for all students in a coherent manner. Lessons access and expand on students' prior knowledge and build on each lesson in preparation for future learning		
*The overall score will be calculated as an average of the scores for this standard.									*Score
Standard #1: Learner Development. The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.									

InTASC Standard 2	Undeveloped (1)	(1.5)	Emerging (2)	(2.5)	Proficient (3)	(3.5)	Distinguished (4)	Score	
The teacher candidate...									
Effectively teaches students from various socioeconomic backgrounds, culturally and ethnically diverse backgrounds and communities	demonstrates minimal understanding that learners are individuals with differences in their approaches to learning and performance	With assistance, partial success at score of “2”	demonstrates a basic understanding that learners are individuals with differences in their approaches to learning and performance	In addition to score “2” performance, partial success at score of “3”	demonstrates thorough knowledge that learners are individuals with differences in their backgrounds as well as their approaches to learning and performance	In addition to score “3” performance, partial success at score of “4”	anticipates individual learning needs by proactively designing differentiated instruction		
Plans differentiated instruction for a variety of learning needs	needs assistance to differentiate instruction to support development of individual learning needs		attempts to differentiate instruction, but is inconsistently effective in supporting the development of individual learning needs		applies differentiated instruction with strategies or tools that support development of individual learning needs		effectively differentiates instruction to make decisions while teaching to cultivate student independence in learning		
Exhibits fairness and belief that all students can learn	communicates with diverse learners in an unfair and disrespectful manner; provides inequitable opportunities to all, including diverse learners		communicates with diverse learners in a fair and respectful manner; provides occasionally equitable opportunities to all, including diverse learners		exhibits respect and high expectations for each learner. Communicates with diverse learners in a fair and respectful manner; consistently provides equitable opportunities to all, including diverse learners to meet high expectations		designs and implements instructional strategies to meet the diverse needs of all learners in a fair and respectful manner; consistently designs and flexibly implements equitable instructional strategies to all, including diverse learners to meet high expectations		
*The overall score will be calculated as an average of the scores for this standard.									*Score
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards.									

InTASC Standard 3	Undeveloped (1)	(1.5)	Emerging (2)	(2.5)	Proficient (3)	(3.5)	Distinguished (4)	Score	
The teacher candidate...									
Fosters a safe and respectful environment that promotes learning	takes no responsibility to create a positive classroom learning community	With assistance, partial success at score of “2”	attempts to create a positive classroom learning community	In addition to score “2” performance, partial success at score of “3”	creates a positive classroom learning community in which differences such as race, culture, gender, sexual orientation, and language are respected	In addition to score “3” performance, partial success at score of “4”	collaborates with learners to facilitate self-reflection and ownership for ongoing improvement of the classroom community		
Develops and maintains a classroom environment that promotes student engagement	needs assistance in developing a learning environment that is engaging for most students		attempts to develop a learning environment that is engaging for most students, but is occasionally successful		develops a learning environment that is consistently engaging for most students		develops a highly engaging learning environment that maximizes students’ involvement		
Clearly communicates expectations for appropriate student behavior	has minimal standards of conduct in place; however, the teacher candidate needs assistance with monitoring student behavior or in responding consistently		communicates standards of conduct that may not be clear; the teacher candidate inconsistently monitors and responds to student behavior		communicates standards of conduct that are clear; the teacher candidate monitors and responds to student behavior effectively		communicates standards of conduct that are clear and effective; teacher candidate monitors student behavior and responds appropriately on a consistent basis		
Uses technologies to enhance learning and guide learners to apply them in appropriate, safe, and effective ways	needs assistance to use interactive technologies as a resource to support student learning; rarely guides learners in using technology appropriately, safely, and effectively		attempts to use interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively		regularly uses interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively		plans for and frequently uses interactive technologies as a resource to support student learning; develops guidelines for learners to use technology appropriately, safely and effectively		
*The overall score will be calculated as an average of the scores for this standard.									*Score
Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.									

InTASC Standard 4	Undeveloped (1)	(1.5)	Emerging (2)	(2.5)	Proficient (3)	(3.5)	Distinguished (4)	Score	
The teacher candidate...									
Effectively teaches subject matter	displays minimal content knowledge; instructional practices indicate little awareness of learning progressions, and practices are too often incomplete or inaccurate for the content	With assistance, partial success at score of “2”	displays basic content knowledge; instructional practices indicate some awareness of learning progressions, although some practices are incomplete or inaccurate for the content	In addition to score “2” performance, partial success at score of “3”	displays thorough content knowledge; instructional practices indicate understanding of learning progressions, and practices seem to be complete and appropriate for the content	In addition to score “3” performance, partial success at score of “4”	displays mastery of content knowledge and learning progressions that allow flexible adjustments to address learners at their current level of understanding to either remediate or deepen the learners’ understanding		
Creates meaningful learning experiences to assure mastery of content	applies inappropriate strategies in instructional practice to engage learners in mastery of content		attempts to apply appropriate strategies in instructional practice to engage learners in mastery of content		Applies appropriate strategies designed to engage learners in meaningful experiences and guide them toward mastery of content		creates an interactive environment where learners take the initiative to master content and engage in meaningful learning experiences to master the content		
Integrates culturally relevant content to build on learners’ background knowledge	demonstrates minimal knowledge of learners’ cultural backgrounds and experiences, and there is no plan to design learning experiences that build on learners’ cultural backgrounds		demonstrates basic knowledge and/or ability to design learning experiences that integrate culturally relevant content to build on learners’ cultural backgrounds and experiences		designs learning experiences that integrate culturally relevant content to build on learners’ cultural backgrounds and experiences		flexibly designs learning experiences that integrate culturally relevant content to build on learners’ cultural backgrounds and experiences		
*The overall score will be calculated as an average of the scores for this standard.									*Score
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.									

InTASC Standard 5	Undeveloped (1)	(1.5)	Emerging (2)	(2.5)	Proficient (3)	(3.5)	Distinguished (4)	Score	
The teacher candidate...									
Designs instruction and learning tasks that connect core content to relevant, real-life experiences for students	designs instruction related to the core content but learning tasks have no relevance to the students’ interests or life experiences	With assistance, partial success at score of “2”	designs instruction related to the core content but learning tasks have only superficial relationships to the students’ interests or life experiences	In addition to score “2” performance, partial success at score of “3”	designs instruction related to the students’ real-life experiences and relevant core content	In addition to score “3” performance, partial success at score of “4”	designs and facilitates challenging learning experiences related to the students’ real-life experiences and relevant core content		
Designs activities where students engage with subject matter from a variety of perspectives	designs activities related to subject matter but does so from a singular perspective and discipline		designs activities for learners to engage with subject matter, from a variety of perspectives but no interdisciplinary connections are developed		designs activities for learners to engage with subject matter from a variety of perspectives and to develop interdisciplinary connections		embeds interdisciplinary connections and multiple perspectives into activities, allowing learners to independently relate these connections to key concepts and themes		
Knows where and how to access resources, including technologies, to build global awareness and understanding	needs regular guidance to determine where and how to access resources, including technologies, to build student awareness of local and global issues		accesses resources, including technologies, to build student awareness of local and global issues		uses resources, including digital and interactive technologies, to build student awareness of local and global issues		seeks out new and innovative ways to access resources, including digital and interactive technologies, to build student awareness of local and global issues		
Engages learners in critical /creative thinking, and collaborative problem solving experiences	Instructional strategies do not promote higher level thinking or collaborative problem solving connected to relevant content		engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving but skills are not connected to relevant content		engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving connected to relevant content		creates an environment that encourages higher level thinking, innovative ideas and approaches connected to relevant content		
*The overall score will be calculated as an average of the scores for this standard.									*Score
Standard #5: Applications of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.									

InTASC Standard 6	Undeveloped (1)	(1.5)	Emerging (2)	(2.5)	Proficient (3)	(3.5)	Distinguished (4)	Score	
The teacher candidate...									
Designs and modifies formative and summative assessments to match learning targets	utilizes assessment methods and items that are not aligned with learning targets	With assistance, partial success at score of “2”	designs and modifies formative and summative assessments but not all are aligned with learning targets	In addition to score “2” performance, partial success at score of “3”	designs and modifies formative and summative assessments that align with learning targets	In addition to score “3” performance, partial success at score of “4”	designs and modifies formative and summative assessments that align with learning targets and assessments are differentiated to meet student needs		
Provides students with meaningful feedback to guide next steps in learning	feedback provided to students is not actionable		feedback provided to learners is actionable but does not necessarily improve the quality of the work		provides effective feedback to learners that aids in the improvement of the quality of their work		provide descriptive success and next step feedback to individual learners and involves them in assessing their own work		
Uses multiple and appropriate data sources to identify student learning needs	uses assessments solely to determine a grade		uses assessment data to guide planning and identify student learning needs		documents, analyzes, and interprets student assessment data gathered using multiple methods to identify student learning needs		documents, analyzes, and interprets student assessment data gathered from multiple methods to identify student learning needs, achievement trends, and patterns among groups of learners to inform instruction		
Engages students in self-assessment strategies	learners are not engaged in understanding and identifying quality work		engages learners in understanding and identifying quality work		engages learners in understanding and identifying quality work (models, examples, etc.). Provides opportunities for reflection, self-assessment, and monitoring of learning goals		creates a collaborative environment that engages learners in understanding and identifying quality work. Infuses opportunities for student reflection, self-assessment, and monitoring of learning goals		
*The overall score will be calculated as an average of the scores for this standard.									*Score
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teachers’ and learner’s decision making.									

InTASC Standard 7	Undeveloped (1)	(1.5)	Emerging (2)	(2.5)	Proficient (3)	(3.5)	Distinguished (4)	Score
The teacher candidate...								
Connects lesson goals with school curriculum and state standards	lesson plans are not aligned with learning goals	With assistance, partial success at score of “2”	plans for learning experiences that are aligned with learning goals	In addition to score “2” performance, partial success at score of “3”	plans a variety of learning experiences that are aligned with learning goals and standards in a structure and sequence designed to meet student needs	In addition to score “3” performance, partial success at score of “4”	plans demonstrate an understanding of prerequisite relationships between goals and standards and structure and sequence; proactively anticipates misconceptions and prepares to address them	
Uses assessment data to inform planning for instruction	pre-assessment and formative assessment data do not inform planning		pre-assessment and formative assessment strategies are not aligned adequately with learning targets, so data does not effectively inform planning		uses pre-assessment and formative assessment strategies that align with learning targets and data are used to inform planning		assessments are strategically designed to inform planning and to provide multiple forms of evidence for monitoring students’ progress relative to learning targets	
Adjusts instructional plans to meet students’ needs	plans are not adjusted to meet student learning differences or needs		uses assessment findings to modify instructional plans to meet students’ needs		uses information gained from assessment findings to customize instructional plans to meet students’ needs		uses information gained from assessment findings and becomes more capable of predicting, and planning ahead to customize instructional plans to meet students’ needs	
Plans and works collaboratively with other teachers and/or specialists to design instruction that supports individual student learning	collaborating with the cooperating teacher, other teachers, or specialists is confined to exchanging information		collaborates with the cooperating teacher, other teachers, or specialists to design instruction		collaborates consistently with the cooperating teacher and/or specialists to design instruction that addresses and supports individual student learning		proactively addresses student learning needs through ongoing collaboration with the cooperating teacher, other teachers, and/or specialists	
*The overall score will be calculated as an average of the scores for this standard.								*Score
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.								

InTASC Standard 8	Undeveloped (1)	(1.5)	Emerging (2)	(2.5)	Proficient (3)	(3.5)	Distinguished (4)	Score	
The teacher candidate...									
Varies instructional strategies to engage learners	utilizes only one instructional approach	With assistance, partial success at score of “2”	uses a variety of instructional approaches but approaches are not matched to learner needs, interests, and goals	In addition to score “2” performance, partial success at score of “3”	varies role between instructor, facilitator, guide, and audience; considers learners’ needs, interests, and goals in determining instructional strategies to engage learners	In addition to score “3” performance, partial success at score of “4”	integrates a variety of instructional approaches for all members of the classroom; considers learners’ needs, interests, and goals in determining instructional strategies to engage students as both learners and teachers		
Uses technology appropriately to enhance instruction	identifies instructional strategies without involving technology		uses limited instructional strategies involve technology		uses technology effectively to enhance instruction		engages learners in evaluation and selection of media and technology resources; uses technology appropriately to engage learners and enhance instruction		
Integrates differentiated instruction for a variety of learning needs	teaches individual or small group learning experiences without differentiating instruction		varies teaching of individual or small group learning experiences, but variations are not well-matched to student needs		varies instruction for individuals or small groups to create learning experiences that are well matched to student needs		differentiates instruction in the areas of content, process, product, or learning environment in the best interests of the students		
Uses effective communication skills and strategies to convey ideas and information to students	makes frequent errors when articulating thoughts and ideas using oral, written, and nonverbal communication skills; does not use technology for communication; seldom listens		articulates thoughts and ideas using oral, written and nonverbal communication skills but over relies on the same forms of communication; uses technology for communication in some instances; listens to others		articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms; uses technology as one form of communication; listens to others respectfully		articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts to inform, instruct, and motivate; uses multiple media and technologies; listens respectfully to decipher meaning		
*The overall score will be calculated as an average of the scores for this standard.									*Score
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.									

InTASC Standard 9	Undeveloped (1)	(1.5)	Emerging (2)	(2.5)	Proficient (3)	(3.5)	Distinguished (4)	Score
The teacher candidate...								
Seeks and accepts feedback to improve teaching effectiveness	resists feedback to improve teaching effectiveness	With assistance, partial success at score of “2”	accepts feedback to improve teaching effectiveness	In addition to score “2” performance, partial success at score of “3”	seeks and reflects upon feedback from colleagues to evaluate and improve teaching effectiveness	In addition to score “3” performance, partial success at score of “4”	seeks multiple sources of feedback and takes responsibility for ongoing professional learning to address identified needs and areas of professional interest	
Uses self-reflection to improve teaching effectiveness	reflects on the lesson, but draws incorrect conclusions about its effectiveness and/or identifies no areas for improvement		reflects on the lesson and has a general sense of whether or not instructional practices were effective and identifies general modifications for future instruction		reflects on the lesson and accurately assesses the effectiveness of instructional activities used and identifies specific ways in which a lesson might be improved		reflects on thoughtful and specific indicators of effectiveness in the lesson. The lessons learned tend to improve future planning, adaptations, and instructional practice	
Upholds legal responsibilities as a professional educator and student advocate	does not act in accordance with ethical codes of conduct and professional standards and demonstrates inadequate knowledge of federal, state, and district regulations and policies		acts in accordance with ethical codes of conduct and professional standards but demonstrates limited understanding of federal, state, and district regulations and policies		acts in accordance with ethical codes of conduct and professional standards; complies with laws and policies related to learners’ rights and teachers’ responsibilities; and accesses information and uses technology in safe, legal and ethical ways		demonstrates an understanding of the larger context of public education policy by staying abreast of changing laws and ethical standards, through literature, professional development or activities; and anticipates how information and technology might be used in unethical or illegal ways and takes steps to prevent the misuse of information and technology	
Demonstrates commitment to the profession	purposefully avoids contributing to activities promoting professional inquiry, and/or avoids involvement in school activities and district and community projects		participates in activities related to professional inquiry, and when asked, participates in school activities, as well as district and community projects		regularly participates in activities related to professional inquiry, and frequently volunteers to participate in school events and school district and community projects		takes a leadership role in promoting activities related to professional inquiry, and regularly contributes to and leads events that positively impact school life, and regularly contributes to and leads significant district and community project	
*The overall score will be calculated as an average of the scores for this standard.								*Score
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals, and the learning community), and adapts practice to meet the needs of each learner.								

InTASC Standard 10	Undeveloped (1)	(1.5)	Emerging (2)	(2.5)	Proficient (3)	(3.5)	Distinguished (4)	Score	
The teacher candidate...									
Collaborates with colleagues to improve student performance	develops relationships with colleagues that are characterized by negativity or combativeness	With assistance, partial success at score of “2”	develops cordial relationships with colleagues; attempts to improve student performance	In addition to score “2” performance, partial success at score of “3”	develops supportive and collaborative relationships with colleagues that improve student performance	In addition to score “3” performance, partial success at score of “4”	initiates supportive and collaborative relationship with teachers, administration, support staff, and specialists that benefit the teacher and student performance		
Works effectively with parents, families, and the community	makes little or no information regarding the instructional program available to parents, and/or there is culturally inappropriate communication		maintains a school-required grade book but does little else to inform families about student progress, and/or some of the teacher’s communications are inappropriate to families’ cultural norms		regularly makes information about the instructional program available, and communications are appropriate to families’ cultural norms		guides the students in regularly development of materials to inform their families about the instructional program, and all of the teacher’s communications are highly sensitive to families’ cultural norms		
*The overall score will be calculated as an average of the scores for this standard.									*Score
Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other professionals, and community members to ensure learner growth, and to advance the profession.									

APPENDIX C



SUGGESTIONS FOR OBSERVATION OF CLASSROOM PROCEDURES, INSTRUCTIONS, AND MANAGEMENT

These questions are designed to help you focus on important classroom procedures and utilize your observation time wisely:

CLASSROOM ROUTINE – (Details are important)

- 1.- Starting procedure
What does the teacher do as students arrive in the classroom?
Does she/he has instructions on the board or activities for engagement?
How are class roll, lunch count, etc. conducted?
- 2.- Distribution of materials
Are instructional materials ready to use?
What are student responsibilities regarding materials?
- 3.- Restroom procedures
May students move freely to the restroom?
Are passes available to use under certain guidelines?
Must the teacher give permission before a student may be excused?
- 4.- Lunch procedures
How are students dismissed at the end of each period, for lunch, for special circumstances, etc?
How are elementary students given lunch tickets, taken to the cafeteria and picked up, etc?
- 5.- Other “housekeeping tasks”
How are students guided in the upkeep of the room and learning materials?

RECORD KEEPING

- 1.- Attendance
Are there any special codes used by the teachers?
Does she/he allow students to assist?
- 2.- Grading (Watch carefully how the teacher grades papers_– accuracy is a must!)
Does the teacher use different types of evaluation symbols? (e.g., 100%, A+)
How is the grade book set up? (test in red ink, computer program, etc.)
How does she/he deal with participation grades?
- 3.- Referrals
How are disciplinary actions and follow-up procedures handled?
How are other referrals (e.g. speech, counselor) handled?

CLASSROOM MANAGEMENT (influenced by school and individual teacher policies)

- 1.- Discipline plan
What are the rules?
How were they chosen?
How are they enforced? (praise, consequences)
- 2.- Tardy policy
How is the policy enforced?
What does the teacher/school feel are acceptable excuses for tardiness?
- 3.- Seating arrangement
How does the teacher determine seating? (alphabetical, discipline)
Is there any flexibility? (Can they move at different times or do they need to stay in their seat for the entire period?)
- 4.- Grouping
Are students grouping for projects, reading, etc.?
How does the teacher determine this grouping?

TEACHING PROCEDURES (Look for a sequence of events that allows the student to achieve objectives)

1. Lesson

- a) Introduction and teaching
 - How is the purpose of the lesson set?
 - How does the teacher motivate students' interest?
 - How does the teacher relate lesson content to the students' prior knowledge?
 - What type of questioning is used to determine students understanding?
- b) Students activities
 - How are students monitored for degree of understanding?
 - How does the teacher produce a smooth transition from teaching procedures to student practice?
 - How students are kept on-task?
- c) Enrichment/re-teach activities
 - What creative opportunities are provided to extend the understanding of those who successfully complete the lesson?
 - What modifications and re-teach opportunities are provided for those who have not mastered the objective?
- d) Closure
 - How does the teacher involve the students in a brief review of the lesson objective?
- e) Evaluation
 - How does the teacher evaluate whether the lesson's goals were achieved?
 - How does the teacher readjust the lesson if needed?

2. Homework/Make-up work/Late work/Tutorials

- a) How does the teacher grade homework?
- b) What is the policy for late work?
- c) What is the policy for students who have been absent?
- d) What is the policy for helping students before, during, or after school?

3. Transition techniques/Fillers

- a) What special devices or techniques does the teacher use to connect the subject and move into the next learning activity?
- b) If the teacher has extra time, how does he/she keep student involved, motivated, and on-task?

STUDENT TEACHING INTERACTIONS 7 MANAGEMENT TECHNIQUES

- How are students recognized during classroom discussion? How do students gain the teacher's attention? (e.g., raising hand, coming to teacher's desk, signals)
- How does the teacher bring all students into the learning environment and keep them on task?
- How does the teacher redirect off-task behaviors?
- What non-verbal signals are used?
- How are appropriate behaviors reinforced?
- How are students moved from whole group to small group and vice-versa?
- How is the classroom discipline plan implemented?

PARENT/TEACHER INTERACTION

- How does the teacher communicate expectations of the child to the parents?
- How does the teacher deal with problems or communicate praise to parents (how often, in what manner)?

APPENDIX D



Student Teaching Growth/Probation Contract

Student Teacher Name (printed) _____

Date: _____

Identified Problematic Areas:

Suggested Intervention Strategies:

Timeline for Meeting Goals:

Additional Concerns, Needs, Comments:

Date to reconvene: _____

Signatures: _____ **Date:** _____
(Student Teacher)

(Cooperating Teacher)

(University Supervisor)