



**JUDITH HERB COLLEGE OF EDUCATION**

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THE UNIVERSITY OF TOLEDO

# **Cooperating Teacher Handbook**

## **For Methods and Student Teaching**

## **Preface**

Cooperating Teachers play a vital role in teacher education training. Along with the University Supervisor, the Cooperating Teacher is responsible for providing feedback and assistance that allows Candidates to grow into successful educators. Your willingness to mentor Candidates in the Judith Herb College of Education is greatly valued.

This handbook will provide you with an overview of the mentoring process and guidance for working with Candidates. Best wishes for a successful and rewarding experience!

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# **The Cooperating Teacher**

## **Role of the Cooperating Teacher**

The cooperating teacher is responsible for directing all phases of the student teaching experience. You will act as an interpreter for the guidelines of the school district. You should assist your student teacher in lesson planning, implementation, and evaluation of his/her performance. In addition to formal observations, provide oral and written suggestions and constructive criticism. Please acquaint your student teacher with school personnel, policies, and procedures. Suggest effective classroom management and discipline techniques.

## **Observation Process**

As a Cooperating Teacher you should meet regularly to provide ongoing evaluation of your Candidate's performance in the classroom. A University Supervisor should schedule an introductory visit in the first week of two of the placement, prior to the initial observation to introduce him or herself. This also makes the Candidate comfortable with the University Supervisor's presence in the classroom. Maintain contact with the Candidate and University Supervisor via telephone, email, and observations throughout the experience to monitor Candidate progress. Please discuss the timeline for lesson implementation and scheduling of observations with the University Supervisor. Note that the University Supervisor and Cooperating Teacher observations should not take place on the same day. In addition, observations must be spread out over the semester to assess progress. It is important to observe at various times throughout the day so different classes and classroom activities are documented.

Candidates must provide a preapproved lesson in advance of an observation. An observation cannot take place if a lesson plan is not presented and the Candidate should not teach if the lesson has not been approved. A meeting should occur immediately following the observation if the schedule allows, or in person, via telephone, or email later that day. Strengths, weaknesses, and suggestions for improvement should be discussed.

## **Field Evaluations**

All Cooperating Teacher and Supervisor evaluations must be completed on separate forms. Evaluation marks should be made within one single column. Please refrain from using N/A, plus, minus, and half points (i.e., 2.5) on evaluations. Each standard and element must be evaluated using the rubric on the form. In the event lesson implementation goes poorly, a written evaluation must take place as planned. The documentation is important for tracking Candidate progress in the field. Do not hesitate to contact the Field Coordinator or methods instructor with any questions or concerns.

Please submit original evaluations to the University Supervisor or Candidate. Refer to the evaluation packet cover letter for submission deadlines or contact the University Supervisor. At the conclusion of the semester, the University Supervisor will schedule a final meeting to collect remaining paperwork and discuss grade recommendations.

### *Methods Evaluations*

The Cooperating Teacher is required to complete two Field Observations, the Methods Final Evaluation, and conduct a formal three-way conference with the University Supervisor and Candidate. The Final Evaluation must be completed prior to the three-way conference. Final grades should be reported to the University Supervisor. Copies of the evaluations are available in the Appendix and online at <http://www.utoledo.edu/eduhshs/studentervices/fieldcoords.html>.

### *Student Teacher Evaluations*

Please review the Student Teaching Handbook for an overview of the student teaching experience at <http://www.utoledo.edu/eduhshs/studentervices/pdfs/Section%20III%20-%20Student%20Teaching%20Handbook.pdf>.

The Cooperating Teacher is required to complete four Field Observations (some should be unannounced), Mid-Semester Evaluation, mid-semester three-way conference, Final Evaluation and final three-way conference. The Mid-Semester Evaluation will help to identify areas in which the Student Teacher needs improvement and it should also serve as a means to review progress up to that point in the semester. Please record a grade recommendation on the front page of the Mid-Semester Evaluation.

The final three-way conference should be scheduled the last week of student teaching. It is recommended that the Cooperating Teacher summarizes the Student Teacher's overall performance. The Cooperating Teacher and University Supervisor must provide a grade recommendation on the Final Evaluation.

### **Lesson Plans**

An observation cannot take place without a written lesson plan provided by the Candidate. Any lesson observed must be documented and submitted. Format for lesson plans should follow guidelines provided by the faculty member for the course and any additional requirements made by the Cooperating Teacher must be implemented. If the Cooperating Teacher requests block lesson plans, this format must be accompanied by a detailed daily lesson plan as required by the university. Please assist your Candidate with ideas and resources for lessons. Below is an example of a student teaching lesson plan. Consult the appropriate faculty member for a methods lesson plan template.

<b>Example of a Lesson Plan for Student Teachers</b>	
<b>Specific Lesson Objectives/Purposes</b>	Identify the learning objectives of the lesson in terms of concepts and/or procedures, i.e., what will the students know and be able to do as a result of this lesson.
<b>Assessment</b>	- Describe the plan for evaluation of the lesson that is aligned with the learning.
<b>Standards and Benchmarks</b>	
<b>Materials Needed</b>	List the activities, projects, problems, constructions, applications, exercises, etc. that frame and focus the learning in the lesson?
<b>Time Required</b>	Estimate the length of time for each segment of the lesson.
<b>Procedures</b>	Introduction – Connect the content of the lesson to what was learned previously, the current content, and the content that remains to be learned in the future.

Presentation – Describe the teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson. You may wish to include specific questions that you intend to ask, along with how you will model the skills or behaviors that you hope the students will develop. Describe the use of various instructional approaches to accommodate the different learning styles and needs of the students. Explain how you will provide guided and independent practice during the lesson.

**Reflection**

After the lesson is over, evaluate what worked well and what you would do to improve the lesson. Include if you were able to meet the objectives of the lesson, and how this information can help to improve your next lesson.

**Progression of Student Teaching**

The Student Teacher will gradually assume the full load of the Cooperating Teacher. The Cooperating Teacher should assist the Student Teacher with the timeline for assumption of responsibilities and teaching. In the first week, the Student Teacher should observe the Cooperating Teacher to learn effective teaching styles and strategies, learn student names, and become familiar with the school building and policies. During week two, the Student Teacher should take over at least half the teaching load, and by week three, the Student Teacher should assume the full load. It is recommended that the Student Teacher teaches full-time a minimum of six weeks in an 8-week placement and twelve weeks in a 15-week placement.

Phase	Timeline		Activities
	8-weeks	15-weeks	
Orientation	Week 1	Week 1	Observe, assist, co-teach, take attendance, learn policies, begin planning and become familiar with curriculum.
Early Weeks	Week 2	Week 2	Assume responsibilities by preparing and implementing lessons.
Full-Time Teaching	Weeks 2-8	Weeks 3-14	Assume full-time teaching load of Cooperating Teacher.
Culmination	Last 2-3 days	Week 15	Begin to phase out of instructional activities and complete observations of other teachers in the building.

**Co-Teaching**

It may be advantageous for the Student Teacher to co-teach with the Cooperating Teacher throughout the experience. There are multiple strategies of co-teaching and these options should be discussed with the Cooperating Teacher to determine which model(s) may best meet the needs of the classroom. Please refer to the Co-Teaching Strategies & Examples in the Appendix.

## Student Teacher Letter of Recommendation

Writing the letter of recommendation for a Student Teacher is an important task. This section includes a description of possible suggestions for writing the recommendation. Comments should be fair and honest.

Prospective employers look for anecdotal and documentary evidence based on what actually occurred during the student teaching experience. As administrators read employment credentials, they look for examples of what the applicant has to offer that will be uniquely valuable to their school district. All letters should be error-free, grammatically correct, and typewritten on university letterhead.

Here are a few suggestions to serve as a guide in writing the letter of recommendation.

- Write the recommendation in the third person, past tense. Avoid excessive use of “I.”
- Describe briefly the setting, i.e., grade, subject, school, term. Add any unusual facts about the teaching situation, which affected the work of the Student Teacher.
- Give your honest judgment of the student now and a reasonable prediction of his/her probable future development. If he/she will need more than a moderate amount of assistance to succeed, be tactful, but say so.
- Identify the type of situation in which you think the Student Teacher has the most possibility for success.
- Recall the Student Teacher’s most outstanding achievement. Try to include additional comments about this achievement in a sentence or two.

Refer to the following sample letters of recommendation for Student Teachers:

### Sample Letter of Recommendation for an Outstanding Student Teacher

Ms. \_\_\_\_\_ spent the first semester of the \_\_\_\_\_ school year as a Student Teacher at \_\_\_\_\_ School in \_\_\_\_\_ Ohio. The classroom in which she taught was a tenth grade English class under the direction of \_\_\_\_\_.

Ms. \_\_\_\_\_ displayed many fine personal and professional qualities. Most impressive was the initiative which she exhibited during the early days of her student teaching. She also carried out her teaching duties in a responsible, professional manner. Ms. \_\_\_\_\_ attended several teachers’ meetings, observed other teachers during their workday, and attended after-school sports and community events indicating an interest in the entire spectrum of activities affecting students and their education.

By the end of the third week Ms. \_\_\_\_\_ had assumed responsibility for all phases of planning and teaching an entire course load. Because of the creativity and enthusiasm which she brought to the classroom, students responded very positively to her lessons. She planned and executed a creative unit on Julius Caesar and employed some outstanding creative writing techniques.

Ms. \_\_\_\_\_ already appears to be an excellent teacher and performs as well as teachers who have several years of experience. She has tremendous initiative, a highly positive outlook, and an excellent command of the subject matter and teaching procedures. She is particularly aware of the needs of adolescents. I would strongly suggest that hiring officials give serious priority to hiring Ms. \_\_\_\_\_. She would be an asset to any professional faculty.

### **Sample Letter of Recommendation for a Satisfactory Student Teacher**

Mr. \_\_\_\_\_ student taught in a third grade at \_\_\_\_\_ elementary school in \_\_\_\_\_ Ohio during the \_\_\_\_\_ semester of \_\_\_\_\_. He taught under the direction of \_\_\_\_\_.

Mr. \_\_\_\_\_ performed his student teaching duties in a capable and responsible manner. He was punctual and prompt in planning lessons and his work was well organized. While Mr. \_\_\_\_\_ strengths in planning were evident, it was also apparent that his attention to teaching tended to be perfunctory. The Cooperating Teacher and the University Supervisor made numerous suggestions for the inclusion of creative ideas. However, Mr. \_\_\_\_\_ relied primarily upon the textbook and generally lacked creativity and enthusiasm for the content.

Mr. \_\_\_\_\_ has the potential to become a good teacher. To do so will require a commitment to investigate alternative strategies. He has the capacity to expand professionally and I anticipate that he will be able to do so during his first year of classroom teaching.

### **Sample Letter of Recommendation for an Unsatisfactory Student Teacher**

Ms. \_\_\_\_\_ performed her student teaching responsibilities in a sixth grade at \_\_\_\_\_ elementary school during the \_\_\_\_\_ semester under the direction of \_\_\_\_\_.

Ms. \_\_\_\_\_ experienced marginal success during her student teaching experience. Despite an affable personality and a creative nature, she frequently failed to plan lessons that were comprehensive. On several occasions, she misspelled and/or mispronounced vocabulary words relevant to the content area. She lacks depth of information in the areas of language arts and mathematics, which severely limits her ability to impart accurate information.

In addition, Ms. \_\_\_\_\_ seemed unable to comprehend those deficiencies and remained unwilling to investigate additional resources to underscore her personal information for providing students with accurate and challenging lessons.

Ms. \_\_\_\_\_ enthusiasm and lively personality are distinct assets, which should serve her well in a variety of professions. She establishes rapport with students but



needs to develop the scholastic and academic skills necessary to succeed as a professional educator.

Ms. \_\_\_\_\_ performance as a Student Teacher was marginal. Hiring officials should note that Ms. \_\_\_\_\_ may be able to become a successful classroom teacher but would need very close supervision and mentorship throughout her initial teaching experience.

## **Problems**

Both the Cooperating Teacher and the University Supervisor have a responsibility to let the Candidate know exactly where he/she stands at every point during the field experience. Any deficiencies should be clearly identified and communicated to the Candidate, University Supervisor and Field Coordinator. This must be done as early as possible. Help should be provided so there will be no surprises to the Candidate and he or she has adequate time to make necessary changes for improvement. Please notify the University Supervisor to determine if a Plan of Action is necessary. Extending the field experience may be necessary in some cases. A field contract must be approved by the Field Coordinator, in consult with the content faculty member, prior to implementation.

## **Checklist for Cooperating Teachers**

The Cooperating Teacher should informally meet with the Candidate on a regular basis to provide ongoing evaluation of performance in the classroom.

### ***Methods field experience:***

- \_\_\_\_\_ Interview prospective Candidate. Contact the Field Coordinator if you choose not to accept the Candidate.
- \_\_\_\_\_ Work with your Candidate to develop a timeline for completing required assignments and teaching lesson(s).
- \_\_\_\_\_ Help the Candidate become acquainted with the building, teaching resources, academic supplies, and audio/visual equipment.
- \_\_\_\_\_ Inform Candidate of building policies, rules, and procedures.
- \_\_\_\_\_ Critique lesson plan(s) of Candidate and offer suggestions. Monitor implementation of plan(s). Complete two Field Observations (electronic forms available at <http://www.utoledo.edu/eduhshs/studentervices/fieldcoords.html>).
- \_\_\_\_\_ Complete the Methods Final Evaluation (electronic forms available at <http://www.utoledo.edu/eduhshs/studentervices/fieldcoords.html>) on your own prior to the Final 3-way conference.
- \_\_\_\_\_ Participate in the Final 3-way conference with Candidate and University Supervisor to review the performance of the Candidate. Recommend a final

grade for the Candidate on the evaluation form and discuss it at the 3-way conference.

\_\_\_\_\_ Give original copies of all evaluations to the University Supervisor.

\_\_\_\_\_ Contact the Field Coordinator if you have any questions or concerns.

***Student Teaching experience:***

\_\_\_\_\_ Interview prospective student teacher. Contact the Field Coordinator if you choose not to accept the student teacher.

\_\_\_\_\_ Complete the Student Teacher Memorandum of Agreement with student teacher the first week of the experience.

\_\_\_\_\_ Work with your student teacher to develop a timeline for turning over teaching responsibilities.

\_\_\_\_\_ Help the student teacher become acquainted with the building, teaching resources, academic supplies, and audio/visual equipment.

\_\_\_\_\_ Inform student teacher of building policies, rules, and procedures.

\_\_\_\_\_ Critique weekly lesson plans of student teacher and offer suggestions. Monitor implementation of plans. Complete two Field Observations (electronic forms are available at <http://www.utoledo.edu/eduhshs/studentservices/fieldcoords.html>).

\_\_\_\_\_ Complete the Student Teaching Mid-Semester Evaluation (electronic forms are available at <http://www.utoledo.edu/eduhshs/studentservices/fieldcoords.html>) on your own prior to the Mid-Semester 3-way conference. Recommend a mid-semester grade for the student teacher on the evaluation form.

\_\_\_\_\_ Participate in the Mid-Semester 3-way conference with the student teacher and the supervisor to discuss the performance of the student teacher and the mid-semester grade.

\_\_\_\_\_ Complete two additional Field Observations.

\_\_\_\_\_ Complete the Student Teaching Final Evaluation on your own prior to the Final 3-way conference.

\_\_\_\_\_ Participate in the Final 3-way conference with student teacher and supervisor to review the performance of the student teacher. Recommend a final grade for the student teacher on the evaluation form and discuss it at the 3-way conference.

\_\_\_\_\_ Write a letter of recommendation for the student teacher.

\_\_\_\_\_ Forward original copies of all evaluations to the University Supervisor.

\_\_\_\_\_ Contact the Field Coordinator if you have any questions or concerns.

## Appendix

### Policies and Procedures

This section contains the official policies and procedures of the Field Office.

<b>Absence or Tardy</b>	Candidates, when absent or tardy, are to notify the school, the Cooperating Teacher, and the University Supervisor before the start of the school day. Candidates are responsible for supplying lesson plans and materials to Cooperating Teachers even though they are absent from the classroom. More than two absences require documentation from a physician. Excessive absences will result in an extension of the field experience.
<b>Corporal Punishment</b>	A Candidate is not to administer corporal punishment nor serve as a witness to such punishment procedure.
<b>Dismissal from Field Placement</b>	<p>Candidates may be dismissed from a teaching site by the school or Director of Teacher Education. Circumstances under which Candidates may be dismissed include but are not limited to failure to adhere to school policy and/or procedures and failure to meet UT requirements.</p> <p>If the school administrator, the Cooperating Teacher, and/or University Supervisor advise that a Candidate is to be dismissed, the Field Office must be contacted. Options will be investigated. In all such cases due process for the student will be fully observed.</p>
<b>Dress and Grooming</b>	Candidates' dress and grooming must be consistent with the standards established in the assigned school.
<b>Ethical Concerns</b>	Candidates must refrain from sharing personal, political, and religious views. Professional relationships must be maintained with all students and staff. Candidates are not to be left alone with students outside of instructional time. No cash gift may be accepted.
<b>Outside Activities: Jobs, Coursework</b>	Jobs, coaching, and coursework are not an excuse for failure to perform field experience responsibilities.
<b>Plan of Action</b>	If Candidate performance is unsatisfactory, the Field Coordinator will determine if a Plan of Action is necessary. Each Plan is unique and will identify appropriate goals for the Candidate. Failure to implement these goals may result in termination of the placement.
<b>Policy on Substance Abuse</b>	Substance abuse in the form of medically unsupervised drugs or alcohol will not be condoned either on the site of the placement or during the time of the performance of teaching duties. University sanctions for such violations may include disciplinary probation, suspension, or dismissal under the Code of Conduct and Discipline System as described under Non-Academic Policies and Procedures of the University of Toledo Student Handbook.
<b>Policy on Cell Phone and Computer Use</b>	Candidates are not permitted to use cell phones for calls, texting, and the internet during the school day. Computers should only be used for lesson plans during planning time and lunch.

<b>Strike, Work Stoppages, Riots</b>	The Candidate may not report for duty or be in or near the assigned school building in the event of strikes, work stoppages, or riots. The Candidate is to contact the Field Coordinator immediately for appropriate action.
<b>Substitute Teaching</b>	Candidates cannot be used as substitute teachers in the classroom or in school sponsored non-teaching activities (e.g., playground, cafeteria, recess). Candidates may engage in teaching and supervisory duties only in conjunction with the Cooperating Teacher or in the Cooperating Teacher's absence with a fully certified substitute teacher. Contact the Field Coordinator if a substitute is not provided.
<b>Unsatisfactory Performance Options and Alternatives</b>	<p>In those cases where it is determined that the Candidate is not progressing satisfactorily, the Field Coordinator will collaborate with all parties to bring about an appropriate resolution. The Director of Teacher Education may determine that:</p> <ul style="list-style-type: none"> <li>• The Candidate may withdraw from the field experience with a grade of F or W as determined by the Field Office.</li> <li>• The Candidate may petition to withdraw from a program leading to licensure and complete coursework for a degree in education that does not include licensure to teach. Such petitions will be treated as exceptional cases.</li> <li>• The Candidate may continue in the same site having been advised of the limitations and difficulties, but choose to remain. If the Candidate fails the field experience, the Candidate may petition to repeat the field.</li> </ul>

The University of Toledo  
Judith Herb College of Education  
Field Observation

<b>Candidate</b>	<b>Date</b>
<b>Course Name and Number</b>	<b>Signature of Candidate</b>
<b>Program &amp; Major</b>	<input type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
<b>Cooperating Teacher</b>	<b>School/Grade Level/Content Area(s)</b>
<b>University Supervisor</b>	<b>Signature of Evaluator</b>

**0-Unsatisfactory**

**1-Substantial  
development needed**

**2-Additional  
development needed**

**3-Proficient**

<i>Comments and/or suggestions must be included for all standards. Additional evidence must be provided if a “0-Unsatisfactory” or “3-Proficient” is assigned.</i>				
<b>LESSON PLAN</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
Standard 1: Candidate displays knowledge of the concepts and skills appropriate to the developmental and personal characteristics, and needs of the students.				
Standard 2: Candidate knows the content they teach and uses their knowledge of content-specific concepts, assumptions and skills to plan instruction.				
Standard 3: Candidate includes assessments that are aligned with the content and the objectives of the lesson.				
Standard 4: Candidate applies knowledge of how students think and learn and incorporates resources into instructional design and delivery.				

<i>Comments and/or suggestions must be included for all standards. Additional evidence must be provided if a “0-Unsatisfactory” or “3-Proficient” is assigned.</i>				
<b>OBSERVATION</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
Standard 1: Candidate models respect for students’ diverse cultures, language skills, ability level, and experiences.				

	0	1	2	3
Standard 2: Candidate uses content-specific instructional strategies to effectively teach the central concepts and skills of the discipline, and connects the concepts and skills to students' life experiences.				
Standard 3: Candidate uses a variety of diagnostic, formative or summative assessments consistent with the objectives of the lesson to monitor student learning.				
Standard 4: Candidate communicates clear learning goals to students and uses activities and resources to enhance student learning.				
Standard 5: Candidate constructs an environment that is physically and emotionally safe, and is conducive to learning for all students.				
Standard 6: Candidate communicates clearly and effectively.				

<i>Dispositions: Using the following criteria, check the appropriate box to evaluate the candidate's professional dispositions.</i>		Unacceptable	Acceptable
1	Regular and Punctual Attendance		
2	Dependable and Responsible (e.g., initiates timely communication with cooperating teacher and supervisor regarding absences, scheduling, documentation, etc.)		
3	Demonstrates positive communication style with students, colleagues, and supervisor		
4	Appropriate use of technology for non-classroom activities (e.g., not using Facebook, texting, personal emails, etc.)		
5	Appropriate Role Model (e.g., passion for teaching, positive attitude, no inappropriate content on personal websites such as Facebook or Twitter, not "friending" students, etc.)		
6	Appropriate Professional Appearance (e.g., proper attire, personal hygiene, etc.)		
7	High Ethical Standards (e.g., proper citation of resources, not representing others' work as your own, adhering to the Student Academic Code of Conduct, etc.)		
8	Appropriate Grammar and Vocabulary (including use of slang, inappropriate humor, etc.)		
9	Responsive to Constructive Feedback		
10	Respects Privacy of Students and Confidentiality of Information		

**Comments: Please provide additional documentation for any disposition that is scored as "Unacceptable" and discuss immediately following the observation.**

**Judith Herb College of Education at The University of Toledo  
Methods Final Evaluation**

<b>Candidate</b>	<b>Date</b>	<b>Grade Recommendation</b>
<b>Course Name and Number</b>	<b>Student Signature</b>	
<b>Program &amp; Major</b>	<input type="checkbox"/> Undergraduate	<input type="checkbox"/> Graduate
<b>Cooperating Teacher(s)</b>	<b>School/Grade Level/Content Area(s)</b>	
<b>University Supervisor</b>	<b>Signature of Evaluator</b>	

**Candidate Performance**

*Review the broad definitions below before evaluating teacher candidates.*

***“Accomplished” should be reserved for teacher candidates who are exceptional. This scoring guide should not be associated with an A to F grading scale. A 3-Accomplished (Expertise) should not be associated with an “A”, a 2-Proficient (Application) should not be associated with a “B”, and a 1-Developing (Awareness) should not be associated with a “C”.***

	<b>0 – Unsatisfactory (SUBSTANDARD)</b>	<b>1 – Developing (AWARENESS)</b>	<b>2 – Proficient (APPLICATION)</b>	<b>3 – Accomplished (EXPERTISE)</b>
	<p>Candidate</p> <ul style="list-style-type: none"> <li>• Is incapable of planning and teaching without cooperating teacher assistance</li> <li>• Lacks an understanding of best practices of instruction</li> <li>• Significantly lacks an understanding of content and content-specific concepts</li> </ul>	<p>Candidate</p> <ul style="list-style-type: none"> <li>• Relies extensively on the cooperating teacher for instructional support</li> <li>• Understands best practices of instruction but is unable to demonstrate on a consistent basis</li> <li>• Gaining an understanding of content and content-specific concepts</li> </ul>	<p>Candidate</p> <ul style="list-style-type: none"> <li>• Relies minimally on the cooperating teacher for instructional support</li> <li>• Applies best practices to daily instruction</li> <li>• Has a general understanding of content and content-specific concepts</li> </ul>	<p>Candidate</p> <ul style="list-style-type: none"> <li>• Teaches independently</li> <li>• Consistently applies best practice to daily instruction (e.g., focus on student learning, teaching strategies, assessment, classroom management, etc.)</li> <li>• Has a deep understanding of content and content-specific concepts</li> </ul>

Score	Standard 1: Students Elements	0 – Unsatisfactory (SUBSTANDARD)	1 – Developing (AWARENESS)	2 – Proficient (APPLICATION)	3 – Accomplished (EXPERTISE)
	1.1 Candidate displays knowledge of how students learn and of the developmental characteristics of age groups.	Does not base plans or strategies on child development or learning theory	Is aware of student development or learning theory in planning but does not apply during instruction <b>OR</b> plans do not reflect student development or learning theory but demonstrates application during instruction	Bases plans and instruction on student development and learning theory some of the time	Bases plans and instruction on student development and learning theory a majority of the time
	1.2 Candidate understands what students know and are able to do and uses this knowledge to meet the needs of all students.	Does not use knowledge of what students know in order to plan instruction	Is aware of what students know but demonstrates limited use of what students know in order to plan instruction	Makes use of what students know to differentiate instruction <u>some</u> of the time	Makes use of what students know to differentiate instruction <u>most</u> of the time
	1.5 Candidate recognizes characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.	Does not recognize the characteristics of gifted students, students with disabilities, and at-risk students	Is aware of the characteristics of gifted students, students with disabilities, and at-risk students, but applies limited accommodations	Consistently assists gifted students, students with disabilities, and at-risk students with adequate accommodations through collaboration with specialists when appropriate	Consistently assists gifted students, students with disabilities, and at-risk students with adequate accommodations <b>AND</b> interventions through collaboration with specialists when appropriate

**Comments: Additional documentation must be provided for any element scored as a “0-Unsatisfactory” or a “3-Accomplished”.**

Score	Standard 2: Content Elements	0 – Unsatisfactory (SUBSTANDARD)	1 – Developing (AWARENESS)	2 – Proficient (APPLICATION)	3 – Accomplished (EXPERTISE)
	2.1 Candidate knows the content they teach and uses their knowledge of content-specific concepts, assumptions and skills to plan instruction.	Makes repeated or significant errors in content or content-specific concepts	Usually includes accurate knowledge, assumptions, and skills to plan instruction with little consideration for sequence of instruction	Includes accurate knowledge, assumptions, and skills to plan instruction in a sequence that <b>sometimes</b> reflects an understanding of prerequisite relationships among topics and concepts	Includes accurate knowledge, assumptions, and skills to plan instruction in a sequence that <b>consistently</b> reflects an understanding of prerequisite relationships among topics and concepts



Score	Standard 2: Content Elements		0 – Unsatisfactory (SUBSTANDARD)	1 – Developing (AWARENESS)	2 – Proficient (APPLICATION)	3 – Accomplished (EXPERTISE)
	2.2	Candidate understands and uses content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.	Is unaware of knowledge of content-specific instructional strategies to effectively teach the central concepts and skills of the discipline	Is aware of knowledge of content-specific instructional strategies to effectively teach the central concepts and skills of the discipline but are rarely applied	Uses knowledge of content-specific instructional strategies to effectively teach the central concepts and skills of the discipline	Incorporates content-specific instructional strategies to enable students to analyze, build and adapt new understandings
	2.3	Candidate understands school and district curriculum priorities and the Ohio academic content standards.	Is unaware of state/national content standards or district curriculum priorities	Is aware of state/national content standards or district curriculum priorities but are rarely applied in lesson plans	Lesson plans reflect state/national content standards or district curriculum priorities	Lesson plans reflect an application of state/national content standards or district curriculum priorities to maximize student learning
	2.5	Candidate connects content to relevant life experiences and career opportunities.	Is unaware of how to connect content to relevant life experiences	Is aware of how to connect content to relevant life experiences	Uses a variety of resources to connect content to relevant life experiences	Designs innovative learning activities to connect content to relevant life experiences

**Comments: Additional documentation must be provided for any element scored as a “0-Unsatisfactory” or a “3-Accomplished”.**

Score	Standard 3: Assessment Elements		0 – Unsatisfactory (SUBSTANDARD)	1 – Developing (AWARENESS)	2 – Proficient (APPLICATION)	3 – Accomplished (EXPERTISE)
	3.1	Candidate is knowledgeable about assessment types, their purposes and the data they generate.	Is unaware of assessment types, their purposes and the data they generate	Is aware of assessment types and their purposes but is unable to describe ways to use the data generated	Is aware of assessment types and their purposes and is able to describe ways to use the data generated	Is aware of when to use different assessment types in varied situations and can describe how to use the data generated to improve teaching and learning
	3.2	Candidate selects, develops and uses a variety of diagnostic, formative and summative assessments.	Is unaware of a variety of diagnostic, formative and summative assessments	Is aware of a variety of diagnostic, formative and summative assessments but is rarely applied	Selects, develops, and uses a variety of formative <b>OR</b> summative assessments	Selects, develops, and uses a <b>variety</b> of diagnostic, formative <b>AND</b> summative assessments

**Comments: Additional documentation must be provided for any element scored as a “0-Unsatisfactory” or a “3-Accomplished”.**

Score	Standard 4: Instruction Elements	0 – Unsatisfactory (SUBSTANDARD)	1 – Developing (AWARENESS)	2 – Proficient (APPLICATION)	3 – Accomplished (EXPERTISE)
	4.1 Candidate aligns his/her instructional goals and activities with school and district priorities and Ohio’s academic content standards.	Is unaware of how instructional goals and activities align with state/national content standards or district curriculum priorities	Is aware of how instructional goals and activities align with state/national content standards or district curriculum priorities but is rarely applied	Instructional goals and activities are aligned with state/national content standards or district curriculum priorities	Instructional goals and activities are aligned with state/national content standards or district curriculum priorities <b>AND</b> are implemented with fidelity
	4.3 Candidate communicates clear learning goals and explicitly links learning activities to those defined goals.	Is unaware of how to communicate clear learning goals	Is aware of how to communicate clear learning goals but does not explicitly link learning activities to those defined goals	Communicates clear learning goals <b>AND</b> explicitly links learning activities to those defined goals	Establishes and communicates challenging learning goals based on the needs of the students <b>AND</b> explicitly links learning activities to those defined goals
	4.4 Candidate applies knowledge of how students think and learn to instructional design and delivery.	Is unaware of how students think and learn	Is aware of how students think and learn but rarely applies it to instructional design and delivery	Applies knowledge of how students think and learn to instructional design and delivery	Applies knowledge of how students think and learn <b>AND</b> uses research based instructional activities that are sequenced and link the content of previous and future learning experiences
	4.7 Candidate uses resources effectively, including technology, to enhance student learning.	Is not aware of how to use resources effectively, including technology, to enhance student learning	Is aware of how to use resources effectively, including technology, to enhance student learning	Uses resources effectively, including technology, to enhance student learning	Selects, prioritizes, and uses teaching resources, curriculum materials, and technology for their comprehensiveness, accuracy and usefulness for meeting student needs

**Comments: Additional documentation must be provided for any element scored as a “0-Unsatisfactory” or a “3-Accomplished”.**

Score	Standard 5: Learning Environment Elements	0 – Unsatisfactory (SUBSTANDARD)	1 – Developing (AWARENESS)	2 – Proficient (APPLICATION)	3 – Accomplished (EXPERTISE)
	5.1 Candidate treats all students fairly and establishes an environment that is respectful, supportive and caring.	Unfair, disrespectful, and ambivalent	Rarely treats all students fairly and/or has not established a classroom environment that is respectful, supportive, and caring	Treats all students fairly and has established a classroom environment that is respectful, supportive, and caring	Collaborates with students to develop shared values and expectations for respectful interactions and individual and group responsibility to create a positive learning climate of mutual respect, support and care

Score	Standard 5: Learning Environment Elements		0 – Unsatisfactory (SUBSTANDARD)	1 – Developing (AWARENESS)	2 – Proficient (APPLICATION)	3 – Accomplished (EXPERTISE)
	5.2	Candidate creates an environment that is physically and emotionally safe.	Classroom is emotionally and physically unsafe	Rarely creates a classroom environment that is physically <b>and</b> emotionally safe	Creates a classroom environment that is physically <b>and</b> emotionally safe	Provides a physically <b>and</b> emotionally safe learning environment that accommodates all students. Clarifies standards of conduct and anticipates and responds to appropriate and inappropriate behavior using a variety of strategies
	5.4	Candidate creates learning situations in which students work independently, collaboratively and/or as a whole class.	Is unaware of how to create learning situations in which students work independently, collaboratively and/or as a whole class	Is aware of how to create learning situations in which students work independently, collaboratively and/or as a whole class	Creates effective learning situations through the selection of independent, collaborative, or whole class experiences	Creates effective learning situations through the selection of effective independent, collaborative, or whole class experiences to maximize student learning
	5.5	Candidate maintains an environment that is conducive to learning for all students.	Disruptive, nonproductive environment	Rarely begins class in an organized and purposeful manner, uses time effectively, transitions well, and establishes and maintains routines that are conducive to learning for all students	Begins class in an organized and purposeful manner, uses time effectively, transitions well, and establishes and maintains routines that are conducive to learning for all students	Organize, allocate and manage the resources of time, space and attention to actively and equitably engage students in learning
	5.5B	Candidate maintains effective classroom management of student behavior, including inappropriate use of technology by students.	No plan exists for controlling inappropriate student behavior	Has an appropriate plan for managing student behavior, but does not implement it consistently	Has an appropriate plan for managing student behavior and implements it consistently	Anticipates potential problems, has a proactive classroom management style, and is able to resolve conflicts without confrontation

**Comments: Additional documentation must be provided for any element scored as a “0-Unsatisfactory” or a “3-Accomplished”.**

Score	Standard 6: Collaboration and Communication Elements		0 – Unsatisfactory (SUBSTANDARD)	1 – Developing (AWARENESS)	2 – Proficient (APPLICATION)	3 – Accomplished (EXPERTISE)
	6.1	Candidate communicates clearly and effectively.	Ineffective <b>or</b> inappropriate written <b>or</b> oral communication with students	Rarely uses effective <b>and</b> appropriate written <b>and</b> oral communication with students	Uses effective <b>and</b> appropriate written <b>and</b> oral communication with students	Tailors communication to the specific setting, purpose and audience. Employs a range of communication tools including technology and media to maximize communication

**Comments: Additional documentation must be provided for any element scored as a “0-Unsatisfactory” or a “3-Accomplished”.**

Score	Standard 7: Professional Responsibility and Growth Elements	0 – Unsatisfactory (SUBSTANDARD)	1 – Developing (AWARENESS)	2 – Proficient (APPLICATION)	3 – Accomplished (EXPERTISE)
	7.1 Candidate understands, upholds and follows professional ethics, policies and legal codes of professional conduct.	Unethical; potentially illegal behavior	Rarely understands, upholds, and follows professional ethics, policies, but always follows legal codes of professional conduct	Understands, upholds, and follows professional ethics, policies, and always follows legal codes of professional conduct	Understands, upholds, follows and <u>promotes</u> professional ethics, policies, and legal codes of professional conduct

**Comments: Additional documentation must be provided for any element scored as a “0-Unsatisfactory” or a “3-Accomplished”.**

<i>Dispositions: Using the following criteria, check the appropriate box to evaluate the candidate’s professional dispositions.</i>					
		0-Unacceptable	1-Acceptable	2-Very Good	3-Excellent
1	Regular and Punctual Attendance				
2	Dependable and Responsible (e.g., initiates timely communication with cooperating teacher and supervisor regarding absences, scheduling, documentation, etc.)				
3	Demonstrates positive communication style with students, colleagues, and supervisor				
4	Appropriate use of technology for non-classroom activities (e.g., not using Facebook, texting, personal emails, etc.)				
5	Appropriate Role Model (e.g., passion for teaching, positive attitude, no inappropriate content on personal websites such as Facebook or Twitter, not “friending” students, etc.)				
6	Appropriate Professional Appearance (e.g., proper attire, personal hygiene, etc.)				
7	High Ethical Standards (e.g., proper citation of resources, not representing others’ work as your own, adhering to the Student Academic Code of Conduct, etc.)				
8	Appropriate Grammar and Vocabulary (including use of slang, inappropriate humor, etc.)				
9	Responsive to Constructive Feedback				
10	Respects Privacy of Students and Confidentiality of Information				

**Comments: Please provide additional documentation for any disposition that is scored as “0-Unacceptable”.**

**Judith Herb College of Education at The University of Toledo  
Student Teaching Mid-Semester and Final Evaluation**

<b>Candidate</b>	<b>Date</b>	<b>Grade Recommendation</b>		
<b>Course Name and Number</b>	<b>Student Signature</b>			
<b>Program &amp; Major</b>	<input type="checkbox"/> Undergraduate	<input type="checkbox"/> Graduate	<input type="checkbox"/> Mid-Semester	<input type="checkbox"/> Final
<b>Cooperating Teacher(s)</b>	<b>School/Grade Level/Content Area(s)</b>			
<b>University Supervisor</b>	<b>Signature of Evaluator</b>			

**Candidate Performance**

*Review the broad definitions below before evaluating teacher candidates.*

*“Accomplished” should be reserved for teacher candidates who are exceptional. This scoring guide should not be associated with an A to F grading scale. A 3-Accomplished (Expertise) should not be associated with an “A”, a 2-Proficient (Application) should not be associated with a “B”, and a 1-Developing (Awareness) should not be associated with a “C”.*

		<b>0 – Unsatisfactory (SUBSTANDARD)</b>	<b>1 – Developing (AWARENESS)</b>	<b>2 – Proficient (APPLICATION)</b>	<b>3 – Accomplished (EXPERTISE)</b>
	Candidate	<ul style="list-style-type: none"> <li>• Is incapable of planning and teaching without cooperating teacher assistance</li> <li>• Lacks an understanding of best practices of instruction</li> <li>• Significantly lacks an understanding of content and content-specific concepts</li> </ul>	Candidate <ul style="list-style-type: none"> <li>• Relies extensively on the cooperating teacher for instructional support</li> <li>• Understands best practices of instruction but is unable to demonstrate on a consistent basis</li> <li>• Gaining an understanding of content and content-specific concepts</li> </ul>	Candidate <ul style="list-style-type: none"> <li>• Relies minimally on the cooperating teacher for instructional support</li> <li>• Applies best practices to daily instruction</li> <li>• Has a general understanding of content and content-specific concepts</li> </ul>	Candidate <ul style="list-style-type: none"> <li>• Teaches independently</li> <li>• Consistently applies best practice to daily instruction (e.g., focus on student learning, teaching strategies, assessment, classroom management, etc.)</li> <li>• Has a deep understanding of content and content-specific concepts</li> </ul>

Score	Standard 1: Students Elements	0 – Unsatisfactory (SUBSTANDARD)	1 – Developing (AWARENESS)	2 – Proficient (APPLICATION)	3 – Accomplished (EXPERTISE)
	1.1 Candidate displays knowledge of how students learn and of the developmental characteristics of age groups.	Does not base plans or strategies on child development or learning theory	Is aware of student development or learning theory in planning but does not apply during instruction <b>OR</b> plans do not reflect student development or learning theory but demonstrates application during instruction	Bases plans and instruction on student development and learning theory some of the time	Bases plans and instruction on student development and learning theory a majority of the time
	1.2 Candidate understands what students know and are able to do and uses this knowledge to meet the needs of all students.	Does not use knowledge of what students know in order to plan instruction	Is aware of what students know but demonstrates limited use of what students know in order to plan instruction	Makes use of what students know to differentiate instruction <u>some</u> of the time	Makes use of what students know to differentiate instruction <u>most</u> of the time
	1.3 Candidate expects that all students will achieve to their full potential.	Cannot identify specific and challenging expectations for learning activities	Can identify specific and challenging expectations for learning activities, but rarely applies in practice	Sets specific and challenging expectations for all learning activities	Sets specific and challenging expectations for each individual student and learning activities
	1.4 Candidate models respect for students’ diverse cultures, language skills and experiences.	Disrespectful, cites stereotypes, discriminates, avoids certain children	Displays limited knowledge of cultural heritage and individual difference <b>OR</b> builds limited rapport with students	Demonstrates respect of knowledge for cultural heritage and individual difference <b>AND</b> builds rapport with students	Utilizes cultural and individual difference to enhance learning of all students <b>AND</b> builds rapport with and between students
	1.5 Candidate recognizes characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.	Does not recognize the characteristics of gifted students, students with disabilities, and at-risk students	Is aware of the characteristics of gifted students, students with disabilities, and at-risk students, but applies limited accommodations	Consistently assists gifted students, students with disabilities, and at-risk students with adequate accommodations through collaboration with specialists when appropriate	Consistently assists gifted students, students with disabilities, and at-risk students with adequate accommodations <b>AND</b> interventions through collaboration with specialists when appropriate

**Comments:** Additional documentation must be provided for any element scored as a “0-Unsatisfactory” or a “3-Accomplished”.

Score	Standard 2: Content Elements	0 – Unsatisfactory (SUBSTANDARD)	1 – Developing (AWARENESS)	2 – Proficient (APPLICATION)	3 – Accomplished (EXPERTISE)
	2.1 Candidate knows the content they teach and uses their knowledge of content-specific concepts, assumptions and skills to plan instruction.	Makes repeated or significant errors in content or content-specific concepts	Usually includes accurate knowledge, assumptions, and skills to plan instruction with little consideration for sequence of instruction	Includes accurate knowledge, assumptions, and skills to plan instruction in a sequence that <b>sometimes</b> reflects an understanding of prerequisite relationships among topics and concepts	Includes accurate knowledge, assumptions, and skills to plan instruction in a sequence that <b>consistently</b> reflects an understanding of prerequisite relationships among topics and concepts
	2.2 Candidate understands and uses content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.	Is unaware of knowledge of content-specific instructional strategies to effectively teach the central concepts and skills of the discipline	Is aware of knowledge of content-specific instructional strategies to effectively teach the central concepts and skills of the discipline but are rarely applied	Uses knowledge of content-specific instructional strategies to effectively teach the central concepts and skills of the discipline	Incorporates content-specific instructional strategies to enable students to analyze, build and adapt new understandings
	2.3 Candidate understands school and district curriculum priorities and the Ohio academic content standards.	Is unaware of state/national content standards or district curriculum priorities	Is aware of state/national content standards or district curriculum priorities but are rarely applied in lesson plans	Lesson plans reflect state/national content standards or district curriculum priorities	Lesson plans reflect an application of state/national content standards or district curriculum priorities to maximize student learning
	2.4 Candidate understands the relationship of knowledge within the content area to other content areas.	Is unaware of how to make relevant content connections between disciplines	Is aware of how to make relevant content connections between disciplines but rarely is applied	Makes relevant connections between disciplines	Collaboratively constructs interdisciplinary learning strategies that make connections between disciplines
	2.5 Candidate connects content to relevant life experiences and career opportunities.	Is unaware of how to connect content to relevant life experiences	Is aware of how to connect content to relevant life experiences	Uses a variety of resources to connect content to relevant life experiences	Designs innovative learning activities to connect content to relevant life experiences

**Comments:** Additional documentation must be provided for any element scored as a “0-Unsatisfactory” or a “3-Accomplished”.

Score	Standard 3: Assessment Elements	0 – Unsatisfactory (SUBSTANDARD)	1 – Developing (AWARENESS)	2 – Proficient (APPLICATION)	3 – Accomplished (EXPERTISE)
	<b>3.1</b> Candidate is knowledgeable about assessment types, their purposes and the data they generate.	Is unaware of assessment types, their purposes and the data they generate	Is aware of assessment types and their purposes but is unable to describe ways to use the data generated	Is aware of assessment types and their purposes and is able to describe ways to use the data generated	Is aware of when to use different assessment types in varied situations and can describe how to use the data generated to improve teaching and learning
	<b>3.2</b> Candidate selects, develops and uses a variety of diagnostic, formative and summative assessments.	Is unaware of a variety of diagnostic, formative and summative assessments	Is aware of a variety of diagnostic, formative and summative assessments but is rarely applied	Selects, develops, and uses a variety of formative <b>AND</b> at least one summative assessment	Selects, develops, and uses a <b>variety</b> of diagnostic, formative <b>AND</b> summative assessments
	<b>3.3</b> Candidate analyzes data to monitor student progress and learning, and to plan, differentiate and modify instruction.	Is unaware of how to analyze data to monitor student progress and learning, or to plan, differentiate and modify instruction	Is aware of how to analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction	Analyzes data to monitor student progress and learning, and to plan, differentiate and modify instruction	Uses data to monitor student progress toward achievement of school and district curriculum priorities and the Ohio Academic Content Standards.
	<b>3.4</b> Candidate collaborates and communicates student progress with students, parents and colleagues.	Is unaware of how to collaborate and communicate about student progress with students, parents and colleagues	Is aware of how to collaborate and communicate about student progress with students, parents and colleagues	Communicates student progress with students, colleagues or parents	Collaborates <b>AND</b> communicates student progress with students, colleagues <b>AND</b> parents

**Comments:** Additional documentation must be provided for any element scored as a “0-Unsatisfactory” or a “3-Accomplished”.

Score	Standard 4: Instruction Elements	0 – Unsatisfactory (SUBSTANDARD)	1 – Developing (AWARENESS)	2 – Proficient (APPLICATION)	3 – Accomplished (EXPERTISE)
	<b>4.1</b> Candidate aligns his/her instructional goals and activities with school and district priorities and Ohio’s academic content standards.	Is unaware of how instructional goals and activities align with state/national content standards or district curriculum priorities	Is aware of how instructional goals and activities align with state/national content standards or district curriculum priorities but is rarely applied	Instructional goals and activities are aligned with state/national content standards or district curriculum priorities	Instructional goals and activities are aligned with state/national content standards or district curriculum priorities <b>AND</b> are implemented with fidelity
	<b>4.2</b> Candidate uses information about students’ learning and performance to plan and deliver instruction that will close the achievement gap.	Is unaware of information about students’ learning and performance to plan and deliver instruction to improve student achievement	Is aware of how to use information about students’ learning and performance to plan and deliver instruction to improve student achievement, but is rarely applied	Uses information about students’ learning and performance to plan and deliver instruction to improve student achievement	Adjusts instruction based on student learning and developmental level. Identifies how individual experience, prior learning, culture and family influence student learning and plan instruction accordingly



Score	Standard 4: Instruction Elements	0 – Unsatisfactory (SUBSTANDARD)	1 – Developing (AWARENESS)	2 – Proficient (APPLICATION)	3 – Accomplished (EXPERTISE)
4.3	Candidate communicates clear learning goals and explicitly links learning activities to those defined goals.	Is unaware of how to communicate clear learning goals	Is aware of how to communicate clear learning goals but does not explicitly link learning activities to those defined goals	Communicates clear learning goals <b>AND</b> explicitly links learning activities to those defined goals	Establishes and communicates challenging learning goals based on the needs of the students <b>AND</b> explicitly links learning activities to those defined goals
4.4	Candidate applies knowledge of how students think and learn to instructional design and delivery.	Is unaware of how students think and learn	Is aware of how students think and learn but rarely applies it to instructional design and delivery	Applies knowledge of how students think and learn to instructional design and delivery	Applies knowledge of how students think and learn <b>AND</b> uses research based instructional activities that are sequenced and link the content of previous and future learning experiences
4.5	Candidate differentiates instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at risk students.	Is unaware of how to differentiate instruction to support the learning needs of all students	Is aware of how to differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at risk students, but rarely applies	Differentiates instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at risk students	Uses data to differentiate instruction to support the learning needs of individual students, including students identified as gifted, students with disabilities and at risk students
4.6	Candidate creates and selects activities that are designed to help students develop as independent learners and complex problem-solvers.	Is unaware of how to create and select activities that are designed to help students develop as independent learners and complex problem-solvers	Is aware of how to create and select activities that are designed to help students develop as independent learners and complex problem-solvers, but is rarely applied	Creates and selects activities that are designed to help students develop as independent learners and complex problem-solvers	Creates and selects activities <b>AND</b> asks and responds to challenging questions that help students develop as independent learners and complex problem-solvers
4.7	Candidate uses resources effectively, including technology, to enhance student learning.	Is not aware of how to use resources effectively, including technology, to enhance student learning	Is aware of how to use resources effectively, including technology, to enhance student learning	Uses resources effectively, including technology, to enhance student learning	Selects, prioritizes, and uses teaching resources, curriculum materials, and technology for their comprehensiveness, accuracy and usefulness for meeting student needs

**Comments: Additional documentation must be provided for any element scored as a “0-Unsatisfactory” or a “3-Accomplished”.**

Score	Standard 5: Learning Environment Elements		0 – Unsatisfactory (SUBSTANDARD)	1 – Developing (AWARENESS)	2 – Proficient (APPLICATION)	3 – Accomplished (EXPERTISE)
	5.1	Candidate treats all students fairly and establishes an environment that is respectful, supportive and caring.	Unfair, disrespectful, and ambivalent	Rarely treats all students fairly and/or has not established a classroom environment that is respectful, supportive, and caring	Treats all students fairly and has established a classroom environment that is respectful, supportive, and caring	Collaborates with students to develop shared values and expectations for respectful interactions and individual and group responsibility to create a positive learning climate of mutual respect, support and care
	5.2	Candidate creates an environment that is physically and emotionally safe.	Classroom is emotionally and physically unsafe	Rarely creates a classroom environment that is physically <b>and</b> emotionally safe	Creates a classroom environment that is physically <b>and</b> emotionally safe	Provides a physically <b>and</b> emotionally safe learning environment that accommodates all students. Clarifies standards of conduct and anticipates and responds to appropriate and inappropriate behavior using a variety of strategies
	5.3	Candidate motivates students to work productively and assume responsibility for their own learning.	Is unaware of how to motivate students to work productively and assume responsibility for their own learning	Is aware of how to motivate students to work productively and assume responsibility for their own learning but is rarely applied	Motivates students to work productively and assume responsibility for their own learning	Encourages self-directed learning by motivating, engaging and teaching students specific skills essential to self-directed learning
	5.4	Candidate creates learning situations in which students work independently, collaboratively and/or as a whole class.	Is unaware of how to create learning situations in which students work independently, collaboratively and/or as a whole class	Is aware of how to create learning situations in which students work independently, collaboratively and/or as a whole class	Creates effective learning situations through the selection of independent, collaborative, or whole class experiences	Creates effective learning situations through the selection of effective independent, collaborative, or whole class experiences to maximize student learning
	5.5	Candidate maintains an environment that is conducive to learning for all students.	Disruptive, nonproductive environment	Rarely begins class in an organized and purposeful manner, uses time effectively, transitions well, and establishes and maintains routines that are conducive to learning for all students	Begins class in an organized and purposeful manner, uses time effectively, transitions well, and establishes and maintains routines that are conducive to learning for all students	Organize, allocate and manage the resources of time, space and attention to actively and equitably engage students in learning
	5.5B	Candidate maintains effective classroom management of student behavior, including inappropriate use of technology by students.	No plan exists for controlling inappropriate student behavior	Has an appropriate plan for managing student behavior, but does not implement it consistently	Has an appropriate plan for managing student behavior and implements it consistently	Anticipates potential problems, has a proactive classroom management style, and is able to resolve conflicts without confrontation

**Comments: Additional documentation must be provided for any element scored as a “0-Unsatisfactory” or a “3-Accomplished”.**

Score	Standard 6: Collaboration & Communication Elements		0 – Unsatisfactory (SUBSTANDARD)	1 – Developing (AWARENESS)	2 – Proficient (APPLICATION)	3 – Accomplished (EXPERTISE)
	6.1	Candidate communicates clearly and effectively.	Ineffective <b>or</b> inappropriate written <b>or</b> oral communication with students	Rarely uses effective <b>and</b> appropriate written <b>and</b> oral communication with students	Uses effective <b>and</b> appropriate written <b>and</b> oral communication with students	Tailors communication to the specific setting, purpose and audience. Employs a range of communication tools including technology and media to maximize communication
	6.2	Candidate shares responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.	Is unaware of how to share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health	Is aware of how to share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health but rarely applies	Uses effective <b>and</b> appropriate written <b>and</b> oral communication with parents <b>AND sometimes</b> involves parents and caregivers in the educational process	Uses effective <b>and</b> appropriate written <b>and</b> oral communication with parents <b>AND actively</b> engages parents and caregivers in the educational process
	6.3	Candidate collaborates effectively with other teachers, administrators, and school and district staff.	Is unaware of how to collaborate with other teachers, administrators, school and/or district staff	Is aware of how to collaborate with other teachers, administrators, school and/or district staff but rarely applies	Collaborates effectively with other teachers, administrators, school and/or district staff	Engages in teaming efforts with colleagues to examine problems of practice, analyze student work and identify effective strategies
	6.4	Candidate collaborates effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.	Is unaware of how to collaborate effectively with the local community and community agencies to promote a positive environment for student learning	Is aware of how to collaborate effectively with the local community and community agencies to promote a positive environment for student learning	When appropriate, collaborates effectively with the local community and community agencies to promote a positive environment for student learning	Builds partnerships with local community agencies in response to identified needs of students to maximize learning

**Comments: Additional documentation must be provided for any element scored as a “0-Unsatisfactory” or a “3-Accomplished”.**

Score	Standard 7: Professional Responsibility & Growth Elements		0 – Unsatisfactory (SUBSTANDARD)	1 – Developing (AWARENESS)	2 – Proficient (APPLICATION)	3 – Accomplished (EXPERTISE)
	7.1	Candidate understands, upholds and follows professional ethics, policies and legal codes of professional conduct.	Unethical; potentially illegal behavior	Rarely understands, upholds, and follows professional ethics, policies, but always follows legal codes of professional conduct	Understands, upholds, and follows professional ethics, policies, and always follows legal codes of professional conduct	Understands, upholds, follows and <u>promotes</u> professional ethics, policies, and legal codes of professional conduct

Score	Standard 7: Professional Responsibility & Growth Elements	0 – Unsatisfactory (SUBSTANDARD)	1 – Developing (AWARENESS)	2 – Proficient (APPLICATION)	3 – Accomplished (EXPERTISE)
	7.2 Candidate takes responsibility for engaging in continuous, purposeful professional development.	Does not participate in any professional development	Rarely takes responsibility for engaging in continuous, purposeful professional development (e.g., attends school faculty meetings, in-service meetings, seminar class, and student teacher conferences)	Takes responsibility for engaging in continuous, purposeful professional development (e.g., attends school faculty meetings, in-service meetings, seminar class, and student teacher conferences)	Actively involved in professional and community organizations that advance teaching and learning

**Comments:** Additional documentation must be provided for any element scored as a “0-Unsatisfactory” or a “3-Accomplished”.

<i>Dispositions: Using the following criteria, check the appropriate box to evaluate the candidate’s professional dispositions.</i>					
		0-Unacceptable	1-Acceptable	2-Very Good	3-Excellent
1	Regular and Punctual Attendance				
2	Dependable and Responsible (e.g., initiates timely communication with cooperating teacher and supervisor regarding absences, scheduling, documentation, etc.)				
3	Demonstrates positive communication style with students, colleagues, and supervisor				
4	Appropriate use of technology for non-classroom activities (e.g., not using Facebook, texting, personal emails, etc.)				
5	Appropriate Role Model (e.g., passion for teaching, positive attitude, no inappropriate content on personal websites such as Facebook or Twitter, not “friending” students, etc.)				
6	Appropriate Professional Appearance (e.g., proper attire, personal hygiene, etc.)				
7	High Ethical Standards (e.g., proper citation of resources, not representing others’ work as your own, adhering to the Student Academic Code of Conduct, etc.)				
8	Appropriate Grammar and Vocabulary (including use of slang, inappropriate humor, etc.)				
9	Responsive to Constructive Feedback				
10	Respects Privacy of Students and Confidentiality of Information				

**Comments:** Please provide additional documentation for any disposition that is scored as “0-Unacceptable”.

## Co-Teaching Strategies & Examples

Strategy	Definition/Example
<b>One Teach, One Observe</b>	One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation - where the teacher doing the observation is observing specific behaviors. <i>Example:</i> One teacher can observe students for their understanding of directions while the other leads.
<b>One Teach, One Assist</b>	An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. <i>Example:</i> While one teacher has the instructional lead, the person assisting can be the "voice" for the students when they don't understand or are having difficulties.
<b>Station Teaching</b>	The co-teaching pair divides the instructional content into parts - Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station - often an independent station will be used along with the teacher led stations. <i>Example:</i> One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.
<b>Parallel Teaching</b>	Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio. <i>Example:</i> Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.
<b>Supplemental Teaching</b>	This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated. <i>Example:</i> One teacher may work with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment.
<b>Alternative (Differentiated)</b>	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different. <i>Example:</i> One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.
<b>Team Teaching</b>	Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader - as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. <i>Example:</i> Both instructors can share the reading of a story or text so that the students are hearing two voices.

*The strategies are not hierarchical - they can be used in any order and/or combined to best meet the needs of the students in the classroom.*