

CONCORDIA COLLEGE
NEW YORK

NCATE
The Standard of Excellence
in Teacher Preparation



CONCORDIA COLLEGE, NY
Teacher Education Program

Student Teaching Handbook

2011 - 2012

TABLE OF CONTENTS

Introduction.....	Page 3
Role and Responsibilities of the:	
1. Student Teacher.....	Page 3
2. Cooperating Teacher.....	Page 7
3. College Supervisor.....	Page 7
Visits by a College Supervisor.....	Page 8
The Evaluation Process	Page 8
Appendices.....	Page 10
A. Concordia College Education Department Mission Statement and Goals	
B. Suggested Guidelines/Timelines for Planning the Student Teaching Experience	
C. Sample Final Cooperating Teacher's/Supervisor's Evaluation of Student Teacher (childhood sample)	
D. Rubric for Student Teacher's Final Assessment (childhood sample)	

INTRODUCTION

The following pages are designed to explain the goals, expectations, and requirements of Concordia's student teaching semester. Student teachers have reached this point in their educational career because they have devoted quite a bit of time in preparing themselves to become a teacher. The Professional Semester will provide student teachers with a chance to work closely with at least two experienced classroom teachers. These experienced teachers will guide and refine the skills and test the theories that have been learned at Concordia in the real world of the professional educator. Preparing and teaching lessons, assessing students' progress, and keeping up with the other duties of a classroom teacher is extremely time consuming. The student teaching semester is a time for the teaching candidate to step back and reflect on what has been taught, and how it can be applied in future classroom experiences.

All phases of the Concordia Teacher Education Program are tied together by the department's mission statement and goals. The goals, along with the NAEYC, ACEI and NCATE Standards, will form the framework for how the cooperating teacher, school administrator, and college supervisor will assess progress of the student teacher.

MISSION STATEMENT & GOALS

The Teacher Education Program
Concordia College

Mission Statement:

The Teacher Education Program of Concordia College, New York, cultivates a Christ-centered, value-oriented environment in which teacher education candidates are prepared for lives of service by means of a program that is firmly grounded in the liberal arts, pedagogical training, and field experience. Candidates are equipped with the knowledge, skills, and values necessary to make them life-long scholars, competent problem-solvers, and servant leaders. **Our Department Goals may be found in the Appendix of this handbook.**

A New Role as a Student Teacher

Student teaching is the capstone experience of all pre-professional experiences and coursework. Teacher candidates enter a new role as a student teacher. Subsequently, they will be considered another staff member of the school(s) to which they have been assigned. The cooperating teacher(s) will still be responsible for the educational experience of the class, but the student teacher and the cooperating teacher(s) will function as partners for many purposes. The principal will be as concerned about the welfare and work of the student teacher as s/he is about any other staff member. The student teacher will be accountable to the principal as is any other staff member in carrying out the policies and functions of the school. The same applies in Lutheran parishes to the board of education, the pastor, and the whole congregation.

In the classroom, it is expected that the student teacher and the cooperating teacher will function as a team. Preparation of lesson plans, especially during the early phases of the experience, is vital to the cooperating teacher's monitoring of the student teacher's progress. Often the cooperating teacher and the student teacher will plan together and evaluate results together. Many classroom duties will be performed by the cooperating teacher, the student teacher or both. For the welfare of the students in the classroom, the student teacher will observe the same routines and standards when s/he is in charge of learning activities as is utilized by the cooperating teacher(s). Students and their parents will regard the student teacher as the teacher in charge at those times.

Getting Acquainted: Before the Student Teaching Semester Begins

Student teachers must:

1. Read the Student Teaching Handbook carefully.
2. Arrange to meet the cooperating teacher and visit the classroom the week **before** student teaching begins.
 - ask for a list of the textbooks and other resources that will be used in the student teaching experience;
 - familiarize yourself with classroom expectations and curriculum;
 - volunteer to help set up the classroom, if possible.
 - ask about faculty meetings and professional development opportunities and plan to attend;
 - ask for copies of the school's Teacher Handbook, Student Handbook, and school calendar; then:
 - read the handbooks for information about expected arrival and departure times;
 - read the handbooks for information about the school's professional dress code.
3. Introduce yourself to the principal

The principal and cooperating teacher(s) should try to help student teachers get acquainted with the school and the classroom. However, they may not be able to discuss everything student teachers need to know in the initial "orientation" meetings. Therefore, student teachers are advised to take the initiative to inquire about any topic that may have been omitted.

The Student Teacher's Time Commitment

Because of the time and energy needed for the student teaching experience, it is expected that the student teacher will devote full time to student teaching responsibilities. The student teacher *should not* plan to compete in sports, tour with the choir, work or take academic courses at Concordia or another college or university during their student teaching placements. The student teacher should adhere to the schedule of the cooperating teacher. Student teachers are expected to arrive early to school to assist in preparing for the day and stay afterwards to prepare the classroom for the next day's instruction. Most evenings will be spent preparing lessons, grading papers, and reflecting on the day. Student teachers are expected to participate in faculty meetings, parent conferences, faculty in-service and professional development days, and other professional activities that extend beyond the typical instructional day.

Attendance and Absence

For each of the two placements, the student teacher will follow the calendar of the cooperating school and will arrive and remain at the school at the designated times for the teaching staff. Dates for each placement appear in the annual calendar of the Teacher Education Program

All students are expected to be in attendance each day the school is in session. When an absence is unavoidable, **it is the responsibility of the student teacher to phone or email:**

- 1. the cooperating school,**
- 2. the cooperating teacher,**
- 3. the college supervisor, and**
- 4. the Coordinator of Student Teaching to explain the reason for the absence.**

If a student teacher misses all or part of a school day for medical reasons, s/he will be expected to bring a note or letter from an attending physician. Excessive absences for illness will have to be made up at the end of the scheduled student teaching experience.

TWS and Lesson Plan Binder

Each student teacher is required to keep lesson plan binder and complete a Teacher Work Sample (TWS). The Unit Plan for the TWS will be completed in the first placement. All necessary materials and directions for completion will be distributed during the Student Teaching Seminar.

Professional Behavior

Student teachers are expected to adhere to professional dispositions. The student teacher strives to maintain the dignity of the profession by proper professional conduct. The scope of a student teacher's professional conduct also includes his/her personal life. Conduct should be exemplary as the student teacher performs his/her services in their home, school, community, and parish.

Parish Responsibilities

Student teachers who are in the Lutheran Teacher Diploma program are preparing for certification by the Lutheran Church-Missouri Synod as "Ministers of Religion, Commissioned" in the teaching ministry of the Lutheran Church-Missouri Synod. This teaching ministry will involve opportunities to serve the Church in ways that extend far beyond the parameters of the classroom. Church service student teachers will, therefore, want to assume responsibility for participation in parish activities in addition to their classroom responsibility. The student teacher is expected to function in organizations and interest group meetings as an observer, participant, or leader, according to his/her interests, abilities and the expectations of the cooperating teacher, principal and pastor. Candidates are encouraged to worship regularly with the congregation to which s/he is assigned.

Professional Meetings

The student teacher will continually work to improve him/herself within the profession. Opportunities that exist are participation in workshops, teachers' conferences, inservice days, faculty meetings; and membership in professional organizations. Every effort should be made to participate in programs that will improve the teachers professionally.

Legal Status

The responsibilities assigned to the student teacher in the classroom shall be in keeping with regulations of the respective state department of education and of the school or school district. It is the responsibility of school administrators to inform the student teacher of the regulations and procedures which are critical to his/her responsibilities, including the disciplinary regulations and procedures of the school.

The State of New York has an education law that obliges school authorities to protect the practice of cadet teachers from liability for negligence. Other states (Connecticut, Sec. 10-235; Maryland, Art. 77, 1128; and New Jersey, Ch. 216, 18A; 16-6) have similar laws. Pennsylvania, Rhode Island and Virginia, on the other hand, have no such statutory protection.

Insurance

Concordia's blanket accident insurance policy covers the student teacher at the cooperating school. General health expenses are the responsibility of each student. Liability coverage is the responsibility of the cooperating school.

Student teachers as substitute teachers

Student teachers should not serve as substitute teachers. In New York State it is *illegal* for a student teacher to function as a substitute teacher. Adequate professional supervision must be provided on a daily basis for the student teacher throughout the experience. If a cooperating teacher is absent, the student teacher may assume the teaching responsibilities for that day, if a substitute teacher is also in the room.

Housing

Housing arrangements and transportation to and from student teaching sites are the responsibility of the student teacher. Students living on campus will be expected to continue following the guidelines established by the College for all such resident personnel. Candidates are also encouraged to become active participants in the after school, evening, and weekend activities of the schools to which they have been assigned. These activities can provide opportunities for professional development. Special arrangements can be made each semester with the Director of Residence Life which provides campus based student teachers with housing when they are required by their student teaching responsibilities to remain on campus during regularly scheduled campus holidays.

Lesson Plans

A lesson plan binder is required for the first Student Teacher Seminar. Different lesson plan formats will be used for the various situations of student teaching. Details and requirements will be discussed at the seminar.

Role of the Cooperating Teacher

The relationship with the cooperating teacher can be the foundation on which a successful student teaching experience is built. The cooperating teacher provides the opportunity for the student teacher to refine the skills and attitudes that will make a teaching career. The cooperating teacher is vital in assisting teacher candidates in transition into competent life-long scholars, servant leaders who are skilled problem solvers.

In assisting in these transitions cooperating teachers should:

- Prepare the class for the total inclusion of the student teacher into the classroom environment.
- Provide opportunities for observation of routines, management of behavior and the gradual inclusion in planning for and implementing individual, small group and entire class instruction.
- Meet with student teacher to discuss and review written lesson plans prior to the lessons being taught by the student teacher.
- Schedule weekly conferences with the student teacher which include:
 - Monitoring of progress.
 - Making suggestions and posing questions intended to guide the reflection and thinking of the student teacher about teaching.
 - Encouraging the student teacher to analyze, evaluate, and apply what has been learned after teaching a lesson.
 - Reviewing Lesson Plan Binder. The student teacher should keep a binder with all lesson plan pages and a record of lessons, schedules, routines, meetings etc. All lessons taught by the student teacher should be highlighted.
- Confer regularly with the college supervisor and the student teacher after an observation by the former, if possible;
- Complete the mid-placement and final evaluations of the student teacher.
- Write a letter of recommendation on school letterhead for the student teacher's file.

Role and Responsibilities of the College Supervisor

The college supervisor is a resource person that possesses a broad knowledge of educational theory and practice through professional experiences and keeping abreast of trends and innovations in the field of education. S/he takes an active role by constructively evaluating the professionalism, curricular decisions and instructional practices of the student teacher. Supervisors observe student teachers at least two times during each placement.

Responsibilities: Meet with the cooperating teacher to introduce yourself prior to student teaching:

- Discuss with the cooperating teacher ways in which s/he can assist the student teacher;
- Explore with the student teacher the strengths of his/her teaching and areas in need of improvement after each lesson observation;
- Confer with other faculty members of the Teacher Education Program when there is any indication that a student teacher may not be recommended for certification;
- Assume responsibility at the end of the semester to assemble:
 - Observation Reports for each student, and
 - Final Assessment for each placement.

Visits by the College Supervisor/School Administrator

The college supervisor will make a minimum of two visits during each student teaching placement. The student teacher will make arrangements in advance with the supervisor and cooperating teacher. Please check to be sure that there are no special events, such as field trips, planned on the day of the supervisor's visit.

Prior to the visit, the student teacher should provide to the supervisor a copy of the lesson(s) that she/he will be teaching. The lesson plan binder should be up-to-date.

The Evaluation Process

The cooperating teacher(s), and college supervisor are equal partners in the evaluation of each student teacher. At the end of the student teaching experience, it is the responsibility of the college supervisor to seek the advice of each cooperating teacher on his or her decision as to whether the student teacher should be recommended for New York State initial certificate sought by the student teacher. A favorable decision may be expected unless the student teacher has been warned at the mid-point of the student teaching experience by the cooperating school staff and the college supervisor that a passing grade for student teaching would be in jeopardy. The Coordinator of Student Teaching will determine the final grade of the student teacher after consulting with the cooperating teachers, administrator(s) and college supervisor. A favorable certification vote concurrently determines that the student teacher will receive a pass (P) grade for Student Teaching.

The following instruments are to be completed by personnel connected with the student teaching program and are placed as appendices in this handbook:

- 1) At the mid-point of each student teacher's placement the cooperating teacher should discuss his or her analysis of the student teacher's work with the student teacher through use of the *Cooperating Teacher's Mid-point Assessment* of the student teacher. This assessment should be returned to the Coordinator of Student Teaching upon completion. It is correlated to the *Cooperating Teacher's Final Assessment*.
- 2) At the conclusion of the student teaching placement each cooperating teacher should complete the *Cooperating Teacher's Final Assessment* form, discuss his or her appraisal with the student teacher, and return it to the Coordinator of Student Teaching. The cooperating teacher and college supervisor will be asked to evaluate each candidate on the following areas: CONTENT KNOWLEDGE, PEDAGOGICAL CONTENT KNOWLEDGE AND SKILLS, STUDENT LEARNING AND ASSESSMENT, DISPOSITIONS AND PROFESSIONALISM. The assessment will be sent at the appropriate time during the semester.
- 4) In addition to four observation reports, the college supervisor will complete *The College Supervisor's Assessment* of the student teacher.

Each student teacher may obtain copies of his or her evaluation instruments on file in the Teacher Education Office.

Each candidate will be considered a *Concordia College Teacher Education Program Completer* when the following requirements are met:

- The candidate has completed Student Teaching EDU 451 and been granted a baccalaureate degree.
- The candidate has successfully completed the *Child Abuse Identification and Reporting Workshop* and has provided a copy of his/her certificate to the college's certification coordinator.
- The candidate has successfully completed the *School Violence Prevention Workshop* and has provided a copy of his/her certificate to the college's certification coordinator.

Appendices

- A. Teacher Education Program Mission Statement and Goals
- B. Suggested Guidelines/Timelines for Planning the Student Teaching Experience
- C. Cooperating Teacher's Final Assessment of the Student Teacher
- D. Rubric for the Final Assessment (sample Childhood)

Mission Statement & Goals
The Teacher Education Program: Concordia College

Mission Statement:

The Teacher Education Program of Concordia College, New York, cultivates a Christ-centered, value-oriented environment in which teacher education candidates are prepared for lives of service by means of a program that is firmly grounded in the liberal arts, pedagogical training, and field experience. Candidates are equipped with the knowledge, skills, and values necessary to make them life-long scholars, competent problem-solvers, and servant leaders.

Goals:

Teachers who are **life-long scholars** use their undergraduate education as a foundation for acquiring new knowledge and skills throughout their professional lifetime.

In particular, Concordia candidates:

- A. complete and implement an integrated academic curriculum which provides both a broad foundation in the liberal arts and a specialty in at least one content area,
- B. are able to stay abreast of current educational practices and developments as part of their personal professional growth,
- C. continue their formal professional growth through adequate study and/or other professional development opportunities.

Teachers who are **competent problem solvers** are prepared to meet the daily challenges of the classroom, the school, and the community.

In particular, Concordia candidates:

- A. have a *knowledge base* which facilitates productive planning and implementation.

These candidates:

1. understand the central concepts of the discipline(s) in which they will be teaching.
2. are knowledgeable in the areas of theories of learning; curriculum; social, historical, and philosophical foundations of education; formal and informal assessment techniques; needs of a diverse body of learners; and instructional resources.
3. know, understand, and use the major concepts of health, human movement, and physical activity to foster enhanced quality of life for their students.

- B. demonstrate *dispositions* which allow for effective classroom strategies.
These candidates:
1. implement developmentally appropriate practices.
 2. respect and support diversity in educational settings.
 3. model ethical behavior in their professional and personal lives.
 4. demonstrate responsibility, reliability, and professionalism as they go about their duties.
 5. demonstrate a caring attitude and compassion toward the students in their care.
 6. implement fair and equitable practices that demonstrate an understanding of the importance of physical, emotional, social and spiritual health and wellness to the overall development of the child.
- C. hold *beliefs* about themselves and their students which will enhance their success as classroom practitioners.
These candidates
1. see themselves as competent professionals.
 2. believe in each student's ability to learn, irrespective of learning style, gender, race, ethnicity, religion, economic status, or disabilities.
- D. demonstrate *skills* which will positively impact the learning of children.
These candidates:
1. implement developmentally appropriate practices.
 2. demonstrate the ability to plan and implement a developmentally appropriate curriculum..
 3. use a variety of curriculum models.
 4. use a variety of models of instruction.
 5. use communication techniques effectively.
 6. are competent in the use of educational technology.
 7. use formal, informal, and performance-based assessment techniques effectively.
 8. utilize effective methods of discipline and classroom management.
- E. are *reflective practitioners*.
These candidates:
1. use a variety of techniques to personally assess their impact on the students' learning.
 2. use the results of assessment activities to improve their professional practice.

Teachers who are **servant leaders** are able to mobilize children, colleagues, parents/guardians, and others in the community as participants in the learning process in order to work toward shared aspirations.

In particular, Concordia candidates:

- A. respect all participants in the education process, regardless of learning style, gender, race, ethnicity, religion, economic status, or disabilities.
- B. commit themselves to the welfare of those whom they teach and those whom they serve.
- C. develop a vision for learning, communicate that vision to others involved in the learning process, and create a culture and programs that support that vision.
- D. build collaborative relationships with students, colleagues, administrators, parents/guardians, social agencies, professional organizations, and others who can be instrumental in supporting the educational vision.

Suggested Guidelines/Timelines for Planning the Student Teaching Experience

Orientation Phase

Cooperating teacher acclimates student teacher to the school environment.

Week	Time Guidelines
1	<ul style="list-style-type: none"> ▪ Learn the school’s policies and procedures. ▪ Meet other faculty members. ▪ Learn fire drill and other emergency procedures. ▪ Learn building and classroom procedures. ▪ Learn students’ names or devise a method for learning names if multiple sections are taught. ▪ Handle non-instructional routines. ▪ Plan and teach at least one lesson or period. ▪ Preliminarily identify units/areas to be taught and when they will be taught. ▪ Observe and take notes on classroom management and discipline strategies used by the cooperating teacher(s). Also note incidents that illustrate the school’s climate. Continue to take notes of these items throughout the teaching experience. ▪ Maintain Lesson Plan Binder ▪ Begin collecting contextual factors for TWS*

Initial Experiences

Student teacher assists teacher with duties and begins classroom instruction. Cooperating teacher models best practices.

Week	Time Guidelines
2	<ul style="list-style-type: none"> ▪ Assume gradual responsibility for teaching one curricular area. ▪ Teach a minimum of 2 - 4 complete lessons. ▪ Confer with cooperating teacher on lessons taught. ▪ Begin discussion of TWS* with cooperating teacher. ▪ Maintain Lesson Plan binder.
3	<ul style="list-style-type: none"> ▪ Assume responsibility for teaching two curricular areas or periods and/or increase teaching responsibility. ▪ Teach at least 2 – 3 complete half-days or at least 2 -3 periods for a departmentalized setting. ▪ Teach using at least one strategy modeled by the cooperating teacher. Use 1 – 2 different teaching strategies (e.g. Inductive teaching, jigsaw, KWL, think/pair/share, inquiry, etc.). ▪ Begin finalizing planning and writing of unit with cooperating teacher.

***TWS 1st Placement only**

Independent Teaching

Student teacher increases amount of independent teaching and continues to meet with cooperating teacher to plan lessons. Cooperating teacher continues to give feedback on planning and classroom performance.

Week	Time Guidelines
4	<ul style="list-style-type: none"> ▪ Begin teaching unit, administer pre-assessment for TWS*. ▪ Teach a minimum of one full day. ▪ Teach a least a half-day every day. ▪ Continue documenting students' learning needs, school culture, management, and instructional strategies. ▪ TWS completed through learning goals*. ▪ Maintain Lesson Plan Binder
5	<ul style="list-style-type: none"> ▪ Plan and teach full, consecutive days. Vary the strategies that are used. ▪ Continue teaching unit. ▪ Use at least four different teaching strategies in planning and implementing lessons. ▪ Maintain Lesson Plan Binder

Full-Time Independent Teaching

Student teacher serves as lead teacher and assumes full responsibility for a minimum of one week.

Weeks	Time Guidelines
6	<ul style="list-style-type: none"> ▪ Plan and teach full, consecutive days. Vary the strategies that are used. ▪ Begin organizing data and analysis for TWS* ▪ Schedule conference with college supervisor regarding the overall effectiveness of student teaching experience during this placement. ▪ Maintain Lesson Plan Binder

Phase-out Period

Cooperating teacher and student teacher mutually agree on the time frame for gradually transferring responsibilities back to the cooperating teacher.

Weeks	Time Guidelines
7/8	<ul style="list-style-type: none"> ▪ Continue teaching responsibilities as directed by the cooperating teacher. ▪ Visit 2 - 4 classrooms and observe other teachers, if permissible. ▪ Maintain the Lesson Plan Binder

***TWS 1st placement only**

CONCORDIA COLLEGE
Student Teacher Evaluation Form

Appendix C

Student Teacher:

Semester:

Placement School:

Grade:

Cooperating Teacher:

Check One: Mid-Term Evaluation Final Evaluation College Supervisor:

Note: Student teachers are expected to achieve a rating of "1" (acceptable) or greater, on each evaluated item, from both the cooperating teacher and the Concordia College Student Teaching Supervisor. Unacceptable ratings on any item will require remediation or reconsideration in order for the student teacher to successfully complete student teaching and graduate from the program.

Ratings of "not observed," if given in the first placement, should be given careful consideration in the second placement so that opportunities are assured of opportunities to be evaluated on the competency in question.

The following skills are recorded as: 0-unacceptable 1-2-3 acceptable 4-5 target
Any items receiving a "0" should have a comment in the section below.

	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Target</i>			
Content Knowledge						
A. Candidate demonstrates knowledge of content areas taught:	0	1	2	3	4	5
B. Candidate presents instruction consistent with curriculum standards:	0	1	2	3	4	5
 Pedagogical Skills						
A. Candidate communicates clearly, and succinctly, both orally and in writing:	0	1	2	3	4	5
B. Candidate supports instruction with appropriate resources and materials:	0	1	2	3	4	5
C. Candidate incorporates technology in lesson planning:	0	1	2	3	4	5
D. Candidate demonstrates skill in use of classroom technology:	0	1	2	3	4	5
E. Candidate demonstrates awareness of student individual differences and differentiates instruction to meet the needs of all students:	0	1	2	3	4	5
F. Candidate demonstrates a broad range of instructional strategies that encourage student critical thinking and problem solving skills:	0	1	2	3	4	5
G. Candidate instruction is developmentally appropriate and reflects knowledge and support of child development:	0	1	2	3	4	5
H. Candidate maintains a positive learning environment that encourages broad participation and active learning:	0	1	2	3	4	5
I. Candidate exhibits skill in classroom management and control:	0	1	2	3	4	5

Student Learning and Assessment

	<i>Unacceptable</i>	<i>Acceptable</i>			<i>Target</i>	
A. Candidate employs a variety of formal and informal assessments including performance based and authentic assessment to monitor learning:	0	1	2	3	4	5
A. Assessments given by student teachers are accurate, free from bias, developmentally appropriate, of sufficient breadth and depth, and follow logically from the instruction:	0	1	2	3	4	5
B. Candidate uses results of assessment to modify instruction and adjust learning goals:	0	1	2	3	4	5

Dispositions and Professionalism

A. Candidate is reliable, responsible and professional in the classroom:	0	1	2	3	4	5
B. Candidate is reliable, responsible and professional with colleagues and is able to build collaborative relationships:	0	1	2	3	4	5
C. Candidate exhibits an ability to build positive and collaborative relationships with families and with the community:	0	1	2	3	4	5
D. Candidate exhibits a caring and compassionate attitude toward students and is a committed advocate for their well-being:	0	1	2	3	4	5
E. Candidate displays sensitivity to and embraces diversity:	0	1	2	3	4	5
F. Candidate accepts constructive criticism, consistently applies reflection on instruction and assessment results and critiques of instruction toward improvement of his or her practice:	0	1	2	3	4	5
G. Candidate shows a commitment to learn and grow professionally:	0	1	2	3	4	5

Comments: These may include areas of strength or weakness of the candidate. The student teacher coordinator is in search of comments regarding the student teaching semester, including the Student Teacher Handbook and assessment instruments. Your comments will be sincerely appreciated, including any suggestions for ways that we can better serve you and our candidates. *NOTE:* A letter of reference, written on a school letterhead, would also be appreciated.

Rubric for Student Teaching Evaluation
Childhood Education (Note: Rubric for Early Childhood and Middle Childhood varies slightly)

Evaluated Item	Unacceptable – 0	Acceptable – 1-2-3	Target – 4-5
Content Knowledge			
A. Candidate demonstrates knowledge of content areas taught.	The candidate does not demonstrate in-depth preparation or content knowledge in at least two areas of academic concentration, and does not appear to have sufficient academic preparation to teach two broad subject areas at the middle school level.	The candidate demonstrates in-depth knowledge of at least two areas of academic concentration, sufficient to teach a standalone middle level course two broad subject areas.	In addition, the candidate demonstrates the ability to teach across disciplines, and lesson plans and instructional delivery indicate in-depth preparation in the subject areas taught.
B. Candidate presents instruction consistent with curriculum standards.	The candidate may know the standards to which he or she is accountable, but lesson plans and instruction may not always be consistent with the depth and breadth of the standards. This ability does not improve significantly over time.	The candidate knows the national, state and school-based curriculum standards to which his or her teaching is held accountable, and is able to design and deliver instruction in ways that directly address goals and standards.	In addition, the candidate is able to present lessons in creative, original and challenging ways without digressing from stated learning goals for a unit of instruction.

Evaluated Item	Unacceptable - 0	Acceptable – 1-2-3	Target – 4-5
Pedagogical Skills			
A. Candidate communicates clearly, and succinctly, both orally and in writing	Candidate oral communication with students is sometimes or often confusing or unclear, leads to misunderstandings or time wasted due to students' need for clarification. Written assignments are sometimes or often stated in ambiguous language and may contain grammatical errors.	Candidate consistently delivers instruction and directions to students in grammatically correct language that is clearly stated, to the point, and developmentally appropriate. Written directions, assignments, and assessments are well written and understandable.	Candidate demonstrates ability to answer unforeseen questions and guide student discussion in engaging and insightful ways. Written assignments, assessments, or feedback to students contains brief but helpful examples, or thoughtful suggestions for improvement of student work.
B. Candidate supports instruction with appropriate resources and materials.	Candidate uses few resources and materials to support instruction, or may rely on resources and materials to substitute for rather than to enhance instruction. The resources or materials used in a lesson may distract from or appear disconnected from the learning goals that are the focus of instruction.	The candidate integrates resources and materials into instruction in ways that encourage student problem solving and engagement with the subject. The candidate demonstrates ease and facility with materials or resources used, as well as a command of sources for instructional materials.	Candidate uses a variety of resources and materials in lesson delivery, in ways that are creative and challenging. Choices of materials and resources used in instruction reflect the interests and possibly cultural backgrounds of students in the classroom, and make good use of community or building resources.

Evaluated Item	Unacceptable – 0	Acceptable – 1-2-3	Target – 4-5
<p>C. Candidate incorporates technology in lesson planning.</p> <p>D. Candidate demonstrates skill in use of classroom technology.</p>	<p>The candidate does not take advantage of available technology to enhance instruction, or does not appear to have a sound grasp of the availability and application of available technology. Or, candidate may use technology to substitute for, rather than enhance instruction, or in ways that do not appear to be well connected to learning goals.</p>	<p>The candidate demonstrates a sound grasp of the technology available for instructional use, and applies technology (e.g. education software, Internet, presentations) in ways that enhance group or individual instruction in appropriate ways.</p>	<p>In addition, the candidate has made a point of familiarizing him/herself with building technology and its potential and limitations. The candidate has sufficient working knowledge of technology to solve problems or give instructions without wasting instructional time. The candidate uses technology in creative and resourceful ways.</p>
<p>E. Candidate demonstrates awareness of student individual differences and differentiates instruction to meet the needs of all students</p>	<p>Although candidate may be aware of family, cultural and learning differences in his or her classroom, awareness is not reflected in instructional interactions. The candidate does not demonstrate awareness of or solicit help to reach students who appear to be disengaged from instruction.</p>	<p>Candidate makes an effort to get to know students in the classroom and to recognize differences in personalities and learning styles. Candidate consults with the classroom teacher to solve problems in meeting needs of individual students. Candidate demonstrates appropriate sensitivity to and knowledge of the family and cultural backgrounds of students in the classroom.</p>	<p>Under direction of the classroom teacher, the candidate acts as an advocate for students with atypical needs, and may “go the extra mile” on behalf of students who need extra support or challenge. Candidate makes an effort to engage students who do not actively participate in class discussion or activities.</p>
<p>F. Candidate demonstrates a broad range of instructional strategies that encourage student critical thinking and problem solving skills:</p>	<p>The candidate may employ some variety of instructional formats, but there is no indication that instructional decisions are aimed at meeting the range of learning needs within the classroom.</p>	<p>Based on learned knowledge of individual student learning needs and styles, the candidate considers the needs of all students in the design and delivery of daily lesson plans.</p>	<p>The candidate not only differentiates instruction to address individual student needs, but monitors effectiveness of instruction on a daily basis and attempts different methodologies as indicated.</p>
<p>G. Candidate instruction is developmentally appropriate and reflects knowledge and support of child development:</p>	<p>The candidate relies on one or two traditional forms of instructional strategy; or application of different strategies appears forced, out of context, or an ineffective strategy for the learning goal.</p>	<p>The candidate demonstrates command of a range of instructional strategies and uses them appropriately and effectively in instruction.</p>	<p>Candidate lesson plans and lesson delivery apply a wide range of traditional and nontraditional instructional strategies to create exciting and challenging lessons that clearly engage the majority of students in the classroom.</p>
<p>H. Candidate maintains a positive learning environment that encourages broad participation and active learning:</p>	<p>The candidate does not make effort or have the necessary skills to create a supportive environment for student learning, evidenced by lack of participation, disengagement or distraction of significant numbers of students.</p>	<p>The candidate creates and maintains a welcome learning environment that encourages participation of all students, and applies strategies to ensure no students remain disengaged from active learning.</p>	<p>The candidate clearly earns the trust and respect of students, and goes to some effort to find strategies to reach students who do not respond to or are not positively impacted by the candidate’s instruction.</p>

Evaluated Item	Unacceptable – 0	Acceptable – 1-2-3	Target – 4-5
I. Candidate exhibits skill in classroom management and control.	The candidate does not exhibit ability to maintain a classroom environment in which students can focus on learning, and appears frustrated and at a loss when confronted by disruption or misbehavior. The candidate sometimes uses nonproductive, punitive or derogatory measures to address problem behavior. Candidate ability to maintain a controlled and productive classroom environment do not improve greatly over time.	At a level to be expected of a beginning teacher, the candidate maintains an orderly classroom environment in which minimal time is wasted on disciplinary action and in which students are focused on learning activities without undue disruption and distraction. The candidate demonstrates constructive, non-punitive techniques for dealing with disruptions and distractions caused by individual students. Candidate confidence and ability to manage the classroom improves over time.	The candidate exhibits classroom management skills and control of the learning environment in ways that exceed the abilities of most beginning teachers. The candidate seeks out advice and constructive solutions to address disciplinary problems that persist over time.

Evaluated Item	Unacceptable – 0	Acceptable – 1-2-3	Target – 4-5
Student Learning and Assessment			
A. Candidate employs a variety of formal and informal assessments including performance based and authentic assessment to monitor learning.	The candidate may understand and deliver formal and informal assessments, but assessments are not of sufficient depth or breadth to gauge student learning, or may not be appropriate to age level or subject matter. Assessment may be delivered in ways that represent inefficient or excessive use of instructional time.	The candidate understands the role of assessment in instruction, and employs both formal and informal assessments to monitor and gauge student learning. Assessments are used at appropriate intervals to measure both depth and breadth of learning.	In addition, the candidate engages students in self-assessment as well as assessment activities that elicit deeper or integrated response to subject matter or learning goals.
B. Assessments given by the student teacher are accurate, free from bias, developmentally appropriate, of sufficient breadth and depth and follow logically from the instruction.	In more than one case, an assessment designed and delivered by the candidate included factual errors and/or unclear or ambiguous instructions or solicited responses. Assessments are not always reflective or inclusive of instruction that has been delivered. Assessment results are not a useful or dependable measure of student learning or pre-existing knowledge.	Assessments designed and delivered by the candidate are objective and non-ambiguous, appropriate to students' developmental level, and summative assessments are designed to measure learning objectives that have been taught by the candidate. Assessments and their scoring reflect accuracy of information and solicited responses. Assessment results are an accurate and useful measure of student knowledge.	In addition, the candidate is able to adapt or modify assessments to accurately monitor the learning of atypical students (e.g. English language learners, students with IEPs). The candidate analyzes results of assessment for evidence of flaws or improvements needed in assessment design.

Evaluated Item	Unacceptable – 0	Acceptable – 1-2-3	Target – 4-5
C. Candidate uses results of assessment to modify instruction and adjust learning goals	The candidate does not demonstrate that he or she analyzes results of assessment and applies those results to the modification of subsequent instruction.	The candidate uses informal and formative instruction techniques to monitor student learning on an ongoing basis, and revises lesson plans and adjusts learning goals based on instruction results.	In addition, the candidate monitors individual student learning on an ongoing basis by observation of student knowledge and skills exhibited in class activities or discussion, and augments or adjusts instruction for individual students as needed.

Evaluated Item	Unacceptable – 0	Acceptable – 1-2-3	Target – 4-5
Dispositions and Professionalism			
A. Candidate is reliable, responsible and professional in the classroom	The candidate has not adjusted to his or her professional role, responsibility and authority as a classroom teacher, which may take the form of inappropriate dress or demeanor with students, or inability to serve as an adult role model to children. The cooperating teacher is not fully confident about entrusting charge of his/her classroom to the candidate.	Although one or two missteps might occur as the candidate learns to adjust to his or her professional role, the candidate demonstrates a reliable and responsible relationship with students. The cooperating teacher has no qualms about putting the individual in charge of classroom instruction as appropriate in the student teaching arrangement.	The candidate consistently demonstrates a professional, confident and reliable demeanor in the classroom, and appears more than ready to accept the professional responsibilities of a beginning teacher.
B. Candidate is reliable, responsible and professional with colleagues and is able to build collaborative relationships.	The candidate does not consistently follow the rules and policies of the host school, and has not satisfactorily improved behavior after having been informed of the need for improvement by the cooperating teacher and the college supervisor. The candidate does not exhibit an ability or interest to work collaboratively with peers or colleagues in the interest of children or his or her own professional growth.	The candidate is cognizant and diligent in following the rules and policies of the host school, and fulfills all obligations and responsibilities assigned. The candidate arrives at school at the designated time and follows policy for excused absences. The candidate understands the role of paraprofessionals, fellow teachers, administrators, and school specialists, and demonstrates a collegial and collaborative spirit in working with colleagues and peers in the school environment.	The candidate consistently demonstrates a professional and competent demeanor with colleagues, and goes beyond the requirements of the student teaching relationship to serve as an asset to the host school. The candidate seeks out more experienced colleagues for advice and counsel in the interest of assisting students in his/her clinical classroom to achieve their full potential.

Evaluated Item	Unacceptable – 0	Acceptable – 1-2-3	Target – 4-5
C. Candidate exhibits an ability to build positive and collaborative relationships with families and the community.	The candidate does not take full advantage of opportunities provided during student teaching to meet with or generate other forms of communication with parents. Or the candidate may appear ill at ease, or unable/unprepared to answer questions, in meeting with parents on a formal or informal basis (this latter behavior does not improve significantly over time).	To the extent that opportunities are available in the student teaching environment, the candidate seeks to develop positive relationships or communication with parents, and exhibits a positive, friendly demeanor and confidence in talking to parents about their children and/or about general classroom activities.	With the permission of the cooperating teacher, the candidate goes beyond the requirements of student teaching expectations to reach out to parents, by being available at after school events or parent events, volunteering at school functions, written communication to parents, or other means of outreach. The candidate communicates enthusiasm as well as genuine interest and understanding of the child in formal or informal parent conferrals.
D. Candidate exhibits a caring and compassionate attitude toward students and is a committed advocate for their well-being	The candidate does not exhibit a caring demeanor toward children in the classroom, and does not appear watchful for or responsive to any signs or circumstances of distress that may impact a child's behavior and thus trigger an appropriate, compassionate response on the part of the teacher. These dispositions do not improve significantly over time.	Through actions and demeanor, the candidate demonstrates a caring attitude toward the whole personality of each child in the classroom, and notices and responds appropriately to any child who is showing signs of distress. The candidate informs the cooperating teacher or any behaviors or circumstances that he/she believes that the teacher should know.	In addition, the candidate consistently demonstrates that he/she values and enjoys students as unique individuals, and goes to an effort to make each child feel included in and important to the classroom community. The candidate keeps a discreet but watchful eye on any child whose behavior or circumstances suggest a need for compassionate and sensitive treatment or intervention, and knows when to seek advice from the cooperating teacher in terms of the latter.
E. Candidate displays sensitivity to and embraces diversity	The candidate has, on more than one occasion, used lessons or activities that reveal cultural biases or rely on norms or cultural touchpoints not shared by all children in the class, or which could cause discomfort or lack of engagement for a child whose cultural norms are not reflected by the lesson or activity.	The candidate takes into consideration the many forms of physical, family, language, economic and cultural diversity represented by his or her students, and ensures that lessons are designed so as not to exclude, embarrass or confuse children whose cultural norms may differ from those of the majority of students.	In addition, the candidate makes an effort to learn about unfamiliar cultures represented in his/her classroom, and takes advantage of cultural diversity represented by the classroom, school or community to enrich instruction.

Evaluated Item	Unacceptable – 0	Acceptable – 1-2-3	Target – 4-5
<p>F. Candidate accepts constructive criticism consistently applies reflection on instruction and assessment results and critiques of instruction toward improving his or her practice.</p>	<p>The candidate may exhibit a defensive or resistant attitude toward constructive criticism, without asking appropriate questions or engaging in constructive and professional dialogue about any criticism that is not understood. The candidate may not make any noticeable or constructive effort to improve in areas that have been noted, or seek additional advice in that area if it is needed. The ability to accept and respond to professional criticism does not improve significantly over time.</p>	<p>The candidate is open to written and oral constructive criticism, asks appropriate questions about any critical advice that is not clearly understood by the candidate, and understands that the critique of practiced educators is an important part of the professional learning experience of any student teacher. The candidate makes a noticeable effort to improve upon any area of instruction, disposition, or other aspect of teaching in which he or she has received constructive criticism.</p>	<p>The candidate welcomes constructive criticism as a tool to be used for growth and improvement, and responds in a mature manner to advice that is received. The candidate demonstrates a concerted effort to improve upon any area in which advice or criticism has been given, and significant improvement is noticed over time. The candidate also makes good use of self-reflective practices as a way of improving his/her performance.</p>
<p>G. Candidate shows a commitment to learn and grow professionally.</p>	<p>The candidate does not demonstrate a great deal of curiosity or intent to expand his or her content knowledge of subjects taught, or professional knowledge in the areas of teaching and learning. This attitude does not improve significantly over time. The candidate may appear to be ambivalent about his or her career choice, at a level that might best be explored by the candidate before he or she completes the program and makes the commitment to a professional career.</p>	<p>In written self-reflection and in dialogue with peers, colleagues, the cooperating teacher and college supervisor, the candidate demonstrates commitment to the aspect of the teaching profession that requires continuous professional growth. The candidate seeks appropriate advice from more experienced professionals, takes advantage of opportunities for professional development and learning, and considers areas in which he/she may want to expand professional knowledge or pursue additional certification or degrees.</p>	<p>In addition, the candidate seeks out resources and research during the student teaching semester to enhance his/her knowledge of a subject, teaching methods, cultural background and heritage of students in the class, and/or aspects of student behavior. The candidate regards him or herself as a professional with the responsibility to engage in lifelong learning and keep abreast of new and expanded knowledge of research and best practices in the area of teaching and learning. The candidate may have clear plans about further professional growth in terms of seeking additional teaching certifications or an advanced degree.</p>