DRURY UNIVERSITY

Guidelines for Student Teaching

Conceptual Framework For Teacher Education

The World of Experience

The Arch (Academic Major)

The Pier (Liberal Arts)

Introduction to the Profession — Precision — Generalization — Development of Style — Active Wisdom

MoSPE

Cable MoSPE Standards

The World of Theory Research Knowledge

School of Education and Child Development

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FOREWORD

Student teaching represents the capstone of the initial teacher certification program. Our student teachers reflect the philosophy, commitment, and standards of Drury University and the School of Education and Child Development. The approval to student teach is granted by the Drury University Teacher Education Council. Student teaching approval is an endorsement of the professional capabilities and personal characteristics of the individual student.

With the student teaching experience an individual begins his or her professional career as an educator. The role becomes that of a teacher rather than student. Many informal and subtle changes will reflect a new status as well as the obvious increase in responsibility and expectation for leadership and technical skill. Student teaching represents one of the primary opportunities for providing multicultural learning experiences in the teacher education program. Preference will be given to student teaching placements which provide multicultural learning environments.

Student teaching represents a cooperative effort between the public schools and Drury University. Instructors who are assigned student teachers by Drury University are carefully selected. Our goal is for the student teaching experience to be under the daily guidance of a master teacher.

The purpose of the Drury University Student Teacher Handbook is to provide a practical and usable reference for those participating in the student teaching program. It describes the responsibility of the student teacher, the public school cooperating teacher, the university supervisor and the coordinator of student teaching. In addition it represents an overview of the policies of the program. It is hoped this handbook will assist the student teacher achieve the maximum benefit from the student teaching experience.

INTRODUCTION

Supervised student teaching is an essential aspect of a professional educational program. This program consists of direct experience with children and youth in the classroom, under the supervision of a professionally certified teacher and staff member from an institution of higher education. Supervised student teaching constitutes ten (10) semester hours of credit and involves a minimum of sixteen weeks (640 clock hours). Spending an extended time in the school during student teaching is based in current research in best practices in teacher education and provides the student teacher with a more authentic experience during the student teaching semester.

The goals of the student teaching experience are reflected through the activities a student teacher participates in during the student teaching semester. These activities offer the student opportunities to bring together knowledge, theory, and practice—to learn through actual experience how these are involved in the teaching and learning of others, and to become gradually inducted into the teaching profession.

The public schools provide a realistic setting for student teaching since they will be eventual employers of the majority of student teachers. Their responsibility for the education and development of our children and youth has become increasingly more important in our modern society. Present trends indicate that public schools will need to participate more and more in the education of teachers. This will enable potential teacher candidates to actively function in an ever-changing and challenging environment.

The cooperating teacher is the key person in providing an effective teaching-learning situation, and by accepting the responsibility of guiding and directing the student teacher, makes a valuable contribution to the strengthening of the teaching profession. However, the entire faculty in the cooperating school also assumes a very important professional responsibility for setting the stage for a successful student teaching experience.

Student teaching is a cooperative endeavor in which the personnel of both the university and the public schools need to exchange ideas, plan cooperatively for providing the best student teaching experience possible, and reach a realistic understanding concerning the functions of these experiences in terms of both potentials and limitations.

Information regarding student teaching at Drury University can be found at www.drury.edu/education. Once you have accessed the website, click on the Student Resources tab and then on the Student Teaching tab. Information such as the Student Teaching Handbook and Student Teaching Calendar can be located at this site.

GENERAL INFORMATION

Absences

Student teachers are expected to be in attendance at their cooperating school each day. In cases of emergency or illness, it is the student teacher's responsibility to contact the cooperating teacher and school no later than 30 minutes before the beginning of the school day to inform them of the absence. The student teacher is required to arrange to make-up any time missed due to absences. Absences for professional reasons must have prior approval from the University Supervisor (e.g. Professional Development Workshops, job interviews, etc.). A few days are available for professional absences at the discretion of the University Supervisor and Coordinator of Field Experiences.

Cooperating Teachers

Cooperating teachers are chosen in collaboration between the Coordinator of Field Experiences and the school principal. Cooperating teachers must have taught for at least three years and have a Master's degree in education or a related field. The selection process is based on quality and a good fit between the teaching candidate and the cooperating teacher.

Cooperating Team

The cooperating team consists of the student teacher, the school cooperating teacher and the university supervisor. This team should meet on a regular basis during the student teaching experience to discuss the student teacher's progress.

In addition to the meetings of the cooperating team, the student teacher and cooperating teacher should meet daily to discuss day-to-day classroom situations and ways the student teacher can improve his/her instructional techniques.

Corporal Punishment

The student teacher **must not** make the punishment decision **nor** administer the punishment. This decision is the responsibility of the supervising teacher or other appropriate certified personnel of the cooperating school.

Artifacts

Student teachers are required to prepare and upload all artifacts to Foliotek and when required to the ETS site. Artifacts should include: 1. All components of MoPTA 2. Mo-SPE Reflections 3. Disposition and Diversity Forms and 4. Completer Survey. Failure to upload all required artifacts could result in a failing grade for student teaching.

Evaluation – Midterm

The cooperating team should meet to discuss the student teacher's strengths and weaknesses approximately midway through the student teaching experience, with the intention of making specific recommendations to assist the student teacher improve and refine classroom performance. At this time, the student teacher completes a midterm self-evaluation based on the MoSPE Standards. After completing the midterm evaluation, the student teacher discusses it with the cooperating teacher who provides feedback and comments. The midterm is signed and dated by the student teacher and cooperating teacher. The student teacher is responsible for providing a copy to the university supervisor. This midterm conference assists the student teacher in developing teaching skills throughout the second half of the student teaching experience. The completed mid-term artifact should be scanned with appropriate signatures and uploaded to Foliotek.

Evaluation—Final

At the conclusion of the student teaching experience, the cooperating team will meet to discuss the student teacher's performance over the entire student teaching assignment. The cooperating teacher will complete a summative evaluation of the student teacher on Foliotek. The University Supervisor will also complete a summative evaluation on Foliotek.

Grading

The student teacher will receive a letter grade for the student teaching experience (10 hours of credit). This grade is assigned by the university supervisor based upon the written evaluations and recommendations of the public school cooperating teacher and a collaboration between the evaluations of both the University Supervisor and the Cooperating Teacher.

Grievances

If the student teacher feels that his/her placement situation is becoming unsatisfactory and that it could lead to a poor experience, he or she should first discuss his or her concerns with the Cooperating Teacher. If this is not successful, the student may ask the University Supervisor to intercede with the intention of finding possible solutions.

If a successful solution cannot be found through these procedures, the student may then appeal to the Coordinator of Clinical Experience. If these efforts fail, the student may then arrange a conference with the Director of Teacher Education. Problems that cannot be resolved at this level may then be appealed through the normal procedures established by the University.

Holidays

For the purpose of student teaching, the student teachers are to observe only the holidays scheduled by the school system to which they are assigned. Drury University holidays, such as spring break, are not excused absences from the student teaching experience.

Meetings

Student teachers are required to attend student teaching orientation and workshops. These meetings are scheduled by the Coordinator of Clinical Experience and are considered part of the student-teaching experience. **Failure to attend all scheduled meetings will be reflected in the final grade.**

Placements

Student teaching placement is coordinated on the main campus by the Coordinator of Clinical Experience and on the St. Robert Campus by the Field Experience Coordinator in St. Robert. Students are placed with master teachers in individual schools. The placements by the coordinators are final. Should it become absolutely necessary for a student teacher to change placement (due to irresolvable difficulties), the appropriate coordinator should be informed as soon as possible. The coordinator will then assess the situation and make any changes that are deemed necessary.

Substitute Teaching

All Drury University student teachers are required to have a valid Missouri Substitute Certificate prior to beginning their student teaching experience. Drury University student teachers may substitute up to five days during their student teaching experience. These days are to be nonpaid and follow the school district policy where the student teacher is placed. Teacher Education Alliance Student Teachers are required to substitute for 5 days during their student teaching semester. Typically, student teachers do not serve as substitute teachers, but this is changing and school district policy must be followed. For the most part, it would be a limited amount

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of days toward the end of the semester.

Teacher Education Alliance

The Teacher Education Alliance is a collaborative project between Missouri State University, Drury University, Evangel University, and Baptist Bible College. The idea behind the Teacher Education Alliance (TEA) is to prepare teachers to work in Title One schools and make a difference for the students with the most need in public schools. Student teachers apply to be part of this project and they receive extra professional development during the semester. It requires some half day professional development and a high level of commitment for excellence from all involved. TEA student teachers form Student Success Teams in the schools and work together on school-based projects that make a difference. They also agree to provide 5 substitute teaching days for the school so that teachers can engage in professional development opportunities. The TEA Cooperating Teacher Council meets monthly to monitor progress in schools and to report on success and growth areas. The Council consists of two cooperating teachers per partner school and the principals as well as Drury faculty members and representatives.

Selection Process for TEA

As part of the August 1st and February 1st deadlines for submission of student teaching, Candidates initially interested in the TEA are asked to complete an application. Candidates are systematically introduced to purposes of the TEA during the EDUC 212 course required of all transfers during the first semester at Drury and all those enrolled in EDUC 201 as native Drury University Candidates.

Initial screening of applicants is conducted by the Coordinator of Field Experiences, faculty lead on the TEA project, and the Department Chair. After initial reviews, interviews are scheduled with the applicants. Faculty are invited to complete dispositional forms as added information to be used in the review process. In addition to those who participated in screening, the building principal interviews candidates before a placement is finalized.

Candidates who are eligible for selection are those who are enrolled in either EDUC 452 or EDUC 303/304. Rationale for this selection strategy is tied to the phase of the unit assessment plan. Candidates in these classes are completing a Teacher Work Sample 1, uploading dispositional data for review, and will have spent one semester of practicum in a partner school prior to the 16- week culminating internship or student teaching experience. These data points reflect an ability to look at excellent candidates at both the elementary and secondary areas.

The goal in numbers of participants for the constructing of Student Success Teams (SST), the approved candidates for TEA placements, will be a minimum of three at each partner school. The factors for including more students include viable applications of candidates who have demonstrated the dispositions and interest to work as part of a team and the qualifications of the cooperating teachers in these settings who are able to work with our students in a more intensive and meaningful way for a sustained period of time during the 16 week culminating internship/student teaching experience. Drury TEA will routinely look at the ability to have candidates work with MSU and Evangel candidates in teams at one of the 13 high needs schools, but the primary emphasis or priority placements will be with our four partner schools as outlined in the MOU with Springfield Public Schools as part of the TEA.

Workshop

      Drury University typically offers one workshop for teachers. In the fall the Developing Success for Youth (DSY) Conference is offered. Student teachers may attend this workshop as a professional development opportunity and it would be considered an excused absence from student teaching.

      Adherence to these policies and guidelines will help to ensure that the student teaching experience is beneficial to the teacher education student, the classroom cooperating teacher, and the public school students. Student teachers should remember that the School of Education faculty is here to assist and guide them through the student teaching experience, but the individual student teachers are responsible for the ultimate quality of the student teaching experience.

GOAL OF STUDENT TEACHING

The goal of the student teaching program is to prepare teachers who demonstrate "active wisdom". Teachers with active wisdom demonstrate the ability to distinguish relevant from non-relevant issues and employ the knowledge base for teaching to add value to the lives of children. This goal is met by the successful achievement of the state standards. These standards provide the assessment framework for student-teaching at Drury University and are embedded in the MoPTA and evaluations.

Missouri Teacher Standards
MoSPE

Standard #1: Content Knowledge and Perspectives Aligned with Appropriate Instruction
The teacher understand the central concepts, structures and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.

Standard #2: Understanding and Encouraging Student Learning, Growth and Development
The teacher understand how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners, and support the intellectual, social and personal development of all students.

Standard #3: Implementing the Curriculum
The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements and evaluates curriculum based upon standards and student needs.

Standard #4: Teaching for Critical Thinking
The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving and performance skills including instructional resources.

Standard #5: Creating a Positive Classroom Learning Environment
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.

Standard #6: Utilizing Effective Communication
The teacher models effective verbal, nonverbal and media communication techniques with students and parents to foster active inquiry, collaboration and supportive interaction in the classroom.

Standard #7: Use of Student Assessment Data to Analyze and Modify Instruction
The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student, and devises instruction to enable students to grow and develop.

Standard #8: Professional Practice
The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

Standard #9: Professional Collaboration
The teacher has effective working relationships with students, parents, school colleagues and community members.

RESPONSIBILITIES OF THE STUDENT TEACHER

The responsibilities of the student teacher extend beyond classroom activities, and should be considered an integral part of the student teaching experience. In all situations, the student teacher should conduct himself or herself in a professional manner. The student teacher is a representative of Drury University and its teacher education program and should act in a responsible manner as benefits his/her role as a professional.

The student teacher will be required to perform many activities in the school situation. As a general guideline, the student teacher should review and be aware of the following responsibilities:

1. Contact the principal first when reporting to the school in which you have been assigned to teach.
2. Be directly responsible to your cooperating teacher.
3. Have as your primary objective the education of the student.
4. Acquaint yourself with the philosophy of the school system, the program (both curricular and extracurricular), the physical facilities and the staff. Accept and promote the philosophy of the school system and accept responsibility for professional improvement in the philosophy.
5. Do not divulge confidential information concerning the students or the school system.
6. Attend every class on time. Attend any extracurricular activities, parent-teacher conferences, faculty meetings or other functions as determined by the cooperating teacher. (A student teacher may request a pass for certain special functions.)
7. Endeavor to maintain high standards of discipline. If difficulties arise, seek guidance from the cooperating teacher.
8. Know the subject matter you are teaching and how to use any necessary equipment and visual aids. Do not attempt to teach materials with which you are not familiar—know your subject matter before you attempt to teach it.
9. Plan lessons and get the cooperating teacher's approval in advance. Plans should be detailed and in writing. As you progress through your student teaching experience, some details may be planned through oral conference.
10. Share in evaluation of students.
11. Study the necessary cumulative records of students so that you can provide effective learning experiences. Make use of the counseling services of the school.
12. Be aware of the physical appearance and comfort of the classroom.
13. Be responsible for any assigned record keeping.
14. Help assume responsibility for such activities as playground, library and lunchroom supervision as assigned by the cooperating teacher or other school authority.
15. Practice skills necessary for effective human relations.
16. Be willing to recognize the worth of each individual and accord him or her the respect he or she deserves.

RESPONSIBILITIES OF THE STUDENT TEACHER CONTINUED

17. Know the lines of authority.
18. Understand the teacher's relationship to parents.
19. Understand the principal's role in assisting the teacher.
20. Understand the importance of good relationships with the community and attempt to understand community customs. Be willing to participate in community activities concerned with school life.
21. Understand the importance of harmonious relationships with other members of the faculty.
22. Know your professional responsibilities and be willing to accept them. Attend evening activities sponsored by the school system if possible.
23. Demonstrate maturity, tact, kindness, sincerity, and consideration for the rights and opinions of others in all relationships with students, coworkers, and parents.
24. Exhibit poise and confidence in teaching and conferences. Control your emotions in and out of the classroom.
25. Be honest—with yourself, students, coworkers, and about the subject being taught.
26. Use correct grammar at all times.
27. Maintain proper student-teacher relationships with students.
28. Dress appropriately and neatly. Adhere to the same standards of dress as are common to the cooperating school.
29. Demonstrate tolerance toward all persons with deficiencies or limitations.
30. Demonstrate a sense of humor.
31. Be readily available to attend professional meetings and in-service programs.
32. Budget your time—you can become involved in too many organizational responsibilities. It's better to do a few tasks very well than to do many halfway.

RESPONSIBILITIES OF THE COOPERATING TEACHER

The cooperating teacher is the key to the success of the student teaching experience. The cooperating teacher should be a master teacher willing to share his/her abilities and skills with the student teacher. He/she should allow the student teacher to grow in his/her abilities by providing a guided, structured experience. In keeping with this responsibility, the following guidelines are given for the cooperating teacher. The cooperating teacher:

1. Maintains the legal/moral responsibility for the class at all times.
2. Is directly responsible for his/her student teacher.
3. Should remain in close touch with the classroom activities at all times.
4. Helps the student teacher to interpret the philosophy of the school system and the program—both curricular and extracurricular.
5. Helps the student teacher to know the school staff.
6. Prepares the class for the arrival of the student teacher so that the class will accept the student teacher and feel that all parties will profit from the experience. Refers to the student teacher as coworker or teacher.
7. Helps the student teacher know what has been taught, methods that have been used, what remains to be taught during the student teacher's term of teaching (both long-range and day-by-day).
8. Acquaints the student teacher with materials to be used—textbooks, guidelines, visual aids, etc.
9. Interprets standards of discipline. Gives necessary help in achieving those standards.
10. Informs the student teacher in advance what is being taught in the current lesson, how it is to be taught and why, and how it is evaluated so that the observation period can be more meaningful.
11. Gives the student teacher the opportunity to learn the names of students, take attendance, help arrange physical facilities, help with bulletin boards, answer individual questions, etc., during early days of the observance.
12. Endeavors to develop an awareness in the student teacher of the importance of good community relations and laboratory services a community can render.
13. Imparts knowledge of professional responsibility and encourages a willingness to accept this responsibility.
14. Evaluates the student teacher, including recommendation of letter grade. Completes four classroom observations and a summative evaluation which are entered in Foliotek.
15. Is loyal to the student teacher and so refrains from negative comments about him/her in talking with students and other teachers.

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The university supervising faculty member is responsible for the well being of the student teacher during the course of the student teaching experience. The university supervisor should provide guidance and leadership to the student teacher, with the goal of improving the quality of the student teaching experience. Among other activities, the university supervisor should:

1. Make the initial visit with the student teacher as early as possible during the school assignment.
2. Schedule an orientation meeting and four classroom observations.
3. Plan visitations well in advance.
4. Include a minimum of 30 minutes observation of actual teaching activities and about 20 minutes of conference time with the cooperating teacher and student teacher during each visit.
5. Complete an observation.
6. Assist the coordinator of student teaching in assignment of student teachers and recommend reassignment when all other avenues of conflict resolution have failed.
7. Record the visitation activities, file applicable reports, and share reports with the student teacher during the conference.
8. Prepare the final evaluation of the student teacher in collaboration with the cooperating teacher.
9. Hold a final conference with the student to go over the artifacts and clarify the final evaluation.
10. After each visit, the supervisor should schedule a time for an individual conference with the student teacher.

RESPONSIBILITIES OF THE COORDINATOR

The Coordinator of Student Teaching is the department faculty member ultimately responsible for the placements of the student teacher and so ensures that the needs of the student teacher and cooperating teacher and school are met by the quality of the placement. The responsibilities of the coordinator include:

1. Coordinate the student teacher orientation meeting prior to the beginning of the student teaching experience.
2. Coordinate the workshops.
3. Work with school administrators in the selection of cooperating teachers and the student teacher assignment.
4. Coordinate all university faculty involved in the student teaching program.
5. Notify the public schools' principal of any cancellation of assignment in student teaching.
6. Resolve any conflicts of Drury University policy.

ENDNOTE: The list of responsibilities of the various members of the cooperating team is to be considered only as guidelines; the various members of the team should endeavor to work together to provide the best experience possible for the student teacher, cooperating teacher, and especially the public school students. Further clarification of the policies and procedures for student teaching may be found in the Education Department Policy Handbook, Elementary and Secondary Education Certification Requirements and Program Information Handbook or by asking the Director of Teacher Education for clarification.

SUGGESTED TIMELINE FOR STUDENT TEACHING

Week	Activities	Portfolio Goals/Evaluations
Week 1	Observation of classroom environment Assisting with tasks Collaborative Planning/Teaching Identify small groups to start with	• Update and upload Philosophy of Education and Autobiography • **Weekly** Journal (does NOT need to be uploaded on Foliotek, but you should write every day)
Week 2	Observation of classroom environment Assisting with tasks Collaborative Planning/Teaching Teaching small groups	• Update and upload letters of recommendation, and professional development certificates and awards to Foliotek • **Weekly** Journal
Week 3	Observation Assisting Collaborative Planning/Teaching Teaching—more small group activities	• Upload half page reflection of MoSPE Standard 1 • Weekly Journal
Week 4	Collaborative Planning/Teaching Teaching—up to ½ day responsibility	• Upload half page reflection of MoSPE Standard 2 • **Weekly** Journal
Week 5	Collaborative Planning/Teaching Teaching ½ day responsibility	• Upload half page reflection of MoSPE Standard 4 • **Weekly** Journal
Week 6	Collaborative Planning/Teaching Teaching—up to ¾ day responsibility	• **Weekly** Journal • Upload half page reflection of MoSPE Standard 5
Week 7	Collaborative Planning/Teaching Teaching—¾ day responsibility	• Upload half page reflection of MoSPE Standard 3 • **Weekly** Journal
Week 8	Full responsibility in the classroom	• **Weekly** Journal • Upload half page reflection of MoSPE Standard 7 • Midterm summative self-evaluation completed and discussed with Cooperating Teacher and University Supervisor
Week 9	Full responsibility in the classroom	• **Weekly** Journal
Week 10	Full responsibility in the classroom	• **Weekly** Journal
Week 11	Full responsibility in the classroom	• Upload half page reflection of MoSPE Standard 9 • **Weekly** Journal
Week 12	Full responsibility in the classroom	• Upload half page reflection of MoSPE Standard 6 • **Weekly** Journal
Week 13	Full responsibility in the classroom	• Upload half page reflection of MoSPE Standard 8 • **Weekly** Journal
Week 14	Transition back to ½ day responsibility in classroom Assist with tasks Observe in other classrooms	• **Weekly** Journal
Week 15	Transition and work with small groups Assisting with tasks Collaborative Planning/Teaching Observe in other classrooms	• **Weekly** Journal
Week 16	Assisting with tasks Collaborative Planning/Teaching Observing in other classrooms Interview other teachers/personnel	• Final summative evaluations by University Supervisor and Cooperating Teacher completed

MoPTA: Follow the schedule of tasks to be uploaded as provided by the Department of Elementary and Secondary Education (DESE). Items should be uploaded to both Foliotek and to the ETS website (mega.ets.org) based on this schedule.

DRURY LESSON PLAN TEMPLATE

Standards
Grade Level Expectations, Depth of Knowledge, Show Me Standards, MoSPE

Objective

Assessment/Criteria for Success
How will you know the students have gained an understanding of the concepts?

Comer Developmental Pathways addressed
Check all that apply to the lesson.

Cognitive		Language		Ethical		Physical		Psychological		Social	

Marzano Instructional Strategies
Check all that apply to the lesson.

Identifying similarities and differences		Reinforcing effort and providing recognition		Nonlinguistic representation	
Setting objectives and providing feedback		Questions, cues, and advance organizers		Summarizing and note taking	
Cooperative learning		Generating and testing hypotheses		Homework and practice	

Resources
What resources will you and your student use?

Learner Diversity
What diverse learner needs do you need to consider when selecting resources, grouping students, or planning the culminating project? **How will you gear up/gear down the lesson?**

Engage
Capture the students' attention, stimulate their thinking and help them access prior knowledge.

Explain (Model)
Involve students in an analysis of their explorations.
Use reflective activities to clarify and modify their understanding.

Explore (Guided Practice)
Give students time to think, plan, investigate, and organize collected information.

Elaborate (Independent Practice)
Give students the opportunity to expand and solidify their understanding of the concept
and/or apply it to a real-world situation.

Evaluate (Feedback/Closure)
Evaluate throughout the lesson. Present students with a scoring guide at the beginning.
Scoring tools developed by teachers, sometimes with student involvement, target what students must know and do.
Consistent use of scoring tools can improve learning.

Lesson Reflection
Describe   Analyze   Reflect
Suggestions from the Cooperating Teacher or University Supervisor

This lesson plan format was adapted from the e-mints constructive lesson plan form found at
http://www.emints.org/tools.index.shtml.

SAMPLE EVALUATION INSTUMENTS:
EVALUATION FORMS

Forms or instruments provide the basis for gathering information and setting goals during the formative evaluation phase. Samples of these forms are provided on the following pages.

The University Supervisor Observation Form is a formative assessment completed during the classroom observation by the University Supervisor. The evaluator takes sequential observation notes, recording specifically the activities and events of the class and relevant statements of the teacher and students. This instrument allows the evaluator to record information about the teaching process and those performance criteria which are most directly related to classroom instruction. The Formative Observation Form is completed following both scheduled and unscheduled observations. From these forms, the University Supervisor completes the summative evaluation. This form is completed on Foliotek and you can view them by clicking on the Classroom Observation Form link in Foliotek.

The Cooperating Teacher Observation Form is completed by the Cooperating Teacher at least four times during the semester. The Cooperating Teacher is encouraged to complete the comments portion of the form to provide rich feedback encouraging growth. The Cooperating Teacher should go over this evaluation with the Student Teacher and have the forms available for the University Supervisor. The forms are completed in Foliotek and the student teacher can view them by clicking on the Classroom Observation Form link in Foliotek.

The Formative Evaluation Form is to be used at the mid-point for formative feedback and the midterm evaluation. The form assesses the level of performance for each MoSPE standard and performance indicator.

At the mid-point of the student teaching experience (eighth week), the student teacher self-assesses progress in meeting the MoSPE standards through the evaluation form. The student teacher shares the midterm self-evaluation with the Cooperating Teacher, explaining how each standard was met. The Cooperating Teacher provides feedback and both parties sign and date the form that is then given to the University Supervisor. The completed and signed form should be scanned and uploaded to Foliotek.

At the conclusion of student teaching, the summative evaluation is completed by both the University Supervisor and Cooperating Teacher. These are completed on Foliotek and are required documentation for submission of the final grade.

Teacher Candidate: _____ **Student ID:** _____ **University Supervisor:** _____ **Date:** _____

School: _____ **Cooperating Teacher:** _____ **Subject/Grade:** _____

Teacher Candidate Strategies* (Select only those strategies that apply)	Student Engagement* (Check one for each strategy selected)				Observed Classroom Structure (5.1, 5.2, 5.3)
	H	M	L	D	
Advanced/Graphic Organizers	☐	☐	☐	☐	**Evidence of Student Work (1.1)** ☐ Yes ☐ No
Classroom Discussion	☐	☐	☐	☐	**Learning Environment (5.2, 5.3)** ☐ Conducive to Learning ☐ Somewhat Conducive ☐ Not Conducive ☐ Disruptive Student(s) Behavior
Cooperative Learning	☐	☐	☐	☐	**Curriculum/Instruction Observed (3.1, 3.2)**
Group Work	☐	☐	☐	☐	**Co-teaching** ☐ Yes ☐ No
Guided Practice	☐	☐	☐	☐	**Accessible Materials** ☐ Yes ☐ No
Hands On/Active Learning	☐	☐	☐	☐	**Clear Learning Targets (6.1)** ☐ Yes ☐ No
Independent Student Work	☐	☐	☐	☐	**Technology Integrated** ☐ Yes ☐ No
Learning Centers	☐	☐	☐	☐	**Differentiated Instruction (2.4, 3.2)** ☐ Yes ☐ No
Lecture	☐	☐	☐	☐	**Learning Assessments Observed (7.1, 7.2, 7.5)**
Nonlinguistic Representations	☐	☐	☐	☐	☐ Question/Answer ☐ Informal ☐ Quiz or Test ☐ Group Response ☐ Individual Response ☐ Conference ☐ Documentation of Assessment ☐ Observation ☐ None ☐ Other
Other	☐	☐	☐	☐	**Overall Comments/Observations:**
Peer Evaluation	☐	☐	☐	☐	
Presentations	☐	☐	☐	☐	
Project Based Learning	☐	☐	☐	☐	
Question/Answer	☐	☐	☐	☐	
Similarities/Differences	☐	☐	☐	☐	
Summarizing/Note Taking	☐	☐	☐	☐	

_____ _____ _____ _____
Teacher Candidate Signature Date University Supervisor Signature Date

Key: H – High, M – Moderate, L – Low, D – Disengaged

FOLIOTEK INSTUCTIONS
PHASE 3—STUDENT TEACHING

As a student teacher you will be required to complete your Foliotek portfolio. During this semester you will update or complete the following sections of Foliotek:

Phase 3 MoPTA all tasks:
You will upload all sections of the MoPTA. **Follow the schedule of tasks to be uploaded as provided by the Department of Elementary and Secondary Education (DESE). Items should be uploaded to both Foliotek and to the ETS website (mega.ets.org) based on this schedule.**

Personal Information:
In this section you will update your resume, add awards and recognitions, and letters of recommendation.

Phase 3 Disposition Forms and Reflections
This section includes your updated philosophy of education, your disposition form, and all of the MoSPE reflections. At the end of the student teaching semester you will fill out your completer survey here.

For any issues with Foliotek please contact the School of Education Office at 873-7272.

Assessment Calendar

Assessment	Person Responsible	Timeline	Place
Disposition Form	Student Teacher Cooperating Teacher University Supervisor	Sometime during the semester	Foliotek
MoPTA	Student Teacher	Scheduled Dates	Foliotek/ETS
Midterm Self-Evaluation	Student Teacher	Approximately week 8	Enter in Foliotek, discussed with Cooperating Teacher and University Supervisor
Final Summative Evaluation	University Supervisor Cooperating Teacher	Week 15 or 16 before grades are due to the Coordinator	Foliotek

For questions regarding the MoPTA please refer to the following website: mega.ets.org

QUALITIES OF AN EXCELLENT TEACHER

Outstanding teachers make a profound impact upon the effectiveness of a school district. Professionals with Ventures for Excellence have been studying the qualities of the very best teachers for many years and have developed some clear understanding of what constitutes excellence in such people. We are now able to provide systematic study and in-depth measurement of the following qualities of teachers.

Purpose: A teacher with purpose is one who has a clear definition of personal meaning and has the ability to relate this understanding to a particular job role. This person is highly motivated and positive in applying personal meaning to the defined responsibilities.

Positive: This teacher thinks positively and enthusiastically about people and what they are capable of becoming. This teacher is able to see the good in any situation, and although confronted with obstacles, will move forward to make the most of difficult situations. This teacher encourages others to be positive also.

Value-Based: This teacher has clear values which focus upon the worth and dignity of human beings. This teacher is also sensitive to the values of the majority of the people in the community. Working in an environment which is highly consistent with a personal belief system is viewed as essential. High recognition is given to the importance and power of modeling constructive behavior with students.

Committed: This teacher is one who demonstrates commitment to students and the profession. This teacher is self-confident, poised and personally in control of situations. While having a positive self-image, this teacher encourages students to look at themselves in a positive manner. Helping students to honor the work and dignity of others is also considered vital.

Human Interaction: A teacher who has human interactive qualities is one who prizes, relates, understands and communicates with other people in a manner which contributes to harmonious relationships and high human support systems. This is the case for both professional relationships among colleagues in the school and professional interactions with students in the classroom setting.

Communicative: This teacher is able to share with others in a manner that encourages effective two-way communication. This teacher is able to communicate personal thoughts and feelings on a wide spectrum of issues, and at the same time can listen to students and others in an empathetic manner. This teacher has specific on-going ways to determine what students are thinking.

Personable: This teacher is one who can establish and maintain positive, and mutual relationships with people. This teacher is one who likes to be with others and has many specific ways of getting to know students as persons. Building mutual trust and appreciation through meaningful, personal interaction and involvement is evident.

Compassionate: Due to a deep sense of caring and empathy, this teacher is able to communicate with people at a feeling level. This teacher is open with personal thoughts and feelings, encourages others to do likewise and has ways to know, discover, and understand the in-depth feelings of students.

Sense of Humor: This teacher is enjoyable to be around and able to take the tension out of difficult situations. This teacher uses humor spontaneously, in a tasteful manner, and thus building a positive learning climate and togetherness in the classroom. This teacher uses this skill to activate learning. Humor is seen as a valuable instructional technique.

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Human Development: A teacher with human development skills is one who is highly motivated, consistently growing and developing, insightful about what motivates others and perceptive about applying skills and approaches which will bring out the best in others.

Shared Planning: This teacher is one who moves in a planned and systematic direction, while helping students in their own organization and planning. While being highly organized with a strong sense of personal direction, this teacher plans with others to determine how organization can be beneficial to those served. This teacher knows that efficient use of time enhances the learning process.

Knowledgeable: This teacher is one who constantly seeks knowledge, keeps up in areas of expertise, and has the capacity to integrate new knowledge into what is already known. This teacher is able to acquire knowledge and translate it to students in a way that is highly comprehendible to them, yet retains its essence.

Dependable: This teacher is one who is honest and authentic in working with others and will consistently live up to commitments to students and others. This teacher approaches situations and people in an open, honest and forthright manner.

Individually Perceptive: This teacher is able to see each student as a unique and valuable individual, focus on the differences among students, quickly diagnose student difficulties, and assist in the management of situations involving the individual.

Patient: This teacher is one who is deliberate in coming to conclusions, strives to look at all aspects of the situation, and remains highly fair and objective in the most difficult circumstances. This teacher is one who believes that problems can be resolved if enough input and attention is solicited from people who are affected.

Motivational: This teacher is one who has enthusiasm, coupled with high standards and expectations for students and self. This teacher understands the intrinsic motivations of individuals, and has specific ways of knowing what it is that motivates individual students. This teacher encourages and directs students to take action upon their strengths and interests in a constructive way.

Flexible: This teacher is willing to alter plans and directions in a way that will assist all people in moving toward their goals. Reasoning out situations with students and staff in a manner that allows all people to move forward in a positive direction is prized by the teacher.

Creative: This teacher is highly innovative and versatile. This teacher is open to new ideas and strives to incorporate techniques and activities that enable students to have unique and meaningful new growth experience.

Adapted from Ventures for Excellence Lincoln, NE

COMER DEVELOPMENTAL PATHWAYS

Physical
Health, nutrition, energy, physical rest, alertness

Ethical
Respect for rights and integrity of self and others, fair and just conduct

Cognitive
Academic learning, class performance, flexibility of thought, etc.

Comer Developmental Pathways

Social
Empathy, appropriate conduct, social competence, relationships

Psychological
Self-worth,
self-awareness, emotional management,
adjustment

Language
Competency in expressive and receptive language, situationally appropriate for building relationships

DEPTH OF KNOWLEDGE (DOK) LEVELS

- **LEVEL ONE (RECALL)**

- **LEVEL TWO (SKILL/ CONCEPT)**

Arrange, Calculate, Define, Draw, Identify, List, Label, Illustrate, Match, Measure, Memorize, Name, Recall, Recite, Recognize, Report, Quote, State, Tabulate, Tell, Use, Who, What, When, Where and Why

Infer, Categorize, Collect and Display, Identify Patterns, Graph , Organize, Classify, Construct, Separate, Modify , Cause/Effect, Prediction, Estimate, Interpret, Compare, Distinguish, Relate, Use Context Cues, Make Observations, Summarize, Show

Design, Connect, Synthesize, Apply Concepts, Critique, Analyze, Create, Prove

Revise, Assess, Develop a Logical Argument, Apprise, Construct, Use Concept to Solve Non-Routine Problems, Critique, Compare, Explain Phenomena in Terms of Concepts, Formulate, Investigate, Hypothesize, Differentiate, Cite Evidence

- **LEVEL FOUR (EXTENDED THINKING)**

- **LEVEL THREE (STRATEGIC THINKING)**

Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conduction an experiment, analyzing it data, and reporting results/solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use Voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label location on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in works or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in event or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading section.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the feature of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Teacher Candidate Formative Assessment

| Teacher Candidate: _____ | Student ID: _____ | University Supervisor: _____ | Date: _____ |
| School: _____ | Cooperating Teacher: _____ | Subject/Grade: _____ | |

Definition of Candidate Rating Descriptors (refer to the Rubric for Teacher Candidate for a detailed description)

Baseline – 0: the teacher candidate possesses the necessary knowledge but cannot apply or demonstrate the performance

Emerging – 1: the teacher candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level

Emerging – 2: the teacher candidate possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level

Developing – 3: the teacher candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level

Standard #1: Content Knowledge Aligned with Appropriate Instruction	Baseline 0	Emerging 1 - Inconsistent 2 – Consistent	Developing 3
1.1 Content Knowledge and Academic Language			
1.2 Student Engagement in Subject Matter			
Standard #1 Comments:			

Standard #2: Student Learning Growth and Development	Baseline 0	Emerging 1 - Inconsistent 2 – Consistent	Developing 3
2.4 Differentiated Lesson Design			
Standard #2 Comments:			

Standard #3: Curriculum Implementation	Baseline 0	Emerging 1 - Inconsistent 2 – Consistent	Developing 3
3.1 Implementation of Curriculum Standards			
3.2 Lessons for Diverse Learners			
Standard #3 Comments:			

	Baseline 0	Emerging 1 - Inconsistent 2 – Consistent	Developing 3
Standard #4: Critical Thinking			
4.1 Instructional Strategies Leading to Student Engagement in Problem-Solving and Critical Thinking	☐	☐ ☐	☐
Standard #4 Comments: :			
Standard #5: Positive Classroom Environment	Baseline 0	Emerging 1 - Inconsistent 2 – Consistent	Developing 3
5.1 Classroom Management Techniques	☐	☐ ☐	☐
5.2 Management of Time, Space, Transitions, and Activities	☐	☐ ☐	☐
5.3 Classroom, School, and Community Culture	☐	☐	☐
Standard #5 Comments: :			
Standard #6: Effective Communication	Baseline 0	Emerging 1 - Inconsistent 2 – Consistent	Developing 3
6.1 Verbal and Non-Verbal Communication	☐	☐ ☐	☐
Standard #6 Comments: :			

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Standard #7: Student Assessment and Data Analysis	Baseline 0	Emerging 1 - Inconsistent 2 – Consistent		Developing 3
7.1 Effective Use of Assessments	☐	☐		☐
7.2 Assessment Data to Improve Learning	☐	☐		☐
7.5 Communication of Student Progress and Maintaining Records	☐	☐		☐
Standard #7 Comments: :				

Standard #8: Professionalism	Baseline 0	Emerging 1 - Inconsistent 2 – Consistent		Developing 3
8.1 Self-Assessment and Improvement	☐	☐		☐
Standard #8 Comments: :				

Standard #9: Professional Collaboration	Baseline 0	Emerging 1 - Inconsistent 2 – Consistent		Developing 3
9.1 Induction and Collegial Activities	☐	☐		☐
9.3 Cooperative Partnerships in Support of Student Learning	☐	☐		☐
Standard #9 Comments: :				

Formative Comments/Observations:

Teacher Candidate Signature   Date

University Supervisor Signature   Date

Cooperating Teacher Signature

*Signatures required are at University discretion

Revised March 2013

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Teacher Candidate Summative Assessment

Teacher Candidate: _____ Student ID: _____ University Supervisor: _____ Date: _____

School: _____ Cooperating Teacher: _____ Subject/Grade: _____

Definition of Candidate Rating Descriptors (refer to the Rubric for Teacher Candidate for a detailed description.)

Baseline – 0: the teacher candidate possesses the necessary knowledge but cannot apply or demonstrate the performance

Emerging – 1: the teacher candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level

Emerging – 2: the teacher candidate possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level

Developing – 3: the teacher candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level

	Baseline 0	Emerging 1 - Inconsistent 2 – Consistent		Developing 3
Standard #1: Content Knowledge Aligned with Appropriate Instruction				
1.1 Content Knowledge and Academic Language	☐	☐	☐	☐
1.2 Student Engagement in Subject Matter	☐	☐	☐	☐
Standard #1 Comments:				
Standard #2: Student Learning Growth and Development				
2.4 Differentiated Lesson Design	☐	☐	☐	☐
Standard #2 Comments:				
Standard #3: Curriculum Implementation				
3.1 Implementation of Curriculum Standards	☐	☐	☐	☐
3.2 Lessons for Diverse Learners	☐	☐	☐	☐
Standard #3 Comments: :				

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Standard #4: Critical Thinking	Baseline 0	Emerging 1 - Inconsistent 2 – Consistent	Developing 3
4.1 Instructional Strategies Leading to Student Engagement in Problem-Solving and Critical Thinking	☐	☐	☐
Standard #4 Comments: :			

Standard #5: Positive Classroom Environment	Baseline 0	Emerging 1 - Inconsistent 2 – Consistent	Developing 3
5.1 Classroom Management Techniques	☐	☐	☐
5.2 Management of Time, Space, Transitions, and Activities	☐	☐	☐
5.3 Classroom, School, and Community Culture	☐	☐	☐
Standard #5 Comments: :			

Standard #6: Effective Communication	Baseline 0	Emerging 1 - Inconsistent 2 – Consistent	Developing 3
6.1 Verbal and Non-Verbal Communication	☐	☐	☐
Standard #6 Comments: :			

	Baseline 0	Emerging 1 - Inconsistent 2 – Consistent	Developing 3
Standard #7: Student Assessment and Data Analysis			
7.1 Effective Use of Assessments	☐	☐ ☐	☐
7.2 Assessment Data to Improve Learning	☐	☐ ☐	☐
7.5 Communication of Student Progress and Maintaining Records	☐	☐ ☐	☐
Standard #7 Comments: :			

	Baseline 0	Emerging 1 - Inconsistent 2 – Consistent	Developing 3
Standard #8: Professionalism			
8.1 Self-Assessment and Improvement	☐	☐ ☐	☐
Standard #8 Comments: :			

	Baseline 0	Emerging 1 - Inconsistent 2 – Consistent	Developing 3
Standard #9: Professional Collaboration			
9.1 Induction and Collegial Activities	☐	☐ ☐	☐
9.3 Cooperative Partnerships in Support of Student Learning	☐	☐ ☐	☐
Standard #9 Comments: :			

Summative Comments/Observations:

Targets for Professional Development (Address all standards marked "Baseline – 0 or Emerging – 1"):

Grade _____

Teacher Candidate Signature _____ Date _____ University Supervisor Signature _____ Date _____

Cooperating Teacher Signature _____ Date _____

*Signatures required are at University discretion

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Teacher Candidate: _____   **Student ID:** _____   **University Supervisor:** _____   **Date:** _____

School: _____   **Cooperating Teacher:** _____   **Subject/Grade:** _____

Standard 1: Content knowledge aligned with appropriate instruction.

1.2 Student engagement in subject matter			
1C2) The baseline teacher candidate demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students.	1E2) The emerging teacher candidate chooses from multiple sources to engage student interest and activity in the content.		1D2) The developing teacher candidate also uses a variety of differentiated instructional strategies which purposefully engage students in content.
Evidence *Is knowledgeable of different strategies that result in increased levels of student engagement*	**Evidence of Practice** *Use various engagement strategies to maintain student interest* **Evidence of Impact** *Students are interested and engaged in the content*		**Evidence of Practice** *Uses engagement strategies to increase students' levels of interest and activity* **Evidence of Impact** *Students' engagement causes content knowledge to advance*
Possible Observable Data *-Is knowledgeable on how to assess student engagement while in the process of instruction* *-Familiarity with possible strategies for building student engagement* *-Understands different strategies for adjusting pacing to enhance student engagement*	**Possible Observable Data** *-Implementation of strategies that prompt engagement by most students* *-Some variance in pacing that generally captures student interest and attention* *-Most but not all students visibly paying attention* *-Most but not all students providing accurate responses*	**Possible Observable Data** *-Scanning of room regularly to identify low engagement* *-Consistent use of strategies to prompt engagement by all* *-Variance in pacing enhances student interest and attention* *-Students visibly paying attention* *-Students providing accurate responses*	**Possible Observable Data** *-Scans room consistently, identifies low engagement, and promptly uses strategies that result in an increase of student engagement* *-Effectively uses pacing and other engagement strategies that result in higher levels of student interest and participation* *-Evidence that higher levels of engagement result in increased learning* *-Students accurate responses reflect deeper learning and retention of content*

Check One Candidate Rating Descriptor

☐ Baseline - 0	☐ Inconsistent - 1	☐ Consistent – 2	☐ Developing – 3

Standard 2: Student Learning, Growth and Development

2.4 Differentiated lesson design

Baseline - 0	Inconsistent - 1	Consistent - 2	Developing - 3
2C4) The baseline teacher candidate recognizes diversity and the impact it has on education.	2E4) The emerging teacher candidate designs and implements instruction that considers the needs of students.		2D4) The developing teacher candidate also designs and implements instruction that enables students to learn, grow, and develop because their needs are met in a positive learning environment.
Evidence *Is knowledgeable about the significance of student differences and how varying lessons and activities can address those differences*	*Evidence of Commitment* *Designs lessons and activities based on the unique needs of students* *Evidence of Practice* *Can articulate important characteristics and needs of students as they apply to learning* *Evidence of Impact* *Students appear to exhibit positive rapport with the teacher and are generally motivated to learn*		*Evidence of Commitment* *Lesson design and plans for instruction demonstrate respect and value for each student* *Evidence of Practice* *Highlights unique attributes of individual students as a part of classroom instruction and learning* *Evidence of Impact* *Students perceive they are respected, valued and are encouraged to learn*
Possible Observable Data -*Can characterize various types of student differences and their potential impact on student learning* -*Understands the role that assessment plays in identifying student differences* -*Is knowledgeable about possible ways to adjust instruction based on student differences*	*Possible Observable Data* -*Lessons and activities include the occasional use of informal and formal assessment to determine student needs* -*Can describe particular learning characteristics of some students* -*Some adjustments made to instruction to address variations in student learning* -*Student confusion and struggling is sometimes resolved* -*Students respond mostly to teachers' instruction and appear motivated*	*Possible Observable Data* - *Lessons and activities include the frequent use of informal and formal assessment to determine student needs* - *Can describe particular learning characteristics of most students* -*Adjustments routinely made to instruction to address variations in student learning* -*Student confusion and struggling is resolved* -*Students visibly respond to teachers' instruction and appear motivated*	*Possible Observable Data* -*Lesson design and activities communicate respect and value for each student by addressing their unique needs* -*Instructional strategies link to the different needs and attributes of students in the class to address variations in student learning* -*Student perception reflects a feeling that the teacher cares and respects them* -*Students actively respond to the encouragement to learn* -*Evidence that students learn at higher levels based on the teacher addressing particular learning needs*

5.1 Classroom management techniques

5C1) The baseline teacher candidate knows how classroom management, motivation, and engagement relate to one another and has knowledge of strategies and techniques for using this to promote student interest and learning.	5E1) The emerging teacher candidate demonstrates basic classroom management techniques and addresses misbehavior to avoid the disruption of instruction.		5D1) The developing teacher candidate also uses effective classroom management techniques including addressing misbehavior promptly and effectively with the least disruption of instruction.
Evidence *Is knowledgeable about various strategies and techniques for managing student behavior in the classroom*	*Evidence of Commitment* *Classroom artifacts (posted rules and protocols) support effective techniques* *Evidence of Practice* *Engages in techniques to manage behavior in the classroom* *Evidence of Impact* *Student misbehavior is addressed*		*Evidence of Commitment* *Artifacts include strategies for addressing misbehavior* *Evidence of Practice* *Techniques address misbehavior promptly and positively allowing instruction to continue* *Evidence of Impact* *Student misbehavior is addressed promptly and positively allowing instruction to continue*
Possible Observable Data *-Understands how teacher movement around the classroom can be used to manage student behavior* *- Has developed verbal and non-verbal signals as a means for managing student behavior* *-Understands the importance of exhibiting calm and in-control behavior at all times*	*Possible Observable Data* *-Frequent movement around the room to monitor and manage student behavior* *-Misbehavior is generally addressed when it occurs* *- Verbal and non-verbal signals generally management behavior* *-Teacher response and demeanor is generally calm and in control* *-Students generally respond quickly to prompts and directions*	*Possible Observable Data* *-Efficient and effective movement around the room to monitor and manage student behavior* *-Misbehavior is addressed quickly when it occurs* *-Effective use of verbal and non-verbal signals as a management technique* *- Teacher demonstrates calm, controlled behavior* *-Students respond quickly to prompts and directions*	*Possible Observable Data* *-Techniques are demonstrated that address misbehavior immediately when it occurs* *- Teacher addresses misbehavior positively to retain respect and value for the student* *- The process of instruction is uninterrupted by student misbehavior* *-Students demonstrate an awareness of the expectations of the teacher*
☐ Baseline - 0	☐ Inconsistent - 1	☐ Consistent – 2	☐ Developing – 3

Standard 7: Student Assessment and Data Analysis

7.2 Assessment data to improve learning

Baseline - 0	Inconsistent - 1	Consistent - 2	Developing - 3
7C2) The baseline teacher candidate has knowledge of how data can be accessed, analyzed, and appropriately used to design instruction and improve learning activities.	**7E2) The emerging teacher candidate** demonstrates basic strategies for accessing, analyzing and appropriately using information and assessment results to improve learning activities.		**7D2) The developing teacher candidate** also reviews student trend data and growth in learning through a comparison of student work (i.e. pre-/post- test results or similar mechanisms) to inform instructional decisions.
Evidence *Understands the importance of data for instructional planning and decision-making*	*Evidence of Practice* *Collects data information and assessment results for instructional planning and decision-making* *Evidence of Impact* *Students engage in learning goals that advance mastery of content*		*Evidence of Practice* *Uses pre and post results or other comparison data to confirm growth in learning and impact future instructional decisions* *Evidence of Impact* *Individual students and the whole class advance in their learning*
Possible Observable Data -Is knowledgeable of different ways to gather and analyze assessment data -Understands the process for using informal and formal assessment to inform modifications to the instructional process	*Possible Observable Data* -Assessment data sometimes informs changes to instructional plans and activities -Informal and formal assessment data sometimes result in adjustments to learning activities -Student mastery of content sometimes improves as a result to adjustments made to instruction based on data	*Possible Observable Data* -Assessment data consistently informs changes to instructional plans and activities -Informal and formal assessment data consistently create adjustments to learning activities - Student mastery of content frequently improves as a result to adjustments made to instruction based on data	*Possible Observable Data* -Student growth data using a variety of different means of assessment is used to determine trend data - Trend data reveals positive growth in student learning -Pre-and Post Tests are used to determine the extent of student growth -Teacher has some type of mechanism or structure for tracking trend data or changes in student growth

Calculating the Summative Score for the Teacher Candidate

Quality Indicators	Score
1.2 Student engagement in subject matter	
2.4 Differentiated lesson design	
5.1 Classroom management techniques	
7.2 Assessment data to improve learning	
Comments/Observations:	

_____
Teacher Candidate Signature   Date

_____
Building Administrator Signature   Date

Tabulating Final Scores for the Teacher Candidate
(To be completed at the end of the Clinical Experience)

Teacher Candidate Name _____

Quality Indicators	Scores		
	Cooperating Teacher	Building Administrator	University Supervisor
1.1 Content knowledge and academic language			
1.2 Student engagement in subject matter			
2.4 Differentiated lesson design			
3.1 Implementation of curriculum standards			
3.2 Lessons for diverse learners			
4.1 Student engagement in critical thinking			
5.1 Classroom management techniques			
5.2 Management of time, space, transitions, and activities			
5.3 Classroom, school & community culture			
6.1 Verbal, nonverbal communication			
7.1 Effective use of assessments			
7.2 Assessment data to improve learning			
7.5 Communication of student progress and maintaining records			
8.1 Self assessment & improvement			
9.1 Induction & collegial activities			
9.3 Professional Collaboration			