



Welcome Cooperating Teachers! This material has been prepared to provide an overview of the important guidelines, policies and information for the student teaching experience. We hope it will be a helpful source of answers to questions about UMD's Early Childhood, Elementary, Secondary and K-12 student teaching programs. Please read the material before the student teaching experience begins and keep it handy as a reference if questions should arise. This material is from the Student Teaching Handbook, which can be found in its entirety at:

http://www.d.umn.edu/educ/programs/field_experience/index.html

We would like to take this opportunity to thank you for continuing to assist us in preparing new teachers. We know our student teachers join us in expressing our sincere appreciation for your support and assistance.

We extend an invitation to all of you to feel free to contact those listed below if you have any questions or concerns.

Office of Field Experience contacts:

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|-----------------------------|---|
| Office of Field Experiences | 120 Montague Hall, 1211 Ordean Ct,
Duluth, MN 55812, (218) 726-8627 |
| James Sersha | Coordinator of Field Experiences for Elementary, Early Childhood, and Special Education, 120 Montague Hall
jsersha@d.umn.edu (218) 726-7483 |
| Pamela Roth | Coordinator of Field Experiences for Secondary and K-12 Education, 120 Montague Hall
proth1@d.umn.edu (218) 726-8494 |
| Tracy Ausmus | Office of Field Experiences <i>Executive Office and Admin. Specialist</i>
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Education Department Faculty Coordinators:

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|--------------------|--|----------|-----------------------------------|
| Frank Guldbrandsen | fguldbra@d.umn.edu | 726-8172 | Secondary & K-12 Education |
| Jean Stevenson | jsteven1@d.umn.edu | 726-7451 | Elementary Education |
| Kim Riordan | kriordan@d.umn.edu | 726-7251 | Unified Early Childhood Education |
| Joyce Strand | jstrand1@d.umn.edu | 726-8182 | Special Education |

Expectations of the Cooperating Teacher

The responsibilities listed below are those expected of cooperating teachers across all program areas in the Department of Education. Program areas may also provide guidelines to cooperating teachers that are specific to the needs of the particular content or licensure area.

It is the student teacher's responsibility to arrange a meeting with you before their first day.

Orient the student teacher to the school

- Culture of the school and faculty
- Layout of the school facility
- Organization of school programs
- School policies, handbooks, and guidelines
- Use of school computer system, audio visual equipment and other relevant technology
- Staff responsibilities
- Support services
- School schedule
- Nature of student population
- Safety issues and procedures

Orient the student teacher to the classroom

- Physical arrangements
- Nature of student population
- Norms and rules
- Daily routines
- Classroom management policies
- Curricular goals and materials
- Use of textbooks
- Share your personal style for writing lesson plans and why it works for you
- Instructional approaches
- Evaluation procedures
- Instructional support services and first aid procedures

Plan with the student teacher for the student teaching experience

- Determine long range plans and schedule for increased teaching responsibilities
- Clarify planning expectations and procedures
- Determine specific teaching responsibilities including what subject area or classes the student teacher will teach first, second, etc.
- Determine which unit(s) the student teacher will plan and teach
- During the first few weeks involve student teacher in general classroom duties
- Schedule regular conference times with the student teacher
- Make arrangements for supervisory observations and feedback
- Identify additional responsibilities within the school program

Review and provide feedback about instructional plans prior to implementation

- Help the student teacher clarify and think through their lessons and units of instruction
- Help the student teacher avoid pitfalls of a poorly planned lesson
- Help the student teacher reflect on goals and expectations
- Check student teacher's plans on a daily/weekly basis

Observe instruction on a regular basis and provide feedback

- Meet with the student teacher prior to the observation to discuss the lesson
- Provide descriptions that permit the student teacher to reflect on his/her performance and improve upon it
- Observe the student teacher regularly (both formally scheduled observations as well as informal observations)
- Provide regular, informal feedback in written and oral form
- Help the student teacher develop goals and strategies based on the feedback

Evaluate the performance of the student teacher

- Help the student teacher understand the Minnesota Standards of Effective Practice for Teachers
- Conduct weekly conferences in which the student teacher's performance is reviewed and evaluated in terms of the standards
- Complete the **mid-term evaluation form** which is on line. Discuss the evaluation with the student teacher and the University supervisor.
- Request or attend student teaching case conferences when necessary
- Write a **letter of recommendation** for the student teacher's credential file when requested by the student teacher
- **Complete final evaluation form**

Student Teaching Professional Checklist

- Be appropriately groomed at all times.
- Be prompt at all times.
- Use proper grammar, spelling and punctuation.
- Obtain and know the policies of the school.
- Show initiative.
 1. Participate as a full faculty member
 2. Attend faculty meetings
 3. Participate in parent teacher conferences
 4. Volunteer
 5. Attend a student staffing
- Write detailed lesson plans and maintain a written reflective journal.
- Display enthusiasm and interest.
- Use your time efficiently.
- Complete and submit a self-evaluation at the end of the experience.
- Follow the school calendar of the district in which you are student teaching (student teachers do not follow the UMD calendar during student teaching), however, you do begin at the beginning of UMD's semester and end when UMD's semester ends.**
- If you have any concerns, contact your UMD Supervisor and/or the Field Experience Office.
- See procedure for Student Teacher Experiencing Problems.

Responsibilities of the Student Teacher

The responsibilities listed here are expected of student teachers in all initial licensure programs across the Department of Education. Student teachers will find that observing and following these responsibilities will help ensure a successful field experience. Each program area may determine additional responsibilities and activities.

1. **Contact** your cooperating teacher within one week of the Placement Meeting.
2. **Arrange** to meet with your cooperating teacher prior to the first day of student teaching
3. **Before** you begin student teaching, contact your UMD Supervisor to go over the expectations during your student teaching experience
4. **Establish** a time for you and your UMD Supervisor to have a readiness conference with your cooperating teacher
5. **Contact** the Office of Field Experiences and/or your UMD Supervisor if you have concerns
6. **Maintain** the hours required of your cooperating teacher- do not leave for lunch- do not leave during a prep period
7. **Follow** the school calendar of the district in which you are student teaching
8. **Become familiar** with the building and school policies:
 - Learn about medical procedures for your building, such as, blood borne pathogens
 - Learn about safety issues for the building, such as, evacuation procedures
 - Learn if any of your students have medical problems, such as, bee sting allergies
 - Learn if any of your students are on an IEP
 - Learn about the school's support services
 - Learn about the classroom's management policies
 - Learn about the use of the school's computer system and other technology equipment
9. **Maintain** your reflective writings-see pages 14 & 15 in the Handbook
10. **Complete the on-line assessments for the mid term and for your final grade**
11. **Write** detailed lesson plans –see page 9 in the Handbook
12. **Complete** the Student Teaching Assessment Form, the content assessment form, and the Office of Field Experiences Survey Form, by the last two weeks of student teaching
13. **Participate** at parent teacher conferences, faculty meetings, department meetings, etc
14. **Be** appropriately groomed
15. **Volunteer**
16. **Show** initiative
17. **Use** proper grammar, spelling, and punctuation
18. **Organize** and maintain records of student grades and assignments
19. **Return** student work on a timely basis
20. Follow the Professional Code of Ethics
21. Complete a Standards-Based Portfolio that encompasses material from Block I, Block II, and student teaching.
22. **Notify** your cooperating teacher, as early as possible, if you will be absent
 - 3 absences are allowed during your student teaching experience
 - Establish procedures for someone else to teach your lesson if you are absent
23. **See** pages 16 & 17 in the Handbook, if a student teacher problem should occur

24. If a student teacher has a concern, there is an appeals policy in the handbook that includes information about **MN Statute 122A.09**
25. **Monitor** your UMD email site on a regular basis
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Planning and teaching responsibilities:

Responsibilities for planning and teaching are different for early childhood student teachers, elementary student teachers and for secondary/K-12 student teachers:

Unified Early Childhood Student Teachers(birth-grade 3) and ECSE:

- Show evidence of planning daily lessons with the objectives and methods for the lessons well described and a method for evaluating the outcomes of the lessons. All lesson plans developed during the experience must be kept in an organized manner in a three-ring notebook according to the date and order lesson taught. At least one lesson plan per day should include a brief written evaluation.
- Plan and implement a two week unit in each student teaching placement.
- Be responsible for teaching full-time including all transitions for at least two weeks during each placement.

Elementary Student Teachers:

- Must prepare and teach two shorter units or one long unit on a topic or topics to be selected in consultation with your cooperating teacher. The unit(s) and daily lesson plans must be written out in full. The unit(s) must follow the format that is included in this handbook. After implementation of the unit(s), the student teacher must write a self-evaluation that is to be handed in to her/his university supervisor. The minimum length of the units is two weeks. If the student teacher chooses to teach on one long unit rather than two shorter units, it should be a minimum of four weeks in length. The first unit should be taught during the first eight weeks of the semester. The second unit should be taught before the end of the last week of student teaching. If the student teacher chooses to teach one long unit, the unit must be taught before the end of the last week of student teaching. The student teacher must submit her/ his unit for approval by her/ his cooperating teacher and UMD supervisor before initiating the unit(s). Units must be turned in at the end of the semester for a final check by the university supervisor. The university supervisor will observe the student teacher at least five times. Depending on the cooperating teacher's and university supervisor's schedules, the student teacher may be observed when the student teacher is presenting one of the lessons from the unit(s).
- Show evidence of long-range planning for the class.

Secondary/K-12 student teachers:

- Show evidence of planning daily lessons with the objectives and methods for the lessons well described and a method for evaluating the outcomes of the lessons. All lesson plans developed during the experience must be kept in an organized manner in a three-ring notebook according to the date the lesson was taught. At least one lesson plan per day should include a brief written evaluation.
- Plan daily lessons and keep these in a planning book or three ring binder.
- Prepare and teach units (of at least two weeks in length) or a part of a graduation standard on a topic to be selected in consultation with the cooperating teacher.
- All lesson plans must be prepared in advance and reviewed with the cooperating teacher before the lessons are taught.

Lesson and Unit Plans

Lesson Plans

Success can often be traced back to the degree of planning that goes into a business, activity, or event as well as teaching. A well developed lesson plan will meet the needs of the students, have a specific purpose, promote good use of class time, and assist with general classroom management and discipline.

Much of good teaching happens before the school day even begins. Though one cannot always know all of what students will learn in their classes, teachers need to know what they *want* their students to learn. Planning gives teachers a sense of where they are going, so that even as they adjust and respond to students' interests and needs, they are able to move students forward. Planning takes many shapes in the work of different teachers, but one thing is consistent: planning provides a sense of direction.

Student teachers from the teacher education program at the University of Minnesota Duluth have learned about the need for and importance of daily lesson planning. They have been exposed to several different models of lesson plan preparation. Now, during student teaching, it is expected that the student teachers will refine their skills in lesson planning. The lesson planning process also encourages student teachers to think carefully through each lesson *in advance*. The lesson plan provides a guide to be used during the actual teaching process.

Given the importance of lesson planning, all student teachers must complete daily lesson plans for each lesson to be taught. These lesson plans will be shared with the cooperating teacher and university supervisor and used as evidence of the student teacher's thorough planning. These lesson plans should be kept in a folder such as a three-ring binder. Only those lesson plans that will be included in the Standards-based portfolio must be word processed and printed. Other lesson plans may be handwritten.

Lesson Plan Format

Student teachers have learned a variety of lesson plan formats such as the Learner-Sensitive Planning Format, the Cooperative Learning Lesson Plan Format, the Discovery Learning Lesson Plan, and the Preventive Management Plan. They may now have a preference and sense of what works best for them. No matter which format is used, a lesson plan should address at least the following key points:

- Lesson Title
- Subject/Content area
- Date
- Length of Time
- Purpose of Lesson
- Objectives/Outcomes
- Materials/Resources/Equipment Required
- Procedure/Activity Sequence/Outline
Student modifications/Adaptation
- Student Assessment/Assignments/Tasks
- Reflection/Self-Assessment/Evaluation

Unit Planning

Overview

Planning and teaching a unit is a valuable experience for all student teachers. The development of a unit plan assists the student teacher to gain a better sense of the overall objectives and more specifically to become aware of the role of the daily lesson plan as a part of the unit. For a successful unit, the student teacher must plan a series of lessons that take into account the students' interests and needs and the school district's learner outcomes. A logical sequence of lessons should stimulate the students' interests while advancing their education. Units may vary from a few days to a few weeks in length. However, units need to be appropriate for the grade level, classroom, and students who will be involved.

Unit plans are composed of several components. Although the content of the unit may vary, it is expected that the student teacher's unit plan will contain most of the components listed below. It is important the cooperating teacher and student teacher consult with each other to agree on which components will be most appropriate for the selected topic and classroom situation.

Below is an example of a unit plan format:

Unit Plan Outline

- I. Introduction/overview of the unit (including a brief description)
- II. Pretest or assessment activity (KWL, KWL Plus, BKWLQ) that assesses students' prior knowledge
- III. Objectives
 - A. Instructional objectives
 - B. Objectives related to knowledge objectives
 - C. Objectives related to affective domain
- IV. Vocabulary/concepts (may include concept mapping, concept ladders, word study, admit slips, and anticipation guides)
- V. Unit schedule/calendar
- VI. Adaptations for all lessons and assignments that address the individual needs of students
- VII. Daily lesson plans
- VIII. Plans for learning centers, if appropriate:
 - A. Multi-level activities
 - B. Self-directed activities with choices
 - C. Manipulative (performance/competency-based) and paper-pencil activities
- IX. Assessment and evaluation:
 - A. Thorough description of assessment and evaluation of students and teacher throughout the unit including record keeping and grading systems to be used
 - B. Assessment tools and techniques to be used (may include: tests, rubrics, checklists, rating scales, tracking sheets, status of the class sheets, weekly review forms)
 - C. Thorough description of how ongoing assessment will be used to assure that all students are actively engaged and learning
- X. Communication with families including letters, newsletters, etc.
- XI. Technological needs including AV equipment and materials
- XII. Description of how lesson components are integrated across the curriculum (when appropriate)
- XIII. Additional resources and/or material necessary
- XIV. Bibliography

Expectations for University Supervisors

1. Please remember that you represent UMD and your positive participation as a supervisor enables us to continue making placements in our public schools
2. **Get to know** the cooperating teacher and student teacher. If possible, call the cooperating teacher before student teaching begins.
3. **Provide** a phone number or email that may be used if they need to reach you
4. **Gather** all the materials needed for each placement
 - Everything is **color coded** for Early Childhood, Elementary, Secondary, Special Education
 - Collect the materials from the shelves in the Office of Field Experiences
5. All readiness conferences with the cooperating teacher, student teacher, and UMD supervisor, must be held prior to, or no later than the first week of student teaching.
6. At the readiness conference, **discuss the expectations** for the cooperating teacher and for the student teacher:
 - Establish a timeline for when items are due
 - Explain that student teachers must write daily lesson plans and do their reflective writings
 - Establish a time for your first observation
7. **Give** the cooperating teacher the Handbook, the Student Teacher Assessment Form, the grade recommendation sheet, the honorarium, the Office of Field Experiences Survey Form (with an envelope marked att./JS), and the content assessment form
8. Have the cooperating teacher **complete the honorarium** and return the honorarium to the Office of Field Experiences- **Keep** it in a safe place because it includes their social security number. Have the cooperating teacher complete a vendor authorization form, if necessary.
9. **Communicate**, on a regular basis, with the Cooperating Teacher about the candidate's progress
10. Give the student teacher the Office of Field Experiences Survey Form (with an envelope marked att./JS), the content assessment form, and the Student Teaching Assessment Form- **these will be collected at the end of each placement**
11. **Visit** your student teacher a minimum of 6 times (Readiness conference and 5 observations). When observing, you can use one of the student teacher observation forms available in the Field Experiences office.
12. Establish a schedule and procedure for you to **read your student teacher's reflective writings**
13. Make sure you monitor the student teacher's portfolio (on-line or in person)

14. **Contact** the Office of Field Experiences if there are concerns Jim -726-7483 or Pam - 726-8494
 - Concerns about the placement
 - Concerns about how the student teacher is doing
 - Concerns from the building principal or the cooperating teacher
15. **Meet** with the student teacher to discuss your observations
16. **Arrive** at the schools on time. Please don't set up a meeting and not show up, or arrive late.
17. **Check** with the cooperating teacher at each visit to make sure all is going well
 - **Set a time** for the final observation and make it clear that, at that time, you will **collect the grade recommendation sheet.**
 - **Also, make sure that the on-line assessment has been completed by the cooperating teacher and the student teacher**
18. **Complete** the on-line assessment form for each of your student teachers-**Please write comments**
 - **Place** the completed Grade recommendation sheet, **up right**, in the student teacher's folder in the Office of Field Experiences **before** recording their grade.
19. Turn in the **University Supervisor's Checklist** to the Office of Field Experiences
20. Obtain a signed **STUDENT REFERENCE REQUEST CONSENT FORM** before writing a letter of recommendation

Reflective Journals

Field Experience/Student Teaching Journal

The student teaching field experience is a culmination of many years of directed coursework and preparation for a career in teaching. The time has finally arrived to develop and demonstrate competency in teaching through the application of the knowledge and skills learned. Student teaching is an intense and busy time, as one progresses from observing an experienced teacher to assuming full responsibility for the classroom and student learning. Maintaining a student teaching journal to reflect on this experience will help ensure you gain the most from your experience. Complete at least two entries per week in your reflective journal. Submitting the journal to the university supervisor is a requirement for successful completion of your student teaching experience.

Purpose of Keeping a Reflective Journal

The main purpose of keeping a journal is for reflection on your experience. Reflection gives you the opportunity to think about what occurred in the classroom or during a particular lesson, about what it may mean, how you felt about the experience, and revisions you may want to make in the lesson or changes in your teaching methods. This deliberate reflection will result in growth and empowerment as a teacher.

Suggested Journal Formats

There is no one right way to organize and write a journal. However, when others will read your journal it helps to follow a format that makes it easy for the reader to follow your thinking and understand what you are trying to convey through your journal entries. The following are two suggested formats. (Blank copies of Format A and Format B forms are provided for your convenience in the following pages).

Format A*

(Reflections on specific events which occurred during the week)

1. Topic – Major focus of this journal entry
2. Sequence of events - Includes a short list of what happened.
3. Highlights of one or two notable events - Select one or two situations that occurred which were significant during the week, and describe in detail what happened. Focus especially on your impact on student learning. Four items to include in your description are: your role as the teacher, the student(s) involved, the subject matter being taught at the time, and the context, such as surroundings.
4. Analysis of the event - This is a time for you to interpret what happened, including an assessment of what students learned, your own thoughts and feelings, questions that were raised, and what you learned that will help you be a more effective teacher. This section can be a particularly useful starting point for discussion when meeting with your supervisor.

*Posner, George J., *Field Experience, A Guide to Reflective Teaching*, Fifth Ed. New York: Addison Wesley Longman, 2000.

Format B

(Reflections on general thoughts, ideas, and feelings which occurred during the week, focusing on helping all students learn).

Responses are recorded for the following six statements:

1. Things I have done well this week that helped students learn:
2. Thoughts I have had this week:
3. Feelings I have had this week:
4. One important thing I have learned this week:
5. Things I want to remember to do in the future to help students learn:
6. Things my University supervisor should know:

It is important to remember that the journal is a great tool through which you can reflect upon your student teaching experience and grow as a beginning teacher. The effort and time you put into it now has the potential to improve your effectiveness as a teacher and to substantially decrease problems, concerns or issues in your first teaching position.

STUDENT TEACHING JOURNAL Format A

Student Teacher's Name _____

School _____ Cooperating Teacher _____

University Supervisor _____ Date _____

1. Topic:

2. Sequence of events - *(Includes a short list of what happened)*

3. Highlights of one or two notable events - *(Describe in detail what happened, including what you wanted students to learn and the extent to which you were successful in helping all students)*

4. Analysis of the event(s) - *(Include thoughts and feelings, questions that were raised, and what you learned)*

STUDENT TEACHING JOURNAL
Format B

Student Teacher's Name _____

School _____ Cooperating Teacher _____

University Supervisor _____ Date _____

1. Things I have done well this week that helped students learn:

2. Thoughts I have had this week:

3. Feelings I have had this week:

4. One important thing I learned this week:

5. Things I want to remember to do in the future to help students learn:

6. Things my University supervisor should know:

Procedure for Dealing with a Student Teacher Experiencing Problems

Difficulties during the student teaching experience may arise. Some difficulties may be easily resolved while others may be of a more serious nature. The University will respect the Cooperating Teacher's wishes whether or not the student teacher continues in their classroom. Whenever any member of the team (the student teacher, cooperating teacher and/or university supervisor) considers a situation to be more problematic that can be resolved through the normal conferencing process, it needs to be brought to the attention of the team. A special conference will be held to discuss the situation and to develop a plan of action.

Procedures for Dealing with a Student Teacher Experiencing Problems

1. UMD Supervisor informs the Field Experiences Office in writing about a student teacher experiencing difficulties
2. Field Office informs the program coordinator about the problem.
3. UMD Supervisor, cooperating teacher and Program Coordinator will implement the Student Teaching Support Form to evaluate specific area(s) of concern(s).
4. UMD Supervisor and/or cooperating teacher will meet with the student teacher and discuss areas of concern as shown on the Student Teaching Support Form.
5. If difficulties continue the field experience coordinator and the UMD supervisor will consult with the cooperating teacher. Following these consultations, the UMD field experience coordinator, the UMD supervisor, and the program coordinator will meet to create a Professional Development Plan (PDP).
 - a. The Professional Development Plan(PDP) will be written to deal with each specific situation.
 - b. The Professional Development Plan(PDP) will focus on the needs that should be addressed.
 - c. All student teachers, who are placed on a Professional Development Plan (PDP), will be required to complete their student teaching at a local school within a 40 mile radius of Duluth.
6. Student Teacher, UMD supervisor, Field Experiences Coordinators and Program Coordinator will meet and discuss the Professional Development Plan (PDP). The plan will be signed by all and should include:
 - a. An established timeline for completion of requirements (ie: reflections, lesson plans, etc) as specified in individually designed PDP.
 - b. Failure to follow through with any part of a PDP may:
 - i. Affect the next placement
 - ii. Result in no placement at all or
 - iii. Result in removal from that particular placement
 - iv. Result in removal from the program
 - c. If a candidate is on a PDP, the program will decide what and how much is disclosed to the next Cooperating Teacher and/or supervisor.

7. A Field Experiences coordinator or a designee will visit the student teacher for additional observations.
8. The UMD Supervisor, Cooperating Teacher, Field Experiences coordinator, Program Coordinator, and the Department Head will make the final decision whether or not to remove a student teacher from their placement. For K-12 programs, the program Department Head for Art, Music, Foreign Language, and Physical Education will be included in the decision.
9. In the case of the candidate being removed, the Field Experience Office will inform the building principal.
10. Candidates, after being removed from their student teaching placement, will be sent a letter within ten days explaining the reason(s) for their departure.
11. Candidates who have had student teaching will have to register again and pay all costs.
12. Copy of written plan is to be placed in the student teacher's file.

******Student Teachers, remember there is an appeals policy, page 18 in the handbook, MN Statute 122A09.**

Appeals Policies and Procedures for Student Teachers

Difficulties can arise related to the student teaching experience. Some difficulties may be easily resolved while others may be of a more serious nature. If a student teacher believes additional support is needed in dealing with a situation, the department recommends she or he should follow these steps for resolution of the situation within the Department of Education:

1. When possible and appropriate, first address the difficult situation by meeting with your UMD supervisor and/or the cooperating classroom teacher.
2. If the situation can not be resolved through Step 1:
 - call or email the Co-coordinators of the Office of Field Experiences (OFE) at UMD (Jim Sersha or Pam Roth)
 - provide OFE with a general outline of the situation
 - then arrange to meet with one of the coordinators to create a plan for resolving the situation.
3. The OFE Co-coordinators will determine if they believe you need additional review of your situation.

Student teachers can also address their situation outside of the department through either of the following two options:

1. Follow the Student Academic Grievance Policy (<http://www.d.umn.edu/catalogs/current/umd/gen/grieve/html>) to address your situation.

AND/OR

2. **MN Statute 122A.09 Subdivision 4c** indicates you can appeal your situation directly through the Minnesota Board of Teaching. The statute indicate, “The board, upon the request of a postsecondary student preparing for teacher licensure or a licensed graduate of a teacher preparation program, shall assist in resolving a dispute between the person and a postsecondary institution providing a teacher preparation program when the dispute involves an institution’s recommendation for licensure affecting the person or the person’s credentials. At the board’s discretion, assistance may include the application of chapter 14.”

UMD Office of Field Experiences Student Teaching Support Form

Student's Name _____ School _____
UMD Supervisor _____ Cooperating Teacher _____

The purpose of this communication is to indicate a concern you have regarding a student's performance.
3-Acceptable, 2-Could profit from more support over a short term, 1-Could profit from more intense support, 0-not able to rate

1. Personal Dispositions

- 3 2 1 0 Initiative
- 3 2 1 0 Enthusiasm
- 3 2 1 0 Reliability
- 3 2 1 0 Cooperative
- 3 2 1 0 Physical appearance and personal hygiene
- 3 2 1 0 Committed to the teaching profession

Comments _____

2. Teaching Skills

- 3 2 1 0 Quality of work done in the classroom
- 3 2 1 0 Lesson planning
- 3 2 1 0 Ability to "read" students and classroom situations
- 3 2 1 0 Presenting concepts clearly
- 3 2 1 0 Keeping students on task
- 3 2 1 0 Teaching effective lessons
- 3 2 1 0 Classroom demeanor
- 3 2 1 0 Interpersonal skills with students
- 3 2 1 0 Motivational skills
- 3 2 1 0 Classroom observing
- 3 2 1 0 Technical skills in the classroom

Comments _____

3. Professionalism

- 3 2 1 0 Ability to relate with teachers and other adults
- 3 2 1 0 Responding to feedback
- 3 2 1 0 Ability to implement cooperating teacher's suggestions
- 3 2 1 0 Arriving each day prepared
- 3 2 1 0 Willingness to go the extra mile
- 3 2 1 0 Knowing when to pitch in
- 3 2 1 0 Sensitive to individual student needs
- 3 2 1 0 Sensitivity and responsiveness to others
- 3 2 1 0 Flexibility, maturity, judgment skills
- 3 2 1 0 Attendance and punctuality
- 3 2 1 0 Shows respect for diversity

Comments _____

4. Basic Skills

- 3 2 1 0 Content knowledge in teaching areas
- 3 2 1 0 Professional teaching skills
- 3 2 1 0 General knowledge of current events and other disciplines
- 3 2 1 0 Common sense in the classroom
- 3 2 1 0 Grammar usage
- 3 2 1 0 Maintains safe classroom environment
- 3 2 1 0 Reading, writing, and speaking skills

Comments _____

Suggestions and recommendations _____