State Statute 118.19(3)(a)

No license to teach in any public school may be issued unless the applicant possesses a bachelor's degree including such professional training as the department by rule requires, except as permitted under par. (b) and ss. 115.28(17) (a) and 118.192. Notwithstanding s. 36.11 (16), no teacher preparatory program in this state may be approved by the state superintendent under s. 115.28(7) (a), unless each student in the program is required to complete student teaching consisting of full days for a full semester following the daily schedule and semester calendar of the cooperating school. No license to teach in any public school may be granted to an applicant who completed a professional training program outside this state unless the applicant completed student teaching consisting of full days for a full semester following the daily schedule and semester calendar of the cooperating school or the equivalent, as determined by the state superintendent. The state superintendent may grant exceptions to the student teaching requirements under this paragraph when the midyear calendars of the institution offering the teacher preparatory program and the cooperating school differ from each other and would prevent students from attending classes at the institution in accordance with the institution's calendar. The state superintendent shall promulgate rules to implement this subsection.

STATEMENT OF NON-DISCRIMINATION: The University of Wisconsin-Platteville does not discriminate on the basis of sex, race, religion, or ability in its teacher education programs. This statement is published, in part, to fulfill requirements of Section 86.9 of title 45, Code of Federal Regulations, which implements Title IX of the Education Amendments of 1972.

ACCESS & ACCOMMODATIONS: The Americans with Disabilities Act (ADA) requires State and local governments and places of public accommodation to furnish appropriate auxiliary aids and services where necessary to ensure effective access and communication for individuals with disabilities, unless doing so would result in a fundamental alternation to the program or service or in an undue burden. Therefore, the University of Wisconsin-Platteville, in conjunction with its cooperating schools and agencies, is accessible to student/intern teachers with disabilities and will make every attempt to provide reasonable accommodations for qualified individuals with disabilities. If you are so qualified, please so indicate in writing upon application for student/intern teaching or at the earliest applicable time.
FOREWORD

This handbook has been prepared to help all parties of the early childhood student teaching team become aware of shared responsibilities regarding the student teaching program. All team members should familiarize themselves with their respective roles, and the roles of each member, so they can most effectively function as a team in the student teaching experience.

Much can be learned from reading the contents of this handbook. It provides expectations and practical suggestions for cooperating teachers, student teachers, and university supervisors as they work collaboratively in the student teaching experience. It will help answer questions regarding procedures that should be followed, the sequence of experiences provided for the student teacher, and ways of evaluating the performances of the student teacher. It is not intended to prescribe every step of the student teaching experience, or to list a series of “Thou shall nots”, but rather to provide means by which the student teacher, cooperating teacher, and university supervisor can work together to provide the best possible educational experience for the teacher candidate.

The Clinical Experiences personnel thank the cooperating teacher and university supervisor and wish the student teacher every success in her/his effort to put into practice the theories learned and the models observed during her/his educational program.

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GENERAL OBJECTIVES OF STUDENT TEACHING

The student teaching experience is probably the most important phase of a teacher's beginning professional preparation. By its very nature, the student teaching experience places a student in a dual role, that of a student and that of a teacher. As a student, learning occurs through actual teaching experiences and reflecting upon those experiences with the university supervisor and cooperating teacher. As a teacher, the student shares with the cooperating teacher (in progressively increasing amounts) the actual instructional responsibilities for the students. The transition from university student to professional teacher takes place largely during this time. A university must develop strong partnerships with public and private schools in order to provide a meaningful student teaching experience.

The responsibility for this growth is shared by the university, the cooperating teacher, and the student teacher. The general objectives to be accomplished during student teaching are:

1. To provide the student teacher with the opportunity to relate subject matter learned in the academic classroom to the needs of students in the learning environment of the school/program.
2. To help develop skills in organizing instructional materials and learning activities that will lead to competent and effective planning for all teaching situations.
3. To give the student teacher experiences in the development of a well-managed learning atmosphere.
4. To provide experiences in the assessment of student learning and of teaching activities to meet individual student learning needs and to accomplish the objectives of the school/program.
5. To provide the student teacher with exposure to, or experience with, the various resources and services which are available for extending learning opportunities to all students.
6. To provide experiences that will enhance further development of desirable professional relationships, interests, attitudes, and ideals.
7. To provide a learning environment with opportunities to develop a sound philosophy of education that is open to change and growth.
8. To provide an environment for the student teacher to explore or examine different teaching methods or styles that will lead to competent and effective teaching techniques to meet the changing needs of students, teachers, and society.
PERSONNEL IN THE STUDENT TEACHING PROGRAM

Clinical Experiences Staff

Clinical Experiences is particularly concerned with the overall success of the program, which is accomplished by the coordinated efforts of all persons involved. The following responsibilities are those of the Clinical Experiences Staff:

1. Administer and coordinate student teaching and internship programs.
2. Serve as liaison between the School of Education, various departments of the University, and cooperating schools.
3. Work with administrators of cooperating schools in assigning student teachers to the cooperating teachers and obtaining contracts.
4. Assign university supervisors to work with cooperating teachers and student teachers.
5. Monitor student teaching evaluations to ensure they are properly conducted and recorded.
6. Act as fiscal agent for the student teaching program. This includes maintaining financial records, preparing the annual budget, and seeing that appropriate payments are made.
7. Work closely with university personnel, school administrators, and teachers to promote continuous improvement of the student teaching program and other clinical experiences.
8. Attend professional conferences related to improvement of student teaching.

School Administrator/Director

The local school administrator/director does much to provide the climate for an effectively operating program in which a desirable Early Childhood student teaching experience is available. The administrator's/director’s cooperation with University personnel and day-to-day contact with classroom teachers serve as a vital link in the total student teaching program. To this end the administrator/director:

1. Determines the suitability of individual teachers serving as cooperating teachers based upon:
   - interest in working as a mentor to an early childhood student teacher
   - effectiveness as classroom teachers
   - experience
   - ability to work with other adults
   - time to devote to the additional responsibility
2. Assists the student teacher in gaining acceptance as a member of the staff.
3. Works cooperatively with Clinical Experiences, university supervisors, and cooperating teachers.
4. Encourages the student teacher to become involved in school activities.
5. Provides time for the cooperating teacher and the student teacher to confer.
University Supervisor

The university supervisor's main responsibilities are as follows:

1. Makes one orientation and a minimum of two observation visits to the student teacher per nine weeks/quarter and a minimum of five visits per semester. The observations, upon request of the cooperating teacher, student teacher, or the administrator, could be more than the minimum expectations.

2. Conferences with the student teacher and cooperating teacher to explain the purposes of various reports and the methods for using them.

3. Orients new cooperating teachers to their role.

4. Works with the cooperating teacher in setting up a desirable schedule of teaching activities.

5. Facilitates communication between cooperating teacher, student teacher, administrator, and Clinical Experiences Office.

6. Follows appropriate school protocol and professional courtesy when visiting schools, including "checking in" at the office before going to the classroom.

7. Schedules observation visits, but may make unscheduled visits.

8. In lieu of classroom observations, may spend visitation time conferencing with student teacher, cooperating teacher, or administrator.

9. Observes student teacher teaching for at least one hour per visit to gain an overall view of the student teacher’s effectiveness.

10. Completes “Observation Report” (Appendix E) for each visit with written notes listing constructive praise and criticism. Each report must be signed by the cooperating teacher and student teacher and mailed to Clinical Experiences Office. The reports will include notes on methods used, teaching strengths, suggestions, and questions regarding:

- Creating an environment of respect and rapport
- Appearance
- Attention to individual needs
- Enthusiasm and attitude toward teaching
- Communicating clearly and accurately
- Demonstrating flexibility and responsiveness
- Engaging students in learning
- Establish a culture for learning
- Initiative and resourcefulness
- Knowledge of subject
- Maintenance of an orderly learning environment

- Managing classroom procedures
- Management of student behavior
- Organizing physical space and class work
- Preparation
- Providing feedback to students
- Quality of assignments
- Understanding of children/youth
- Use of oral and written English
- Using questioning and discussion techniques
- Voice
11. Submits “Record of Visits” (Appendix G) at end of semester to Clinical Experiences Office.
12. Discusses strengths and weaknesses of the student teacher with both the student teacher and the cooperating teacher individually, or in a three-way conference to insure full communication and understanding.
13. Assists student teacher to see relationships between methods observed and those discussed in methods courses.
14. May provide or suggest teaching materials to encourage opportunities for reflection and experimentation in classroom teaching techniques.
15. Makes adjustments in assignments to meet individual needs in consultation with Clinical Experiences Office.
16. Confers with the principal, cooperating teacher, and Clinical Experiences Coordinator when serious problems arise.
17. Assesses the student teacher’s progress on the basis of lesson plans, journals, logs, conferences, and “Weekly Progress Reports” (Appendix D).
18. Encourages cooperating teacher to do periodic evaluations prior to the final evaluation.
19. Shares the responsibility with the cooperating teacher in the determination of the final grade recommendation.
20. Recognizes the need for specificity and objectivity in “Final Evaluation” (Appendix F) which becomes a part of the student’s permanent record and is used as part of her/his credential file.
21. Ensures the original evaluation form is signed by the student teacher, cooperating teacher, and the university supervisor. The form and a grade is filed by the end of the school district’s quarter/semester with the Clinical Experiences Office.
Removal of Student Teacher

The UW-Platteville School of Education (SoE) and Clinical Experiences Office recognizes the right of the cooperating institution and the university to terminate a student’s professional semester placement. A student teacher may be removed under the following conditions:

1. Continued participation in the experience is determined by the school district or university supervisor(s) to adversely affect the pupils or clientele served, by the university student, the participating school or agency, or the university.

2. The student teacher is not meeting the requirements of the experience as determined by the cooperating teacher(s) and the university supervisor. In this case, the evidence to support the decision should be provided by the university supervisor with the advice of the cooperating teacher(s).

The procedures for the removal of a student teacher are as follows:

1. Consultation concerning the removal of a student teacher takes place between the school principal, cooperating teacher, university supervisor, and Clinical Experiences Coordinator.

2. The university supervisor notifies the student teacher of the impending removal from the student teaching placement. Written appeal procedures for the student removal from the professional semester experience will be made available to the student by the supervisor at the time of removal.

A student who has been removed from a professional semester placement(s) may appeal that decision to the Director of the School of Education using identified University appeal procedures.

“The delicate balance of mentoring someone is not creating them in your own image, but giving them the opportunity to create themselves.”

Steven Spielberg
University Supervisor’s On-Site Schedule for 8-Week Placement

1. Visit school/cooperating teacher/student teacher during the first week of the early childhood student teaching assignment. Go over expectations in orientation session and complete “First Visit Checklist” (see Appendix C). Suggest to cooperating teacher that it is usually better to be a bit conservative with evaluations initially and easier to move to higher ratings later on than the reverse. Record visit on "Record of Visits" (see Appendix G). Have all parties sign “First Visit Checklist” (see Appendix C). and send to Clinical Experiences.

2. Visit during third-fourth week:
   a) Do observation with note taking for one - two hours.
   b) Confer with both student teacher and cooperating teacher, preferably together; include positive comments first, and then suggestions for improvement.
   c) Four weeks into the assignment, know what the cooperating teacher’s thoughts are regarding final recommended grade. If you believe there is a discrepancy, you can discuss and request better documentation during the last four weeks. This prevents unfortunate disagreements at the end (final evaluation time).

3. Visit during seventh-eighth week:
   a) Observe; confer.
   b) Discuss final evaluation.
   c) Discuss writing of narrative report. Emphasize the importance of the cooperating teacher’s written narrative.
   d) Sign final evaluation form at student teaching site or when forwarded to you from Clinical Experiences and return to Clinical Experiences within ten days of the completed student teaching assignment.

Note: The final evaluation form will be given to the university supervisor to be given to the cooperating teacher directly, both in paper form and with directions on accessing it on the Web.

4. Visit more often if:
   a) You believe there are discrepancies between weekly reports you have received and your on-site evaluations.
   b) The cooperating teacher or student teacher expresses concerns and requests help.

For 12-week placement:
2\textsuperscript{nd} visit should be during fifth-sixth week
3\textsuperscript{rd} visit should be during tenth-eleventh week

For summer 4-week placement:
2\textsuperscript{nd} visit should be during second week
3\textsuperscript{rd} visit should be during third-fourth week
Evaluation of University Supervisor

At the conclusion of the student teaching experience, Clinical Experiences will mail an evaluation form to the cooperating teacher and give/email one to the student teacher. Responses are evaluated and where the university supervisor’s performance is deemed deficit, suggestions for improvement may be shared with the supervisor.

Dimension 1: Content of Feedback

The supervisor provided constructive oral and written feedback that helped me to improve my teaching effectiveness.
The supervisor gave feedback that helped me identify my strengths.
The supervisor gave feedback that helped to identify areas needing improvement.

Dimension 2: Communication Skills

The supervisor spoke openly with me.
The supervisor explained clearly her/his expectations for the clinical experience.
The supervisor encouraged problem-solving and initiative.
The supervisor showed respect for my questions and opinions.

Dimension 3: Adequacy of Supervision

The supervisor observed my teaching (three visits).
The supervisor was available for conferences before/after observing my teaching.
The supervisor encouraged positive working relationships between me and other professionals.

Summary of University Supervisor’s Responsibilities

___ Read and collect logs and lesson plans
___ Coach and advocate for the student
___ Assist cooperating teacher to evaluate the early childhood student teacher

Send the following completed documentation to Clinical Experiences Office
___ Complete Initial Observation and Orientation (Appendix A & C) - one for each cooperating teacher
___ First Observation Report (Appendix C)
___ Second Observation Report (Appendix E)
___ “Record of Visits” (Appendix G)
___ Sign final evaluation form of the student teacher (Appendix F) and return the original form to Clinical Experiences Office in a timely fashion with a grade recorded for each placement
___ Complete evaluation on the cooperating teacher(s) form sent from Clinical Experiences Office
___ Mileage Forms - dates older than 45 days will not be processed for payment

Note: The final evaluation form will be sent to the cooperating teacher directly from Clinical Experiences Office.
Cooperating Teacher

With the exception of the early childhood student teacher her/himself, it is undoubtedly the cooperating teacher who has the most important role in the total student teaching experience. The quality of the day-to-day guidance provided in familiarizing the student teacher with the teacher’s entire job is paramount. The patience and judgment exercised is often the key to helping the student teacher relate theoretical planning in academic courses to planning for actual teaching. This leads to understanding the relationship of activities in the classroom to immediate and long-range goals. The cooperating teacher maintains responsibility for the class, while helping the student teacher grow in sharing that responsibility. The cooperating teacher is expected to show confidence in the student teacher’s ability to grow from dependency to initiative as she/he provides experiences for growth. Recognizing the responsibilities as covering a broad range of activities, the cooperating teacher will engage in the following:

**Before the Early Childhood Student Teaching Experience Begins**

1. Develop a list of overall expectations of the student teacher.
2. Develop a timeline of increasing responsibilities for student teacher (Appendix B).
3. Provide the student teacher a general idea of the subject matter to be covered during the student teaching placement.
4. Orient the student teacher to any classroom texts, teacher guides, and school program plan. Also, introduce student teacher to other school personnel, parents, and school and community resources.
5. Secure a place for the student teacher to leave personal belongings and to work.
6. Introduce the student teacher to the daily schedule. Orient student teacher to general daytime programming for the entire school/program.
7. Prepare students for the arrival of a student teacher in the classroom. Help the student teacher become acquainted with the students, giving some idea of their background, and making records accessible in accordance with school district policy.
8. Provide student and faculty handbooks as well as other materials relative to the operation of the school/program.
9. Explain the program’s grading or evaluation system and how it is applied to the class.
10. Define for the student teacher the extent of responsibility and authority that each will assume as student teaching progresses. Show the methods and forms to use in planning lessons and units and tell what is expected in the way of plans including form, content, and due dates.
11. Provide assistance to the student teacher in developing a businesslike organization of routines such as starting promptly, recording attendance and tardiness, taking lunch count, making announcements, signing slips, distributing and collecting materials, and checking on late work or assignments for absent pupils.
12. Assist the student teacher in recognizing personal characteristics that might hinder success as a teacher. These include voice, grooming, grammatical usage, punctuality, submitting plans, keeping records, accounting for borrowed materials, follow-through on projects initiated with students, respecting confidentiality, keeping a sense of humor, maintaining professional and ethical behavior, and professional dress, etc.

**First Few Days of the Student Teaching Experience**

1. Try to make the student teacher feel a part of the staff by inclusion in discussions, meetings, events, etc.
2. Complete the “Orientation Checklist” (see Appendix A) by the end of the first week.

**Orientation Checklist covers the following:**
- Provide the early childhood student teacher a general idea of the topics to be covered during her/his placement and available curriculum resources. Also, introduce early childhood student teacher to school/program staff and parents.
- Give a tour of the classroom and review emergency procedures.
- Provide parent and staff handbooks as well as other materials relative to the operation of the school/program.
- Define the extent of responsibility and authority that each will assume as student teaching progresses. Show the methods and forms to use in planning lessons and units and tell what is to be expected in the way of plans including form, content, and due dates.
- Provide assistance to the student teacher in assuming responsibilities for routines such as recording attendance, taking meal count, contributing to parent newsletter, and other parent communication systems.

3. Assist the student teacher to learn the names of the children as early as possible by using name tags.
4. Do not thrust the student teacher into the teaching role before she/he has had a few days to observe both the children and the cooperating teacher.
5. After determining the readiness of the student teacher, gradually allow the student teacher to take over more and more of the teaching responsibilities (see Appendix B).

**Conferencing/Providing Feedback**

1. Establish some time for a daily, short conference, plus time for an extended, weekly conference. Complete “Weekly progress Report” (see Appendix D).
2. Maintain free and open communication with the early childhood student teacher in giving recognition to both successes and shortcomings and discussing the contributing factors to each.
3. Encourage questions, sharing of ideas, discussion of problems, and how improvement can be effected in preparation of materials, motivation, classroom control, voice, the use of children’s interests and experiences, as well as in making decisions concerning roles and duties.
4. Act as a resource by developing an awareness of professional organizations, magazines, and Web sites.
5. Consult with the university supervisor or Clinical Experiences Coordinator if a serious problem arises during the experience.

**As Greater Teaching Load is Assumed**

1. Give assistance to the early childhood student teacher as early as possible in important skills such as teaching strategies, techniques of engaging young children, behavior management, and program discipline policies.
2. Realize that the student teacher wants and needs assistance, allowing (but not encouraging) her/him to stop mid-lesson to ask for information or suggestions. Refrain from interjecting unsolicited suggestions, information, or correction of errors (unless such errors are of a serious nature and cannot be corrected later—e.g. a matter of safety). Reserve comments for a post-teaching conference.
3. Spend some time working with the student teacher in a team situation.
4. Guide the student teacher in the preparation of daily lesson plans, helping in (initially at least) anticipation of outcomes of such plans, expecting that a copy of the lesson plan be submitted 24-48 hours in advance of teaching the lesson.
5. Have the early childhood student teacher work with differently-abled children. Monitor closely any situation that would greatly tax the ability of an experienced teacher.
6. Give the early childhood student teacher freedom to use initiative, ingenuity, and originality to experiment with new materials, methods, and techniques (perhaps unsuccessfully) after review of lesson plans and teaching materials.
7. Permit the early childhood student teacher to become completely responsible for planning, preparation, instruction, and evaluation for a sufficiently long period of time to provide a realistic experience in terms of teaching responsibilities.
8. Include the student teacher in setting goals for children.
9. Help the student teacher learn to foster children’s independence.
10. Assist the student teacher in the understanding and application of various assessment techniques.
11. Make arrangements for the student teacher to observe other teachers.
12. Keep brief, written records of the performance of the student teacher (see Appendix E) for reference in reviewing evidence of growth and in preparing a final evaluation summary (see Appendix F).
Evaluation of Student Teacher

For several reasons, the evaluation of student teaching is of concern to all persons involved in the student teaching experience. It is essential for the student teacher to learn to be reflective and continually evaluate herself/himself in the classroom. This is an effective way for a teacher to make improvements.

Cooperating teachers and university supervisors are involved with the evaluation process as a means of assisting student teachers in improving and strengthening their skills as a teacher. They also have the major responsibility of writing the final evaluation and determining the student teaching grade. Prospective employers make use of the evaluation of student teaching when making employment decisions.

With respect to evaluation, the following points are important:

1. Evaluation should be set against expectations, objectives, and purposes that are clearly stated at the beginning of the student teaching placement.
2. Evaluation should be conducted on a day-to-day basis, rather than as a sporadic activity.
3. The main purpose of continuous evaluation should not be focused toward the final grade. Rather, since the student teacher will not always have constant supervision in a classroom, the cooperating teacher should help in the development of the skill of reflective, critical analysis of one’s own efforts. Independent self-analysis will lead to becoming a successful teacher.
4. Some evaluation will be informal and cooperative with the student teacher mutually sharing the responsibility.
5. Regularly scheduled weekly evaluation conferences should be held with sufficient time available to discuss all the issues. This conference should be a discussion or conversation on a professional level. Constructive criticism should be presented in a positive manner. The most common request from past student teachers is for more constructive criticism, comments, and suggestions.
6. Avoid such nebulous expressions as “improve your planning,” “exercise better behavior management,” or “get students involved,” as these are vague and do little to help student growth. When items that need improvement are mentioned, include some specific, constructive suggestions that the student teacher can focus on for further development.
7. It is a good idea to maintain a file of written records of evaluation conferences. These can serve to eliminate misunderstandings as well as serve as documentation of progress that has been made.
8. Use the “Weekly Progress Report” (Appendix D) consistently. This procedure can help eliminate possible misunderstandings between the student teacher and cooperating teacher as it focuses on areas of strength, growth, and those that need further improvement. The final rating in student teaching will not come as a surprise when this procedure is followed.
9. A final evaluation in which a student teacher is rated at the top in every category is rare. In as much as possible, the final rating should compare the
A student teacher to other student teachers, not experienced teachers. It is an assessment of a student teacher’s growth, success, and potential for further professional performance as a teacher. A student teacher that has performed in most areas as being proficient should receive an "A".

10. The following are important areas which have an influence on the final evaluation:
   - Intellectual qualifications and the ability to utilize them in teaching
   - Provision for student learning through sound planning
   - Use of good teaching techniques
   - Understanding of students and the ability to develop a positive rapport and learning environment
   - Classroom management and the maintenance of a desirable learning climate
   - Ability to convey an appreciation of the cultural heritage
   - Ability to relate to professional associates
   - Commitment to teaching
   - Evidence of student progress

11. A letter grade is assigned and recorded upon completion of the student teaching assignment. The university supervisor and the cooperating teacher(s) will determine the grade cooperatively based upon the performance demonstrated during the student teaching experience. While the university supervisor has the responsibility for the final decision regarding the student teacher’s success or unsatisfactory performance, the recommendations of the cooperating teacher have a weighty influence in the evaluation. The final evaluation is to be discussed with and signed by the student teacher.

12. When a student teacher is working in a unit with several teachers, their collective opinion should be combined into one evaluation. It is advisable for such a team to discuss the evaluation procedures they will use prior to the time of the final evaluation.

13. Below are guidelines for the determination of final grades in Student Teaching. See “Framework for Teaching Matrix” (Appendix I).

   - **Distinguished** – Grade “A” – Performs as a competent, experienced student teacher
   - **Proficient** – Grade “A” – Performs as a successful beginning student teacher
   - **Basic** – Grade “B” – Performs with minimal competency; regular supervision required
   - **Unsatisfactory** - Grade “Incomplete” – Requires more education/practice
Ways in Which Cooperating Teachers Can Be Most Helpful
1. Giving frank, constructive criticism of the student teacher's work.
2. Allowing freedom and independence in the classroom.
3. Giving suggestions on methods and teaching techniques and help the planning of activities.
4. Having an attitude of friendliness.
5. Giving suggestions on materials to be used.
6. Encouraging and giving confidence.
7. Helping to acquaint with routine matters.
8. Giving helpful suggestions on handling discipline.
9. Giving background material on children.
10. Being available when needed.
11. Understanding of the student teacher's problems.

Ways in Which Cooperating Teachers Might Have Been More Helpful
1. Being more critical of work done.
2. Providing more help in planning lessons.
3. Being more available for conference and help.
4. Furnishing suggestions on methods of teaching.
5. Allowing more independence in the classroom.
6. Spending more time in observation of teaching.
7. Providing suggestions on materials to be used.
8. Being friendlier in relationships with student teacher.
**Student Evaluation of Cooperating Teachers**

In meeting Wisconsin Department of Public Instruction standards for cooperating teachers, three individuals are asked to evaluate the performance of cooperating teachers in working with student teachers. Those making this evaluation are the school administrator, the university supervisor, and the student teacher. An overall rating of either “would recommend” or “would not recommend” this teacher as a cooperating teacher for future student teachers is made based upon: help in planning, constructive criticism of teaching through conferencing, dealing with difficult situations which may arise, and evaluation.

**Summary of Cooperating Teacher Responsibilities**

- Complete Appendix A
- Discuss Appendix B
- Hold daily, informal discussions
- Provide weekly, formal discussions
- Prepare “Weekly Progress Report” (see Appendix D)
- Read and sign weekly log
- Prepare “Final Evaluation” (see Appendix F)
- Evaluate the university supervisor and Clinical Experiences
- Send all evaluations to Clinical Experiences

**Early Childhood Student Teacher**

**Early Childhood Student Teacher Options**

Early childhood student teaching during spring or fall semesters can be accomplished in different ways:

1. Monday, Wednesday, and Friday from 8:00 A.M. - 11:30 A.M. for 8 weeks.
2. Tuesday and Thursday from 8:00 A.M. - 11:30 A.M. for 12 weeks.
3. In a School District in the Pre-K programs according to their schedules.

During the summer, early childhood student teaching will consist of four consecutive weeks (accomplished during one month or across consecutive months), five days per week, for four hours per day.

These options have been developed to allow student choices in the early childhood student teaching experience. The spring and fall placements begin when the school/program of placement begins its classes. Placements end when the hours required for the early childhood student teaching placement have been fulfilled (dependent on the option chosen). All attempts will be made to honor the summer dates requested provided they meet the criteria for the summer early childhood student teaching option and a student teaching site is available during these dates.
Out-of-Our-Area Early Childhood Student Teachers

For those students who wish to fulfill their student teaching requirements more than 100 miles from Platteville, there will be a charge in the amount of $275.00 to cover university supervisor expenses. This amount will be billed to you by the Cashiers Office at UW-Platteville. You will be required to sign an out-of-our-area agreement form before an early childhood student teaching placement will be made for you. The $275.00 must be paid to the University before your final student teaching grade(s) will be forwarded to the Registrar’s Office. (Early Childhood student teachers placed in Green Bay, Milwaukee Public Schools, or Aldine, TX, will have the out-of-the-area fee waived.)

General Considerations

1. Student teaching demands a great amount of energy and time. You are strongly urged to reduce part-time work and extra-curricular activities.
2. Student teachers follow the calendar of the cooperating school not the University.
3. In addition to contact hours with children, the student teacher placement includes before and after session preparation and conferencing time. Student teachers may also be invited to participate in open houses, in-service activities, and field trips that are longer in duration than the student’s assigned hours in the program.
4. Learn and understand the ethics of the profession and apply them in relationships with children, teachers, parents, and administrators. Especially remember to respect the confidentiality of information regarding children and their families.
5. Be sensitive to the maintenance of good school and community relations. Early childhood student teachers are guests of the cooperating school and welcomed because of the image generated by other student teachers who have preceded you. This image may be affected by the hours you keep, associates, places frequented, the way in which obligations are met, language usage, and even topics of conversation.
6. Maintain a cheerful attitude and sense of humor and do not let your personal problems be reflected in your classroom performance.
7. Expect children to refer to you in an appropriate manner.
8. Be professional in your attitude toward administration, teachers, parents, the secretarial staff, teacher aides, cooks, custodians, and all others with whom you have contact. Work with them, respect their ability to do their tasks, and assume only that authority delegated to you. Remember, as a student teacher you are a learner.
9. Be punctual and thoughtful in notifying the cooperating teacher when necessary. Secure and maintain easy access to the home telephone numbers of persons whom you might need to notify in case of an emergency. If absence is prolonged, notify the university supervisor. If the absence is foreseen, it should be discussed with and approved by the cooperating teacher and/or university supervisor, if necessary.
10. Use discretion in discussing matters concerning other teachers and staff members. Avoid discussing controversial topics relating to the school, its staff,
students, or the community. Stay out of arguments. Listen well and don’t talk too much. It is wise to remember that you’re a guest and participation in local controversies is inappropriate.

11. Express gratitude to your cooperating teacher, as she/he has volunteered to mentor you based on her/his professional commitment to improving education.

**First Few Days**

1. When reporting to the cooperating school for the first time, report to the administrator/director and introduce yourself.

2. Familiarize yourself with the school routines, supportive services (consultants, school nurse, and others), the school floor plan, and the teaching equipment used in the school such as copy machines, SmartBoards, DVD players, and other equipment. A school/parent handbook should be available from the cooperating teacher or administrator/director.

3. Spend time observing individual children and getting to know their names.

4. Observe specific methods and procedures of instruction including:
   - Routines which are followed
   - General room arrangement
   - Methods of introducing a learning activity
   - Approaches used to make smooth transitions
   - Methods of involving children in discussions
   - Selection and organization of materials and equipment
   - Techniques of behavior management
   - Provision for non-participating children

5. Give assistance to your cooperating teacher by doing as many of the following as possible:
   - Help individual children
   - Teach a game or song
   - Arrange a bulletin board, science table, book display, or other activity.
   - Work with a child on a special project
   - Supervise cleaning up and dismissal
   - Attend meetings or other school activity
   - Supervise outdoor play and lunch time
**Actual Teaching**

1. Greet children and families as they enter the classroom.
2. Interact mostly with children, rather than other staff, both indoors and outdoors.
3. Work with the cooperating teacher in planning activities for the children.
4. Plan activities that are meaningful, interesting, and challenging to young children.
5. Promote the philosophy of the school/program.
6. Show sensitivity to children’s needs and rights.
7. Respect children by acknowledging their positive traits and responding to their specific needs.
8. Guide children in problem-solving skills so that they become more independent.
9. Recognize and make use of teachable moments.
10. Model appreciation for children and adults with different cultural backgrounds.
11. Work as a team with other staff members to ensure the safety and health of children.
12. Share responsibilities such as diapering, cleaning, and assisting at meals.
13. Be flexible and open to ideas that are different.
15. Use humor and enjoy the uniqueness of this age group!

**Preparation of Lesson Plans**

Lesson plans should follow the design that is suggested by your cooperating teacher. A sample lesson plan follows. Please check with your cooperating teacher as to the lesson plan design to be used.

1. The form of the lesson plan is flexible.
2. Possible Resources for preparing lesson plans:
   - Your cooperating teacher’s personal resources
   - Library
   - The University Instructional Materials Library (IML)
   - Professional periodicals
   - Internet sites
   - Community resource persons
   - Wisconsin Child Care Information Center (CCIC 1-800-362-7353)
   - Southwestern Wisconsin Child Care Resource and Referral Agency (SWWCCR 1-800-267-1018)
3. Keep plans with notes and comments for future use.
4. Be prepared to modify your planned activities as the situation warrants.
5. Ideally, lesson plans are typed and saved on disk (can be used for paper or electronic portfolio).
Criminal History Check

All early childhood student teachers are required to have on file with Clinical Experiences a criminal background check before beginning their student teaching placements.

TeacherInsight Assessment Tool

Some school districts require that student teachers placed in their district complete The TeacherInsight Assessment. If you are placed in a district requiring this assessment, information will be provided to complete the assessment.

TeacherInsight provides a quick and effective way to source and assess a large volume of teacher applicants. The assessment requires approximately 30 minutes to complete and is available 24/7. Results are based on the applicant’s responses and include a score that is predictive of an applicant’s potential for teaching success based on her/his talent. Once an applicant has completed TeacherInsight the scores are instantly reported to districts through its Web-based reporting site.

The questions test your professionalism in various situations as well as your understanding of "common sense" judgment situations involving the job.

The polling organization’s open-ended and multiple-choice questions are designed to determine whether teaching applicants have such qualities as a sense of mission, empathy, innovation, focus, and the ability to develop good rapport with students.

How TeacherInsight works:
Candidates answer multiple-choice and open-ended questions online using a 5-point Likert scale. Questions focus on three areas:

- Teaching philosophy - To what extent is there a mission to teach? To what extent is teaching not a job but a calling?
- Relationships - How does the candidate create relationships with colleagues, students, and parents?
- Instructional approaches - Does the candidate see a class or a group of individuals?

Candidates’ answers are compared to Gallup’s pool of 400 high-quality teachers, identified nationally by teachers, principals, and parents and a percentile ranking (0-99) is calculated based on predicted potential for teaching success.
SAMPLE LESSON PLAN - FRAMEWORK FOR TEACHING
DOMAIN 1 - PLANNING & PREPARATION

Name____________________________________________
Date__________________

Age of Children_____________________

1. **Activity:**

2. **What are the objectives for this activity and how do these objectives fit with the overall unit plan?** (Component 1c)

3. **Materials Needed:** (Component 1d)

4. **Procedure:**

5. **How do you plan to engage children in this activity?** (Component 1e)

6. **What instructional resources did you use?** (Component 1d)

7. **How will you transition to the next activity?** (Component 1d)

8. **Evaluation/Assessment:** How did the activity affect children’s learning? (Component 1f)
Expectations of the Student Teacher by the University Supervisor

1. Keep lines of communication open.
2. Write a self-reflective, daily evaluation in journal form. This will be read by the university supervisor. Do this for one-three weeks depending on placement schedule.
3. Mail the weekly log and "Weekly Progress Report" (see Appendix D) each Friday to university supervisor.
4. Create at least one teaching theme-based unit. Submit copy to university supervisor.
5. Visit one other classroom and record observations.
6. Participate in parent-teacher conferences. (Record in your weekly log.)
7. Follow the early childhood student teaching handbook.

Challenges to Consider:

1. Use technology in the classroom.
2. Attend program/community events.
3. Ask the administrator/director to observe you when you are teaching.
4. Show a variety of techniques in lessons (music, art, movement).
5. Plan a field trip or invite a guest speaker.
6. Videotape your teaching self-critique.

Expectations of the Student Teacher by the Cooperating Teacher

1. Interest, initiative, resourcefulness, and industry in dealing with the issues.
2. A questioning attitude rather than an unthinking one.
3. Develop understanding and application of principles.
4. Appreciation for the opportunity to learn essentials not acquired elsewhere.
5. Harmony between good theories as represented in methods courses and practice.
6. Development of quality teaching units.
7. Thorough preparation before any attempt at teaching the children.
8. Promptness in all things.
9. Cooperation and courtesy in all school/program relationships.
10. Daily attendance.
11. Conferences with cooperating teacher and/or supervisor as requested.
12. Report of absence due to sickness must be made before 7:00 A.M. Arrangements for legitimate absences should be made with supervisors in advance.
13. Display children’s work so they can enjoy it and profit from it.
15. Share responsibilities such as diapering, cleaning, and assisting at meals.
16. Discretion in use of records, which includes respect for confidential information.
**While working with children:**

1. Interact with children in a positive, nurturing way.
3. Encourage problem-solving skills
4. Model appreciation for differences.
5. Guide children using appropriate discipline techniques (i.e., praise, redirection, ).

**CAREER CENTER**

The University provides a Career Center for the convenience of student teachers and alumni who seek help in securing a teaching position. This office provides assistance with resumes, cover letters, interview techniques, job search strategies, and information about a large number of vacancies in Wisconsin, Iowa, Illinois, and Minnesota as well as other states and foreign countries. You can refer to their website for education majors.

Student teachers should begin to establish credentials by the beginning of their final semester of course work on campus. Even those who may not be seeking employment immediately should establish a credential file with “open” recommendations, since persons who can make the greatest contribution to this file may be available now, but may not be so at a later date. Often, recommendations secured at a later date are more vague and of less value in presenting a prospective teacher to a potential employer.

In order for the Career Center to function to the best advantage of all concerned, it is important that they be notified as soon as a teaching position has been accepted. Graduates can complete the new graduate employment survey online.

**Reference Checklist:**

- Include the names, email addresses, business phone numbers, (possibly cell number), if approved by your references. These individuals serve as references that may be contacted by prospective employers during the hiring process.

- The individuals you list as references DO NOT have to be the same individuals that provide letters of recommendation (or letters of reference) for your portfolio or self-credential file.

- What format should you use when listing your references? When listing your references, you have two options:
  1. Your references can be part of your resume. List them directly following the last section of text on your resume.
  2. You can also list your references on a separate page. HOWEVER, remember to include your name and contact information at the top of your
page (you should use the same heading you used on your resume). Follow this information with the heading “REFERENCES”, and then list the contact information.

3. If listing your references on a separate page, keep your formatting and font style/size consistent with the formatting you are using on your resume.

REMEMBER… Limit the number of interviews scheduled and make every effort to arrange for interviews outside of the regular teaching day. Please notify the cooperating teacher and university supervisor at least one week in advance of an interview appointment if it will occur during the regular teaching day.

PROCEDURES FOR CERTIFICATION

Each student teacher will be given directions on how to apply for their initial Wisconsin teaching license at the second Drive-In Seminar. The University Certification Officer will notify the WI Department of Public Instruction of your program completion and will email students when they can apply. The electronic license application can be obtained at: http://tepdl.dpi.wi.gov/licensing/apply-for-a-license. Students who intend to teach in another state can go to http://2b.education.uky.edu/certification-requirements-by-state/ for information and application forms. Applicants may also contact the State Superintendent of Public Instruction in that state and ask for the procedures for obtaining a teaching certificate. A copy of a Wisconsin Teaching Certificate in hand will hasten the process of obtaining a teaching certificate in another state.

ABSENCE POLICY

It is expected that all absences will be made up, regardless of the reason. Early childhood student teachers are responsible for making up the day(s) within or after the student teaching experience. If there are questions concerning this, please speak with the university supervisor. Report all absences to the cooperating teacher and university supervisor prior to the start of the school day in which the student teacher will be absent.

STUDENT TEACHERS AS SUBSTITUTE TEACHERS

A student teacher who does not hold a BS/BA degree may not be used as a substitute teacher. When the cooperating teacher is absent for any reason, a substitute teacher should be called in and the student teacher will continue in her/his assignment. A certified teacher is to be legally in charge of the classroom. If the student teacher is capable of teaching the lessons, she/he can perform all the expected educational duties of a regular teacher, but a substitute needs to be present.
CONFLICT RESOLUTION DURING STUDENT TEACHING

Guidelines for cooperating teachers in working with students in field-based experiences will be supplied to cooperating teachers. All students placed in field-based experiences will be assigned to a university supervisor who will carefully assist and advise on matters related to the experience. Should a problem arise with a student teacher or a field experience student, the university supervisor and cooperating teacher should attempt to resolve the problem. If no solution can be reached by these individuals, the cooperating teacher, the cooperating teacher’s supervisor or the university supervisor may contact the Coordinator of Clinical Experiences. After careful review of available options, a decision will be made by the parties on whether or not to withdraw a particular student from a field-based experience.

Please note that the cooperating teacher has the right to ask that a student teacher be removed from her/his classroom. The supervisor is encouraged to notify the student of such a request and to arrange a three-way conference. However, if circumstances are such that immediate withdrawal is the only option, then the placement will be terminated with no advance notice to the student teacher.

WORK STOPPAGE AND THE STUDENT TEACHER

When a work stoppage takes place in a cooperating school where a student teacher is assigned, it is the policy of the University of Wisconsin-Platteville that the student teacher be a non-participant to either party involved. The student teacher is to immediately notify her/his university supervisor of the situation and is to remain away from school on a standby basis during the period of time when the school is closed, or during the period of time when the school is declared open without resolution of conflicting issues between the Board of Education and the local Teacher’s Association.

INSURANCE COVERAGE

All student teachers are provided professional liability insurance by the State of Wisconsin by the provisions of SS 165.35 (6) and 895.41 (1) of Chapter 81, Laws of Wisconsin 1975. This coverage protects the student teacher against claims from third parties for personal injury or property damage caused by negligent acts.

PROFESSIONAL LIABILITY COVERAGE

Professional liability coverage is provided by the State of Wisconsin under provisions of S.S. 165.25(6) and 895.46(1) of Chapter 81, Laws of 1975 for all University of Wisconsin System student teachers, interns, or for any other assigned field experience. This coverage protects the student teacher against claims from third parties for personal injury or property damage caused by negligent acts while performing within the scope of duties as a student teacher.
ORIENTATION CHECKLIST

To be completed by COOPERATING TEACHER and STUDENT TEACHER

The cooperating teacher and student teacher should complete the orientation checklist before the first week of placement. However, that is not always possible. At the latest, the checklist should be completed by the end of the first week of placement. It is expected that completing the checklist will take between 45 minutes to an hour.

- □ Arrival/departure time and sign-in/out procedures
- □ Tour of facility and introduction to other staff members
- □ Copy of Program/Parent Handbook
- □ Parent/Teacher conferences
- □ Explanation of program philosophy and curriculum
- □ Lesson plan structure and due dates
- □ Units/themes
- □ Schedule of providing feedback to student teacher both daily and weekly
- □ Information on children with special needs and dietary restrictions
- □ Information about meals (eating with children, bringing own meals, meal program)
- □ Policy regarding holiday and birthday celebrations
- □ Purchase of materials
- □ Orientation to program procedures:

<table>
<thead>
<tr>
<th>Category</th>
<th>Orientation Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accidents</td>
<td>Disinfecting</td>
</tr>
<tr>
<td>Bathroom</td>
<td>Early Release Days</td>
</tr>
<tr>
<td>Blood borne pathogens</td>
<td>Fire drills</td>
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<tr>
<td>Bomb alerts</td>
<td>Hand washing</td>
</tr>
<tr>
<td>CPR/First Aid</td>
<td>Library procedures</td>
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<tr>
<td>Diapering</td>
<td>Lost and found</td>
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<td>Dietary restrictions</td>
<td>Medication</td>
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<td>Discipline</td>
<td>Parent communication</td>
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<td>Shaken Baby Syndrome</td>
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<td>SIDS</td>
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<td>Snow days</td>
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<td>Special classes</td>
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<td>Storm/tornado drills</td>
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<td>Use of school facilities</td>
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<td></td>
<td>(playground, lounge,)</td>
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</table>

Cooperating Teacher Signature   Date                  Student Teacher Signature   Date
APPENDIX B

SAMPLE TIMELINE OF INCREASING TEACHING RESPONSIBILITIES FOR 8-WEEK EARLY CHILDHOOD PLACEMENT

Week 1
Observe children
Learn routines and children’s names
Help in any way possible
Ask questions
Begin Story Time
Write Reflective Log
Submit Lesson Plans for next week

Week 2
Continue Week 1 responsibilities
Begin leading Opening Activities/Circle Time
Begin work on Unit Plan

Week 3
Continue Weeks 1 and 2 responsibilities
Begin art project(s)

Week 4
Continue Week 3 responsibilities
Add a math center

Week 5
Continue Week 4 responsibilities
Add a science center

Week 6
Continue Week 5 responsibilities
Add a musical activity
Plan a sensory table activity

Week 7
Continue Week 6 responsibilities
Add a cooking or woodworking activity

Week 8
Continue Week 7 responsibilities
Add group game or outside activity
Complete Unit Plan story time, art, circle time, centers, math, science, dramatic play, sensory table, or music

TO BE ADJUSTED AS APPROPRIATE FOR 4-WEEK AND 12-WEEK PLACEMENTS
FIRST VISIT CHECKLIST

To be completed by UNIVERSITY SUPERVISOR, COOPERATING TEACHER and EARLY CHILDHOOD STUDENT TEACHER during orientation visit

University Supervisor_________________________________ Date ________________
Student Teacher____________________________________ Program ________________
Time Spent with Student Teacher______________ with Coop. Teacher ______________
☐ Contact Information:
  ▪ Phone numbers:
  ▪ E-mail addresses:
  ▪ Where does paperwork go?
☐ Role of University Supervisor, Cooperating Teacher and Student Teacher
☐ Working days and hours
☐ Reflective Journal expectations
☐ Schedule of teaching responsibilities
☐ Lesson plan structure and due dates
☐ Weekly paperwork (http://www.uwplatt.edu/education/forms.html#coop)
☐ Completed teaching unit submitted by: __________
☐ Process to follow for absences: _________________
☐ Communication/Grading System
☐ Breaks/Holidays
☐ Professional Appearance
☐ Introduction of Student Teacher to families

Dates and times for University Supervisor Visits:
- Visit 1
  - Day ____________________
  - Time ____________________
- Visit 2
  - Day ____________________
  - Time ____________________

_________________________________________  ____________________________
Cooperating Teacher Signature                  Student Teacher Signature

Complete copies for University Supervisor, Student Teacher, and Cooperating Teacher.
**APPENDIX D**

**EARLY CHILDHOOD STUDENT TEACHING WEEKLY PROGRESS REPORT**

Week of: ______________________

**Student:** ______________________

<table>
<thead>
<tr>
<th>Key: D = Distinguished</th>
<th>P = Proficient</th>
<th>B = Basic</th>
<th>U = Unsatisfactory (Incomplete)</th>
<th>NO = Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performs as a competent, experienced student teacher</td>
<td>Performs as a successful beginning student teacher</td>
<td>Performs with minimal competency; regular supervision required</td>
<td>Requires more education/practice</td>
<td></td>
</tr>
</tbody>
</table>

Please check each of the following competencies in the space that best represents your judgment of the student teacher’s performance.

### DOMAIN 1: PLANNING AND PREPARATION

- Demonstrates Knowledge of Content and Pedagogy
- Demonstrates Knowledge of Students
- Selects Instructional Goals
- Demonstrates Knowledge of Resources
- Designs Coherent Instruction
- Assesses Student Learning

### DOMAIN 2: THE CLASSROOM ENVIRONMENT

- Creates an Environment of Respect and Rapport
- Establishes a Culture for Learning
- Manages Classroom Procedures
- Manages Student Behavior
- Organizes Physical Space

### DOMAIN 3: INSTRUCTION

- Communicates Clearly and Accurately
- Uses Questioning and Discussion Techniques
- Engages Students in Learning
- Provides Feedback to Students
- Demonstrates Flexibility and Responsiveness

### DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

- Reflects on Teaching
- Maintains Accurate Records
- Communicates with Families
- Contributes to the School and District
- Grows and Develops Professionally
- Shows Professionalism
Early Childhood Student Teacher Weekly Log
(Use with Framework for Teaching)

WEEK OF ______________________

Student Teacher Comments:
State your strengths and weaknesses and how you are addressing each of them.

Cooperating Teacher’s Comments

Student Teacher ____________________________ (Signature) Cooperating Teacher ____________________________ (Signature)

Date ____________________________ Date ____________________________
General Observations: (Use front and back side as it is related to the Framework for Teaching).

COMPONENTS OF PROFESSIONAL PRACTICE

Domain 2: The Classroom Environment

Creating an Environment of Respect and Rapport:

Establish a Culture for Learning:

Managing Classroom Procedures:

Managing Student Behavior:

Organizing Physical Space:

(See other side for Domain 3)
COMPONENTS OF PROFESSIONAL PRACTICE

Domain 3: Instruction

Communicating Clearly and Accurately:

Using Questioning and Discussion Techniques:

Engaging Students in Learning:

Providing Feedback to Students:

Demonstrating Flexibility and Responsiveness:

Cooperating Teacher Signature

Student Teacher Signature
# Early Childhood Student Teaching Final Evaluation

**Student:**

**Semester:**

**Year:**

**Key:**
- **D** = Distinguished
- **P** = Proficient
- **B** = Basic
- **U** = Unsatisfactory (Incomplete)
- **NO** = Not Observed

<table>
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**Please check each of the following competencies in the space that best represents your judgment of the student teacher’s performance.**

## Domain 1: Planning and Preparation
- Demonstrates Knowledge of Content and Pedagogy
- Demonstrates Knowledge of Students
- Selects Instructional Goals
- Demonstrates Knowledge of Resources
- Designs Coherent Instruction
- Assesses Student Learning

## Domain 2: The Classroom Environment
- Creates an Environment of Respect and Rapport
- Establishes a Culture for Learning
- Manages Classroom Procedures
- Manages Student Behavior
- Organizes Physical Space

## Domain 3: Instruction
- Communicates Clearly and Accurately
- Uses Questioning and Discussion Techniques
- Engages Students in Learning
- Provides Feedback to Students
- Demonstrates Flexibility and Responsiveness

## Domain 4: Professional Responsibilities
- Reflects on Teaching
- Maintains Accurate Records
- Communicates with Families
- Contributes to the School and District
- Grows and Develops Professionally
- Shows Professionalism

**Overall Competence:**
- (Circle one) A  B  Incomplete

Student Teacher Initials

Student has read evaluation
EXPLANATIONS AND COMMENTS: Please type; This form will be reproduced as it is submitted! Please use space below for additional observations of performance or to clarify the competency ratings. Limit comments to space provided.
APPENDIX G

RECORD OF VISITS TO EARLY CHILDHOOD STUDENT TEACHERS

Semester _______________, ______

University Supervisor ____________________________________________

<table>
<thead>
<tr>
<th>TIME (Hrs.)</th>
<th>Student Teacher</th>
<th>Date</th>
<th>W/Student Teacher</th>
<th>W/Coop. Teacher</th>
<th>Observe Teaching</th>
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Verification Sheet for Student Teaching

Student Name: ____________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Daily Hours</th>
<th>Total</th>
<th>Verification Initials</th>
<th>Teaching Lesson/Activity?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex: 10/10/12</td>
<td>8-10</td>
<td>2</td>
<td>JBL</td>
<td>Action verbs</td>
</tr>
</tbody>
</table>


**Component I a: Demonstrating Knowledge of Content and Pedagogy**

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>LEVEL OF PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge of Content</strong></td>
<td></td>
</tr>
<tr>
<td>Teacher makes content errors or does not correct content errors students make.</td>
<td>UNSATISFACTORY</td>
</tr>
<tr>
<td>Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.</td>
<td>BASIC</td>
</tr>
<tr>
<td>Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.</td>
<td>PROFICIENT</td>
</tr>
<tr>
<td>Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.</td>
<td>DISTINGUISHED</td>
</tr>
<tr>
<td><strong>Knowledge of Prerequisite Relationships</strong></td>
<td></td>
</tr>
<tr>
<td>Teacher displays little understanding of prerequisite knowledge important for student learning of the content.</td>
<td>UNSATISFACTORY</td>
</tr>
<tr>
<td>Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.</td>
<td>BASIC</td>
</tr>
<tr>
<td>Teacher’s plan and practices reflect understanding of prerequisite relationships among topics and concepts.</td>
<td>PROFICIENT</td>
</tr>
<tr>
<td>Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.</td>
<td>DISTINGUISHED</td>
</tr>
<tr>
<td><strong>Knowledge of Content-Related Pedagogy</strong></td>
<td></td>
</tr>
<tr>
<td>Teacher displays little understanding of pedagogical issues involved in student learning of the content.</td>
<td>UNSATISFACTORY</td>
</tr>
<tr>
<td>Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.</td>
<td>BASIC</td>
</tr>
<tr>
<td>Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.</td>
<td>PROFICIENT</td>
</tr>
<tr>
<td>Teacher displays continuing search for best practice and anticipates student misconceptions.</td>
<td>DISTINGUISHED</td>
</tr>
</tbody>
</table>

**Component I b: Demonstrating Knowledge of Students**

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>LEVEL OF PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge of Characteristics of Age Group</strong></td>
<td></td>
</tr>
<tr>
<td>Teacher displays minimal knowledge of developmental characteristics of age group.</td>
<td>UNSATISFACTORY</td>
</tr>
<tr>
<td>Teacher displays generally accurate knowledge of developmental characteristics of age group.</td>
<td>BASIC</td>
</tr>
<tr>
<td>Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.</td>
<td>PROFICIENT</td>
</tr>
<tr>
<td>Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.</td>
<td>DISTINGUISHED</td>
</tr>
<tr>
<td><strong>Knowledge of Students’ Varied Approaches to Learning</strong></td>
<td></td>
</tr>
<tr>
<td>Teacher is unfamiliar with different approaches to learning, such as learning styles, modalities, and different “intelligences.”</td>
<td>UNSATISFACTORY</td>
</tr>
<tr>
<td>Teacher displays general understanding of the different approaches to learning that students exhibit.</td>
<td>BASIC</td>
</tr>
<tr>
<td>Teacher displays solid understanding of the different approaches to learning that different students exhibit.</td>
<td>PROFICIENT</td>
</tr>
<tr>
<td>Teacher uses, where appropriate, knowledge of students’ varied approaches to learning in instructional planning.</td>
<td>DISTINGUISHED</td>
</tr>
<tr>
<td><strong>Knowledge of Students’ Skills and Knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>Teacher displays little knowledge of students’ skills and knowledge and does not indicate that such knowledge is valuable</td>
<td>UNSATISFACTORY</td>
</tr>
<tr>
<td>Teacher recognizes the value of understanding students’ skills and knowledge but displays this knowledge for the class only as a whole.</td>
<td>BASIC</td>
</tr>
<tr>
<td>Teacher displays knowledge of students’ skills and knowledge for groups of students and recognizes the value of this knowledge.</td>
<td>PROFICIENT</td>
</tr>
<tr>
<td>Teacher displays knowledge of the interests of cultural heritage of each student.</td>
<td>DISTINGUISHED</td>
</tr>
</tbody>
</table>
### Component I c: Selecting Instructional Goals

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning.</td>
<td>Goals are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning.</td>
<td>Goals are valuable in their level of expectations, conceptual understanding, and importance of learning.</td>
<td>Not only are the goals valuable, but teacher can also clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards.</td>
</tr>
<tr>
<td>Clarity</td>
<td>Goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment.</td>
<td>Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment.</td>
<td>Most of the goals are clear but may include a few activities. Most permit viable methods of assessment.</td>
<td>All the goals are clear, written in the form of student learning, and permit viable methods of assessment.</td>
</tr>
<tr>
<td>Suitability for Diverse Students</td>
<td>Goals are not suitable for the class.</td>
<td>Most of the goals are suitable for most students in the class.</td>
<td>All the goals are suitable for most students in the class.</td>
<td>Goals take into account the varying learning needs of individual students or groups.</td>
</tr>
<tr>
<td>Balance</td>
<td>Goals reflect only one type of learning and one discipline or strand.</td>
<td>Goals reflect several types of learning but no effort or coordination or integration.</td>
<td>Goals reflect several different types of learning and opportunities for integration.</td>
<td>Goals reflect student initiative in establishing important learning.</td>
</tr>
</tbody>
</table>

### Component I d: Demonstrating Knowledge of Resources

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources for Teaching</td>
<td>Teacher is unaware of resources available through the school or district.</td>
<td>Teacher displays limited awareness of resources available through the school or districts.</td>
<td>Teacher is fully aware of all resources available through the school or district.</td>
<td>In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.</td>
</tr>
<tr>
<td>Resources for Students</td>
<td>Teacher is unaware of resources available to assist students who need them.</td>
<td>Teacher displays limited awareness of resources available through the school or district.</td>
<td>Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.</td>
<td>In addition to being aware of school and district resources, teacher is aware of additional resources available through the community.</td>
</tr>
</tbody>
</table>
## Component I.e: Designing Coherent Instruction

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Activities</td>
<td>Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.</td>
<td>Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.</td>
<td>Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.</td>
<td>Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.</td>
</tr>
<tr>
<td>Instructional materials and resources</td>
<td>Materials and resources do not support the instructional goals or engage students in meaningful learning.</td>
<td>Some of the materials and resources support the instructional goals, and some engage students in meaningful learning.</td>
<td>All materials and resources support the instructional goals, and most engage students in meaningful learning.</td>
<td>All materials and resources support the instructional goals, and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.</td>
</tr>
<tr>
<td>Instructional Groups</td>
<td>Instructional groups do not support the instructional goals and offer no variety.</td>
<td>Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.</td>
<td>Instructional groups are varied, as appropriate to the different instructional goals.</td>
<td>Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups.</td>
</tr>
<tr>
<td>Lesson and Unit Structures</td>
<td>The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.</td>
<td>The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.</td>
<td>The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.</td>
<td>The lessons and unit’s structure is clear and allows for different pathways according to student needs.</td>
</tr>
<tr>
<td>Resources for Teaching</td>
<td>Teacher is unaware of resources available through the school or district.</td>
<td>Teacher displays limited awareness of resources available through the school or districts.</td>
<td>Teacher is fully aware of all resources available through the school or district.</td>
<td>In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.</td>
</tr>
<tr>
<td>Resources for Students</td>
<td>Teacher is unaware of resources available to assist students who need them.</td>
<td>Teacher displays limited awareness of resources available through the school or district.</td>
<td>Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.</td>
<td>In addition to being aware of school and district resources, teacher is aware of additional resources available through the community.</td>
</tr>
</tbody>
</table>
### Component I f: Assessing Student Learning

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Congruence with Instructional Goals</td>
<td>Content and methods of assessment lack congruence with instructional goals.</td>
<td>Some of the instructional goals are assessed through the proposed approach, but many are not.</td>
<td>All the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others.</td>
<td>The proposed approach to assessment is completely congruent with the instructional goals, both in content and process.</td>
</tr>
<tr>
<td>Criteria and Standards</td>
<td>The proposed approach contains no clear criteria or standards.</td>
<td>Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.</td>
<td>Assessment criteria and standards are clear and have been clearly communicated to students.</td>
<td>Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.</td>
</tr>
<tr>
<td>Use for Planning</td>
<td>The assessment results affect planning for these students only minimally.</td>
<td>Teacher uses assessment results to plan for the class as a whole.</td>
<td>Teacher uses assessment results to plan for individuals and groups of students.</td>
<td>Students are aware of how they are meeting the established standards and participate in planning the next steps.</td>
</tr>
</tbody>
</table>

### DOMAIN 2: THE CLASSROOM ENVIRONMENT

### Component 2 a: Creating an Environment of Respect and Rapport

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Interaction with Students</td>
<td>Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.</td>
<td>Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students’ cultures. Students exhibit only minimal respect for teacher.</td>
<td>Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.</td>
<td>Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.</td>
</tr>
<tr>
<td>Student Interaction</td>
<td>Student interactions are characterized by conflict, sarcasm, or put-downs.</td>
<td>Students do not demonstrate negative behavior toward one another.</td>
<td>Student interactions are generally polite and respectful.</td>
<td>Students demonstrate genuine caring for one another as individuals and as students.</td>
</tr>
</tbody>
</table>
### Component 2 b: Establishing a Culture for Learning

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Importance of the Content</td>
<td>Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.</td>
<td>Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.</td>
<td>Teacher conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.</td>
<td>Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.</td>
</tr>
<tr>
<td>Student Pride in Work</td>
<td>Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.</td>
<td>Students minimally accept the responsibility to “do good work” but invest little of their energy in the quality of the work.</td>
<td>Students accept teacher insistence on work of high quality and demonstrate pride in that work.</td>
<td>Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers, and ensuring that high-quality work is displayed.</td>
</tr>
<tr>
<td>Expectations for Learning and Achievement</td>
<td>Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.</td>
<td>Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.</td>
<td>Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.</td>
<td>Both students and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students.</td>
</tr>
</tbody>
</table>

### Component 2 c: Managing Classroom Procedures

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management of Instructional Groups</td>
<td>Students not working with the teacher are not productively engaged in learning.</td>
<td>Tasks for group work are organized, resulting in some off-task behavior when teacher is involved with one group.</td>
<td>Tasks for group work are organized, and groups are managed so most students are engaged at all times.</td>
<td>Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.</td>
</tr>
<tr>
<td>Management of Transitions</td>
<td>Much time is lost during transitions.</td>
<td>Transitions are sporadically efficient, resulting in some loss of instructional time.</td>
<td>Transitions occur smoothly with little loss of instructional time.</td>
<td>Transitions are seamless, with students assuming some responsibility for efficient operation.</td>
</tr>
<tr>
<td>Management of Materials and Supplies</td>
<td>Materials are handled inefficiently, resulting in loss of instructional time.</td>
<td>Routines for handling materials and supplies function moderately well.</td>
<td>Routines for handling materials and supplies occur smoothly, with little loss of instructional time.</td>
<td>Routines for handling materials and supplies are seamless with students assuming some responsibility for efficient operation.</td>
</tr>
<tr>
<td>Performance of Non-instructional Duties</td>
<td>Considerable instructional time is lost in performing non-instructional duties.</td>
<td>Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.</td>
<td>Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.</td>
<td>Systems for performing non-instructional duties are well established, students assuming considerable responsibility for efficient operation.</td>
</tr>
</tbody>
</table>
## Component 2d: Managing Student Behavior

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expectations</strong></td>
<td>No standards of conduct appear to have been established, or students are confused as to what the standards are.</td>
<td>Standards of conduct appear to have been established for most situations, and most students seem to understand them</td>
<td>Standards of conduct are clear to all students</td>
<td>Standards of conduct are clear to all students and appear to have been developed with student participation</td>
</tr>
<tr>
<td><strong>Monitoring of Student Behavior</strong></td>
<td>Student behavior is not monitored, and teacher is unaware of what students are doing</td>
<td>Teacher is generally aware of student behavior but may miss the activities of some students</td>
<td>Teacher is alert to student behavior at all times</td>
<td>Monitoring by teacher is subtle and preventive. Students monitor their own and peers' behavior, correcting one another respect for learning activities.</td>
</tr>
<tr>
<td><strong>Response to Student Misbehavior</strong></td>
<td>Teacher does not respond to misbehavior, or the response is inconsistent, overly responsive, or does not respect the student’s dignity.</td>
<td>Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.</td>
<td>Teacher response to misbehavior is appropriate and successful and respects the student’s dignity or student behavior is generally appropriate</td>
<td>Teacher response to misbehavior is highly effective and sensitive to students’ individual needs or student behavior is entirely appropriate</td>
</tr>
</tbody>
</table>

## Component 2e: Organizing Physical Space

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safety and Arrangement of Furniture</strong></td>
<td>The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.</td>
<td>The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.</td>
<td>The classroom is safe, and the furniture arrangement is a resource for learning activities.</td>
<td>The classroom is safe, and students adjust the furniture to advance their own purposes in learning.</td>
</tr>
<tr>
<td><strong>Accessibility to Learning and Use of Physical Resources</strong></td>
<td>Teacher uses physical resources poorly, or learning is not accessible to some students.</td>
<td>Teacher uses physical resources adequately, and at least essential learning is accessible to all students.</td>
<td>Teacher uses physical resources skillfully, and all learning is equally accessible to all students.</td>
<td>Both teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students.</td>
</tr>
</tbody>
</table>
## Component 3: Communicating Clearly and Accurately

**Level of Performance**

<table>
<thead>
<tr>
<th>Element</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directions and Procedures</td>
<td>Teacher directions and procedures are confusing to students.</td>
<td>Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.</td>
<td>Teacher directions and procedures are clear to students and contain an appropriate level of detail.</td>
<td>Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.</td>
</tr>
<tr>
<td>Oral and Written Language</td>
<td>Teacher’s spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.</td>
<td>Teacher’s spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students’ ages or backgrounds.</td>
<td>Teacher’s spoken and written language is clear and correct. Vocabulary is appropriate to students’ age and interests.</td>
<td>Teacher’s spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.</td>
</tr>
</tbody>
</table>

### Component 3 b: Using Questioning and Discussion Techniques

<table>
<thead>
<tr>
<th>Element</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Questions</td>
<td>Teacher’s questions are virtually all of poor quality.</td>
<td>Teacher’s questions are a combination of low and high quality. Only some invite a response.</td>
<td>Most of teacher’s questions are of high quality. Adequate time is available for students to respond.</td>
<td>Teacher’s questions are of high quality, with adequate time for students to respond. Students formulate many questions.</td>
</tr>
<tr>
<td>Discussion Techniques</td>
<td>Interaction between teacher and students is predominantly recitation style, with teacher mediating all questions and answers.</td>
<td>Teacher makes some attempt to engage students in a true discussion, with uneven results.</td>
<td>Classroom interaction represents true discussion, with teacher stepping, when appropriate to the side.</td>
<td>Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.</td>
</tr>
<tr>
<td>Student Participation</td>
<td>Only a few students participate in the discussion.</td>
<td>Teacher attempts to engage all students in the discussion, but with only limited success.</td>
<td>Teacher successfully engages all students in the discussion.</td>
<td>Students themselves ensure that all voices are heard in the discussion.</td>
</tr>
</tbody>
</table>

### Component 3 c: Engaging Students in Learning

<table>
<thead>
<tr>
<th>Element</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Representation of Content</td>
<td>Representation of content is inappropriate and unclear or uses poor examples and analogies.</td>
<td>Representation of content is inconsistent: Some is done skilfully, with good examples; other is difficult to follow.</td>
<td>Representation of content is appropriate and links well with students’ knowledge and experience.</td>
<td>Representation of content is appropriate, links well with students’ knowledge and experience. Students contribute to representation of content.</td>
</tr>
<tr>
<td>Activities and Assignments</td>
<td>Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.</td>
<td>Some activities and assignments are appropriate to students and engage them mentally, but others do not.</td>
<td>Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.</td>
<td>All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Grouping of Students</td>
<td>Instructional groups are inappropriate to the students or to the instructional goals.</td>
<td>Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.</td>
<td>Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.</td>
<td>Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.</td>
</tr>
<tr>
<td>Instructional Materials And Resources</td>
<td>Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.</td>
<td>Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate.</td>
<td>Instructional materials and resources are suitable to the instructional goals and engage students mentally.</td>
<td>Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own purpose.</td>
</tr>
<tr>
<td>Structure And Pacing</td>
<td>The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.</td>
<td>The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.</td>
<td>The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent.</td>
<td>The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.</td>
</tr>
</tbody>
</table>

Component 3 d: Providing Feedback to Students

<table>
<thead>
<tr>
<th>Element</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality: Accurate, Substansive, Constructive, and Specific</td>
<td>Feedback is either not provided or is of uniformly poor quality.</td>
<td>Feedback is inconsistent in quality: Some elements of high quality are present; others are not.</td>
<td>Feedback is consistently high quality.</td>
<td>Feedback is consistently high quality. Provision is made for students to use feedback in their learning.</td>
</tr>
<tr>
<td>Timeliness</td>
<td>Feedback is not provided in a timely manner.</td>
<td>Timeliness of feedback is inconsistent.</td>
<td>Feedback is consistently provided in a timely manner.</td>
<td>Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.</td>
</tr>
</tbody>
</table>

Component 3 e: Demonstrates Flexibility and Responsiveness

<table>
<thead>
<tr>
<th>ELEMENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Lesson Adjustment</td>
<td>Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.</td>
<td>Teacher attempts to adjust a lesson, with mixed results.</td>
<td>Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.</td>
<td>Teacher successfully makes a major adjustment to a lesson.</td>
</tr>
<tr>
<td>Component 4 a: Reflecting on Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td><strong>ELEMENT</strong></td>
<td><strong>UNSATISFACTORY</strong></td>
<td><strong>BASIC</strong></td>
<td><strong>PROFICIENT</strong></td>
<td><strong>DISTINGUISHED</strong></td>
</tr>
<tr>
<td>Accuracy</td>
<td>Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.</td>
<td>Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.</td>
<td>Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.</td>
<td>Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.</td>
</tr>
<tr>
<td>Use in Future Teaching</td>
<td>Teacher has no suggestions for how a lesson may be improved another time.</td>
<td>Teacher makes general suggestions about how a lesson may be improved.</td>
<td>Teacher makes a few specific suggestions of what he may try another time.</td>
<td>Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probably successes of different approach.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component 4 b: Maintaining Accurate Records</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELEMENT</strong></td>
</tr>
<tr>
<td>Student Completion of Assignments</td>
</tr>
</tbody>
</table>
### Student Progress in Learning

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.</td>
<td></td>
</tr>
<tr>
<td>Teacher’s system for maintaining information on student progress in learning is rudimentary and partially effective.</td>
<td></td>
</tr>
<tr>
<td>Teacher’s system for maintaining information on student progress in learning is effective.</td>
<td></td>
</tr>
<tr>
<td>Teacher’s system for maintaining information on student progress is fully effective. Students contribute information and interpretation of the records.</td>
<td></td>
</tr>
</tbody>
</table>

### Non-instructional Records

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.</td>
<td></td>
</tr>
<tr>
<td>Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid error.</td>
<td></td>
</tr>
<tr>
<td>Teacher's system for maintaining information on non-instructional activities is fully effective.</td>
<td></td>
</tr>
<tr>
<td>Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.</td>
<td></td>
</tr>
</tbody>
</table>

### Component 4 c: Communicating with Families

<table>
<thead>
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<tbody>
<tr>
<td>Information About the Instructional Program</td>
<td>Teacher provides little information about the instructional program to families.</td>
<td>Teacher participates in the school's activities for parent communication but offers little additional information.</td>
<td>Teacher provides frequent information to parents, as appropriate, about the instructional program.</td>
<td>Teacher provides frequent information to parents, as appropriate, about the instructional program. Students participate in preparing material for their families.</td>
</tr>
<tr>
<td>Information About Individual Students</td>
<td>Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.</td>
<td>Teacher adheres to the school's required procedures for communication to parents. Responses to parent concerns are minimal.</td>
<td>Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.</td>
<td>Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.</td>
</tr>
<tr>
<td>Engagement of Families in the Instructional Program</td>
<td>Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.</td>
<td>Teacher makes modest and inconsistently successful attempts to engage families in the instructional program.</td>
<td>Teacher's efforts to engage families in the instructional program are frequent and successful.</td>
<td>Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.</td>
</tr>
</tbody>
</table>

### Component 4 d: Contributing To The School District

<table>
<thead>
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<tbody>
<tr>
<td>Relationships with Colleagues</td>
<td>Teacher's relationships with colleagues are negative or self-serving.</td>
<td>Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.</td>
<td>Support and cooperation characterize relationships with colleagues.</td>
<td>Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.</td>
</tr>
</tbody>
</table>
### Component 4 e: Growing and Developing Professionally

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Enhancement of Content Knowledge and Pedagogical Skill</td>
<td>Teacher engages in no professional development activities to enhance knowledge or skill.</td>
<td>Teacher participates in professional activities to a limited extent when they are convenient.</td>
<td>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</td>
<td>Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his classroom.</td>
</tr>
<tr>
<td>Service to the Profession</td>
<td>Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</td>
<td>Teacher finds limited ways to contribute to the profession.</td>
<td>Teacher participates actively in assisting other educators.</td>
<td>Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.</td>
</tr>
</tbody>
</table>

### Component 4 f: Showing Professionalism

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Service to Students</td>
<td>Teacher is not alert to students' needs.</td>
<td>Teacher's attempts to serve students are inconsistent.</td>
<td>Teacher is moderately active in serving students.</td>
<td>Teacher is highly proactive in serving students, seeking out resources when necessary.</td>
</tr>
<tr>
<td>Advocacy</td>
<td>Teacher contributes to school practices that result in some students being ill served by the school.</td>
<td>Teacher's decisions are based on limited though genuinely professional considerations.</td>
<td>Teacher maintains an open mind and participates in team or departmental decision making.</td>
<td>Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.</td>
</tr>
<tr>
<td>Decision Making</td>
<td>Teacher makes decisions based on self-serving interests.</td>
<td>Teacher’s decisions are based on limited though genuinely professional considerations.</td>
<td>Teacher maintains an open mind and participates in team or departmental decision making.</td>
<td>Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.</td>
</tr>
</tbody>
</table>