KENT STATE
U N I V E R S I T Y

Collaboration in Teacher Education

A Guide for PK-12 Student Teachers, Cooperating Teachers and University Supervisors in Special Education

Fall 2015

TEACHER EDUCATION DIRECTORY

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SECTION I: GENERAL INFORMATION

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What is a High Quality Professional Educator?---

The conceptual framework for the teacher education unit at Kent State University is based upon the University Mission that we prepare students for responsible citizenship and productive careers, broaden intellectual perspectives, and foster ethical and humanitarian values.

In-Depth Content Knowledge
- Knows and understands discipline-specific content and pedagogy
- Places knowledge in a broader context and integrates it with other content areas
- Seeks out and uses innovative, content-appropriate teaching methods
- Identify and uses evidence-based practice

Learner-Centered Pedagogy
- Understands how students learn
- Facilitates inquiry-based learning and authentic assessment
- Creates a learning environment that helps students build on prior knowledge
- Uses technology in an ethical, critical, and competent manner as a means to acquire, provide, organize, and communicate knowledge
- Uses differentiated instruction to meet the needs of all learners

Informed and Reflective Practice
- Draws on research, evidence-based practices, theory, and multiple fields of knowledge for the development of curriculum, pedagogy, and educational programs
- Employs the iterative process of action, observation, and reflection as the basis of improving practice
- Uses multiple sources of data to plan, enact, monitor progress within, and revise, curriculum and educational programs
- Evaluates the evidence for selected practices
- Tailors practices for students at risk and with identified disabilities

Ethical and Culturally-Responsive Practices
- Exemplifies the highest ethical standards of the teaching profession
- Values richness of human differences
- Adapts assessment, pedagogy, and educational programs to individual differences
- Understands the role of public education in a democracy
- Advocates for students and families
- Prioritizes inclusive practices

Professional Collaboration
- Understands the role of other professional educators
- Uses co-teaching practices when appropriate
- Demonstrates leadership for educating all children in collaboration with educators, agencies, families and communities
- Values and demonstrates commitment to ongoing professional development

During capstone student teaching experiences, student teachers are assessed in areas related to the above values and behaviors, specifically in the standards of teaching related to content knowledge, implementation of strategies to ensure teaching for learning, establishing effective learning

environments, and commitment to professional practice. These standards are themselves connected to the strategic directions of Kent State University seeking to:

a) create innovations in learning,
b) engage the world,
c) focus on those we serve and
d) build and sustain partnerships.

Roles and Responsibilities--

Statement of Philosophy

The clinical experience should represent a pivotal point in students' preparations to becoming teachers. It is the time when theory and practice meet and when student teachers discover whether they can or even want to teach. Traditional student teaching supervision models are comprised of a triad consisting of the student teacher, cooperating teacher, and university supervisor (see below). Each person make contributions related to focus, priorities, special expertise, scope, professional concerns, and qualifications. In terms of focus, the university supervisor is primarily concerned with student teachers and how they are fulfilling the college program's expectations. The cooperating teacher's focus is on how the student teachers are functioning in the classroom. An additional area of focus should come from the building principal who would be concerned with how the student teachers become knowledgeable and function within the larger context of teaching from a school, community, and global perspective.

A new model of collaboration in teacher preparation that includes the building principal is provided in the following chart listing specific roles and responsibilities of the student teacher, the cooperating teacher, and university supervisor.

Student Teacher	University Supervisor	Cooperating Teacher	Principal
Building knowledge of students and teaching, constructing personal identity as a teacher, and developing standard procedural routines for class management and effective instruction.	Ensuring teacher preparation program philosophy is met while creating balance and support for the student teacher, cooperating teacher, and building principal.	Supporting authentic practices through a variety of rich opportunities for the student teacher to build a context for understanding and facilitating the complex relationship between teaching and learning.	Providing the connection between teacher preparation coursework and the educational context that includes how classroom practices interact with district/school mission and goals, the conditions and dynamics of a diverse community, and the global issues and forces affecting teaching and learning.

(Varrati, LaVine, & Turner, 2007)

Student Teaching Triad

The relationship between the university supervisor, the cooperating teacher, and the student teacher is an important one. Therefore, it is expected that communication occurs frequently as a team. The student teacher should be informed of his/her progress (strengths as well as weaknesses) on a regular basis (see Section V, "Sample Forms"). All evaluation forms should be discussed with the student teacher during conferences.

Please note for Special Education student teachers, the university supervisors and cooperating teachers will submit a minimum of four assessments throughout the semester.

Because the university supervisor and the cooperating teacher view the student teaching experience from unique and different perspectives, each perspective should be thoroughly represented. Therefore, the university supervisor and the cooperating teacher will **independently complete a paper copy of the unofficial Student Teaching Assessment at midterm and end of the placement and present to the student teacher during a conference. The supervisor will then enter both assessments online. Once the form is completed, an automatic email will be sent to the student teacher containing a link with the completed assessment for electronic signature. Once signed by the student teacher, the assessment is official and can be downloaded for printing.**

Teacher Performance Assessment (TPA)
All student teachers will also complete the Teacher Performance Assessment by the 8th week of the semester. The Teacher Performance Assessment (TPA) is a subject area-specific, performance-based assessment for pre-service teacher candidates, focused on student learning. Developed at Stanford University and administered by Pearson, this portfolio process will evaluate a teacher candidate's ability to create and assess an effective lesson sequence, teach *all* students, and reflect on the teaching process. Over the course of the student teaching semester, teacher candidates, in conjunction with the cooperating teacher, will plan, teach, and assess a learning segment in the classroom. Guided by the instructor of the Inquiry Seminar, the teacher candidate will develop a portfolio of artifacts, including lesson plans, video clips of instruction, student work samples, teacher assignments, analyses of student learning and reflective commentaries. Specifics necessary for each portfolio are clearly designated in TPA handbooks to be distributed by the Inquiry Seminar instructor. In the early weeks of the student teaching semester, the teacher candidate will distribute a letter to inform students and parents of the TPA process, including the video clips necessary for the portfolio (see sample Permission Letter on page 59). A consent form will be collected by the teacher candidate to obtain parent/student permission to participate in the TPA process (see sample Permission Form on page 60). The TPA will be due on the Pearson platform on a date specified by the Inquiry Seminar instructor. The TPA portfolio will be scored by nationally trained reviewers who will not personally know the teacher candidate and results will be delivered to the Inquiry Seminar instructor prior to the end of the student teaching semester. Results will also be given to each teacher candidate.

Student Teaching (Clinical Experience)--

Placement Process
The Vacca Office of Student Services (304 White Hall) will request an appropriate student teaching placement during the semester prior to the student teaching experience. The following two conditions **must** be met before a placement will be requested:

1. Student teacher eligibility according to College policy must be met (all coursework, GPA, dispositional standards, student teaching prerequisites for Child Safety, CPR and ALICE and any other criteria as specified by Program Area and/or College).

2. Student Teacher Placement Profile forms (undergrad) or resumes(grad) and Student Teaching Information Card completed and received by the Vacca Office of Student Services by the established deadline.

Placements are generally made within a 50 mile radius of the Kent Campus and/or your residence. Requests for specific placements within our contracted districts are taken into consideration, however; there is **no guarantee** that a request can be met. **Student teachers are responsible for all transportation arrangements**.

The Vacca Office of Student Services adheres to the following guidelines for placements:

1. Our accrediting agency, the National Council for Accreditation of Teacher Education (NCATE), requires that "student teachers develop and demonstrate proficiencies that support learning by all students as shown in their work with students with exceptionalities and those from diverse ethnic, racial, gender, and socioeconomic groups."

    In accordance with the College's Conceptual Framework which values diversity and global awareness in teacher preparation, student teachers are required to participate in field experiences and clinical practice within the partnership districts that include students with exceptionalities and students from diverse backgrounds, including but not limited to ethnic, racial, gender, linguistic, and socioeconomic diversity.

    Experiences with diversity are linked to course-related field experiences. If a student teacher has not experienced diversity in prior field experiences, then the Vacca Office of Student Services will attempt to locate a school/district that fulfills this requirement.

2. Placements will be requested in our 200+ partnership schools and districts in NE Ohio. Additional opportunities for student teaching can be arranged in our current established programs in Florida, Arizona, and Texas; the Consortium for Overseas Student Teaching (COST) program; and Schools for the Deaf.

3. A student teacher is not permitted to student teach in the same school district where he/she is employed, where relatives are employed, where their children are attending, or from which he/she has graduated unless graduation was more than 10 years ago.

4. University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If a student teacher is registered with Student Accessibility Services (SAS) and requires special accommodations, he/she must inform the Vacca Office of Student Services at the time of application for student teaching so that an appropriate placement can be secured.

5. The Vacca Office of Student Services must make all arrangements for student teaching. Arrangements made any other way will not be recognized as valid. **Under no circumstances will a prospective student teacher contact any school district personnel with the intention of securing his/her own placement.**

Student teachers will be notified by KSU email about the details of their placement. As soon as the confirmation notice is received, student teachers should contact the cooperating teacher to make arrangements for schedule and curriculum materials and reply to the Student Teaching Placement Specialist that the placement information was received.

Background Checks
Student teachers are required to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel at their assigned "school/agency" on or before the first day of the semester in which student teaching/internship will take place.

BCII and FBI background checks can be completed in the Instructional Resource Center (IRC), Room 221 White Hall, during operating hours. Contact the IRC to verify dates and hours of operation at **330-672-2353.**

BCII. The BCII check requires current, state issued identification (driver's license or a state identification card issued by the Bureau of Motor Vehicles). The cost is $25.00 and can be paid with cash or check (payable to IRC@KSU). Student teachers are responsible for the payment of this fee at time of service.

FBI Fingerprinting (Federal). Electronic fingerprinting can be done in the Instructional Resource Center (IRC), Room 221 White Hall, during operating hours. The cost is $30.00 and can be paid with cash or check (payable to IRC@KSU). Student teachers must bring current state issued identification (driver's license or identification card). Student teachers are responsible for the payment of this fee at the time of service.

Both of these background checks must be mailed to the student teacher. DO NOT SEND THE RESULTS OF BACKGROUND CHECKS TO KENT STATE UNIVERSITY OR THE STUDENT TEACHING SITE.

Both of these background checks are required when applying for initial licensure as well. Student teachers may be able to use these same background checks when applying for licensure. Both background checks expire after one year (valid 12 months/365 days from the date of issue). Request a copy be sent to the Ohio Department of Education if this check will be within one year of applying for licensure.

Neither the Vacca Office of Student Services nor your faculty views these results. For any questions, student teachers can review the Standards for Licensure and Employment of Individuals with Criminal Conviction concerning the results of background checks. This document can be viewed on the Ohio Department of Education website at education.ohio.gov Locate "Teachers" in the topic menus bar at the top of the homepage, from there go to "Educator Conduct," and then "Effects of Convictions on Licensure." For additional help, contact the ODE Office of Professional Conduct. Their phone number is 614-466-5638.

For further questions regarding the directions, please contact the Clinical Experience Office in the Vacca Office of Student Services at 330-672-2870.

Policies and Procedures During Student Teaching

Alcohol and Drug Abuse. Any indication of drug and/or alcohol use will result in removal from the school. Strong indications of cigarette, cigar or pipe use, cologne, after shave or perfumes may be offensive to colleagues and students in schools.

Attendance/Time Commitment. **It is expected that a student teacher will follow the cooperating teacher's scheduled work day** and be actively engaged during the required number of weeks as determined by the program area and the published schedule by the Vacca Office of Student Services. Professional obligations may require the student teacher to work beyond the scheduled work day, including possible evening and weekend hours.

Student teaching is a full-time professional commitment. Other commitments and obligations should be reduced to **a minimum** during this time. Student teaching duties must be given first priority. **The student teacher is required to follow the calendar of the school where assigned** (i.e., spring vacation and other days off are not necessarily the same as the University's calendar). Inquiry/Seminar classes follow the university calendar for both scheduled and unscheduled breaks (e.g. snow day) in the school calendar.

In case of illness and/or emergency, the student teacher must contact the cooperating teacher **immediately**, and the university supervisor must be notified, whether an observation is planned or not. Lesson plans must be available for the cooperating teacher even on the days of absences. Any illness, in excess of **three consecutive days,** must be documented by a written excuse from a doctor.

In addition, for any absence, the student teacher must complete an Absentee Form provided by their university supervisor *(see sample in "Forms Section")* stating the reason for the absence. The form must be signed by the cooperating teacher, the student teacher, and the university supervisor. The university supervisor will return this form to the Vacca Office of Student Services, 304 White Hall, at the end of the semester.

Absences will affect the continuity of the student teaching experience and could result in an extension of the experience or **unsatisfactory** rating of student teaching. All decisions on grading, in these circumstances, will be at the discretion of the Vacca Office of Student Services in consultation with the program coordinator and/or program area faculty.

Calamity Days/Inclement Weather. While student teaching, if school is closed due to inclement weather conditions, natural disasters, power outages, structural damages, or other emergency, student teachers are not required to make up the time unless it affects spring break or winter break. If the school cancels its spring/winter break and teachers must report that week, then the student teacher will need to report to the site also.

Student teachers are not to call the school to ask if school is in session. All of the school districts will report their closing over radio and television stations (or on their websites) and student teachers are expected to locate school closing information at the appropriate station. Additionally, it is important that a phone call list be established with the teacher(s) and the university supervisor in the event that student teachers are not to report to schools.

Because of contractual obligations or other special conditions, cooperating teachers (of the

participating schools) may be required to report to school even though their students do not. If this situation exists, student teachers also will report since they are required to follow the cooperating teachers' schedules.

Confidentiality

Student teachers must maintain confidentiality related to student records, personal family information, and student ability/disability in educational programming in order to protect the child's and family's privacy, unless disclosure serves a professionally compelling purpose or is required by law.

Conflicts Between School Districts and Their Teachers/Staff. Because student teachers in the state of Ohio do not have the legal status of certificated or licensed personnel and because their proper role is that of learner, not substitutes for personnel, the student teacher should not report for duty or be in or near the building of assignment in the event of strike or work stoppages. Should any of these events occur, the student teacher is to **immediately** telephone his or her university supervisor.

In the event that the school to which the student teacher is assigned is subject to a jurisdictional dispute between a teacher's association and the school district, student teachers will assume a position of neutrality. The student teacher is to remain away from the placement site and not participate in either side of the dispute.

Corporal Punishment. Student teachers in the state of Ohio do not have the legal status of certificated personnel. A student teacher is **NEVER** to administer corporal punishment as a means of discipline.

Documentation. If student teachers need to document students' work (i.e., photographs, videotapes, audiotapes, etc.), the sample form in the "Forms Section" *(Permission for Photographs/Videotapes/Audiotapes of Children – Non TPA)* or the form that the district provides should be used. The Teacher Performance Assessment (TPA) requires a special form be used. When reviewing student records and/or IEPs, student teachers must adhere to professional ethics on confidentiality.

Health-Related Issues. Issues relating to the health of student teachers and/or students in classrooms will be handled on an individual basis.

Liability Insurance. The university provides liability insurance coverage for all KSU students, and this coverage extends to student teachers in northeast Ohio and within the 50 states. Student teachers for the COST (Consortium for Overseas Student Teaching) program must secure separate professional liability insurance in order to be considered for that program because they are not covered overseas under the university's policy. Additional coverage can be obtained through student education associations such as KSEA (Kent Student Education Association) or ASEA (Art Student Education Association). Liability coverage begins prior to the official start date of the semester through the last day of classes ONLY if student is registered for the Student Teaching course.

Medications. Student teachers are NOT permitted to administer medications to students.

Obligations Beyond Student Teaching. Outside obligations such as jobs, family obligations or coursework cannot be used as an excuse for marginal or unsatisfactory performance during the student teaching experience. Student teachers are not permitted to take other coursework during student teaching (except for Inquiry into Professional Practice) unless they have special permission from a faculty advisor. A *"Request for Exception to Eligibility for Student Teaching"* form can be picked up in 304 White Hall.

Professional Conduct and Appearance. **The teaching profession requires that its members possess high standards of personal conduct, a neat personal appearance.** Student teachers should follow the standards of professional conduct and the personal appearance standards as specified by the placement site's teacher handbook or by the administrator in charge.

The school staff handbook often address length and style of hair, beards and moustaches, piercings, style of dress, tattoos and length of skirts. If student teachers feel the standards asked of them are unreasonable and are unable to conform to these standards, please consult with your university supervisor or the Director of Student Teaching <u>before</u> taking issue with the administrators in the assigned building. Program areas may also have specific guidelines to follow. Be advised that items posted on the Internet, including social networking sites, even when removed by the person who posted it, may be able to be accessed by employers, students, and parents now or in the future.

School Policies. School policies may vary from school to school. Upon arriving at the school assignment, the student teacher should immediately become familiar with school policies (zero tolerance, suspected child abuse or neglect, incident reporting, universal health precautions, cell phones, text messaging, social networking, etc.), regulations and physical facilities of that school. The cooperating teacher or building administrator should help student teachers with this orientation to the school. Some districts may require TB tests or passage of the Ohio Educator Assessment (OAE) content area test **prior** to the beginning of the student teaching experience.

Substitute Teaching. Student teachers **are not** permitted to substitute teach until they have met the following criteria:

- Successful completion of the student teaching semester and a letter of completion from the Vacca Office of Student Services (304 White Hall). This letter will be issued at a student teacher's request after grades are posted (see the Vacca Office of Student Services' website: www.ehhs.kent.edu/ehhs/services/voss)
- A Resident Educator teaching license from the State of Ohio.

Situations may arise in which the cooperating teacher to whom a student teacher is assigned may become ill or have an emergency for a portion of the day. In a situation of this type, it is reasonable for the principal to ask the student teacher to assume direction of the class for a portion of the day if he/she judges that the student teacher is capable of carrying out this responsibility. Under these circumstances, either the principal or another certified staff member must assume the supervisory responsibility and/or periodically check with the student teacher during that day. If a student teacher is requested to substitute teach beyond a partial

day, then he/she must decline. If there is any question about this policy, the principal should call the Vacca Office of Student Services (330-672-2870) for clarification.

Dual License Student Teaching in Special Education

Students who wish to receive licensure in more than one Special Education concentration must complete student teaching requirements as follows:

License 1	License 2	Student Teaching Options
Moderate-Intensive	Mild-Moderate	One full (16-week) student teaching for initial license, one half (8-week) student teaching for the second license—if the student applies for the initial license prior to taking the second student teaching. If no initial license has been given, the second student teaching would also have to be for the full semester.
Moderate-Intensive	Other Low Incidence (e.g. Deaf Education)	One full (16-week) student teaching total, if placement has students meeting the requirements for both licenses.
Mild-Moderate	Other Low Incidence (e.g., Deaf Education)	Same as for the first situation.
General Education	Moderate-Intensive	Same as for the first situation.
ASL: English Interpreting	ASL	One full (16-week) student teaching total, if placement enables student teacher sufficient experience in both licensure areas.
ASL: English Interpreting	Deaf Education	One full (16-week) student teaching total, if placement enables student teacher sufficient experience in both licensure areas.
Deaf Education	ASL	One full (16-weeks) student teaching total, if placement enables student teacher sufficient experience in both licensure areas.

Student Teaching on the Job

Student teaching is considered to be the culminating experience in the preparation of student teacher candidates. The expected student teaching experience includes coaching, mentoring, modeling, exploring, reflecting and more. **In very limited cases, when extraordinary circumstances(s), exist, a student teacher who is currently employed as a classroom**

teacher may submit a written application to complete the student teaching requirement on the job. Each request will be examined on an individual basis based on stringent criteria. The request for permission to student teach on the job should be addressed to the Director of Clinical Experiences, 304 White Hall.

Assessment of Student Teachers---

Performance Assessment
The student teaching experience is the culmination of a systematic curriculum in teacher education. It provides an essential opportunity for the student teacher to demonstrate (in an actual school setting) over a period of weeks that the knowledge, skills, and disposition for teaching have been acquired to perform as an entry-year teacher. It also provides an opportunity for school and university educators to review the outcomes of the teacher education programs.

Special Education (SPED) university supervisors and cooperating teachers will complete a minimum of four written evaluations of lessons observed during the semester using the *Special Education Lesson Observation Feedback* form (p. 53):

Lesson Observations will be made (minimum number):

a. week four of the semester
b. week seven of the semester (midterm)
c. week eleven of the semester
d. week fifteen of the semester (end of the semester)

In addition, SPED university supervisors will complete the following evaluations:

a. The Disposition Assessment for each student teacher during week seven of the semester (see pp. 17-18 and 62 - 66).

b. The Student Teaching Evaluation Form at midterm and at the end of the semester (p. 55).

Copies of all written evaluations should be submitted to the instructor for the *Inquiry Into the Teaching Profession* (*SPED 49525 or SPED 69525*) course and to the student teacher.

Assessment is a continual part of the total student teaching experience and is a cooperative process **shared** by the student teacher, the cooperating teacher, and the university supervisor. The philosophy of the education faculty at Kent State University is that the student teaching experience should be structured to facilitate success, and that every effort should be made to provide each student teacher with the support needed to perform to the best of his or her ability. The university supervisor will leave a written observation report after each visit. The cooperating teacher and the university supervisor will complete a midterm and final evaluation during the student teaching placement as well as a disposition assessment at the midterm or as needed during the semester. These will include a conference involving the student teacher, the cooperating teacher, and the university supervisor and copies of the final assessments will be made available to the student teacher.

Rationale for the Student Teaching Assessment Instruments
The Vacca Office of Student Services aligns its assessment instruments and procedures with the Ohio Teacher Education Licensure Standards and the Teacher Performance Assessment (TPA). The systematic change in teacher education has gone from areas of study and requirements to an outcomes-based model, which focuses on what the beginning teacher should know and be able to do.

The assessment instruments are aligned with the *Standards for Ohio Educators* published by the Ohio Department of Education (ODE) and the Teacher Performance Assessment. In addition, each program area may use supplemental assessments representing standards from that SPA (Specialized Professional Association). The following information will provide guidance for implementing these assessment instruments.

Observation
The basis for virtually every aspect of the supervisory process is observation of the student teacher. Success in student teaching to a large extent depends upon the effectiveness and frequency with which the cooperating teacher responds to the continuing concerns, "How am I doing?" "How can I improve?" "How does this impact learning in the classroom?" This is part of reflective practice.

The cooperating teacher should be present most of the time throughout the student teacher experience. The cooperating teacher will devote less time to formal observation as the student progresses into the mid-stage of student teaching but will continue to maintain a high level of awareness. In the final stage, formal observation should occur often to provide the student teacher with systematically collected feedback.

Any time the cooperating teacher is observing formally, he or she should be prepared to take notes. These notes provide a continuous record of the teaching student teacher's performance, areas of strength and areas that may need improvement. The student teacher should be encouraged to review the notes periodically as a means of self-appraisal. Observations and feedback from the cooperating teacher are crucial to the student teaching experience.

If the cooperating teacher should at some point develop reservations regarding the student teacher's performance, the cooperating teacher's own copy of these notes provides documentation to support that assessment. The notes are especially useful as a source of information if it subsequently becomes necessary to prescribe clinical work on campus for the student teacher to develop or improve in areas in which he or she is deficient. The school principal should be invited to observe the student teacher and give additional feedback.

Midterm Assessment
Each student teacher must be assessed during a midterm conference using the *SPED Lesson Observation Feedback Form*, Section V. While daily notes and conferences give the student teacher an indication of specific aspects of his or her teaching, the midterm assessment provides a comprehensive view. The student teacher should be informed of both strengths and weaknesses through the student teaching experience. The university supervisor will

provide an unofficial Student Teaching Assessment form to the cooperating teacher during the orientation meeting at the beginning of the student teaching experience.

A structured midterm evaluation, using the *SPED Observation of Practicum/Student Teaching Performance* evaluation form and the *Student Teaching Evaluation* form, is conducted jointly by the cooperating teacher, the student teacher, and the university supervisor. The paper copy of the unofficial midterm assessment form is prepared independently by the university supervisor and cooperating teacher and discussed with the student teacher during the midterm assessment meeting. Any item rated as "emerging" requires a written comment by the assessor in the box provided. Any item rated "Emerging" or below on the second, third, or fourth evaluations requires a conference with the supervisor and cooperating teacher (the terms of which must be met within the timeframe as designated).

No later than one week after the meeting, the university supervisor will enter her/his assessment and the cooperating teacher's assessment in an online form that can be found at https://fsportal.ehhs.kent.edu/index.php After logging in with the Flashline user id and password (for assistance contact the University help desk at 330.672.HELP), click on "Unit Assessment" and "Disposition Assessment." Then select the student teacher's name and complete the form. Once the form is completed, an automatic e-mail will be sent to the student teacher containing a link with the completed assessment for electronic signature. Once signed by the student teacher, the assessment is official and can be downloaded for printing. The deadline for submitting the midterm online assessments is Friday of the 7th week of the university semester.

Summative Assessment
Toward the end of the student teaching experience, the student teacher's performance is rated independently by the university supervisor and the cooperating teacher on a paper copy of the unofficial final summative form (*Student Teaching Evaluation* form). The final summative assessments are shared with the student teacher at a final conference.

No later than one week after the meeting, the university supervisor will enter her/his assessment and the cooperating teacher's assessment in an online form that can be found at https://fsportal.ehhs.kent.edu/index.php . Once the form is completed, an automatic email will be sent to the student teacher containing a link with the completed assessment for electronic signature. Once signed by the student teacher, the assessment is official and can be downloaded for printing. The deadline for submitting the summative online assessment is Friday of the 15th week of the university semester.

Additional Assessments---

1. **Disposition Assessment**
   A major part of our teacher education program at Kent State University is the development of dispositions related to caring, fairness, honesty, responsibility, commitment, and social justice. Student teachers are expected to consistently demonstrate all of the behaviors and qualities indicative of professionalism, work ethic, and personal qualities in order to receive a grade of "Satisfactory" for student teaching.

A Disposition Assessment *(*"Professional Disposition Assessment" form, Section V) for each student teacher will be completed online by the university supervisor in consultation with the cooperating teacher during the midterm time. During a conference with the student teacher, an unofficial paper copy may be used, but the assessment is not official until it is signed electronically by the university supervisor and the student teacher. The assessment can be found at. https://fsportal.ehhs.kent.edu/index.php After logging in with the Flashline username and password, click on "Unit Assessment" and "Disposition Assessment." Then select the student teacher's name and complete the assessment.

After the assessment is electronically submitted by the university supervisor, the student teacher will receive an automated email indicating that the completed Disposition Assessment is available at https://fsportal.ehhs.kent.edu/index.php   and that an electronic signature is required by the student teacher. The email will also indicate if a "needs improvement" has been submitted.   If a needs improvement has been submitted, the student teacher will be told to complete a Professional Disposition Plan (PDP) located on the student portal (see sample in "Forms Section."). It is also on the faculty/staff portal but the student teacher needs to initiate it.   The student teacher needs to meet with the university supervisor and cooperating teacher to discuss the PDP and both student teacher and supervisor need to sign electronically.   Student teachers are advised that a needs improvement MUST be remedied by the end of student teaching.

The deadline for the submission of the online Disposition Assessment by the university supervisor is Friday of the 7th week of the university semester. The Disposition Assessment may be submitted earlier if warranted. The student MUST have ample time to submit a Professional Disposition Plan (PDP) and enact it. Students with outstanding dispositions are not cleared for graduation.

Student teachers are evaluated in previous courses, and progress is reviewed by program coordinators with the intent of assisting student teachers select an alternative major prior to student teaching if unsatisfactory dispositions are not satisfactorily addressed.

2. **Lesson Plan Templates for Specific Concentrations in SPED**

    Lesson plan templates for specific concentration areas can be found in Section V.

3. **The Teacher Performance Assessment (TPA)**
    The Teacher Performance Assessment (TPA) is a subject area-specific, performance-based assessment for pre-service teacher candidates, focused on student learning. Developed at Stanford University, this portfolio process will evaluate a teacher candidate's ability to create and assess an effective lesson sequence, teach all students, and reflect on the teaching process. Over the course of the student teaching semester, teacher candidates, in conjunction with the cooperating teacher, will plan, teach, and assess a learning segment in the classroom. Guided by the instructor of the Inquiry class, the teacher candidate will develop a portfolio of artifacts, including lesson plans, video clips of instruction, student work samples, teacher assignments, analyses

of student learning and reflective commentaries. Specifics necessary for each portfolio are clearly designated in TPA handbooks, to be distributed by the Inquiry instructor. In the early weeks of the student teaching semester, the teacher candidate will distribute a letter to inform students and parents of the TPA process, including the video clips necessary for the portfolio (see recruitment letter). A consent form will be collected by the teacher candidate to document student participation in the TPA process (see consent form). The TPA will be due on a date specified by the Inquiry instructor on the Learn platform. The TPA portfolio will be scored nationally and results will be delivered to the Inquiry instructor prior to the end of the student teaching semester.

Conflict Resolution ---

A partnership is the ideal relationship in the student teaching experience*.* However, student due process procedures are established for the student teacher who does not agree with the evaluation of his/her performance during any time of the student teaching semester.

The following appeal procedure is established. The first step is to contact the person with whom you have a disagreement to discuss the nature of the disagreement. If a resolution is not achieved, the second step is to contact the university supervisor to explain the nature of the disagreement. If a resolution is not achieved, the third step is to contact the Director of Clinical Experiences, 304 White Hall, to explain the nature of the disagreement. If a resolution is not achieved, the fourth step is to contact the appropriate program coordinator and then the director of the appropriate school in your major, and finally, the Associate Dean of Student Services in 304 White Hall. The order is spelled out below:

1. The person with whom you have a disagreement and the instructor for *Inquiry into Professional Practice* (*SPED 49525 and SPED 69525*)
2. The University Supervisor and the instructor for *Inquiry into Professional Practice (SPED 49525 and SPED 69525)*
3. The Director of Clinical Experiences, 304 White Hall
4. Program Coordinator
5. School Director
6. Associate Dean, Vacca Office of Student Services, 304 White Hall

Procedures for Addressing Problems --

1. The student teacher, cooperating teacher, and university supervisor should meet together to cooperatively address problems as they arise. If needed, the instructor for *Inquiry into Professional Practice (SPED 49525 and SPED 69525*), Program Coordinator will be contacted by the Director of Clinical Experiences for faculty advisement.

   For serious problems or problems that continue after a warning has been issued, a **Student Teacher Professional Development Contract** will be developed by the cooperating teacher, university supervisor and student teacher**.** The contract should describe the problem area(s) and an action plan, including a timeframe, to address the problem(s). Advise the Director of Clinical Field Experiences that a contract has been written. The Director will immediately advise the program coordinator.

2. Documentation of all actions pertaining to the implementation of the Professional

Development Plan must be objective, accurate, and thorough.

3. If the terms of the contract are not met in the timeframe that has been established, then the supervisor, cooperating teacher, program coordinator and/or program faculty member and the Director of Clinical Experiences will meet with the student teacher to determine further actions. These actions may include remediation or additional work prior to returning to student teaching, readjustment of schedule, removal from student teaching, time extension of student teaching in current placement, new placement, graduation without licensure (after filing a change of major or minor form), or other options as appropriate. The student teacher is welcome to bring an advocate to this meeting, however, discussion will be held primarily with the student teacher, not the advocate.

    If for any reason the actual school administration requests that a student teacher be removed from the classroom, the Vacca Office of Student Services will comply with this request. For other serious situations, it will be a team that determines whether or not a student teacher remains in the site.

4. If the team agrees that the student teacher should be removed from student teaching, the grade for student teaching will be determined at the meeting with the student teacher. Attendance in other coursework taken in conjunction with student teaching (e.g., Inquiry IV) will be discontinued and repeated at the same time that student teaching is finally completed.

5. **University policy stipulates that the last day of the 10th week of the university semester is the last date a student can WITHDRAW from a class. After that date, students will receive a "U" in student teaching.**

Grade for Student Teaching--

The Final grade (S or U) **must be received by the Director of Clinical Field Experiences on or before the last day of student classes of the university semester** (this is the week prior to final exam week). The grade may be delivered or mailed to 304 White Hall on the grade submission sheet from the supervisor packet. Another option is to email the grade by the deadline to the Director of Clinical Field Experiences. However, the only email that can be accepted is one that has been sent by the university supervisor from his/her kent.edu web address. No other outside email accounts are recognized as official documentation.

Inquiry into Professional Practice (SPED 49525 and SPED 69525) are graded A-F. Attendance is required at all seminar sessions. Contact your department for further information about the student teaching seminar schedule.

Section II: Student Teacher

Section II: Student Teacher

Role of the Student Teacher--

Successful student teaching is a collaborative effort. Student teachers must realize their responsibilities as learners, studying the teaching-learning process, and as co-teachers, **increasing instructional responsibilities from day-to-day**.

In general, student teachers will follow the same policies and expectations for licensed teachers. The cooperating teacher should provide clear directions and closely monitor the student teacher's behaviors in this regard in order that misunderstandings not occur.

Specifically, the student teacher's responsibilities include:
(Please check off as completed.)

Skill-Related:

☐ 1. writing a letter of introduction to class parents,
☐ 2. demonstrating teaching skills that include integration of technology and differentiated instruction;
☐ 3. providing the cooperating teacher and university supervisor with lesson plans in advance for feedback in accordance with guidelines established;
☐ 4. demonstrating effective classroom management skills;
☐ 5. demonstrating self-reflection and welcoming constructive feedback;
☐ 6. performing non-instructional duties within and outside the classroom if these are expected of the cooperating teacher
☐ 7. demonstrating the ability to assume full teaching responsibilities during student teaching;
☐ 8. writing thank you letter to parents for opportunity to serve and teach their children

Knowledge-Related:

☐ 9. becoming acquainted with and abiding by school policies;
☐ 10. gaining an understanding of the community life as it relates to the school district through visitation to local community agencies and attendance at various community activities.
☐ 11. Reviewing school lock-down and evacuation procedures on a regular basis

Disposition-Related:

☐ 12. notifying school office of time of arrival and departure each day;
☐ 13. giving student teaching responsibilities first priority even though there may be other personally compelling concerns;
☐ 14. being punctual in arriving at school, at scheduled classes and at meetings in accordance with school regulations;
☐ 15. notifying the cooperating teacher as well as the university supervisor as far in advance as possible when absence cannot be avoided;

☐ 16. conducting himself/herself in a professional manner at all times, including dress, speech and personal habits;

☐ 17. maintaining confidentiality about students or school personnel;

☐ 18. being observant, showing interest and initiative, and being prepared when responsibilities have been assumed;

☐ 19. demonstrating self-reflection and welcoming constructive feedback;

☐ 20. attending seminars, meetings and/or in-services by the school;

☐ 21. keeping the university supervisor informed about progress, problems or any other matters needing the supervisor's attention;

☐ 22. attending school functions such as PTA meetings, faculty meetings and other events that teachers normally are expected to attend with the approval of the building principal;

The Teacher Performance Assessment (TPA) --

The Teacher Performance Assessment (TPA) is a subject area-specific, performance-based assessment for pre-service teacher candidates, focused on student learning. Developed at Stanford University, this portfolio process will evaluate a teacher candidate's ability to create and assess an effective lesson sequence, teach all students, and reflect on the teaching process. Over the course of the student teaching semester, teacher candidates, in conjunction with the cooperating teacher, will plan, teach, and assess a learning segment in the classroom. Guided by the instructor of the Inquiry class, the teacher candidate will develop a portfolio of artifacts, including lesson plans, video clips of instruction, student work samples, teacher assignments, analyses of student learning and reflective commentaries. Specifics necessary for each portfolio are clearly designated in TPA handbooks, to be distributed by the Inquiry instructor. In the early weeks of the student teaching semester, the teacher candidate will distribute a letter to inform students and parents of the TPA process, including the video clips necessary for the portfolio (see recruitment letter). A consent form will be collected by the teacher candidate to document student participation in the TPA process (see consent form). The TPA will be due on a date specified by the Inquiry instructor on the Learn platform. The TPA portfolio will be scored nationally and results will be delivered to the Inquiry instructor prior to the end of the student teaching semester.

Reflective Teaching --

During the student teaching semester, student teachers are encouraged to reflect on their practice, connecting fieldwork experiences and knowledge learned in coursework. As they develop their ability to function as professional problem solvers, new student teachers should begin to engage in reflective teaching.

Effective instruction requires teachers who are empowered, careful thinkers about their day-to-day interactions with students--teachers who are able to reflect on their practice. This, in turn, helps teachers better understand the teaching/learning context.

There are no easy answers to the problems student teachers encounter in their particular situations. As beginning teachers and new professionals, they will need to develop the ability to identify and understand problems of practice, hypothesize alternatives, place new actions

into practice, and evaluate the results of their teaching. In other words, they need to think about their practice and the impact on student learning.

Opportunities to Engage in Reflection --

Throughout their teacher education program, student teachers have encountered the concepts of inquiry and reflection. In courses, field experiences and inquiry seminars, they have, to some extent, engaged in activities conducive to reflective teaching. What are the major opportunities to engage in reflection during the student teaching semester?

- *Inquiry into Professional Practice* (Inquiry IV), the student teaching seminar, is required of all student teachers. Action research projects, in which student teachers inquire into a practical problem, are designed and conducted in their placement sites.
- *Dialogue and group discussion* sessions take place in seminar for student teachers to discuss their problems, offer solutions and provide a support system for one another.
- *Writing* about their joys and frustrations, successes and failures, daily happenings, reflections, lessons learned, etc., in journals or logs may be an individually chosen activity or seminar assignment.
- *Conversations* and interactions with *mentors, cooperating teachers and university supervisors* who take a *supportive stance* and provide constructive feedback give student teachers the understanding necessary to problem solve and reflect.

Life After Student Teaching --

<u>**Career Services Center (CSC)**</u>
Take full advantage of the numerous benefits that involvement with the Career Services Center (CSC) at Kent State University affords you! **Let this office serve as your connection to being a future educator.** Over the years, thousands of new teachers have used Career Services as a key resource in their job search.

The office is conveniently located in Room 261, Schwartz Center, directly above the Admissions Office. Hours of operation are 8:00 a.m.-5:00 p.m., Monday-Friday. We have an array of programs and services designed to assist you in your education job search. Some require pre-registration so early preparation is essential. Since student teaching requires immense time and energy, connecting with Career Services prior to this busy last semester is crucial. Allow CSC to serve as your job search support network. **Plan ahead and you won't be disappointed!**

The following special events for educators are planned each year. Review the Career Services website at www.kent.edu/career for more details.

<u>Education SuperStart Saturday</u>: Date TBA {one fall 2013 and one spring 2014) – Location TBA

A 2-1/2 hour education job search preparation workshop offered **ONLY** twice a year. Topics covered include; Career Services registration, current education supply/demand statistics, how to organize and conduct your education job search (including details about Teacher Interview Day—see below), resumes, cover letters, and more. For more

information visit http://www.kent.edu/career/news/newsdetail.cfm?newsitem=1D609022-9725-D0B2-9AF0B1C21D815B46

On-Campus Interviews: Education interviews at **Teacher Interview Day (Date TBA)** and the Career Services Center, all require on-line pre-registration with their _Experience Job and Internship Board_. This service is free for currently enrolled students and alumni. Each year, over 100 school administrators, representing districts in Ohio and numerous other states, have interviewed student teachers from the convenience of the Kent State Student Center Ballroom and the Career Services Center. It does not get any easier! These are for full-time teaching and administrative positions beginning the following fall so **only graduating seniors and alumni may participate**. Most cooperating teachers and supervisors allow you to participate in these events. However, you must inform them in advance of your intentions to attend. For specifics about Teacher Interview Day, read the Student/Alumni Timeline by clicking on Teacher Interview Day on our Calendar of Events on our website.

Other services of value to education majors include:

Career Services Website –www.kent.edu/career offers a wealth of information for all your career and job search needs. As mentioned, registration with their Experience Job and Internship Board is required to utilize on-campus interviewing as well as to search job postings sent to them specifically for KSU students/alumni. Additional information pertinent to education majors is also available in their Delicious web link bed at http://www.delicious.com/ksu_career_services/education. All it takes is a little surfing to find information on resume writing and links to valuable education websites where jobs can be found or schools can be researched.

Employment Service. In addition to on-campus interviews, student/alumni resumes are referred out in response to requests by school districts, both in and out-of-state.

Counseling/Mock Interviews. Appointments with our Education Career Specialist are available for individual career concerns. Additional assistance is available during Monday-Friday drop-in counseling from 11:00-12:30 and 2:00-4:00 year-round, including school breaks.

Career Resource Library. Contains numerous education resources: job vacancies and job fairs in education and other career fields, computers with Internet usage, school district contact information, books and videos on the education interview and resume writing process, how to create a portfolio, and more! Everyone is always impressed with the extensive bound resources they have exclusively for education students. A return visit ends up being a must!

You are to be commended on all your academic achievements thus far. With graduation just around the corner, the Career Services Center wants to help make your transition into the professional education world a smooth one, and your first job a reality.
Some final thoughts to consider…

Employment tips suggested by school administrators attending our Teacher Interview Day:
- Have a strong understanding of strategies used to meet differing learning styles.
- Be familiar with methods used to integrate technology into the curriculum.
- Know what professional attire is best for an interview and if a portfolio is required.

- Thoroughly research the school district and community.
- Be familiar with block scheduling, inclusion settings, cooperative learning strategies, and behavior management techniques.

For additional information visit with a Career Counselor in our office and attend an education related job search preparation workshop (for dates check our Calendar of Events on our website).

The experienced staff of the Career Services Center looks forward to serving your needs today and in the near future! **Visit us soon!**

Career Services Center
261 Schwartz Center
Kent, OH 44242-0001
www.kent.edu/career
330-672-2360

National Board for Professional Teaching Standards Certification

Is it in Your Future? The National Board Certification process is a demanding task intended to provide a reflective professional development experience by putting one's teaching practice under the microscope of intense self-evaluation. It is for experienced teachers with a minimum of three years experience in the classroom.

How Did Board Certification Evolve? As a consequence of concerns raised by the 1983 federal report, "A Nation at Risk" and the 1986 report for the Carnegie Task Force on Teaching as a Profession, the National Board for Professional Teaching Standards was established in 1987. Its purpose was to establish high and rigorous standards for the measurement of teaching practice, leading to a higher level of performance by both teachers and students-nationwide.

On What are the Standards Based? The standards for each certification area are based on five core propositions that summarize what teachers should know and be able to do. The propositions are:

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

When Will I Be Eligible? After attaining three years of experience in the classroom, teachers holding a baccalaureate degree are eligible to seek this prestigious verification of commitment to professionalism and the improvement of student learning. The voluntary certification process involves a detailed self-assessment of your practice in the classroom as reflected in video tapes, activities, knowledge of teaching pedagogy and knowledge specific to your subject area or student grade level. When completed, there will be more than thirty certificate fields with standards developed by teachers and others with an interest in education.

What Are the Benefits? National board certified teachers serve as models for what it means to be an accomplished teacher. As such, they work in leadership roles for the advancement of education. They use their expertise to inform education policy decision makers. They often function in expanded building and school system roles.

While National Board Certification does not replace licensing, which certifies that you have met your state's minimum standards, it may allow license portability or meet requirements for renewing a license. Incentives and rewards are offered by many states. Visit the National Board for Professional Teaching Standards Web site at www.nbpts.org for current information.

Section III: Cooperating Teacher

Section III: Cooperating Teacher

Role of the Cooperating Teacher--

The University is grateful to the cooperating teachers who collaborate with us in implementing an important final step as our student teachers prepare to begin their teaching careers. The role of the cooperating teacher is complex. It involves mentoring and at the same time evaluating teaching practice and professional dispositions. It involves helping to socialize the student teacher to established norms of the classroom and school, sharing the wisdom of experience, and yet at the same time respecting and encouraging innovations. We also hope this experience will provide cooperating teachers an occasion for professional growth.

The following list contains the expectations as cooperating teachers prepare to assume this important role (please check off as completed):

☐ 1. prepare the learners, their parents, and the classroom for the student teachers arrival;

☐ 2. define expectations for the student teacher in a reasonable and clear manner so that an atmosphere of mutual trust and respect can be established and maintained;

☐ 3. maintain open communication with the student teacher and the university supervisor;

☐ 4. review current classroom management plan and assist the student teacher in developing effective management strategies;

☐ 5. assist the student teacher in understanding the importance of health and safety practices in the classroom environment;

☐ 6. explain the role of all school personnel to the student teacher including, but not limited to: guidance counselors, media specialists, and administrative and support personnel. Introduce the student teacher to these personnel;

☐ 7. share with and demonstrate for the student teacher ways to meet the needs of adiversity of learners including, but not limited to, students with ethnic, racial, gender, linguistic and socioeconomic differences;

☐ 8. demonstrate for the student teacher how the academic content standards are used on a daily basis in planning, teaching, and assessing student learning;

☐ 9. demonstrate an attitude of openness and inquiry into teaching practice;

☐ 10. demonstrate a positive attitude toward all learners and a belief that all students can learn;

☐ 11. preview and observe lessons and provide constructive feedback on a regular basis during both unscheduled and scheduled time;

☐ 12. provide multiple opportunities for the student teacher to interact with families in meaningful and appropriate ways and help the student teacher to become aware of community resources that support the learner and his/her family;

☐ 13. inform and invite principals/assistants to observe and provide feedback to the student teacher;

☐ 14. assist the student teacher in integrating technology into teaching;

☐ 15. encourage the student teacher to observe other subject areas, grade levels, and instructional practices;

☐ 16. model professionalism through appearance and relationship with colleagues and families;

☐ 17. complete a mid-term student teaching assessment during the 7th week of the KSU semester and a summative student teaching assessment during the final week of student teaching (discuss assessments at a meeting with the university supervisor and student teacher);

☐ 18. provide information to the university supervisor regarding the student teachers dispositions toward teaching as defined in the Disposition Assessment;

☐ 19. meet with the university supervisor and student teacher as needed.

In the spirit of reflective practice the University will ask cooperating teachers and student teachers to assess this experience. We will use this information to help us strengthen our service to cooperating teachers and future student teachers.

The Teacher Performance Assessment (TPA)---

The Teacher Performance Assessment (TPA) is a subject area-specific, performance-based assessment for pre-service teacher candidates, focused on student learning. Developed at Stanford University, this portfolio process will evaluate a teacher candidate's ability to create and assess an effective lesson sequence, teach all students, and reflect on the teaching process. Over the course of the student teaching semester, teacher candidates, in conjunction with the cooperating teacher, will plan, teach, and assess a learning segment in the classroom. Guided by the instructor of the Inquiry class, the teacher candidate will develop a portfolio of artifacts, including lesson plans, video clips of instruction, student work samples, teacher assignments, analyses of student learning and reflective commentaries. Specifics necessary for each portfolio are clearly designated in TPA handbooks, to be distributed by the Inquiry instructor. In the early weeks of the student teaching semester, the teacher candidate will distribute a letter to inform students and parents of the TPA process, including the video clips necessary for the portfolio (see recruitment letter). A consent form will be collected by the teacher candidate to document student participation in the TPA process (see consent form). The TPA will be due on a date specified by the Inquiry instructor on the Learn platform. The

TPA portfolio will be scored nationally and results will be delivered to the Inquiry instructor prior to the end of the student teaching semester.

Guidelines for the Cooperating Teacher---

The following list of suggestions is a means of preparing student teachers to be appropriately involved in the school environment and community. The list is representative and is not meant to be comprehensive (please check off as completed).

*__What to do prior to the first day of student teaching (__*Please check off as completed*__)__:*

- ☐ Read the student teachers information form thoroughly including personal interests and hobbies. In case of MAT student teacher's, read their resume.

- ☐ Prepare students for the arrival of the student teacher and explanation of his/her role.

- ☐ Provide the student teacher with an introduction to the school principal.

- ☐ Provide a brief tour of the immediate instruction area so the student teacher will know where to "hang a hat" on the first day of his/her actual scheduled arrival.

- ☐ Provide the student teacher with appropriate textbooks and reference materials for perusal.

- ☐ Provide the student teacher with a school handbook, or online link, if available, so he/she may become familiar with school rules and regulations.

- ☐ Provide the student teacher with contact information (email addresses and phone numbers) to use in the event that questions arise which need to be communicated.

- ☐ Provide the student teacher with a thumbnail sketch of yourself, including professional and instructional expectations.

- ☐ Discuss the schedule for the student teaching, including the time period, and the procedure for submitting lesson plans for review.

- ☐ Invite the principal to be an active participant in the student teacher's experience that could include activities such as sharing the school mission for teaching and learning, acquainting student teacher with a school-wide perspective of the student population and community demographics, make periodic classroom visits, and observe a lesson and give feedback to show how classroom activities fit into the school's overall instructional goals.

What to do on the first day of student teaching (please check off as completed)***:***

Classroom –Related Procedures:
- ☐ Introduce the student teacher to each class and involve students in getting acquainted.

- ☐ Give the student teacher his/her own space for personal materials.

- ☐ Acquaint the student teacher with room policies. Explain expected school dress regulations (especially physical education, shop, lab, and classroom etiquette).

- ☐ Define the student teachers authority in the classroom.

- ☐ Schedule or set aside a regularly planned meeting time each day/week.

Building-Related Procedures:

- ☐ Make as many faculty introductions as possible, including the principal and school office personnel.

- ☐ **Make sure the student teacher understands expected hours of arrival and departure and parking regulations, etc.**
- ☐ Give the student teacher a copy of the daily schedule, map of the school, etc.

- ☐ Take the student teacher on a general tour of the entire building. Show the student teacher the school's facilities, i.e., restrooms, faculty lounge, teacher work room, and cafeteria and explain prices, lunch schedule, lunch duties (if any) and disposal of trash, trays, silverware, etc.

- ☐ Explain building policy and procedures for absences, bomb threats, evacuations, etc. Remind the student teacher to also notify his/her university supervisor.
Review social media policies as it applies to staff and students.

District-Related Procedures:

- ☐ Review the district policy on reporting suspected child abuse and neglect and how this reporting is conducted in the district/school.

What to explain to the student teacher during the first week of student teaching (Please check off as completed)***:***

- ☐ Lesson plan procedures. (Provide the student teacher with a copy of lesson plan format or schedule. See Section V for lesson plan templates for specific SPED concentrations.)

- ☐ Photocopying procedures.

- ☐ Grading system and school's philosophy about grades.

☐ Discipline procedures on gum chewing, "romance in the halls," injurious horseplay, weapons, possession of personal electronic devices of any type, using inappropriate photos and text on social networking sites, etc.

☐ Attendance, tardy reports and excuses. Duplicating procedures.

☐ School calendar. (Invite the student teacher to any scheduled PTA meetings, sports, events, etc., and made sure he/she receives a complimentary pass.)

☐ Access to guidance files for student records, guidance materials, test scores.

☐ Procedures for signing up for technology equipment/computer labs.

☐ Fire drill regulations, tornado warning procedures, bomb threat procedures, and lockdowns.

☐ First aid policies and procedures (especially in labs and shops). Identify those afflicted with epilepsy or diabetes, bleeding, bee sting allergy, etc.

☐ Hall passes, library passes, recess duties, eligibility slips, etc.
Local community activities and where churches, museums, theaters, restaurants, bowling alleys, etc., are located if she/he is a stranger to this immediate area.

What to do after the first week of student teaching (Please check off as completed)*:*

☐ By the end of the second week, observe the student teacher, have a post conference and give the student teacher an opportunity to discuss the session that was observed.

☐ By the end of the fourth/fifth week, observe the student teacher, have a midterm conference with the university supervisor and student teacher to give an opportunity to dialogue about the student teaching experience that was observed.

☐ Continually observe the student teacher and provide verbal and written feedback.

☐ By the end of the sixth week, observe the student teacher, have a post conference and give the student teacher an opportunity to dialogue about the session that was observed. Invite the principal to observe the student teacher.

☐ By the end of the seventh/eighth or ninth/tenth week, observe the student teacher. Schedule a summative conference with the university supervisor and student teacher to give an opportunity to discuss the entire student teaching experience.

☐ Make the schedule of teaching flexible enough to permit the student teacher to observe other classrooms thus giving an opportunity to become acquainted with the many possible environments in which he/she may someday find himself/herself teaching.

☐ Invite the student teacher to participate in professional organizations on local, state and national levels when feasible or permissible.

☐ Help the student teacher to work individually with "at risk" students to enable them to remain in school.

☐ Give the student teacher adequate opportunity to formulate his/her own assessment ideas.

☐ Use mini-teaching techniques in helping the student teacher plan assignments.

☐ Suggest and provide the means for the student teacher to audiotape or videotape himself/herself in a classroom, outside the Teacher Performance Assessment (TPA) requirement.

What to do during the last week of student teaching (Please check off as completed):

☐ Make sure the student teacher has graded and returned all papers to students and materials to myself or other teachers, library specialist, etc.

☐ Help the student teacher bring closure to any reports, grade book, assignments and classes/students.
Allow the student teacher to observe other classrooms.

☐ Maintain open communication among the student teacher, university supervisor and myself.

☐ Invite the student teacher to keep in touch with at least a phone call, an email, or through other communication means.

☐ Give the student teacher constructive criticism as well as praise.

☐ Complete all evaluations.

☐ Share summative Student Teaching Assessment with the student teacher at a final conference.

☐ Schedule time for an exit interview between the student teacher and principal.

Section IV – University Supervisor

Section IV – University Supervisor

Role of the University Supervisor --

The overriding role of the university supervisor is to be a facilitator in the student teaching triad and a liaison between the school and the University to ensure the quality and integrity of the teacher education program. In addition, the university supervisor acts as an advocate for the profession of teaching.

Specifically, the university supervisor's responsibilities include (Please check off as completed):

☐ contacting each student via phone or email no later than one week **prior to** the student's first week of placement (use your kent.edu email account for all electronic communication with students);

☐ conducting an orientation session to review Collaboration in Teacher Education Guide no later than the end of the second week of the student teaching placement with the cooperating teacher and student teacher (inviting the principal to this session is recommended). The Orientation Session form must be signed off by all in attendance and submitted by the university supervisor to the Vacca Office for Student Services by the end of wee three of the university semester. A copy of signed form must also be submitted by student teacher to instructor for *Inquiry into Professional Practice (SPED 49525 or SPED 65925*);

☐ provide cooperating teacher with their packet of information (from the Vacca Office of Student Services, Room 304, White Hall);

☐ scheduling observation visits and providing constructive suggestions in writing to the student teacher;

☐ conferencing with the student teacher (and cooperating teacher if possible) following each observation;

☐ alerting the Instructor for *Inquiry into Professional Practice (SPED 49525 or SPED 69525*) and the Director of Clinical Field Experiences in the Vacca Office of Student Services when unresolved problems arise, co-writing a Professional Development Contract (sample copy in forms section) if necessary, and providing information to the "team" at the University to help resolve problems with the student teacher;

☐ being available to the student teacher, the cooperating teacher, and the principal whenever guidance is needed;

☐ preparing Student Teaching Assessment forms provided by the University by established deadlines.

☐ Facilitating the completion of the Teacher Performance Assessment (TPA) process to

the extent allowable.

The Teacher Performance Assessment (TPA)---

The Teacher Performance Assessment (TPA) is a subject area-specific, performance-based assessment for pre-service teacher candidates, focused on student learning. Developed at Stanford University, this portfolio process will evaluate a teacher candidate's ability to create and assess an effective lesson sequence, teach all students, and reflect on the teaching process. Over the course of the student teaching semester, teacher candidates, in conjunction with the cooperating teacher, will plan, teach, and assess a learning segment in the classroom. Guided by the instructor of the Inquiry class, the teacher candidate will develop a portfolio of artifacts, including lesson plans, video clips of instruction, student work samples, teacher assignments, analyses of student learning and reflective commentaries. Specifics necessary for each portfolio are clearly designated in TPA handbooks, to be distributed by the Inquiry instructor. In the early weeks of the student teaching semester, the teacher candidate will distribute a letter to inform students and parents of the TPA process, including the video clips necessary for the portfolio (see recruitment letter). A consent form will be collected by the teacher candidate to document student participation in the TPA process (see consent form). The TPA will be due on a date specified by the Inquiry instructor on the Learn platform. The TPA portfolio will be scored nationally and results will be delivered to the Inquiry instructor prior to the end of the student teaching semester.

Assessment Deadlines--

These deadlines are:

- o **Once Before Midterm – 4th Week of the UNIVERSITY SEMESTER (see p. 15 for the correct form to use).**

- o **The Mid-Term Assessment is to be submitted online by the university supervisor by Friday of the 7th week of the UNIVERSITY SEMEMSTER (see p. 15 for the correct forms to use).**

- o **Once After Midterm – 11th Week of the UNIVERSITY SEMESTER (see p. 15 for the correct form to use).**

- o **The Disposition Assessment is to be submitted online by the university supervisor by Friday of the 7th week of the UNIVERSITY SEMESTER. The Disposition Assessment may be entered earlier if warranted. The disposition must be submitted in a timeframe that allows the student to enter a Professional Disposition Plan (PDP) and enact that plan. Students with outstanding dispositions are not cleared for graduation (see p. 63).**

- o **The Teacher Performance Assessment (TPA) is to be completed by the 8th week of the semester.**

- o **The Summative Assessment is to be submitted online by the university supervisor by the Friday of the 15th week of the UNIVERSITY SEMESTER (see**

page 15 for the correct forms to use).

o **The final grade (S or U) must be received by the Director of Clinical Field Experiences on or before the last day of student classes of the university semester. This is the week preceding final exam week. The grade may be delivered or mailed to 304 White Hall on the grade submission sheet from the supervisor packet. Another option is to email the grade on or before the deadline to the Director of Clinical Field Experiences. However, the only email that can be accepted is one that has been sent by the university supervisor from his/her "kent.edu" web address. No other outside email accounts are recognized as official documentation.**

Guidelines for the University Supervisor (Please check off as completed**.) -----------------------**

Getting Started the First Week

☐ 1. Contact the student teacher and cooperating teacher to set up an orientation meeting at the school. Give the cooperating teacher their packet of information and Expectation Handbook. Introduce yourself to the principal when you visit the school. Find out what procedure the principal wishes you to follow upon subsequent visits to the building with regard to parking, checking in at the office, observing, etc.

☐ 2. Invite the principal to take an active role with student teachers that could include activities such as sharing the school mission for teaching and learning, acquainting student teachers with a school-wide perspective of the student population and community demographics, make periodic classroom visits, and observe a lesson and give feedback to show how classroom activities fit into the school's overall instructional goals, explaining the district policy on child abuse and neglect reporting, and use of social media.

☐ 3. Use the initial visit with the cooperating teacher and the student teacher to discuss all evaluation forms, procedures and expectations of the student teaching experience. This is also the best time to deal with any concerns the cooperating teacher and the student teacher may have. Gather information regarding the beginning and ending times of the school day, lunch time, recess time and specialist time, such as art, music, etc. Note any holidays and procedures for school closing. Review the format of observations.

☐ 4. Maintain a personal file for each student. Keep a schedule for observations and try to vary the time and day you observe.

☐ 5. Help the student teacher to plan effectively. This planning begins with knowing the students' backgrounds and developing clear learning goals. Lesson plans are a vehicle to help the student teacher organize the material that is to be taught. While there is general agreement that good planning contributes to good teaching, there is no widespread agreement that any particular format is best. For all observations, the lesson plans should be delivered ahead of time for university supervisor review.

☐ 6. Recommend that lesson plans during the first weeks of student teaching be extensive and specific. The cooperating teacher should examine and approve all lesson plans developed by the student teacher ahead of time. In order to help the cooperating teacher analyze the teaching plan and to make suggestions for improvement, the following questions are posed:

- Is the student teacher's planning a strategy for achieving the learning objectives?
- Has the student teacher made provision to inform the students of the objectives of the learning activity and their importance?
- Has the student teacher planned for the active involvement and contribution of students?
- Has the student teacher allowed for students to function within a reasonable range of interest levels and abilities?
- Is there sufficient change and variety of learning activities to recognize students' attention spans?
- Does his/her teaching strategy include helping students with learning processes as well as learning outcomes? (Learning processes include communication skills, study habits, methods of inquiry, library and resource skills, outlining and organization, formation of work schedules, establishing personal goals and critical self-evaluation.)
- Do key questions, especially higher-order questions and those relating to values, show thorough pre-thought, and are they stated incisively in the teaching plan for ready reference?
- Has the student teacher considered how the various learning aids--chalkboard, bulletin board, artifacts, audiovisual equipment, *and technology*--are to be employed?
- Has the student teacher followed appropriate policies and procedures if supplies were required?
- Has the student teacher planned a distinct closure of the learning activities with a summary of important learning outcomes and a statement of the extent to which the objectives have been achieved?
- As a final general consideration, will the students tend to view the lesson taught from this plan as a worthwhile learning experience?
- Lesson plans should be signed and dated by the cooperating teacher and university supervisor.

Lesson Planning--

Dates, times and subjects should be well marked at the beginning of each plan. Learning goals and objectives (standards and benchmarks) should be stated clearly. Procedures for carrying out the lessons should be explained in detail, including classroom management strategies and special directions. Teaching strategies should accommodate the various learning styles and levels in the classroom. Materials needed for the lesson should be listed clearly, along with textbooks, page numbers, handouts, etc. **Stress to the student teacher that someone else should be able to teach from the plans**. Assessments to be used should be clearly defined.

As the class load increases for the student teacher and he/she feels confident about his/her planning ability, the cooperating teacher and university supervisor should cut back on the

detailed plans. Have a sample of a more general plan ready for the student teacher to use as a guide for the remainder of the semester.

Lesson plans are a vehicle to help the student teacher organize the material that is to be taught. These plans should reflect a variety of methods to be used in teaching the material, authentic assessments and, most of all, should reflect the impact they will have on student learning.

Professionalism and Reflective Practice Through Conferencing--------------------------

Conferencing is important during the student teaching experience. Conferences clarify the elements of good teaching. As needed, constructive feedback is offered, and plans, including a commitment for change, are made. As part of the Kent State University student teaching team, the cooperating teacher's and university supervisor's role as active professionals and lifelong learners will depend on the ability to apply reflective practice based on the achievement of the learning goals. Therefore, the ultimate conference goal is to help student teachers become reflective, self-analyzing and self-evaluative professionals. In order to achieve this objective, the participants must be prepared to learn from others and to contribute their own ideas and perceptions.

Conferencing helps the student teacher begin to engage in professional growth and development. In the conference phase, the planning, constructive criticism and analysis of good teaching are the major responsibilities of the cooperating teacher and the university supervisor; toward the end of the placement, student teachers should assume responsibility for reflective self-analysis.

Informal conferences should be held at the end of each teaching day by the cooperating teacher and the student teacher. A formal pre-teaching conference, a written evaluation of a lesson and a post-teaching conference should be held once a week by the cooperating teacher and student teacher. A weekly meeting should be held to discuss plans, instructional materials and techniques, information about students, instruction, personnel and other areas of professional growth. Sufficient time should be made available to complete the three phases of the conference. Some of these conferences should be three-way and include the student teacher, cooperating teacher and university supervisor. The setting should provide a suitable area that is conducive to a mutual exchange of ideas.

The focus of the conference varies from pre-observation to post-observation. In the pre-observation conference, objectives and techniques of the intended instruction are discussed and questions are formulated that will aid in the observation of the lesson to be taught. The post-observation conference focuses on perceived needs and/or questions of the student teacher, cooperating teacher or university supervisor.

While more frequent conferences will occur between the student teacher and cooperating teacher because of their daily interactions, the university supervisor should participate in a three-way conference at least every other week.

The most important aspect of conferencing is not the topic(s) or procedures but the opportunity for an open exchange that permits and encourages reflection. Techniques to create this type

of exchange are difficult to describe because they are individualized to participants and situations. However, the student teacher, cooperating teacher and university supervisor must recognize and accept responsibility for the success and productivity of conferences. There are a number of conferencing techniques that generally are applicable for use by the cooperating teacher and the university supervisor:

1. **Use climate-building verbal and nonverbal behaviors to develop a personal relationship between the cooperating teacher, the student teacher, and the university supervisor.** Climate-building comments are those that reflect interest and respect for all members of the student teaching team.

2. **Be a good listener**. Hear each other's comments. Be alert to nonverbal clues, sensing unexpressed concerns, and dealing with the student teacher's or the cooperating teacher's problems.

3. **Focus on the descriptive rather than the evaluative when referring to the student teacher's performance**. If criticism is necessary, rely on description and guide the student teacher to consider the implications of the criticism using the teacher standards and criteria as a point of reference.

4. **Use systematic questioning** that helps the student teacher focus on thinking, organizing ideas, engaging in self-evaluation and arriving at conclusions and/or insights.

5. **Paraphrase a student teacher's response** to get clarification, focus, or emphasis.

6. **Seize opportunities to encourage supportive comments throughout the conference**. Cooperating teachers and university supervisors should be honest in giving feedback but it should be tempered with reassurance, especially if they sense frustration and disillusionment in the student teacher.

7. **Close the conference with a review of the major outcomes/decisions, solutions, insights, conclusions, commitments/mutual agreement of expectations**.

The student teacher should not reach the end of a student teaching experience without having had at least one formal conference every two weeks of the placement with the cooperating teacher and the university supervisor.

Student Teacher Conferences --

1. **Make clear to the student teacher your role in the student teaching process**. Give the student teacher the opportunity to discuss his/her goals and objectives during the student teaching experience. Emphasize professional attitude, enthusiasm, promptness, dress and preparedness.

2. **Allow the student teacher to discuss concerns about his/her lessons**. As the student teacher begins to suggest changes to improve lessons, use that as a basis for your conference. At first, select only the more general concerns: as the evaluation progresses, and as the student teacher becomes more confident, you can address some refinements of his/her teaching.

3. **Try to gain a sense of what the cooperating teacher expects from this student teaching experience**.

4. **Remember the cooperating teacher is providing a classroom in which the student teacher can practice what he/she has learned**. Include the cooperating teacher in the evaluation process. If things are not going well, try to make suggestions rather than demands. If the cooperating teacher wishes his/her student teacher to conform to his/her teaching approach, maintain a position to support and guide the situation.

5. **Conferences should be held after each observation, at the midterm, and at the summative with the student teacher, the cooperating teacher and the university supervisor present**. Principals should be invited to observe the student teacher and give feedback.

6. **Be specific in your comments**. Try to use "conferencing" skills that encourage the student teacher to reflect on the act of teaching and the impact on student learning.

7. **All student teacher conferences should be documented in writing**.

Section V – Sample Forms

Lesson Plan Template/Rubric
Mild to Moderate Educational Needs

Lesson Plan Information (2 points)

Teacher: **Title:** **Grade:** **Subject:** **Topic:** **Ohio State Standard (CCSS):**

Lesson Objectives (5 points)

Explain what students will be able to do by the end of the lesson and why these objectives are important to accomplish. You must have at least 2 - 5 objectives. Your objectives must be measureable and contain all 4 components (ABCD method).

Required Materials (3 points)

Include materials for teacher and students.

Anticipatory Set (5 points)

How will you introduce the lesson to engage or 'hook' students? What will you say or do to get your students excited about the lesson?

Body (30 points)

This is the 'meat' of your lesson. How will you deliver the content? This section should be very explicit – I should be able to teach this lesson after I read it. You <u>must</u> include all of the components below.
Input (What information is essential for the student to know before beginning?):
Model (If you will be demonstrating the new skill, how will this be done?):
Check for Understanding (Identify strategies to be used to determine if students are learning the new skill or content.):
Guided Practice (List activities that will be used to guide student practice.):
Independent Practice (List seatwork/homework assignment to be given to students to ensure they have mastered the skill without teacher guidance.):
Assessment (How will you monitor student progress? Be specific and make sure your assessment matches your objectives!):

Instructional Technology (5 points)

> *How will you incorporate technology into your lesson? You must include at least one way that technology can be used in your lesson. Try to be creative and include more than just "Power Point" or a projector.*

Differentiated Instruction Strategies & Universal Design for Learning (5 points)

> *How will you differentiate your lesson and/or incorporate the principles of UDL?*

Planning Pyramid

What some students will learn

Subject:

Topic:

Teachers:

What most students will learn

What ALL students will learn
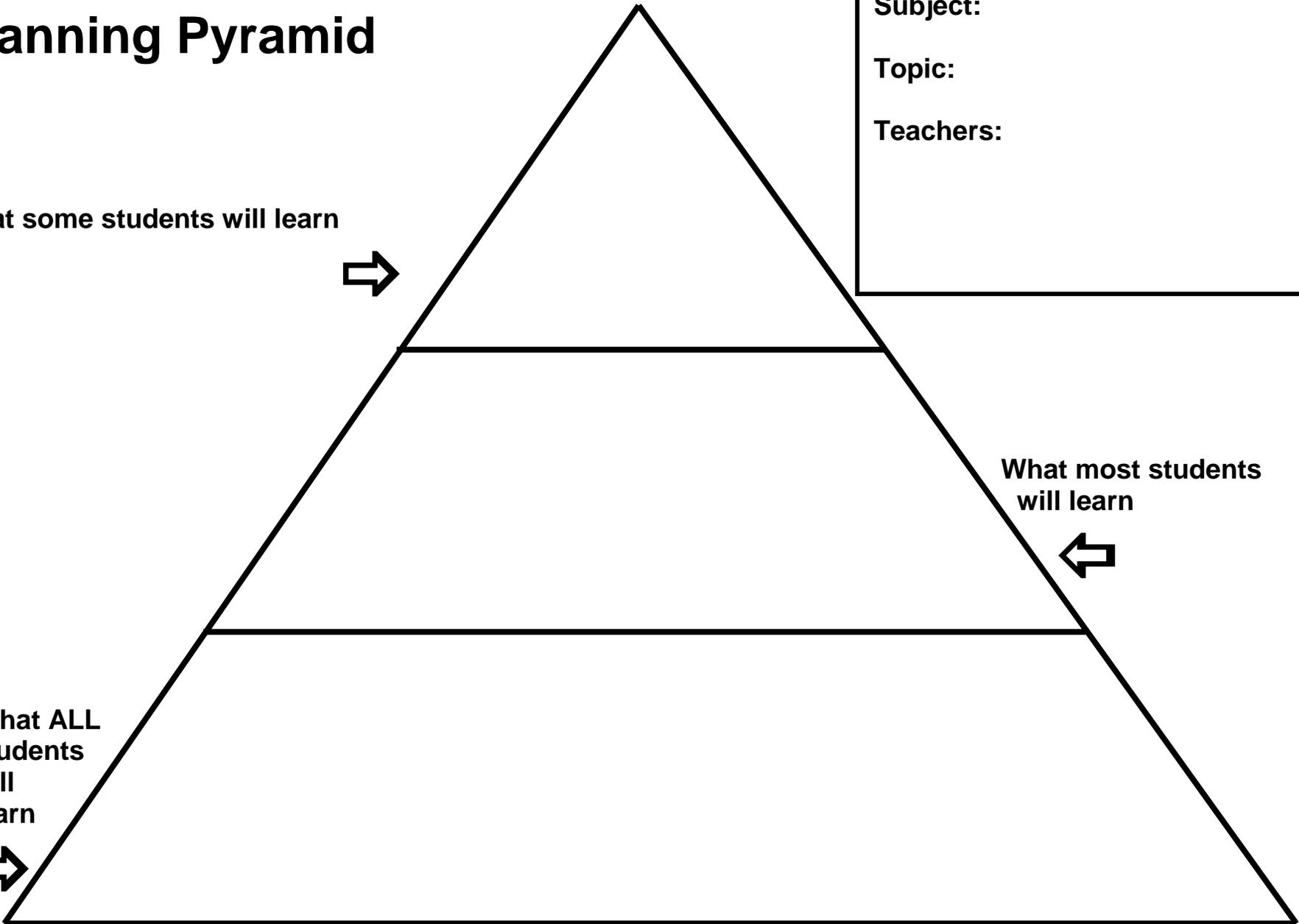
Lesson Plan Format
Moderate to Intensive Educational Needs

Lesson Overview:

What is the lesson about? How does it fit in with the unit?

IEP Objectives Being Met (if applicable):

Ohio State Standards/Common Core Curriculum Standards Being Met:

Lesson Objectives:

Must be measureable and include the following:

1. <u>Condition</u>: How, under what conditions, will students perform the behavior? For example, "When shown a flashcard with a vocabulary word on it…"
2. <u>Behavior</u>: What exactly will students DO to indicate to you that this objective was met? Behaviors MUST be observable. For example, "deciding" something is <u>not</u> observable (as it happens within one's head); "indicating" something <u>is</u> observable (as it involves communicating something to others).
3. <u>Criteria</u>: What level of performance will be acceptable to indicate achievement of the objective? For example, "9 out of 10 consecutive times" or "for 10 minutes."

Materials Needed:

List all materials you, or a substitute teacher, will need to complete the lesson.

Mobility/Cognitive/Behavioral Pre-Requisites:

What mobility, cognitive, or behavioral abilities does the student(s) need to have in order to successfully complete this lesson?

Task-Analysis/Procedure:

What is the step-by-step procedures you will follow to complete the lesson? This needs to be detailed enough so that a substitute teacher who is unfamiliar with your classroom/student can complete the lesson. How will this lesson be generalized to different settings?

Data Collection:

How will you collect data so that you can determine whether the lesson objectives are met?

Deaf Education
Lesson Plan Format
Use this format as a guide for writing all lesson plans

Name:

Date:

Subject:

Age/Grade level:

Ohio State Standards or Common Core Curriculum Standards:

Lesson Goals:
What is the overarching purpose of this lesson? What are the "big goals" to be addressed through this lesson?

Lesson context:
How does this lesson relate to other lessons that you or others have taught? What should come before and after this lesson? It is important to have obvious links among the lessons students experience. Instruction should always follow a WHOLE to PART orientation. *Keep in mind that if students cannot see the relevance of the lesson, they will lose their motivation to actively participate and learn.*

Lesson objectives:
Must be behavioral and include all of the following:
4. Behavior: What will students DO to indicate to you that this objective was met? Behaviors MUST be observable. For example, "deciding" something is not observable (as it happens within one's head); "indicating" something is observable (as it involves communicating something to others).
5. Condition: How, under what conditions, will students perform the behavior?
6. Criteria: What level of performance will be acceptable to indicate achievement of the objective?

Objectives should stem directly from your lesson goal; a clear relationship should be evident. If a direct connection is not obvious, then it is likely that either your objective or your lesson goal is incorrect. Your lesson objectives should reflect instruction of new concepts, skills or knowledge. A lesson plan is not needed to review or practice prior learning as a plan for achieving mastery should be incorporated into the original lesson. Lesson objectives should be labeled according to Bloom's taxonomy. You should always be aware of the level of cognitive processing that your students are expected to engage in.

Materials:
List any materials you will need.

Key vocabulary:
Identify key vocabulary that you will need to stress for students, particularly if it will represent a new ASL sign and/or concept. Also consider the medium through which new vocabulary will be presented (i.e., sign, spoken language, or print). Whenever possible, chaining should be used to connect the sign, English word, and concept.

Prerequisite skills, knowledge, and experiences:
Teachers often assume that their d/hh students have skills and understandings that they have not yet developed. D/hh students typically do not bring the same world knowledge, language, conceptual experience, and/or cognitive skills into the classroom with them as their hearing peers. In addition, they are often delayed by 3-5 years, or more, in language/literacy, mathematics and other academic skills. Often d/hh children do not experience easy communication with key individuals in their environment who could mediate world knowledge to them.

Procedure:
The procedure gives direction to the teacher. Your procedure should be:
- clear, direct, precise and specific;
- organized using bullets or numbers;
- a guide, not a script.

The procedure should be written so that it can be followed with a quick glance. Each step in your procedure should begin with a verb. For example:
1. Direct students to sit in chairs opposite each other.
2. Tell students to extend their right arms until parallel with the floor.
3. Ask students how long they think they will be able to hold this position.
4. Write responses on board.

The following sections should be clearly evident in your teaching procedure:
- *Introduction*: what will be done to motivate students, engage their thinking, and review prior learning (encourage students to make connections between past experiences and the current event in order to make learning immediately relevant and authentic);
- *Process*: how your lesson will proceed;
- *Wrap-up:* what will be done to summarize, review, and end the lesson.

Assessment:

Briefly describe how you will assess student learning. Remember, to use multiple forms of assessment in your teaching. Use the assessment tree as a guide.

Assessment Tree
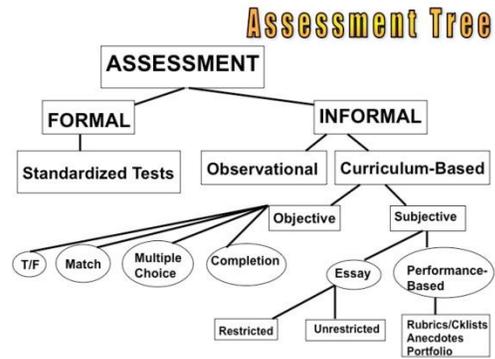
Expansion:

The expansion section should consist of your "plan B." What will you do in this lesson if your students are ahead or behind the point where you expected them to be? How will you change this lesson as needed and directed by your students? This section should be short and precise. Think outside of, but tangent to your lesson.

Reflection:

Reflect on the effectiveness of the lesson including: an assessment of what the student learned (and how you know); what you learned about your student(s) during the lesson; what you learned about teaching; what you learned about yourself as a teacher; and how you will use what you learned to guide your next lesson.

Instructions for University Supervisors to Complete Evaluation Forms

I. Use the *Special Education Lesson Observation Feedback* Form during lesson observations.

Before the observation:
- Review the *Special Education Lesson Observation Feedback* Form (page 53).
- Schedule the observation for a time when the student teacher and cooperating teacher are available to meet before/after the observation
- Review the lesson plan

During the observation:
- Refer to the *Special Education Lesson Observation Feedback* form during the observation
- Provide observations and evidence in the observation column and align with the Ohio Standards for the Teaching Profession (OSTP)

After the Observation:
- Meet with the cooperating teacher and student teacher (together if possible; individually if necessary)
- Discuss the observation and solicit observations and evidence from the student teacher and cooperating teacher
- Provide the opportunity for the cooperating teacher to present observations and evidence for those areas not observable during the lesson
- Collaboratively develop goals and strategies with a timeline for those areas needing improvement, eg., a rating of 0 or 1 on Standards 1, 2, 6, 7 and a rating of 0 or 2 on Standards 3. 4. 5
- Give a copy to the student teacher, the cooperating teacher and retain a third copy for your files. This form will provide the basis for your completion of the *Student Teaching Evaluation* form at midterm and at the end of the semester(page 55). A copy of the form should also be submitted to the instructor of the *Inquiry Into Professional Practice* course.

II. Instructions for Completing the Midterm/Summative *Student Teaching Assessment* form.

Note that the Midterm/Summative Student Teaching Assessment, using the **Student Teaching Evaluation Form** (page 55), includes the rubric for evaluating the teacher candidate.

Completion of the Midterm *Student Teaching Evaluation* form:

Prior to meeting with the cooperating teacher:
- Complete the *Student Teaching Evaluation* Form, indicating "Midterm" under Evaluation Type
- Review the SPED Lesson Observation Feedback forms for evidence
- Place a numerical rating in the designated column and designate if the element is not observed. No partial credit, e.g."1.5", can be given
- For any element scored at"1" or below in Standards 1, 2, 6, and 7 and "2" or below in Standards 3, 4, and 5 a plan of action must be developed with goals, strategies, and timeline (see the Student Teaching Observation Form sample).

Meet with the cooperating teacher:
- Provide guidance to the cooperating teacher in the completion of his/her Midterm *Student Teaching Evaluation* form.
- Discuss discrepancies – noting that differences in ratings are acceptable as perspectives and experiences with the student teacher are unique.

Meet with the teacher candidate (include the cooperating teacher if possible):
- Review the *Student Teaching Evaluation* form
- Provide the opportunity for the teacher candidate to provide evidence not previously shared
- Discuss the plan of action as needed
- All participants (teacher candidate, cooperating teacher and university supervisor) as well as the instructor for *Inquiry Into Professional Practice* should receive a copy of the *Student Teaching Evaluation* form with written, signed, plan of action if needed.

Completion of the Summative *Student Teaching Evaluation* form.

Prior to meeting with the cooperating teacher:
- Complete the *Student Teaching Evaluation* form, indicating "Final" for Evaluation Type
- Review the *SPED Lesson Observation Feedback* forms for evidence
- Place a numerical rating in the designated column
  No partial credit, e.g. "1.5", can be given
- For any Element scored as "1" or below in Standards 1, 2, 6, and 7 and "2" or below in Standards 3, 4, and 5 designates the unsuccessful completion of the Elements of the Standards
- The *Not Observed* category should not be used. At this point in the student teaching experience all Elements of the Standards must have been documented and observed

Meet with the cooperating teacher:
- Provide guidance to the cooperating teacher in the completion of the Summative Student Teaching Evaluation form
- Discuss discrepancies – noting that differences are acceptable as perspectives and experiences with the teacher candidate are unique

Meet with the teacher candidate (with the cooperating teacher if possible):
- Review the *Student Teaching Evaluation* form
- Provide the opportunity for the teacher candidate to provide evidence not previously shared
- All participants (teacher candidate, cooperating teacher and university supervisor) as well as the instructor for *Inquiry Into Professional Practice* should receive a copy of the Student Teaching Evaluation form

Note about the final score of the Summative Student Teaching Assessment (using the *Student Teaching Evaluation* form):
In order to earn a passing grade for student teaching, the candidate needs:
- at least a 2/4 on each element in Standards 1,2,6,7
- at least a 4/6 on each element in Standards 3.4.5
- a total score of 122 points out of 153 possible, which is 80%. A student who earns the minimum on each element (2 on Standards 1,2,6,7 and 4 on Standards 3, 4,5) will earn 102 points, not sufficient for a passing grade.
  (2 on Standards 1,2,6,7 and 4 on Standards 3, 4,5) will earn 102 points, not sufficient for a passing grade.

Kent State University
Special Education Program

Special Education Lesson Observation Feedback Form

Student: _____ Date:_____

Cooperating Teacher: _____ School:_____

Rating System: A – Advanced   P – Proficient   E- Emerging
                    NE – No Evidence   NA/NO- Not Applicable/Not Observed

General Description of Lesson:

LESSON PLANS:	A	P	E	NE	NA/ NO
Clarity of objectives					
Appropriateness of objectives					
Clarity of description of materials and procedures					
Appropriate standards that address real-world issues and applications					
Comments:					
MATERIALS:					
Appropriateness of materials to lesson					
Appropriateness of materials to age, interest, and ability of students					
Quality of materials, media, and resources					
Variety of materials, media, and resources					
Comments:					
INSTRUCTION:					
Introduction of lesson to review and engage learners					
Appropriateness of activities for objectives					
Appropriateness of activities for age and interest of students					
Appropriately builds on students' prior knowledge and experiences					
Developmentally and age-appropriate sequence of activities					

	A	P	E	NE	NA/NO
Differentiation and flexibility in presentation					
Variety of activities and paths to demonstrate learning					
Individualization, adaptation, and accommodation of activities/outcomes					
Clear conclusion of lesson					
Assessment of learner needs and to document outcomes					
Knowledge of content area and supplemental resources					
Comments:					
INTERACTION/ MANAGEMENT	**A**	**P**	**E**	**NE**	**NA/ NO**
Communicates and demonstrates enthusiasm for learning and teaching					
Uses effective and clear communication including bilingual and ELL					
Provides multiple representations and explanations of content					
Maintains attention and interest of students					
Fosters questioning and analysis from multiple perspectives					
Involves learners in inquiry and higher-order cognitive interactions					
Provides appropriate facilitative and corrective feedback					
Fosters collaboration and positive self-concepts					
Facilitates learner self-evaluation of thinking, learning, and performance					
Encourages self-direction and self-management					
Manages behavior challenges effectively					
Demonstrates effective time management					
Creates a safe, positive, and respectful learning environment					
Comments:					

Summarizing Comments:

Student Teaching Evaluation

Student Name _____		Cooperating Teacher _____	
Semester _____		University Supervisor _____	
Evaluation Type ___ Midterm ___ Final			

Please indicate the extent to which the Student Teacher exhibits behaviors consistent with the Ohio Standards for the Teaching Profession

Standard 1: Teachers understand student learning and development and respect the diversity of the students they teach

Knowledge of how students learn, developmental characteristics of age groups (OSTP 1.1)

Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not demonstrate an understanding of how learners construct knowledge, acquire skills, and develop thinking processes, nor demonstrate an understanding that cognitive, linguistic, social, emotional, and physical development influences learning.		
Partially Met	The candidate demonstrates an understanding of how learners construct knowledge, acquire skills, and develop thinking processes and demonstrates a limited understanding that cognitive, linguistic, social, emotional, and physical development influences learning, but does not use developmentally appropriate instructional strategies.		
Met	The candidate demonstrates an understanding of how learners construct knowledge, acquire skills, and develop thinking processes, and also demonstrates an understanding that cognitive, linguistic, social, emotional, and physical development influences learning; he or she uses developmentally appropriate instructional strategies that promote student learning.		

Knowledge of student needs and students' prior knowledge (OSTP 1.2)

Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not demonstrate an understanding of what students know nor do they use it to inform instruction.		
Partially Met	The candidate demonstrates an understanding of what students know but does not effectively use it to inform instruction.		
Met	The candidate demonstrates an understanding of what students know and uses it to effectively inform instruction.		

Models respect for students' diverse cultures, language skills and experiences (OSTP 1.4)

Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not model respect for the diverse cultures, language skills, and experiences of students.		
Partially Met	The candidate models respect for the (1) diverse cultures, (2) language skills, or (3) experiences of students, but not all three.		
Met	The candidate models respect and knowledge of the diverse cultures, language skills, and experiences of students.		

Standard 2: Teachers know and understand the content area for which they have instructional responsibility

Content-area concepts, assumptions and skills to plan instruction (OSTP 2.1)

Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not demonstrate knowledge of core concepts, facts, academic language, procedures and skills in his or her content area(s).		
Partially Met	The candidate demonstrates knowledge of core concepts, facts, academic language, procedures and skills in his or her content area(s) but does not plan effectively to sequence lessons to meet future learning goals.		
Met	The candidate demonstrates knowledge of core concepts, facts, academic language, procedures and skills in his or her content area(s), links instruction with prior knowledge and uses his or her knowledge to plan lessons sequentially to meet future learning goals.		

Content-specific instructional strategies (OSTP 2.2)

Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not identify instructional strategies appropriate to his or her content area(s).		
Partially Met	The candidate identifies instructional strategies appropriate to his or her content area(s).		
Met	The candidate identifies instructional strategies appropriate to his or her content area(s) and develops instruction that includes content specific strategies supported by research.		

Knowledge and utilization of Ohio College and Career Ready Standards and school/district curriculum goals (OSTP 2.3)

Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not demonstrate knowledge of important content and/or concepts in the Ohio College and Career Ready Standards and the curriculum priorities of his or her school and district.		
Partially Met	The candidate demonstrates knowledge of important content and concepts in the Ohio College and Career Ready Standards and the curriculum priorities of his or her school and district, but does not demonstrate this knowledge in his or her lesson plans.		
Met	The candidate demonstrates knowledge of important content and concepts in the Ohio College and Career Ready Standards and the curriculum priorities of his or her school and district and the candidate demonstrates this knowledge in his or her lesson plans.		

Disciplinary connections with other content areas (OSTP 2.4)

Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not demonstrate an ability to link relevant content connections between disciplines.		
Partially Met	The candidate demonstrates knowledge of links between content areas or disciplines, but does not effectively apply them during instruction.		
Met	The candidate demonstrates knowledge of links between content areas or disciplines, and effectively connects them during instruction.		

Disciplinary connections with relevant life experience (OSTP 2.5)

Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not demonstrate understanding of the importance of linking content to real-life/real-world experiences.		
Partially Met	The candidate demonstrates understanding of the importance of linking content to real-life/real-world experiences, and engages students in applying inter-disciplinary knowledge in real scenarios through activities such as problem-solving or service.		
Met	The candidate demonstrates understanding of the importance of linking content to real-life/real-world experiences, engages students in applying inter-disciplinary knowledge in real scenarios through activities such as problem-solving or service, and gives consideration to authentic local and global issues.		

Standard 3: Teachers understand and use varied assessments to inform instruction, evaluate, and ensure student learning

Knowledgeable of assessment types, purposes and the data they generate (OSTP 3.1)

Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not demonstrate knowledge of assessment as a means of evaluating student learning.		
Partially Met	The candidate demonstrates knowledge of assessment as a means of evaluating student learning and also demonstrates understanding of its value in delivering effective instruction.		
Met	The candidate demonstrates knowledge of assessment as a means of evaluating student learning, demonstrates understanding of its value in delivering effective instruction, and demonstrates an understanding of a variety of assessment types (and their uses and limitations).		

Selects and uses of a variety of diagnostic, formative and summative assessments (OSTP 3.2)

Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not demonstrate an understanding of the importance of aligning classroom assessments with instruction.		
Partially Met	The candidate demonstrates an understanding of the importance of aligning classroom assessments with instruction and demonstrates knowledge (but does not utilize) variety of diagnostic, formative and summative assessments.		
Met	The candidate demonstrates an understanding of the importance of aligning classroom assessments with curriculum and instruction and uses a variety of diagnostic, formative and summative assessment techniques to collect evidence of student knowledge and skills.		

Standard 4: Teachers plan and deliver effective instruction that advances the learning of each individual student			

Communicates clear learning goals and links learning activities to those goals (OSTP 4.3)

Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not communicate learning goals to students.		
Partially Met	The candidate communicates learning goals to students, but they are not clear.		
Met	The candidate communicates clear learning goals to students and plans activities to achieve those goals.		

Applies knowledge of how students think and learn to planning and instruction (OSTP 4.4)

Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not demonstrate knowledge of the cognitive processes associated with learning.		
Partially Met	The candidate demonstrates knowledge of the cognitive processes associated with learning, but does not effectively use this knowledge to plan instruction.		
Met	The candidate demonstrates knowledge of the cognitive processes associated with learning (and research on this topic) and uses this knowledge to plan effective instruction.		

Differentiates instruction to meet needs of all students, including gifted students, students with disabilities and at-risk students (OSTP 4.5)

Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not identify strategies to differentiate instruction to support the learning needs of all students.		
Partially Met	The candidate identifies strategies to differentiate instruction to support the learning needs of all students, but does not effectively apply the strategies.		
Met	The candidate identifies strategies to differentiate instruction to support the learning needs of all students, and applies the strategies during instruction by using grouping as appropriate.		

Creates and selects activities that are designed to help students develop as independent learners and complex problem-solvers (OSTP 4.6)

Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not demonstrate knowledge of the cognitive processes associated with various kinds and levels of learning (e.g., taxonomies of learning).		
Partially Met	The candidate demonstrates knowledge of the cognitive processes associated with various kinds and levels of learning (e.g., taxonomies of learning) to develop independent learners, but does not apply this knowledge effectively.		
Met	The candidate demonstrates knowledge of the cognitive processes associated with various kinds and levels of learning (e.g., taxonomies of learning) to develop independent learners and applies this knowledge effectively through choosing appropriate learning activities.		

Uses resources effectively, including technology, to enhance student learning (OSTP 4.7)

Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not use resources and technology appropriate to his or her discipline(s).		
Partially Met	The candidate uses resources and technology appropriate to his or her discipline(s) to enhance student learning.		
Met	The candidate uses resources and technology appropriate to his or her discipline(s) to enhance student learning and supports student use of technology.		

Standard 5: Teachers create learning environments that promote high levels of learning and achievement for all students

Creates a classroom environment that is respectful, supportive and caring (OSTP 5.1)

Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not demonstrate caring and respect in his or her interactions with all students and does not establish classroom environment that is respectful and supportive.		
Partially Met	The candidate demonstrates limited caring and respect in his or her interactions with all students and establishes a classroom environment that is moderately respectful and supportive.		
Met	The candidate demonstrates caring and respect in his or her interactions with all students, establishes a classroom environment that is respectful and supportive, and promotes positive relationships, cooperation, and collaboration among students.		

Creates a classroom environment that is physically and emotionally safe (OSTP 5.2)

Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not establish rules for classroom management and does not respond appropriately to behavior (positive or negative) within or outside the classroom.		
Partially Met	The candidate establishes rules for classroom management and demonstrates limited ability to respond to behavior (positive or negative) within or outside the classroom appropriately.		
Met	The candidate establishes rules for classroom management, demonstrates an ability to respond to behavior (positive or negative) within or outside the classroom appropriately, enforces age-appropriate expectations for behavior within and outside the classroom, and makes standards of conduct clear.		

Motivates students to work productively and assumes responsibility for their own learning (OSTP 5.3)

Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not identify strategies to increase student motivation and interest in topics of study.		
Partially Met	The candidate identifies strategies to increase student motivation and interest in topics of study but does not apply them during instruction.		
Met	The candidate identifies strategies to increase student motivation and interest in topics of study, applies them during instruction to foster student curiosity, and recognizes student success.		

Creates learning situations in which students work independently, collaboratively and/or as a whole class (OSTP 5.4)

Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not create learning situations in which students work independently, collaboratively, or as a whole class.		
Partially Met	The candidate creates learning situations in which students may work (1) independently, (2) collaboratively, or (3) as a whole class, but not all three.		
Met	The candidate creates learning situations in which students work (1) independently, (2) collaboratively, *and* (3) as a whole class.		

Maintains an environment that is conducive to learning for all students (OSTP 5.5)

Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not maintain an ordered, productive environment.		
Partially Met	The candidate maintains an environment which is mostly productive (for example, the day may start disorderly, but improves), demonstrates an ability to use time moderately effectively, and demonstrates a basic routine.		
Met	The candidate maintains an environment which is consistently productive, is prepared to teach, demonstrates an ability to use time effectively, and establishes and maintains a routine conducive to student learning.		

Standard 6: Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning

Uses clear, correct, and effective written and spoken language (OSTP 6.1)

Performance Level	Description	Cooperating Teacher	University Supervisor
Not Met	The candidate does not communicate (in written and oral form) clearly with students.		
Partially Met	The candidate communicates clearly with students (in written and oral form) a majority of the time, but does not listen effectively.		
Met	The candidate communicates clearly with students (in written and oral form) a majority of the time and is an effective listener.		

Please describe evidence for Standard 6: Collaboration
- The candidate shares responsibility with parents and caregivers to support student learning, emotional and physical development and mental health (6.2).
- The candidate collaborates effectively with other teachers, administrators and school and district staff (6.3).
- The candidate collaborates effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning (6.4).

Standard 7: Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community
Please describe evidence for Standard 7: Growth, Performance, and Involvement
• The candidate understands, upholds and follows professional ethics, policies and legal codes of professional conduct.   • The candidate takes responsibility for engaging in continuous, purposeful professional development.   • The candidate is an agent of change who seeks opportunities to positively impact teaching quality, school improvements and student achievement.

Overall Comments
• Cooperating Teacher Comments
• University Supervisor Comments

Rating: Not Observed; Needs Improvement; Acceptable

Professional Dispositions: Professional attitudes, values, and beliefs, demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, faculty, and communities. These positive behaviors support student learning and development. We expect educators to demonstrate:
- Fairness in striving to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner
- Belief that all students can learn
- Responsibility
- Professionalism

Disposition Assessment
Student Name:

Note: Include comments for any item receiving a score of "Needs Improvement." Give specific examples of candidate behavior(s) and any prior warnings that this behavior was unacceptable. Include date(s)/number of times. Comments should be based on facts and they should be observable.

Semester: | Select |

---

1. Strives to create a safe environment to meet the educational needs of all students in a caring, non- discriminatory, and equitable manner, based on the belief that all students will achieve to their full potential.

○ Not Observed | ○ Needs Improvement | ⊙ Acceptable

Comment *(Only required if student "Needs Improvement" on this item)*

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2. Demonstrates discretion when discussing students, peers, faculty, school/center by not participating in disparaging conversations and/or works to diffuse such language.

○ Not Observed | ○ Needs Improvement | ⊙ Acceptable

Comment *(Only required if student "Needs Improvement" on this item)*

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3. Establishes and maintains respectful and professional collaborative relationships with others.

○ Not Observed | ○ Needs Improvement | ⊙ Acceptable

Comment *(Only required if student "Needs Improvement" on this item)*

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4. Displays open mindedness, flexibility, and willingness to learn from others whose perspectives differ.

○ Not Observed | ○ Needs Improvement | ⊙ Acceptable

Comment *(Only required if student "Needs Improvement" on this item)*

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5. Respects and protects differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, ability, language, political and religious orientation, sexual orientation, appearance and geographical area.

○ Not Observed | ○ Needs Improvement | ⊙ Acceptable

Comment *(Only required if student "Needs Improvement" on this item)*

6. Consistently demonstrates initiative, interest in and enthusiasm for teaching and learning.

○ Not Observed	○ Needs Improvement	⊙ Acceptable

Comment *(Only required if student "Needs Improvement" on this item)*

7. Accepts constructive criticism and adjusts behavior accordingly.

○ Not Observed	○ Needs Improvement	⊙ Acceptable

Comment *(Only required if student "Needs Improvement" on this item)*

8. Is disposed toward inquiry, problem-solving, and reflection as demonstrated in meaningful and appropriate discussions.

○ Not Observed	○ Needs Improvement	⊙ Acceptable

Comment *(Only required if student "Needs Improvement" on this item)*

9. Accepts and fulfills responsibility for decisions and actions.

○ Not Observed	○ Needs Improvement	⊙ Acceptable

Comment *(Only required if student "Needs Improvement" on this item)*

10. Projects an appropriate professional appearance and demeanor in professional settings.

○ Not Observed	○ Needs Improvement	⊙ Acceptable

Comment *(Only required if student "Needs Improvement" on this item)*

11. Demonstrates organizational skills.

○ Not Observed	○ Needs Improvement	⊙ Acceptable

Comment *(Only required if student "Needs Improvement" on this item)*

12. **Follows attendance policies for class and field experience/student teaching, including punctuality.**

○ Not Observed	○ Needs Improvement	⊙ Acceptable

Comment *(Only required if student "Needs Improvement" on this item)*

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13. **Prepares for class and field experience/student teaching and completes work in a timely manner.**

○ Not Observed	○ Needs Improvement	⊙ Acceptable

Comment *(Only required if student "Needs Improvement" on this item)*

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14. **Works with students and their families in appropriate ways.**

○ Not Observed	○ Needs Improvement	⊙ Acceptable

Comment *(Only required if student "Needs Improvement" on this item)*

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15. **Demonstrates appropriate and culturally sensitive verbal and nonverbal communication.**

○ Not Observed	○ Needs Improvement	⊙ Acceptable

Comment *(Only required if student "Needs Improvement" on this item)*

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16. **Understands and maintains confidentiality related to student records, personal family information, and student ability/disability in educational programming in order to protect the child's and family's privacy, unless disclosure serves a professionally compelling purpose or is required by law.**

○ Not Observed	○ Needs Improvement	⊙ Acceptable

Comment *(Only required if student "Needs Improvement" on this item)*

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17. **Obtains and uses audio recording, video recording, and still images of minors solely for course-related purposes only after having obtained written consent from the parent/guardian and the school/center. At all times, the educator protects the identities of individuals portrayed, never engaging in the public sharing of any digital images on social media sites, in public or private discourse, or for personal gain without explicit parent/guardian and school/center permission.**

○ Not Observed	○ Needs Improvement	⊙ Acceptable

Comment *(Only required if student "Needs Improvement" on this item)*

18. **Observes all federal, state, local, and school board mandates, policies, and procedures pertinent to the teaching profession.**

○ Not Observed	○ Needs Improvement	⊙ Acceptable

Comment *(Only required if student "Needs Improvement" on this item)*

19. **Understand, upholds, and follows professional ethics, policies and legal codes of professional conduct.**

○ Not Observed	○ Needs Improvement	⊙ Acceptable

Comment *(Only required if student "Needs Improvement" on this item)*

General Comments:

☐

Check this box **only** if:

1. The student **has received a needs improvement** on any item above **and**
2. **In your opinion, the student does not need to complete a Professional Disposition Plan (PDP)**

If the candidate does not agree with the above assessment he or she has the right to appeal according to the University Policy Register. The Administrative Policy and Procedure for Student Academic Complaints can be found at http://http://www.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037960. The candidate is also advised that the assessment is subject to additional review and may be amended.

Note: If the candidate needs to develop a Professional Disposition Plan, she/he has one week from today to create the plan and to arrange to meet with you. An email will be sent to the candidate and to you if the candidate has not developed the plan within the wee

Cooperating Teacher Evaluation
    of University Supervisor

Thank you for your feedback. Your response will be anonymous.
This evaluation will be made available to supervisors after the
semester is completed.

Supervisor Name: _____

Program Area: _____ **Semester/Year:** _____

Key: **A = Agree**   **B = Tend to Agree**   **C = Tend to Disagree**   **D = Disagree**   **E = Not Applicable**

THE UNIVERSITY SUPERVISOR:	Circle One				
1. Was knowledgeable and current in area of supervision.	A	B	C	D	E
2. Was courteous and responsive in all aspects of our relationship.	A	B	C	D	E
3. Was an enthusiastic and reassuring representative of Kent State University and the College of Education, Health and Human Services.	A	B	C	D	E
4. Made me feel that he/she was available and willing if and when I wanted to confer with them.	A	B	C	D	E
5. Impressed me as being competent to handle any matters, including problems that might arise regarding student teaching.	A	B	C	D	E
6. Made clear his/her role and the nature of his/her intended contribution to the student teaching situation.	A	B	C	D	E
7. Was sincerely attentive to the particular concerns of my situation.	A	B	C	D	E
8. Aided me in defining my tasks as a cooperating teacher and helped me to feel competent and comfortable in the role.	A	B	C	D	E
9. Provided appropriate observation, analysis, and assessment materials for use in guiding the student teacher.	A	B	C	D	E
10. Made informed and helpful comments and suggestions in our conferences.	A	B	C	D	E
11. Followed through with proposed course of action.	A	B	C	D	E
12. Supervised the student teacher regularly.	A	B	C	D	E

COMMENTS:

Vacca Office of Student Services
Clinical Experience – 304 White Hall
Kent, OH 44242

**Student Teacher Evaluation
  of University Supervisor**

KENT STATE
U N I V E R S I T Y

SAMPLE

Your responses will be anonymous. Results and comments for
this evaluation will be made available to supervisors after the
semester is completed.

Supervisor Name: _____

Program Area: _____ **Semester/Year:** _____

Key: A = Agree   B = Tend to Agree   C = Tend to Disagree   D = Disagree   E = Not Applicable

THE UNIVERSITY SUPERVISOR:		Circle One			
1. Made his/her role clear in relation to me.	A	B	C	D	E
2. Was sincerely interested in me as a person and fellow professional.	A	B	C	D	E
3. Helped me to adjust to my role as a student teacher.	A	B	C	D	E
4. Facilitated communication between me and the cooperating teacher, when needed.	A	B	C	D	E
5. Kept appointments and made me feel they were available if/when I wanted to confer with them.	A	B	C	D	E
6. Observed my teaching performance regularly.	A	B	C	D	E
7. Met with me regularly to provide feedback on my teaching performance.	A	B	C	D	E
8. Made specific suggestions to improve my teaching methods and strategies.	A	B	C	D	E
9. Encouraged self-assessment of my teaching skills and supported my building self-confidence.	A	B	C	D	E
10. Impressed me as being capable of dealing with my concerns.	A	B	C	D	E

COMMENTS:

Permission for Photographs/Videotapes/Audiotapes of Children (non-TPA)

Student Teacher Name: _____

Email Address: _____ **Phone No.:** _____

Student's Name: _____ **School:** _____

Teacher's Name: _____ _____

Name of Parent(s)/Guardian(s): _____

===

Dear Parent(s)/Guardian(s) of _____:

I am in the _____ program at Kent State University. One of the requirements for my coursework is to document my work in the classroom.

I would like to work with your child this semester and document our work through photographing, videotaping and/or audiotaping, when necessary. Please review this permission form, and if you agree, sign and return the form to me.

The photographs and/or tapes will not be used in any publication or other public usage such as posters, advertising, or other media. All tapes, prints, and/or negatives will be destroyed after the purpose for the photographing and/or taping has been completed except for personal portfolio use.

If you have any further questions about the requirements, you may contact my course instructor, _____ at _____.

     _____ Yes, I give permission for my child to participate in this work.

     _____ No, I do not give permission for my child to participate in this work.

     _____ Please return any photographs, negatives and/or tapes to me.

_____   _____
Parent/Guardian Signature   Date

_____   _____
Student Teacher Signature   Date

_____   _____
Cooperating Teacher Signature   Date

Student Teacher Absence Form

This form must be completed and signed by the student teacher, the cooperating teacher, and the university supervisor. The university supervisor will return this form to the **Vacca Office of Student Services, 304 White Hall, Kent State University, Kent, OH 44242.**

Student Teacher: _____ Date: _____

District: _____ School: _____

Student teacher was absent from _____ to _____
Total school days missed: _____

Total school days missed for the student teaching term: _____

Reason for absence: _____

_____

_____

_____

_____

_____

_____

_____ Date: _____
(Signature of Student Teacher)

_____ Date: _____
(Signature of Cooperating Teacher)

_____ Date: _____
(Signature of University Supervisor)

Dear Parent/Guardian:

As a student teacher in your child's classroom, I will be evaluated using the Teacher Performance Assessment (edTPA), an instrument that is currently being developed for use in Ohio and other states. The primary purpose of this assessment is to develop a valid and reliable assessment that can measure the performance of future teachers and lead to improvement of the programs that prepare them.

Although the purpose of the assessment is to evaluate my teaching, the project will include short video recordings of lessons taught in your child's class, as well as samples of student work. In the course of taping, with your permission, your child may appear on the video recordings. If you choose not to give your permission, then your child will still participate in the classroom instruction as usual. S/He will just be seated out of camera range. Also, I will submit anonymous samples of student work as evidence of teaching practice, and that work may include some of your child's work, with permission.

The video recordings and student work will be used solely for purposes of evaluating my instruction and for improving teacher preparation programs.   The only people who see them will be teachers at the school and university faculty and supervisors. The recordings and/or student work will not appear on the Internet or in other public settings. Any samples of student work that I collect for this assessment will not contain the student's last name.

Sincerely,

Teacher Candidate
Kent State University

KENT STATE UNIVERSITY

TEACHER PERFORMANCE ASSESSMENT PERMISSION FORM

Student Name_____ **School/ Classroom Teacher**_____

I am the parent/legal guardian of the child named above. I have received and read your letter regarding the video and materials submission procedures to be used this semester as part of your student teaching assessment requirement, and agree to the following:

(*Please check the appropriate box below*)

☐ I **DO** give permission to you to video record my child and reproduce materials that my child may produce as he or she participates in a class conducted at

_____ by _____
(Name of school)   *(Student teacher name)*

as part of classroom activities. No last names will appear on any materials submitted by the student teacher to his/her teacher preparation program or its agents.

☐ I **DO NOT** give permission to you to video record my child or reproduce materials as he or she participates in a class conducted at

_____ by _____ .
(Name of school)   *(Student teacher name)*

Should you not grant permission for us to video record your child, your child will be seated at the back or side of the classroom so that he or she is not visible in the recording. Your child's grade on this lesson will NOT be affected.

☐ I **DO** give permission to you to reproduce materials my child may produce; however, I **DO NOT** give permission to you to video record my child as he or she participates in a class conducted at

_____ by _____ .
(Name of school)   *(Student teacher name)*

Should you not grant permission for us to video record your child, your child will be seated at the back or side of the classroom so that he or she is not visible in the recording. No last names will appear on any materials submitted by the student teacher to his or her teacher preparation program or its agents.

_____   _____
Signature of Parent or Guardian   **Date**

- -

I am the student named above and am more than 18 years of age. I have read and understand the student teacher performance assessment requirements. I understand that my performance is not being evaluated and that my last name will not appear on any materials that may be submitted.

☐ I **DO** give permission to you to video record my participation in this class and reproduce materials that I may produce as part of classroom activities.

☐ I **DO NOT** give permission to you to video record my participation in this class or to reproduce materials that I may produce as part of classroom activities.

☐ I **DO** give permission to you to reproduce materials that I may produce as part of classroom activities but I **DO NOT** give permission to you to video record my participation in this class.

_____   _____
Signature of Student   **Date**

Please return form to me by_____ .

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