MAT Cooperating Teacher Handbook

Preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world.

KANSAS STATE UNIVERSITY | College of Education

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APPENDICES

THE CONCEPTUAL FRAMEWORK

Kansas State University
College of Education

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The first 10 items are Conceptual Framework *standards* which are identical to the KSDE Professional Education standards. Items 11-15 are the Conceptual Framework *dispositions*.

Category 1: THE LEARNER AND LEARNING

1. **Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.

2. **Learning Differences.** The teacher uses understanding of differences in individuals, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.

3. **Learning Environment.** The teacher works with others to create environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation.

Category 2: CONTENT KNOWLEDGE

4. **Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content.

5. **Application of Content.** The teacher understands how to engage learners through interdisciplinary lessons that utilize concept based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking.

Category 3: INSTRUCTIONAL PRACTICE

6. **Assessment.** The teacher understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.

7. **Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8. **Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways.

Category 4: PROFESSIONAL RESPONSIBILITY

9. **Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. **Leadership and Collaboration**. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, support staff, and community members to ensure learner growth, and to advance the profession.

Category 5: DISPOSITIONS

11. **Values Learning and Professional Development**. Dedicated to acquiring and applying new ideas about content, pedagogy, and students.
    - Demonstrates a positive attitude toward learning through intellectual curiosity, interactions with students, and participation in professionally related experiences
    - Actively and continuously seeks ideas and resources to expand pedagogical content knowledge
    - Exhibits curiosity and a spirit of intellectual inquiry
    - Effectively applies new knowledge and skills to professional practice

12. **Commits to Professional, Ethical, and Legal Conduct**. Committed to obeying the law and abiding by institutional, state, and national professional and ethical standards.
    - Adheres to local, state, and federal rules and laws
    - Complies with university and school district policies and procedures
    - Follows the Kansas Educator Code of Conduct
    - Exhibits good judgment when making professional and ethical decisions

13. **Values Positive, Caring, and Respectful Relationships**. Committed to interacting with students, colleagues, and community members with care, compassion, and respect.
    - Exhibits caring, compassion, and respect for students, colleagues, and families
    - Fosters positive relationships with students to promote learning
    - Exhibits teaching behaviors reflecting the belief that all students can learn
    - Has high expectations for all students

14. **Embraces Diversity, Equity, and Fairness**. Recognizes and values human differences and is committed to meet the educational needs of all students.
    - Demonstrates an understanding and appreciation for differences among people and the ability to interact with people from diverse backgrounds
    - Uses a range of instructional practices to meet the diverse educational needs of all students
    - Advocates for the fair and equitable treatment of all students
    - Interacts with sensitivity to community and cultural norms

15. **Commits to Wise and Reflective Practice.** Dedicated to careful reflection on instructional decisions and takes actions to improve professional competence.
    - Reflects on one's teaching and develops plans to improve professional practice
    - Seeks, accepts, and uses constructive feedback to improve performance
    - Modifies teaching behavior when provided with new information or experience
    - Exhibits creativity and innovation when attempting to improve professional competence

FIELD EXPERIENCE SUMMARY

Teacher candidates at Kansas State University participate in four field experiences beginning with teacher aiding, generally in the sophomore year, and ending with student teaching in the senior year. Each of these field experiences is correlated with the college conceptual framework and is designed to provide opportunities for students to develop their knowledge and experience during their time within the College of Education. The following is a graphic of the secondary and elementary field experiences completed by all teacher candidates.

Field Experiences (EDCI 800 *Teaching Practicum* & EDCI 801 *Internship in K-12 Schools*)
MAT students will participate in two separate field experiences. EDCI 800 *Teaching Practicum* occurs during the fall semester from September to November. This practicum consists of a 12-week placement requiring 8-10 hours per week. This course runs concurrently with EDCI 791 *Teaching Science and Mathematics in the Elementary School* and EDCI 792 *Teaching Social Studies, Reading, and Literacy* in the Elementary Schools. The practicum is designed to provide a field experience in which students apply the pedagogical knowledge developed through the EDCI 791 and 792 courses. Therefore, the field experience should span the entire semester and is not a placement that can be completed in just a few short weeks.

The EDCI 801 *Internship in K-12 schools* is the capstone experience for MAT students. This course begins in January and consists of full day placement, Monday through Friday, for 12 weeks. During the student internship, all MAT students must be prepared to dedicate full attention to the program. Students assume all duties of the teacher and require adequate preparation time. The 12-week semester should be considered a full time position. The university recommends that activities outside the classroom be held to a minimum.
The Director of Field Experiences in consultation with the Director of the MAT program will make placement assignments for both the practicum and the internship. Every effort will be made to accommodate the MAT students in terms of location and travel. All MAT students are required to complete the MAT Student Teaching Assignment Request (STAR) form located here: http://coe.ksu.edu/systems/fieldexp/forms/MAT.html The STAR form opens on May 15th and closes on May 30th.

In order to provide the Office of Field Experiences with sufficient information regarding location preference, please complete the online STAR forms thoroughly in advance of the closing date. All MAT placements must occur in school districts that allow for the supervision of student interns through distance education. This supervision model relies heavily on videos recorded and uploaded to a secure cloud-based server. Any district unwilling to abide by the agreements in the partnership Memorandum of Agreement (MOA) will not qualify as a placement possibility. Specifically, potential school districts must agree to:

1. Allow student teachers to conduct classroom observations and lesson presentation (to include whole group, small group, and individual) under the guidance of the Cooperating Teacher;
2. Allow student teachers to use video and audio recording devices for the purpose of individual reflection and evaluation, as well as preparation of the student teacher work sample (the portfolio the University uses as an evaluation tool to inform recommendations for licensure);
3. Allow the University Contact access to the classroom for normally scheduled evaluation observations, both face-to-face and video-based, as appropriate for the placement. Placements outside local driving distance from Manhattan, Kansas, may involve evaluation observations using video recordings or live cloud-based observations (i.e., Zoom, SKYPE, GoToMeeting etc.). In cases utilizing streaming or recording devices, the School District shall have responsibility for seeking any desired or required parental awareness and approval. The University shall take reasonable steps to ensure any such video recording is not publicly accessible; and
4. Allow the student teacher and require the Cooperating Teacher to provide evaluations of the overall student teaching program.

Experiences for the practicum and internship should occur in the same placement in order to fully immerse teacher candidates in the school community. The placement process will occur prior to the beginning of the fall semester and students will be notified individually when placements have been secured and all documentation is in order. All questions regarding possible placement decisions should be addressed to the Director of the MAT program or the Director of Field Experiences.

Technology for Field Experiences

All students participating in the MAT program are assigned a university supervisor during the practicum and the internship. The supervision process involves the use of a SWIVL Robot and a recording device. Each MAT student is required to purchase and use a SWIVL Robot in both the practicum and the internship. More information about the SWIVL can be found here: http://www.engaging-technologies.com/swivl.html. Along with the SWIVL Robot students, need to sign up for a SWIVL Cloud pro account. To register for a SWIVL Cloud pro account follow this link: http://www.swivl.com/. The SWIVL Cloud account costs $50.00 for a 12-month membership. More information regarding the SWIVL and the SWIVL Cloud will be provided by your supervisor during your practicum and internship.

Finally, all students are required to utilize some form of tablet technology or smart phone. The personal device must be able to connect with the SWIVL Robot and SWIVL Cloud (i.e., smartphones, iPad, or Android tablets). Each personal technology device will require the SWIVL Capture application (free download) installed prior to attempting to connect to the SWIVL Robot. Additional information regarding these specific requirements can be found at https://support.swivl.com.

Documentation

MAT students will be required to provide several documents to the Office of Field Experiences at Kansas State University. Prior to placement in Kansas Schools all interns must provide documentation of:

1. Negative Tuberculosis screening-This screening can be of one of three forms, medical examination screening and certification by a licensed physician, screening through injection, or official documentation of a chest x-ray certified non active TB by a physician.
2. Verification of viewing of Blood-borne Pathogens video: http://www.schooltube.com/video/1ca745544f104474aa17/Bloodborne%20Pathogens%202014.
3. Proof of certification in First Aid and CPR.
4. Federal background check.
5. Liability insurance provided by a national teacher organization or the MAT student's personal insurance agent. Membership in a teaching

The information given here is suggested to help you in your job as a cooperating teacher. Use what you feel is helpful, adapt what you feel should be changed, and eliminate anything you don't find applicable. It is best to discuss with the university supervisor how he/she prefers to handle the student teaching experience.

Important Functions of the Cooperating Teacher

There is strong evidence to show that student teachers model the behavior of their cooperating teachers. Both positive and negative teaching qualities of the cooperating teacher influence the student teacher's future action in their classroom.

There are no definite rules for being an effective cooperating teacher. Teaching is a craft, a highly skilled craft that can be learned. There are three characteristics of an effective teacher, and they apply to all teachers. Note that none of the characteristics have anything to do with grade level or subject taught. An effective teacher

1. has **positive expectations** for student success.
2. is an extremely **good classroom manager.**
3. knows how to **design lessons** for **student mastery.**

This handbook offers suggestions to help you be an effective cooperating teacher. For any questions or problems that arise, contact the university supervisor or the clinical instructor if you are in a professional development school.

Cooperating teachers perform several important functions which include:

1. Daily observations
2. Long term observations and evidence gathering
3. Conferences
4. Evaluations
5. Writing references

SUPERVISION SUGGESTIONS

Listed below are general suggestions which the cooperating teaching may find useful during the semester. This is not an exhaustive list and is intended as a means of supporting a positive experience between the student teacher, cooperating teaching, and university supervisor.

- Visit with the student teacher prior to the beginning of the student teaching experience. Share your expectations with him/her at that time.
- If you are hosting a student during the second semester, let your students know the student teacher will be arriving and what to expect.
- Provide a place for your student teacher to put his/her materials.
- Introduce your student teacher to administrators, cooperating teachers, lunch room personnel, custodians, media specialist, etc.
- On the first day introduce the student teacher to the students as a teacher.
- Have your student teacher participate in faculty meetings, parent teacher conferences, pertinent school functions, curriculum committee meetings, professional meetings, etc.
- Make your student teacher aware of the overall objectives and goals of the school district.
- Arrange for contact between student teachers and students' parents (conferences, home, school, etc.). Make your student teacher aware of the overall plan of the course of study for each subject in the weeks ahead. Where do you hope to lead your students?

Share with your student teacher:

- the interests and abilities of your students.
- how to make tests, worksheets, study guides, etc.
- how to grade papers, tests, etc.—how to figure grades, how grades are recorded.
- how report cards, attendance forms, permanent records, etc., are prepared, used, and kept, classroom procedures and expectations for students.

Share with your student teacher the items on which she/he will be evaluated. As one source, use the final evaluation form. You may also wish to ask the university supervisor for further criteria or use the student teacher evaluation rubrics included in the handbook.

In the first few days of student teaching have the student observe you, your students, and other teachers, and take careful notes about what you do, how you interact with the students, and how the students respond to you. Give the student teacher specific behaviors to observe, have them keep detailed notes, and follow the observations with a debriefing conference to help the student teacher reflect on the observation.

- By the end of the first week, or the beginning of the second week, begin some routine activities or some co-teach activities with the student teacher. It may be best if he/she uses your lesson plans for the first few days, and then as you become more comfortable with the student teacher's instruction, have him/her start using his/ her own plans. If you teach the same lesson to more than one group of students, you may have the student teacher observe you with the first group and then teach the second group. In this situation ensure the student teacher has had enough time to process and become familiar with the content and information. This is one example of a co-–teaching model. For more information on these models see the section entitled Introduction of Approaches to use with student teachers.
- Generally, the student teacher should be responsible for the principle planning and teaching of all subjects for a minimum of two weeks—several more weeks is better. However, the cooperating teacher should remain involved with the planning and instruction.
- Complete a mid-term evaluation (Week 6) of the student teaching and discuss the progress with the student teacher.
- With one or two weeks left in the student teaching experience, your student teacher can begin to turn some of the principle planning and teaching back over to you. However, he/she should continue to co-teach and play an active role in the instruction of the classroom.
- Have your student teacher observe other teachers and educational situations.
- Observe and conference with the student teacher on a daily basis.

APPROACHES TO USE WITH STUDENT TEACHERS

Two approaches that the College of Education encourages cooperating teachers to use are co-teaching and coaching. Each of these techniques is briefly explained below. Their purpose is not only to help in the development of the student teacher, but also to help with the instruction of your students. This section is to serve as an introduction to these two techniques. Additional materials and reference regarding these approaches will be available on the College of Education Website.

CO-TEACHING

For many years the approach that the College of Education encouraged cooperating teachers to use was one of gradually turning over the teaching responsibilities to the student teacher until, for a period of several weeks, the student teacher was completely responsible for all teaching. This approach certainly served the student teacher well, but it did not always take advantage of having an additional adult in the classroom.

For several years the College of Education has encouraged cooperating teachers to act as co-–teachers with their student teachers. With co-–teaching, early in the semester, the student teacher might serve as an assistant to you and perhaps present portions of lessons while you remain primarily responsible for the teaching of your class. The student teacher might also work with individuals or small groups of students who need special or additional help. Or for certain activities the class might be divided between the two of you to reduce the teacher-–pupil ratio.

As the semester progresses you will gradually give the student teacher more and more of the planning and teaching responsibilities and begin to perform some of the functions that the student teacher did earlier in the semester. Near the end of the semester, the student teacher will be primarily responsible for the teaching, much as you were at the beginning of the semester. With co-–teaching the amount of time the student teacher is left totally alone is reduced so that you can take advantage of having an additional trained adult to teach your students.
There are specific co-–teaching techniques described below that you might want to try with your student teacher.

One Teach. One Assist
With this approach one person does all of the teaching while the other moves around the classroom helping individuals, monitoring students' behavior, or observing selected students to monitor for understanding. This approach can be a great asset for increasing student engagement.

One Teach. One Observe
Much like the first approach, one person does all of the teaching while the second is responsible for observing one or more students and recording her/his observations. You might collect data on what activities engage a student or a group of students, what distracts them, how often they are actively on task, which students interact with them and why. All of this information and much more can be collected using the one teach, one observe technique.

Parallel Teaching
Here the classroom is split in half and both instructors teach the same information or related information at the same time. This might be done because smaller groups might allow for more student involvement or there might be a particular reason for grouping some students together. It is also possible to have the two instructors teach the same concept using different techniques. For example, both teachers could be explaining the same math problem-–- solving lesson in two different parts of the room. If the room had two computers, each teacher could use a computer to model the use of the Internet or a new piece of software. Or each half of the class could be involved in a literature study group but using two different short stories.

Alternative Teaching
With this approach one person manages the whole group while the other works with a small group inside of or outside of the classroom. The small group instruction does not have to relate to the lesson being covered with the large group. For example, one person could take an individual student out to catch her up on a missed assignment. One might work with an individual or a small group for assessment purposes or to teach social skills. One could work with a small group for remedial purposes or extended challenge work. Station Teaching

Station teaching occurs when the classroom is divided into various teaching stations. The teacher and student teacher work at two stations and the other stations run independently, with a teacher aid or a volunteer. For example, three or more science stations each containing a different experiment could be organized with the teacher and student teacher working at the two stations that need the most supervision.

Team Teaching
Team teaching occurs when two teachers serve as one. Students are generally involved in individualized or small group instruction. The lessons are taught by both teachers who actively engage in conversation, not lecture, to encourage discussion by students. Both teachers are actively involved in the management of the lesson and discipline. This approach can be very effective with the classroom teacher and a student teacher working

ACADEMIC COACHING

Coaching is a process that a cooperating teacher can use to help a student teacher learn a complex teaching technique or one that is causing the student teacher particular problems. It is a five step approach for learning, practicing, and mastering a teaching technique. The process consists of: (1) identifying a need your student teacher has, (2) modeling the desired behavior, (3) having the student teacher practice the skill without students,
(4) if practical, having the student teacher practice the technique with an individual student or small group of students, (5) having the student teacher use the technique with large group instruction. After each of the preceding five steps the cooperating teacher helps the student teacher evaluate her progress by asking questions that help the student teacher reflect upon her progress and by helping the student teacher plan the next step.

The first step in coaching is to identify a teaching technique that you believe the student teacher needs to improve. The most common way to identify such a need is often done through the daily discussions you have with your student teacher or through observations of his teaching.

After you and the student teacher have identified a technique to work on, the next step is to have her observe that technique in many situations. You should help guide the observations by identifying certain elements she can look for. For example, if you and the student teacher have determined that she needs to improve the monitoring of student behavior, you would tell her to observe your body language, tone of voice, proximity to students, and other related behaviors as you monitor students. You should also have her observe other teachers as they monitor student behavior. When learning fairly simple teaching techniques, the student teacher should observe a minimum of 15 events which model the desired behavior, and for more complex techniques perhaps twice that number should be observed.

After the student teacher has completed the observations, you should guide him through a series of questions that will help him evaluate what he saw. Then you should help him plan what he will do to integrate the technique into his teaching. Now the student teacher should practice the technique in private, perhaps in his/her own home or in an empty classroom. After further reflection and planning, the student teacher is ready for step 4. If practical, he can practice using the technique with a single individual or a small group of students.

This might be done several times until he feels comfortable with the technique. Once again reflection and planning follow this step. Finally the student teacher will use the technique with a large group and perhaps have to use it several times before it is mastered. As in previous situations, each episode will be followed by reflection and planning.

Coaching can be a very rewarding experience for a cooperating teacher. It is often where you can see great growth in your student teacher. It is a complex process and very time consuming, and typically it is only used to help a student teacher with techniques that are particularly difficult for her to learn or are particularly complex. It can be a beneficial experience for you and your student teacher.

*Friend, M. & Cook, L (1996) "The power of 2: making a difference through co–teaching." [Videotape] The Forum of Education, Smith Research. Smith Research Center, Suite 103, Indiana University, Bloomington, IN 67405----2

SUPERVISION ROLES AND RESPONSIBILITIES

MAT-COOPERATING   TEACHER

- Become acquainted with the program of student teaching as well as the background of the student teacher through materials   supplied by the college. If possible, participate in programs for the preparation of cooperating teachers.
- Create an atmosphere of acceptance of the student teacher on the part of the students, the faculty, and the community.
- Introduce the student teacher to other professionals in the building, especially those with whom he/she will be directly   involved.
- Treat the student teacher as a co-worker/co-teacher.
- Provide the student teacher with classroom routines and rules, instructional procedures, available instructional   supplies, materials, and equipment.
- Provide the student teacher with necessary background information about students.
- Preview your expectations for the student teacher and his/her responsibilities during the first week of the experience.
- Co-teach with the student teacher by sharing classroom responsibilities and instruction.
- Coach the student teacher in planning, checking and revising plans, instructional strategies, and assessment.
- At a rate that seems appropriate for the student teacher, gradually turn over teaching responsibilities to him/her but   continue to co-teach.
- **Provide continuous feedback to the student teacher by giving specific praise and encouragement as well as constructive criticism. Be open and frank.**
- Confer with the university supervisor and the cooperating school administrator about the progress and/or problems   pertaining to the student teacher.
- Provide opportunities for the student teacher to observe in other classrooms, attend professional meetings, participate in   school activities, and use the library and other resources.
- Take the necessary steps to remove the student teacher from the experience if his/her progress is inadequate.
- Supply the university supervisor with an evaluation at the end of the student teaching experience.

UNIVERSITY MAT-SUPERVISOR

- Assist student teachers to have the best possible chance of success.
- Meet with the student teacher and cooperating teacher prior to or during the first week of student teaching to review   responsibilities, roles, and expectations.
- Provide guidance to the student teachers through interactions to observe them teach and hold conferences with them and their cooperating teachers.
- Check the student teachers' plans for evidence of good planning.
- Work with cooperating teachers and their student teachers on planning, delivering, and evaluating instruction.
- Help resolve problems affecting the student teaching/learning situation.
- Periodically review progress with cooperating teachers.
- Provide a midterm progress report with concrete suggestions for improvement.
- Serve as a liaison between cooperating school personnel and College of Education.
- Keep the Director of Field Experiences informed of major student teaching problems that develop during the semester,   and help in the withdrawal from, reassignment of, or the extension of the experience.
- After consulting with each cooperating teacher, assign a grade of credit or no credit to each student teacher and submit   the final evaluation to the Office of Field Experiences.
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DIRECTOR OF FIELD EXPERIENCES

- Serve as a liaison between the College of Education and school systems in administering the field experiences of the teacher education program, *particularly the selection of sites, placement of student teachers, and other   field placements.*
- Hold responsibility for the overall coordination of clinical experiences so that they meet the standards of   the College of Education, the cooperating school system, and the State Department of

standards of the College of Education, the cooperating school system, and the State Department of Education.

- Establish the beginning and ending dates of field experiences.
- Establish and maintain appropriate records of all field experiences.
- Issue all certificates for student teaching and other appropriate field experiences.
- Develop and provide materials and policies essential to the successful functioning of the clinical experience for the student, the public school, university officials, and staff members.
- Negotiate appropriate agreements with public schools for the official placement of students in all field experiences where contractual agreements are necessary.
- Disperse budgeted funds as stipends to cooperating schools and teachers as provided by law and contractual agreement.
- Establish and maintain appropriate records of all clinical experiences.
- Coordinate the travel involved in the supervision of all clinical experiences.
- Facilitate appropriate orientation sessions for the students in clinical experiences.
- Participate in the evaluation of each of the programs within the framework of clinical experiences.

COOPERATING SCHOOL ADMINISTRATOR IN NON-PDS SCHOOLS

- Assist in the appropriate placement of student teachers.
- Work with the clinical instructor and university supervisors to orient faculty to their role in the student teaching program.
- Ensure that cooperating teachers plan with student teachers and conference regularly with them.
- Help to orient the student teacher concerning the philosophy, policies, and regulations of the cooperating school.
- Assist the student teacher in becoming acquainted with the faculty of the school and encourage attendance at faculty meetings and school functions.
- Stay informed about the progress of student teachers through visitations and conferences with cooperating teachers and university supervisors.
- When necessary, participate in the decision to remove a student teacher from their assignment and take part in the conference to inform the student teacher.

Appendices

Observation Formats

1. Reflection Activity-Focused on the student's ability to accurately reflect upon the teaching episode. The student intern selects a video to share with the university supervisor. The student uses the comments section of the Cloud to describe the lesson and record the reflection process by addressing the prompts found in the Reflection on a Single Lesson Form. The reflection is reviewed by the university supervisor to determine the students ability to accurately reflection upon the lesson.

2. Ten Minute Walk-through-specific comments on a portion of a lesson. During this form of observation a student records a series of lessons or activities throughout the week in the same content area. The student selects one recorded video to share with the university supervisor. The university supervisor then selects a ten minute portion of the lesson and provides detailed feedback on the observations from the video. This observation represents the same situation as a school-based administrator who is walking through classrooms and making note of teacher and student actions during the day. Feedback is generally detailed but specific to the ten minutes of video viewed.

3. Informal Observation-targeted on a specific component of teaching. During an informal observation the cooperating teacher or university supervisor watches the entire lesson and provides specific focused feedback for the duration of the lesson. Generally an informal observation will focus on one or two aspects of pedagogy. For example, the supervisor may be looking for classroom management strategies during the lesson and provide helpful and supportive comments on management techniques to address transitions, materials management, disruptive students, or off task behavior, yet may not comment on specific questioning strategies used by the student to engage higher level thinking.

4. Formal Observation by University Supervisor – Focused on holistic evaluation of the student intern. In preparation for a formal observation, the lesson plan must be submitted to the University Supervisor in advance of the lesson presentation. Following the uploading of the video the student will complete, and submit in Canvas, the Reflections on a Single Lesson Form and email to the university supervisor. Once this is completed the student will email the reflection to the university supervisor and share the video through the SWIVL Cloud. This process must be completed no longer than 24 hours after the lesson delivery. The supervisor will review the lesson making specific comments for the entire video recording and provide feedback within a 48 hour time period.

5. Formal Observation by Cooperating Teacher - Focused on holistic evaluation of the student intern. In preparation for a formal observation, the lesson plan must be submitted to the cooperating teacher in advance of the lesson presentation for approval. The student must record the formal observation and upload to SWIVL. Following the uploading of the video the student will complete, and submit in Canvas, the Reflections on a Single Lesson Form and email to the university supervisor. Once this is completed the student will email the reflection to the university supervisor and share the video through the SWIVL Cloud. The cooperating teacher should debrief the lesson with the student and provide the student with appropriate feedback.

Task Specific Assignments for Student Teachers by Week

Week Of	Duties/Assignments/Tasks
1-9	**Duties:** **Week 1**-This first week should consist of the student intern taking the opportunity to become familiar with the classroom routines, management system, schedules, and general operation of the classroom. In addition, the intern will need to work with the teacher to begin co-planning the next week's lesson activities. During this week the intern should assume some general teaching tasks. If the intern is in the same classroom as the fall practicum this should be a quick process. If the intern is located in a new placement he/she will need to quickly to come up to speed on the operations of this activity. **Assignments:** 1. Begin Completion of the Contextual Factors Assignment, submit to Canvas EDCI 801 page. Due January 22nd. 2. Teach and record at least one small group interaction with students (15-20 minutes). This could be a calendar time, math focus group, a number talk, small group reading activity, or a math interventions type of activity. This should be uploaded to the SWIVL Cloud no later than January 13th at midnight. 3. Reflection: Once the teaching activity has been uploaded <u>you are to use the comments section in the video through SWIVL Cloud</u> to describe the activity including a description of the students in the group (ie. remedial/accelerated group, whole group calendar, small group interventions), purpose or objective of the lesson, and an individual reflection on the lesson. The reflection should include responses to the reflection questions below: a) Engagement-As I reflect on the lesson, what did I do to actively engage the students? What evidence do I have (based on observations of students) that students were actively engaged? <u>To address this question you can simply type the word engagement, followed by a description of the evidence, in the video highlighting student engagement.</u> b) Did the students learn what I had intended (i.e., were my instructional goals and objectives met)? Were my expectations high yet reasonable? Was I persistent in helping all students achieve success? What is my evidence? c) Did I alter my goals, strategies, activities, student grouping and/or assessment as I taught the lesson? If so, what changes did I make and why did I make these changes? d) Were my strategies and activities effective? What is my evidence? To what extent did the classroom environment (Respect and Rapport, Culture for Learning, Classroom Procedures, Encouraging Appropriate Student Behavior, and the Physical Environment) contribute to student learning? What is my evidence? e) Was my assessment effective and useful to my students and me? Describe an instance in which my feedback positively affected a student's learning. f) If I had the opportunity to teach this lesson again, what might I do differently (describe at least one thing)? Why? Upon completion of the reflection **you will then share the video with your university supervisor in the SWIVL cloud.** All reviews should be completed and feedback given to students no later than 1-22-16 at midnight.

1-16	**Duties:** **Week 2** -The student intern should assume some regular teaching activity. This can be a structured activity such as calendar time, small group reading, a regular math interventions activity or a non-integrated subject such as spelling, health, classroom art lesson etc. Additionally, the intern should assume responsibility for normal classroom activities, attendance, lunch count, transferring students to specials, duties of the classroom teacher such as recess duty, lunch duties, and after school bus duties as appropriate. Interns are expected to attend all grade level, teaming, or planning meetings with the cooperating teacher. This week the student teacher should assume planning duties for one core subject area (math, science, social studies, reading) to be taught during the week of 1-23-17. Plans should be submitted to the classroom teacher for review no later than Saturday 1-21-2017. **Lesson plans that are not approved by the cooperating teacher will not be taught.** **Assignments:** The intern will record, with the SWIVL, the regular teaching activity for each lesson in the core area. These videos should be uploaded to your swivel account and the intern will choose one video to share with the university supervisor. The supervisor will conduct a 10 minute walk through and make general comments on a specific 10 minute portion of your activity. **One video is to be shared** with the university supervisor no later than midnight on 1-20-16. Supervisors will conduct a ten minute walk through and provide specific comments on the ten minute section of the video no later than midnight on 1-29-17. This week the student teacher should assume planning duties for a core subject area to be taught during the week of 1-23-17. Plans should be submitted to the classroom teacher for review no later than Saturday 1-21-2017. **Lesson plans that are not approved by the cooperating teacher will not be taught.** **Submit completed contextual factors assignment by midnight on 1-22-17.**
1-23	**Duties:** **Week 3**-Student intern will continue all duties from the previous week and will assume primary teaching duties for one core subject area **(**this is the subject area for which the student planned during the previous week). All lessons for the core subject area should be recorded and uploaded to SWIVL. This will provide evidence to be used later to address one or more of the interns content standards for your portfolio. Planning ahead at this point will enable the intern to develop essential components for the portfolio more easily when the time arrives to begin working on it. For example if it is decided that mathematics is the area the intern will be teaching, having five sequential videos of math lessons uploaded to the cloud can provide supporting evidence of the interns growth as a teacher as well as the interns impact on the learning of the students. **Assignments:** Make arrangements with the Cooperating Teacher to conduct one formal observation on the core subject area being taught by the intern. This lesson should be recorded and uploaded to SWIVL. A copy of the formal lesson evaluation should be given to the student intern who is responsible for uploading the lesson plan, evaluation sheet provided by the teacher, and a completed Reflections on a Single Lesson Form, to the canvas page. The evaluation file should be named exactly the same as the SWIVL video uploaded to the SWIVL Cloud. Once this has been done the video recording is to be shared with your university supervisor for review along with the lesson, teacher evaluation, and reflection which you have already uploaded to the Canvas page.

1-30	**Duties:**
	Week 4-Student intern will continue all duties from the previous week and will assume primary planning duties for a second core subject area (math, science, social studies, or reading) to begin teaching the week of 2-6-17. Remember, that in the co-teaching model, while the student intern is assigned the responsibility for teaching and planning in particular core content areas, it is still the responsibility of the CT to be involved in both the teaching and planning of the lessons. During week 4 the goal is to shift the responsibility for planning and teaching to about 40% for the student teacher and 60% for the cooperating teacher.
	Assignments:
	University Supervisor will conduct an Informal Observation for a core content lesson. – The student intern will prepare a formal lesson plan using the lesson plan template provided in the handbook. The lesson will be recorded and uploaded to the SWIVL cloud. The intern will then complete the Reflections on a Single Lesson Form, the lesson plan and the reflection form should be uploaded to the canvas page and then the intern will share the lesson with the university supervisor. This process should be completed no later than 2-3-17 by midnight. The university supervisor will provide feedback no later than 2-12-17.
2-6	**Duties:**
	Week 5-Student intern will continue all duties from the previous week. Intern will assume primary teaching duties for a second core subject area **(**this is the subject area for which the student planned during the previous week). All lessons for the second core subject area for this week should be recorded and uploaded to canvas.
	Assignments:
	Reflection Observation--Once the core lessons have been uploaded select one lesson to reflect upon. <u>You are to use the comments section in the video through SWIVL Cloud</u> to describe the content lesson activity, objective of the lesson, and an individual reflection on the lesson. The reflection should include responses to the reflection questions below:
	a) Engagement-As I reflect on the lesson, what did I do to actively engage the students? What evidence do I have (based on observations of students) that students were actively engaged? <u>To address this question you can simply type the word engagement, followed by a description of the evidence, in the video highlighting student engagement.</u>
	b) Did the students learn what I had intended (i.e., were my instructional goals and objectives met)? Were my expectations high yet reasonable? Was I persistent in helping all students achieve success? What is my evidence?
	c) Did I alter my goals, strategies, activities, student grouping and/or assessment as I taught the lesson? If so, what changes did I make and why did I make these changes?
	d) Were my strategies and activities effective? What is my evidence? To what extent did the classroom environment (Respect and Rapport, Culture for Learning, Classroom Procedures, Encouraging Appropriate Student Behavior, and the Physical Environment) contribute to student learning? What is my evidence?
	e) Was my assessment effective and useful to my students and me? Describe an instance in which my feedback positively affected a student's learning.
	f) If I had the opportunity to teach this lesson again, what might I do differently (describe at least one thing)? Why?
	Upon completion of the reflection **you will then share the video with your university supervisor in the SWIVL cloud no later than midnight on 2-10-17.** All reviews should be completed and feedback given to students no later than 2-19-17 at midnight.

2-13	**Duties:** **Week 6**- Student intern will continue all duties from the previous week and will assume primary planning duties for a third core subject area (math, science, social studies, or reading) to begin teaching the week of 2-20-17. **Assignments:** 1. Cooperating Teacher will complete Mid-Term Evaluation using the Mid-Term Evaluation of Student Teacher Form. Following the completion of the form the Cooperating Teacher will conference with the student intern to review progress to this point. Cooperating Teaching will conduct a Mid-Term Review Conference to discuss the status of the intern's growth. Student is to make a copy of the evaluation and submit it to the Canvas page. University Supervisor will contact Cooperating Teacher to discuss progress of the student intern. 2. Formal Evaluation by University Supervisor: Select one of the videos from a core subject area. For that lesson submit, in Canvas, a complete lesson plan and a Reflections on a Single Lesson Form. Once you have submitted the appropriate material to the Canvas site, share the video with your University Supervisor no later than 2-17-17. The supervisor will complete a formal evaluation on the video and provide feedback to you no later than 2-26-17.
2-20	**Duties:** **Week 7**- Student intern will continue all duties from the previous week. Intern will assume primary teaching duties for a third core subject area **(**this is the subject area for which the student planned during the previous week). All lessons for the third core subject area for this week should be recorded and uploaded to canvas. **Assignments:** Record each of the videos from the week teaching the third core subject area. Select one of the videos and share that video with your university supervisor. The supervisor will conduct a 10 minute walk-through The intern will record, with the SWIVL, the regular teaching activity for each lesson in the third core subject area. These videos should be uploaded to your swivel account and the intern will choose one video to share with the university supervisor. The supervisor will conduct a 10 minute walk through and make general comments on a specific 10 minute portion of your activity. **One video is to be shared** with the university supervisor no later than midnight on 2-24-17. Supervisors will conduct a ten minute walk through and provide specific comments on the ten minute section of the video no later than midnight on 3-5-17. By the end of this week the student intern should be accountable for primary teaching and planning responsibility of at least 65% of the daily activities. Please remember that the cooperating teacher is still responsible for approving and overseeing the planning and teaching duties. This is a major tenant of the co-teaching model.
2-27	**Duties:** **Week 8** - Student intern will continue all duties from the previous week and will assume primary planning duties for the fourth core subject area (math, science, social studies, or reading) to begin teaching the week of 2-27-17. **Assignments:** Make arrangements with the Cooperating Teacher to conduct one formal observation on the core subject area being taught by the intern. This lesson should be recorded and uploaded to SWIVL. A copy of the formal lesson evaluation should be given to the student intern who is responsible for uploading the lesson plan, evaluation sheet provided by the teacher, and a completed Reflections on a Single Lesson Form, to the canvas page. The evaluation file should be named exactly the same as the SWIVL video uploaded to the SWIVL Cloud. Once this has been done the video recording is to be shared with your university supervisor for review along with the lesson, teacher evaluation, and reflection which you have already uploaded to the Canvas page.

3-6	**Duties:** **Week 9**- Student intern will continue all duties from the previous week. Intern will assume primary teaching duties for the fourth core subject area (this is the subject area for which the student planned during the previous week). All lessons for the fourth core subject area for this week should be recorded and uploaded to canvas. **Assignments:** University Supervisor will conduct an Informal Observation for a core content lesson. – The student intern will prepare a formal lesson plan using the lesson plan template provided in the handbook. The lesson will be recorded and uploaded to the SWIVL cloud. The intern will then complete the Reflections on a Single Lesson Form, the lesson plan and the reflection form should be uploaded to the canvas page and then the intern will share the lesson with the university supervisor. This process should be completed no later than 3-10-17 by midnight. The university supervisor will provide feedback no later than 3-19-17.
3-13*	**Duties:** **Week 10**- Student intern will continue all duties from the previous week. At this point in the semester the student should have primary planning and teacher responsibilities for at 80-90 percent of the classroom activities. This should represent the second week at this level of responsibility. During the next 2-3 weeks the student will slowly return these responsibilities to the cooperating teacher. This can be considered the draw down period for a student on a normal schedule for a 12-week student teaching experience. **Assignments:** Formal Evaluation by University Supervisor: Select one video from a core subject area taught this week. For that lesson submit, in Canvas, a complete lesson plan and a Reflections on a Single Lesson Form. Once you have submitted the appropriate material to the Canvas site, share the video with your University Supervisor no later than 2-17-17. The supervisor will complete a formal evaluation on the video and provide feedback to you no later than 2-26-17.
3-20*	**Duties:** **Week 11**- Student intern will reduce the responsibility for planning and teaching two core content areas this week. This week the student should have primary planning and teacher responsibilities for about 50% of the classroom activities. While the duties for primary responsibility are reduced the student is still expected to be involved in the teaching duties for this subject areas but the cooperating teacher takes the lead in the planning and presentation process. If the student and the cooperating teacher agree that the student intern is doing well and should continue to teach full time that is okay and encouraged. **Assignments:** Select one video from your lesson this week and submit share the lesson with your university supervisor. Your supervisor will conduct a 10 minute walk through and make general comments on a specific 10 minute portion of your activity. One video is to be shared with your university supervisor no later than midnight on 3-25-17. Supervisors will conduct a ten minute walk through and provide specific comments on the ten minute section of the video no later than midnight on 4-2-17.
3-27*	**Duties:** **Week 12**- Student intern should continue draw down of responsibility. At this point the intern should still be teaching at least one core content area and be involved in the daily activities of the classroom. The cooperating teacher will complete one last formal observation of the student teacher this week. **Assignments:** Make arrangements with the Cooperating Teacher to conduct one formal observation on the core subject area being taught by the intern. This lesson should be recorded and uploaded to SWIVL. A copy of the formal lesson evaluation should be given to the student intern who is

	responsible for uploading the lesson plan, evaluation sheet provided by the teacher, and a completed Reflections on a Single Lesson Form, to the canvas page. The evaluation file should be named exactly the same as the SWIVL video uploaded to the SWIVL Cloud. Once this has been done the video recording is to be shared with your university supervisor for review along with the lesson, teacher evaluation, and reflection which you have already uploaded to the Canvas page. This should be completed no later than March 31st
4-3*	**Week 13- Make up week for Spring Break**

*Note: Spring Break will fall during the month of March on different weeks for each school. On the week of spring break for your school you are not required to complete the above assignment until the next week. Then you are to pick up where you left off and move each week assignments down. For example, if spring break falls on the week of 3-13 for your school you are to move each assignment to the next week beginning with the week of 3-20. You are to complete 12 weeks of the student internship regardless of when spring break falls. Most of you will complete student teaching on April 7th unless your individual circumstances cause you to work more weeks due to work schedule or exemptions for training such as that of a student athlete.

Instructional Plan (Lesson Plan) Form

You may use the instructional plan format below or another that suits your situation. An instructional plan must be submitted no later than 24 hours before an observation.

Name: _____ Date: _____
Cooperating Teacher:_____ School:_____
Subject/Grade: _____
Lesson Title: _____

Standard, Benchmark, Indicator District/Building Standards/School Improvement Process *(if applicable)* Relevance: (Alignment with standards)	
Lesson Objective(s)	
Essential Question(s)/ New & Guarded Vocabulary	
Assessment and Criteria (Pre-Assessment if new concepts/material. Should be observable and measurable with established criteria.)	
Physical, Cognitive, Social, Emotional Are you using multiple modes to reach the students with different learning styles?	
Materials/visuals/equipment/ sources/use of technology	

Modifications and/or Accommodations for special needs students: *(Reminder: Do not list specific student names)*	High or Low- ELL- Gender- SPED- Other-

Inquiry Learning How do you plan to engage students in content? Brain work, not busy work! What will YOU do? What will the students do? Cooperating Teacher? Para/Aides?	
Assignment for next class period *(if applicable)*	

Timing	**Lesson Plan**
5-20 Minutes (approx.)	Beginning/Engage/Activate:
20-40 Minutes (approx.)	Explore/Explain/Activity/Body:
40-60 Minutes (approx.)	Extension/Evaluation/Body:
60-80 Minutes (approx.)	Assessment/Closure/End:

Reflections on a Single Lesson

Name:_____   School: _____
Grade Level/Subject Area: _____   Date of Lesson:_____

1. As I reflect on the lesson, what did I do to actively engage the students? What evidence do I have (based on observations of students) that students were actively engaged?

2. Did the students learn what I had intended (i.e., were my instructional goals and objectives met)? Were my expectations high yet reasonable? Was I persistent in helping all students achieve success? What is my evidence?

3. Did I alter my goals, strategies, activities, student grouping and/or assessment as I taught the lesson? If so, what changes did I make and why did I make these changes?

4. Were my strategies and activities effective? What is my evidence? To what extent did the classroom environment (Respect and Rapport, Culture for Learning, Classroom Procedures, Encouraging Appropriate Student Behavior, and the Physical Environment) contribute to student learning? What is my evidence?

5. Was my assessment effective and useful to my students and me? Describe an instance in which my feedback positively affected a student's learning.

6. If I had the opportunity to teach this lesson again, what might I do differently (describe at least one thing)? Why?

MAT Formal Observation of the Student Teacher
University Supervisor
Evidence/Feedback/Progress Form

Kansas State University
Preparing Educators to be Knowledgeable, Ethical, Caring Decision Makers
for a Diverse and Changing World

Student Name _____ Date_____ Semester_____ Year_____

Name of School_____ Full Name of Observer/Evaluator_____

City and State_____ Subject(s)_____Grade Level(s)_____

In a <u>single</u> formal observation, candidates can have a <u>maximum score of 2</u> because evidence is formative and limited by being collected in only one lesson.

0	1	2	3	4
Not Observed	Unsatisfactory	Developing	Meets Standard	Exceeds Standard

0   Not Observed: No evidence related to the standard is provided.

1   Unsatisfactory: Unsatisfactory; ineffective; little evidence to support meeting the standard.

2   Developing: Limited or inconsistent evidence to support meeting the standard; approaching the level of performance for the standard but has not yet reached the standard. **In a formal observation, developing indicates the student has met the expectations for what they can demonstrate in a single lesson.** However, they still need to demonstrate they can do this consistently in multiple observations.

<u>The scores below are used in the final evaluation.</u>

3   Meets Standard: Convincing and consistent evidence to support an adequate level of performance for meeting the standard. Evidence will be compiled from all 5 observations as well as the portfolio and a final score based on the preponderance of data. ***To pass student teaching, candidates must have a score of 3 or higher in each review item ON THE FINAL EVALUATION***.

4   Exceeds Standard: Convincing and consistent evidence to support a high level of performance for meeting the standard.

Holistic Scoring: A final score is recorded <u>for each numbered item</u> based on the preponderance of data concerning the indicators (the a, b, c items under each standard). No final score needs to be recorded for each indicator.

Category 1: THE LEARNER AND LEARNING					
	0	1	2	3	4
1. Learner Development					
1a. Understands how learners grow and develop. 1b. Recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. 1c. Designs and implements developmentally appropriate, relevant, and rigorous learning experiences. **Key elements: Learning process, child/adolescent Development**	**Evidence:**				

2. Learning Differences					

2a. Uses an understanding of differences in individuals, cultures, and communities to ensure inclusive learning environments. 2b. Uses an understanding of differences in individuals, cultures, and communities to enable each learner to meet rigorous standards. **Key elements: Skills/knowledge/language proficiency, interests/cultural heritage, special needs**	**Evidence:**

3. Learning Environments					

3a. Works with others to create environments that support individual and collaborative learning. 3b. Works with others to create environments that include teacher and student use of technology. 3c. Works with others to encourage positive social interaction, active engagement in learning, and self-motivation. **Key elements: Managing instructional groups, transitions, materials/supplies, non-instructional duties; supervision of volunteers/paraprofessionals; expectations, monitoring/responding to student behavior, interaction with students, student interaction with other students; expectations for learning/achievement; student pride in work; safety; accessibility to learning; use of physical resources/space; classroom procedures**	**Evidence:**

Category 2: CONTENT KNOWLEDGE					
	0	1	2	3	4
4. Content Knowledge					

4a. Understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches. 4b. Creates learning experiences that make the discipline accessible and relevant for learners to assure mastery of the content and provides opportunities for literacy experiences across content areas. **Key elements: Content/structure of the discipline, prerequisite relationships, content-related pedagogy**	**Evidence:**

5. Application of Content					

5a. Engages learners through the creation of interdisciplinary lessons and facilitates the examination of issues from multiple perspectives through varied communication modes. 5b. Facilitates learning opportunities involving critical and creative thinking. 5c. Incorporates learning opportunities that involve solving authentic, real world problems independently and collaboratively through concept-based teaching.	**Evidence:**

Category 3: **INSTRUCTIONAL PRACTICE**					
	0	1	2	3	4
6. Assessment					

6a. Understands how to use multiple measures to monitor and assess individual student learning. 6b. Understands how to engage learners in self-assessment. 6c. Understands how to make informed decisions. **Key elements: Congruence with instructional goals, criteria/ standard, design of formative assessment, use for planning, quality feedback, monitoring progress, self-assessment, student involvement in creating assessment criteria**	**Evidence:**

7. Planning for Instruction					

7a. Plans instruction that supports every student in meeting rigorous learning goals. 7b. Plans instruction by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy. 7c. Plans instruction based on knowledge of learners and the community context. **Key elements: Learning activities, instructional materials/ resources/technology, lesson/unit structure, clarity, balance, instructional groups**	**Evidence:**

8. Instructional Strategies					

8a. Understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections. 8b. Understands and uses a variety of instructional strategies to encourage learners to build skills to apply knowledge in relevant ways. **Key elements: Instructional groups, instructional strategies, expectations for learning, directions/procedures, explanation of content, use of oral/written language, questioning, discussion techniques, student participation**	**Evidence:**

Category 4: **PROFESSIONAL RESPONSIBILITY**					
	0	1	2	3	4
9. Professional Learning and Ethical Practice					

9a. Engages in ongoing professional learning. 9b. Uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of each learner. **Key elements: Knowledge of <u>accuracy</u>, use in future teaching, relationships with colleagues, involvement in culture of professional inquiry, enhancement of content knowledge and pedagogical skill, receptivity to feedback from colleagues, compliance with university/school regulations, accurate records**	**Evidence:**

10. Leadership and Collaboration					
10a. Seeks appropriate leadership roles and opportunities to take responsibility for student learning. 10b. Seeks appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth. **Key elements: Service to profession/school/students, participation in school/district projects**	**Evidence:**				

Category 5: **DISPOSITIONS**					
	0	1	2	3	4
11. Values Learning and Professional Development					
Dedicated to acquiring and applying new ideas about content, pedagogy, and students.	**Evidence:**				
12. Commits to Professional, Ethical, and Legal Conduct					
Committed to obeying the law and abiding by institutional, state, and national professional and ethical standards.	**Evidence:**				
13. Values Positive, Caring, and Respectful Relationships					
Committed to interacting with students, colleagues, and community members with care, compassion, and respect. **Key elements: Respect; communicating with family**	**Evidence:**				
14. Embraces Diversity, Equity, and Fairness					
Recognizes and values human differences and is committed to meet the educational needs of all students.	**Evidence:**				
15. Commits to Wise and Reflective Practice					
Dedicated to careful reflection on instructional decisions and takes actions to improve professional competence. **Key element: Reflection**	**Evidence:**				
Successful elements: **Targets for growth:**					

Preparing Educators to be Knowledgeable, Ethical, Caring Decision Makers
Cooperating Teacher
Mid-Term Evaluation of Student Intern

Student Name_____Semester_____Year_____
Name of School_____Full Name of Evaluator_____
City and State_____Subject(s)_____Grade Level(s)_____

In the boxes on the pages that follow this form underline the words which best describe your student teacher. Then place a check in the cell under the appropriate number (below) depending on which rubric box has the most underlined words. Generally, the average of underlined words in the rubric will be selected to determine the score (0-4) which best represents your student teachers performance. For example, if underlined words are: 1) all in Developing cell, check 2 2) mostly in Developing cell with some in Meets Standard, check 2 3) mostly in Meets Standards cell with some in Developing, check 3	My signature below indicates that I have had an opportunity to read and discuss this mid-term evaluation with my Cooperating Teacher and/or University Supervisor. It does not necessarily indicate that I agree with the evaluation. _____ Signature of Student Intern My signature below indicates that I have discussed this form with my Student Intern and affirms this is a valid assessment of the Intern's performance to date. _____ Signature of Evaluator

KSDE and KSU-College of Education Professional Education Standards

Standard	0 Not observed	1 Unsatisfactory	2 Developing	3 Meets Standard	4 Exceeds Standard
1. Learner Development					
2. Learning Differences					
3. Learning Environments					
4. Content Knowledge					
5. Application of Content					
6. Assessment					
7. Planning for Instruction					
8. Instructional Strategies					
9. Professional Learning and Ethical Practice					
10. Leadership and Collaboration					

KSU-College of Education Professional Dispositions

Disposition	0 Not observed	1 Unsatisfactory	2 Developing	3 Meets Standard	4 Exceeds Standard
11. Values Learning and Professional Development					
12. Commits to Professional, Ethical, and Legal Conduct					
13. Values Positive, Caring, and Respectful Relationships					
14. Embraces Diversity, Equity, and Fairness					
15. Commits to Wise and Reflective Practice					

Successful Elements Identified (First Six Weeks):

Target Areas for Growth (Second Six Weeks):

Category 1: THE LEARNER AND LEARNING

1. Learner Development

The candidate:	1-Unsatisfactory	2-Developing	3-Meets Standard	4-Exceeds Standard
a. Understands how learners grow and develop.	Demonstrates little or no understanding of learners' developmental levels, individual learning needs, backgrounds, abilities, and interests.	Demonstrates basic recognition and understanding of learners' developmental levels, individual learning needs, backgrounds, abilities, and interests.	Demonstrates thorough recognition and understanding of learners' developmental levels, individual learning needs, backgrounds, abilities, and interests.	Demonstrates expert recognition and understanding of learners' developmental levels, individual learning needs, backgrounds, abilities, and interests.
b. Recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.	Provides learning experiences that are not appropriate to the cognitive, linguistic, social, emotional, and personal developmental level of the learners.	Provides limited or inconsistent learning experiences that are appropriate to the cognitive, linguistic, social, emotional, and personal developmental level of the learners.	Provides learning experiences that are appropriate to the cognitive, linguistic, social, emotional, and personal developmental level of the learners.	Systematically designs effective and innovative learning experiences that are appropriate to the cognitive, linguistic, social, emotional, and personal developmental level of the learners.
c. Designs and implements developmentally appropriate, relevant, and rigorous learning experiences.	Provides learning experiences that are not developmentally appropriate, relevant, and rigorous.	Provides learning experiences that are not always developmentally appropriate, relevant, and rigorous.	Designs and implements developmentally appropriate, relevant, and rigorous learning experiences.	Systematically designs and implements highly effective and innovative learning experiences that are developmentally appropriate, relevant, and rigorous.

2. Learning Differences

The candidate:	1-Unsatisfactory	2-Developing	3-Meets Standard	4-Exceeds Standard
a. Uses an understanding of differences in individuals, languages, cultures, and communities to ensure inclusive learning environments.	Provides learning experiences that are not inclusive or are inappropriately based on differences in learners, languages, cultures, and communities.	Inconsistently provides an inclusive learning environment based on an understanding of differences in learners, languages, cultures, and communities.	Provides an inclusive learning environment based on an understanding of differences in learners, languages, cultures, and communities.	Consistently provides an inclusive, effective, and innovative learning environment based on an understanding of differences in learners, languages, cultures, and communities.
b. Uses an understanding of differences in individuals, languages, cultures, and communities to enable each learner to meet rigorous standards.	Provide learning experiences that do not enable each learner to meet rigorous standards. Has an incomplete understanding of differences in individuals, languages, cultures, and communities.	Inconsistently enables each learner to meet rigorous standards based on an understanding of differences in learners, languages, cultures, and communities.	Enables each learner to meet rigorous standards based on an understanding of differences in learners, languages, cultures, and communities.	Systematically and effectively enables each learner to meet rigorous standards based on an understanding of differences in learners, languages, cultures, and communities.

3. Learning Environments

The candidate:	1-Unsatisfactory	2-Developing	3-Meets Standard	4-Exceeds Standard
a. Works with others to create learning environments that support individual and collaborative learning.	Provides learning experiences that do not support individual and collaborative learning.	Provides limited or inconsistent learning environments to support individual and collaborative learning.	Creates learning environments that support individual and collaborative learning.	Consistently creates effective and innovative learning environments that support individual and collaborative learning.
b. Works with others to create learning environments that include teacher and student use of technology.	Provides learning experiences with little or no technology use by the teacher or learners.	Knows and applies limited technology tools in the learning environment for the teacher and learners.	Incorporates a variety of technology tools in the learning environment for the teacher and learners.	Actively and consistently creates learning environments that include extensive use of technology by the teacher and learners.
c. Works with others to encourage positive social interaction, active engagement in learning, and self-motivation.	Applies classroom management strategies in an ineffective manner to encourage positive social interaction, active engagement, learning, and self-motivation.	Applies classroom management strategies in a limited or inconsistent way to encourage positive social interactions, active engagement in learning, and self-motivation.	Applies classroom management strategies to encourage positive social interaction, active engagement in learning, and self-motivation.	Systematically applies highly effective classroom management strategies to encourage positive social interaction, active engagement in learning, and self-motivation.

Category 2: CONTENT KNOWLEDGE

4. Content Knowledge				
The candidate:	1-Unsatisfactory	2-Developing	3-Meets Standard	4-Exceeds Standard
a. Understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.	Does not or infrequently displays knowledge of central concepts, tools of inquiry, and structures of the discipline being taught.	Displays limited knowledge of central concepts, tools of inquiry, and structures of the discipline being taught.	Displays knowledge of central concepts, tools of inquiry, and structures of the discipline being taught.	Displays extensive, in-depth knowledge of central concepts, tools of inquiry, and structures of the discipline being taught.
b. Creates learning experiences that make the discipline accessible and relevant for learners to assure mastery of the content and provides opportunities for literacy experiences across content areas.	Does not or infrequently designs and implements learning experiences that are accessible and relevant for learners to achieve content mastery, including literacy experiences across content areas.	Inconsistently designs and implements learning experiences that are accessible and relevant for learners to achieve content mastery, including literacy experiences across content areas.	Provides learning experiences that are accessible and relevant for learners to achieve content mastery, including literacy experiences across content areas.	Systematically designs and implements substantial learning experiences that are accessible and relevant for learners to achieve high levels of content mastery, including literacy experiences across content areas.

5. Application of Content				
The candidate:	1-Unsatisfactory	2-Developing	3-Meets Standard	4-Exceeds Standard
a. Engages learners through the creation of interdisciplinary lessons and facilitates the examination of issues from multiple perspectives through varied communication modes.	Does not engage learners and/or plan inter-disciplinary learning experiences. Presents one-dimensional perspectives on the issues. Does not vary communication style.	Inconsistently engages learners in inter-disciplinary learning experiences. Attempts to foster multiple perspectives when examining issues. Occasionally uses varied communication modes.	Engages learners in interdisciplinary learning experiences. Fosters multiple perspectives when examining issues. Uses varied communication modes.	Systematically engages learners in inter-disciplinary learning experiences. Fosters extensive alternative perspectives when examining issues. Uses varied, innovative, and effective communication modes.
b. Facilitates learning opportunities involving critical and creative thinking.	Does not or infrequently provides meaningful instruction involving critical and creative thinking.	Inconsistently provides meaningful instruction involving critical and creative thinking.	Provides meaningful instruction involving critical and creative thinking.	Consistently and effectively provides meaningful, compelling instruction involving critical and creative thinking.
c. Incorporates learning opportunities that involve solving authentic, real world problems independently and collaboratively through concept-based teaching.	Provides little or no learning opportunities involving problem solving, real-world problems, and concept-based teaching.	Inconsistently incorporates learning opportunities involving problem solving, real-world problems, and concept-based teaching.	Incorporates learning opportunities involving problem solving, real-world problems, and concept-based teaching.	Systematically incorporates substantial and effective learning opportunities involving problem solving, real-world problems, and concept-based teaching.

Category 3: INSTRUCTIONAL PRACTICE

6. Assessment				
The candidate:	1-Unsatisfactory	2-Developing	3-Meets Standard	4-Exceeds Standard
a. Understands how to use multiple measures to monitor and assess individual student learning.	Does not or infrequently provides opportunities for learners to demonstrate learning before, during, and after instruction.	Provides limited opportunities for learners to demonstrate learning before, during, and after instruction.	Implements a range of assessments before, during, and after instruction to monitor and assess individual student learning.	Expertly plans and uses multiple methods of assessments before, during, and after instruction to monitor and assess individual student learning.
b. Understands how to engage learners in self- assessment.	Does not or infrequently uses assessment methods to engage learners in self-assessment.	Provides limited opportunities for learners engage in self-assessment.	Provides learners with opportunities to engage in self-assessment.	Demonstrates rich understanding and extensive use of various assessment methods to engage learners in self- assessment.
c. Understands how to make informed decisions.	Does not or infrequently uses learner data to inform future instruction.	Occasionally uses learner data to inform future instruction.	Uses learner da a to inform future instruction.	Systematically examines assessment data and improves instructional effectiveness based on the data.

7. Planning for Instruction				
The candidate:	1-Unsatisfactory	2-Developing	3-Meets Standard	4-Exceeds Standard
a. Plans instruction that supports every student in meeting rigorous learning goals.	Develops instructional plans that have unfocused goals and that do not support learners in reaching rigorous learning goals.	Develops instructional plans that have mildly challenging goals and that inconsistently support learners in teaching those goals.	Develops instructional plans that reflect rigorous, clearly described goals and objectives and that support learners in reaching those goals.	Develops effective, innovative, and challenging instructional plans that consistently reflect rigorous, clearly described goals and objectives and that support learners in reaching those goals.
b. Plans instruction by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy.	Plans instruction that does not or inconsistently reflects curricular standards, content technology, cross-disciplinary skills and pedagogy.	Plans instruction that partially reflects appropriate curricular standards, content, technology, cross-disciplinary skills, and pedagogy.	Plans instruction that incorporates appropriate curricular standards, content, technology, cross-disciplinary skills, and pedagogy.	Plans substantial instruction that consistently demonstrates thorough knowledge and effective application of curricular standards, content, technology, cross-disciplinary skills, and pedagogy.
c. Plans instruction based on knowledge of learners and the community context.	Cannot develop goals and instructional plans and/or does not base plans on knowledge of learners and the community context.	Develops goals and plans for instruction without consideration of the learners and the community context.	Develops relevant goals and plans instruction based on knowledge of learners and the community context.	Plans highly effective instruction based on extensive knowledge of learners and the community context.

8. Instructional Strategies				
The candidate:	1-Unsatisfactory	2-Developing	3-Meets Standard	4-Exceeds Standard
a. Understands and uses a variety of appropriate instructional strategies and resources to encourage learners to develop deep understanding of	Does not use clear and consistent instructional strategies and resources to engage learners in learning to develop deep understanding of content areas and their connections.	Uses a limited range of instructional strategies and resources and does not fully encourage learners to develop deep understanding of content areas and their connections.	Uses a variety of clear and consistent instructional strategies and resources to engage learners in active learning to develop deep understanding of content areas and their connections.	Uses a wide range of effective and compelling instructional strategies and abundant resources to generate multiple pathways for learners to develop deep understanding of content areas and their connections.
b. Understands and uses a variety of appropriate instructional strategies and resources to encourage learners to build skills to apply knowledge in relevant ways.	Does not or infrequently uses appropriate instructional strategies to scaffold instruction to encourage learners to build skills to apply knowledge in relevant ways.	Selects limited instructional strategies and resources to differentiate instruction scaffold instruction so it is accessible to all learners.	Selects appropriate instructional strategies and sources to differentiate and scaffold instruction to encourage learners to build skills to apply knowledge in relevant ways.	Selects a variety of appropriate, innovative, and effective instructional strategies and resources to scaffold instruction to encourage learners to build skills to apply knowledge in relevant ways.

Category 4: PROFESSIONAL RESPONSIBILITY

9. Professional Learning and Ethical Practice

The candidate:	1-Unsatisfactory	2-Developing	3-Meets Standard	4-Exceeds Standard
a. Engages in ongoing professional learning.	Does not recognize and/or seek out additional professional learning relevant to student learning.	Inconsistently engages in professional learning relevant to student learning and sometimes seeks out opportunities for improvement.	Engages in ongoing professional learning relevant to student learning and seeks opportunities for improvement (e.g., self-study, inservices, workshops, advice from supervisors and colleagues).	Consistently engages in ongoing, purposeful, and in-depth professional learning relevant to student learning and actively seeks opportunities for improvement (e.g., self-study, inservices, workshops, advice from supervisors and colleagues).
b. Uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of each learner.	Does not or infrequently seeks out and uses multiple sources of data to evaluate the of teaching to improve instruction.	Uses a limited amount of data to evaluate one's practice. Demonstrates limited reflection and adaptation of instruction based on the data, the reflection, and analysis.	Uses multiple sources of data to evaluate the outcomes of teaching and learning to evaluate, reflect on, and adapt instruction to meet the needs of each learner.	Places a priority on reflective practice by consistently using multiple sources of data to evaluate the outcomes of teaching and learning to evaluate, reflect on, and adapt instruction to meet the needs of each learner.

10. Leadership and Collaboration

The candidate:	1-Unsatisfactory	2-Developing	3-Meets Standards	4-Exceeds Standards
a. Seeks appropriate leadership roles and opportunities to take responsibility for student learning.	Does not or infrequently participates in interactions with the classroom supervising teacher and other school professionals to benefit the learners.	Participates willingly in interactions with the classroom supervising teacher and other school professionals to benefit the learners.	Takes a leadership role in working with the classroom supervising teacher and other school professionals in an effort to take responsibility for student learning.	Takes considerable initiative to work effectively with the classroom supervising teacher and other school professionals in an effort to take responsibility for student learning.
b. Seeks appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	Does not or infrequently collaborates with learners, families, colleagues, other school professionals, and community members addressing learner growth.	Participates willingly in interactions when collaborating with learners, families, colleagues, other school professionals, and community members addressing learner growth.	Seeks leadership roles and opportunities to collaborative with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	Consistently and effectively seeks numerous and varied leadership roles and opportunities to collaborative with learners, families, colleagues, other school professionals, and community members to ensure learner growth.

Category 5: DISPOSITIONS

11. Values Learning and Professional Development

The candidate:	1-Unsatisfactory	2-Developing	3-Meets Standard	4-Exceeds Standard
a. Dedicated to acquiring and applying new ideas about content, pedagogy, and students.	Takes little or no initiative to seek new ideas and resources expand pedagogical content knowledge and improve professional practice.	Seeks ideas and resources as needed to expand pedagogical content knowledge. Makes efforts to apply new knowledge and skills to professional practice.	Actively and continuously seeks ideas and resources to expand pedagogical content knowledge. Applies new knowledge and skills to professional practice.	Demonstrates initiative and enthusiasm when seeking ideas and resources to expand pedagogical content knowledge and improve professional practice. Places a priority on these actions.

12. Commits to Professional, Ethical, and Legal Conduct

The candidate:	1-Unsatisfactory	2-Developing	3-Meets Standard	4-Exceeds Standard
a. Committed to obeying the law and abiding by institutional, state, and national professional and ethical standards.	Engages in illegal or unethical conduct contrary to the Kansas Educator Code of Conduct. Exhibits poor judgment when making professional and ethical decisions.	Is not fully familiar with the Kansas Educator Code of Conduct. Exhibits good judgments when making professional and ethical decisions except in some minor and isolated circumstances.	Follows the Kansas Educator Code of Conduct. Exhibits good judgment when making professional and ethical decisions.	Serves as a model of integrity and good judgment when making professional and ethical decisions. Knows the Kansas Educator Code of Conduct well and places a priority on living up to those principles.

13. Values Positive, Caring, and Respectful Relationships

The candidate:	1-Unsatisfactory	2-Developing	3-Meets Standard	4-Exceeds Standard
a. Committed to interacting with students, colleagues, and community members with care, compassion, and respect.	Uses language and displays actions that are insensitive and that do not reflect caring, compassion, and respect for students, colleagues, or families.	Does not consistently exhibit caring, compassion, and respect when interacting with students, colleagues, and families. Does not plan for or take specific actions to develop positive relationships with students.	Exhibits caring, compassion, and respect for students, colleagues, and families. Fosters positive relationships with students to promote learning.	Intentionally interacts with students, colleagues, and families with caring, compassion, and respect. Places a priority on taking actions to deliberately develop positive relationships with students.

14. Embraces Diversity, Equity, and Fairness

The candidate:	1-Unsatisfactory	2-Developing	3-Meets Standard	4-Exceeds Standard
a. Recognizes and values human differences and is committed to meet the educational needs of all students.	Shows overt bias, prejudice, or lack of fairness toward certain students or groups of people.	Is not fully familiar with student differences in his/her class and does not take steps to become more informed. Does not consistently demonstrate the ability to interact with people from diverse backgrounds or to consistently treat all students in a fair and equitable manner.	Demonstrates an understanding and appreciation for differences among people and the ability to interact with people from diverse backgrounds. Advocates for the fair and equitable treatment of all students.	Takes actions to learn more about his/her students in an effort to recognize characteristics and differences. Applies that information to successfully interact with all students in a fair and equitable manner. Places a priority on these actions.

15. Commits to Wise and Reflective Practice

The candidate:	1-Unsatisfactory	2-Developing	3-Meets Standard	4-Exceeds Standard
a. Dedicated to careful reflection on instructional decisions and takes actions to improve professional competence.	Does not reflect on one's teaching or makes minimal effort to examine and improve practice.	Takes few actions to examine one's teaching and to develop plans to improve practice. Does not modify teaching behavior accordingly when provided with new information or experience.	Reflects on one's teaching and develops plans to improve practice. Modifies teaching behavior when provided with new information or experience.	Actively and regularly seeks strategies for professional growth, reflects on practice, and makes corresponding plans and improvements in practice.