TEACHER EDUCATION PROGRAM

Student Teaching Handbook

2022-23

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Introduction

The culmination of the Teacher Education Program is the student teaching experience. The education faculty at Oklahoma City University considers student teaching to be a critical component of the professional training for teacher education candidates.   It is designed to provide the candidate teacher with teaching experience under the guidance of an experienced classroom teachers and a university supervisor.

The faculty believes that content and pedagogical knowledge preparation are essential to effective teaching.   Knowing students and creating an environment for challenging learners is fostered throughout the program and candidates are taught to plan instruction that is built upon meaningful classroom experiences including the appropriate selection and use of resources and technology. Candidates will apply their foundational knowledge of lesson planning and management, teacher behavior, and student management. The faculty and candidate commitment to diversity and fairness serve as the core belief that all students can learn when the appropriate methodology is used.

Student teaching provides teacher candidates with the opportunity to integrate education theory and practice within the framework of personalized professional teacher education. Candidates are expected to practice the pedagogy of service and leadership within the context of their school placements.

During the internship experience, candidates should act as teacher leaders who successfully serve the community. Mentors should support and encourage candidates to think creatively and critically using problem solving techniques.

Additionally, candidates should exhibit the program's defined candidate dispositions that include life-long learning, enthusiasm, professionalism, self-awareness, persistence, self-reflective problem solving, and respect for diversity and fairness. These positive attributes support the belief that effective educators have the ability to establish rapport and positive interaction in a classroom if they exhibit dispositions known to foster student success.

In summary, the skills of the student teacher and cooperating teacher working in concert with support from the university supervisor should provide the final experience necessary for novice candidates to use their knowledge and skills on their path to becoming teacher leaders.

Oklahoma City University's Vision and Mission Statements

OKCU Vision: to be an innovative academic institution with local impact and global reach and reputation. By providing a student-focused learning environment and an inclusive, values-centered culture that engages the community and the world, Oklahoma City University will be a university of choice for talented and high-potential students, faculty, and staff.

OKCU Mission: to prepare all learners to Create, Lead, and Serve. We provide a diverse, inclusive culture committed to producing graduates who think critically and innovatively, communicate effectively, and use their knowledge and talents to make a local and global impact.

OKCU Teacher Education Program Vision Statement, Mission Statement, and Goals

TEP Vision: to prepare professional educators who have the knowledge, skills and dispositions to positively impact students in a diverse and changing world.

TEP Mission: to develop teachers who will be strong leaders with the ability to educate others successfully. The faculty is committed to offering a personalized professional degree that carries a reputation for academic excellence focusing on the knowledge, skills and dispositions to promote the success of each graduate and instill a desire for lifelong learning and service.

TEP Goals: The overall goal of the OCU Teacher Education Program is to prepare candidates for the teaching profession and to assist all candidates in becoming successful teacher leaders. We seek to prepare educators who have the appropriate knowledge, skills, and dispositions with a commitment to professional service. Toward the realization of this purpose, the following specific goals have been revised and expanded the unit's support of the conceptual framework. The candidates will:
1. develop a strong knowledge base in subject area content, research, theory, and practice reflecting an understanding of physical, social, mental, and emotional patterns of development and their impact on the learning process;
2. develop competence in using a variety of teaching methods and techniques to meet the needs of diverse learners;
3. create a successful climate for learning by using teaching practices that are sensitive, and responsive to student needs;
4. become reflective teachers who are competent in subject matter and methodology and dedicated to insuring that all students learn;
5. integrate attitudes and behaviors that enhance the school, community and profession;
6. describe, analyze, and reflect upon authentic school situations and adapt instructional practices to support all students' learning; and
7. exhibit a commitment to the community and profession as lifelong learners and community contributors.

II. THE STUDENT TEACHER

Introduction

The student teaching experience is the final and perhaps the most important phase of the teacher preparation process. This process is a complex cooperative venture involving university faculty, students, classroom teachers, and school administrators in a setting involving our most important product – teacher candidates.

Student teaching is a collaboration of student teacher, cooperating teacher, and university supervisor working together in an open atmosphere of communication and trust. The cooperating teacher is the regular and certified staff member of a local accredited school to whom the student teacher has been assigned. The university supervisor is also responsible for monitoring and supervising the student teacher. Both the cooperating teacher and the university supervisor should be "master" teachers who possess the ability to work effectively with student teachers in all phases of the student teaching experience from planning through evaluation. They should provide the needed guidance and support for a successful experience.

Legal Definition of a Student Teacher

In School Laws of Oklahoma (1998), Chapter 1, Article 6, Section 18.6, a student teacher is defined as:

> ...any student who is enrolled in an institution of higher learning approved by the
> State Board of Education for teacher training and who is jointly assigned by such
> institution of higher learning and a school district's board of education to perform
> practice teaching under the direction of a regularly employed and certified teacher.
> A student teacher, while serving a non-salaried internship under the supervision of
> a certified teacher, shall be accorded the same protection of the laws as that
> accorded the certified teacher.

The student teacher should not be assigned in any situation where (s)he is to be a replacement for a qualified teacher.

Responsibilities of the Student Teacher
The following statements identify and describe areas of responsibility assigned to the student teacher.

❖ <u>Student teaching should come first</u>. Neither your campus activities nor your off-campus interests should be allowed to interfere with your student teaching.

❖ <u>Be regular in attendance</u>. If you are absent because of illness, death in the family, or any acceptable reason, notify your cooperating teacher **first,** then notify your university supervisor before the absence occurs.

❖ <u>Be punctual</u>. Being on time or even early will give you that confidence in yourself and will gain the respect of your cooperating teacher and the students.

❖ <u>Keep in close contact with your university supervisor</u>. If you have a concern about your student teaching, call your supervisor before a concern becomes a problem.

❖ <u>Keep a reflective journal of your student teaching experiences</u>. Make a regular journal entry on the experiences you had that day with the students, cooperating teacher, parents and other school personnel and any reflections or insights you may have concerning your student teaching. This will become part of your portfolio and will be reviewed by your university supervisor on each visit and evaluated at the end of your student teaching experience.

❖ <u>Consider this a bridge to your future</u>. The recommendations from your cooperating teacher and university supervisor are usually considered over all others when superintendents and principals are making hiring decisions for teaching positions. Your responsibility to and relationship with both these supervisors is critical to your future.

❖ <u>Document Oklahoma General Teaching Competencies in your Teaching Portfolio</u> with artifacts that will document your competence in the 11 required areas.

Roles of the student teacher

The student teacher operates in at least two major roles during the student teaching semester. First, (s)he is a **student** because (s)he is acquiring specific knowledge, developing professional skills, and forming socially recognized attitudes which contribute to a teacher's success in the classroom. Second, (s)he is a **teacher** because (s)he is planning experiences for and directing the learning activities of others.

Within the role as a STUDENT, the student teacher should:
- Free her/himself from campus responsibilities (limited to one three-hour course) and extensive outside employment so that energies may be devoted to student teaching.
- Read and discuss with other professionals the current literature dealing with the teaching-learning process.
- Seek out (through literature or other contacts in the field) any information (s)he needs for teaching.
- Retain an attitude of open-mindedness and willingness to learn.
- Refer any inquiries concerning the children or other school practices to the cooperating teacher and/or the university supervisor.
- Be aware of and support the cooperating teacher's plans and methods.
- Plan for daily and weekly conferences with the cooperating teacher.
- Assist the cooperating teacher in fulfilling the routine duties, i.e., lunch, playground, and bus duty.
- Be sensitive to the classroom environment and the contribution it makes to the teaching/learning process.
- Assist the supervising teacher with classroom housekeeping.
- Use materials belonging to the school or cooperating teacher with care, returning all such materials.
- Treat the cooperating teacher as a teacher/colleague, learning as much as possible from his/her experience and guidance.

Within the role as a TEACHER, the student teacher should:
- Plan activities for students appropriate to their age level and consistent with the course of study provided by the public school.
- Recognize needs of individual pupils and plan activities to meet those needs.
- Seek to participate, insofar as possible, in all the school activities expected of the cooperating teacher.
- Critically evaluate classroom activities with the cooperating teacher and/or university supervisor.
- Hold in strict confidence information from his observation of the pupils, teachers, and school.
- Hold in strict confidences information recorded in each child's cumulative folder.
- Be exceedingly careful about personal grooming and dress.
- Become acquainted with the children by learning their names, their personal and family characteristics, and individual learning differences.
- Become familiar with the total school program and the materials available for use by the teacher.
- Establish effective teacher-pupil rapport.
- Contribute in a positive manner to the school learning community.
- Participate in service activities.

III. THE COOPERATING TEACHER

Our requirements for student teaching placements include selecting cooperating teachers who have at least three full years of teaching experience. Cooperating Teachers, thank you for being willing to help us educate excellent beginning teachers!

Responsibilities of the Cooperating Teacher
In the role of a cooperating teacher, the teacher has several major responsibilities with respect to the professional education of the student teacher within the school environment. First, the cooperating teacher is a **model** for the student teacher. Second, the cooperating teacher is a **senior colleague** of the student teacher. Third, the cooperating teacher is an **evaluator** of the personal and professional growth of the student teacher. Fourth, the cooperating teacher is an **interpreter** of the culture and school community for the student teacher. Fifth, the cooperating teacher is a **colleague** of the university supervisor.

Roles of the Cooperating Teacher
As a MODEL for the student teacher, the cooperating teacher should:
- Demonstrate exemplary methods of teaching.
- Demonstrate a high standard of professional conduct including fairness and respect for diversity.
- Exhibit positive attitudes and enthusiasm for teaching that promotes learning for all students.
- Provide the student teacher with effective experiences in as many of the duties of teaching as is possible.
- Encourage the student teacher to participate in professional development activities.

As a SENIOR COLLEAGUE of the student teacher, the cooperating teacher should:
- Prepare for the student teacher's arrival by informing the pupils of the student teacher, who (s)he is, what his/her role will be, and cooperatively determine how the class can assist in making his/her assignment enjoyable and rewarding.
- Provide space (closet and workspace) for the student teacher.
- Provide a set of teaching materials if possible, for the student teacher.
- Acquaint the student teacher with the reports and records that are the responsibility of the classroom teacher. The student teacher should be impressed with the importance of these records and reports being completed in a neat, prompt, and accurate manner.
- Acquaint the student teacher with the pupil reporting system. Invite the student teacher to participate in parent conferences whenever possible.
- Acquaint the student teacher with the instructional media materials available in the school (i.e., books, videos, computer technology) and the policy for their use.
- Share jointly with the student teacher the routine duties (i.e., bus loading, playground,   etc.,) as well as the housekeeping responsibilities.
- Provide leadership in teaching-learning activities.
- Support the student teacher in mutually planned activities that are under the direction of the student teacher.

As an EVALUATOR of the personal and professional growth of the student teacher, the cooperating teacher should:

- Establish with the student teacher acceptable standards of performance.
- Discuss the instructional program with the student teacher.
- Encourage the student teacher to plan and prepare his/her work carefully.
- Review, examine and discuss objectives and lesson plans during evaluative conferences.
- Assist the student teacher in evaluating his/her daily teaching performance. Help him/her to recognize and utilize strengths and overcome weaknesses.
- <u>Conference as often as possible</u> with the student teacher. Keep the student teacher informed of progress and discuss written evaluations with him/her.

As an INTERPRETER of the culture for the student teacher, the cooperating teacher should:

- Describe and explain cultural influences which influence the school or individuals within the school.
- Help the student teacher address the cultural issues and utilize the culture in teaching-learning experiences provided for the pupils.

As a COLLEAGUE of the university supervisor, the cooperating teacher should:

- Plan with the university supervisor to meet the needs and utilize the abilities of the student teacher.
- Report positive aspects of the student teacher's performance to the university supervisor along with concerns or issues that need to be addressed by this team.
- Provide feedback on the Teacher Education Program.

IV. THE UNIVERSITY SUPERVISOR

Responsibilities of the University Supervisor
The university supervisor has several major responsibilities with respect to the professional education of the student teacher in both the university and school context. First, the university supervisor is a **supervisor** of learning and professional activities for the student teacher. Second, the university supervisor is a **colleague** of the cooperating teacher and principal of the school. Third, the university supervisor is a **counselor** to the student teacher. Fourth, the university supervisor is an **evaluator** of the personal and professional growth of the student teacher. Fifth, the university supervisor is the **university faculty representative**. Sixth, the university supervisor is the **liaison** between the university and the school.

Roles of the University Supervisor
As a SUPERVISOR of learning and professional activities for the student, the university supervisor should:
- Conduct seminars and other professional meetings on an as-needed basis for the student teacher.
- Provide on-site learning experiences and reviews as needed by the student teacher.
- Assist the student teacher in planning appropriate experiences for students including the integration of technology.
- Help the student teacher obtain and utilize materials for instruction.
- Review the lesson plans and objectives of the student teacher.
- Instruct the student teacher in meeting students' needs by implementing the criteria for effective teaching.

As a COLLEAGUE of the cooperating teacher and principal of the school, the university supervisor should:
- Support this team effort in providing the student teacher with positive learning experiences.
- Work closely and cooperatively with the cooperating teacher in helping the student teacher.
- Be accessible for conferences and meetings that might be needed.

As a COUNSELOR to the student teacher, the university supervisor should:
- Advise the student teacher concerning professional matters.
- Advocate for the student teacher.
- Acquaint the student teacher with the student teaching program and with the responsibilities and obligations.
- Help the student teacher maintain a professional attitude toward the school staff.

As an EVALUATOR of the professional and personal growth of the student teacher, the university supervisor should:
- Establish with the student teacher (and cooperating teacher) acceptable standards of performance.
- Observe the student teacher and evaluate his/her teaching experience by identifying areas of strengths and weaknesses.
- Help the student teacher develop plans to improve his/her performance.

As a UNIVERSITY FACULTY REPRESENTATIVE, the university supervisor should:
- Support and enforce the policies established by the Oklahoma City University Teacher Education Program.
- Provide experiences that will help the student teacher in his/her professional preparation during the student teaching assignment.

As a LIAISON between the university and the school, the university supervisor should:
- Represent the interests of Oklahoma City University's Teacher Education Program.
- Facilitate a cooperative relationship between the university and the school.
- Acquaint the cooperating school with the objectives and policies of the university's student teaching program and policies.
- Provide the school and cooperating teacher with information concerning the student teacher.
- Be available to meet with the school faculty concerning the student teacher and be accessible to the school.
- Be receptive to feedback regarding the Teacher Education Program.
- Encourage open communication.

V. STUDENT TEACHER LEVELS OF INVOLVEMENT

Student teacher involvement in the classroom is a cooperative venture between the cooperating teacher and the student teacher and generally operates on a schedule decided upon by these two individuals based on comfort within the classroom. The following guidelines are suggested as a framework for the total student teaching experience and should be adjusted to meet the individual needs of the students, cooperating teacher, and the student teacher. The activities suggested during each level are suggestions only and should not be used as guidelines or limitations for involvement in the classroom.

Level One: Induction/Observation Period
The student teacher will observe the activities and routines of the cooperating teacher during the first few days of the period. The length of this observation period depends upon the student teacher's readiness to begin teaching, the material being covered, and the age or grade level of the pupils being taught.
> Suggested activities:
- Get acquainted with your students by studying seating charts and permanent records, taking roll, collecting and grading papers, observing pupils inside and outside of the classroom.
- Get acquainted with the course of study, textbooks, workbooks, manuals, and other teaching materials.
- Become thoroughly acquainted with the total job of the cooperating teacher, class procedures, and daily program.
- Attend faculty meetings.

Level Two: Participation Period
During this period, you will be assisting and participating in the routine duties of the classroom. Before you enter upon the experiences of the next level, you should have complete confidence in your ability and readiness.
Suggested activities:
- Prepare materials for regular classwork such as bulletin boards, charts, duplicated handouts, audio-visual materials, and graphs.
- Help individual students and small groups who need help in learning situations.
- Participate in lunch duty, hall duty, playground duty, or other duties with your cooperating teacher. Attend school meetings, staffings, and events.

Level Three: Teaching Under Supervision
Under the guidance of the cooperating teacher, the student teacher will gradually begin teaching. During this period the cooperating teacher will work closely with you on planning the lessons and observing your teaching, offering suggestions for improvement. This is a vital learning process and should be viewed as being extremely important.
Suggested activities:
- Develop learning units of work and prepare plans with the help of the cooperating teacher.
- Teach under the supervision of the cooperating teacher, using the methods and techniques upon which you mutually agree.
- Co-teach with the cooperating teacher using different models of co-teaching.
- Assist the cooperating teacher in preparing, administering, and evaluating tests.

- Assist with assembly programs, class meetings, co-curricular activities, attend school meetings, staffing, and events.

Level Four: Teaching

During this period the student teacher will assume more and more responsibilities. By the end of the period, the total teaching should be done by the student teacher. The cooperating teacher should allow you to assume complete control of the class(es) when you have demonstrated your ability, interest and readiness to assume this responsibility. Be as diligent in performing these duties as you would if you were a regular member of the faculty.

    <u>Suggested activities</u>:
- Develop learning units and prepare lesson plans with the help of the cooperating teacher.
- Co-teach with the cooperating teacher using different models of co-teaching.
- Conduct the class without the cooperating teacher in the room.
- Assume teaching duties if your cooperating teacher is absent and a substitute is replacing him/her.
- Assume routine responsibilities in addition to teaching responsibilities.
- Continue to participate in school meetings and activities.

Suggested Timeline

	Suggested Schedule	**Recommended Activities**
Meetings: Campus Orientation Seminar	Week prior to student teaching	Discuss and study syllabus and handbook. Get specific dates for activities.
Level I Induction/ Observation	Week one	Learn rules, routines, student names, & monitor when students are working at desks or in small groups.
Level II Participation	Weeks one and two	Assist with routines, grading papers, completing aspects of lesson planned by cooperating teacher.
Level III Teaching Under Supervision	Weeks two and three	Developing and implementing lessons; taking responsibility for part of the day.
Level IV Teaching with Minimal Supervision	Weeks four through seven/eight	Plan, organize, and implement all lessons and duties; taking full responsibility for the day. Gradually turn classes over to the cooperating teacher.
Change School Placement/ Transition Out	Week seven/eight	Confirm last day with first school. Visit with principals in both buildings; thankyous.

* Specific dates and activities for the levels of participation are agreed upon by the cooperating teacher and student teacher.

Six Approaches to Co-Teaching

In their book, _Interactions: Collaboration Skills for School Professionals_, **Marilyn Friend and Lynne Cook identify "co-teaching as a specific service delivery option that is based on collaboration." As a service delivery option, co-teaching is designed to meet the educational needs of students with diverse learning options.**

From: http://ctserc.org/component/k2/item/50-six-approaches-to-co-teaching

Students at all academic levels benefit from alternative assignments and greater teacher attention in small-group activities that co-teaching makes possible. Co-teaching allows for more intense and individualized instruction in the general education setting increasing access to the general education curriculum while decreasing stigma for students with special needs. Students have an opportunity to increase their understanding and respect for students with special needs. Students with special needs have a greater opportunity for continuity of instruction as the teachers benefit from the professional support and exchange of teaching practices as they work collaboratively.

Co-teaching involves two or more certified professionals who contract to share instructional responsibility for a single group of students primarily in a single classroom or workspace for specific content or objectives with mutual ownership, pooled resources and joint accountability. (Friend & Cook 2016)

Six Approaches to Co-Teaching

1. One Teach, One Observe. One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together.

2. One Teach, One Assist. In a second approach to co-teaching, one person would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed.

3. Parallel Teaching. On occasion, student learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both covering the same information, but they divide the class into two groups and teach simultaneously.

4. Station Teaching. In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third station could give students an opportunity to work independently.

5. **Alternative Teaching:** In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group.

6. Team Teaching: In team teaching, both teachers are delivering the same instruction at the same time. Some teachers refer to this as having one brain in two bodies. Others call it tag team teaching. Most co-teachers consider this approach the most complex but satisfying way to co-teach, but the approach that is most dependent on teachers' styles.

More information about Co-Teaching can be found at: https://www.stcloudstate.edu/soe/coteaching/

VI. EVALUATION OF STUDENT TEACHING

Guidelines for Assessing Student Teachers
These guidelines are intended to help the university supervisor collect the information needed to effectively complete the Lesson Observation Form for each observation. They also help the university supervisor, cooperating teacher, and student teacher at the end of each placement or at the mid-semester point for instrumental music.

Lesson Observation

I. Pre-observation conference: Hold a pre-observation conference. This will enable you to review the student teacher's instructional plans and prepare for the observation. The pre-observation conference can be conducted by phone if the lesson plan and unit plan have been received.
   A.   Review the lesson plan for the lesson you will formally observe.
   B.   Review the unit from which the lesson to be observed is taken.
   C.   Ask the student teacher questions such as the following:
      1.   What makes the stated learning objectives for this lesson appropriate for the students?
      2.   Are there any English language learners in the class? What are their levels of English and how will your instruction support their learning?
      3.   Are there any students with exceptionalities in the class? How will you support their learning?
      4.   What else should I know about the students and the school before observing this lesson?
   D. Provide feedback to the student teacher about his/her lesson plan, unit plan, and plans for helping all students learn. Give ideas, but try first to elicit responses from the student teacher so that he/she can develop professional teaching skills.

II. Classroom observation: The observation should allow you to make professional judgments about and give feedback to the student teacher on the Lesson Observation Form.
   A.   Wear your OCU name badge and check-in at the office.
   B.   Observe the student teacher for at least a 45-60 minute lesson.
   C.   Check with the cooperating teacher to find out his/her view of the student teacher's progress.
   D.   Complete the Lesson Observation Form thoroughly, writing as many narrative comments as possible. Leave one copy with the student teacher. Following is the description of the levels for the Lesson Observation Form:

III. Post-observation conference: This conference allows you an opportunity to engage your student teacher in reflective thinking and will help you explore how he/she views the lesson, the classroom, and the school. This also provides you with a forum to discuss the student teacher's progress with the student teacher. The best time for this conference is immediately after the observation, but you may need to set up a time later that day or the next day.
   A.   Ask the student questions such as the following:
      a.   What are at least 3 successful aspects of this lesson?
      b.   What is one thing you would change if you were to teach this lesson again?
      c.   Describe your students' learning. Which students were most successful/least successful and how do you know?
      d.   What should be the follow-up to this lesson?
      e.   What questions do you have for me?
   B.   Review additional lesson plans and evidence of the student teacher's work to learn as much as possible.
   C.   Check in with the principal to find out his/her view of the student teacher's progress.

Student Teacher Evaluation Meeting

During the 7th and 15th weeks of student teaching, have a meeting with the student teacher and cooperating teacher. The purpose of this meeting is to discuss the student teacher's progress and to collect the Student Teacher Evaluation with Disposition form and the Certification Area Rubric when appropriate from the cooperating teacher and student teacher.

A. Allow the cooperating teacher the opportunity to discuss with the student teacher his/her view of the student teacher's development, using the Student Teacher Evaluation and Disposition Evaluation forms as the outline of the discussion.
B. Present your Student Teacher Evaluation and Disposition Evaluation forms and discuss them with the student teacher.
C. Allow the student teacher to respond to or discuss other aspects of his/her development.

Turn in Forms to Education Office

Turn in the required student teaching forms to the Education Office by the 8th and last weeks of student teaching.

A. ***These forms must be turned in by the university supervisor; please do not send them with student teachers.***
B. For each placement/time period, please organize the forms by individual student teacher, in the following order:
- One copy of the Student Teacher Evaluation Form that includes the disposition evaluation and the certification area rubric completed by:
    a. the university supervisor,
    b. the cooperating teacher,
    c. the student teacher.
- One copy of the two (2) Lesson Observation Forms completed by the university supervisor.

SECTION VII: Information

Oklahoma Minimum Criteria for Effective Teaching Performance

I. Practice

    A. Teacher Management Indicators
1. Preparation: The teacher plans for delivery of the lesson relative to short-term and long-term objectives.
2. Routine: The teacher uses minimum class time for non-instructional routines thus maximizing time on task.
3. Discipline: The teacher defines expected behavior (encourages positive behavior and controls negative behavior).
4. Learning Environment: The teacher establishes rapport with students and provides a pleasant, safe and orderly climate conducive to learning.

    B. Teacher Instructional Indicators
1. Establishes Objectives: The teacher communicated the instructional objectives to students.
2. Stresses Sequence: The teacher shows how the present topic is related to those topics that have been taught or that will be   taught.
3. Relates Objectives: The teacher relates subject topics to existing student experiences.
4. Involves all Learners: The teacher uses signaled responses, questioning techniques and/or guided practices to involve all students.
5. Explains Content: The teacher teaches the objectives through a variety of methods.
6. Explains Directions: The teacher gives directions that are clearly stated and related to the learning objectives.
7. Models: The teacher demonstrates the desired skills.
8. Monitors: The teacher checks to determine if students are progressing toward stated objectives.
9. Adjusts Based on Monitoring: The teacher changes instruction based on the results of monitoring.
10. Guides Practice: The teacher requires all students to practice newly learned skills while under the direct supervision of the teacher.
11. Provides for Independent Practice: The teacher requires students to practice newly learned skills without the direct supervision of the teacher.
12. Establishes Closure: The teacher summarizes and fits into context what has been taught.

II. Products

    A. Teacher Product Indicators
1. Lesson Plans: The teacher writes daily lesson plans designed to achieve the identified objectives.
2. Student Files: The teacher maintains a written record of student progress.
3. Grading Patterns: The teacher utilizes grading patterns that are fairly administered and based on identified criteria.

    B. Student Achievement Indicators

        Students demonstrate mastery of the stated objectives through projects, daily assignments, performance and test scores.

Oklahoma City University Teacher Education Program Competencies
These are based on the 2011 Interstate Teacher Assessment and Support Consortium (InTASC) Standards.

The InTASC standards have been grouped into four general categories. The following descriptions will be useful to candidates as they select artifacts and write rationales to demonstrate their knowledge, skills, and dispositions related to the eleven competencies.

The Learner and Learning
Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Competency #1: Learner Development. The teacher understands how learners grow 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.

Competency #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Competency #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content
Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Competency #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 the discipline accessible and meaningful for learners to assure mastery of the content.

Competency #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice
Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Competency #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 teacher's and learner's decision making.

Competency #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Competency #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.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Competency #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, other professionals, and the community), and adapts practice to meet the needs of each learner.

Competency #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 school professionals, and community members to ensure learner growth, and to advance the profession.

Competency #11: Service.* The teacher exhibits a commitment to serve the community.

*This competency reflects the service component of the OCU mission.

VII. FORMS

FORM	COMPLETED BY	INTENDED USE
School Information	Student Teacher	Complete the first week of student teaching for each placement; give to university supervisor.
Classroom/s Schedule of Activities	Student Teacher	Complete the first week of student teaching for each placement; give to university supervisor.
OCU Lesson Plan Format	Student Teacher	Use this format or one approved by your student teacher supervisor
Student Teacher Activity Response and Report (STARR)	Student Teacher	Complete before each Student Teaching Seminar class; give or send it to your university supervisor.
Release Form	Student Teacher	Use to request permission to record your teaching for PPAT.
Clinical Faculty Form	University Supervisor	Ask each cooperating teacher to complete. Turn in with Evaluation Forms.
Lesson Observation Form	University Supervisor	Complete at each observation and discuss with the student teacher. The cooperating teacher may also want to use this form to provide feedback to the student teacher on individual lessons.
	Student Teacher	Complete after you have video-taped each of your two lessons; turn in to your university supervisor along with the "Quotes and Notes" form.
Quotes and Notes	Student Teacher	Complete after you have video-taped each of your two lessons; turn in to your university supervisor along with your completed Lesson Observation Form.
*Student Teacher Evaluation Form (includes Disposition Evaluation)	University Supervisor Cooperating Teacher Student Teacher	All stakeholders complete at the end of each placement (or mid-semester for instrumental music student teachers). To be discussed in a meeting with all three stakeholders.
*Certification Area Rubric	University Supervisor Cooperating Teacher Student Teacher	All stakeholders complete at the end of each placement (or mid-semester for instrumental music student teachers). To be discussed in a meeting with all three stakeholders. ***These forms will be provided to the university supervisor to be given to the cooperating teacher and student teacher.***

*__Turn in Forms to Education Office by the 8th and last weeks of Student Teaching__

A. These forms must be turned in by the university supervisor; do not send them with student teachers.
B. For each placement/time period, please organize the forms by individual student teacher, in the following order:
- One copy of the Student Teacher Evaluation Form that includes the disposition evaluation and the certification area rubric completed by:
  - the university supervisor,
  - the cooperating teacher,
  - the student teacher.
- A copy of the second Lesson Observation Form completed by the university supervisor for that period.

INFORMATION FOR EACH PLACEMENT

Student Teacher _____ Grade_____

University Supervisor _____ Semester_____

School_____ Room Number_____

School Address_____ School Phone _____

Cooperating Teacher_____

Principal_____

School Day Begins_____Ends_____

Lunch Period_____ Preparation Period _____

Scheduled School Days off for Conferences/Workshops/Holidays

January_____February_____

March_____April_____

May_____June_____

July_____August_____

September_____October_____

November_____December_____

Additional information that would be helpful to the university supervisor:

Turn in to university supervisor after the first week of student teaching for each placement. If changes are made during your student teaching, please inform him/her.

CLASSROOM/S SCHEDULE OF ACTIVITIES

Student Teacher Name_____

School_____

Time Periods	Monday	Tuesday	Wednesday	Thursday	Friday

Complete the grid filling in the schedule of activities the first week of each placement. Plot in the day's schedule, so your university supervisor will know what is being taught during the various periods and days of the week. As you progress, you will provide an update on your (teaching) time slots and days.

OCU Lesson Plan Format

Date _____   Student Teacher _____

Topic _____   Students _____

    A. Goal of Lesson:

    B. Oklahoma Academic Standard (OAS) Objectives Addressed Directly in Lesson:

    C. Assessment—Formal or Informal (Directly Related to Goal and Objectives):

    D. Materials/Resources Needed:

    E. Lesson Plan Structure
      1. Introduction:

      2. Establish Objectives/Relate to Student Experience:

      3. Modeling:

      4. Guided Practice:

      5. Check for Understanding:

      6. Independent Practice:

      7. Closure:

    F. Reaching ALL Students
      1. Groupings (circle all applicable):
        Individual   Pairs   Small Groups   Whole Group

      2. Instructional Approaches (circle all applicable):
        Cooperative Learning   Lecture   Reading/Listening   Writing/Speaking
        Simulation   Discovery/Inquiry   Research   Direct Instruction   Role Playing
        Co-Teaching
        Group Discussion   Game   Graphic Organize   Problem Solving   Other:

      3. Possible Questions/Prompts:

      4. Accommodations/Modifications to Support Students:

    G. Reflecting on Learning and Teaching—Write on Back
How did it go?   What did you learn?   Which students learned what?   What are your next steps?

Student Teacher Activity Report and Response (STARR)

This is due via email <u>each Monday by 8:00 am</u> to your university supervisor.

Student Teacher: _____ STARR for Week Beginning: _____

1. **My most satisfying experience of the week:**

2. **Area/s in which I've developed the most:**

3. **Two goals for developing my "teaching chops" next week:**

4. **Subjects/Classes/Groups I taught full time:**

5. **Additional teaching:**

6. **Approximate percentage of time spent:**

   Observing: **Direct Teaching:**   **Indirect Teaching:**

7. **Number of hours spent outside of school time preparing: _____**

Oklahoma City UNIVERSITY
Teacher Education Program

Lesson Observation Form

Oklahoma City University Effective Teaching Criteria
University Supervisor and Cooperating Teacher Evaluation and Student Teacher Self-Evaluation

Student Teacher: _____ Area of Certification: _____

School Placement: _____ Date of Observation: _____

Evaluator Name: _____

Role: _____ University Supervisor _____ Cooperating Teacher _____ Student Teacher

Rating Scale:

Does Not Meet Expectations		Meets Expectations		Exceeds Expectations
0	1	2	3	4

Planning and Instruction Indicators	Rating				
Motivation/Anticipatory Set: involves the learner, relates learning to past, present, or future	0	1	2	3	4
Establishes Objective: communicates instructional objectives to students	0	1	2	3	4
Stresses Sequence: shows how the present topic is related to the topics that have been or will be taught	0	1	2	3	4
Relates Objectives: relates lesson to existing student experiences	0	1	2	3	4
Involves All Learners: uses signaled responses, questioning techniques, and/or guided practices to involve all learners	0	1	2	3	4
Explains Content: teaches the objectives through a variety of methods	0	1	2	3	4
Models: demonstrates the desired skills	0	1	2	3	4
Monitors: checks to determine student progress	0	1	2	3	4
Adjusts the Lesson Based on Monitoring: changes instruction based on the results of assessing	0	1	2	3	4
Guided Practice: requires all students to practice newly learned skills while under the direct supervision of the teacher	0	1	2	3	4
Provides for Independent Practice: requires students to practice newly learned skills without the direct supervision of the teacher	0	1	2	3	4
Closure: brings lesson to a close with a meaningful activity	0	1	2	3	4

Rating Scale:

Does Not Meet Expectations		Meets Expectations		Exceeds Expectations
0	1	2	3	4

Management and Professional Indicators	Rating				
Planning Is Evident: makes lesson plans available that are aligned with targeted objectives	0	1	2	3	4
Lesson Design: demonstrates that activities provide appropriate scaffolding to reach all learners and are designed to increase students' thinking skills	0	1	2	3	4
Organization: plans for the delivery of the lesson and has materials ready for use	0	1	2	3	4
Technology: makes informed decisions about the use of technology in the lesson	0	1	2	3	4
Routines: uses minimum class time for non-instructional routines and maximizes instructional time on task	0	1	2	3	4
Management: clearly defines expected behavior, encourages positive behavior, manages negative behavior, maintains focus on lesson	0	1	2	3	4
Learning Environment: establishes rapport with students; the classroom is pleasant, safe, and sensitive to diversity	0	1	2	3	4
Democratic Practices: demonstrates fairness in questioning, grouping, and all other class activities	0	1	2	3	4
Communication: uses grammatically correct language without undue repetition of phrases	0	1	2	3	4
Professionalism: exhibits appearance and demeanor that are appropriate for the classroom	0	1	2	3	4

Overall Evaluation of the Lesson	0	1	2	3	4

Signature of the student teacher:

_____Date: _____

Signature of the university supervisor or cooperating teacher:

_____Date: _____

Lesson Observation Form Revised Fall 2017
Top copy to student teacher, second copy to Education Department, third copy to university supervisor
PAGE 2/3

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OBSERVATION NOTES

Lesson Observation Form Revised Fall 2017
Top copy to student teacher, second copy to Education Department, third copy to university supervisor
PAGE 3/3

Oklahoma City University Teacher Education Program; Student Teacher Handbook; Revised Spring 2022   28

QUOTES AND NOTES: SELF-REFLECTION OF VIDEOTAPED LESSONS

Adapted from Jennifer Watson, Former OCU Adjunct Professor

Student Teacher: _____ Area of Cert.: _____

School Placement: _____ Date of Videotaped Lesson: _____

DO NOT USE THIS FORM FOR YOUR RESPONSE!
It is an example of how you could type this on a separate document.

QUOTES (3 direct quotes from your speaking during this lesson and 3 direct quotes from different students)	NOTES (Your reflections on these quotes; what they mean for the particular lesson and for your teaching in the future)
Student teacher quote #1:	
Student teacher quote #2:	
Student teacher quote #3:	
Student quote #1:	
Student quote #2:	
Student quote #3:	

Complete this response by typing on a separate document. Turn this response and your completed Lesson Observation Form to your university supervisor on the due dates.

TEACHER EDUCATION PROGRAM
CLINICAL FACULTY INFORMATION REQUEST

TO: Clinical Faculty

FROM: Dr. Heather Sparks, Director of Teacher Education

RE: Qualifications for Clinical Faculty

Through a collaborative agreement with your school administrator, you have been recommended to serve as a clinical faculty member for Oklahoma City University. Working with student teachers is one of the most important services you will provide during your career as an educator, and you are to be congratulated for your commitment to the future of your profession. Please complete the form below and return it to so we can include the information in our accreditation report.
Thanks very much for your assistance.

Heather Sparks, Ed.D.
2501 N. Blackwelder
Department of Education WC 273
Oklahoma City, OK 73106
405-208-5935

 NAME _____

 GENDER _____ **ETHINICITY** _____ **(Required for accreditation reporting purposes)**

 SCHOOL _____**GRADE/SUBJECTS TAUGHT**_____

 DEGREE(S) HELD_____

 CERTIFICATION AREAS_____

 YEARS OF PUBLIC/PRIVATE SCHOOL EXPERIENCE_____
   (Minimum 3 years experience)

 HONORS/AWARDS RECEIVED_____

   _____

                                                          (You may attach a current resume if you prefer)

You will be closely collaborating with an OCU faculty member during the semester. If we can be of additional assistance to you, please contact the Department of Education or email me at hesparks@okcu.edu. Thank you again for providing this very important clinical experience for our teacher candidates.

Teacher Education Program

2501 N. Blackwelder; Oklahoma City, OK 73106
Phone 405-208-5935

Student Teacher Evaluation Form
InTASC Standards and Dispositions #3

To be completed by cooperating teacher, student teacher, and university supervisor mid-student teaching and end-student teaching.

Student Teacher: _____ **Area of Certification:** _____

School Placement: _____ **Date:** _____

Name of Evaluator: _____

Role: _____ University Supervisor _____ Cooperating Teacher _____ Student Teacher

Context: _____ Student Teaching 1st placement/Mid-semester _____ Student Teaching 2nd placement/End of Semester

- The student teacher is not to be compared to an experienced teacher, but rather considered to be a developing beginning teacher. The "Distinguished" level, however, is reserved for consistently outstanding performance.
- Please provide as much written feedback as needed so the student teacher will understand the score and can use the narrative to develop his/her teaching, retaining strong qualities and seeking to develop other qualities further. (This applies to student teachers completing the form as well.)
- The OCU Teacher Education Program uses the evaluation form to assess its program and is a portion of the student teacher's grade for Student Teaching.

InTASC Standards

Background Information: The InTASC (interstate Teacher Assessment and Support Consortium) Model Core Teaching Standards provide a framework to view a student teacher's development. The ten standards are divided into indicators specific to performance, essential knowledge, and critical dispositions. We have selected indicators that are key to successful student teaching for this evaluation.

Instructions: Using the rubric on pages 5-9, please evaluate the student teacher's level of performance for each indicator based on the descriptions we provide. Place your scores on page 2 and your comments on page 3.

Dispositions #3 Elements

Background Information: Teaching well is a complex act and involves more than knowing the content, planning for instruction, and directly working with students. It also includes professional dispositions (beliefs and attitudes) about actions in and out of the classroom. It is important for student teachers to be cognizant of how their dispositions are seen by other professionals and how they view themselves as developing professionals.

Instructions: Using the rubric on pages 11-13, please evaluate the student teacher's level of performance for each indicator based on the descriptions we provide. Place your scores on page 2 and your comments on page 4.

THANK YOU for your careful consideration of this evaluation and for making a difference in the professional development of a future teacher for our state's and country's students!

Student Teaching Evaluation Form Page 1 of 12

Student Teacher Evaluation Summary Sheet

InTASC Rubric Summary

InTASC Performance Standards	Score 3, 2, 1	InTASC Performance Standards	Score 3, 2, 1
1: Learner Development		**6. Assessment**	
1a		6a	
1b		6e	
1c		6g	
2: Learning Differences		**7. Planning for Instruction**	
2a		7a	
2b		7b	
2c		7d	
3: Learning Environments		**8. Instructional Strategies**	
3a		8b	
3d		8f	
3e		8h	
4. Content Knowledge		**9. Professional Learning and Ethical Practice**	
4a		9a	
4b		9b	
4d		9c	
5. Application of Knowledge		**10. Leadership and Collaboration**	
5b		10a	
5d		10d	
5f		10f	
Total Points in Column		**Total Points in Column**	

Total points: _____/90

DISPOSITIONS #3 Rubric Summary

Rubric Element	Score 3, 2, 1	Rubric Element	Score 3, 2, 1
1. Commitment to Continuous Learning		**6. Self-reflective Problem Solving**	
2. Enthusiasm for Teaching		**7. Respect and Acceptance of Diversity; Fairness**	
3. Professionalism		**8. Rapport**	
4. Self-awareness		**9. Positive Interactions**	
5. Persistence		**10. Ability to Change**	

Total points: _____/30

Student Teaching Evaluation Form Page 2 of 12

InTASC Standards Comments

1. **Learner Development**

2. **Learning Differences**

3. **Learning Environments**

4. **Content Knowledge**

5. **Application of Content**

6. **Assessment**

7. **Planning for Instruction**

8. **Instructional Strategies**

9. **Professional Learning and Ethical Practice**

10. **Leadership and Collaboration**

Please include additional or summary comments on the back.

Dispositions Comments

1. **Commitment to Continuous Learning**
2. **Enthusiasm for Teaching**
3. **Professionalism**
4. **Self-awareness**
5. **Persistence**
6. **Self-reflective Problem Solving**
7. **Respect and Acceptance of Diversity; Fairness**
8. **Rapport**
9. **Positive Interactions**
10. **Ability to Change**

Please include additional or summary comments on the back.

InTASC Standards Rubric

1: Learner Development	The teacher understands how learners grow 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.		
Elements	**Distinguished (3)**	**Proficient (2)**	**Developing (1)**
InTASC 1(a) The student teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.	**Regularly** assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.	**Periodically** assesses individual and group performance in order to design and modify instruction to meet **most** learners' needs in areas of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.	**Seldom** assesses individual performance in order to design and modify instruction to meet learners' needs in areas of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
InTASC 1(b) The student teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/ her learning.	**Consistently** creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/ her learning.	**Periodically** creates developmentally appropriate instruction that takes into account **most** learners' strengths, interests, and needs that enables each learner to advance and accelerate his/her learning.	**Seldom** creates instruction that takes into account learners' strengths, interests, and needs that enables each learner to advance and accelerate his/her learning.
InTASC 1(c) The student teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.	**Consistently** collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.	**Periodically** collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.	**Seldom** collaborates with families, communities, colleagues, and other colleagues to promote learner growth and development.

2: Learning Differences	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.		
Elements	**Distinguished (3)**	**Proficient (2)**	**Developing (1)**
InTASC 2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.	**Frequently** designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.	**Periodically** designs, adapts, and delivers instruction to address most students' diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.	**Seldom** designs, adapts, and delivers instruction to address students' diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
InTASC 2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.	**Frequently** makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.	**Periodically** makes appropriate and timely provisions (e.g. pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.	**Seldom** makes appropriate and timely provisions (e.g. pacing for individual rates of growth, communication, assessment, and response modes) for individual students with particular learning differences or needs.
InTASC 2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.	**Frequently** designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.	**Periodically** designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.	**Seldom** designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

Student Teaching Evaluation Form Page 5 of 12

3: Learning Environments	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.		
Elements	Distinguished (3)	Proficient (2)	Developing (1)
InTASC 3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.	**Frequently** collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.	**Periodically** collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.	**Seldom** collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
InTASC 3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.	**Frequently** manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.	**Periodically** manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.	**Seldom** manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
InTASC 3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.	**Frequently** uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.	**Periodically** uses a variety of methods to engage learners in evaluating the learning environment and collaborates with most learners to make appropriate adjustments.	**Seldom** uses a variety of methods to engage learners in evaluating the learning environment and collaborates with **few** learners to make appropriate adjustments.
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.		
Elements	Distinguished (3)	Proficient (2)	Developing (1)
4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.	**Frequently** uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.	**Periodically** uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote **most** learners' achievement of content standards.	**Seldom** uses representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote learners' achievement of content standards.
4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.	**Frequently** engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.	**Periodically** engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.	**Seldom** engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.	**Frequently** stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.	**Periodically** stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.	**Seldom** stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

Student Teaching Evaluation Form Page 6 of 12

5: Application of Content	The teacher understands how learners grow 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.		
Elements	**Distinguished (3)**	**Proficient (2)**	**Developing (1)**
5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).	**Frequently** engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).	**Periodically** engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).	**Seldom** engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.	**Frequently** engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.	**Periodically** engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.	**Seldom** engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.	**Frequently** engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.	**Periodically** engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.	**Seldom** engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
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 teacher's and learner's decision making.		
Elements	**Distinguished (3)**	**Proficient (2)**	**Developing (1)**
6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.	**Frequently** balances the use of formative and summative assessment as appropriate to support, verify, and document learning.	**Periodically** balances the use of formative and summative assessment as appropriate to support, verify, and document learning.	**Seldom** balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.	**Frequently** engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.	**Periodically** engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.	**Seldom** engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.	**Frequently** uses multiple and appropriate types of assessment data to identify **each student's** learning needs and to develop differentiated learning experiences.	**Periodically** uses multiple and appropriate types of assessment data to identify **most students'** learning needs and to develop differentiated learning experiences.	**Seldom** uses multiple and appropriate types of assessment data to identify students' learning needs and to develop differentiated learning experiences.

Student Teaching Evaluation Form Page 7 of 12

7: Planning for Instruction	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.		
Elements	**Distinguished (3)**	**Proficient (2)**	**Developing (1)**
7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.	Individually and collaboratively **frequently** selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.	Individually and collaboratively **periodically** selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to most learners.	Individually and collaboratively **seldom** selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.	**Frequently** plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.	**Periodically** plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for **most** individuals and groups of learners.	**Seldom** plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.	**Frequently** plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.	**Periodically** plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.	**Seldom** plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
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.		
Elements	**Distinguished (3)**	**Proficient (2)**	**Developing (1)**
8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.	**Continuously** monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.	**Periodically** monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.	**Seldom** monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.	**Frequently** engages all learners in developing higher order questioning skills and metacognitive processes.	**Periodically** engages all learners in developing higher order questioning skills and metacognitive processes.	**Seldom** engages all learners in developing higher order questioning skills and metacognitive processes.
8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.	**Frequently** uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.	**Periodically** uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.	**Seldom** uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

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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, other professionals, and the community), and adapts practice to meet the needs of each learner.		
Elements	**Distinguished (3)**	**Proficient (2)**	**Developing (1)**
9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.	**Frequently** engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.	**Periodically** engages in ongoing learning opportunities to develop knowledge and skills in order to provide **most** learners with engaging curriculum and learning experiences based on local and state standards.	**Seldom** engages in ongoing learning opportunities to develop knowledge and skills in order to provide learners with engaging curriculum and learning experiences based on local and state standards.
9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.	**Frequently** engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.	**Periodically** engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.	**Seldom** engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.	Independently and in collaboration with colleagues, **frequently** uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.	Independently and in collaboration with colleagues, **periodically** uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.	Independently and in collaboration with colleagues, **seldom** uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
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 school professionals, and community members to ensure learner growth, and to advance the profession.		
Elements	**Distinguished (3)**	**Proficient (2)**	**Developing (1)**
10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.	**Frequently** Takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for **each student's** learning.	**Periodically** takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for **most students'** learning.	**Seldom** takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for **students'** learning.
10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.	**Frequently** works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.	Works collaboratively with learners and **periodically** with their families to establish mutual expectations and ongoing communication to support learner development and achievement.	**Seldom** works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.	**Frequently** engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.	**Periodically** engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.	**Seldom** engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

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Dispositions #3 Rubric

1	Exhibits commitment to continuous learning	
Distinguished (3)	**Proficient (2)**	**Developing (1)**
Possesses inherent curiosity, zest and energy for learning. Seeks new information and is committed to learning from others and from experiences. Attempts multiple and unconventional ways to learn something. Looks for vast assortment of ideas. Questions own assumptions. Approaches new ideas and experiences with enthusiasm and confidence.	Shows inherent curiosity for learning. Seeks enlightened understanding and is committed to learning from others and from experiences. Attempts multiple ways to learn something. Plays with ideas. Likely to question own assumptions. Approaches new ideas and experiences with confidence.	Shows some curiosity for learning from others and experiences. Shows awareness of ideas. Not likely to question own assumptions. Demonstrates some confidence and initiative in trying new activities.

2	Displays creativity and enthusiasm for teaching	
Distinguished (3)	**Proficient (2)**	**Developing (1)**
Enthusiastic to the point of inspiring classroom students to assume responsibility for establishing culture for learning by taking pride in work, initiating improvements, and holding to high standards. Candidate is creative and challenges student expectations.	Enjoyment of teaching is clearly communicated to those around. Classroom environment represents culture for learning, commitment to subject, high expectations for achievement, and pride in work. Shows creativity in lesson planning and execution.	Appears to enjoy teaching to a limited degree. Begins to demonstrate commitment to subject, expectations for student achievement and pride in work. Classroom environment does reflect a culture for learning.

3	Exhibits professionalism	
Distinguished (3)	**Proficient (2)**	**Developing (1)**
Assigned and unassigned responsibilities are completed without supervision, on time, and in a thorough manner. Honesty and integrity are apparent in actions and words. Attendance, punctuality, and dress are always appropriate.	Assigned and unassigned responsibilities are completed with a minimum of direct supervision. Honesty and integrity are apparent in actions and words. Attendance, punctuality, and dress are appropriate.	Some assigned and unassigned responsibilities are completed but with direct supervision. Honesty and integrity are generally apparent. Attendance, punctuality, and dress are usually appropriate

4	Demonstrates self-awareness	
Distinguished (3)	**Proficient (2)**	**Developing (1)**
Reflection occurs independently and is productive and insightful and an appropriate reflection of teaching; includes specific examples of strengths and areas needing improvement; able to draw on and connect to an extensive repertoire to suggest alternative strategies.	Reflection occurs regularly. Appropriately reflects on teaching and includes specific examples of successes and areas needing improvement; can provide several possible suggestions for improvement. Actively monitors self-improvement techniques.	Reflects when prompted and is generally appropriate at a superficial level: able to make global suggestions as to how instruction might be changed or improved; can occasionally make specific suggestions for self-improvement.

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5	Displays persistence		
Distinguished (3)		**Proficient (2)**	**Developing (1)**
Exceedingly hard working and consistently pushes to produce very best work. Always completes projects on time and accomplishes or exceeds stated goals.		Consistently self-motivated to work and often will produce best work. Completes projects on time.	Reflects on student needs and performances. Notes some types of problems. Attempts to find solutions; has trouble implementing.

6	Demonstrates self-reflective problem solving		
Distinguished (3)		**Proficient (2)**	**Developing (1)**
Reflects on student's needs and performances and accurately identifies; actively pursues and implements appropriate solutions, using broad based options, while accounting for the "big picture." Values critical thinking and independent and group problem solving.		Reflects on student needs and problems and accurately identifies them; attempts to find and generally implements many appropriate solutions. Accepts multiple perspectives by integrating multiple ideas into the curriculum.	Reflects on student needs and performances. Notes some types of problems. Attempts to find solutions; has trouble implementing.

7	Shows respect and acceptance of diversity; demonstrates fairness		
Distinguished (3)		**Proficient (2)**	**Developing (1)**
Consistently demonstrates awareness of and sensitivity to different student needs, is caring and has the ability to nurture others. Consistently proactive in responding to diversity. Is consistently fair in the treatment of students and designs learning activities that empowers all students. Plans activities sensitive to race, gender, class, sexual orientation, power and privilege and learning differences. Communicates effectively in language appropriate to the situation and context in which he/she is interacting.		Generally demonstrates awareness of and sensitivity to different student needs and is able to address these most of the time. Is consistently fair in treatment of all students and encourages fairness among students. Shows understanding of learning differences, race, gender, class, sexual orientation, power and privilege in our society.	Demonstrates some awareness of and sensitivity to different student needs and addresses these differences with guidance. Is usually fair in treatment of diverse students and does not tolerate unfair behavior among students.

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8	Establishes rapport		
Distinguished (3)		**Proficient (2)**	**Developing (1)**
Consistently maintains and actively fosters trusting and respectful professional relationships with students, parents, colleagues and administrators. Frequently collaborates with others.		Professional relationships with students, parents, colleagues and administrators are positive. Generally collaborates with peers in class, university faculty, students, teachers and parents in P-12 schools.	Professional relationships with students, parents, colleagues, and administrators are cordial most of the time. Occasionally willing to work with others

9	Creates positive Interactions		
Distinguished (3)		**Proficient (2)**	**Developing (1)**
Consistently creates comfortable and pleasant situations with most interactions, putting fellow teachers, students and parents at ease. Creates rapport with others. Establishes respectful collaborative and collegial relationships with students, colleagues, parents and administrators.		Regularly creates comfortable interactions with students, parents, colleagues and administrators. Generally works to create a better working relationship with all parties involved that is based on a spirit of collegiality and collaboration.	Occasionally interacts collegially with students, parents and colleagues. However, many interactions do promote collegiality or collaboration.

10	Exhibits the ability to change		
Distinguished (3)		**Proficient (2)**	**Developing (1)**
Immediately begins analyzing the personal difficulty and comes up with a multitude of possibilities as to the best way or ways to go about improving it. Always maintains a positive belief that personal change is for the best and approached in that way.		Shows a willingness to acknowledge the need to make personal changes and an anxiousness to work diligently until the personal deficiency is corrected.	Shows some acknowledgement of a need to make personal improvements. However, seldom are any changes made.