

NCTQ Teacher Prep Review

Key Ingredients for Strong Student Teaching

What does great student teaching look like?

Exemplary programs encompass key ingredients for strong student teaching. A strong program:

- Sets a vision for strong student teaching
- Institutes high standards for student teaching participation and placement
- Provides guidance and evaluation to student teachers
- Gathers feedback on student teaching placements

The following examples from institutions provide ingredients for excellence in these four areas. Where strong examples are not available, NCTQ has suggested ways for programs to approach these key ingredients.

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1. Setting a vision for strong student teaching

1a. Student teaching's place as a capstone experience

Student teaching is part of a continuum of clinical practice, but because it involves complete assumption of daily classroom responsibilities, it also serves a unique role to ensure the integration of disparate understandings and skills learned and practiced throughout preparation.

Source: Exemplar language is taken from **Cardinal Stritch University's** Student Teaching Handbook. See the sections below entitled "Getting Ready for Student Teaching" and "Undergraduate Teacher Education: Description of Field Experiences"

Getting Ready for Student Teaching

Student teaching is the culminating clinical experience of the teacher preparation program. All teacher candidates are required to student teach for a 'full semester, full-time, following the daily schedule of a cooperating teacher.' Teacher candidates are assigned one or two placements, depending on certification, previous field experiences, and availability of cooperating teachers.

During the typical placement, teacher candidates must synthesize everything they have learned about planning instruction: collecting or developing instructional materials, teaching lessons, guiding small group activities, and establishing and maintaining a positive learning environment for all students--not to mention taking on duties assigned to them by administration and meetings with faculty, resource personnel, administrative personnel, and parents. Passing (or failing) student teaching determines whether a teacher candidate will be recommended for certification as a licensed teacher.

~~The stakes are high not just for the teacher candidate, but also for their future students.~~
 Consistently strong student teaching experiences have the power to dramatically increase capacity of novice teachers to be effective teachers. Ideally the exceptional classroom teacher under whose supervision the student teacher works, conveys through his or her teaching that all children can learn regardless of the background and experience those children bring to the classroom. Great schools can occur anywhere regardless of the socio-economic location of that school.

Coursework and field experiences preceding student teaching lay the groundwork for a successful experience. Please see the applicable teacher preparation program handbook for the phases and purposes of each field experience.

All teacher candidates are required to attend the Professional Development Seminar (ED495, EMA604), which is scheduled during the student teaching semester.

It's critical to explicitly convey that the student teaching experience is a once-in-a-career opportunity that needs to be fully exploited, not wasted.

Cardinal Stritch University Student Teaching Handbook

This table makes it clear that clinical experiences preceding student teaching establish a clear continuum of practice in the field.

**UNDERGRADUATE TEACHER EDUCATION:
Description of Field Experiences**

	Clinical/Field Experience I	Clinical/Field Experience II	Clinical/Field Experience III	Student Teaching
Minimum hours	50	50	TBD	Full day participation at the assigned school for 1 full semester.
Focus	Teacher Behavior	Student Behavior		Teacher and Student Behavior
Learning Opportunities	<ul style="list-style-type: none"> ▪ Observation of cooperating teacher and exemplars ▪ One-on-one tutorial work with students ▪ Small group work with students ▪ Non-instructional tasks as directed by the cooperating teacher ▪ Teach 2 short lessons as directed by the cooperating teacher 	<ul style="list-style-type: none"> ▪ One-on-one tutorial work with students and/or small group work ▪ Non-instructional tasks as prompted by the cooperating teacher ▪ Develop 5 lessons and teach them ▪ Complete the videotape project (lesson plan, videotape, lesson analysis, and student work) 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Observation of cooperating teacher's classroom management, routines, teaching styles, etc. ▪ Assume responsibility of non-instructional tasks ▪ Assume full teaching responsibilities (lesson plan, lesson delivery, student assessment, lesson analysis and reflection)
Key Assessments	<ul style="list-style-type: none"> ▪ Attitude and Disposition Inventory ▪ Standards 6, 9, & 10 ▪ Completed by Cooperating Teacher ▪ ADI completed by University Supervisor 	<ul style="list-style-type: none"> ▪ Attitude and Disposition Inventory ▪ Performance Inventory and Evaluation ▪ All 10 Standards ▪ Completed by Cooperating Teacher ▪ ADI Completed by Univ Spvsr 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Attitude and Disposition Inventory ▪ Performance Inventory and Evaluation ▪ All 10 Standards ▪ Completed by Cooperating Teacher and University Supervisor

**Please note: The undergraduate education program is currently undergoing a revision to be highly congruent with the Wisconsin Teacher Standards. Students currently in the program will be able to transition into the revised courses. A number of the courses, including field experiences, are still being planned as the curriculum mapping for the elementary and secondary majors continues. The courses and field experience requirements listed here are subject to change with this revision.*



1b. Goals to be achieved by the student teacher

Source: **Furman University's** "Comprehensive Orientation to ADEPT" contains a detailed set of goals for the student teacher.

"ADEPT" is South Carolina's system for "Assisting, Developing and Evaluating Professional Teaching" - essentially the state's professional teaching standards.

ADEPT Orientation

APPENDIX 1

ADEPT Performance Standards for Classroom-Based Teachers

APS 1 Long-Range Planning

An effective teacher facilitates student achievement by establishing appropriate long-range learning goals and by identifying the instructional, assessment, and management strategies necessary to help all students progress toward meeting these goals.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

- 1.A The teacher obtains student information, analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning.
- 1.B The teacher establishes appropriate standards-based long-range learning and developmental goals for all students.
- 1.C The teacher identifies and sequences instructional units in a manner that facilitates the accomplishment of the long-range goals.
- 1.D The teacher develops appropriate processes for evaluating and recording students' progress and achievement.
- 1.E The teacher plans appropriate procedures for managing the classroom.

Furman University Comprehensive Orientation to ADEPT – Appendix 1

ADEPT Orientation

**APS 2
Short-Range Planning of Instruction**

An effective teacher facilitates student achievement by planning appropriate learning objectives; selecting appropriate content, strategies, and materials for each instructional unit; and systematically using student performance data to guide instructional decision making.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

- 2.A The teacher develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals.**
- 2.B The teacher develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students.**
- 2.C The teacher routinely uses student performance data to guide short-range planning of instruction.**

**APS 3
Planning Assessments and Using Data**

An effective teacher facilitates student achievement by assessing and analyzing student performance and using this information to measure student progress and guide instructional planning.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

- 3.A The teacher develops/selects and administers a variety of appropriate assessments.**
- 3.B At appropriate intervals, the teacher gathers and accurately analyzes student performance data and uses this information to guide instructional planning.**
- 3.C The teacher uses assessment data to assign grades (or other indicators) that accurately reflect student progress and achievement.**



Furman University Comprehensive Orientation to ADEPT – Appendix 1

ADEPT Orientation

**APS 4
Establishing and Maintaining High Expectations for Learners**

An effective teacher establishes, clearly communicates, and maintains appropriate expectations for student learning, participation, and responsibility.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

- 4.A The teacher establishes, communicates, and maintains high expectations for student achievement.**
- 4.B The teacher establishes, communicates, and maintains high expectations for student participation.**
- 4.C The teacher helps students assume responsibility for their own participation and learning.**

**APS 5
Using Instructional Strategies to Facilitate Learning**

An effective teacher promotes student learning through the effective use of appropriate instructional strategies.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

- 5.A The teacher uses appropriate instructional strategies.**
- 5.B The teacher uses a variety of instructional strategies.**
- 5.C The teacher uses instructional strategies effectively.**

Furman University Comprehensive Orientation to ADEPT – Appendix 1

ADEPT Orientation

**APS 6
Providing Content for Learners**

An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learners.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

- 6.A The teacher demonstrates a thorough command of the discipline that he or she teaches.**
- 6.B The teacher provides appropriate content.**
- 6.C The teacher structures the content to promote meaningful learning.**

**APS 7
Monitoring, Assessing, and Enhancing Learning**

An effective teacher maintains a constant awareness of student performance throughout the lesson in order to guide instruction and provide appropriate feedback to students.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

- 7.A The teacher continually monitors student learning during instruction by using a variety of informal and formal assessment strategies.**
- 7.B The teacher enhances student learning by using information from informal and formal assessments to guide instruction.**
- 7.C The teacher enhances student learning by providing appropriate instructional feedback to all students.**



Furman University Comprehensive Orientation to ADEPT – Appendix 1

ADEPT Orientation

**APS 8
Maintaining an Environment That Promotes Learning**

An effective teacher creates and maintains a classroom environment that encourages and supports student learning.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

- 8.A The teacher creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning.**
- 8.B The teacher creates and maintains a positive affective climate in his or her classroom.**
- 8.C The teacher creates and maintains a culture of learning in his or her classroom.**

**APS 9
Managing the Classroom**

An effective teacher maximizes instructional time by efficiently managing student behavior, instructional routines and materials, and essential non-instructional tasks.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

- 9.A The teacher manages student behavior appropriately.**
- 9.B The teacher makes maximal use of instructional time.**
- 9.C The teacher manages essential non-instructional routines in an efficient manner.**

Furman University Comprehensive Orientation to ADEPT – Appendix 1

ADEPT Orientation

**APS 10
Fulfilling Professional Responsibilities**

An effective teacher is an ethical, responsible, contributing, and ever-learning member of the profession.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

- 10.A The teacher is an advocate for the students.**
- 10.B The teacher works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students.**
- 10.C The teacher is an effective communicator.**
- 10.D The teacher exhibits professional demeanor and behavior.**
- 10.E The teacher is an active learner.**



1c. Optimal features of student teaching placements

- i. Sufficiently long, particularly in the state in which the student teacher will be certified

Source: No exemplar document was found that adequately addresses this area.

NCTQ's suggested language:

Student teaching should be at least 10 weeks in length. In the case of multiple placements, at least one placement should last five weeks or more. This five week period is long enough to allow student teachers to partake in full units of instruction and their associated routines. For a variety of purposes (including selection of the best cooperating teacher, the capacity to adequately supervise the placement, and the need to prepare student teachers to teach in this state), student teachers must spend at least five weeks of student teaching in an elementary school in this state which is local to this institution or a satellite campus of this institution. Ideally, any student teaching placement that is not either local or near a satellite campus in this state will be a supplement to a full 10 week student teaching placement that does meet one of these criteria.

An international experience is great – but as a supplement to, not a substitute for, a local student teaching placement.

1c. Optimal features of student teaching placements

- ii. A full-time commitment

The student teaching placement should have the teacher candidate on-site for the full school day every day that classroom teachers are on duty. The placement should encompass the entire academic term.

Source: Exemplar language is taken from **Arkansas State University's** Teacher Intern Handbook. See the section below titled "Full-Time Internship."

Full-Time Internship

The university recognizes that the teaching internship is a full-time responsibility and students should work diligently to develop behaviors that will contribute to excellence in their professional performance. Other than the internship courses, interns are not permitted to enroll in other university/college courses, including correspondence, web, distance learning, or courses at other universities or colleges. Interns are not allowed to work full-time at outside jobs. Part-time employment is not recommended either.

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Full time student teaching can pose a financial hardship, but without a full-time commitment its value will be compromised.

1c. Optimal features of student teaching placements

iii. Aligned with the K-12 calendar

Source: No exemplar document was found that adequately addresses this area.

NCTQ's suggested language:

In all K-12 classrooms, but especially in the elementary grades, the first days of a new academic term place special demands on teachers to establish classroom routines and orient students to classroom and school expectations.

In order to be best prepared for novice teaching, fall semester student teachers must:

- Begin their placements on the first pre-service days for classroom teachers.
- For the remainder of the placement, continue to follow the calendar of the elementary school rather than the calendar of the university.

Spring semester student teachers must:

- Be present at an assigned elementary school (ideally their spring semester placement) for observation of all pre-service days for classroom teachers and observations in one classroom for the first week of regular classes. Any conflicts with university-based activities and classes will be considered and accommodated when assignments are made.
- Begin their spring placement on the first day of classes at the elementary school in the new calendar year and, for the remainder of their placement, follow the calendar of the elementary school rather than the calendar of the university.

Just because a teacher candidate has a spring semester student teaching placement doesn't preclude observing the opening days of school in fall.

1c. Optimal features of student teaching placements

iv. In a high-poverty, high-performing school

Source: No exemplar document was found that adequately addresses this area.

NCTQ's suggested language:

Because teachers cannot be considered “good teachers” if they are effective only with students who arrive in their classrooms with advantages from their home and neighborhood environments, all teachers should be prepared to teach in schools with large number of students living in poverty. The best training to teach such students takes place in a school in which low-income students exceed performance expectations due to the efforts of exemplary teachers working in a high-functioning school environment. Research shows that student teaching placement in such classrooms can result in novice teachers who realize that high expectations for such students are not unrealistic and who are thus better prepared to teach in high-poverty schools.

This institution strives to use field and other experiences to expose every teacher candidate to instruction in at least one high-poverty, high-functioning school, and places as many student teachers in such schools as possible.

Even if a student teacher is placed in a classroom with an exemplary cooperating teacher, if that classroom is surrounded by other classrooms that are not contributing to a functional environment the experience will not be optimal.



1c. Optimal features of student teaching placements

v. In the classroom of an exemplary cooperating teacher

Source: No exemplar document was found that adequately addresses this area.

NCTQ's suggested language:

Teaching is a multi-faceted activity and a cooperating teacher must be able to impart professional knowledge to student teachers on a wide range of tasks. However, the most important goal for any teacher is to promote student learning, and it is therefore necessary for the student teacher to be placed in a classroom in which the cooperating teacher excels in that task. The capacity to mentor an adult is also critical, with skills in observation, providing feedback, holding professional conversations and working collaboratively. Not every highly effective teacher can mentor an adult.

This institution's student teaching program has as its central mission the recruitment of exemplary cooperating teachers who excel as instructors and can also mentor our teaching candidates. We are committed to recruiting highly effective teachers who have demonstrated their positive impact on student achievement and who have also demonstrated the ability to mentor an adult or have been trained to do so.



Difficult as it may be to secure student teaching placements of any kind, much less placements with teachers who are effective instructors and mentors, it is the program's rare duty to take the steps necessary at all stages of preparation to make this possible.

1d. Roles of personnel involved in overseeing the student teacher

i. Field placement coordinators

Source: No exemplar document was found that adequately addresses this area.

NCTQ's suggested language:

The duties of the field placement coordinator with regard to securing optimal placements are as follows:

1. Develop criteria for elementary schools in which student teaching placements will be made, including high-poverty, high-functioning schools.
2. After consultation with school district personnel, develop a plan for increasing placements in schools that meet criteria.
3. Develop explicit criteria for selection of cooperating teachers that ensure that they have adequate experience, are highly effective instructors, and have skills or demonstrated ability in adult mentorship.
4. Develop materials for school district personnel that inform them of such criteria for cooperating teachers, and a schedule and process for written and other forms of communication related to the selection of cooperating teachers.
5. Identify ways in which information can be collected that will confirm that cooperating teachers satisfy these criteria.
6. Develop application materials for cooperating teachers and cooperating teacher nomination materials for school district personnel.
7. Outline and execute the process by which cooperating teachers will be nominated by principals, and ~~reviewed and selected by your office.~~
8. Develop the process by which cooperating teachers and principals will screen prospective student teachers and give their final approval for placement.
9. Maintain a cooperative liaison between the university and cooperating teachers to provide systematic development of the partnership and assessment of the value of having teacher candidates placed in the schools.
10. Develop explicit criteria for selection of supervisors that ensure that they have adequate experience, are highly effective instructors, and have skills or demonstrated ability in adult mentorship.
11. Develop an application and review process to hire qualified supervisors.
12. Ensure that procedures are in place to develop and disseminate to all participants all guidance and evaluation documents used in student teaching.
13. Develop a training program to ensure that supervisors use the university's observation and evaluation instruments with acceptable rates of reliability.
14. Develop and implement evaluation procedures to secure feedback from student teachers on cooperating teachers, supervisors and placement schools; from cooperating teachers on supervisors; and from supervisors on cooperating teachers and placement schools. Report annually on the implications of such feedback on plans for the succeeding year's placements.

Without substantive information on nominees, how can the program play an active role in selecting cooperating teachers?

1d. Roles of personnel involved in overseeing the student teacher

ii. Supervisors

Source: Exemplar language is taken from **California State University, Long Beach's Student Teaching Handbook**.

MULTIPLE SUBJECT STUDENT TEACHING

The Role of the University Supervisor



The University Supervisor is the person given responsibility by the university for coordinating the student teaching experience and for making recommendations relative to the success of the Student Teacher. The University Supervisor establishes the necessary liaison between the university, the school and the classroom by: 1) Scheduling weekly observations and conferences; 2) Holding weekly seminars; 3) Mediating when problems occur; and 4) apprising the Student Teacher through periodic assessment of development and progress.

The most important characteristics of a University Supervisor are good human relations skills, knowledge of teaching methodology, knowledge of the Clinical Supervision Process, and subject matter competency.

Responsibilities of the University Supervisor

1. Assisting the Teacher Education Department and the MSCP Coordinator in making appropriate placements.
2. Orienting Student Teachers to the student teaching program, their role as Student Teachers and to the school district where they are assigned.
3. Conducting weekly seminars devoted to issues related to The California Standards for the Teaching Profession and program information.
4. Visiting the Student Teacher in accordance with Department of Teacher Education policy; **conducting formal and informal observations and conferences.**
5. Being knowledgeable of developments in teaching/learning strategies so that the Master Teacher is supported and complemented in directive appropriate Student Teacher activities.
6. Assisting the Student Teacher in improving skills, wherever needs are evident (e.g., planning, management, personal conflicts, schedule conflicts, etc.).
7. Communicating program requirements and guidelines for evaluations to the Master Teacher well in advance of calendar deadlines.
8. Preparing comprehensive Formative Assessments (midpoint) and Summative Evaluations (final) for each assignment and submitting them to the MSCP Student Teaching Office according to program deadlines.
9. Being available to conference with the Student Teacher and Master Teacher as need arises.
10. In consultation with the MSCP Coordinator, make recommendations about the course of action to be taken regarding withdrawal of a Student Teacher, the extension of a student teaching assignment, or other exceptions of established policy.
11. Assigning a final grade (Credit or No Credit) for student teaching and forwarding it to the MSCP Coordinator. A grade of credit for student teaching must be equivalent of an "A" or "B" for successful completion of student teaching.
12. Orienting the Student Teacher about specific requirements:
13. Assisting the MSCP Student Teaching Office in coordinating the placement of Student Teacher in his/her second student teaching assignment.
14. Working collaboratively with the MSCP Student Teaching Office, the school district office, and the site principal to facilitate Alternative Grade Level Placements for Interns.

→ Ideally, the required number of formal observations and the form on which written feedback is provided should be specified as well in a document of this type.

Please note that student teachers may not be placed with a relative or personal friend as master teacher. Should this happen, the University Supervisor must terminate the assignment.

1d. Roles of personnel involved in overseeing the student teacher

iii. Cooperating teachers

Source: Exemplar language is taken from **California State University, Long Beach's Student Teaching Handbook**.

MULTIPLE SUBJECT STUDENT TEACHING

Responsibilities of the Master Teacher

1. **Supervising and modeling daily activities of the Student Teacher, such as:**
 - Demonstrating and discussing lessons with the student regarding specific focus areas
 - Engaging in daily feedback and coaching conferences with frequent positive reinforcement on an essential element or technique
 - Regularly observing the Student Teacher
 - Giving suggestions for flexibility in planning
 - Accepting a differing teaching style or technique than your own
 - Requiring and examining lesson plans prior to the day of teaching, and providing feedback and suggestions to the Student Teacher on the prepared instruction
 - Requiring detailed lesson plans at the beginning and phasing-out to brief plans toward the end of student teaching
 - Engaging in frequent conferences with University Supervisor regarding progress of the Student Teacher
 - Being available at school site in case of emergency when Student Teacher has full responsibility for classroom
2. **Solving classroom situations which may arise during student teaching experience, such as:**
 - Working with the Student Teacher to resolve the problem
 - Taking over the class after the Student Teacher completes the lesson
 - Advising action that may prevent a problem that may develop if not checked
 - Maintaining a professional attitude in presence of the children despite a problem situation created by the Student Teacher
 - Informing the University Supervisor of any problems that arise in a timely manner
 - Working collaboratively to resolve problem/s with the University Supervisor and the Student Teacher
3. **Holding scheduled as well as informal conferences with Student Teacher, including:**
 - Providing specific coaching feedback/suggestions following observations
 - Creating a supportive atmosphere
 - Facilitating the Student Teacher's self-reflection
 - Providing specific reinforcements
 - Prioritizing the Student Teacher's areas for professional growth (e.g., work on the one or two most crucial); helping the Student Teacher establish goals, develop strategies for implementation, and determine assessment)
 - Collaborating on long- and short-term planning
4. **Evaluating the Student Teacher:**
 - Observing and conferencing regularly, reviewing Student Teacher's daily and unit plans, and assessing student work and progress with the Student Teacher
 - Assisting the Student Teacher in identifying needs through coaching
 - Modeling continuous goal-setting and assessments
 - Writing Formative Assessment (midpoint) and Summative (final) Evaluation forms and sharing these with the Student Teacher
 - Utilizing observations, coaching, conferences, and other data to establish goals related to the CSTP
 - Discussing the implications and use of the university evaluation forms in a conference with the University Supervisor
 - Assigning a fair rating to each of the performance criteria on the evaluation forms
 - Maintaining confidentiality. A Student Teacher's performance should only be discussed with the Principal and the University Supervisor
 - Discussing the rating with the Student Teacher and obtaining his/her signature
 - Including a carefully written summary statement indicating the positive characteristics and achievements of the Student Teacher, unless there is negative information that must be included
 - Signing and handing the evaluation forms to the University Supervisor or mailing to the university by the deadline indicated

Note that "responsibilities" are not synonymous with "characteristics." This enumeration does not substitute for a clear statement of the necessary characteristics of a cooperating teacher.

1d. Roles of personnel involved in overseeing the student teacher

iv. Other school district personnel

Source: Exemplar language is taken from **California State University, Long Beach's Student Teaching Handbook**.

MULTIPLE SUBJECT STUDENT TEACHING



The Role of the Principal

The Principal plays an important role in making the student teaching experience a successful one. The Principal serves as an intermediary for the school district and is the initial contact person for the University Supervisor.

The Principal's Responsibilities for the Student Teacher

1. **Recommending Master Teachers who meet the qualifications on [page 19](#).**
2. Keeping the University Supervisor informed of any problems that a Student Teacher might be experiencing.
3. Being sensitive to the potential of personality conflicts between a Student Teacher, Master Teacher, and University Supervisor, and being willing to assume a leadership role in helping resolve any conflict or unprofessional relationship.
4. Making periodic classroom visits to observe Student Teachers.
5. Keeping the Student Teacher informed of any unwritten rules or customs in the school.
6. Informing the Student Teacher of expectations regarding attendance at faculty meeting, PTA meetings, non-class duties, etc.
7. Providing positive reinforcement as well as constructive suggestions.

Note that the principal has been informed that there is a clear communication of qualifications elsewhere in the handbook.

PLEASE NOTE: Recent court cases have alerted us to the fact that Student Teachers are in a legally hazardous position with little legal protection. Student Teachers must be supervised by a Master Teacher. Therefore, we urge Principals not to assign Student Teachers to potentially hazardous areas, such as yard duty or bus duty, unless a certificated teacher is also present.

2. Instituting high standards for student teaching participation and placement

2a. Entrance requirements for student teaching

Source: The **University of California, Berkeley's** student teaching application portfolio is provided as an exemplar document.

Cal Teach Credential Program Application Portfolio

I. Context for Teaching: Provide background information and documentation of meeting credential requirements.

- Resume
- **Official Transcript** → *Demonstrating strong performance in rigorously evaluated education classes and field experience*
- Degree Audit Report
- CBEST test scores
- **CSET test scores** → *Students must pass content licensing tests before student teaching.*
- Certificate of Clearance (fingerprinting)
- TB test
- 1-2 page commentary describing how your major coursework has prepared you for teaching. In a commentary, you write a narrative description in which you comment and reflect on different aspects of your teaching preparation.

II. Plan Instruction & Assessment: Demonstrate how you design instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessments.

- A **5E Lesson Plan** that you designed or customized
- Instructional materials for that lesson, e.g., class handouts, PowerPoint presentations, and/or formal assessments
- 1-2 page commentary explaining your thinking behind your instruction and assessment plan

III. Instruct Students & Support Learning: Demonstrate how you promote student learning by providing responsive instruction that makes use of effective communication techniques, and instructional strategies that actively engage **all** students in the learning process; and create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

- Classroom Observation form on which your mentor or Cal Teach instructor/staff gave you feedback on a lesson you presented, *including feedback on your use of classroom management techniques.*
- 1-2 page commentary explaining and analyzing your teaching of the lesson, including your response to feedback received when you were observed

IV. Assess Student Learning: Demonstrate how you monitor student learning during instruction; give timely high-quality feedback on assessment results; and understand **use and interpret** a range of assessment tools.

- Work samples from three students to illustrate what students generally understood and what a number of students were still struggling to understand.
- Evaluative criteria or rubrics used to assess student performance on the assessment
- 1-2 page commentary analyzing student learning and changes you would make to the lesson to improve student understanding if you were to teach it again → *including using data from standardized and classroom assessments to inform instruction*

V. Reflect on Teaching & Learning: Demonstrate how you evaluate teaching practices and subject matter knowledge, using reflection and feedback to improve teaching practice and subject matter knowledge, and take responsibility for student academic learning outcomes.

- 1-2 page Teaching Philosophy explaining your approach to teaching and how issues of equity relate to your teaching practice.

VI. Develop as a Professional Educator: Demonstrate how you fulfill the professional roles and responsibilities of a teacher.

- Letters of Recommendation from a Cal Teach faculty member, and two from other teachers, who can speak about your commitment to the teaching profession.

Lesson plans should demonstrate the ability to a) identify appropriate applications of technology and explain how they will contribute to instruction, b) ground instruction in the state's learning standards and/or Common Core standards, c) address the needs of English language learners, d) accommodate students with special needs and e) extend instruction for students who have reached proficiency. Elementary and special education candidates should also demonstrate skills in effective reading instruction.



2b. Selection of placement schools

Source: No exemplar document was found that adequately addresses this area.

NCTQ's suggested language:

Placements for student teaching will be made in districts that are committed to maximizing the potential for student teaching as a part of their human capital strategy because they see student teaching as an opportunity to train, screen and recruit new hires.

Placements for student teaching will be made in schools that are functional environments, considering such factors as whether the school is high-performing, safe, stable, supportive and collegial. To the extent possible, high-poverty schools that are high-performing will be sought and utilized for student teaching placements, even if the relative shortage of such placements requires the use of novel student teaching arrangements.

Principals in schools in which student teaching placements are contemplated must be willing to work collaboratively in the process of selecting cooperating teachers to provide information on all nominated teachers relative to this institution's selection criteria.

See Ronfeldt, M., "Ed Evaluation & Policy Analysis," March 2012, Vol. 34, No. 1, 3-26, for the importance of placing student teachers in high-performing schools.

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2c. Cooperating teachers

i. Criteria for cooperating teachers

Source: Exemplar language is taken from **Western Washington University's** Memorandum of Agreement. See section II G. below, in particular, G.2., G.4., and G.8, which require that the cooperating teachers have adequate experience, are exemplary instructors as demonstrated by the performance of their students, possess strong mentorship skills, and are committed to taking on the challenging role of a cooperating teacher.

G. CT Qualifications. The CT will meet the following qualifications:

1. Highly qualified designation under NCLB and are willing and capable of mentoring a student teaching.
2. Per WAC 180-78-170(5) a minimum of three years full-time teaching experience.
3. Hold certification for the area in which they are teaching and in which the candidate will be endorsed and assigned.
4. Exemplify excellence in teaching by demonstrating a positive impact on student learning.
5. Interest in supervising preservice candidates as part of their responsibility to the profession.
6. Is a strong communicator and can work as an effective team member with the administration and University supervisor.
7. Knowledgeable of current best practices.
8. Has mentoring and/or coaching training or skills and is a strong communicator and committed to spending time with the candidate in planning and evaluation.
9. Sensitive to, and appreciative of, all children's exceptionalities and ethnic, cultural, and language diversities.
10. Sensitive to the needs of a beginning teacher, such as the need to experiment with teaching techniques suggested in University courses and/or by the UIC
11. Has training in coaching and/or mentoring adults or is willing to complete the university-provided on-line mentoring module.

WWU MOA
Page 4

Choosing cooperating teachers who have a positive impact on student learning and possess mentorship skills is key.



2c. Cooperating teachers

ii. Selecting Cooperating Teachers

1. Informing school districts about selection criteria

Source: **Oklahoma State University's** letter to principals is provided as an exemplar document. We note that cooperating teachers are required to have adequate experience, be exemplary instructors as demonstrated by their students' achievement and possess strong mentorship skills.

February 12, 2009

Dear Principal,

We are in the process of identifying teachers who would be suitable mentors for student teacher interns for the Fall 2009 semester. To help you in the identification of appropriate cooperating teacher candidates, I am enclosing criteria that should be used. Please use the enclosed sheet to complete your information. This information will be used to guide our requests for student teacher placements.

Cooperating Teacher Candidate requirements:

- Possess a standard certificate in the teaching area.
- Possess at least three years of classroom teaching experience in Oklahoma.
- Demonstrate ~~academic competence~~.
- Demonstrate effective teaching as evidenced by student achievement.
- Possess knowledge of the basic principles of supervision.
- Demonstrate qualities of an effective team member.

Other cooperating teacher candidate preferences: Advanced degree; national board certification; and/or experience working with student teacher interns.

Additionally, in an effort to provide our students with experiences with diverse professionals and to meet accreditation requirements for diversity, we are especially interested in your identification of suitable mentors who are members of traditionally under-represented groups.


You can send us this information in several ways.

- You can fax it to (405) 744-1834 (our preferred method).
- You can send the form to:

Price Brown
Coordinator of Clinical Experiences
College of Education
325-M Willard
Oklahoma State University
Stillwater, OK 74078-0431
- Or you can send it electronically. Just email me at price.brown@okstate.edu, and I will send you an electronic form that you can fill out and return.

We appreciate your partnership in the preparation of OSU teacher candidates. If you have any questions or if I can help in any way, please do not hesitate to call me at (405) 744-1088.

Sincerely,



Price Brown, Coordinator
Field and Clinical Experiences

Exemplary instructor as shown by student learning.

Mentorship skills



Delaware State University Cooperating Teacher Nomination Form



Please rate the potential mentor teacher in the following categories below

Principals should also be asked to provide evidence for their ratings

Category	Above Average	Average	Needs Improvement
Teacher has the ability to impact student learning			
Teacher demonstrates the capacity to be a positive role model and is able to mentor young adults			
Teacher is able to properly observe, conference and work in a collaborative environment			

This principal is asked to rate the quality of the potential mentor teacher's instruction, and ability to mentor an adult. Principals should also be asked to provide evidence for their ratings.

Category	Above Average	Average	Needs Improvement
Teacher's Verbal and Non Verbal Communications			
Teacher's Organizational Skills			
Teacher's Professional Judgment			

Race or Ethnic Group: White (not of Hispanic origin) Black (not of Hispanic origin)
 Hispanic Asian/Pacific Islander
 American Indian/Alaskan Native Other _____

(The information requested above is required for record keeping purposes only.)

IMPORTANT: For payroll purposes please indicate the number of pay period per year: 20 24 26

2c. Cooperating teachers

ii. Selecting Cooperating Teachers

3. Application process for cooperating teachers

Source: **The College of William and Mary's** clinical faculty program application form is provided as an exemplar document.



2010-2011 Clinical Faculty Program Application

Please complete this Program Application sheet and then compose your responses to the Reflective Practice prompts. Also, please have a supervisor complete the Recommendation Form. Return all completed documents by **May 26, 2010** to:

Christopher R. Gareis, Ed.D.
The College of William and Mary
School of Education
P.O. Box 8795
Williamsburg, VA 23187-8795

Or to: crgare@wm.edu

Name: _____

Current Position (school, subject/grade): _____

Current Supervisor/Principal: _____

Previous Teaching Positions: _____

Total Years of Teaching Experience: _____

Endorsement Area(s) on Virginia Teaching License: _____

College/University at which you earned your teaching credentials: _____

Highest degree obtained: ___BA/BS ___M.Ed./M.A.T. ___Ed.S./CAGS ___Ed.D./Ph.D.

Total number of student teachers with whom you have worked: _____

Preferred Phone #(s): _____

School e-mail: _____

Your Home Address: _____



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The College of William and Mary Clinical Faculty Program Application



Clinical Faculty Program Application: Reflective Practice

On separate paper, please respond to each of the following questions. Limit each response to approximately 250 words. Please note that application to the Clinical Faculty Program is a competitive process.

1. What are your three greatest strengths as a teacher and how do you know this?
2. What is your single greatest challenge or weakness as a teacher, and how have you tried to improve upon it?
3. In your view, what are the three most important characteristics of an effective mentor to a pre-service teacher and why?
4. What is your most compelling reason for wanting to become a Clinical Faculty member at The College of William and Mary?
5. In your experience, what is a challenge that most, if not all, pre-service teachers face, and how would you help a pre-service teacher in your classroom learn how to address that particular challenge?

*Information
on teaching
ability*

*Information
on mentorship
skills*

The College of William and Mary Clinical Faculty Program Application



Recommendation for Clinical Faculty

The individual named below is applying for admission to the William & Mary Clinical Faculty training program. Please complete this form, seal it in an envelope, and return it to the applicant. Thank you for your partnership.

Applicant's Name: _____

Confidential: or Non-Confidential:

Position of individual completing the recommendation:

____ Principal ____ Assistant Principal ____ Other (Please specify)

Please rate the applicant in the following areas, with **5 = superior performance**, **3 = average performance**, and **1 = poor performance**.

Content Knowledge – a model of subject area expertise	1	2	3	4	5
Knowledge of Student Developmental and Learning Characteristics	1	2	3	4	5
Instructional Planning Skills	1	2	3	4	5
Teaching Skills – a model of effective teaching for a pre-service teacher	1	2	3	4	5
Classroom Management—ability to create a constructive learning environment	1	2	3	4	5
Communication Skills – particularly with other adult professionals	1	2	3	4	5
Ability and Willingness to Work with Colleagues	1	2	3	4	5
Overall Professionalism – a model of professional behavior and ethics	1	2	3	4	5
Degree to which this teacher can serve as a model of professional excellence to a pre-service teacher.	1	2	3	4	5

School district personnel are asked to rate the potential mentor teacher's effectiveness as an instructor. Mentorship skills should also be addressed, and principals should be asked to provide evidence for ratings.

**The College of William and Mary Clinical Faculty Program Application**

My evaluation of this candidate is based upon the following. (Please check all that apply.)

- Formal classroom observation(s) and evaluation(s)
- Informal classroom observation(s)
- Observations of non-instructional duties (e.g., committee work, extra-curricular duties, etc.)

How many years have you worked with this individual? _____

Please add any additional comments you feel are appropriate for evaluating this applicant's abilities to serve effectively as a model and mentor for pre-service or novice teachers.

Name/Position: _____

School: _____

Phone & e-mail: _____

Signature: _____ Date: _____

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2c. Cooperating teachers

ii. Selecting Cooperating Teachers

4. Review of potential cooperating teachers' qualifications

Source: *No exemplar document was found that adequately addresses this area.*

NCTQ's suggested language:

The review of the qualifications of all teachers who have never previously served as cooperating teachers is of highest priority. For returning cooperating teachers, a full process of review will be conducted unless: 1) the teacher has served in the role of cooperating teacher within the last three years and received positive recommendations from all student teachers and university supervisors, and 2) nominating information for previous selection included information on the teacher's instructional effectiveness as measured by student performance. The review process should take into account information provided by principals and the nominated teacher, as well as information found in evaluation forms of previous placements.

All available evidence should indicate that a teacher newly nominated or returning to the role as cooperating teacher is: 1) motivated to take on this challenging role and fulfill the responsibilities entailed, 2) a highly effective instructor as measured by student performance, and 3) a capable adult mentor with skills in a) observation, b) providing feedback, c) holding professional conversations, and d) working collaboratively.

2c. Cooperating teachers

ii. Selecting Cooperating Teachers

5. Opportunities for cooperating teachers to meet with student teachers before placements are finalized

Source: *No exemplar document was found that adequately addresses this area.*

NCTQ's suggested language:

It is our institution's responsibility to ensure that all candidates for student teaching have demonstrated the competencies necessary to gradually assume full responsibility for the classroom. No placement will be finalized until the student teacher has met with the cooperating teacher for an interview designed to establish the basis for a collegial working relationship and both agree to the placement. A suggested interview protocol will be provided to both the student teacher and the cooperating teacher that addresses for each: a) personal and academic background, b) ambitions, c) concerns, and d) expectations.



2c. Cooperating teachers

ii. Selecting Cooperating Teachers

6. Identifying constraints on the selection of cooperating teachers that are related to school district policies, and finding strategies to mitigate them

Source: *No exemplar document was found that addresses these constraints and strategies to reduce them. Because both are institution- and district-specific, we are unable to propose any general language.*

For example, an institution might determine that a system in which potential cooperating teachers must be nominated by their principals and can't apply directly to the institution does not produce the right kind of candidates. Instead, the institution could work with the school district to create a cooperating teacher application process that meets the district's requirement for principal nomination by including a confidential letter of recommendation from the principal.

A different institution might find that it has trouble placing student teachers in grades that are subject to standardized testing because of school district practices or reluctance of teachers in those grades to take student teachers. To solve this problem, the institution might meet with district administrators or teachers to discuss their concerns about placing student teachers in testing grades and how the institution might address any weaknesses in its student teachers. The institution might also make arrangements with the district for student teachers to interview with potential cooperating teachers before placements are finalized, in order to address the cooperating teachers' concerns.

Numerous IHEs have indicated publicly that they have difficulty finding a sufficient number of cooperating teachers to host all of their student teachers. Although we recognize this difficulty, placing student teachers with under-qualified cooperating teachers is not the answer. We urge IHEs to work with local school districts to establish the true “clinical capacity” of the districts and then place student teachers only up to that clinical capacity. To the extent that this necessitates a selection process for teacher candidates, it should be conducted on the basis of rankings based on demonstrated achievement and competence in preparation.

2d. Supervisors

i. Selection of Supervisors

Source: *No exemplar document was found that adequately addresses this area.*

NCTQ's suggested language:

A full process of review of qualifications will be conducted unless a) an applicant for a position as a supervisor has served in the position within the last three years and received positive recommendations from all student teachers and cooperating teachers, and b) the previous hiring process addressed the supervisor's instructional skills.

All available evidence should indicate that the individual is 1) motivated to take on this challenging role and fulfill the responsibilities entailed, 2) was a highly effective instructor, and 3) is a capable adult mentor with skills in a) observation, b) providing feedback, c) holding professional conversations, and d) working collaboratively.

2d. Supervisors

ii. Supervisor training

Source: *No exemplar document was found that adequately addresses this area.*

NCTQ's suggested language:

All supervisors must be trained upon initial hiring and periodically thereafter in the use of observation and evaluation forms used in student teaching. Training will include practice observations that allow for calculation of inter-rater reliability among all supervisors overseeing elementary student teachers. Any supervisor whose ratings do not fall into an acceptable range for reliability will not be retained in the position.



3. Providing guidance and evaluation to student teachers

3a. Roles and responsibilities of the student teacher

- i. Guidelines for increasing the student teacher's responsibilities

Source: The **University of Arizona's** student teacher phase-in schedule is provided as an exemplar document.

University of Arizona PHASE IN SCHEDULE

*This form must be completed by the cooperating teacher and student teacher.
(Dates and workload may change during the semester.)
Schedule must be approved by University Supervisor*

Name _____ Semester _____ Year _____
 School _____ Grade/Content _____

Please fill out a tentative schedule after reading the "Student Teacher Phase In" section in your "Student Teacher Guidebook."

PHASE I - Orientation

Beginning Date: _____ Ending Date: _____

During this period, you are becoming familiar with all aspects of the classroom and school environment. You will observe but be actively involved as much as _____

PHASE II - Assuming Partial Responsibility

Beginning Date: _____ Ending Date: _____

List the dates of the weeks and the projected responsibilities that you will assume for each week. It is recommended that the workload be accumulative, leading up to the gradual takeover of the entire day's responsibilities.

Date: _____	Workload _____
Date: _____	Workload _____
Date: _____	Workload _____
Date: _____	Workload _____
Date: _____	Workload _____
Date: _____	Workload _____

PHASE III - Full Responsibility (Required 4 Weeks)

Beginning Date: _____ Approx. Ending Date: _____

You have full responsibility for planning, classroom management, and instructional program.

PHASE IV - Transfer of Responsibility

Beginning Date: _____ Ending Date: _____

Students are not finished student teaching until the end of a 75 day period.

Date: _____	Workload _____
Date: _____	Workload _____
Date: _____	Workload _____
Date: _____	Workload _____

Student Teacher _____ Mentor Teacher _____
 University Supervisor _____ Date _____

Supervisors must submit copy to the Office of Field Experiences.

In addition to the phase-in schedule below, this IHE provides more in depth descriptions of each phase with tables indicating the student teacher's and cooperating teacher's role in each. (Not included.)

→ Note how even within this phase, the IHE indicates that workload should build.

3a. Roles and responsibilities of the student teacher

ii. Involvement of the student teacher in a full range of activities

Source: The **University of Montana - Western's** Student Teaching Handbook contains exemplar language. See "Calendars for Student Teaching and Assignment Lengths."

Calendars for Student Teaching and Assignment Lengths

The general expectation for the student teaching assignment is that the student teacher experiences an extended time of a full teaching load that includes all the responsibilities of the teacher. This should include planning, organizing, managing, preparing and teaching lessons, assessing progress, conferring with colleagues and parents (as agreed upon with the supervising teacher), performing duties (recess, lunch duty, study halls, hall duty), attending faculty meetings, etc. The assumption of these duties should be a **gradual process** based upon the timing of the course, the school calendar, and the student teacher's readiness to assume responsibility. Supervising teachers, student teachers, and university coordinators are encouraged to work together to plan this transition.

Explicit list of the various activities.



3b. A consistent, goal-based evaluation system for the student teacher

- i. Goals and the process by which they will be evaluated are communicated in writing at the beginning of the experience

Source: **Furman University's** *Comprehensive Orientation to ADEPT* contains exemplar language. See the introductory section, pages 5-9

Comprehensive Orientation to ADEPT Furman University 2008-2009

**Furman University
3300 Poinsett Highway
Greenville SC 29613
864.294.3086
<http://facweb.furman.edu/dept/education>**

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Furman University Comprehensive Orientation to ADEPT – pages 5-9

ADEPT Orientation (page 5 of 45)

- 6. coordinating meetings among the candidate, university supervisor, and the cooperating teacher

FORMATIVE ASSESSMENTS DURING THE TEACHING INTERNSHIP

1. Types and Frequency

During the Teaching Internship, elementary and secondary/K-12 foreign language candidates receive a minimum of two formative assessments by the university supervisor and two formative assessments by either the district mentor (for candidates who are induction teachers) or the cooperating teacher (for all music candidates and for elementary and secondary/K-12 foreign language candidates who are not induction teachers).

Secondary candidates are also required to have supplemental content knowledge assessments (a minimum of two) performed by arts and science faculty during the Teaching Internship. This is an additional formative assessment of APS6. A remediation procedure is specified for candidates who fail to meet this standard. **Table 2** below indicates where formative assessments occur during the Teaching Internship.

Table 2: Use of Assessments During the Teaching Internship

	Formative Assessments	Summative Assessments	ADEPT Evaluation
University Supervisor	Completes a minimum of one assessment before <u>and</u> after midterm	Completes a minimum of one assessment between the midterm and final formal ADEPT evaluation.	Participates in three-way midterm <u>and</u> final formal ADEPT evaluation
Cooperating Teacher/District Mentor	Completes a minimum of one assessment before <u>and</u> after midterm	Completes a minimum of one assessment between the midterm and final formal ADEPT evaluation.	Participates in three-way midterm <u>and</u> final formal ADEPT evaluation
Candidate	N/A	N/A	Participates in three-way midterm <u>and</u> final formal ADEPT evaluation
Arts and Sciences Faculty Member	Completes two content knowledge assessments (secondary candidates only)	N/A	N/A



Furman University Comprehensive Orientation to ADEPT – pages 5-9

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ADEPT Orientation (page 6 of 45)

2. Feedback and Assistance

University supervisors and district mentors (where applicable) visit candidates every seven to ten days during the Teaching Internship. At the time of the visit, supervisors and district mentors provide written and/or verbal feedback to the candidate. This feedback might or might not include a formative assessment per se.

Candidates are told when formative assessments will occur. *There is a uniform instrument used for formative assessments ("Formative Observation and Feedback Form") that is keyed to all ten APSs and, where appropriate, cross-referenced to SPA standards.* Candidates receive a copy of all assessment instruments during the ADEPT orientation prior to the Teaching Internship.

On the Formative Observation and Feedback Form, the observer notes any demonstration of APS elements (including those that appear in the candidate's plans) and completes a narrative section that contains the same questions listed on the SAFE-T observation protocol provided by the South Carolina State Department of Education. Candidates receive and sign a copy of formative assessments as soon as possible after observations. The observer is also asked to provide verbal feedback to the candidate as soon as possible, although this feedback sometimes occurs at a later date, depending on the scheduling logistics of the candidate and observer.

Secondary candidates are provided copies of their additional content knowledge evaluations by arts and sciences faculty after they are submitted to the appropriate university supervisor. A remediation procedure indicates how candidates can obtain assistance, if necessary.

Candidates are expected to use formative assessment data to make improvements in their application of the APSs. The university supervisor and the cooperating teacher/district mentor use formative assessment data to assist the candidate in making improvements in their application of the APSs by:

1. focusing comments and supplemental observations on particular APS elements with which the candidate is having difficulty;
2. arranging (where appropriate) for the candidate to observe how master teachers apply APS elements;
3. modeling APS elements by teaching lessons themselves;
4. providing the candidate with information about an array of resources addressing APS elements;
5. eliciting help and suggestions from school administrators, including instructional coaches;
6. coordinating meetings among the candidate, university supervisor, and the cooperating teacher/district mentor

Note use of uniform instrument... this helps teacher candidates know the expectations.

Furman University Comprehensive Orientation to ADEPT – pages 5-9

ADEPT Orientation (page 7 of 45)

SUMMATIVE ASSESSMENTS AND FORMAL ADEPT EVALUATION DURING THE TEACHING INTERNSHIP

1. Types and Frequency

During the Teaching Internship, elementary and secondary/K-12 foreign language candidates receive a minimum of one summative assessments by the university supervisor and one summative assessments by either the district mentor (for candidates who are induction teachers) or the cooperating teacher (for all music candidates and for elementary and secondary/K-12 foreign language candidates who are not induction teachers). *The Summative Observation and Feedback Form is used to conduct this assessment, which is distinct from the formal ADEPT evaluations.* The Summative Observation and Feedback Form is keyed to all ten APSs and, where appropriate, cross-referenced to SPA standards.

All candidates also participate in two consensus-based formal ADEPT evaluations. See **Table 2** above for specification of when the ADEPT evaluations occur, and when the Summative Observation and Feedback Forms are used.

3. Feedback and Assistance

University supervisors and district mentors (where applicable) visit candidates every seven to ten days during the Teaching Internship. At the time of the visit, supervisors and mentors provide written and/or verbal feedback to the candidate. *Visits to candidates are unannounced when observers use the Summative Observation and Feedback Form. When that form is used, no immediate feedback is provided to the candidate; candidates receive and sign a copy of the Summative Observation and Feedback Form subsequent to the lesson that was observed.*

On the Summative Observation and Feedback Form, the observer rates the candidate’s performance on each APS on a three-point scale: Standard Not Met (0); Standard Met (1); and Standard Exceeded (2). The rubric for this form (see attached) is the same as the one used for the practice and formal ADEPT evaluations, and establishes criteria for “met standard.” The observer also completes a narrative section on the Summative Observation and Feedback Form that contains the same questions listed on the SAFE-T observation protocol provided by the South Carolina State Department of Education.

Note consistent expectations

Candidates are expected to use data from the Summative Observation and Feedback Form and their formal midterm ADEPT evaluation to make improvements in their application of the APSs. The university supervisor and the cooperating teacher/district mentor use data from the Summative Observation and Feedback Form and the formal midterm ADEPT evaluation to assist the candidate in making improvements in their application of the APSs by:

Note concrete suggestions on how to target and support improvement

- 7. focusing comments and supplemental observations on particular APS elements with which the candidate is having difficulty;
- 8. arranging (where appropriate) for the candidate to observe how master teachers apply APS elements;
- 9. modeling APS elements by teaching lessons themselves;
- 10. providing the candidate with information about an array of resources addressing APS elements;



Furman University Comprehensive Orientation to ADEPT – pages 5-9

ADEPT Orientation (page 8 of 45)

11. eliciting help and suggestions from school administrators, including instructional coaches;
12. coordinating meetings among the candidate, university supervisor, and the cooperating teacher/district mentor

3. Formal ADEPT Evaluation

The university supervisor, cooperating teacher/district mentor, and the candidate complete separate, formal ADEPT evaluations at the midterm and end of the Teaching Internship. They use the same rubric, which establishes criteria for “met standard.” The university supervisor and cooperating teacher/district mentor use the data from the Summative Observation and Feedback Form to assist them in completing their ADEPT evaluations. The parties noted above then meet for a three-way conference, during which they reach consensus on scores for each key element, each domain, and the overall judgment. Each party gets one “vote” in determining the candidate’s scores.

Table 3: Criteria for Formal ADEPT Evaluations

	Not Met	Met	Exceeded
Domain 1	8 or fewer key elements met	9 or 10 key elements met	11 key elements met
Domain 2	9 or fewer key elements met	10 or 11 key elements met	12 key elements met
Domain 3	4 or fewer key elements met	5 key elements met	6 key elements met
Domain 4	3 or fewer key elements met	4 key elements met	5 key elements met

The Unit takes into account that candidates are novice teachers. For that reason, the Unit does not require candidates to score as high on domain 1 and domain 2 as experienced teachers do (hence, the lower number of key elements required to be “met” in those domains). Because Furman candidates have often faced challenges with respect to key elements in domains 3 and 4, the Unit has decided to maintain relatively higher expectations (that is, those that would pertain to more experienced teachers) for those domains.

CRITERIA FOR SUCCESSFUL COMPLETION OF THE TEACHING INTERNSHIP

Successful completion of the clinical practice requires that candidates achieve a “met” on all four domains and a “met” on the overall judgment on the final ADEPT evaluation. Candidates are advised to consult the syllabi for EDEP 670 and EDU 505 for all other requirements, including ADEPT-based reflections and an ADEPT portfolio.

Furman University Comprehensive Orientation to ADEPT – pages 5-9

ADEPT Orientation (page 9 of 45)

ADDITIONAL ADEPT-RELATED MATERIALS

During their Teaching Internship, candidates will be asked to familiarize themselves with additional materials related to the ADEPT system.

Professional Self-Assessment: High standards of teaching require professional educators to continually reflect on their performance in each of the APSs, and how this performance is affecting student learning and development.

Goals Based Evaluation Growth and Development Plan: High standards of teaching require professional educators to continually formulate goals and objectives that will enhance their growth, development, and ability to foster student learning.

Professional Performance Review: High standards of teaching require that the performance of professional educators be systematically evaluated by school administrators, district supervisors, and state officials.



3b. A consistent, goal-based evaluation system for the student teacher

- ii. Evaluations are consistent with each other and provide feedback on individual goals

Source: **Furman University's** "Comprehensive Orientation to ADEPT" contains exemplar language. See Appendices 2-5, pages 22-39.

ADEPT Orientation (page 22 of 45)		
APPENDIX 2		
Formative Observation & Feedback Form		
Teacher Candidate:	Furman Course:	
School:	Grade Level/Subject:	
Observer:	Date:	Time:
Directions: Check each item demonstrated by the candidate		
<p>DOMAIN I PLANNING:</p> <p>APS 1: Long Range Planning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Obtains student information to identify learning needs and guide instruction <input type="checkbox"/> Establishes standards-based learning and developmental goals <input type="checkbox"/> Identifies/sequences units to promote learning goals <input type="checkbox"/> Develops processes for evaluating/recording students' progress <input type="checkbox"/> Plans appropriate procedures for managing the classroom <p>APS 2: Short Range Planning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Incorporates standards and objectives that facilitate achievement <input type="checkbox"/> Selects appropriate content, strategies, materials, & resources <input type="checkbox"/> Analyzes student performance and achievement to guide plans <p>APS 3: Planning Assessments and Using Data</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops/selects/administers a variety of assessments <input type="checkbox"/> Assesses at appropriate intervals <input type="checkbox"/> Establishes appropriate criteria and weightings <input type="checkbox"/> Maintains accurate records <input type="checkbox"/> Systematically analyzes and uses data to guide instruction and assign grades or other indicators <p>DOMAIN II INSTRUCTION:</p> <p>APS 4: Establishing High Expectations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes, communicates, and maintains high expectations for student achievement <input type="checkbox"/> Establishes, communicates, and maintains high expectations for student performance and participation <input type="checkbox"/> Helps students assume responsibility for own participation and learning <p>APS 5: Using Instructional Strategies to Facilitate Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses appropriate instructional strategies <input type="checkbox"/> Uses a variety of instructional strategies <input type="checkbox"/> Uses instructional strategies effectively <p>APS 6: Providing Content for Learners</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates a thorough command of subject matter <input type="checkbox"/> Provides appropriate content <input type="checkbox"/> Structures content to promote meaningful learning <p>APS 7: Monitoring, Assessing, and Enhancing Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continually monitors student learning using a variety of strategies <input type="checkbox"/> Uses information from assessments to guide instruction <input type="checkbox"/> Provides appropriate instructional feedback to enhance learning 	<p>Observation Evidence, Strengths, Comments, Recommendations:</p>	
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Furman University Comprehensive Orientation to ADEPT – Appendices 2-5

ADEPT Orientation (page 23 of 45)

<p>DOMAIN III ENVIRONMENT: APS 8: Promotes Learning <input type="checkbox"/> Creates/maintains a physical environment conducive to learning <input type="checkbox"/> Creates/maintains a positive affective climate <input type="checkbox"/> Creates/maintains a culture of learning in the classroom APS 9: Classroom Management <input type="checkbox"/> Manages student behavior appropriately <input type="checkbox"/> Maximizes use of instructional time <input type="checkbox"/> Manages essential non-instructional routines effectively</p>	
<p>DOMAIN IV PROFESSIONALISM: APS 10: Professional Responsibilities <input type="checkbox"/> Is an advocate for students <input type="checkbox"/> Works to achieve overall school goals <input type="checkbox"/> Exhibits professional demeanor and behavior <input type="checkbox"/> Is an active learner</p>	<p>Candidate's Signature _____ Observer's Signature _____ Date _____</p>



Furman University Comprehensive Orientation to ADEPT – Appendices 2-5



ADEPT Orientation (page 24 of 45)

APPENDIX 3
Summative Observation & Feedback Form

Teacher Candidate:	Furman Course:	
School:	Grade Level/Subject:	
Observer:	Date:	Time:

Directions: Score each APS: Standard Not Met; (0); Standard Met (1); Standard Exceeded (2)

<p>DOMAIN I PLANNING:</p> <p>APS 1: Long Range Planning []</p> <ul style="list-style-type: none"> Obtains student information to identify learning needs and guide instruction Establishes standards-based learning and developmental goals Identifies and sequences units to promote learning goals Develops processes for evaluating/recording students' progress Plans appropriate procedures for managing the classroom <p>APS 2: Short Range Planning []</p> <ul style="list-style-type: none"> Incorporates standards and objectives that facilitate achievement Selects appropriate content, strategies, materials, & resources Analyzes student performance and achievement to guide plans <p>APS 3: Planning Assessments and Using Data []</p> <ul style="list-style-type: none"> Develops/selects/administers a variety of assessments Assesses at appropriate intervals Establishes appropriate criteria and weightings Maintains accurate records Systematically analyzes and uses data to guide instruction and assign grades or other indicators 	<p>Observation Evidence, Strengths, Comments, Recommendations:</p>
<p>DOMAIN II INSTRUCTION:</p> <p>APS 4: Establishing High Expectations []</p> <ul style="list-style-type: none"> Establishes, communicates, and maintains high expectations for student achievement Establishes, communicates, and maintains high expectations for student performance and participation Helps students assume responsibility for own participation and learning <p>APS 5: Using Instructional Strategies to Facilitate Learning []</p> <ul style="list-style-type: none"> Uses appropriate instructional strategies Uses a variety of instructional strategies Uses instructional strategies effectively <p>APS 6: Providing Content for Learners []</p> <ul style="list-style-type: none"> Demonstrates a thorough command of subject matter Provides appropriate content Structures content to promote meaningful learning <p>APS 7: Monitoring, Assessing, and Enhancing Learning []</p> <ul style="list-style-type: none"> Continually monitors student learning using a variety of strategies Uses information from assessments to guide instruction Provides appropriate instructional feedback to enhance learning 	

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<p>DOMAIN III ENVIRONMENT: APS 8: Promotes Learning []</p> <ul style="list-style-type: none"> • Creates/maintains a physical environment conducive to learning • Creates/maintains a positive affective climate • Creates/maintains a culture of learning in the classroom <p>APS 9: Classroom Management []</p> <ul style="list-style-type: none"> • Manages student behavior appropriately • Maximizes use of instructional time • Manages essential non-instructional routines effectively 	
<p>DOMAIN IV PROFESSIONALISM: APS 10: Professional Responsibilities []</p> <ul style="list-style-type: none"> • Is an advocate for students • Works to achieve overall school goals • Exhibits professional demeanor and behavior • Is an active learner 	<p>Candidate's Signature _____</p> <p>Observer's Signature _____</p> <p>Date _____</p>



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APPENDIX 4
Narrative Addendum to Formative and Summative Evaluations of Teacher Candidates

Teacher Candidate's Name:	Course:
School/Subject Area:	Date:

APS 4

A. <i>What did the teacher expect the students to learn from the lesson?</i>
B. <i>In what ways did the students demonstrate that they understood what the teacher expected for them to learn?</i>
C. <i>What did the teacher expect the students to do during and after the lesson?</i>
D. <i>In what ways did the students demonstrate that they understood what the teacher expected them to do?</i>
E. <i>How did the teacher help the students relate to the learning?</i>
F. <i>In what ways did the students demonstrate that they understood the relevance and/or importance of the learning?</i>

APS5

A. <i>What instructional strategies did the teacher use during the lesson?</i>
B. <i>In what ways did the teacher vary the instructional strategies during the lesson, and why?</i>
C. <i>What evidence suggests that the instructional strategies were—or were not—effective in terms of promoting student learning and success?</i>

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APS 6

- | |
|---|
| A. <i>What evidence suggests that the teacher did—or did not—have a thorough knowledge and understanding of the content?</i> |
| B. <i>What was the content of the lesson?</i> |
| C. <i>How did the teacher explain and/or demonstrate the content to the students, and how effective were the explanations/demonstrations?</i> |

APS 7

- | |
|--|
| A. <i>In what ways—and how effectively—did the teacher monitor student learning during the lesson?</i> |
| B. <i>In what ways—and how effectively—did the teacher make adjustments to accommodate the learning needs of the students?</i> |
| C. <i>What types of instructional feedback did the teacher provide to the students, and how effective was the feedback in terms of enhancing student learning?</i> |

APS8

- | |
|--|
| A. <i>What was the physical environment of the classroom like?</i> |
| B. <i>What type of affective climate did the teacher establish for the students?</i> |
| C. <i>What type of learning climate did the teacher establish for the students?</i> |

APS9

- | |
|--|
| A. <i>What were the teacher's expectations for student behavior?</i> |
| B. <i>In what ways did the students demonstrate that they understood the ways in which they were expected to behave?</i> |



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C. *In what ways did the teacher maximize—or fail to maximize—instructional time?*

D. *What types of instructional materials, resources, and/or technologies were used during the lesson, and how did the teacher manage them?*

Additional Comments:

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**APPENDIX 5
ADEPT Evaluation Form**

Candidate's Name:	Course:
Subject Area:	School:

Evaluation: Midterm Date: _____
 Final Date: _____

ADEPT Performance Standards for Classroom-Based Teachers/Candidates				Consensus Judgment		
Domain	APs	Total Key Elements	Elements Met	Domain Not Met	Domain Met	Domain Exceeded
Domain 1: Planning	APS1 APS2 APS3	11		<input type="checkbox"/> Fewer than 9 elements met	<input type="checkbox"/> 9 or 10 elements met	<input type="checkbox"/> 11 elements met
Domain 2: Planning	APS4 APS5 APS6 APS7	12		<input type="checkbox"/> Fewer than 10 elements met	<input type="checkbox"/> 10 or 11 elements met	<input type="checkbox"/> 12 elements met
Domain 3: Environment	APS8 APS9	6		<input type="checkbox"/> Fewer than 5 elements met	<input type="checkbox"/> 5 elements met	<input type="checkbox"/> 6 elements met
Domain 4: Professionalism	APS10	5		<input type="checkbox"/> Fewer than 4 elements met	<input type="checkbox"/> 4 elements met	<input type="checkbox"/> 5 elements met
Overall Judgment An overall judgment of “met” indicates that the candidate has achieved the criteria in all four domains at the time of the final evaluation. Even if the candidate has scored “exceeded” on all four domains, an overall judgment of “exceeded” should be used to designate only superlative teaching in all areas.				<input type="checkbox"/> Not Met	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded



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By signing below, I verify that the formal evaluation process was conducted in accordance with Furman’s ADEPT plan and that I participated in making and am in agreement with the above judgments.

Teacher/Candidate: _____ Date: _____

Mentor/Co-Teacher: _____ Date: _____

University Supervisor: _____ Date: _____

Teacher/Candidate: _____ Date: _____

Mentor/Co-Teacher: _____ Date: _____

University Supervisor: _____ Date: _____

Domain 1: Planning	APS 1: Long-Range Planning
<p>APS 1.A The teacher obtains student information, analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning.</p> <p>The teacher</p> <ul style="list-style-type: none"> ▪ identifies appropriate student information; ▪ gives a sound explanation of the relevance of the student information to student learning; and ▪ shows insight into the use of the student information to guide planning. <p>Rating for APS 1.A <input type="checkbox"/> APS 1.A is met. <input type="checkbox"/> APS 1.A is not met.</p> <p>Rationale for APS 1.A rating</p>	
<p>APS 1.B The teacher establishes appropriate standards-based long-range learning and developmental goals for all students.</p> <p>The teacher</p> <ul style="list-style-type: none"> ▪ identifies long-range goals that are accurate and appropriate; and ▪ provides a sound explanation to support conclusions regarding the most important goals for all students to achieve. <p>Rating for APS 1.B <input type="checkbox"/> APS 1.B is met. <input type="checkbox"/> APS 1.B is not met.</p> <p>Rationale for APS 1.B rating</p>	

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Domain 1: Planning	APS 1: Long-Range Planning
<p>APS 1.C The teacher identifies and sequences instructional units in a manner that facilitates accomplishment of the long-range goals.</p> <p>The teacher</p> <ul style="list-style-type: none"> ▪ identifies units that are appropriate to the context; and ▪ presents a sound explanation for the unit sequence and timeline. <p>Rating for APS 1.C <input type="checkbox"/> APS 1.C is met. <input type="checkbox"/> APS 1.C is not met.</p> <p>Rationale for APS 1.C rating</p>	
<p>APS 1.D The teacher develops appropriate processes for evaluating and recording students' progress and achievement.</p> <p>The teacher</p> <ul style="list-style-type: none"> ▪ describes appropriate procedures for assessing, scoring, and weighting assessments; ▪ presents solid evidence for determining the appropriateness of the assessments in terms of measuring student progress and achievement; and ▪ presents a sound explanation of the methods for communicating the assessment information to students and their parents. <p>Rating for APS 1.D <input type="checkbox"/> APS 1.D is met. <input type="checkbox"/> APS 1.D is not met.</p> <p>Rationale for APS 1.D rating</p>	
<p>APS 1.E The teacher plans appropriate procedures for managing the classroom.</p> <p>The teacher</p> <ul style="list-style-type: none"> ▪ presents an appropriate description of the expectations for student behavior during instruction and during noninstructional routines; and ▪ presents a sound explanation of the most important considerations for maximizing instructional time. <p>Rating for APS 1.E <input type="checkbox"/> APS 1.E is met. <input type="checkbox"/> APS 1.E is not met.</p> <p>Rationale for APS 1.E rating</p>	



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Domain 1: Planning	APS 2: Short-Range Planning of Instruction
<p>APS 2.A The teacher develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals.</p> <p>The teacher</p> <ul style="list-style-type: none"> ▪ identifies appropriate unit objectives; and ▪ gives a sound explanation of the relevance of these objectives to student learning needs and interests. <p>Rating for APS 2.A <input type="checkbox"/> APS 2.A is met. <input type="checkbox"/> APS 2.A is not met.</p> <p>Rationale for APS 2.A rating</p>	
<p>APS 2.B The teacher develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students.</p> <p>The teacher</p> <ul style="list-style-type: none"> ▪ presents an appropriate, logically sequenced instructional plan for the unit; and ▪ provides a sound explanation of factors that must be taken into consideration in balancing grade-level standards/ expectations and individual students' needs, abilities, and developmental levels. <p>Rating for APS 2.B <input type="checkbox"/> APS 2.B is met. <input type="checkbox"/> APS 2.B is not met.</p> <p>Rationale for APS 2.B rating</p>	
<p>APS 2.C The teacher routinely uses student performance data to guide short-range planning of instruction.</p> <p>The teacher</p> <ul style="list-style-type: none"> ▪ makes appropriate determinations regarding the need to make adjustments to the instructional plans; and ▪ presents a solid rationale for making these determinations. <p>Rating for APS 2.C <input type="checkbox"/> APS 2.C is met. <input type="checkbox"/> APS 2.C is not met.</p> <p>Rationale for APS 2.C rating</p>	
Domain 1: Planning	APS 3: Planning Assessments and Using Data
<p>APS 3.A The teacher develops/selects and administers a variety of appropriate assessments.</p> <p>The teacher</p> <ul style="list-style-type: none"> ▪ develops and/or selects appropriate key unit assessments; and ▪ presents sound evidence that these assessments are valid and reliable for all students. <p>Rating for APS 3.A <input type="checkbox"/> APS 3.A is met. <input type="checkbox"/> APS 3.A is not met.</p> <p>Rationale for APS 3.A rating</p>	

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Domain 1: Planning	APS 3: Planning Assessments and Using Data
<p>APS 3.B At appropriate intervals, the teacher gathers and accurately analyzes student performance data and uses this information to guide instructional planning.</p> <p>The teacher appropriately analyzes the assessment data for formative purposes in order to determine</p> <ul style="list-style-type: none"> ▪ individual students' strengths and weaknesses; and ▪ specific aspects of instruction that need to be modified. <p>Rating for APS 3.B <input type="checkbox"/> APS 3.B is met. <input type="checkbox"/> APS 3.B is not met.</p> <p>Rationale for APS 3.B rating</p>	
<p>APS 3.C The teacher uses assessment data to assign grades (or other indicators) that accurately reflect student progress and achievement.</p> <p>The teacher establishes summative evaluation criteria that</p> <ul style="list-style-type: none"> ▪ align with the unit objectives, the unit assessments, and the ability levels of the students; and ▪ accurately reflect student progress and achievement. <p>Rating for APS 3.C <input type="checkbox"/> APS 3.C is met. <input type="checkbox"/> APS 3.C is not met.</p> <p>Rationale for APS 3.C rating</p>	
Domain 2: Instruction	APS 4: Establishing and Maintaining High Expectations for Learners
<p>APS 4.A The teacher establishes, communicates, and maintains high expectations for student achievement.</p> <p>The teacher effectively communicates to the students</p> <ul style="list-style-type: none"> ▪ what they are expected to learn (i.e., to know and be able to do); and ▪ the overall purpose and relevance (i.e., why they are expected to know and/or be able to do it). <p>Rating for APS 4.A <input type="checkbox"/> APS 4.A is met. <input type="checkbox"/> APS 4.A is not met.</p> <p>Rationale for APS 4.A rating</p>	
<p>APS 4.B The teacher establishes, communicates, and maintains high expectations for student participation.</p> <p>The teacher effectively communicates</p> <ul style="list-style-type: none"> ▪ appropriate expectations for student participation during the lesson; and ▪ appropriate expectations for accomplishing related assignments and tasks. <p>Rating for APS 4.B <input type="checkbox"/> APS 4.B is met. <input type="checkbox"/> APS 4.B is not met.</p> <p>Rationale for APS 4.B rating</p>	

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Domain 2: Instruction	APS 4: Establishing and Maintaining High Expectations for Learners
<p>APS 4.C The teacher helps students assume responsibility for their own participation and learning.</p> <p>The teacher</p> <ul style="list-style-type: none"> ▪ encourages students to develop the initiative to become the active agents of their own learning; and ▪ assists the students in developing strategies to compensate for their weaknesses when it is necessary. <p>Rating for APS 4.C <input type="checkbox"/> APS 4.C is met. <input type="checkbox"/> APS 4.C is not met.</p> <p>Rationale for APS 4.C rating</p>	

Domain 2: Instruction	APS 5: Using Instructional Strategies to Facilitate Learning
<p>APS 5.A The teacher uses appropriate instructional strategies.</p> <p>The teacher uses instructional strategies that are</p> <ul style="list-style-type: none"> ▪ appropriate for the content; and ▪ appropriate for the students. <p>Rating for APS 5.A <input type="checkbox"/> APS 5.A is met. <input type="checkbox"/> APS 5.A is not met.</p> <p>Rationale for APS 5.A rating</p>	
<p>APS 5.B The teacher uses a variety of instructional strategies.</p> <p>The teacher uses a variety of instructional strategies (that is, the teacher does not always rely on the same strategy for every lesson) to</p> <ul style="list-style-type: none"> ▪ convey information; and ▪ involve and engage the students. <p>Rating for APS 5.B <input type="checkbox"/> APS 5.B is met. <input type="checkbox"/> APS 5.B is not met.</p> <p>Rationale for APS 5.B rating</p>	
<p>APS 5.C The teacher uses instructional strategies effectively.</p> <p>The teacher's effective use of instructional strategies results in</p> <ul style="list-style-type: none"> ▪ meaningful student learning; and ▪ opportunities for all students to be engaged in the learning and to experience success. <p>Rating for APS 5.C <input type="checkbox"/> APS 5.C is met. <input type="checkbox"/> APS 5.C is not met.</p> <p>Rationale for APS 5.C rating</p>	

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Domain 2: Instruction	APS 6: Providing Content for Learners
<p>APS 6.A The teacher demonstrates a thorough command of the discipline that he or she teaches.</p> <p>The teacher</p> <ul style="list-style-type: none"> ▪ provides content that is accurate and current; ▪ identifies and explains/demonstrates conceptual relationships and/or procedural steps; and ▪ identifies and corrects students’ content errors. <p>Rating for APS 6.A <input type="checkbox"/> APS 6.A is met. <input type="checkbox"/> APS 6.A is not met.</p> <p>Rationale for APS 6.A rating</p>	
<p>APS 6.B The teacher provides appropriate content.</p> <p>The teacher</p> <ul style="list-style-type: none"> ▪ provides content that is appropriate to the learning; ▪ provides content that is appropriate to the learners; and ▪ when possible, provides content that expands students’ perspectives. <p>Rating for APS 6.B <input type="checkbox"/> APS 6.B is met. <input type="checkbox"/> APS 6.B is not met.</p> <p>Rationale for APS 6.B rating</p>	
<p>APS 6.C The teacher structures the content to promote meaningful learning.</p> <p>The teacher</p> <ul style="list-style-type: none"> ▪ organizes the content in a logical sequence; ▪ makes the content relevant, meaningful, and applicable to the students; ▪ promotes higher level of knowledge and cognitive processing; and ▪ identifies and addresses problems that students may exhibit in terms of mastering the content. <p>Rating for APS 6.C <input type="checkbox"/> APS 6.C is met. <input type="checkbox"/> APS 6.C is not met.</p> <p>Rationale for APS 6.C rating</p>	



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Domain 2: Instruction**APS 7: Monitoring, Assessing, and Enhancing Learning****APS 7.A The teacher continually monitors student learning during instruction by using a variety of informal and formal assessment strategies.**

The teacher maintains a constant awareness of student learning by

- engaging the students in activities such as discussions, projects, performances, assignments, and quizzes;
- using effective questioning techniques; and
- observing/listening to and analyzing students' verbal and nonverbal responses and reactions, inquiries, approaches to the task, performances, and final products.

Rating for APS 7.A APS 7.A is met. APS 7.A is not met.

Rationale for APS 7.A rating**APS 7.B The teacher enhances student learning by using information from informal and formal assessments to guide instruction.**

The teacher

- makes appropriate decisions regarding the need to make adjustments during the lesson; and
- effectively implements any needed adjustments.

Rating for APS 7.B APS 7.B is met. APS 7.B is not met.

Rationale for APS 7.B rating**APS 7.C The teacher enhances student learning by providing appropriate instructional feedback to students.**

The teacher

- provides feedback to students throughout the lesson;
- provides feedback to students on all significant student work; and
- provides feedback that is accurate, constructive, substantive, specific, and timely.

Rating for APS 7.C APS 7.C is met. APS 7.C is not met.

Rationale for APS 7.C rating

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Domain 3: Environment	APS 8: Maintaining an Environment That Promotes Learning
<p>APS 8.A The teacher creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning.</p> <p>The teacher creates and maintains a physical environment that</p> <ul style="list-style-type: none"> ▪ is safe; and ▪ is conducive to learning. <p>Rating for APS 8.A <input type="checkbox"/> APS 8.A is met. <input type="checkbox"/> APS 8.A is not met.</p> <p>Rationale for APS 8.A rating</p>	
<p>APS 8.B The teacher creates and maintains a positive affective climate in his or her classroom.</p> <p>The teacher</p> <ul style="list-style-type: none"> ▪ displays confidence and enthusiasm; and ▪ maintains positive and respectful relationships with the students. <p>Rating for APS 8.B <input type="checkbox"/> APS 8.B is met. <input type="checkbox"/> APS 8.B is not met.</p> <p>Rationale for APS 8.B rating</p>	
<p>APS 8.C The teacher creates and maintains a culture of learning in his or her classroom.</p> <p>The teacher</p> <ul style="list-style-type: none"> ▪ creates a culture of learning by being an active learner; and ▪ works to ensure that every student feels a sense of belonging in the classroom. <p>Rating for APS 8.C <input type="checkbox"/> APS 8.C is met. <input type="checkbox"/> APS 8.C is not met.</p> <p>Rationale for APS 8.C rating</p>	
Domain 3: Environment	APS 9: Managing the Classroom
<p>APS 9.A The teacher manages student behavior appropriately.</p> <p>The teacher</p> <ul style="list-style-type: none"> ▪ establishes and communicates appropriate behavioral rules and consequences; ▪ maintains a constant awareness of events and activities in the classroom; ▪ uses effective preventive discipline techniques; and ▪ handles disruptions in an appropriate and timely manner. <p>Rating for APS 9.A <input type="checkbox"/> APS 9.A is met. <input type="checkbox"/> APS 9.A is not met.</p> <p>Rationale for APS 9.A rating</p>	



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Domain 3: Environment	APS 9: Managing the Classroom
<p>APS 9.B The teacher makes maximal use of instructional time.</p> <p>The teacher</p> <ul style="list-style-type: none"> ▪ ensures that the students are engaged in meaningful academic learning throughout the instructional period; and ▪ organizes the classroom in a manner that promotes a smooth flow of activity. <p>Rating for APS 9.B <input type="checkbox"/> APS 9.B is met. <input type="checkbox"/> APS 9.B is not met.</p> <p>Rationale for APS 9.B rating</p>	
<p>APS 9.C The teacher manages essential noninstructional routines in an efficient manner.</p> <p>The teacher</p> <ul style="list-style-type: none"> ▪ promotes the smooth flow of noninstructional routines; and ▪ manages transitions between activities or classes in an efficient and orderly manner. <p>Rating for APS 9.C <input type="checkbox"/> APS 9.C is met. <input type="checkbox"/> APS 9.C is not met.</p> <p>Rationale for APS 9.C rating</p>	
Domain 4: Professionalism	APS 10: Fulfilling Professional Responsibilities
<p>APS 10.A The teacher is an advocate for the students.</p> <p>The teacher</p> <ul style="list-style-type: none"> ▪ works effectively with colleagues to help determine and meet individual student needs; and ▪ establishes appropriate professional relationships with others outside of the school to support the well-being of students. <p>Rating for APS 10.A <input type="checkbox"/> APS 10.A is met. <input type="checkbox"/> APS 10.A is not met.</p> <p>Rationale for APS 10.A rating</p>	
<p>APS 10.B The teacher works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students.</p> <p>The teacher</p> <ul style="list-style-type: none"> ▪ is an active contributor to school initiatives; and ▪ supports school-related organizations and activities. <p>Rating for APS 10.B <input type="checkbox"/> APS 10.B is met. <input type="checkbox"/> APS 10.B is not met.</p> <p>Rationale for APS 10.B rating</p>	

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Domain 4: Professionalism	APS 10: Fulfilling Professional Responsibilities	
<p>APS 10.C The teacher is an effective communicator.</p> <p>The teacher</p> <ul style="list-style-type: none"> ▪ uses clear and correct oral and written language; and ▪ communicates effectively and regularly with parents. <p>Rating for APS 10.C <input type="checkbox"/> APS 10.C is met. <input type="checkbox"/> APS 10.C is not met.</p> <p>Rationale for APS 10.C rating</p>		
<p>APS 10.D The teacher exhibits professional demeanor and behavior.</p> <p>The teacher</p> <ul style="list-style-type: none"> ▪ maintains all required professional credentials; ▪ adheres to all <i>Standards of Conduct for South Carolina Educators</i> and maintains ethical standards; and ▪ demonstrates self-management skills (e.g., responsibility, initiative, time management, appearance) and a high quality of work (e.g., completing required tasks in an accurate, timely, and effective manner). <p>Rating for APS 10.D <input type="checkbox"/> APS 10.D is met. <input type="checkbox"/> APS 10.D is not met.</p> <p>Rationale for APS 10.D rating</p>		
<p>APS 10.E The teacher is an active learner.</p> <p>The teacher</p> <ul style="list-style-type: none"> ▪ accurately identifies his or her own professional strengths and weaknesses; ▪ sets appropriate professional development goals; and ▪ regularly seeks out, participates in, and contributes to activities that promote collaboration and that support his or her continued professional growth. <p>Rating for APS 10.E <input type="checkbox"/> APS 10.E is met. <input type="checkbox"/> APS 10.E is not met.</p> <p>Rationale for APS 10.E rating</p>		

Additional Comments (optional)



3b. A consistent, goal-based evaluation system for the student teacher

iii. A graded, culminating project is based on the same set of goals

Source: *The University of Montana - Western's rubric for evaluation of student teachers' portfolios is provided as an exemplar of a project that requires student teachers to provide evidence of mastery of student teaching standards, and is graded on how well the student teachers meet those standards, as opposed to simply submitting items that satisfy a checklist.*

Appendix J - Phase III Portfolio Evaluation Form

Date: _____ Candidate _____
Reviewer _____

The University of Montana-Western Evaluation of Student-Teacher for TEP Phase III

REVIEWER: Circle the appropriate rubric item for each artifact.

The portfolio artifacts and evidence are assessed based on the following ratings:

1=Unacceptable, 2=Developing, 3=Proficient, and 4=Exemplary.

To pass the portfolio, the candidate must have **no** unacceptable ratings, at least a 2 in each rating, and an overall average score of 2.5. (See other requirements for TEP Phase III in the TEP Student Handbook.) The TEP portfolio is organized by the ten national INTASC Principles.

(Bold items refer to the overall INTASC principle. Other items are specific indicators that support the principle.)

Introduction				
Level of Performance:	1 Unacceptable	2 Developing	3 Proficient	4 Exemplary
Documentation:				
Resume	Difficult to follow; numerous errors in spelling or writing mechanics.	Lists work experiences, but lacks information about volunteer work or experiences with K-12 students. May have a few errors in spelling or writing mechanics.	Professional and easy to follow. Lists academic background, work & volunteer experiences, K-12 school experiences, & personal interests. Shows a clear commitment to becoming a professional educator. No errors in spelling or writing mechanics.	Professional and easy to follow. Academic background, work & volunteer experiences, K-12 school experiences, & personal interests provide ample evidence of commitment to becoming a teacher who is an educational leader. No errors in spelling or writing mechanics.
Autobiographical Essay: (1) why you want to be a teacher; (2) life and educational experiences reflecting your commitment to becoming an educational leader; (3) professional goals.	Ideas difficult to follow, support for the topic minimal or irrelevant; numerous errors in spelling or other writing mechanics. One or more required elements missing.	Ideas fairly well organized but expression of ideas may be awkward; contains some errors in spelling, writing mechanics. All required elements present.	Rationale indicates individual has a clear commitment to the teaching profession; provides evidence individual has varied life and educational experiences likely to enhance their capacity to become a teacher; includes a succinct statement or list of appropriate professional educational goals. Essay well organized, expression of ideas usually clear. Few or no errors in writing conventions.	Provides a compelling rationale indicating individual has strong commitment to the teaching profession; provides evidence individual has varied life and educational experiences likely to enhance their capacity to become an educational leader; includes a succinct statement or list of appropriate professional educational goals, including both short term and long term goals. Essay well organized, expression of ideas clear. No errors in writing conventions.

Reviewer Comments:

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<p>INTASC Principle 1: Content knowledge</p>	<p>The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. <i>Indicators:</i> Can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas (S). Engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline (S).</p>			
<p>Levels of Performance:</p>	<p>1 Unacceptable</p>	<p>2 Developing</p>	<p>3 Proficient</p>	<p>4 Exemplary</p>
<p>Documentation:</p>				
<p>Reflective Written Analysis (RWA) of your strengths related to INTASC Principle 1. (Include the INTASC Principle/Standard at the top of a 1-2 page essay. (1) Explain how the principle is important in your teaching; (2) describe ways you have implemented the principle in your lessons and/or what you plan to do when you teach; (3) conclusion should reinforce your belief in the principle and make a reference to the artifacts/evidence in that section of the portfolio)</p>	<p>One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding.</p>	<p>Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle.</p>	<p>Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle.</p>	<p>Organization unified, logical; transitions effective; language use fluent & accurate; clear expression of ideas. Understanding of the importance of the Principle goes beyond that expected of a first year teacher. Describes artifacts and/or life experiences that demonstrate an advanced capacity to implement the Principle.</p>
<p>Transcripts <i>Reviewer Comments:</i></p>	<p>GPA below 2.5 in <u>general education</u> courses, or in major/minor courses; Or some gen. ed. or major/minor courses with grade below C- Or GPA in prof. ed. courses below 3.0 Or one or more professional education courses with grade below B-</p>	<p>N/A</p>	<p>GPA in gen.ed. courses 2.5 or above; GPA in major & minor courses 2.5 or above; No grades below C- Professional education courses: GPA 3.0 or above; No grade below B-</p>	<p>Overall GPA 3.0 or above (all other conditions met)</p>
<p>Reference letters from two university faculty members at UMW. May be supplemented with letter from supervising teacher.</p>	<p>Reference letters not from university faculty or supervising teacher; OR letters not supportive of candidate potential to become a teacher</p>	<p>Reference letters from university faculty members or from supervising teacher supportive of candidate's potential as a teacher but suggest the need for further development.</p>	<p>Reference letters from two university faculty members highly supportive of candidate's potential as a teacher.</p>	<p>Reference letters from two university faculty members and supervising teacher highly supportive of candidate's potential as an educational leader.</p>
<p>A unit plan you have taught during student teaching demonstrating your understanding of the central concepts, tools of inquiry and structures of the discipline you will teach.</p>	<p>Consistently makes content errors, does not correct errors, or does not research the content as needed.</p>	<p>Demonstrates content knowledge but does not connect content with other subjects or disciplines.</p>	<p>Demonstrates sound content knowledge; connects content across subjects; engages students in generating knowledge and testing hypotheses.</p>	<p>Consistently creates integrated learning experiences that engage students in generating knowledge and testing hypotheses.</p>
<p>Videotaped lesson and reflection on the lesson content. (See Appendix 5)</p>	<p>Consistently makes content errors, does not correct errors.</p>	<p>Demonstrates content knowledge but does not connect content with other subjects or disciplines.</p>	<p>Demonstrates sound content knowledge and connects content across subjects and disciplines</p>	<p>Creates an integrated learning experience that engages students in generating knowledge and testing hypotheses.</p>

Reviewer comments:



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INTASC Principle 2: Development of Learners	The candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development. (K, S) <i>Indicator/s:</i> Is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning (D). Makes connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials (S).			
Levels of Performance:	1 Unacceptable	2 Developing	3 Proficient	4 Exemplary
Documentation:				
Reflective Written Analysis (RWA) of your strengths related to INTASC Principle 2.	One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding.	Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle.	Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle.	Organization unified, logical; transitions effective; language use fluent & accurate; clear expression of ideas. Understanding of the importance of the Principle goes beyond that expected of a first year teacher. Describes artifacts and/or life experiences that demonstrate an advanced capacity to implement the Principle.
One lesson plan in which you demonstrate understanding of how children learn and develop, providing opportunities for intellectual, social, and personal development	Little or no evidence of understanding how children learn and develop.	Some evidence of adjustments to learning appropriate for students' developmental needs.	Clear evidence of learning adjusted to students' development needs, and connections to students' experiences. Uses students' strengths as a basis for growth.	Consistently uses students' strengths as a basis for growth while making connections to student experiences that engage them in the manipulation and testing of ideas and materials.

Reviewer Comments:

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<p>INTASC Principle 3: Respect for Diversity</p>	<p>The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (K, S) <u>Indicator:</u> Respects individuals with differing personal, family, cultural backgrounds, worldviews, and having various talents and interests (D) Identifies and designs instruction using multiple strategies appropriate to students' stage of development, learning styles, multi-intelligences, strengths, and particular learning differences and needs (S).</p>			
<p>Levels of Performance:</p>	<p>1 Unacceptable</p>	<p>2 Developing</p>	<p>3 Proficient</p>	<p>4 Exemplary</p>
<p>Documentation: (INTASC 3)</p>				
<p>Reflective Written Analysis (RWA) of your strengths related to INTASC Principle 3.</p>	<p>One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding.</p>	<p>Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle.</p>	<p>Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle.</p>	<p>Organization unified, logical; transitions effective; language use fluent & accurate; clear expression of ideas. Understanding of the importance of the Principle goes beyond that expected of a first year teacher. Describes artifacts and/or life experiences that demonstrate an advanced capacity to implement the Principle.</p>
<p>Experience with diversity (such as: study of a non-English language, experience with diverse cultures other than your own, experience with individuals from diverse economic, language, or geographical backgrounds, study abroad, travel abroad, involvement with programs celebrating diversity, experience with individuals with special needs or English language learners (ELLs). Four examples (new examples not required unless previous ones were weak)</p>	<p>One or fewer examples provided of experience with people of diversity; or evidence suggests a lack of respect for diverse individuals.</p>	<p>At least two examples provided of experience with diverse individuals. Respectful attitude is displayed.</p>	<p>At least 4 examples of experience with diverse individuals; Consistently shows evidence of respectful, caring attitude towards diverse individuals.</p>	<p>Multiple examples included. Consistently demonstrates respect for differences and a commitment to embracing diversity.</p>
<p>Unit plan or lesson you have taught during student teaching that addresses exceptionality or diversity in your classroom.</p>	<p>Lesson plan lacks appropriate differentiation for diverse learners.</p>	<p>Lesson plan considers diverse learners but is limited in understanding of student needs.</p>	<p>Instruction demonstrates use of multiple strategies appropriate for diverse learners.</p>	<p>Consistently designs instruction that engages multiple learning styles, needs, strengths and differences.</p>

Reviewer Comments:



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<p>INTASC Principle 4: Variety of Instructional Strategies</p>	<p>The candidate understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills. (K, S) Indicator: Uses multiple teaching and learning strategies to engage students in experiential, individual, and socially constructed learning opportunities (S). Provides leadership in the development of students’ critical thinking, problem solving, and performance capabilities (S).</p>			
<p>Levels of Performance:</p>	<p>1 Unacceptable</p>	<p>2 Developing</p>	<p>3 Proficient</p>	<p>4 Exemplary</p>
<p>Documentation:</p>				
<p>Reflective Written Analysis (RWA) of your strengths related to INTASC Principle 4.</p>	<p>One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding.</p>	<p>Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle.</p>	<p>Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle.</p>	<p>Organization unified, logical; transitions effective; language use fluent & accurate; clear expression of ideas. Understanding of the importance of the Principle goes beyond that expected of a first year teacher. Describes artifacts and/or life experiences that demonstrate an advanced capacity to implement the Principle.</p>
<p>A unit or lesson plan you have taught in which you demonstrate an understanding and use of a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.</p>	<p>No evidence provided of the use of appropriate teaching and learning strategies.</p>	<p>At least one appropriate teaching and learning strategy provided, but limited in ability to address critical thinking and problem solving.</p>	<p>Uses strategies that engage students in socially constructed learning. Provides learning opportunities that develop students’ critical thinking and problem solving.</p>	<p>Uses multiple teaching and learning strategies, and through instruction, articulates socially constructed opportunities for experiential and individual learning. Consistently guides the development of students’ critical thinking and problem solving capabilities.</p>

Reviewer Comments:

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<p>INTASC Principle 5: Individual and Group Motivation</p>	<p>The candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction in the classroom. (K, S) <i>Indicator/s:</i> Understands the principles of classroom management. Values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning (D).</p>			
<p>Levels of Performance:</p>	<p>1 Unacceptable</p>	<p>2 Developing</p>	<p>3 Proficient</p>	<p>4 Exemplary</p>
<p>Documentation:</p>				
<p>Reflective Written Analysis (RWA) of your strengths related to INTASC Principle 5.</p>	<p>One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding.</p>	<p>Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle.</p>	<p>Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle.</p>	<p>Organization unified, logical; transitions effective; language use fluent & accurate; clear expression of ideas. Understanding of the importance of the Principle goes beyond that expected of a first year teacher. Describes artifacts and/or life experiences that demonstrate an advanced capacity to implement the Principle.</p>
<p>One lesson or unit plan you have taught in which you demonstrate an understanding and use of a variety of instructional strategies to encourage developing a community of learners.</p>	<p>No evidence of strategies used to encourage a community of learners.</p>	<p>Limited evidence of strategies effective in developing a community of learners.</p>	<p>Clearly ties individual and group motivation to instruction that encourages positive social interaction in the classroom.</p>	<p>Consistently ties individual and group motivation to instruction that encourages positive social interaction in the classroom. Lessons clearly articulate the role of students in promoting each others' learning.</p>
<p>Classroom management plan, revised for student teaching.</p>	<p>No indication of individual and group motivation that encourages positive social interaction in the classroom. Plan poorly written. No citations included.</p>	<p>Management plan is not clearly linked to positive student motivation. Limited indication of individual and group strategies that encourage positive social interaction in the classroom. Citations not included or limited in usefulness.</p>	<p>Management plan is clearly designed for positive motivation of students. Values the role of students in promoting each other's learning. Plan thorough and well thought out. Appropriate citations included.</p>	<p>Management plan is clearly designed for positive motivation of students. There are provisions for establishing strong peer relationships as part of the learning climate. Plan thorough and well thought out. Appropriate citations included.</p>

Reviewer Comments:



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INTASC Principle 6: Communication	The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (K, S)			
	Indicator: Models effective nonverbal and verbal communication, including the use of a variety of media communication tools, including audio-visual aids and computers (K,S)			
Levels of Performance:	1 Unacceptable	2 Developing	3 Proficient	4 Exemplary
Documentation:				
Reflective Written Analysis (RWA) of your strengths related to INTASC Principle 6.	One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding.	Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle.	Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle.	Organization unified, logical; transitions effective; language use fluent & accurate; clear expression of ideas. Understanding of the importance of the Principle goes beyond that expected of a first year teacher. Describes artifacts and/or life experiences that demonstrate an advanced capacity to implement the Principle.
Communication and literacy abilities: graded work samples and/or life experiences (such as giving public talks; volunteering for a literacy council) (one new example since Phase II - 5 total)	Speech may be inaudible or poorly articulated. Language may contain numerous grammar, syntax, or spelling errors. Vocabulary may be vague or words are used inappropriately, or incorrectly.	Speech and written language are generally clear and correct. Vocabulary is correct although limited.	Speech and written language are clear and standard usage is evident. Vocabulary appropriate to the situation. Portfolio and presentation are organized and easy to follow.	Speech and written language are clear and standard usage is evident. Written language skills and vocabulary are exemplary. Portfolio presentation clearly demonstrates candidate's effective use of inquiry, collaboration and supportive interaction in the classroom.
Technology work samples (one new example since Phase II - 4 total)	No technology or limited evidence provided.	Provides one or two examples of use of technology. Examples show adequate skill level.	Provides examples of the appropriate use of a variety of forms of technology.	Effectively integrates a variety of media communication tools into instruction, engaging students in their use in research.
Creativity or aesthetic analysis work samples (no new examples required, unless earlier examples were weak - 3 total examples)	No creative examples provided or examples are of poor quality.	Provides one or two creativity samples, or samples show a limited range of creative skills.	Creativity examples provide evidence of a range of creative skills	Exemplary evidence of a range of creative skills, with examples of incorporation into teaching.
Bibliography of recently read publications (up-dated from Phase II)	Bibliography is incomplete or includes only books required for classes.	Bibliography is complete, and includes books in addition to required reading.	Bibliography is complete and extensive, showing a range of reading interests.	Extensive bibliography includes multiple references to professional literature.
Observation form completed by Supervising Teacher and University coordinator	Form includes at least one "unacceptable" mark.	Form includes no "unacceptable" marks, and most marks are "developing."	Form indicates proficiency in all but a few areas.	Form indicates exemplary performance in a variety of areas.

Reviewer Comments:

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INTASC Principle 7: Instructional Planning	The candidate plans instruction based upon knowledge of the subject matter, students, the community, and curriculum goals. (K, S) <i>Indicator:</i> Understands learning theory, subject matter, curriculum development, and student development (K).			
Levels of Performance:	1 Unacceptable	2 Developing	3 Proficient	4 Exemplary
Documentation:				
Reflective Written Analysis (RWA) of your strengths related to INTASC Principle 7.	One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding.	Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle.	Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle.	Organization unified, logical; transitions effective; language use fluent & accurate; clear expression of ideas. Understanding of the importance of the Principle goes beyond that expected of a first year teacher. Describes artifacts and/or life experiences that demonstrate an advanced capacity to implement the Principle.
Evaluation Form completed by Supervising teacher and University coordinator	Form includes at least one "unacceptable" rating	Some overall principles are rated "developing," Or more than one indicator under a principle is rated "developing"	Form includes "proficient" or better ratings in each overall principle. No more than <u>one</u> indicator under each principle is rated "developing." No "unacceptable" ratings occur.	Form includes exemplary marks in a variety of areas, and all other conditions for "Proficient" are met.

Reviewer Comments:



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INTASC Principle 8: Assessment	The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner (K, S). <i>Indicator:</i> Knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes (K,S).			
Levels of Performance:	1 Unacceptable	2 Developing	3 Proficient	4 Exemplary
Documentation:				
Reflective Written Analysis (RWA) of your strengths related to INTASC Principle 8.	One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding.	Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle.	Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle.	Organization unified, logical; transitions effective; language use fluent & accurate; clear expression of ideas. Understanding of the importance of the Principle goes beyond that expected of a first year teacher. Describes artifacts and/or life experiences that demonstrate an advanced capacity to implement the Principle.
A variety of assessments (at least four kinds of formal and informal examples) constructed by the candidate during student teaching. May be included within lesson or unit plans.	No or little evidence provided of construction and use of a variety of assessment strategies. Assessments may be inappropriate for expected learner outcomes.	At least two examples are provided of the construction and use of appropriate assessment strategies and instruments.	Assessments demonstrate regular use of a variety of types of assessment strategies appropriate for learner development. Assessment is used to inform instruction.	Multiple examples of the selection, construction, and use of assessment strategies and instruments appropriate to learning outcomes. Assessment results clearly inform instruction; diagnosis is evident.

Reviewer Comments:

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<p>INTASC Principle 9: Reflection and Professionalism</p>	<p>The candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. (D, S) Indicator: Understands the major areas of research on teaching and of resources available for professional learning (K) Indicator: Demonstrates leadership qualities through commitment to reflection, assessment, and critical thinking as an ongoing process (D)</p>			
<p>Levels of Performance:</p>	<p>1 Unacceptable</p>	<p>2 Developing</p>	<p>3 Proficient</p>	<p>4 Exemplary</p>
<p>Documentation:</p>				
<p>Reflective Written Analysis (RWA) of your strengths related to INTASC Principle 9.</p>	<p>One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding.</p>	<p>Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle.</p>	<p>Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle.</p>	<p>Organization unified, logical; transitions effective; language use fluent & accurate; clear expression of ideas. Understanding of the importance of the Principle goes beyond that expected of a first year teacher. Describes artifacts and/or life experiences that demonstrate an advanced capacity to implement the Principle.</p>
<p>Statement of Educational Philosophy: Teaching and Learning Beliefs, with citations of educational research & theory. Revised since Phase II.</p>	<p>Essay shows little or no understanding of philosophies of education; may have numerous writing errors. May have no citations.</p>	<p>Shows some understanding of philosophies of education; flow of essay may be awkward or somewhat unclear; may have several writing errors. Citations included but may be of limited value.</p>	<p>Compares personal beliefs to those of noted, cited philosophers; uses experiences in teaching to modify belief statements in meaningful ways; essay well developed; writing conventions accurate.</p>	<p>Has developed a personal philosophy grounded in educational theory and research and solidly backed by personal experience and action research in schools.</p>
<p>A written summary of what it means to be a teacher and an educational leader from an experiential, social constructivist theory, with citations from educational research and theory. Revised as needed since Phase II.</p>	<p>Summary shows little or no understanding of the concepts; may have numerous writing errors. May have no citations.</p>	<p>Shows some understanding of the concepts; may have a few writing errors. Citations included but may be of limited value.</p>	<p>Candidate relates professional knowledge from current research to choices and actions as a teacher thus building leadership qualities related to reflection, assessment and critical thinking.</p>	<p>Skillfully relates professional knowledge from current research, professional development activities, and action research to choices and actions as an educational leader.</p>
<p>Evaluation form completed by candidate's Supervising Teacher and University Coordinator.</p>	<p>Form includes at least one "unacceptable" rating</p>	<p>Some overall principles are rated "developing," Or more than one indicator under a principle is rated "developing"</p>	<p>Form includes "proficient" or better ratings in each overall principle. No more than <u>one</u> indicator under each principle is rated "developing." No "unacceptable" ratings occur.</p>	<p>Form includes exemplary marks in a variety of areas, and all other conditions for "Proficient" are met.</p>
<p>An action research project on assessment of teaching and/or student learning, developed during ED 499,</p>	<p>No conclusions are drawn or are not based on the data. Several grammar, punctuation,</p>	<p>Conclusions are drawn from the data and background information, but</p>	<p>Conclusions are drawn from & supported by the data and background</p>	<p>Conclusions are drawn from & clearly supported by the data and background</p>



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conducted during student teaching.	and spelling errors. Writing is not well organized and clear.	conclusions are weakly supported by the data. Only a few grammar, punctuation, and spelling errors.	information. Implications for teaching & learning are stated but may not be completely connected to the data. No grammar, punctuation, or spelling errors.	information. Implications for teaching & learning are clearly stated and supported with the data. Appropriate implications for instruction are discussed. No grammar, punctuation, or spelling errors.
Evaluations of the candidate by students in the student teaching classroom. Summarize data in a table or grid; and reflect on the data.	Evaluations absent; or no reflections provided	Evaluations present but not summarized; limited reflection provided	Evaluations appropriately summarized; reflections show willingness to listen to ideas of others	Evaluations appropriately summarized; reflections show willingness to listen to ideas of others and immediately remediate.

Reviewer Comments

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INTASC Principle 10: School, Families and Community		The candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. (S, D)			
		<i>Indicator:</i> Takes the lead in establishing respectful cooperative relationships with children, families and community members (S)			
Levels of Performance:		1 Unacceptable	2 Developing	3 Proficient	4 Exemplary
Documentation:					
<p>Reflective Written Analysis (RWA) of your strengths related to INTASC Principle 10.</p> <p><i>Reviewer Comments:</i></p>	<p>One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding.</p>	<p>Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle.</p>	<p>Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle.</p>	<p>Organization unified, logical; transitions effective; language use fluent & accurate; clear expression of ideas. Understanding of the importance of the Principle goes beyond that expected of a first year teacher. Describes artifacts and/or life experiences that demonstrate an advanced capacity to implement the Principle.</p>	
<p>Professionalism: evidence of leadership, service learning, project involvement, personal attributes and special talents. (3 examples total - No new examples required, unless this area was weak in Phase II)</p>	No evidence provided	One or two examples provided of limited involvement in service to community	Multiple examples provided that demonstrate candidate takes a leadership role in service to community	Candidate clearly has a long-term commitment to taking the lead in creating service opportunities, sharing special talents with the community	
<p>Evidence of work with children and adolescents, such as coaching, involvement with youth organizations, or in various field experience settings. (3 examples total - No new examples required, unless this area was weak in Phase II)</p>	No evidence provided of interactions with children, adolescents, or related community organizations	Some evidence provided of respectful interactions with children, adolescents, and/or related community organizations.	Multiple sources of evidence demonstrate that candidate plays a leadership role in creating respectful interactions with children, adolescents, and/or related community organizations.	Consistently takes the lead in establishing respectful, cooperative relationships with youth and community, evidenced through various efforts toward community service, parent teacher interactions, and helping students establish and reach learning goals.	
<p>A letter sent home to parents of the students in your classroom (elementary) or a classroom setting (secondary) introducing yourself and your teaching/learning goals during student teaching.</p>	No letter provided	Letter sent home gives parents minimal information	Letter shows evidence of a caring attitude towards needs of students and families. Specific goals for students are outlined.	Letter provides specific goals for students, clear grasp of needs of students & families, and establishes an open line of communication between candidate and families.	
<p>Evidence that the candidate has worked with parents/families to incorporate the culture of the family and community into the curriculum.</p>	No evidence provided of interactions with families or community members; no evidence of linking curriculum to local culture	Limited evidence provided of interactions with families or community members; limited evidence of linking curriculum to local culture	Clear evidence provided of positive, collaborative interactions with families or community members; candidate regularly finds ways to link curriculum to local culture	Consistent evidence of positive, collaborative interactions with families or community members; candidate creates innovative ways to link curriculum to local culture	

3c. Guidance for cooperating teachers and supervisors on their roles as evaluators

- i. Supervisors' observations provide written and oral feedback and occur at least five times

Source: Exemplar language is contained in a document from **Lake Superior State University's** Student Teaching Handbook.

Responsibilities of the University Supervisor

The following list of responsibilities will guide the university supervisor in assisting the professional relationship between the student teacher and the school community:

- Serve as the prime liaison between the schools and the University.
- Cooperate with school personnel in a manner that will enhance the partnership between the school system and the School of Education at LSSU.
- Serve as a resource person for the supervising teacher and the student teacher.
- Observe the student teacher teach at regular intervals at least 5-6 times per semester. The observations will be spread throughout the semester. A student who has a split assignment will be observed a minimum of two times per assignment.
- Conduct six evaluations during the first semester, and five evaluations during the second semester. (Each semester, three formal evaluations using the Periodic Evaluation Form (F-130) are to be completed.) These will include each respective semester's final semester evaluation.
- Conduct the Orientation/First Visit (Form F020) within the first two weeks of student teaching. Initiate conferences with student teachers, supervising teachers and others concerned with the student's progress.
- Confer and cooperate with the student teacher and supervising teacher in evaluating the student's progress and give them a copy of the evaluation.
- Provide sympathetic understanding and advice to help alleviate the tensions that often accompany student teaching and aid the student in improving self-confidence;
- Confer with the Professor of Record in the writing and implementation of any necessary Intern Plan of Improvement (Form F140).
- Submit reports to the School of Education's Director of Field Experiences.
- Act to enhance the continuing growth and quality of the student teaching program.

Note that observations must be spread out.

A clear outline of expectations for how many observations.



3c. Guidance for cooperating teachers and supervisors on their roles as evaluators

ii. Evaluations integrate feedback from supervisors and cooperating teachers

Source: Exemplar language is contained in a document from **Furman University's** "Comprehensive Orientation to ADEPT." See page 5.

FORMATIVE ASSESSMENTS DURING THE TEACHING INTERNSHIP

1. Types and Frequency

During the Teaching Internship, elementary and secondary/K-12 foreign language candidates receive a minimum of two formative assessments by the university supervisor and two formative assessments by either the district mentor (for candidates who are induction teachers) or the cooperating teacher (for all music candidates and for elementary and secondary/K-12 foreign language candidates who are not induction teachers).

Secondary candidates are also required to have supplemental content knowledge assessments (a minimum of two) performed by arts and science faculty during the Teaching Internship. This is an additional formative assessment of APS6. A remediation procedure is specified for candidates who fail to meet this standard. **Table 2** below indicates where formative assessments occur during the Teaching Internship.

Table 2: Use of Assessments During the Teaching Internship

	Formative Assessments	Summative Assessments	ADEPT Evaluation
University Supervisor	Completes a minimum of one assessment before <u>and</u> after midterm	Completes a minimum of one assessment between the midterm and final formal ADEPT evaluation.	Participates in three-way midterm <u>and</u> final formal ADEPT evaluation
Cooperating Teacher/District Mentor	Completes a minimum of one assessment before <u>and</u> after midterm	Completes a minimum of one assessment between the midterm and final formal ADEPT evaluation.	Participates in three-way midterm <u>and</u> final formal ADEPT evaluation
Candidate	N/A	N/A	Participates in three-way midterm <u>and</u> final formal ADEPT evaluation
Arts and Sciences Faculty Member	Completes two content knowledge assessments (secondary candidates only)	N/A	N/A

The final evaluation includes both the cooperating teacher and the university supervisor.

4. Gathering feedback on student teaching placements

4a. Student teacher evaluation of cooperating teachers, site supervisors and schools

Source: No exemplar document was found that fully addresses the process for student teacher evaluation of the cooperating teacher, supervisor and placement school. **Florida Gulf Coast University (FGCU)**'s form for evaluation of cooperating teachers and **Chaminade University**'s form for evaluation of supervisors address portions of the evaluation process in an exemplary manner; NCTQ's suggested language supplements these forms with an evaluation of placement schools.

Evaluation of Cooperating Teacher by Block 5 Teacher Candidates Block 5 Final Internship Spring 2009		
<p>It is our goal to place FGCU students in internship environments that allow them to grow in their knowledge, skills, and dispositions toward teaching. The purpose of this evaluation is to help us assess the quality of the cooperating teachers and the experience you gained in their classroom in relation to the goals and objectives of the FGCU Teacher Education Programs.</p>		
<p>Cooperating Teacher: _____</p>		
<p>School: _____ Grade: _____</p>		
<p>Please mark YES or NO for each item below.</p>		
<p>My Cooperating Teacher...</p>		
	YES	NO
<p>A. Gave professional guidance and support.</p>		
1. Reviewed my lesson plans weekly and gave me constructive feedback.	<input type="checkbox"/>	<input type="checkbox"/>
2. Helped me to analyze and reflect upon my classroom experience using current research and theory.	<input type="checkbox"/>	<input type="checkbox"/>
3. Gradually allowed me to assume responsibility to full takeover.	<input type="checkbox"/>	<input type="checkbox"/>
4. Established a professional rapport with me.	<input type="checkbox"/>	<input type="checkbox"/>
5. Could be characterized as a mentor.	<input type="checkbox"/>	<input type="checkbox"/>
6. Made me feel like I was part of the school community.	<input type="checkbox"/>	<input type="checkbox"/>
7. Was accessible to discuss teaching and learning issues.	<input type="checkbox"/>	<input type="checkbox"/>
8. Willingly shared ideas and materials with me.	<input type="checkbox"/>	<input type="checkbox"/>
9. Encouraged me to try my ideas.	<input type="checkbox"/>	<input type="checkbox"/>
<p>B. Treated me as a professional while providing assessment.</p>		
10. Provided me with verbal and written feedback on my performance in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>
11. Communicated on a regular basis with my university supervisor.	<input type="checkbox"/>	<input type="checkbox"/>
12. Discussed my evaluations with me as a professional.	<input type="checkbox"/>	<input type="checkbox"/>
13. Supported my work toward completion of AES.	<input type="checkbox"/>	<input type="checkbox"/>
<p>C. Has professional knowledge, skills, and dispositions toward teaching.</p>		
14. Has a positive attitude toward teaching.	<input type="checkbox"/>	<input type="checkbox"/>
15. Created a positive classroom environment.	<input type="checkbox"/>	<input type="checkbox"/>
16. Is an effective classroom manager.	<input type="checkbox"/>	<input type="checkbox"/>
17. Is organized and well-prepared to teach.	<input type="checkbox"/>	<input type="checkbox"/>
18. Used instructional techniques that support what I am learning in my classes.	<input type="checkbox"/>	<input type="checkbox"/>
19. Used assessment data to drive instruction.	<input type="checkbox"/>	<input type="checkbox"/>
20. Provided purposeful work for students to complete.	<input type="checkbox"/>	<input type="checkbox"/>
21. Kept students engaged in lessons.	<input type="checkbox"/>	<input type="checkbox"/>
22. Worked well with parents.	<input type="checkbox"/>	<input type="checkbox"/>
23. Worked well with colleagues.	<input type="checkbox"/>	<input type="checkbox"/>
<p>D. Comments: Is there anything else you would like to tell us about your experience in this teacher's classroom?</p>		



Chaminade University Supervisor Evaluation Form

UNIVERSITY SUPERVISOR EVALUATION FORM

Name of Supervisor _____

Circle Level and Term:

Level: EL ~~Inter~~—SEC SPED **Term:** Fall Winter Spring Day ~~—Summer~~—Year: _____

- | | Low.....High | | | | |
|--|--------------|---|---|---|---|
| 1. The university supervisor’s expectations during the student teaching period were clearly communicated. | 1 | 2 | 3 | 4 | 5 |
| 2. The university supervisor was easily available via telephone and/or e-mail. | 1 | 2 | 3 | 4 | 5 |
| 3. The university supervisor was easily available for scheduled visitations. | 1 | 2 | 3 | 4 | 5 |
| 4. The university supervisor was consistently on time for scheduled visitations. | 1 | 2 | 3 | 4 | 5 |
| 5. The university supervisor’s observation time was utilized productively. | 1 | 2 | 3 | 4 | 5 |
| 6. The university supervisor demonstrated positive mentoring skills. | 1 | 2 | 3 | 4 | 5 |
| 7. The university supervisor was explicit and thorough in presenting feedback during the debriefing period. | 1 | 2 | 3 | 4 | 5 |
| 8. The debriefing periods were effective and adequate in length to provide the appropriate feedback and to discuss any immediate concerns. | 1 | 2 | 3 | 4 | 5 |
| 9. I gained a significant amount of information from the university supervisor. | 1 | 2 | 3 | 4 | 5 |
| 10. I would recommend this university supervisor to another student. | 1 | 2 | 3 | 4 | 5 |

Additional Comments



Addition to FCGU and Chaminade University evaluation forms:**My Placement School....**

Please evaluate the overall environment of the school in which you were placed for student teaching on the following characteristics:

1. Collegiality: Do administrators and staff appear to work together in a positive way professionally and personally? Do teachers work together to plan instruction and improve their teaching?
2. Support: Did administrators and staff appear to support one another and to welcome and support you as you became a temporary member of the school community?
3. School Environment: Does the school have an orderly and positive environment, with clear expectations for students? Do all students feel welcomed in the school? Is parent participation encouraged?
4. Student learning: Does the school have high expectations for its students' learning? Did you observe school wide efforts to support struggling students and increase all students' learning? Do teachers discuss student learning and how to improve it?
5. Safety: Did you feel safe in your classroom? In the school as a whole? In the school's neighborhood?
6. Would you recommend that student teachers continue to be placed in this school? Please elaborate on your reasons.



4b. Cooperating teacher evaluation of supervisors

Source: **Florida Gulf Coast University's** form for cooperating teacher evaluation of university supervisors is provided as an exemplar document.

Evaluation of University Supervisor by COOPERATING TEACHER Block 5 Final Internship Fall 2008

Please mark YES or NO for each of the statements below. You can return this survey in one of three ways:

1. Save a copy, complete and then send back to us at jmendolu@fgcu.edu Do NOT simply reply to this e-mail because this survey will not return to us as an attachment that way!
2. Fax the completed form to the internship office at 239.590-7779.
3. Mail the completed form to us at:

Florida Gulf Coast University
College of Education
Internship Office
10501 FGCU Boulevard South
Fort Myers, FL 33965

Thanks so much for your input and support of our undergraduate teacher education program at FGCU.

Please complete this form and return to FGCU at your convenience.

Name of University Supervisor:

		Yes	No
1.	Met with me within a week of the teacher candidate's arrival in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>
2.	Provided me with forms that I could use for observation and feedback.	<input type="checkbox"/>	<input type="checkbox"/>
3.	Conferred with me if changes had to be made to the FGCU student schedule and established internship policies.	<input type="checkbox"/>	<input type="checkbox"/>
4.	Established a professional rapport with me.	<input type="checkbox"/>	<input type="checkbox"/>
5.	Observed the teacher candidate at least three times during the placement.	<input type="checkbox"/>	<input type="checkbox"/>
6.	Worked with me as a team to support the developing skills of the FGCU teacher candidate.	<input type="checkbox"/>	<input type="checkbox"/>
7.	Completed the evaluation forms with input from me.	<input type="checkbox"/>	<input type="checkbox"/>
8.	Was accessible to discuss the performance of the teacher candidate with me.	<input type="checkbox"/>	<input type="checkbox"/>
9.	Was supportive of the FGCU student.	<input type="checkbox"/>	<input type="checkbox"/>
10.	Was knowledgeable about diverse learners in the classroom and appropriate instructional strategies for that population.	<input type="checkbox"/>	<input type="checkbox"/>
11.	Conducted the post-observation conference with the teacher candidate in private.	<input type="checkbox"/>	<input type="checkbox"/>
12.	Comments: Is there anything else you would like to tell us?		

4c. Supervisor evaluation of cooperating teachers and schools

Source: No exemplar document was found that fully addresses the process for supervisor evaluation of both the cooperating teacher and placement school. **Cardinal Stritch University's** form provides a foundation to which NCTQ's suggested language could be added to collect additional feedback on the placement school.

**Site Evaluation
(Supervisor)**

School _____ Semester _____ Year _____

Address _____ City _____

District _____

Cooperating Teacher _____ Grade/Subject _____

1. Were there sufficient opportunities for the student teacher to perform and practice current strategies? Y/N
Comment:

2. Was there sufficient coaching and modeling by the cooperating teacher? Y/N
Comment:

3. What are the particular strengths of this cooperating teacher which would assist in placing future student teachers with him/her?

4. Are there areas of concern that should be considered when sending student teachers to work with this cooperating teacher? Y/N
Comment:

5. What are the particular strengths of this site which would assist in placing future student teachers?

6. Are there areas of concern that should be considered when sending student teachers to this site? Y/N
Comment:

University Supervisor _____

Date _____

Cardinal Stritch University Student Teaching Handbook
Section V: Student Teaching Forms

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**Addition to Cardinal Stritch University evaluation form:**

Please evaluate the overall environment of the school in which you supervised student teachers on the following characteristics:

1. Collegiality: Do administrators and staff appear to work together in a positive way professionally and personally? Do teachers work together to plan instruction and improve their teaching?
2. Support: Did administrators and staff appear to support one another and to welcome and support the student teacher as she or he became a temporary member of the school community?
3. School Environment: Does the school have an orderly and positive environment, with clear expectations for students? Do all students feel welcomed in the school? Is parent participation encouraged?
4. Student learning: Does the school have high expectations for its students' learning? Did you observe school wide efforts to support struggling students and increase all students' learning? Do teachers discuss student learning and how to improve it?
5. Safety: Did you have any concerns about safety in the classrooms in which your student teachers were placed or in the school as a whole? In the school's neighborhood?
6. Would you recommend that student teachers continue to be placed in this school? Please elaborate on

1

2

3

4