Student Teaching Handbook

Undergraduate Education

School of Graduate and Professional Studies

Spring 2016
This Handbook is dedicated to the memory of
Dr. Virginia F. Marion
whose commitment to the education profession,
Ursuline College student teachers,
and P-12 students
provided a model of excellence to which all should aspire.
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INTRODUCTION

The purpose of this Student Teaching Handbook is to answer questions that cooperating teachers and student teachers (sometimes also referred to as “candidates”) may have concerning the student-teaching experience (sometimes also referred to as Clinical Experience). Ursuline College considers student teaching an integral part of the teacher education program. It is similar to an entry-level teaching position; however, it differs in the gradual evolution into the teaching role. This experience should enable the student teacher to practice management, planning, teaching, and assessment skills that were initially learned and observed in college classrooms and field-experience settings.

All parties involved in the student-teaching experience are asked to read this handbook carefully. Anyone having a question or needing assistance should contact Dr. Cherry, the Director of Student Teaching and, for spring, the College Supervisor.

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After you have read the handbook please sign either the form/letter found in Appendix H or Appendix I and have it returned to Dr. Cherry as soon as possible. All forms are due by the third student-teaching seminar in spring. We thank you for your cooperation.
EDUCATION UNIT CONCEPTUAL FRAMEWORK

**Ursuline Mission**
Ursuline College offers holistic education that transforms students for service, leadership and professional excellence by providing undergraduate and graduate programs that foster lifelong learning and personal wisdom in an environment characterized by:
- Catholic and Ursuline heritage
- Women-centered learning
- Values-based curricula
- Inclusive, global perspective

**Ursuline Vision**
A premier Catholic institution of higher learning that provides transformative experiences and inspires greatness in our graduates.

**Ursuline Philosophy**
Ursuline College helps students achieve their educational and career goals by emphasizing the whole person and providing personalized attention within a liberal arts higher educational environment. While welcoming persons of all faiths, the College is Catholic in its origins, identity, and environment. Instruction and services are based on the dignity of the human person in accordance with the principles of Catholic social teaching.

In the liberal arts tradition, an Ursuline education emphasizes critical thinking; clear and graceful expression; free, mature judgment and choice; and commitment to continued learning. In addition, faithful to the contemplative heritage of the Ursuline congregation, we perceive contemplation and reflection as integral factors in our search for wisdom. Thus a distinctly Ursuline education emphasizes a strong foundation in the arts and sciences, fosters the student-professor dialectic with its corollary of shared responsibility, respects the learning needs of the individual student, and recognizes the interrelatedness of spiritual vitality and service to the larger community.

Acknowledging that the liberal arts are life arts, Ursuline helps students search for wisdom within the context of theology and philosophy, the fine arts and humanities, and the natural and social sciences. The College's career programs build upon this broad foundation to prepare students to serve the community and their professions with distinction and integrity.

The primary focus of the institution is the academic preparation of students through an emphasis on excellence in teaching and on scholarship that supports teaching. The College seeks for its faculty women and men who are professionally competent, who are committed to developing a learning community, and who can contribute to its distinctively Ursuline character. As a corollary of our emphasis on shared responsibility, the College seeks to foster a climate of collegiality in which all members have the opportunity to influence and to participate in decision-making.

Today we serve students who reflect a wide range of ages, of economic, social and academic backgrounds, and of religions. We make a special effort to assess and meet the needs of our diverse clientele by providing flexible scheduling and a variety of approaches to learning.
Ursuline College also serves the local community by offering programs and facilities for social, cultural and spiritual enrichment.

**Ursuline Purpose**  
To help our students succeed and deepen their intellectual and spiritual life.

**Ursuline Core Values**  
*Student Focus*  
*Spirituality*  
*Respect*  
*Collaboration*

**Core Curriculum**  
*Women's Ways of Knowing: Epistemological Development Goals*  
- Silent  
- Received  
- Subjective  
- Procedural  
- Constructed

**Core Competencies**  
- To communicate effectively  
- To interact socially  
- To analyze and synthesize  
- To solve problems  
- To respond to beauty  
- To make decisions based on values  
- To take responsibility for society

**Education Unit Vision**  
The Education Unit strives to graduate teachers and administrators who create high quality value-centered learning environments that foster the growth of all learners in the context of a democratic society. Ursuline’s educational programs provide foundational knowledge from the dialectic of theory and practice that enables each graduate to succeed and grow as a professional reflective practitioner guided by values and the continuous development of her or his voice and vision.

**Education Unit Philosophy**  
Our philosophy is grounded in the theoretical traditions of social constructivism, reflective practice, and Catholic education. The Unit draws on pragmatism and existentialism, particularly Christian existentialism, as guiding philosophies from which emerge our four pillars of social justice, spirituality, professionalism, and democratic living. Through these pillars, the Unit strives to complement Ursuline’s emphasis on critical thinking; clear and graceful expression; free, mature judgment and choice; and a commitment to continued learning and reflective practice.
**Education Unit Mission**
To prepare teachers and administrators who identify and practice social justice, personal spirituality, professionalism, and democratic principles.

**Social Justice:**
We are living in a new century, with growing cultural and linguistic diversity, international communication, and tremendous access to information. It is also an age characterized by enormous inequities and a lack of democratic opportunities for many people. (Nieto, 2000, p. 181)

At Ursuline, we believe that all people should work together to create a just society. We recognize our social responsibility by attending to the dignity of the individual, sharing resources, and advocating for and supporting the rights and opportunities of those who are underserved by society. We believe that we, as educators, are charged to not only work to support the rights of the underserved, but to work with them in ways that enable them to see the possibilities of their own power and become critical agents of their own humanity (Friere, 1970). We believe that educational communities should engage in dialogic conversations that work to provide all students with “a sense of identity, community, and possibility” (Giroux, 1997, para. 2).

We agree with Dewey (1987, Article IV, para. 1) that “…education is the fundamental method of social progress and reform.” We believe that we must engage ourselves and our candidates in critical educational inquiry and be open to the unexpected that may produce discoveries that help us bridge gaps among us, that lead to empathy, and that encourage selfless action in support of the emancipation of others. By challenging and expanding the boundaries of traditional educational practices, we seek inclusive learning environments that stimulate thought, reflection, and community. By rethinking traditional teaching practices and challenging policies and practices that undermine liberatory education, we are moving toward a pedagogy that realizes that it is essential to rely on the inherent value that each individual brings to the learning community (Freire, 1970; Hooks, 1994). Ursuline’s commitment to social justice and change is a legacy handed down from St. Angela Merici (1520, trans. 1993), foundress of the Ursuline Sisters, who said, “If according to the times and the needs, it is necessary to make changes or to modify certain rules, do so with prudence and good advice” (p. 62).

**Spirituality**
We believe that each of us is a unique person searching for the meaning of life. Spirituality is the way we seek to gain wisdom, build meaning in our lives, and create connections with self, others, and the Divine and natural worlds. Spirituality enables us to develop a clear vision and determine appropriate action. Embracing the spirituality of St. Angela and mindful of her counsel to pray for enlightenment, direction, and guidance, our candidates are encouraged to ground their interactions and relationships in the Divine through contemplation, conversation and action (Merici, 1520). We encourage our diverse student population to develop an understanding of the “abiding human quest for connectedness with something larger and more trustworthy than our own egos – with our own souls, with one another, with the worlds of history and nature, with the indivisible winds of the spirit, with the mystery of being alive” (Wolman, 2001, p. 26).
Democratic Living
We recognize that, as members of a democratic society, our lives are intertwined with those whose realities intersect and travel along the same paths as ours. Our view of democracy reaches beyond the political and into the social and personal. Democratic living is fundamental to a way of life in which all persons can fully develop, allowing space for individual voice, collaboration, reciprocity, and mediation as part of everyday life. It is a “moral ideal requiring expanding opportunities for direct participation” (Carr & Hartnett, 1996, p. 233). We believe and guide our candidates to understand that our privileged status with basic freedoms requires us to act for those whose freedoms have been limited. We maintain that we have the capacity to envision and create a better social order (Dewey, 1897; Greene, 1988).

Professionalism
As professional educators, we believe we have an obligation to approach education with integrity, dignity and wisdom, to act as responsible leaders, and to work continually with the best interests of our candidates in mind. We view learning as a continuous life-long process and believe that reflective practice nurtures this continual growth. We strive to model and teach reflective practice (Arhar, Holly & Kasten, 2001; Gornik, Henderson, & Thomas, 2004; Henderson & Gornik, 2006) that is informed by theory, beliefs and on-going experience to develop habits of mind that encourage an engaged commitment to open-minded and responsible educational practice. Our programs provide classroom and field-based experiences that offer opportunities for collaborative learning, self and group evaluation, and thoughtful responses to learning experiences.

Finally, the liberal arts tradition of Ursuline College provides the impetus for the achievement of a holistic approach to learning. The faculty embraces the belief that knowledge is socially and cognitively constructed (Edgerton, 1996; Piaget & Inhelder, 1969; Pinar, 2004; Slattery, 2006; Vygotsky, 1986) and that learning strengths are defined by prior experiences (Edgerton, 1996; Pinar, 2004), learning styles and multiple intelligences (Dunn & Dunn, 1992; Gardner, 1983; Piaget & Inhelder, 1969; Sternberg, 2004). As educators we believe that we must be able to think, plan, instruct, and lead in ways that support our candidates’ construction of knowledge and address their individual learning needs. We believe that a holistic philosophy is supported by an integrated curriculum. Based upon the research of Belenky, Clinchy, Goldberger, and Tarule (1986) and substantiated by more recent studies (Qin, Johnson & Johnson, 1995; Slavin, 1995), the principles of an integrated curriculum address student learning as collaborative, subjective, inductive, and active, recognizing the realities of candidates’ backgrounds and experiences that have encouraged competition, deduction, and received knowing. In the Ursuline Education Unit, innovative and integrated programs are fostered and high academic standards are maintained while attending to the range of abilities and skills of entering candidates.

Unit Goals
From our philosophical groundings, and resting on the four pillars of social justice, spirituality, democratic living, and professionalism, we have developed the following goals:

- To demonstrate an understanding of the nature of the learner who is a person growing in the capacities to gain wisdom, to make free choices and to relate to others with love;
• To promote the dignity and diversity of individuals, families, communities, and the broader global community;
• To demonstrate an understanding of one’s relationship to the spiritual and natural worlds through direct participation in and service to society;
• To model integrity and respect as an expression of their souls and character;
• To utilize knowledge – historical, philosophical, theoretical, psychological, experiential, pedagogical - to inform professional practice;
• To engage in reflective inquiry;
• To accept membership in the education profession as a privilege, responsibility and service to others.

**Summary**
Planning for student learning based on knowledge of student needs, and selecting teaching strategies that serve to meet those needs (Good & Brophy, 2003; Marzano, 2003) are marks of well-prepared candidates. Additionally, they will be able to differentiate (Tomlinson, 1999) learning experiences so that a variety of students within the same classroom might find their learning experiences appropriately challenging and meaningful.

Candidates must be able to demonstrate how children learn and develop and they will be able to provide learning experiences that support such development. Specifically, they must be able to understand and utilize constructivist practice (Brooks & Brooks, 1993; Piaget, 1959; Vygotsky, 1978) to promote understanding and to create experiences that will move fruitfully into future experiences (Dewey, 1938).

Effective assessment of student learning (Stiggins, 2005; Wiggins & McTighe, 2005) that provides authentic information about student performance directs the planning for student learning. Candidates must be able to plan lessons beginning with this end in mind and will, thereby, allow assessment to drive instruction. They will use assessment for the benefit of students and will be able to help students self-assess in ways that promote their independence in learning.

Candidates will be able to manage the learning environment so that learners remain focused on learning. They will understand the connection between quality instruction and positive student behavior (Good & Brophy, 2003), and they will be able to create authoritative, rather than authoritarian styles (Gill, Acht, & Algina, 2003) that reflect their respect for learners constructing their own meaning.

Effective relationships with students, parents, colleagues, and community members promotes the best interests of learners (Goleman, 1995; Noddings, 1984, 1998, 2005, 2006). In addition to building their capacity for establishing quality relationships with all stakeholders, candidates will be able to take on larger spheres of influence within the profession so that they might fully advocate for children and youth.

In conclusion, candidates prepared to serve as teachers and administrators in public, parochial, and private school settings, leave Ursuline College with a solid foundation of theory and experiences in practice that support their theoretical understandings. The knowledge base provided in this conceptual framework guides our decisions as courses are developed to enhance
the knowledge, skills, and dispositions of our candidates. In the end, our commitment is to the learner who will ultimately benefit from well prepared candidates.

References


GLOSSARY OF TERMS

CLINICAL EXPERIENCE
The student-teaching semester.

COOPERATING/MASTER TEACHER
An experienced teacher, having completed at least three years of teaching experience when the student-teaching experience begins, holding a current license for the field being taught, and who supervises teacher education candidates during Student Teaching. The "master teacher" is designated by the school district or building principal upon request of the College.

edTPA
All student teachers complete a three-five consecutive lesson process of planning, implementation, and reflection. Part of the teaching must be recorded using specified videotaping. The final product must be uploaded to the Tk20 system used by the Ursuline College Education Unit for review and assessment by a national evaluator.

FIELD EXPERIENCES
Experiences designed to assist candidates in education in making decisions about education as a career, developing skills in the chosen field of licensure, managing the classroom or area of responsibility, and applying the principles of the specific field of licensure. These occur in actual early childhood/ middle childhood/adolescent-young adult/multi-age visual arts classrooms.

FORMAL OBSERVATION
The cooperating teacher confers with the student teacher prior to the lesson that will be observed. The cooperating teacher observes the lesson being taught, critiques the lesson in writing, confers with the student teacher about the lesson, reviews the written critique with the student teacher, and both the cooperating teacher and student teacher sign and date the written critique.

NCATE/CAEP
National Council for Accreditation of Teacher Education, the former accrediting body, and the Council for the Accreditation of Educator Preparation, the new accrediting body, provide guidelines for preparing quality candidates.

OHIO STANDARDS FOR THE TEACHING PROFESSION
The State Board of Education adopted new teacher, principal, and professional development standards in October 2005. They were developed as a guide for teachers as they continually reflect upon and improve their effectiveness as educators. The standards can be found at http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=521&ContentID=8561. The standards are aligned with all current SPAs, National Boards, Pathwise®, NCATE/CAEP, and TEAC (agencies that offer accreditation to schools for educator preparation).

SPA
Specialized Professional Association
STUDENT TEACHING
A period of 16 weeks during which a student teacher gradually assumes responsibility for a classroom. Supervision is provided during this time by a “master teacher” and a College supervisor.
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<th>Conceptual Framework Pillars</th>
<th>Ohio Standards for the Teaching Profession (OSTP)</th>
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<tr>
<td>To have candidates demonstrate an understanding of the nature of the learner who is a person growing in the capacities to gain wisdom</td>
<td>1. Able to demonstrate an understanding of the nature of the learner</td>
<td>Student Focus</td>
<td>Social Justice Professionalism Spirituality Democratic Living</td>
<td>OSTP 1.1, 1.2, 1.3, 1.5 OSTP 4.2 OSTP 5.3, 5.4</td>
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<td>To have candidates promote the dignity and diversity of individuals, families, communities, and the broader global community</td>
<td>2. Can give evidence of promoting the dignity and diversity of those with whom the candidate interacts</td>
<td>Student Focus Collaboration Respect</td>
<td>Social Justice Professionalism Spirituality Democratic Living</td>
<td>OSTP 1.2, 1.3, 1.4 OSTP 4.5 OSTP 5.1, 5.2, 5.5 OSTP 6.2, 6.3, 6.4 OSTP 7.3</td>
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<td>To have candidates demonstrate through direct participation in and service to society an understanding of one’s relationship to the spiritual and natural worlds</td>
<td>3. Can point to personal involvement in service projects, fieldwork, or missions that are based on an understanding of the candidate’s relationship to the spiritual and natural worlds</td>
<td>Spirituality</td>
<td>Social Justice Spirituality Democratic Living</td>
<td>OSTP 7.3</td>
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<td>To have candidates model integrity and respect as an expression of one’s soul and character</td>
<td>4. Models integrity and respect through effective communication skills and professional dispositions</td>
<td>Respect</td>
<td>Social Justice Professionalism Spirituality Democratic Living</td>
<td>OSTP 1.4, OSTP 5.1</td>
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<td>To have candidates utilize knowledge-historical, philosophical, theoretical, psychological, experiential, pedagogical-to inform professional practice</td>
<td>5. Uses general, content, and pedagogical knowledge to inform professional practice</td>
<td>Student Focus Collaboration Respect</td>
<td>Professionalism Spirituality Democratic Living</td>
<td>OSTP 1.1, 1.2, 1.5 OSTP 2.1, 2.2, 2.3, 2.4, 2.5 OSTP 3.1, 3.2, 3.3, 3.4, 3.5 OSTP 4.1, 4.3, 4.4, 4.6, 4.7 OSTP 6</td>
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</table>
To have candidates engage in reflective inquiry

6. Engages in reflective inquiry
Spirituality
Social Justice
Professionalism
Spirituality
Democratic
Living
OSTP 7.2

To have candidates accept membership in the education profession as a privilege, responsibility, and service to others

7. Demonstrates professional dispositions that indicate the candidate views education as a privilege which includes the need for responsibility and service to others.
Collaboration
Respect
Social Justice
Professionalism
Spirituality
Democratic
Living
OSTP 7.1

UNDERGRADUATE TEACHER EDUCATION PROGRAM

Candidates in the undergraduate teacher education program must successfully complete a liberal arts core curriculum, area/s of academic concentration, and a professional education sequence.

Programs reflect the Ohio Standards for the Teaching Profession, standards of the specialty areas, and the expectations in content and format of Praxis II and/or the Ohio Assessments for Educators.

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<td>Criteria for Exit from Clinical Practice and the Program</td>
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**Knowledge**

1. Demonstrate general and content knowledge by achieving:
   a. cumulative GPA of 2.5 or higher.
   b. Content GPA of 2.75 or higher.
2. Demonstrate professional knowledge by achieving:
   a. Professional GPA of 2.75 or higher.
   b. Minimum grade of C (2.0) in each professional education course.
3. Qualifying scores for required Praxis II assessments and/or OAEs.
4. Completion of Value-Added Labs and competency ratings on both Value-Added Lab Assessments.

1. Demonstrate general and content knowledge by achieving:
   a. cumulative GPA of 2.5 or higher
   b. content GPA of 2.75 or higher.
2. Demonstrate professional knowledge by achieving:
   a. Professional GPA of 2.75 or higher
   b. Minimum grade of C (2.0) in each professional education course.
3. Demonstrate knowledge of planning by achieving average score of 2.0 for Pathwise © Domain A, criteria 1, 2, 3
4. Competency ratings on all applicable Key Assessments, including edTPA.
<table>
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<th>Skills</th>
<th>5. Demonstrate professional skills (attendance, punctuality, voice intonation, effective use of time, etc.)</th>
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<tr>
<td></td>
<td>a. obtaining minimum score of 13 from the coop’s final evaluation of fieldwork (Professional Skills section) in the program’s curriculum methods course.</td>
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<td>b. score of 24 from end of semester student assessment rubric (in semester in which curriculum course is taken), skill criteria.</td>
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<td>6. Demonstrate proficiency at planning and implementing lesson plans by:</td>
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<td>a. obtaining an average score of 1.5 on Pathwise© assessment rubric (Domains A, B, C) used by college supervisor during observation of lesson in curriculum course during fieldwork;</td>
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<td>b. obtaining minimum score of 21 from the coop’s final evaluation of fieldwork (Pedagogical Skills section) during curriculum course.</td>
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| Dispositions                                                          | 6. Exhibit appropriate professional dispositions (enthusiasm, self-direction, ethical behavior, etc.) |
|                                                                     | a. obtaining minimum score of 32 from the coop’s final evaluation of fieldwork (Professional Dispositions section) during curriculum course; |
|                                                                     | b. average score of 14 from end of semester student assessment rubric (in semester in which curriculum course is taken) |

Candidates permitted to begin the Student-Teaching experience must meet the following requirements:

- Completion of professional sequence
- Validation of completion of field hours
- Completion of Value-Added assignments
- Recommendation of the undergraduate education department stating that candidate has met the requirements for student teaching
- Submission of a résumé of personal and professional goals for the student-teaching semester
- Passed all required Praxis® II assessments and/or OAEs.

**FIELD AND CLINICAL EXPERIENCES**

The State of Ohio requires a diversified range of field experiences prior to licensure. Ursuline College has designed a program in which the teacher education candidate begins her/his field work immediately upon enrollment in the Introduction to Education course. Field experiences build and increase in length of time and involvement throughout the program. Prior to the Student-Teaching semester, the candidate has had an opportunity to observe, tutor individuals, instruct small groups and/or whole classes, and evaluate her/himself and peers. The candidate has also experienced a variety of grade levels in culturally, racially, and socio-economically diverse settings.
THE STUDENT-TEACHING SEMESTER

The Student-Teaching semester is a significant and exciting time in the life of the candidate. This experience is the culmination of an intense, four-year preparation program prior to initial licensure; as such, it should be planned carefully and seriously. The success of the Student Teaching experience will affect the candidate’s ability to secure a teaching license and position. Therefore, it is to everyone's benefit to plan for a meaningful experience.

The 16-week Student-Teaching semester at Ursuline College offers the following experiences:

1. **Early Childhood (PK-grade 3)** If a candidate is seeking licensure in grades PK-3, s/he will complete the Student-Teaching semester in Kindergarten or one of the primary grades (1-3). The level chosen is based upon the level in which the K/primary placement for EDE 380 was completed.

2. **Middle Childhood (grades 4-9)** If a candidate is seeking licensure in grades 4-9, s/he will complete the Student-Teaching semester in a middle school in the two fields of licensure sought.

3. **Adolescence to Young Adult (grades 7-12)** If a candidate is seeking licensure in grades 7-12, s/he will complete the Student-Teaching semester in a secondary school in the field of licensure sought.

4. **Special Education or Multi-Age Visual Arts (K-12)** If a candidate is seeking licensure in Special Education or Multi-Age Visual Arts (MAVA), s/he will divide the 16-week period between two levels as designated by the College Director of the candidate’s education program.

SUPERVISION

Supervision is a critical part of the student-teaching process. It is clear from studies completed that the cooperating teacher plays the most significant role in supervision. College supervisors also play a vital role in this process through school visitations, conferences, and seminars.

As a descriptive profile, effective supervisors have been described by themselves and others as flexible, cooperative, hard-working, humorous, and able to work with others. They also viewed themselves as pressed for time and overburdened with other responsibilities. Supervisors believed that their greatest impact was in the personal dimension.

Models of supervision are abundant. In order for any model to be successful, it is imperative that it be used systematically. One model that seems to be particularly effective is the Clinical Supervision Model by Cogan and Goldhammer. Clinical Supervision takes its principal data from the events of the classroom. The analysis of these data and the relationship between teacher (in this case, the student teacher) and supervisor form the basis of the program, procedures, and strategies designed to improve the student learning by improving the teacher's classroom behavior. This model seems to be the most productive way to get teachers to analyze and change how they teach through involvement of the teacher in the analysis process.
Clinical supervision varies in its number of steps from author to author, but in essence the process is the same. The following four steps describe the process in its simplest form, using the student teacher-cooperating teacher titles:

STEP 1 - Pre-observation Conference. The student teacher and cooperating teacher decide together what aspect of the student teacher's performance will be targeted. This area is then behaviorally defined in terms of its components. Next, a goal stated in measurable terms is established.

STEP 2 - Observation and Data Collection. The cooperating teacher views the lesson and collects data pertinent to the goal. The cooperating teacher might video the lesson in order to ensure that the episode is expertly recorded. The recording can then be used later for analysis. Ideally, both the student teacher and cooperating teacher will tabulate and analyze data independently for later comparison, discussion, and evaluation.

STEP 3 - Analysis of Data. Whatever the situation is regarding data collection, the most essential aspect is that the cooperating teacher be an astute observer. Examination of the data, either independently or cooperatively, should reveal patterns, which in turn suggest underlying meanings. The cooperating teacher needs to be certain that thorough analysis occurs and that the implications are translated into appropriate teaching strategies.

STEP 4 - Post-observation Conference. The cooperating teacher and student teacher compare their respective analyses and implications. Considerable attention should be given to probing underlying meanings together and discussing promising strategies. A new target or goal should be agreed upon, and the student teacher should be made responsible for developing a plan to reach it.

This initiates a new cycle of clinical supervision, and the cycle continues as long as it is productive in any area of teaching improvement. *(Dynamics of Effective Teaching - Kindsvatter)*

**ROLES OF PERSONNEL**

Student Teaching is a 16-week experience. During this time the student teacher progresses from the role of a teacher’s assistant to that of the student teacher. S/he will become oriented to school procedures, policies, personnel, and begin to teach one subject at a time until s/he assumes full responsibility for the curriculum. In addition, the student teacher also assumes the duties normally assigned to the cooperating teacher, e.g., bus duty, recess duty, grading of papers, bulletin boards, newsletter, etc.

The college supervisor, in consultation with the cooperating teacher, will issue a grade AT THE END OF THE 16-WEEK EXPERIENCE. The grade will reflect performance as indicated on weekly evaluations and lesson evaluations from the cooperating teacher and college supervisor and all other requirements including but not limited to attendance and participation at seminars, Key assessments, Value-Added grade, and final evaluation from the cooperating teacher/s and college supervisor. A complete list is provided to the student teacher at the pre-student teaching meeting who shares a copy with the cooperating teacher/s.
Responsibilities for all parties concerned follow:

**Cooperating Teacher's Role**

The cooperating teacher is assigned by the school district or the building principal. Teachers chosen for this role are considered master teachers, and must have completed at least **three years’ teaching experience** when the student-teaching experience begins, including **one year** in the field for which the service is being sought. The teacher must also hold a valid teaching license in the licensure field for which the service is being sought.

The cooperating teacher functions in two roles: as a professional teacher and as a teacher educator. As a professional teacher, primary responsibility is to the pupils in her/his classes. As a teacher educator, the cooperating teacher will provide the student teacher with opportunities to observe, to participate in teaching tasks, and eventually to assume full teaching responsibilities. In addition, the teacher educator will assist the candidate in developing an understanding of children, young adolescents, and/or young adults, planning effectively for instruction, and functioning as a resource person in matters of instruction, management, assessment, and discipline. The teacher educator is expected to be constructively critical of the student teacher on an on-going basis and is responsible for completing and discussing the weekly evaluation form and writing a final evaluation of the student teacher's teaching performance.

**Preparations for the Student Teacher**

The following steps will help to establish an atmosphere in which the student teacher can learn and grow professionally:

A. **Preparation of the Classroom Students**
   Student teachers might be thought of as less than professionals by pupils. A brief discussion with classroom students will help them to be prepared for the student teacher's arrival. A useful approach would be to refer to the student teacher as a "teacher" rather than as a student.

B. **Communication to Parents**
   The parents of students should be informed that a student teacher will be participating in the school's instructional program. A newsletter approach may accomplish this purpose by announcing the arrival of the student teacher and by listing the values of having a student teacher. Some of these values include:
   a. providing new ideas in the classroom;
   b. allowing innovative approaches to instruction;
   c. providing teaching assistance;
   d. enhancing the pupil:teacher ratio.
   Many times it is assumed that parents understand the student-teaching process. This assumption is often false. Parents, through increased understanding, can offer support for a college's student-teaching program.

C. **Initial Conference**
   In some respects working with student teachers is like working with pupils in a classroom. The maturity and experience of the cooperating teacher in
understanding the needs of the student teacher are essential for a successful experience. Early discussion will allow for discovery of the student teacher's strengths, interests, and areas of needed growth, so that goals and expectations can be clarified and mutually agreed. It is very important that the student teacher understand:

a. the master teacher's working style;
b. the relationship expected between master teacher and student teacher;
c. classroom management and discipline strategies expected;
d. the requirement of daily lesson plans;
e. other pertinent activities related to the classroom.

D. Materials
It would be very helpful if, on the first day, the candidate received a packet of materials designed to ease the transition into a new school. Facts of school life, which have become second-nature to the master teacher such as the physical arrangement of the building, the school schedule, school routines, parking regulations, the meaning of various bells, and even the location of restrooms, need to be discussed. Having a folder of schedules and regulations available will help the student teacher understand the school environment and will increase her/his security.

The student teacher also needs a place in the classroom to keep books, supplies, and other teaching materials. Try to provide a desk or table, or clear a desk drawer or cabinet space for her/him. If the master teacher has an office, the student teacher should be invited to share this space. Audio-visual/technological equipment, school supplies, and copier should be as available to the student teacher as they are to the master teacher. Proper procedures for using this equipment should be discussed with the student teacher.

The cooperating teacher who devotes time and energy to a student teacher can expect to receive a major reward as the student teacher begins to mature as a professional educator. Pre-planning helps to spur this process to a successful completion.

In sum, the cooperating teacher is asked to:

1. Meet with the College supervisor and student teacher early in the student-teaching semester, i.e., in January, to review questions about the student-teaching process.
2. Introduce the student teacher to the class on the first day of attendance.
3. Acquaint the student teacher with the school facilities, policies, forms and records, curriculum, personnel, resources, supplies, schedules, etc.
4. Encourage the student teacher to explore all aspects of the school community – roles of various personnel, the parents' organization, the school board, etc.
5. Provide assistance to the student teacher in planning and organization.
6. Gradually relinquish all teaching responsibilities to the student teacher for a minimum of 4 weeks in the 16-week placement or 2 weeks in an 8-week placement.
7. Require lesson plans from the student teacher in advance of her/his teaching assignment.
8. Observe the student teacher and provide written feedback for each formally observed lesson (10 per 16 weeks or 5 per each 8-week experience) and verbal feedback for
other lessons. Certain SPAs may require more. Please consult with the college supervisor.

9. Provide continuous feedback to the student teacher as to the strengths and areas of needed growth of her/his performance.

10. Assign responsibilities to the student teacher, allowing for preparation time and taking into consideration the individual proficiency and interests of the student teacher.

11. Develop a weekly schedule for consulting and planning with the student teacher.

12. Orient the student teacher to expectations in planning.

13. Understand that the student teacher is a beginner. S/he will need to gain confidence and competence through appropriate encouragement and support.

14. Report immediately any unacceptable behavior or performance of the student teacher to the college supervisor/Director of Student Teaching, Dr. Mary Jo Cherry, 440-646-8147, mcherry@ursuline.edu.

15. Complete and initial the weekly evaluation form and discuss each evaluation with the student teacher. The student teacher is required to present this evaluation at each Monday student-teaching seminar.

16. Complete the final evaluation and any other paperwork required.

**Responsibilities of the Student Teacher**

1. Attend meeting of student teachers conducted by Director of Student Teaching prior to the beginning of the student-teaching semester.

2. If student teaching during the spring semester, attend the orientation meeting in December conducted by the Director of Student Teaching.

3. Immediately following the student-teaching orientation meeting conducted by the Director of Student Teaching with student teachers or as soon as the student-teaching assignment is finalized, contact the building principal and the cooperating teacher, setting up a meeting with them to discuss the student-teaching experience. If the principal is unable to meet with you, please ask to be introduced to her/him.

4. Present a professional demeanor at all times in dress, speech, attendance, cooperation, and confidentiality and loyalty to the cooperating teacher, children, and staff of the school and to the Education Unit of Ursuline College.

5. Follow the district calendar and school policy regarding attendance at the school site for the required hours each day.

6. Contact the cooperating teacher and the college supervisor if ill.

7. Explore all aspects of school life: facilities, policies, forms and records, curriculum, personnel, resources, supplies, schedules, etc., and complete all forms as directed.

8. Complete specific assignments from college supervisor.

9. Prepare daily lesson plans and present them to the cooperating teacher at least (3) teaching days prior to any lesson taught. Saturday, Sunday, and free days are not counted in the 3-day rule.

10. Attend scheduled seminars on the college campus.

11. Develop an attitude of openness to suggestions and a willingness to go “above and beyond the call of duty”!

12. Become actively involved in all school activities, including parent-teacher conferences, as permitted by the building principal and cooperating teacher.

13. Gradually assume the full-time teaching and extra-curricular responsibilities of the cooperating teacher for at least 4 weeks for the 16-week experience and for at least 2
weeks for the 8-week experience.
14. Complete all Key/SPA assignments.
15. Develop a level of competence by the end of the student-teaching experience that mirrors the Pathwise® criteria and the Ohio Standards for the Teaching Profession.
16. Develop a professional portfolio.
17. Meet all Gate 3 requirements.

**Responsibilities of the College Supervisor**

A supervisor has been assigned by the director of student teaching in consultation with education faculty. This supervisor will work with the cooperating teacher and student teacher in ways that will assist the student teacher in becoming an effective teacher.

The college supervisor has a variety of responsibilities, one of which is informing the cooperating teacher about the Ursuline College student-teaching program through an orientation meeting and private conferences or in-service programs.

It is also the responsibility of the college supervisor to discuss with the student teacher a schedule of on-site visits. The supervisor’s primary responsibility is to observe and evaluate the student teacher in the teaching role and confer with the cooperating teacher and student teacher at each visit. These conferences provide a focus for the student teacher in the weeks to follow.

Finally, the college supervisor is responsible for securing the final evaluation completed by the cooperating teacher. This evaluation then becomes part of the student's credential file, which is in the Education Office.

The following responsibilities are expected from the college supervisor:

1. Attend the orientation meeting for all student teachers during the semester preceding the student-teaching semester.
2. Attend scheduled seminars during the student-teaching experience.
3. Complete a **minimum** of four (4) visits during the 16-week student teaching semester (2 during each 8-week experience). Each licensure program is required to follow the guidelines of its SPA. More visits may be required by some.
4. Confer with the student teacher following the observation of each lesson.
5. Confer with the cooperating teacher at each visit.
6. Complete a written evaluation of each observation using the adapted Pathwise® form.
7. Assist student teacher and/or cooperating teacher with any problems that may arise.
8. Provide guidance to both cooperating teachers and student teachers with respect to college policies.
9. Discuss with the cooperating teacher the final grade that will be assigned by the college supervisor.
10. Ensure completion of all paperwork required by the College and State of Ohio.
11. Conduct an exit interview during which the student teacher discusses her/his student-teaching experience and her/his performance using SPA and Pathwise® guidelines.
12. Recommend to the Director of Student Teaching candidates for licensure.
Responsibilities of the Director of Student Teaching

1. Provide an orientation meeting for both cooperating teachers and student teachers a few weeks before the student-teaching experience (for fall semester).
2. Conduct and/or participate in regularly-scheduled seminars during the student-teaching experience.
3. In collaboration with the college supervisor, assist student teacher and/or cooperating teacher with problems that may arise.
4. Provide guidance to college supervisors, cooperating teachers, and student teachers with respect to college policies.
5. Review each student teacher’s file to ensure completion of all paperwork required by the College and the State of Ohio.
6. Forward file of student-teaching data/materials to the person responsible for e-signing licensure applications.
7. Send letter of appreciation and survey to cooperating teachers upon verification of completion of all required paperwork.

GENERAL POLICIES

Attendance

a. Arrival and Departure
Student teachers are required to maintain the same daily schedule as the cooperating teachers. Requests for exceptions must be made of the college supervisor.

b. Absences
Student teachers are to follow the absence policies of the school district in which they are working. If for some reason a student teacher is absent, s/he must notify the cooperating teacher and the college supervisor. Failure to do so may lead to the termination of the experience. Students should not miss student teaching for any reason without first securing the approval of the college supervisor and then the cooperating teacher. Candidates who miss more than (3) three days will be required to extend student teaching, withdraw, or take an incomplete for the experience (decision at the discretion of the college supervisor). These absences include those due to illness and district decisions to close schools for any reason including weather conditions. If at any time a cooperating teacher or college supervisor feels that a student teacher has had excessive absences or tardiness, the experience may be terminated.

Outside Responsibilities
Student teachers are encouraged to become involved in after-school activities in their schools, attend meetings, etc. In most cases students are not permitted to be enrolled in courses other than Student Teaching during the student-teaching semester. Permission for exceptions must be requested through the office of the Director of Student Teaching. Candidates are encouraged to hold all other outside activities (including employment) to a minimum. If outside activities begin to affect teaching adversely, a student may be asked to drop those other activities or withdraw from Student Teaching. Student teachers are expected to remain at school until the time all teachers are excused at the end of the day. However, the student teacher is required to attend the weekly student-teaching
seminar at the College.

**General Regulations**
Student teachers are guests in the schools in which they teach and serve. They must meet all regulations established by the school administration and school district. Student teachers **may not** be used as substitutes in schools. Legal responsibility can only be assumed by a certified/licensed school-district employee.

**Calendar**
Student teachers will follow the specified schedule of the school district and not the college calendar. Student teaching seminars are conducted in the late afternoon so as not to interfere with the teaching schedule.

**Lesson Plans**
All lesson plans are to be submitted **prior** to the execution of any lesson.

- a. Daily plans must be given to the cooperating teacher at least **3** **three teaching days** prior to the execution of the lesson. **School holidays, Saturday, and Sunday are not counted. Three business days prior to execution of the lesson is the rule.**

- b. When weekly plans are required, they must be given to the cooperating teacher on the day indicated on the weekly evaluation instrument.

If the student teacher fails to hand in lesson plans as prescribed in *a* and *b*, **s/he may not teach, and the college supervisor is to be informed.**

Failure to follow rules *a* and *b* may result in **termination** of the student-teaching experience.

The cooperating teacher is expected to offer suggestions to the student teacher that should be acted upon to the extent possible. During a lesson taught by a student teacher, the cooperating teacher will make comments on her/his copy of the lesson plan. These plans are to be gathered and kept for review by the college supervisor. **Every plan, long form and short form, is to be given to the college supervisor.**

The long form of the Ursuline College undergraduate lesson plan must be used for all lessons formally observed by the cooperating teacher (10 lessons) and the college supervisor (4). The long form is also required for all lessons taught from the beginning of the student-teaching experience until such time as the college supervisor informs the student teacher that the short form may be used for all subsequent lessons except lessons formally evaluated by the cooperating teacher and college supervisor. Ordinarily, the cooperating teacher does not formally evaluate the lessons taught when the college supervisor observes and evaluates the student teacher. The long form must be used for all edTPA lessons.
The following schedules are just suggestions. They may be amended to accommodate the given classroom. Cooperating teachers are encouraged to discuss the preferred time frame with the student teacher and college supervisor throughout the experience so that the choices may best meet the needs of the pupils, cooperating teacher, and student teacher.

**AYA STUDENT-TEACHING TIME FRAME**

Secondary student teachers with only one teaching field should be assigned to five classes with no more than two or three preparations. The student teacher should be given the responsibility to teach two or three classes with one preparation and one or two classes with a second preparation. Final decisions on responsibility/assisting should be made jointly by the cooperating teacher and the college supervisor. Each student teacher should have no more than two-three preparations per day during the 16-week experience.

**Time Frame**

<table>
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<tr>
<th>Weeks</th>
<th>Task Description</th>
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<tr>
<td>1\textsuperscript{st} and 2\textsuperscript{nd} weeks</td>
<td>observation and participation, assume management responsibilities and small-group work.</td>
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<tr>
<td>3\textsuperscript{rd} week</td>
<td>teach one or two lessons in teaching field.</td>
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<tr>
<td>4\textsuperscript{th} and 5\textsuperscript{th} weeks</td>
<td>assume responsibility for one class in field.</td>
</tr>
<tr>
<td>6\textsuperscript{th} and 7\textsuperscript{th} weeks</td>
<td>assume responsibility for two classes in field. (Same preparation)</td>
</tr>
<tr>
<td>8\textsuperscript{th} &amp; 9\textsuperscript{th} weeks</td>
<td>assume responsibility for three classes. (Add a second preparation)</td>
</tr>
<tr>
<td>10\textsuperscript{th} - 16\textsuperscript{th} weeks</td>
<td>assume responsibility for entire schedule.</td>
</tr>
</tbody>
</table>

This schedule is FLEXIBLE. Changes can be made whenever necessary or whenever the cooperating teacher sees the need.

Once the student teacher has assumed responsibility for an area of the school program, she/he will continue it through the remainder of the teaching (if this meets with the approval of the cooperating teacher). However, some thought and planning should be given to facilitating the students’ transition back to the cooperating teacher.

**PROFESSIONAL PORTFOLIO**

Most student teachers have a goal of securing a teaching position immediately upon completion of the student-teaching experience. Portfolios are beneficial for the student teacher, especially as an interview device. A credential portfolio is an individualized portrait of educational, professional, and relevant personal achievements. Relevant principles in marketing note that you should: 1) know what you have to sell and 2) advertise it in an appealing way. The student teacher should know what s/he has to offer, utilizing the verification of teaching competency skills (student-teaching evaluations) and other related experiences with children to advertise this knowledge/skill in a
professional credential portfolio. Each program will have specific requirements. Following are some general suggestions:

1. Table of contents
2. Resumé
3. Copy of transcript/s
4. Letters of recommendation (cooperating teachers, principals, professors, etc.)
5. Copy of final evaluation/s from cooperating teacher/s and college supervisor
6. edTPA project and additional lesson plans with reflections, possibly with a cover sheet noting how they demonstrate your competency. Competencies reflect SPA standards and/or Pathwise© criteria/Ohio Standards for the Teaching Profession (OSTP).
7. Student-teacher-made assessments and/or project guidelines and rubric/s with reflection on how the given artifact demonstrates your ability to impact the learning of your students.
8. Labeled photos with reflections on how these artifacts demonstrate competency of stated standard/principle:
   a) bulletin boards
   b) pupil activities
   c) special events/field trips.
9. Description of extra duties (clubs, coaching, yearbook, etc.) with reflections on how these artifacts demonstrate competency of stated standard/principle.
10. Other artifacts that demonstrating OSTP standards/Pathwise© criteria within projects, activities.

TRANSFER, WITHDRAWAL, FAILURE OF STUDENT TEACHER

Prior to initial placement, reasonable attempts will be made to place student teachers in one of their choices of schools. After final placements have been made, no change will take place unless requested by the college supervisor, school district, cooperating teacher, or school principal. If a student is not satisfied with her/his placement, the student is encouraged to discuss concerns with the college supervisor.

Student Teaching Policies

Student Teaching is the culminating learning experience in the professional education sequence required for teacher licensure. Student teachers must have opportunities to move with deliberate speed from being passive observers of the instructional process to serve as productive participants under the leadership of highly qualified cooperating teachers and college supervisors.
Since Student Teaching is a learning experience, student teachers must have opportunities to succeed without fear of failure. As a safeguard for all parties, the following should be noted:

1. Teacher education candidates will be admitted to student teaching only if they have met the published criteria as outlined by the Education Unit.
2. Student teachers will be assigned to teachers considered "master teachers" by their school district and building principal.
3. Student teachers will be supervised by qualified college faculty members.
   a. A minimum of four on-site visits during a 16-week placement (2 during 8-week placements) will be made by the college supervisor for the purpose of working with each student teacher and the cooperating teacher to improve the student teacher's opportunities for success.
   b. Seminars are scheduled by the college supervisor on a regular basis, affording additional opportunity for guidance by the college faculty.
4. If the placement is deemed inadequate by the College, the school, or the district, a candidate can be reassigned by the college supervisor and Director of Student Teaching at Ursuline College. Reassignment during the same semester cannot be guaranteed.
5. Candidates who desire to withdraw or are removed from the Student-Teaching semester will be considered on an individual basis.
6. When evidence suggests that a condition exists that may hinder a candidate's ability to complete Student Teaching successfully, the following procedures should be followed. In rare situations a particular procedure may not be feasible; the director of student teaching will make that decision. However, written documentation must always be kept in the candidate’s file describing what transpired.

   **In general these are the steps to be followed:**

   a) The three primary parties (candidate, cooperating teacher, and college supervisor) [the principal may choose to be present at any or all meetings] will meet to identify the problem and to determine a plan of action. Since student teaching is a learning experience for the candidate, every effort will be made to develop a written plan that encourages the candidate to attempt to improve and complete student teaching successfully. The plan will be kept on file by the college supervisor, with copies sent to the student teacher, the cooperating teacher, the principal, and the director of student teaching.

   b) If the problem cannot be resolved or a solution determined, the director of student teaching will work cooperatively with all of the primary parties to verify the problem and/or reach a decision concerning the solution.

   **The process:**

   (1) All parties involved must provide written documentation of their perspectives on the situation to the director of student teaching. The documentation must be signed by the candidate, cooperating teacher, and college supervisor and must include evidence of the problem and attempts to resolve it.

   (2) If the decision of the college supervisor, director of student teaching, and the College’s Executive Director of the Education Unit is to dismiss the candidate, then a written set of conditions for consideration for re-application to Student Teaching will be
developed immediately following the candidate's dismissal. The candidate must meet these conditions, and the Director of Field Placement must verify that these conditions were met prior to the re-application for admission to Student Teaching.

7. Students are required to receive a minimum grade of C for Student Teaching. Students who receive a grade of less than C for Student Teaching must present evidence that the problem that caused the grade has been resolved prior to re-application for admission to Student Teaching. If the candidate is readmitted, the appropriate college supervisor will work with the candidate to develop a growth plan for improvement.

8. A candidate removed from a Student-Teaching location will not be reassigned to that site when repeating Student Teaching.

9. A candidate can be removed from the student-teaching site by the cooperating school or district for various reasons. Any further action concerning this student will not be made without the approval of the director of student teaching and the College’s Executive Director of the Education Unit.

LIVING DOCUMENT

This is a living document. To keep it of value, we need input from those who use it. If you have any suggestions and/or comments, please send them to the Undergraduate Education Department at Ursuline College, or, if you prefer, you may e-mail your comments to mcherry@ursuline.edu. Thank you.
Appendices
Rubric for Weekly Evaluation Instrument

Dear Cooperating Teacher,
Please use these guidelines when completing the student teaching weekly evaluation. Your professional assessment is imperative in the preparation of the teacher in training.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tr>
<td><strong>4: Exemplary</strong></td>
<td>The student teacher is performing more like an experienced teacher than a beginning teacher. The student teacher is able to discuss her/his lessons in context of the needs of the students and requirements.</td>
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<tr>
<td><strong>3: Above Average</strong></td>
<td>The student teacher is performing at the level of a first-year teacher, first few months of teaching. The student teacher appears a little apprehensive but is able to affect teaching and learning in a professional manner. The cooperating teacher senses that the student teacher could manage all aspects of the classroom on her/his own.</td>
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<td><strong>2: Acceptable</strong></td>
<td>The student teacher is performing the assigned teaching tasks but requires some guidance. The student teacher is not proficient enough to be given many responsibilities.</td>
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<td><strong>1: Marginal</strong></td>
<td>The student teacher is performing under the direct guidance of the cooperating teacher to the point that the cooperating teacher feels compelled to tell the student teacher exactly what to do every minute. The student teacher only incorporates some of the cooperating teacher’s suggestions. The student teacher displays inappropriate behavior and/or asks an inordinate number of questions. Any combination of the above-mentioned characteristics would warrant a score of 1.</td>
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<td><strong>0: Requires action with the college supervisor</strong></td>
<td>The student teacher does not know how to write and execute a lesson plan, has little-to-no classroom management skill, and fails to act in a professional manner in and out of the classroom. The student teacher fails to follow the directives of the cooperating teacher and is jeopardizing learning.</td>
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<tr>
<td><strong>NA</strong></td>
<td>During the first few weeks or final weeks of the experience, the student teacher may not be teaching many lessons, if any at all.</td>
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WEEKLY EVALUATION INSTRUMENT

STUDENT TEACHER ___________________________________ CO-OPERATING TEACHER ___________________________________

Pleasing use this scale  See additional sheet which explains the scale in more depth  
EXEMPLARY  4  ABOVE AVERAGE  3  ACCEPTABLE  2  MARGINAL  1  
REQUIRES ACTION WITH THE COLLEGE SUPERVISOR  0  DID NOT OBSERVE  NA

I. PLANNING, INSTRUCTION, ENVIRONMENT:

### PLANNING

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<td>4. Logical ordering of learning experiences</td>
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<td>5. Knowledge of subject matter: Language arts, including reading</td>
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<td>6. Development of evaluation/assessment techniques</td>
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<td>7. Demonstration of competence in written communication</td>
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<td>8. Lesson plans received on assigned day NO score only check √</td>
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### INSTRUCTION

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<td>1. Use of anticipatory set</td>
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<td>2. Communication of lesson objectives</td>
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<td>3. Demonstration of content knowledge: Language arts, including reading</td>
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<td>4. Use of varied approaches &amp; strategies</td>
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<td>5. Skill in questioning</td>
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<td>6. Achievement of total student involvement in learning process</td>
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<td>7. Assessment of students’ knowledge and performance during lesson</td>
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<td>9. Evidence of guided practice</td>
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<td>10. Demonstration of competency in oral communication</td>
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<td>11. Use of instructional materials other than textbook</td>
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<td>12. Use of audio-visual materials, technology, computers, video, overhead (PLEASE SPECIFY MATERIAL/S)</td>
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**LEARNING ENVIRONMENT, CLASSROOM MANAGEMENT, DISCIPLINE**

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<td>2. Acceptance of students’ opinions and questions</td>
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<td>3. Use of varied positive reinforcers</td>
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<td>4. Effective use of time by student teachers</td>
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<td>6. Adherence to classroom policies</td>
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**II. PERSONAL AND PROFESSIONAL QUALITIES:**

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<tbody>
<tr>
<td>1. Display of positive feeling &amp; action regarding students and peers</td>
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<td>4. Appropriate attire following school policies</td>
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<td>6. Ongoing communication with cooperating teacher</td>
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<td>7. Willing to spend needed amount of time for in-depth weekly conference</td>
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After discussion of EACH evaluation, please **initial** in the appropriate box

**Cooperating Teacher**
**Student Teacher**
**College Supervisor**
Thank you very much for all that you have done.
STUDENT TEACHING FINAL EVALUATION

Please type your evaluation below or attach this form to a word processed document. We suggest that you refer to the weekly evaluation instrument for specificity in these areas. Comment on outstanding strengths and/or areas of weakness.

STUDENT TEACHER ____________________________________

Please summarize the effectiveness of the student teacher in regard to:

Planning:

Instruction:

Learning environment:

Classroom management:

Discipline:

Assessment of student learning:

Personal/ professional qualities:

--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Signature of the cooperating teacher ______________________________ Date_______

School _________________________________

Grade level/discipline ______________________________________________________

Please circle your prediction as to the success of this student teacher in the teaching profession.

EXEMPLARY 10  ABOVE AVERAGE 9  ACCEPTABLE 8  MARGINAL 7

--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

I have read and discussed this evaluation with my cooperating teacher.

Signature of student teacher ______________________________ Date_______
1. Central Focus

   • Core/Ohio Content Standard:

   • Learning Objective(s), differentiated:

2. Learning Experience Plan

   • Anticipatory set/Introduction:
     [Include numbered steps.]

   • Strategies/Methods: (describe steps in instruction)
     [Number each step and write from the perspective of what the student will do]

   • Closure/Conclusion:
3. Supporting Learning:

- Materials/Resources needed:

- Grouping for Learning:

- Language Demands: (vocabulary demands/other communication demands)

*List any special accommodations or modifications in the learning plan required by the IEP or other student needs.

4. Assessment/Monitoring Learning:

- Type of Assessment (describe):

- Monitoring of Progress: (describe)

*List any special accommodations or modifications in the learning plan required by the IEP or other student needs.

[Be specific to the assessment process]

5. Reflections, using all criteria of the Pathwise© Domains A-D:
### APPENDIX D

#### Ursuline College Undergraduate Education Department

**2015-2016 Student Teaching Version**

<table>
<thead>
<tr>
<th>Component</th>
<th>Unacceptable 7-0</th>
<th>Acceptable 8</th>
<th>Target 10-9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals and objectives are aligned with each other, the Ohio Learning</td>
<td>Goals and objectives are not aligned with each other, the Ohio Learning Standards, SPA content standards, the dyslexia standards, and/or the learning steps of the lesson. Rationale for selection at this point is presented and valid.</td>
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<tr>
<td>Standards, SPA content standards, the dyslexia standards, and the learning steps of the lesson. Rationale for selection at this point is presented and valid.</td>
<td>Goals and objectives are acceptably aligned with each other and the Ohio Learning Standards but not the SPA content standards, the dyslexia standards, and/or the learning steps of the lesson. The rationale for selection at this point is incomplete or inaccurate.</td>
<td>Goals and objectives are aligned with each other, the Ohio Learning Standards, SPA content standards, the dyslexia standards, and the learning steps of the lesson. Rationale for selection at this point is presented and valid.</td>
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<tr>
<td>Three differentiations of the lesson objective are provided and accurate</td>
<td>Objective is not differentiated or only one differentiation is accurate using Bloom’s Taxonomy.</td>
<td>Three differentiations of the lesson objective are provided, and two are accurate using Bloom’s Taxonomy.</td>
<td>Three differentiations of the lesson objective are provided and accurate using Bloom’s Taxonomy.</td>
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<tr>
<td>using Bloom’s Taxonomy. Every student focused, i.e., written from the perspective of what the students will do.</td>
<td>Three differentiations of the lesson objective are provided, and two are accurate using Bloom’s Taxonomy.</td>
<td>Three differentiations of the lesson objective are provided and accurate using Bloom’s Taxonomy.</td>
<td>Three differentiations of the lesson objective are provided and accurate using Bloom’s Taxonomy.</td>
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<tr>
<td>Anticipatory set is effective and complete.</td>
<td>Anticipatory set is incomplete and ineffective.</td>
<td>Anticipatory set is complete, and some steps are effective.</td>
<td>Anticipatory set is effective and complete.</td>
</tr>
<tr>
<td>Learning steps are written sequentially with coding and estimated</td>
<td>Sequence of steps is inaccurate/developmentally inappropriate.</td>
<td>Sequence of steps is generally accurate and developmentally appropriate. Every step is student focused, i.e., written from the perspective of what the students will do.</td>
<td>Sequence of steps is accurate and developmentally appropriate. Every step is student focused, i.e., written from the perspective of what the students will do.</td>
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<td>timeframes. Every student focused, i.e., written from the perspective of</td>
<td>Sequence of steps is generally accurate and developmentally appropriate. Every step is student focused, i.e., written from the perspective of what the students will do.</td>
<td>Sequence of steps is accurate and developmentally appropriate. Every step is student focused, i.e., written from the perspective of what the students will do.</td>
<td>Sequence of steps is accurate and developmentally appropriate. Every step is student focused, i.e., written from the perspective of what the students will do.</td>
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<td>what the students will do.</td>
<td>Sequence of steps is generally accurate and developmentally appropriate. Every step is student focused, i.e., written from the perspective of what the students will do.</td>
<td>Sequence of steps is accurate and developmentally appropriate. Every step is student focused, i.e., written from the perspective of what the students will do.</td>
<td>Sequence of steps is accurate and developmentally appropriate. Every step is student focused, i.e., written from the perspective of what the students will do.</td>
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<td>Academic language (vocabulary and other communication demands) is</td>
<td>Academic language (vocabulary and other communication demands) is not included.</td>
<td>Academic language (vocabulary and other communication demands) is included but is not always accurate and appropriate.</td>
<td>Academic language (vocabulary and other communication demands) is included and is accurate and appropriate.</td>
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<td>included for each learning step.</td>
<td>Academic language (vocabulary and other communication demands) is not included.</td>
<td>Academic language (vocabulary and other communication demands) is included but is not always accurate and appropriate.</td>
<td>Academic language (vocabulary and other communication demands) is included and is accurate and appropriate.</td>
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<tr>
<td>Progress is monitored by including informal assessment strategies and</td>
<td>Progress is not monitored.</td>
<td>Progress is monitored but insufficiently.</td>
<td>Progress is monitored by including informal assessment strategies.</td>
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<tr>
<td>plans for adjustment of learning steps if needed.</td>
<td>Progress is not monitored.</td>
<td>Progress is monitored but insufficiently.</td>
<td>Progress is monitored by including informal assessment strategies.</td>
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<tr>
<td>Closure reviews the primary objectives and ideas of the lesson in a</td>
<td>Closure does not review the primary objectives and ideas of the lesson, does not use a student-interactive manner, and/or is missing.</td>
<td>Only one of the elements of closure is included and accurate: • reviews the primary objectives and ideas of the lesson • uses a student-interactive manner.</td>
<td>Closure accurately reviews the primary objectives and ideas of the lesson in a student-interactive manner.</td>
</tr>
<tr>
<td>student-interactive manner.</td>
<td>Closure does not review the primary objectives and ideas of the lesson, does not use a student-interactive manner, and/or is missing.</td>
<td>Only one of the elements of closure is included and accurate: • reviews the primary objectives and ideas of the lesson • uses a student-interactive manner.</td>
<td>Closure accurately reviews the primary objectives and ideas of the lesson in a student-interactive manner.</td>
</tr>
<tr>
<td>Effective differentiated strategies and materials for learners with</td>
<td>Effective differentiated strategies and materials for learners with exceptionalities are included.</td>
<td>Some differentiated strategies and materials for learners with exceptionalities are effective.</td>
<td>Effective differentiated strategies and materials for learners with exceptionalities are included.</td>
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<tr>
<td>exceptionalities are included.</td>
<td>Effective differentiated strategies and materials for learners with exceptionalities are included.</td>
<td>Some differentiated strategies and materials for learners with exceptionalities are effective.</td>
<td>Effective differentiated strategies and materials for learners with exceptionalities are included.</td>
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<tr>
<td>Assessment techniques provide evidence of the degree to which each</td>
<td>Evaluation techniques do not provide evidence of the degree to which each student reaches the behavioral objective/s. Blank sample of the assessment tool is provided.</td>
<td>Evaluation techniques provide some evidence of the degree to which each student reaches the behavioral objective/s. Blank sample of the assessment tool is provided.</td>
<td>Evaluation techniques provide evidence of the degree to which each student reaches the behavioral objective/s. Blank sample of the assessment tool is provided.</td>
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<tr>
<td>student reaches the behavioral objective/s. Blank sample of the</td>
<td>Evaluation techniques do not provide evidence of the degree to which each student reaches the behavioral objective/s. Blank sample of the assessment tool is provided.</td>
<td>Evaluation techniques provide some evidence of the degree to which each student reaches the behavioral objective/s. Blank sample of the assessment tool is provided.</td>
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<td>assessment tool is provided.</td>
<td>Evaluation techniques do not provide evidence of the degree to which each student reaches the behavioral objective/s. Blank sample of the assessment tool is provided.</td>
<td>Evaluation techniques provide some evidence of the degree to which each student reaches the behavioral objective/s. Blank sample of the assessment tool is provided.</td>
<td>Evaluation techniques provide evidence of the degree to which each student reaches the behavioral objective/s. Blank sample of the assessment tool is provided.</td>
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<tr>
<td>Documentation of students’ attainment of objective/s is provided and</td>
<td>Documentation of students’ attained objective/s is not provided and where appropriate, examples of students’ evaluated assessments are not included.</td>
<td>Some documentation of students’ attainment of objective/s is provided and where appropriate, examples of students’ evaluated assessments are included.</td>
<td>Documentation of students’ attainment of objective/s is provided and where appropriate, examples of students’ evaluated assessments are included.</td>
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<td>examples of students’ evaluated assessments are included.</td>
<td>Some documentation of students’ attainment of objective/s is provided and where appropriate, examples of students’ evaluated assessments are included.</td>
<td>Some documentation of students’ attainment of objective/s is provided and where appropriate, examples of students’ evaluated assessments are included.</td>
<td>Some documentation of students’ attainment of objective/s is provided and where appropriate, examples of students’ evaluated assessments are included.</td>
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<tr>
<td>Reflections are provided using Pathwise® domains as required.</td>
<td>Reflections are not provided and/or are incomplete.</td>
<td>Reflections are provided but require greater depth and/or specificity.</td>
<td>Reflections are complete and provide depth of understanding of specific domain criteria.</td>
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</table>
## Student Teaching Lesson Evaluation Completed by Cooperating Teacher

**Candidate:** ______________________________________________________      **Date:** ___________________      **Score:** _______________

### Domain A: Ability to organize content knowledge (5 points)  BEFORE LESSON TAUGHT

1. Did the candidate use information about the students’ background (personal and academic) in constructing the objectives and procedures of the lesson? (The observer will gain this information by conversing with the candidate and reviewing the lesson plan.)
   - **yes**
   - **not exactly**
   - **no**

   **Comments:**

2. Were the written objectives for the lesson appropriate for this class?
   - **yes**
   - **no**

   **Comment:**

3. When speaking with the candidate about this lesson, did the candidate give evidence that she/he understood the connection between this lesson, previous lessons, and future lessons?
   - **yes**
   - **no**

   **Comment:**

4. Are the methods, activities, instructional materials appropriate for the students and aligned with the objectives?
   - **yes**
   - **no**

   **Comments:**

5. Are the assessments/evaluations for the lesson appropriate for the students and aligned with the objectives?
   - **yes**
   - **no**

   **Comments:**

### Domain B: Creating and environment for student learning (5 points)  DURING LESSON

1. Does the candidate treat all the students fairly? There is no favoritism. Girls and boys get equal number and quality of questions. Fairness is promoted among the students.
   - **yes**
   - **no**

   **Comments:**

2. Did the candidate establish and maintain appropriate rapport with the students?
   - **yes**
   - **no**

   **Comments:**

3. Did the candidate convey to each student challenging expectations? (No verbal or non verbal signs given to any student that she/he cannot do the work.)
   - **yes**
   - **no**

   **Comments:**

4. During the lesson, did the candidate maintain the established rules/standards of behavior or establish certain standards for behavior and maintain them during the lesson?
   - **yes**
   - **no**

   **Comments:**

5. Does the candidate use the established physical environment effectively and/or arranges the room in a way that is safe and conducive to learning?
   - **yes**
   - **no**

   **Comments:**
Domain C: Teaching for student learning (5 points)  DURING LESSON

1. Do the students understand the purpose (objective[s]) and procedure(s) of the lesson?
   ___ yes  ___ no  Comments:

2. Is the content being presented to the students comprehensible?
   ___ yes  ___ no  Comments:

3. Does the candidate encourage the students to extend their thinking? (Asks why, asks probing questions, etc.)
   ___ yes  ___ no  Comments:

4. Does the candidate check for understanding, provide feedback, and/or adjusts the lesson if deemed necessary?
   ___ yes  ___ no  Comments:

5. Was the candidate aware of time restraints, kept within the allotted time, and used the time effectively for instruction and not for non-instructional tasks?
   ___ yes  ___ no  Comments:

Domain D: Teacher Professionalism (5 points)  (Information will be obtained in post observation conference.)

1. Does the candidate honestly discuss the extent to which the goals/objectives were/were not met?
   ___ yes  ___ no  Comments:

2. Does the candidate accept responsibility for a student’s failure to meet the objective(s)?
   ___ yes  ___ no  Comments:

3. Is the candidate able to offer/identify strategies that could be used to assist students who have not met the objectives?
   ___ yes  ___ no  Comments:

4. Did the candidate talk with you, intervention specialist and/or other building professionals to gain information for planning this lesson?
   ___ yes  ___ no  Comments:

5. Is the candidate able to tell you one method (not the same one that was given for other lessons) for communicating with guardian(s)/parent(s) about a student’s academic status or quality of work?
   ___ yes  ___ no  Comments:

____________________
Signature of cooperating teacher

____________________
Date

____________________
Signature of candidate

____________________
Date
### Domain B: Creating an Environment for Student Learning

1. Creating a climate that promotes fairness
   - 1.0, 1.5, 2.0, 2.5, 3.0, 3.5

2. Establishing and maintaining rapport with students
   - 1.0, 1.5, 2.0, 2.5, 3.0, 3.5

3. Communicating challenging learning expectation to each student
   - 1.0, 1.5, 2.0, 2.5, 3.0, 3.5

4. Establishing and maintaining consistent standards of classroom behavior.
   - 1.0, 1.5, 2.0, 2.5, 3.0, 3.5

5. Making the physical environment safe and conducive to learning
   - 1.0, 1.5, 2.0, 2.5, 3.0, 3.5

### Domain C: Teaching for Student Learning

1. Making learning goals and instructional procedures clear to students
   - 1.0, 1.5, 2.0, 2.5, 3.0, 3.5

2. Making content comprehensible to students.
   - 1.0, 1.5, 2.0, 2.5, 3.0, 3.5

3. Encouraging students to extend their thinking
   - 1.0, 1.5, 2.0, 2.5, 3.0, 3.5

4. Monitoring students’ understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.
   - 1.0, 1.5, 2.0, 2.5, 3.0, 3.5

5. Using instructional time effectively
   - 1.0, 1.5, 2.0, 2.5, 3.0, 3.5
ADAPTED Pathwise© Assessment Rubric from Educational Testing Services – PATHWISE©

Domain A: Organizing Content Knowledge for Student Learning

1. Becoming familiar with relevant aspects of students’ background knowledge and experiences

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<thead>
<tr>
<th>1.0</th>
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2. Articulating clear learning goals for the lesson that are appropriate for students.

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3. Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future.

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4. Creating or selecting teaching methods, learning activities, and Instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson.

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<th>1.0</th>
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5. Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson.

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COMMENTS:

Domain D: Teacher Professionalism

1. Reflecting on the extent to which the learning goals were met.

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<tr>
<th>1.0</th>
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2. Demonstrating a sense of efficacy

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3. Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.

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<tr>
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4. Communicating with parents or guardians about student learning

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<th>1.0</th>
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</table>

COMMENTS:

Candidate’s Signature: ___________________________ Date: ______________

College Supervisor’s Signature: ___________________________ Date: ______________
It is suggested that the student teacher become acquainted with as many of the items below as possible. This sheet is to be submitted to the College supervisor at the completion of student teaching. If the student teacher has more than one placement, a completed sheet is required for each placement. Please check each item that you have experienced, read about or have discussed with your coop. These are simply suggested areas to be considered. If you find there are additional areas, please note them on the reverse side of this sheet.

A. TOTAL SCHOOL ENVIRONMENT
   - Philosophy
   - Teaching arrangements
   - Academic programs
   - Extended teacher responsibilities
   - Resources
   - School-sponsored activities
   - School facility
   - Student organizations
   - Faculty meetings
   - Parental involvement
   - In-service/staff development
   - Community involvement
   - Open House

B. SCHOOL POLICIES REGARDING:
   - Classrooms
   - School property
   - Halls & stairways
   - School bus
   - Lunch room
   - Teacher and student absences
   - Gymnasium
   - Tardiness
   - Library
   - Fire, tornado, lock down drills
   - Media Center
   - Discipline
   - Assemblies

C. SPECIFIC ROLES OF:
   - Principal
   - School psychologist
   - Assistant Principal
   - Guidance counselors
   - Department chair (where applicable)
   - Directors of special programs
   - Secretary
   - Teacher aides
   - Classroom teachers
   - Other personnel-list
   - Special education teachers

D. CLASSROOM ENVIRONMENT
   - Ventilation
   - Organization and Cleanliness
   - Lighting
   - Mobility routines
   - Bulletin Board
   - Distribution and Collection of materials
   - Learning/Activity Centers
   - Evaluation priorities
   - Computers/media/tech
   - Record keeping
   - Daily Schedule
   - Graded courses of study
   - Seating Plans

A.
   - Students' permanent records
   - Interim reports
   - Health records
   - Absence reports to office
   - Attendance book
   - Requisition for supplies
   - Grade book
   - Other forms - list
   - Intervention forms

Student Teacher: _____________________________   School: ___________________________
APPENDIX H

Use this form for the two video evaluations, one evaluation for first 8 weeks and one for the second 8 weeks. Hand in the lesson plan with this evaluation.

VIDEO LESSON EVALUATION

Student:________________________________________            Date:____________________________

Lesson:________________________________________________________________________________

Aspects of the lesson which were executed appropriately or behavior that supported learning.       Areas which need to be addressed in subsequent lessons which will improve teaching and learning.

1.                                                                                                  1.

2.                                                                                                  2.

3.                                                                                                  3.

You are to evaluate the lesson, alone. The cooperating teacher is not to critique this lesson for you. However, s/he must approve the lesson plan.
APPENDIX I

Evaluation Sheet for Audio Tapes

Two are to be completed during student teaching, one during the first 8 weeks and one during the second 8 weeks.

Attach the lesson plan to this sheet.
This exercise will enable you to hear yourself as others hear you. It is very important that you seriously execute these evaluations and correct any weaknesses that may be present. Ask your coop to assist you.

General guidelines:
1. Set the tape recorder up in the back or at the side of the classroom.
2. Record yourself for a minimum of 20 minutes and a maximum of 40 minutes.
3. Privately listen to your tape and evaluate. Solicit the assistance of your coop in changing something that you do not like.

Name:________________________________________ Date: ____________

CHECK YOUR ANSWER, PLEASE.

___ ___ 1. Is your voice loud enough to be heard and soft enough to command attention? yes no

___ ___ 2. Do you sound harsh /angry, even if you don't feel that way? yes no

___ ___ 3. Do you have a childlike tone? yes no

___ ___ 4. Does your tone have a nasal quality? yes no

___ ___ 5. Is your voice monotone? yes no

___ ___ 6. Are you talking very quickly? yes no

___ ___ 7. Is your speech abrupt, stop-n-go, jagged rhythms? yes no

___ ___ 8. Do you use a lot of "ahs," "uhms," and "dahs?" Are there any other words or phrases that are repetitive or distracting? yes no

___ ___ 9. Is your voice clear and do you articulate well? yes no

___ ___ 10. Are you speaking standard English? yes no

___ ___ 11. Is there something about your voice that you would like to change?
yes  no
Please explain your reply (i.e., reflect upon your answers). You may write in the back of this sheet.
APPENDIX J

CHECKLIST FOR OBSERVATION VISIT BY COLLEGE SUPERVISOR

1. For all visits:
   a. E-mail lesson plan as an attachment to College Supervisor at least 24 hours prior to observation, including Domain A reflection. This plan needs to be approved by your cooperating teacher (just like every other lesson you teach).
   b. Be certain the office is aware that your supervisor is coming. Provide her name and the approximate time you expect her.
   c. Be sure you have decided on a place for the de-briefing that is at least out of the regular flow of “school traffic” (e.g., teacher’s lounge).
   d. Your cooperating teacher will not evaluate this lesson though s/he is welcome to stay in the room during the lesson. However, s/he should not be involved in the lesson; this is your time to show what you can do on your own.
   e. Accompany your supervisor to the Office to sign out after the lesson and walk her to the exit to the parking lot.

2. For first visit:
   a. Provide explicit driving directions to your school from Ursuline College. Be sure your directions are from the College unless your supervisor has instructed otherwise.
   b. Provide accurate directions about where your College Supervisor is to park.
   c. Provide directions regarding which door she will use to enter the building.
AYA Documentation of Requirements

Student Teacher: ________________________________   Semester: ____________________

I. **The DATES of the WEEKS** you taught full time:
   1. ______________
   3. ______________
   2. ______________
   4. ______________

II. **DATES OF LESSONS TAUGHT**: AYA candidates will document a minimum of 20 lessons in the content area of the license.
   
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   1. | 2. | 3. | 4. | 5. |
   6. | 7. | 8. | 9. | 10. |
   16.| 17.| 18.| 19.| 20. |

III. **LESSON ADAPTED FROM INTERNET**: Topic: _______________________________   Date: __________

IV. **E-MAILED COLLEGE SUPERVISOR** to submit lesson plans w/ Domain A and confirm visits (minimum 24 HOURS prior to time of visit):
   1. ______________
   3) ______________
   2. ______________
   4) ______________

V. **DATES OF OBSERVATIONS BY COLLEGE SUPERVISOR**:
   
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</table>
   1. | Date: | Topic: |
   2. | Date: | Topic: |
   3. | Date: | Topic: |
   4. | Date: | Topic: |

VI. **Lessons that INCORPORATED TECHNOLOGY IN LESSON DURING COLLEGE SUPERVISOR OBSERVATION**: TECHNOLOGIES REQUIRED ON TWO DIFFERENT OBSERVATION DATES:
   
   Subject:________________________ Date: ______________
   Technology used:  ____________________________________

   Subject:________________________ Date: ______________
   Technology used:  ____________________________________

VII. **VIDEO EVALUATIONS** completed:
   1: _________
   2: (edTPA) _________
   Date
   Date

VIII. **AUDIO EVALUATIONS** completed:
   1: _________
   2: _________
   Date
   Date
IX. DATES OF TEN FORMAL OBSERVATIONS BY COOPERATING TEACHER WITH LESSON TOPICS:

1: _________  ____________  6: _________  ____________
  Date   Topic                   Date   Topic
2: _________  ____________  7: _________  ____________
  Date   Topic                   Date   Topic
3: _________  ____________  8: _________  ____________
  Date   Topic                   Date   Topic
4: _________  ____________  9: _________  ____________
  Date   Topic                   Date   Topic
5: _________  ____________ 10: _________  ____________
  Date   Topic                   Date   Topic

X. KEY ASSESSMENTS:

1. Evaluation of 2013 NCTE Standards and Professionalism: _________  Date

2. edTPA: submitted to College Tk20 system AND submitted to and confirmed as accepted/complete by PEARSON/Tk20:
   a. TASK 1 uploaded: _________  Date
   b. TASK 2 uploaded: _________  Date
   c. TASK 3 uploaded: _________  Date
   d. CONFIRMATION received from Tk20/Pearson: _________  Date
APPENDIX L

MINIMUM REQUIREMENTS

1. **20 LESSONS:**
   AYA: 10 in concentration

   **Of all the lessons you teach:**
   10 must be observed formally by your cooperating teacher/s

   **Of all the lesson you teach:**
   AYA: 4 must be observed formally by your College Supervisor

2. All student teachers participate in edTPA. You will have to videotape (digitally) all
   lessons and complete a series of three-five consecutive lessons and requirements in the
   areas of planning, implementation, and reflection.

3. Each Monday, when you arrive at seminar, you are to place your Weekly Evaluation
   sheet on the table in front of your place. Your College Supervisor will review and initial
   the sheet prior to the beginning of seminar.

4. Your cooperating teacher/s and your College Supervisor each will complete a final
   evaluation.

5. You are required to complete the School Environment sheet in your setting.

6. Each program has a different set of Key Assessments. Your College Supervisor will orient
   you to those materials as the semester begins.

7. **Once you receive your placement, note the beginning date. You are expected to begin
   on the date listed on the information you receive.**

8. **Please do not plan ANY trips, meetings, or appointments during school hours. If
   you’ve already done so, now is the time to re-schedule them.**
Student Teacher: ______________________________________

DATE: ______________________

Please place the documentation in the order listed on this checklist. Thank you

<table>
<thead>
<tr>
<th>CS</th>
<th>DST</th>
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<tbody>
<tr>
<td>CS=College supervisor</td>
<td>DST=Director of Student Teaching</td>
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<td>___</td>
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<tr>
<td>Final evaluation from cooperating teacher, signed by student teacher and coop</td>
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<tr>
<td>Final evaluation from college supervisor, signed by student teacher and supervisor</td>
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<td>___</td>
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<tr>
<td>Weekly evaluation from cooperating teacher</td>
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<td>Documentation of requirements (lessons taught, tech, visits...)</td>
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<td>___</td>
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<tr>
<td>Suggested Checklist for Learning about the School</td>
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<tr>
<td>Audio evaluation (1 to be placed in semi-permanent file)</td>
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<tr>
<td>Video evaluation (1 uploaded to edTPA; edTPA or first video eval. to be placed in semi-permanent file)</td>
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<tr>
<td><strong>FOUR (4) formal observations from the cooperating teacher, SELECTED at exit interview from the 5 formal evaluations.</strong></td>
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<tr>
<td>Formal evaluations and lesson plans (4) from <strong>college supervisor</strong>, signed by student teacher and supervisor</td>
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<td>Value-Added</td>
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<tr>
<td>Key Assessment(s) Assessment 5 per spa requirement for AYA, ECE, MAVA, MC, or SPED</td>
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<tr>
<td>Email verification from Pearson that edTPA has been &quot;submitted&quot;</td>
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<tr>
<td>Initials of College Supervisor; initials of Director of Student Teaching</td>
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</tbody>
</table>
CANDIDATE: _______________________________________

SEMESTER/YEAR: _______________________________

Evaluation of 2013 NCTE Standards and Professionalism-Student Teaching

Directions for Cooperating Teacher: Please complete this evaluation form and discuss it with the teacher candidate during the last week of the semester. Provide a rating for each criterion. The form should be returned to the Undergraduate Education Department by the teacher candidate one week before the exit interview between teacher candidate and college supervisor.

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>TARGET</th>
<th>ACCEPTABLE</th>
<th>NOT ACCEPTABLE</th>
<th>COMMENTS</th>
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</thead>
<tbody>
<tr>
<td>III.1 Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.</td>
<td>2</td>
<td>1</td>
<td>0</td>
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<tr>
<td>III.2 Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding</td>
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CONTENT PEDAGOGY: PLANNING LITERATURE AND READING INSTRUCTION IN ENGLISH LANGUAGE ARTS (ELA)

III. Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.
of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

III.3 Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

III.4 Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.

III.5 Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students’ comprehension and interpretation of print and non-print texts.

III.6 Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

### CONTENT PEDAGOGY: PLANNING COMPOSITION INSTRUCTION IN ELA

IV. Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.

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<th>CRITERION</th>
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<th>COMMENTS</th>
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</thead>
<tbody>
<tr>
<td>IV.1 Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative</td>
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</table>


approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

IV.2 Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.

IV.3 Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.

IV.4 Candidates design instruction that incorporates students' home and community language to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

**LEARNERS AND LEARNING: IMPLEMENTING ENGLISH LANGUAGE ARTS INSTRUCTION**

V. Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.

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<thead>
<tr>
<th>CRITERION</th>
<th>TARGET 2</th>
<th>ACCEPTABLE 1</th>
<th>NOT ACCEPTABLE 0</th>
<th>COMMENTS</th>
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</thead>
<tbody>
<tr>
<td>V.1 Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds.</td>
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</table>
V.2 Candidates use data about their students’ individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA.

V.3 Candidates differentiate instruction based on students’ self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning.

V.4 Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.

PROFESSIONAL KNOWLEDGE AND SKILLS

VI. Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students’ opportunities to learn in English Language Arts.

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>TARGET 2</th>
<th>ACCEPTABLE 1</th>
<th>NOT ACCEPTABLE 0</th>
<th>COMMENTS</th>
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</thead>
<tbody>
<tr>
<td>VI.1 Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.</td>
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<tr>
<td>VI.2 Candidates use knowledge of theories and research to plan instruction responsive to students’ local, national and international</td>
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histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students’ opportunities to learn in ELA.

VII. Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional learning communities, and actively develop as professional educators.

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<tr>
<th>CRITERION</th>
<th>TARGET</th>
<th>ACCEPTABLE</th>
<th>NOT ACCEPTABLE</th>
<th>COMMENTS</th>
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<tbody>
<tr>
<td>VII.1 Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.</td>
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<td>VII.2 Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional</td>
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Scoring Summary

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<tr>
<th>Standard</th>
<th>Competency (minimum pts.)</th>
<th>Score</th>
<th>Comments</th>
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<td>Standard</td>
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<td>Total Score</td>
<td>18</td>
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Signatures:

Teacher Candidate: ________________________________ Date: __________

Cooperating Teacher: ______________________________ Date: __________

College Supervisor: ______________________________ Date: __________

Director of AYA Integrated Language Arts Education: ______________________________ Date: __________
Dear Student Teacher,

To facilitate better the student teaching process and to ensure all concerned parties understand the expectations of the student teaching process, we are requesting that you read the Student Teaching Handbook. To indicate that you have read the handbook and agree to support our program, please sign this paper and return it to the Education Department.

After all forms have been completed and handed in to the Education Department, a grade will be posted.

Sincerely,
The Education Department of Ursuline College

__________________________________________________
Signature of the Student Teacher

______________________________________________
Date
Dear Cooperating Teachers,

To facilitate better the student teaching process and to ensure all concerned parties understand the expectations of the student teaching process, we are requesting that you read the Student Teaching Handbook. To indicate that you have read the handbook and agree to support our program, please sign this paper and return it to the Education Department.

After all forms have been completed and handed in to the Education Department, a grade will be posted. Following the posting of grades, a small gratuity will be sent to your district as a token of our great appreciation for your services.

Sincerely,

The Education Department of Ursuline College

________________________________________________         ______________
Signature of Cooperating Teacher                        Date