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

Student Teaching Handbook

A Guide for PK-12 Student Teachers, Mentor Teachers and University Supervisors

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TEACHER EDUCATION DIRECTORY

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SECTION I: GENERAL INFORMATION

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

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

Informed Reflective Practice
- Draws on research, 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, revise, and enact curriculum and educational programs

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

Professional Collaboration
- Understands the role of other professional educators
- 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 field experience supervision models are comprised of a triad consisting of the student teacher, mentor teacher, and university supervisor (see below). Each make contributions categorized by specific features relevant to the field experience such as 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 mentor teacher's focus is on how the student teachers are functioning in the classroom. However, the emerging trend is a movement toward mutual responsibility, including faculty and administrators from the teacher education unit and members from the local school (Burret & Slick, 1995). Accordingly, 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 mentor teacher, and university supervisor.

Student Teacher	University Supervisor	Mentor 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, mentor 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 (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 candidates must maintain eligibility according to College policy, including all coursework, GPA, dispositional standards, student teaching prerequisite trainings such as Child Safety, CPR and ALICE, and any other criteria as specified by their Program Area Faculty and/or College.

2. Student Teacher candidates are required to enter the 'student portal' to complete an on-line application, using the Clinical Experience link, prior to participating in their Student Teaching semester. Students are assigned to a designated *'application period'* to complete their forms based on their program major. Information on program timelines is available each semester on the Clinical Experience website.

Placements are generally made within a <u>50-mile radius</u> 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 specific request can be met. **Student teachers are responsible for having reliable transportation, and for all travel arrangements to and from their placement site**. Special consideration for extended placement outside the 50-mile radius may be considered for eligible students on a case-by-case basis. An application can be provided after meeting with the Assistant Director of Clinical Experience and/or the Director of Educator Preparation.

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

1. Our accrediting agency, the *Council for the Accreditation of Educator Preparation (CAEP)* 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. Students interested in overseas opportunities should contact the office of Consortium for Overseas Student Teaching (COST). Student Teachers for SPED programs will apply for out-of-state through their program faculty. *ALL confirmed placements must be officially approved by a designated school district administrator.*

3. A student teacher is not permitted to student teach in the same school district where they are employed, where relatives are employed, where their children are attending, or from where they 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.** The Clinical Experience Placement office reserves the right to change a student's placement site if it is deemed to be inappropriate, insufficient, or contrary to the expectations, policies and practices of our teacher preparation programs. **Placements are NOT made based on content or grade level preferences.**

6. Student Teachers are required to complete a minimum of 12 weeks (no less than 56 full days) of student teaching, in a 'Full Time' assignment, within a minimum equivalent of 4 instructional periods (160 minutes of instructional contact) each day. These days are counted per the official timeline established for each program area. Some KSU programs may require up to 16 weeks for their undergraduate student teacher placements. Special arrangements for additional licensure, endorsements, and graduate students will be considered on an individual basis.

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 mentor 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 $30.00 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 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 mentor teacher's scheduled workday** 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 workday.

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 mentor teacher **immediately**, and the university supervisor must be notified, whether an observation is planned or not. Lesson plans must be available for the mentor 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.

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, *OR if it effects the completion of the minimum number of required days engaged with students, per the Ohio Department of Higher Education*. 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 the school districts will report their closing over radio and television stations (which can be found online) and student teachers can also be added to the text/email communication for such circumstances. Additionally, it is important that a phone call list be established with the teacher(s) and the university supervisor if student teachers are not to report to schools.

Because of contractual obligations or other special conditions, mentor 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 mentor teachers' schedules.

Conflicts Between School Districts and Their Teachers/Staff. Because student teachers in the state of Ohio (1) do not have the legal status of certificated or licensed personnel (2) they are not substitutes for personnel (3) are not district employees (4) are not members of the bargaining unit, and (5) because their proper role is that of "learner", the student teacher should not report for duty or be in or near the building of assignment in the event of a labor union strike or work stoppages. Should any of these events occur, the student teacher is to **immediately** telephone their university supervisor.

If 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, video recordings, audiotapes, etc.), the sample form in the "Forms Section" *(Permission for Photographs/Videotapes/Audiotapes of Children)* 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 requested from the Program Coordinator or advisor in WH 304.

Professional Commitment by Student Teacher Candidates
To meet the very high standards expected of our student teachers by both the College of Education, Health and Human Services and the Council for the Accreditation of Educator Preparation, the student teaching experience should be considered as a '*full time job'* that requires the full commitment and professional dedication of our students. Additionally, the OBR/ODHE interpretation of OAC 3301-24-03 (C)(8) is that students should not expect to be employed, nor compensated, by any other agency or institution during the scheduled hours of their placement. Opportunities for employment outside of the regularly scheduled school day (i.e. Coach or Advisor) may be permitted.

Professional Conduct and Appearance. The teaching profession requires that its members possess high standards of personal conduct, a neat personal appearance, and good personal hygiene. 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 addresses 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 Assistant Director of Clinical Experiences <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 media 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.

<u>School Policies</u>. 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 mentor 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.

<u>Student Teachers as Subs, Aides, Tutors</u>. Student teachers **are not** permitted to be regularly employed or compensated as Aides, Tutors or Subs. Consideration for "subbing" may occur if they have met the following criteria:

- Successful completion of the student teaching semester and a *Letter of Early 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, AND the student has completed the licensure pre-application process, and satisfied all other requirements as outlined in the procedures found in the Student Portal https://stuportal.ehhs.kent.edu .
- Graduate Student Teachers who have obtained an Alternative License or Substitute Teaching License. Must also include a formal agreement between KSU and the school district regarding the terms and conditions for completing the program requirements.

Situations may arise in which the mentor 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 they judge 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 they *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.

Assessment of Student Teachers--

<u>Performance Assessment</u>
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.

Assessment is a continual part of the total student teaching experience and is a cooperative process **shared** by the student teacher, the mentor 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 provide an observation report after each visit. The mentor 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 mentor teacher, and the university supervisor and copies of the final assessments will be made available to the student teacher.

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 mentor 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 mentor teacher should be present most of the time throughout the student teacher experience. The mentor 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 mentor teacher is observing formally, they should be prepared to take notes. These notes provide a continuous record of the 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 mentor teacher are crucial to the student teaching experience.
If the mentor teacher should at some point develop reservations regarding the student teacher's performance, the mentor 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 Student Teaching Evaluation (STE) form (*see sample in forms section*). While daily notes and conferences give the student teacher an indication of specific aspects of their teaching, the midterm assessment provides a comprehensive view. The student teacher should be informed of both strengths and weaknesses through the student teaching experience.

A structured midterm evaluation is conducted jointly by the mentor teacher, the student teacher, and the university supervisor. The unofficial midterm student teaching evaluation form is prepared independently by the university supervisor and mentor teacher and discussed with the student teacher during the midterm assessment meeting. The disposition assessment is also completed at this time. Any item rated as "below expectations or emerging" requires a written comment by the assessor in the box provided AND may require a Professional Development Plan (PDP).

No later than one week after the meeting, the university supervisor will enter their assessment and the mentor 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 "Student Teaching Evaluation 2019-forward." 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 or 8th week** of the university semester.

Summative Assessment & Final Grade
Toward the end of the student teaching experience, the student teacher's performance is rated independently by the university supervisor and the mentor teacher on an unofficial final summative form. The final summative evaluations are shared with the student teacher at a final conference. In order to receive a "Satisfactory/Passing" grade for student teaching, a Student Teacher must: (1) successfully complete 17 of the final assessment items as "Met", with **no** items marked as "Not Met" (2) earned a completion score on the K-STEP, and (3) satisfactorily completed any PDPs assigned for "Below Expectations" or "Emerging" on the *Disposition Assessment.* Student Teaching "Seminar/Inquiry" courses are graded 'A-F'. Attendance is required at all Seminar sessions. Contact your department for further information about course requirements, grading, and schedule.

No later than one week after the meeting, the university supervisor will enter their assessment and the mentor 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**.

> **Special Note: 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.**

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 the behaviors and qualities indicative of professionalism, work ethic, and personal qualities to receive a grade of "Satisfactory" for student teaching.

   A Disposition Assessment *(see sample in "Forms Section")* for each student teacher will be completed online by the university supervisor in consultation with the mentor 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 Development Plan (PDP) located on the "student portal"**; students should confer with their Supervisor on the criteria and content of the PDP. 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 mentor teacher to discuss the PDP and *both* student teacher and supervisor need to sign-off 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 Development 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. **Supplemental Assessments for Specific Program Areas**
   Supplemental Assessments representing program areas' SPAs (Specialized Professional Associations) may be completed for specific program areas. These are provided by program coordinators.

3. **Kent Summative Teacher Education Project (K-STEP)**
   The K-STEP, a summative teacher education project, is designed to develop and evaluate the student teacher's ability to plan for instruction, use instructional strategies, and assess student learning during their final student teaching experience. As part of this assessment, student teachers are expected to develop lesson plans and assessments that demonstrate their ability to prepare for instruction. They will also deploy assessments and analyze the resulting data for formative and summative assessments. Based on the teaching and learning from one lesson to another and based on data gathered from formative assessment, students will be asked to reflect upon and adjust their planning and instruction for the next lessons. Narrative prompts are also included in this assessment that ask for the student teacher to explain their thought processes and decisions as they planned and delivered instructions and discuss their findings from the assessment data. Video recordings are a required component of the project. The K-STEP is due to be uploaded no later than the Friday of the 10th week of the semester, but a program or the inquiry course may designate an earlier due date. **Completion of the K-STEP is one of the requirements for passing student teaching. Completion is defined as submission and having a total score. There is currently no target score for successful completion of student teaching.**

Conflict Resolution & Student Teacher Conduct --------------------------

A partnership is the ideal relationship in the student teaching experience. However, due process procedures are established for the student teacher who is involved in a discrepancy at their placements site, or does not agree with the evaluation of their 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 Assistant Director of Clinical Experiences and Director of Educator Preparation, 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 order is spelled out below:

1. The person with whom you have a disagreement
2. The University Supervisor
3. The Assistant Director of Clinical Experiences and Director of Educator Preparation, 304 White Hall
4. Program Coordinator
5. School Director

Procedures for Addressing Problems, Misbehaviors, or other Discrepancies----------------

1. The student teacher, mentor teacher, and university supervisor should meet to cooperatively address problems as they arise. If needed, the Program Coordinator will

be contacted by the Assistant Director of Clinical Experiences / Director of Educator Preparation for faculty advisement.

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, mentor teacher, program coordinator and/or program faculty member and the Assistant Director of Clinical Experiences and/or Director of Educator Preparation 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.

   IMPORTANT NOTE: 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, the Assistant Director of Clinical Experience and Director of Educator Preparation will confer with the school district administration, mentor teacher, university supervisor, and KSU Faculty to determine whether or not a student teacher remains at the current placement 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) will be discontinued and repeated at the same time that student teaching is finally completed.

5. **When considering removal and/or withdrawal from Student Teaching, 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.**

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 mentor 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:

- giving student teaching responsibilities first priority even though there may be other personally compelling concerns;
- being punctual in arriving at school, at scheduled classes and at meetings in accordance with school regulations;
- notifying the mentor teacher as well as the university supervisor as far in advance as possible when absence cannot be avoided;
- conducting themselves in a professional manner at all times, including dress, speech and personal habits;
- becoming acquainted with and abiding by school policies;
- maintaining confidentiality about students or school personnel;
- being observant, showing interest and initiative, and being prepared when responsibilities have been assumed;
- demonstrating teaching skills that include integration of technology and differentiated instruction;
- providing the mentor teacher and university supervisor with lesson plans in advance for feedback in accordance with guidelines established;
- demonstrating effective classroom management skills;
- demonstrating self-reflection and welcoming constructive feedback;
- performing non-instructional duties within and outside the classroom if these are expected of the mentor teacher;
- demonstrating the ability to assume full teaching responsibilities during student teaching;
- attending seminars, meetings and/or in-services by the school;
- keeping the university supervisor informed about progress, problems or any other matters needing the supervisor's attention;
- 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;
- 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.

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 can 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 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*, the student teaching seminar, is required of all student teachers except graduate level students in Special Education. 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, mentor 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 ---

Career Exploration and Development Center
Take full advantage of the numerous benefits that involvement with the Career Exploration and Development Center 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 Exploration prior to this busy last semester is crucial. Allow the center to serve as your job search support network. **Plan ahead and you won't be disappointed!**

Review the Career Development and Exploration website at www.kent.edu/career for more details.

Section III: Mentor Teacher

<u>Section III: Mentor Teacher</u>

Role of the Mentor Teacher---

The University is grateful to the mentor 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 mentor 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 mentor teachers an occasion for professional growth.

The following list contains the expectations as mentor teachers prepare to assume this important role:
- Working with a Student Teacher takes time and commitment, along with patience and understanding, providing positive feedback for successes, and constructive interventions for challenges.
- It is expected that the Mentor Teacher will accept the responsibilities required of the experience and carry them out in a professional and collaborative manner.
- It is preferred that Mentor Teachers have a '5-year professional license', and at least three years of experience in their current assignment. Any exceptions will be made at the discretion of the Assistant Director of Clinical Experience.
- Prepare the learners, their parents/families, and the classroom for the student teachers arrival;
- Demonstrate an attitude of openness and inquiry into teaching practice;
- Demonstrate for the student teacher how the academic content standards are used on a daily basis in planning, teaching, and assessing student learning;
- Demonstrate a positive attitude toward all learners and a belief that all students can learn;
- Assist the student teacher in understanding the importance of health and safety practices in the classroom environment;
- 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 their family;
- 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;
- Share with and demonstrate for the student teacher ways to meet the needs of a diversity of learners including, but not limited to, students with ethnic, racial, gender, linguistic and socioeconomic differences;
- Assist the student teacher in integrating technology into teaching;
- Model professionalism through appearance and relationship with colleagues and families;
- Maintain open communication with the student teacher and the university supervisor;
- 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;
- Encourage the student teacher to observe other subject areas, grade levels, and instructional practices;

- Inform and invite principals/assistants to observe and provide feedback to the student teacher;
- Preview and observe lessons and provide constructive feedback on a regular basis during both unscheduled and scheduled time;
- Review current classroom management plan and assist the student teacher in developing effective management strategies;
- 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);
- Provide information to the university supervisor regarding the student teachers dispositions toward teaching as defined in the Disposition Assessment; and
- Meet with the university supervisor and student teacher as needed.

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

Guidelines for the Mentor 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, not limiting.

What to do prior to the first day of student teaching:
- Read the student teachers information form thoroughly, including personal interests and hobbies. In the case of MAT student teacher's, read their resume.
- Prepare students for the arrival of the student teacher and explanation of their 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 go on the first day of their 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 they may become familiar with school rules and regulations.
- Provide the student teacher with contact information (email addresses and phone numbers) to use if questions arise which need to be communicated.
- Provide the student teacher with professional and instructional expectations.
- Discuss the schedule for the student teaching, including the time, and the procedure for submitting lesson plans for review.
- Invite the principal to be an active participant in the student teacher's experience, which 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:
- 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.
- **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.
- Acquaint the student teacher with room policies. Explain expected school dress regulations (especially physical education, shop, lab, and classroom etiquette).
- Make as many faculty introductions as possible, including the principal and school office personnel.
- Introduce the student teacher to each class and involve students in getting acquainted.
- Give the student teacher their own space for personal materials.
- Define the student teacher's authority in the classroom.
- Explain building policy and procedures for absences, bomb threats, evacuations, etc. Remind the student teacher to also notify their university supervisor.
- Schedule or set aside a regularly planned meeting time each day/week.
- Review the district policy on reporting suspected child abuse and neglect and how this reporting is conducted in the district/school.
- Review social media policies as it applies to staff and students.

What to explain to the student teacher during the first week of student teaching:
- Lesson plan procedures. Provide the student teacher with a copy of lesson plan format or schedule.
- Grading system and school's philosophy about grades.
- Discipline procedures.
- Attendance, tardy reports, and excuses.
- School calendar. (Invite the student teacher to any scheduled PTA meetings, sports, events, etc., and made sure they receive 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:
- 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 numerous environments in which they may someday find themselves 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 their own assessment ideas.
- Use mini-teaching techniques in helping the student teacher plan assignments.
- Suggest and provide the means for the student teacher to audio or video record themselves in a classroom.

What to do during the last week of student teaching:
- Make sure the student teacher has graded and returned all assignments/assessments 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 Evaluation 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:

- contacting each student via phone or email no later than the end of the student's first week of placement (use your kent.edu email account for all electronic communication with students);
- conducting an orientation session no later than the end of the second week of the student teaching placement with the mentor teacher and student teacher (inviting the principal to this session is recommended);
- provide mentor teacher with the student teaching handbook and any other accompanying information;
- scheduling observation visits and providing constructive suggestions in writing to the student teacher;
- conferencing with the student teacher (and mentor teacher if possible) following each observation;
- alerting the Assistant Director of Clinical Field Experiences and Director of Educator Preparation in the Vacca Office of Student Services when unresolved problems arise and providing information to the "team" at the University to help resolve problems with the student teacher;
- being available to the student teacher, the mentor teacher, and the principal whenever guidance is needed;
- preparing the Student Teaching Evaluation forms provided by the University by established deadlines;
- Facilitating the completion of the K-STEP process to the extent allowable.

Assessment Deadlines---

These deadlines are:
o *The Mid-Term Student Teaching Evaluation* is to be submitted online by the university supervisor by Friday of the 7th or 8th week of the student teaching semester.

o *The Disposition Assessment* is to be submitted online by the university supervisor by Friday of the 7th or 8th week of the student teaching 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 Development Plan (PDP) and enact that plan. Students with outstanding dispositions are not cleared for graduation.

- o ***The Kent Summative Teacher Education Project (K-STEP*** is to be completed no later than the end of the 10th week of the semester unless the program has an earlier due date. *Completion of the K-STEP is one of the requirements for passing student teaching.*

- o ***The Summative Student Teaching Evaluation*** is to be submitted online by the university supervisor by the Friday of the 15th or 16th week of the student teaching semester.

Guidelines for the University Supervisor--

Getting Started the First Week

1. Contact the student teacher and mentor teacher to set up an orientation meeting at the school. Provide the mentor teacher with the Student Teaching Handbook and accompanying materials. 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 regarding 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 mentor 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 mentor 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 mentor teacher should examine and approve all lesson plans developed

by the student teacher ahead of time. In order to help the mentor 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 provisions 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 their 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 they use higher-order questions, those relating to strong teaching values? Do they show thorough pre-thought, using questions stated in the teaching reference?
- Has the student teacher considered how the various learning aids—white/smartboard, 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 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 they feel confident about their planning ability, the mentor 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 mentor 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 mentor 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 mentor 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 mentor 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, mentor 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, mentor teacher or university supervisor.

While more frequent conferences will occur between the student teacher and mentor 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, mentor teacher and university supervisor must recognize and accept responsibility for the success and productivity of conferences. There are several conferencing techniques that generally are applicable for use by the mentor teacher and the university supervisor:

1. **Use climate-building verbal and nonverbal behaviors to develop a personal relationship between the mentor 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 mentor 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**. Mentor 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 mentor 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 their goals and objectives during the student teaching experience. Emphasize professional attitude, enthusiasm, promptness, dress, and preparedness.

3. **Allow the student teacher to discuss concerns about their 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 their teaching.

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

4. **Remember the mentor teacher is providing a classroom in which the student teacher can practice what they have learned**. Include the mentor teacher in the evaluation process. If things are not going well, try to make suggestions rather than

demands. If the mentor teacher wishes their student teacher to conform to their 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 mentor teacher, and the university supervisor present**.

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.

Section V – Sample Forms

**Instructions for University Supervisors to
Use the Student Teaching Observation/Evaluation Form**

Before the observation:
- Review the Midterm/Summative Student Teaching Evaluation
- Schedule the observation for a time when the student teacher and mentor teacher are available to meet before/after the observation
- Review the lesson plan

During the observation:
- Refer to the Midterm/Summative Student Teaching Evaluation 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 mentor teacher and student teacher (together if possible; individually if necessary).
- Discuss the observation and solicit observations and evidence from the student teacher and mentor teacher.
- Provide the opportunity for the mentor 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.
- Give the top copy to the student teacher, the second copy to the mentor teacher and retain the third copy for your files. This form will provide the basis for your completion of the Midterm/Summative Student Teaching Evaluation.

Instructions for Completion of the Midterm/Summative Student Teaching Evaluation

Note that the Midterm/Summative Student Teaching Evaluation includes the rubric for evaluating the teacher candidate.

Completion of the Midterm Student Teaching Evaluation
Prior to meeting with the mentor teacher:
- Complete the Midterm Student Teaching Evaluation
- Review the Student Teaching Observation Forms for evidence

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

Meet with the teacher candidate (with the mentor teacher if possible):

- Review the Student Teaching Evaluation
- Provide the opportunity for the teacher candidate to provide evidence not previously shared
- Discuss the plan of action as needed
- All participants (teacher candidate, mentor teacher and university supervisor) should receive a copy of the Student Teaching Evaluations with written, signed, plan of action if needed.

Completion of the Summative Student Teaching Evaluation

Prior to meeting with the mentor teacher:

- Complete the Summative Student Teaching Evaluation
- Review the Observation Forms for evidence
- Place a numerical rating in the designated column

Meet with the mentor teacher:

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

Meet with the teacher candidate (with the mentor teacher if possible):

- Review the Student Teaching Evaluation
- Provide the opportunity for the teacher candidate to provide evidence not previously shared
- All participants (teacher candidate, mentor teacher and university supervisor) should receive a copy of the Student Teaching Evaluation

Note about the final score of the Summative Student Teaching Evaluation

In order to earn a passing grade for student teaching, the candidate must:

- ➢ Successfully complete "17" of the Final/Summative Evaluation items as "Met", with **no** items marked as "Not Met".
- ➢ Have earned a 'passing' score on any 'program area' assessments.
- ➢ Have satisfactorily completed any PDPs assigned for "Needs Improvement" on the Disposition Assessment.
- ➢ Have a completion score of the K-STEP.

Sample Observation Form

Student Teacher: _____ Date:_____
Time:_____

Mentor Teacher: _____ District/School/Agency:_____

Observer/Title:_____

Grade/Subject:_____ Class size:_____Number of Observation: 1 2 3 4 5/1 2 3 4 5 Semester _____

STUDENT TEACHING OBSERVATION FORM   (PART 1)

OBSERVATION NOTES

Student Teacher Signature _____   Supervisor Signature _____

Note: All observations require this sheet and Part 2 to be completed. A copy is to be given to the Supervisor, Mentor Teacher, and Student Teacher of each part.

Student Teacher: _____

Date:_____ Time:_____

Mentor Teacher: _____

District/School/Agency:_____

Observer/Title:_____

Grade/Subject:_____ Class size:_____ Number of Observation: 1 2 3 4

5/1 2 3 4 5 Semester _____

STUDENT TEACHING ACTION PLAN (PART 2)

Goals Identify goals for elements needing further development.	**Strategies and Timeline** List specific steps to reach the goal and set a timeline for reaching the goal.

Copy to: _____ Student Teacher _____ Mentor Teacher _____ University Supervisor

Kent State University
College of Education, Health, and Human Services
Student Teaching Evaluation
Mid-term   Summative

Student: _____

Term: _____

Instructions:	Based on your observation of the candidate, please indicate the extent to which the Student Teacher exhibits behaviors consistent with Ohio Standards for the Teaching Profession and CAEP Standards as identified (any InTASC Alignment indicate item is aligned to CAEP Standard 1.1). **Information can and *should* be gleaned from *both* observations of teaching and learning in various forms of instructional delivery and intentional follow-up conversations with the candidate and cooperating teacher. Candidate performance should be evaluated within the mode of delivery/format it occurs, understanding virtual environments are different.** Items requiring conversation with the candidate and/or cooperating teacher are marked with an asterisk. Conversations can be used to collect evidence for items and criteria beyond the ones marked with an asterisk.
Note:	Due to COVID-19, the 2020-2021 student teaching experience is going to vary based on school district, grade level, and content area. The plans at the start of the semester may change; most of which is out of our control. Due to these unforeseened and challenging circumstances, we ask that you apply flexibility in the use of this Student Teaching Evaluation.
Scoring:	The "Met Standard" level is what candidates are expected to achieve. Candidates in their final clinical experience are not expected to meet the *"Exceeded"* category. The exceeded category is included to indicate performance above and beyond the standard, which can help candidates envision ways to grown in the future. No additional points will be awarded for "exceeded" ratings; it is for feedback only and ***should be selected <u>if and only if</u> the performance truly exceeds the standard and meets the description provided***.

Content and Instruction

Supervisor Rating	1 - Content-area concepts, assumptions, skills (OSTP 2.1), and content-specific instructional strategies (OSTP 2.2) (CAEP 1.3) *InTASC Alignment: 4 - Content Knowledge, 7 - Planning for Instruction, 5 - Application of Content, 8 - Instructional Strategies*	Cooperating Teacher Rating
Not Met	The candidate **does not demonstrate** knowledge of core concepts, facts, academic language, strategies and skills in the content area(s), nor do they sequence lessons and adjust instruction to address misconceptions.	Not Met
Partially Met	The candidate demonstrates **adequate knowledge** of core concepts, facts, academic language, strategies and skills in the content area(s), **attempts to sequence lessons**, and adjusts learning experiences to build understanding.	Partially Met
Met Standard	The candidate demonstrates **strong knowledge** of core concepts, facts, academic language, strategies and skills in the content area(s), **successfully links instruction** with prior knowledge, and adjusts instruction to address misconceptions.	Met Standard
Exceed	"Met" and.... The candidate **seeks to extend their content knowledge, articulates** how their instructional strategies are supported by research, and **uses multiple representations and explanations** of concepts to illustrate key ideas in their content area(s). (Should be verified through discussion)	Exceed
Supervisor Rating	**2 - Utilization of Ohio College and Career Ready Standards (OSTP 2.3), alignment to Ohio Academic Content Standards and school/district curriculum goals (OSTP 4.1) (CAEP 1.3, 1.4)** *InTASC Alignment: 4 - Content Knowledge*	**Cooperating Teacher Rating**
Not Met	The candidate **does not align instruction** with content and/or concepts in the Ohio College and Career Ready Standards **nor do they incorporate** Ohio Academic Content standards and curriculum priorities of their school and district.	Not Met
Partially Met	The candidate **aligns instruction** with content and/or concepts in the Ohio College and Career Ready Standards **and incorporates <u>either</u>** Ohio Academic Content standards **<u>or</u>** the curriculum priorities of their school and district.	Partially Met
Met Standard	The candidate **aligns instruction with** content and/or concepts in the Ohio College and Career Ready Standards **and incorporates <u>both</u>** Ohio Academic Content standards **<u>and</u>** curriculum priorities of their school and district.	Met Standard
	"Met" and... The candidate **structures instruction** to ensure every student achieves these	

Supervisor Rating		Cooperating Teacher Rating
Exceed	standards and priorities.	Exceed
Supervisor Rating	**3 - Disciplinary connections with other content areas (OSTP 2.4) and relevant life experience (OSTP 2.5)** *InTASC Alignment: 4 - Content Knowledge, 5 - Application of Content, 7 - Planning for Instruction, 8 - Instructional Strategies*	**Cooperating Teacher Rating**
Not Met	The candidate **does not link** relevant content connections between disciplines and relevant real-life/real-world experiences.	Not Met
Partially Met	The candidate **links** relevant content connections between disciplines **or** relevant real-life/real-world experiences.	Partially Met
Met Standard	The candidate **links** relevant content connections between disciplines **and** relevant real-life/real-world experiences by **engaging students** in activities such as authentic problem-solving or discussion.	Met Standard
Exceed	"Met" and.... The candidate **incorporates** local and global issues or engages students in **generating and evaluating new idea** or approaches.	Exceed
Supervisor Rating	**4 - Communicates clear learning goals (OSTP 4.3) and plans instruction for the achievement of those specific goals (OSTP 4.3, 4.4)** *InTASC Alignment: 3 - Learning Environments, 4 - Content Knowledge, 7 - Planning for Instruction, 8 - Instructional Strategies*	**Cooperating Teacher Rating**
Not Met	The candidate **does not communicate** learning goals to students and **does not plan** instructional activities specific to the achievement of those goals.	Not Met
Partially Met	The candidate **communicates learning goals** to students and **plans instructional activities** for the achievement of those specific goals.	Partially Met
Met Standard	The candidate **communicates learning goals** to students, **plans instructional activities** for the achievement of those specific goals, and **articulates** why they selected the specific activities.	Met Standard
Exceed	"Met" and... The candidate **utilizes research-based strategies** and **addresses the needs of each student** in achieving those specific goals.	Exceed
Supervisor Rating	**5 - Applies knowledge of how students think and learn to instructional design (OSTP 4.4) and creates/selects activities designed to help students develop as independent learners and complex problem-solvers (OSTP 4.6)** *InTASC Alignment: 3 - Learning Environments, 5 - Application of Content, 7 - Planning for Instruction, 8 - Instructional Strategies*	**Cooperating Teacher Rating**
Not Met	The candidate **does not select and create learning activities appropriate to the mode of instruction and** for their students' cognitive or developmental maturity.	Not Met
Partially Met	The candidate **selects and creates learning activities appropriate to the mode of instruction**, for their students' cognitive or developmental maturity **or sequences instruction** thoughtfully to provide a foundation for future learning.	Partially Met
Met Standard	The candidate **selects and creates learning activities appropriate to the mode of instruction**, for their students' cognitive or developmental maturity **and sequences instruction** thoughtfully to provide a foundation for future learning.	Met Standard
Exceed	"Met" and… The candidate **implements open-ended and reflective learning opportunities** for students.	Exceed
Supervisor Rating	**6 - Recognizes (OSTP 1.5) and differentiates (OSTP 4.5) instruction to meet needs of all students, including gifted students, students with disabilities and at-risk students** *InTASC Alignment: 1 - Learner Development, 2 - Learning Differences, 7 - Planning for Instruction, 9 - Professional Learning and Ethical Practice*	**Cooperating Teacher Rating**
Not Met	The candidate **does not recognize** gifted students, students with disabilities, English Language Learners, or at-risk students (1.5) **nor do they employ strategies** to differentiate instruction to support the learning needs of all students (4.5).	Not Met
Partially Met	The candidate **recognizes** gifted students, students with disabilities, English Language Learners, or at-risk students (1.5) but applies only **moderately effective strategies to differentiate** instruction to support the learning needs of all students.	Partially Met
Met Standard	The candidate **recognizes** gifted students, students with disabilities, English Language Learners, or at-risk students (1.5) and **applies effective strategies to differentiate instruction** by using grouping and pacing as appropriate (4.5).	Met Standard

Exceed	"Met" and... The candidate **identifies ways to advocate for the needs** of students with disabilities, students at risk, English Language Learners, and gifted students. (Should be verified through discussion)	Exceed
Supervisor Rating	**7* - Uses resources effectively, including technology, to enhance student learning (OSTP 4.7, CAEP 1.5)** *InTASC Alignment: 5 - Application of Content, 8 - Instructional Strategies, 10 - Leadership and Collaboration*	**Cooperating Teacher Rating**
Not Met	The candidate **does not use available resources and technology** appropriate to their discipline(s).	Not Met
Partially Met	The candidate **uses available resources or technology appropriate** to their discipline(s) to enhance student learning, **but *does not explain*** how the selected technology enhances learning (ISTE Standard 5), empowers students (ISTE Standard 2), or improves student achievement (ISTE Standard 6).	Partially Met
Met Standard	The candidate **uses available resources and technology appropriate** to their discipline(s) to enhance student learning, <u>**and explains how the selected technology**</u> enhances learning (ISTE Standard 5), empowers students (ISTE Standard 2), and improves student achievement (ISTE Standard 6).	Met Standard
Exceed	"Met" and... The candidate **effectively uses technology to collaborate** with colleagues and students to improve practice, discover, and share resources and ideas (ISTE Standard 4).	Exceed

Assessment and Instruction

Supervisor Rating	**8* - Knowledge of assessment types, purposes and the data they generate (OSTP 3.1) and selection of appropriate types of diagnostic, formative, and summative assessment (OSTP 3.2) (CAEP 1.2)** *InTASC Alignment: 6 - Assessment*	**Cooperating Teacher Rating**
Not Met	The candidate **does not connect** assessment types and data they generate for evaluation of student learning and **does not select appropriate formal and informal** diagnostic, formative, and summative assessments.	Not Met
Partially Met	The candidate **connects** assessment types and data they generate for evaluation of student learning, and **uses a limited variety of formal and informal assessment types** (diagnostic, formative, and summative assessment).	Partially Met
Met Standard	The candidate **connects** assessment types and data they generate for evaluation of student learning, and **uses a variety of formal and informal assessment types** (diagnostic, formative, and summative assessment).	Met Standard
Exceed	"Met" and… The candidate **designs tools** likely to **collect valid and reliable data** and **uses those data to adjust instruction**.	Exceed
Supervisor Rating	**9* - Analyzes data to monitor student learning and plans to modify instruction (OSTP 3.3, 4.2) (CAEP 1.2)** *InTASC Alignment: 1 - Learner Development, 2 - Learning Differences, 6 - Assessment, 7 - Planning for Instruction, 8 - Instructional Strategies, 9 - Professional Learning and Ethical Practice*	**Cooperating Teacher Rating**
Not Met	The candidate **does not analyze data** collected from assessment tools, nor do they identify how the data were used to modify instruction.	Not Met
Partially Met	The candidate **analyzes data collected** from assessment tools, but **does not connect data** to planning or differentiating instruction.	Partially Met
Met Standard	The candidate **analyzes data collected** from assessment tools, **connects data** to planning and differentiating instruction, and **monitors progress** on learning goals.	Met Standard
Exceed	"Met" and...The candidate **analyzes data to identify trends and reflects** on how to close student learning gaps and improve their teaching practice.	Exceed
Supervisor Rating	**10* - Collaborates with students, parents, and colleagues on student progress (OSTP 3.4)** *InTASC Alignment: 3 - Learning Environments, 6 - Assessment, 10 - Leadership and Collaboration*	**Cooperating Teacher Rating**
Not Met	The candidate **does not connect assessment to standards and criteria, nor do they provide feedback** to students, parents, or other school personnel while maintaining confidentiality.	Not Met
Partially Met	The candidate **connects assessment to standards and criteria <u>or</u> provides feedback** to students, parents, or other school personnel while maintaining confidentiality.	Partially Met
Met Standard	The candidate **connects assessment to standards and criteria <u>and</u> provides feedback** to	Met Standard

	students, parents, or other school personnel while maintaining confidentiality.	
Exceed	"Met" and...The candidate's feedback includes guidance to **empower growth**.	Exceed

Students and Learning Environments

Supervisor Rating	11* - Developmental and learning characteristics of age groups (OSTP 1.1) *InTASC Alignment: 1 - Learner Development, 2 - Learning Differences*	Cooperating Teacher Rating
Not Met	The candidate **does not demonstrate an understanding** of how learners develop (cognitive, linguistic, social, emotional and physical), construct knowledge, acquire skills, and establish thinking processes through use of instructional strategies or creativity/flexibility in teaching.	Not Met
Partially Met	The candidate **demonstrates limited understanding** of how learners develop (cognitive, linguistic, social, emotional and physical), construct knowledge, acquire skills, and establish thinking processes by using **developmentally appropriate** instructional strategies or creativity/flexibility in teaching.	Partially Met
Met Standard	The candidate **demonstrates understanding** of how learners develop (cognitive, linguistic, social, emotional and physical), construct knowledge, acquire skills, and establish thinking processes by using **developmentally appropriate** instructional strategies **and** creativity/flexibility in teaching.	Met Standard
Exceed	"Met" and… The candidate **adjusts** the instructional strategies and modalities to respond to students' ability to develop and construct knowledge.	Exceed
Supervisor Rating	12* - Knowledge of student needs and use of students' prior knowledge to meet needs (OSTP 1.2) *InTASC Alignment: 1 - Learner Development, 2 - Learning Differences, 3 - Learning Environments, 5 - Application of Content, 7 - Planning for Instruction*	Cooperating Teacher Rating
Not Met	The candidate **does not incorporate** what students know nor do they use it to inform instruction.	Not Met
Partially Met	The candidate **incorporates** what students know, but **does not meet their needs** effectively through instruction.	Partially Met
Met Standard	The candidate **incorporates** what students know **and meets their needs effectively** through instruction.	Met Standard
Exceed	"Met" and... The candidate **identifies and utilizes relevant pedagogical or instructional research** to plan and implement differentiated instruction.	Exceed
Supervisor Rating	13 - Demonstrates respect for students' diverse cultures, language skills and experiences (OSTP 1.4) *InTASC Alignment: 2 - Learning Differences, 5 - Application of Content, 9 - Professional Learning and Ethical Practice, 10 - Leadership and Collaboration*	Cooperating Teacher Rating
Not Met	The candidate **does not demonstrate respect** for the diverse cultures, language skills, and experiences of students.	Not Met
Partially Met	The candidate **demonstrates respect** by displaying knowledge of interests or cultural heritage of groups, but **does not intentionally foster a community** of appreciation.	Partially Met
Met Standard	The candidate **demonstrates respect** by displaying knowledge of interests or cultural heritage of groups and **intentionally fosters a community** of appreciation.	Met Standard
Exceed	"Met" and... and **builds relationships** with students and colleagues to ensure all students are recognized and valued. (Should be verified through discussion)	Exceed
Supervisor Rating	14* - Creates a learning environment that is respectful, supportive and caring (OSTP 5.1), physically and emotionally safe (OSTP 5.2), and conducive to learning for all students (OSTP 5.5) *InTASC Alignment: 2 - Learning Differences, 3 - Learning Environments, 9 - Professional Learning and Ethical Practice, 10 - Leadership and Collaboration*	Cooperating Teacher Rating
Not Met	The candidate **does not create** a learning environment that is respectful and supportive, physically and emotionally safe, **and** conducive to learning for all students.	Not Met
Partially Met	The candidate *regularly* **creates** a learning environment that is respectful and supportive, physically and emotionally safe, **and** conducive to learning for all students.	Partially Met
Met Standard	The candidate *constantly* **creates** a learning environment that is respectful and supportive, physically and emotionally safe, **and** conducive to learning for all students. The candidate **maintains a productive environment and uses time effectively**.	Met Standard

Exceed	"Met" and… The **candidate enforces age-appropriate expectations** for behavior within and outside the learning environment, **makes standards of conduct clear**, and **uses a variety of strategies** to respond to appropriate and inappropriate behavior. The candidate **promotes positive relationships, cooperation, and collaboration** among students.	Exceed
Supervisor Rating	**15 - Motivates students to be productive (OSTP 5.3), creates environments with collaborative and individual work (OSTP 5.4), and encourages students to take responsibility for their own learning (OSTP 5.3)** *InTASC Alignment: 3 - Learning Environments, 8 - Instructional Strategies, 10 - Leadership and Collaboration*	**Cooperating Teacher Rating**
Not Met	The candidate **does not utilize strategies** to increase student motivation and interest **and does not create** learning situations in which students work independently, collaboratively, and as a whole class.	Not Met
Partially Met	The candidate **utilizes strategies** to increase student motivation and interest **and creates** learning situations in which students work independently, collaboratively, <u>**or**</u> as a whole class.	Partially Met
Met Standard	The candidate **utilizes strategies** to increase student motivation and interest **and creates** learning situations in which students work independently, collaboratively, <u>**and**</u> as a whole class.	Met Standard
Exceed	"Met" and... The candidate **recognizes student success, encourages students to set goals and take responsibility** for productivity in the classroom environment. (Should be verified through discussion)	Exceed

Collaboration, Communication, and Professional Responsibility

Supervisor Rating	**16* - Uses effective language (written and oral) and appropriate technology for communication (OSTP 6.1, CAEP 1.5)** *InTASC Alignment: 9 - Professional Learning and Ethical Practice, 10 - Leadership and Collaboration*	**Cooperating Teacher Rating**
Not Met	The candidate **does not communicate clearly** with students and **does not leverage technology** for communication (ISTE Standard 4).	Not Met
Partially Met	The candidate's **communication with students is moderately clear**. Written and oral vocabulary is effective for the age group. The candidate **uses technology to a limited degree** for communication (ISTE Standard 4).	Partially Met
Met Standard	The candidate's **communication with students is clear**. Written and oral vocabulary is effective for the age group, and **nonverbal communication* is appropriate**. The candidate **uses technology effectively** for communication (ISTE Standard 4). *Evaluate if possible in Fall 2020 depending on mode of instruction; if not possible, disregard the non-verbal portion of the criteira when selecting the candidate's performance level.	Met Standard
Exceed	"Met" and… The candidate **adjusts their language** (written, oral) **and technology use** to ensure audience understanding (parents, students, community) and topic.	Exceed
Supervisor Rating	**17* - Collaborates effectively with other teachers (OSTP 6.3).** *InTASC Alignment: 3 - Learning Environments, 7 - Planning for Instruction, 10 - Leadership and Collaboration*	**Cooperating Teacher Rating**
Not Met	The candidate **does not establish** productive relationships with other teachers through co-teaching, consultation, or other collaborative opportunities.	Not Met
Partially Met	The candidate **establishes productive relationships** with other teachers through co-teaching, consultation, or other collaborative opportunities, but cannot describe how this engagement informed or improved their own practice.	Partially Met
Met Standard	The candidate **establishes productive relationships** with other teachers, through co-teaching, consultation or other collaborative opportunities, **and describes** how this engagement informed or improved their own practice.	Met Standard
Exceed	"Met" and... The candidate **identifies opportunities** for future consultation or collaboration for the improvement of their own practice.	Exceed
Supervisor Rating	**18* - Engages effectively with administrators and/or school and district staff (OSTP 6.3).** *InTASC Alignment: 3 - Learning Environments, 7 - Planning for Instruction, 9 - Professional Learning and Ethical Practice, 10 - Leadership and Collaboration*	**Cooperating Teacher Rating**
Not Met	The candidate **does not establish** productive relationships with administrators and school and district staff.	Not Met
	The candidate **establishes productive relationships** with administrators and school and district	

Partially Met	staff but cannot describe how this engagement informed or improved their own practice.	Partially Met
Met Standard	The candidate establishes productive relationships with administrators and school and district staff **and describes** how this engagement informed or improved their own practice.	Met Standard
Exceed	"Met" and... The candidate **identifies opportunities** for future collaboration (i.e., projects, new initiatives) across the school and/or district with appropriate personnel.	Exceed
Supervisor Rating	**19* - Understands, uphold and follow professional ethics, policies and legal codes of professional conduct. (OSTP 7.1) (CAEP 1.2)** *InTASC Alignment: 9 - Professional Learning and Ethical Practice*	**Cooperating Teacher Rating**
Not Met	The candidate **does not understand or uphold** professional ethics, policies and legal codes of professional conduct in their practice.	Not Met
Partially Met	The candidate **understands and follows** professional ethics, policies and legal codes of professional conduct, but **does not clearly link practice** to these elements.	Partially Met
Met Standard	The candidate **understands, upholds and follows** professional ethics, policies and legal codes of professional conduct, and **clearly links practice** to these elements.	Met Standard
Exceed	"Met" and... The candidate **serves as a model** for their fellow student-teachers.	Exceed
Supervisor Rating	**20* - Engages in reflection and makes plans for engaging in continuous, purposeful professional development (OSTP 7.2), including new technologies and practices with technology to enhance student learning (CAEP 1.5)** *InTASC Alignment: 9 - Professional Learning and Ethical Practice*	**Cooperating Teacher Rating**
Not Met	The candidate **does not reflect and plan** for engaging in continuous, purposeful professional development including exploring new technologies to improve student learning (ISTE Standard 1).	Not Met
Partially Met	The candidate **reflects** on their strengths and weaknesses and **plans** for engaging in continuous, purposeful professional development. Plans **do not include exploration of new technologies** to improve student learning (ISTE Standard 1).	Partially Met
Met Standard	The candidate **reflects** on their strengths and weaknesses and **plans** for engaging in continuous, purposeful professional development **and includes exploring new technologies** to improve student learning (ISTE Standard 1) in those plans.	Met Standard
Exceed	"Met" and... **connects specific professional development opportunities** (technology and otherwise) **to specific personal development goals**.	Exceed
Supervisor Rating	**21* - Seeks opportunities to positively impact teaching quality and student achievement (partial alignment to OSTP 7.3) through use research and evidence to develop an understanding of the teaching profession (CAEP.1.2)** *InTASC Alignment: 9 - Professional Learning and Ethical Practice, 10 - Leadership and Collaboration*	**Cooperating Teacher Rating**
Not Met	The candidate **does not** incorporate research-based best practices in their teaching.	Not Met
Partially Met	The candidate incorporates a **limited variety** of research-based best practices in their teaching.	Partially Met
Met Standard	The candidate incorporates a **variety** of research-based best practices in their teaching.	Met Standard
Exceed	"Met" and... The candidate **can articulate how** these best-practices have positively impacted student achievement using data.	Exceed

Supervisor Overall Comments	Cooperating Teacher Overall Comments

Disposition Assessment - Full Version

Communication and Collaboration

1.1	Does not express thoughts and ideas clearly with other candidates, faculty, parents, and/or other educators.	Below Expectations
	Inconsistently expresses thoughts and ideas clearly with other candidates, faculty, parents, and/or other educators.	Emerging
	Consistently expresses thoughts and ideas clearly and directly with other candidates, faculty, parents, and/or other educators.	Meets Expectations
	Effectively expresses thoughts and ideas clearly and directly with other candidates, faculty, parents, and/or other educators, as well as with administrators and/or community members to support learning.	Exemplary
1.2a	Does not listen respectfully to different points of view.	Below Expectations
	Inconsistently listens respectfully to different points of view.	Emerging
	Consistently listens respectfully to different points of view.	Meets Expectations
	Actively listens with the goal to engage with different points of view.	Exemplary
1.2b	Does not receive constructive feedback without acting defensively.	Below Expectations
	Inconsistently receives constructive feedback without acting defensively.	Emerging
	Consistently receives constructive feedback without acting defensively.	Meets Expectations
	Actively seek others' perspectives and constructive criticism to broaden their own understanding.	Exemplary
1.3	Does not contribute to the problem-solving process of team activities.	Below Expectations
	Inconsistently contributes to the problem-solving process of team activities.	Emerging
	Consistently contributes to the problem-solving process of team activities.	Meets Expectations
	Initiates problem-solving activities by promoting dialogue and idea-sharing in teams.	Exemplary
1.4	Does not adapt when plans change or when asked to try something new.	Below Expectations
	Inconsistently adapts when plans change or when asked to try something new.	Emerging
	Consistently adapts when plans change or when asked to try something new.	Meets Expectations
	Engages with and offers new ideas and agilely adapts when plans change and actively welcomes another approach.	Exemplary
1.5	Does not exhibit openness to new ideas in class, field experience or student teaching as shared by the instructor, classmates, cooperating teacher(s) or supervisor.	Below Expectations
	Inconsistently exhibits openness to new ideas in class, field experience or student teaching as shared by the instructor, classmates, cooperating teacher(s), or supervisor.	Emerging
	Consistently exhibits openness to new ideas in class, field experience or student teaching as shared by the instructor, classmates, cooperating teacher(s) or supervisor.	Meets Expectations
	Acts positively and reflectively toward new experiences by having an open-mind while in the classroom, field experience or student teaching.	Exemplary

Fairness and Equity

2.1	Does not create a safe environment to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner.	Below Expectations
	Inconsistently creates a safe environment to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner.	Emerging
	Consistently creates a safe environment to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner.	Meets Expectations
	Creates a safe environment to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner, with the belief that all students may achieve to their full potential.	Exemplary
2.2	Does not demonstrate respect for others through their communication and actions and/or may engage in bullying behavior or microaggressions	Below Expectations
	Demonstrates respect for others through their communication and actions.	Emerging
	...and consciously avoids bullying behavior or microaggressions (i.e., not asking an individual with disabilities to speak for	Meets Expectations

	all individuals with disabilities).	
2.3	Does not support students and their differences however articulated and defined.	Below Expectations
	Inconsistently supports students and their differences however articulated and defined.	Emerging
	Supporting students and their differences however articulated and defined.	Meets Expectations
	Supports and advocates for students and their differences however articulated and defined.	Exemplary

Ethical Behavior

3.1	Does not maintain state-mandated confidentiality related to student records, personal family information, and student ability/disability in educational programming.	Below Expectations
	Describes state-mandated confidentiality related to student records, personal family information, and student ability/disability in educational programming.	Meets Expectations
	Describes how they maintain state-mandated confidentiality related to student records, personal family information, and student ability/disability in educational programming.	Exemplary
3.2	Does not protect child's, families', and classroom teacher's privacy, unless disclosure serves a professionally compelling purpose or is required by law.	Below Expectations
	Describes mechanisms to protect child's, families', and classroom teacher's privacy, unless disclosure serves a professionally compelling purpose or is required by law.	Meets Expectations
	Describes how they implement mechanisms to protect child's, families', and classroom teacher's privacy, unless disclosure serves a professionally compelling purpose or is required by law.	Exemplary
3.3	Does not obtain 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.	Below Expectations
	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.	Meets Expectations
3.4	Does not protect the identities of individuals, 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.	Below Expectations
	Describes the importance of protecting the identities of individuals, 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.	Meets Expectations

Professional Responsibility

4.1	Accumulated 5 or more unexcused absences, from class, field experience and/or student teaching.	Below Expectations
	Accumulated 3-4 absence(s) from class, field experience and/or student teaching. Absences were not due to an unusual extenuating circumstance, having a fever or contagious illness.	Emerging
	Accumulated 2 or fewer excused absence(s) from class, field experience and/or student teaching due to an unusual extenuating circumstance, having a fever or contagious illness.	Meets Expectations
	...and was consistently engaged and present in the classroom.	Exemplary
4.2	Regularly arrives late to class, field experience, or student teaching by the expected time (or leaves early).	Below Expectations
	Usually arrives on time for class, field experience, or student teaching (and stays for duration), and usually submits assessments on time.	Emerging
	Consistently arrives on time for class, field experience, or student teaching (and stays for duration), and submits assignments on time.	Meets Expectations
	Always arrives on time and thoroughly-prepared for class, field experience, or student teaching (and stays for duration), and submits assignments on time.	Exemplary
4.3	Is not dependable and fails to complete all requested tasks.	Below Expectations
	Inconsistently practices dependability by completing all requested tasks.	Emerging
	Consistently practices dependability by completing all requested tasks.	Meets Expectations
	Consistently practices conscientious dependability by masterfully completing all requested tasks including those not required for the course, field experience or student teaching, but benefit peers, faculty, cooperating teacher, the school district, and/or the K-12 students.	Exemplary
4.4	Does not complete course requirements found in the syllabus and/or those that are explicitly requested by peers, faculty, cooperating teachers and/or university supervisor in a timely manner.	Below Expectations
	Inconsistently completes course requirements found in the syllabus and/or those that are explicitly requested by peers,	

	faculty, cooperating teachers and/or university supervisor in a timely manner.	Emerging
	Consistently completes all course requirements found in the syllabus and/or those that are explicitly requested by peers, faculty, cooperating teachers and/or university supervisor in a timely manner.	**Meets Expectations**
	Consistently completes all course requirements found in the syllabus and/or those that are explicitly requested by peers, faculty, cooperating teachers and/or university supervisor before the expected due date.	Exemplary
4.5	Provides no evidence of successful management of dates, commitments and responsibilities.	Below Expectations
	Provides limited evidence of ability to successfully manage dates, commitments, and responsibilities.	Emerging
	Provides evidence of ability to successfully manage dates, commitments, responsibilities, and accountability.	**Meets Expectations**
	Provides evidence of pervasive organization to manage dates, commitments, responsibilities, and accountability.	Exemplary
4.6	Does not prioritize coursework, field experiences, and/or student teaching above work or social activities.	Below Expectations
	Inconsistently prioritizes coursework, field experiences and student teaching above work or social activities.	Emerging
	Consistently prioritizes coursework, field experiences and student teaching, above work or social activities.	**Meets Expectations**
	Models for others how to prioritize coursework, field experiences and student teaching, above work or social activities.	Exemplary
4.7	Does not display professional appearance and demeanor.	Below Expectations
	Inconsistently displays professional appearance and demeanor.	Emerging
	Consistently displays professional appearance and demeanor.	**Meets Expectations**
	Models for others professional appearance and demeanor.	Exemplary
4.8	Does not explain professional judgments using research-based theory and practice.	Below Expectations
	Inconsistently explains professional judgments using research-based theory and practice.	Emerging
	Consistently explains professional judgments using research-based theory and practice.	**Meets Expectations**
	Consistently develops and explains professional judgments using research-based theory and practice.	Exemplary

General Comments