

# STUDENT TEACHING HANDBOOK



*Oklahoma Christian University  
School of Education*

*2019-2020*

**Student Teacher  
INFORMATION SHEET**

**Student Teacher** \_\_\_\_\_

**Phone Number** \_\_\_\_\_

**University Supervisor** \_\_\_\_\_

**Phone Number** \_\_\_\_\_

**Contacts:**

**Allison Cassady, Director of Student Teaching**

**Office: 425-5455**

**Fax: 425-5479**

**Email: [allison.cassady@oc.edu](mailto:allison.cassady@oc.edu)**

**School of Education Office**

**Office: 425-5430**

**Fax: 425-5479**

## **PREFACE**

### **COOPERATING TEACHERS**

Thank you for hosting a student teacher from Oklahoma Christian University. As a cooperating teacher, you have the opportunity to make a positive, professional impact on the student teacher, as well as the profession as a whole.

Your student teacher values your suggestions, constructive criticism, helpful hints and guidance. In your role as a mentor, please take a few moments during the day or before/after school to review the student teacher's performance. This time of reflection with your guidance is invaluable to the continued professional growth of the student teacher.

Please take a few minutes to review the Student Teaching handbook received from your student teacher in August. The Handbook is a fast read and will give you valuable information regarding responsibilities of the cooperating teacher, university supervisor, and student teacher.

### **STUDENT TEACHERS**

Please take a few minutes to review the Student Teaching handbook. This Handbook is a fast read. Be proactive in understanding your role, your cooperating teacher's role, and your supervisor's role in the student teaching process. Understanding the student teaching process will allow you to receive the benefits of student teaching and to be successful in your clinical practice.

### **SUPERVISORS**

Please take a few minutes to review the Student Teaching Handbook. There have been several important changes that need to be brought to your attention. One very important item is the revised Student Teaching Calculation Sheet. Your role in the student teaching process is invaluable as liaison to the cooperating teacher and as mentor to the student teacher.

## STUDENT TEACHING SCHEDULE '18 – '19

(Note: these dates update yearly.)

*ALL students (fall and spring) report to Oklahoma Christian University on Thurs. August 16<sup>TH</sup>*

### **ALL STUDENT TEACHERS**

Thursday, August 16	Orientation
Friday, August 17	Observation, Site 1
Monday, August 20	Observation, Site 1
Tuesday, August 21	Observation, Site 1
Wednesday, August 22	Observation, Site 2
Thursday, August 23	Observation, Site 2
Friday, August 24	Observation, Site 2

### **FALL STUDENT TEACHERS**

August 27 – August 31	Class on campus (EDUC 4132, EDUC 4131, EDUC 4013)
September 3 – October 19	Student Teaching at Site 1
October 22 – October 26	Class on-campus
October 29 – December 12	Student Teaching at Site 2
December 13	Available for make-up day
December 14	Graduation

### **SPRING STUDENT TEACHERS**

January 7 – January 11	Class on campus (EDUC 4132, EDUC 4131, EDUC 4013)
January 14 – March 1	Student Teaching at Site 1
March 4 – March 8	Class on campus
March 11 – April 24	Student Teaching at Site 2
March 18 – March 22	SPRING BREAK
April 25	Available for make-up day
April 26	Graduation

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## *Student Teaching at Oklahoma Christian University*

Student teaching at Oklahoma Christian University is in compliance with Oklahoma requirements. The student teaching model is 13 weeks – one observation week and two six-week assignments under the direction of an experienced, licensed teacher. The student teacher earns 8 hours of credit and is simultaneously enrolled in EDUC 4013, EDUC 4132, and EDUC 4131 for a total of 14 hours for the semester.

Each student teaching placement provides opportunities for the candidate to develop competencies through observation, teaching, conferencing, assessment, and reflection. The **student teacher, cooperating teacher, and university supervisor** must work as a team in order to make the experience as valuable as possible. The cooperative efforts and involvement of public school personnel and university personnel are essential for the success of the program.

### **The student teacher...**

is in the final stage of preparation for teaching. S/he has completed course requirements for the core curriculum, the academic major, and the professional education teaching minor including a variety of diverse field experiences in public/private school classrooms. S/he has successfully passed the OGET and the OSAT, two state exams required for licensure. In addition, s/he has met all requirements for full admission to student teaching at Oklahoma Christian University. The student teaching experience offers candidates an opportunity to learn from cooperating teachers and to try, within reasonable limits, some techniques from the program that reflect theory to practice. Student teachers must act as if they were employees under contract in the school districts to which they are assigned. Thus, the student teacher should demonstrate the highest professional and ethical standards both at school and in the community.

### **The Principal's Participation...**

in the student teaching experience is of great importance to the cooperating teacher, to the student teacher, and to the OC School of Education. School administrators play a key role in selecting qualified cooperating teachers to supervise student teachers and in helping student teachers become a welcomed addition to the teaching staff in the public school.

### **The University Supervisor...**

is a member of the OC School of Education faculty who serves as a supervisor for the student teacher, as a consultant for the cooperating teacher, and as a liaison between the university and the public school. The university supervisor will conduct weekly meetings with the student teacher and will visit the school on a regular basis to observe and confer with the student teacher and with the cooperating teacher.

### **The Cooperating Teachers...**

are selected for their roles because they are considered to be outstanding educators by their school districts and by the School of Education at Oklahoma Christian University. They must have at least three years of teaching experience in their certified field. Cooperating teachers are given the responsibility during the student teaching experience to help the student teacher develop a sense of confidence and the skills necessary to begin a teaching career successfully. Through their example and the sharing of their classrooms and students, they provide opportunities for knowledge, skill development and dispositions not found in textbooks or university courses.

## ***Student Teacher Policies and Responsibilities***

*These policies must be followed by all candidates who wish to student teach and to complete requirements for teacher certification.*

### **Requesting a Student Teaching Placement**

Candidates for student teaching will request placements during the spring semester proceeding the student teaching year. Application packets are distributed online to candidates at the beginning of the semester. Completed applications must be submitted to the **Director of Student Teaching** by February 1<sup>st</sup>.

### **Admission to Student Teaching**

Students must fulfill all the requirements for admission to student teaching before beginning student teaching assignments. The requirements are:

- Admission to Teacher Education
- 95 semester hour credits
- 2.75 overall GPA, minimum
- 2.75 overall GPA, minimum, in course work taken at OC
- 3.0 major GPA, minimum
- 3.0 major GPA, minimum, in course work taken at OC
- No grade below “C” in professional education courses
- Passing scores on OGET and OSAT
- Favorable recommendation by Major department
- Favorable recommendation by Dean of Student Life
- Fulfillment of foreign language requirement
- Approval of Teacher Education Council

## Placements

Student teachers are assigned placements in the disciplines in which they will later be certified to teach. Candidates will not be assigned to schools where members of their immediate family are employed or attend. **Once placements are confirmed, student teachers must respect their placements as they would teaching contracts.**

Requests for changes must be made in writing and addressed to the Director of Student Teaching who will decide if the change is justified. Students who withdraw after receiving placements must notify the Chair of the School of Education in writing of their intent no later than two weeks before student teaching begins.

## Professional Conduct

The conduct of student teachers must be professional at all times. Unprofessional conduct in the classroom, in the school, or in any activities associated with student teaching may result in dismissal from student teaching. In addition, see the Grade Calculation Sheet regarding dispositional issues.

Student teachers must adhere to the requirements of the schools to which they are assigned pertaining to dress, identification, and sign-in/sign-out procedures. Candidates must dress, speak, and act professionally at all times. Failure to do so may result in immediate removal from student teaching. Items of clothing and jewelry that violate a school's dress code may not be worn. **Cell phones and pagers are not to be used in schools, and student teachers are not allowed to leave the school during lunch or any time during the day.**

If a student teacher is dismissed from the school for unprofessional conduct, student teaching is terminated for the semester. The opportunity to repeat student teaching will be the decision of the departments' Admission and Retention Committee. If that opportunity is granted, the candidate must pay tuition and all fees associated with student teaching.

## **Student Teaching Calendar – see also Student Teaching Schedule**

Student teachers will follow the calendar (holidays, breaks) of the public school system to which they are assigned.

### **Absences**

Student teachers are responsible for notifying their **cooperating teachers**, their **university supervisors**, and other designated school personnel (if applicable) if they are going to be absent. If absences occur during the time that the student teacher has assumed teaching responsibilities, student teachers are to give the **cooperating teacher** appropriate plans for the day(s) just as they would if they were planning for a substitute teacher.

*There are no excused absences during student teaching.* All absences from student teaching must be made up. **Student teachers must complete the absences and make-up plan for site 1 and site 2 found in this publication and place them in the front of the Student Teacher Notebook.** Student teachers are not penalized for days missed when the school system is closed.

### **Meetings/Activities**

Student teachers must participate in a minimum of three professional development sessions (site or district in-service meetings) to broaden and enhance their student teaching experience. Student teachers must also attend a minimum of three activities (school clubs, carnivals, athletic, musical, or academic events, etc.) in which they will interact with their classroom students on a more informal level. Student teachers are expected to attend all school related functions in which their **cooperating teachers** are involved or expected to attend. These forms can be found on Black Board.

### **Teaching Schedule**

The pace at which the student teacher assumes instructional and non-instructional responsibilities in the classroom is determined by the **cooperating teacher** (and in consultation with the university supervisor if necessary).

## **University Supervisor Visits**

University supervisors will visit student teachers a minimum of two times during each placement for observation and evaluation. The supervisor will likely conference with the student teacher and **cooperating teacher** following each visit. The progress of the student teacher may require additional visits by the university supervisor

**Grade** See Grade Calculation Sheet and Student Teaching Grade Report in the Appendix

## **Lesson Plans**

Student teachers will provide lesson plans for everyday in which they teach. A general template may be used when teaching from cooperating teachers' plans (reference this publication for format) and full lesson plans using the School of Education Model Lesson Plan format from student teachers' own lessons. Both should reflect the method taught throughout the program in the School of Education (written objectives).

## **Certification Requirements**

In order to obtain a teaching certificate, a candidate must be recommended for the certificate by Oklahoma Christian University. A recommendation is forwarded to the State Department of Education when a candidate successfully completes student teaching and passes the appropriate Oklahoma Professional Teacher Exam (OPTE).

The candidate for certification is responsible for making sure that all necessary paperwork is submitted to the School of Education and appropriate use of the State Department of Education web site for certification.

## **Other**

- Student teachers may not participate in work stoppages.
- Student teachers must provide evidence of comprehensive general liability insurance – Usually POE membership.
- Student teachers are responsible for their own transportation to and from the schools to which they are assigned.

- A substitute teacher must be present in the classroom with a student teacher when the **cooperating teacher** is absent.
- Student teachers may not participate in or serve as the only witness in the administration of corporal punishment to students.
- School board and local school regulations are the deciding criteria for contingencies not specifically covered by Oklahoma Christian policies.
- Student teachers cannot legally assume responsibility for activities in or out of the classroom not specifically covered by laws of the state of Oklahoma.
- Parent conferences should be conducted only with the knowledge of the **cooperating teacher**; if conducted solely by the student teacher, a written report to the cooperating teacher must follow.
- All students' rights and responsibilities and disciplinary measures for infractions as defined in the Oklahoma Christian University Student Handbook apply during student teaching.

### **Tips for Success**

- Always be on time.
- Be observant (familiarize self with school facilities, rules/policies, names of students and teachers).
- Note safety procedures and the role of the student teacher during emergency situations.
- Be prepared with lesson plans and materials AT LEAST a day ahead of delivering instruction.
- Take initiative. Be involved in the classroom.

## *Cooperating Teacher Responsibilities*

By accepting the responsibility for mentoring a student teacher, the cooperating teacher assumes one of the most influential and exciting positions in the teacher education program at Oklahoma Christian University.

The university supervisor is a resource person who can answer questions and address any concerns at any time during the experience. The following suggestions are given to assist cooperating teachers in planning for and working with their student teachers.

- Prepare the class for the arrival of the student teacher.
- Model and demonstrate effective instructional and non-instructional strategies.
- Assist the student teacher in learning through observing. (meaningful, systematic observations will enable the student teacher to better understand the concepts of the teaching and learning process)
- Monitor daily and long-range lesson planning. (a regularly scheduled conferencing time with the student teacher should be established so that there is at least one formal conference each week)
- Gradually surrender teaching and other classroom responsibilities.
- Evaluate daily teaching performance.
- Provide time to conference with the university supervisor when necessary.
- Encourage professional growth.
- Be prepared to take over in an emergency.
- Check school records prepared by the student teacher.
- Know the elements of Student Teaching (required for Oklahoma certification and Oklahoma Christian University's student teaching program.)
- Refrain from serving as an aide during the student teacher's full-time teaching period.
- Using the provided rubric submit two **Formative Assessment assessments**. **DEADLINE:** First day of 6<sup>th</sup> week.
- Using the provided rubric submit the **Summative Assessment**. **DEADLINE:** First day of 6<sup>th</sup> week.
- Submit cooperating teacher information sheet and university supervisor evaluation. These forms may be e-mailed or may be given to the student teacher, in a sealed envelope, to return to the Director of Student Teaching. **DEADLINE:** First day of 6<sup>th</sup> week.

- Complete all forms required by Oklahoma Christian University

## **Checklist for Cooperating Teachers**

### ***Orientation of the Student Teacher***

1. Provide workspace in the classroom
2. Introduce to school personnel
3. Explain rules/regulations and policies; provide handbook, directory, and calendar
4. Define emergency procedures
5. Provide textbooks, resource materials, and point out the media center
6. Introduce student teacher as a member of the teaching team
7. Supply class schedules
8. Identify pupils with exceptional abilities and physical differences
9. Assign specific responsibilities early in the experience
10. Alert student teacher of any students who are not allowed to be photographed

### ***Planning with the Student Teacher***

1. Assist student teacher in selecting unit(s) of study to be prepared for classroom instruction and the **Teacher Work Sample (TWS)**
2. Guide long-term, weekly, and daily planning – establish goals and objectives
3. Be available for assistance in planning and evaluation
4. Check plans (preferably on Thursdays) preceding presentation week so any changes can be made
5. Inform student teacher of schedule changes

### ***Interaction with the Student Teacher***

1. Engage in reflective thinking by asking appropriate questions
2. Provide continual, on-going evaluation of student teacher performance; conference when necessary
3. Give constructive feedback, discuss alternative methods, and encourage experimentation
4. Keep discussions confidential
5. Encourage student teacher to ask questions and to seek help when needed
6. Refrain from interrupting when student teacher is teaching

### ***Mentoring of the Student Teacher***

1. Involve gradually in duties
2. Encourage involvement in extracurricular responsibilities and activities
3. Assist with discipline and classroom control

4. Provide time for visitations and observations of other classrooms
5. Encourage involvement in professional meetings
6. Provide access to professional periodicals and journals
7. Assist with parent-teacher conference techniques

## **Phasing-In Guidelines**

### The First Week –

- Allow time for observation and assistance with routine tasks
- Include the student teacher in planning
- Discuss topics that will be taught during the student teacher's time
- Suggest a topic suitable for the student teacher's university-required teaching unit (**TEACHER WORK SAMPLE**)
- Allow the student teacher to work with small groups
- Allow the student teacher to lead some classroom activities
- Assist the student teacher in learning students' names and in becoming familiar with seating chart(s).

### The Second Week –

- Allow the student teacher to present lessons or mini lessons that you have planned
- Allow the student teacher to start teaching for a portion of the day

### The Third and Fourth Weeks –

- The student teacher should continue to present lessons prepared by the cooperating teacher with the student teacher included in the planning
- The student teacher should plan and present lessons for approximately half of the day
- The cooperating teacher should provide informal evaluation of some of the lessons presented

### The Fifth and Sixth Weeks –

- The student teacher should be teaching full time with lessons prepared by the student teacher
- The student teacher should have extended periods of time presenting lessons and managing the classroom.
- Ideally the student teacher should be left alone in the classroom (only if the cooperating teacher feels comfortable)
- The student teacher should teach the university required teaching unit (**TEACHER WORK SAMPLE**)

**NOTE: A faster flow of the above guidelines is recommended at the student teacher's second site.**

## Evaluations:

- Complete a **formative** evaluation over one lesson by the end of the third week
- Complete a **formative** evaluation over one lesson by the end of the fifth week
- Complete a **summative** evaluation by the beginning of the sixth week

NOTE: Some cooperating teachers like to complete a formative evaluation prior to the 3<sup>rd</sup> week to have an instrument to use for discussion/conferencing purposes and to practice using the assessment format. This early evaluation would not be considered for a grade and should be identified as NON-GRADED.

## Consulting with the University Supervisor

The supervisor will make a minimum of two observations (days and times suggested by cooperating teacher). The supervisor may wish to conference with the cooperating teacher following observations. If the cooperating teacher is concerned about the performance of the student teacher, s/he should contact the supervisor to achieve a workable solution to the problem.

## Cooperating Teachers' Breakfast

As a way to show appreciation for the support given by the cooperating teachers, the School of Education invites all cooperating teachers to a breakfast on the **second Tuesday** or **Thursday** after the arrival of the student teacher. This meeting is an important time for questions and collaboration with the university. The student teacher should be ready to direct the activities of the morning so that the cooperating teacher can attend. Details should be worked out with the building principal.

## *University Supervisor Responsibilities*

Faculty who serve as university supervisors are liaisons between the Oklahoma Christian School of Education and the personnel of the public schools. They support and guide the cooperating teacher and the student teacher while articulating university requirements regarding the student teaching process. Student teachers are assigned to university supervisors at the ratio of one student teacher per 0.5-hour load.

CAEP guidelines stipulate that the following criteria be used in the selection of university supervisors:

- Highly competent role models for student teachers

- Appropriate professional experience for grade levels supervised
- Ability to demonstrate effective teaching strategies and methods
- Willingness to assume the roles expected of a mentor
- Willingness to stay current with the latest research on teaching and learning
- Ability to work as a team member and facilitate professional learning

The supervisor's responsibilities are to:

- Provide pertinent materials to student teachers, cooperating teachers, and building administrators.
- Facilitate understanding of Student Teaching Experience to all those involved.
- Assist in student teacher's development in instruction, management, and professionalism.
- Maintain individual files on each student's progress throughout the length of the student teaching experience.
- Collaborate with the cooperating teacher, drawing on his/her expertise and daily presence in the classroom with the student teacher.
- Conduct at least two formative evaluations and one summative evaluations at each site in order to provide feedback and guidelines for further development.
- Using the provided rubric to submit the two **Formative Assessments**. Make a copy and give to the student teacher to be kept in his/her portfolio.  
**DEADLINE:** First day of 6<sup>th</sup> week.
- Using the online format submit the **Summative Assessment** data.  
**DEADLINE:** First day of 6<sup>th</sup> week.
- Participate in assessment conferences with the student teacher and cooperating teacher to analyze student teacher's strengths and areas of improvement.
- Report any serious problems to the Director of Student Teaching.
- Conduct weekly meetings with student teachers to schedule visits and address concerns and questions (day and time to be determined by supervisor). Reference Grade Calculation Sheet and Student Teaching Grade Report Form in the Appendix. The Student Teaching Grade Report Form must be submitted to the Director of Student Teaching the Friday prior to submission of grades.

**\*Guidelines for photographing and/or video-taping students in classrooms**

**< Follow district/school policy on photographing and/or video-taping of students**

**< Photograph and/or video-tape from the back of the room so as not to identify any student**

**< Secure a signed permission form from the cooperating teacher and/or principal prior to photographing and/or video-taping students**

## INDUCTION PLAN

*(This form serves as a tentative plan for the entire six weeks)*

SITE I \_\_\_\_\_ SITE II \_\_\_\_\_

Student Teacher \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_

School \_\_\_\_\_ Grade (s) \_\_\_\_\_

Teaching Schedule agreed on by cooperating teacher and student teacher

Week One	Week Two	Week Three	Week Four	Week Five	Week Six
(teaching)					
(nonteaching)					

Arrival Time \_\_\_\_\_ Departure Time \_\_\_\_\_ Conference Time \_\_\_\_\_

Faculty Meeting day/time \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_

Signature and date

Student Teacher \_\_\_\_\_

Signature and date

**COOPERATING TEACHER EVALUATION**  
(To be completed by the STUDENT TEACHER)

Cooperating Teacher \_\_\_\_\_

Student Teacher \_\_\_\_\_

School \_\_\_\_\_ Semester/year \_\_\_\_\_

Site I \_\_\_\_\_ Site II \_\_\_\_\_ (check one please)

My Cooperating Teacher YES    NO

1. Conferred with me regularly to discuss my progress \_\_\_\_\_

Comment:

2. Reviewed and discussed my written plans before lessons were taught \_\_\_\_\_

Comment:

3. Gave specific constructive feedback \_\_\_\_\_

Comment:

4. Conferred with me about my performance which was reported in the formative evaluations \_\_\_\_\_

Comment:

5. Accepted me as a professional team member \_\_\_\_\_

Comment:

6. Appropriately phased me in to a full-time teaching schedule using university guidelines \_\_\_\_\_

Comment:

7. Seemed to work effectively with my university supervisor \_\_\_\_\_

Comment:

\_\_\_\_\_  
Signature Date



# Cooperating Teacher Information Sheet

Return to Director of Student Teaching by following observation days in August.

NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_ ADDRESS \_\_\_\_\_

EMAIL ADDRESS \_\_\_\_\_

Highest degree(s) earned and Major

\_\_\_\_\_

College/University attended \_\_\_\_\_

Professional Organization Membership(s)

\_\_\_\_\_  
\_\_\_\_\_

Teaching Certification(s) held \_\_\_\_\_

Number of years teaching experience \_\_\_\_\_

Number of student teachers accepted \_\_\_\_\_

TEACHING or ADMINISTRATIVE ASSIGNMENT(s) Including Dates

Elementary (grade and/or content area) \_\_\_\_\_

Middle/Secondary Subject(s)

\_\_\_\_\_  
\_\_\_\_\_

EXTRACURRICULAR ACTIVITIES SPONSORED

\_\_\_\_\_

Do you hold an Oklahoma Professional Teaching License for your teaching assignment?

YES \_\_\_\_\_ NO \_\_\_\_\_

*I have read the OC School of Education Student Teaching Handbook and understand my responsibilities*

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

***University Supervisor Evaluation***  
*(To be completed by the COOPERATING TEACHER)*

University Supervisor \_\_\_\_\_

Student Teacher \_\_\_\_\_

School \_\_\_\_\_ Semester/year \_\_\_\_\_

Site I \_\_\_\_\_ Site II \_\_\_\_\_ (check one please)

The university supervisor assigned to the school	YES	NO
<b>1. Respected my knowledge of the subject matter</b>	_____	_____
Comment:		
<b>2. Observed and evaluated the student teacher two times</b>	_____	_____
Comment:		
<b>3. Discussed with me the student teacher's progress</b>	_____	_____
Comment:		
<b>4. Showed awareness of the limitations of student teaching by permitting flexibility in the methods used</b>	_____	_____
Comment:		
<b>5. Communicated effectively the university's expectations</b>	_____	_____
Comment:		
<b>6. Realized the importance of effective supervision and exhibits concern for student teachers</b>	_____	_____
Comment:		
<b>7. Was available both to me and to my student teacher to address any concerns that we had</b>	_____	_____
Comment:		

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

***Cooperating Teacher Evaluation***  
*(To be completed by the UNIVERSITY SUPERVISOR)*

Cooperating Teacher \_\_\_\_\_

Student Teacher \_\_\_\_\_

School \_\_\_\_\_ Semester/year \_\_\_\_\_

Site I \_\_\_\_\_ Site II \_\_\_\_\_ (check one please)

The cooperating teacher YES NO

1. Accepted the student teacher as a learner and as a fellow professional \_\_\_\_\_ \_\_\_\_\_  
Comment:

2. Recognizes good teaching procedures which influence the evaluation of the student teacher \_\_\_\_\_ \_\_\_\_\_  
Comment:

3. Effectively phased the student teacher into full-time teaching and non-instructional responsibilities \_\_\_\_\_ \_\_\_\_\_  
Comment:

4. Gave the student teacher adequate feedback and was effective in restructuring performance \_\_\_\_\_ \_\_\_\_\_  
Comment:

5. Completed university evaluations as requested and used them as a basis for conferencing with the student teacher \_\_\_\_\_ \_\_\_\_\_  
Comment:

6. Is an effective classroom teacher, an effective cooperating teacher, and is supportive of OC policies and procedures \_\_\_\_\_ \_\_\_\_\_  
Comment:

RECOMMEND \_\_\_ RECOMMEND WITH RESERVATION \_\_\_ DO NOT RECOMMEND \_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## **Assessment Materials**

The following pages contain the FORMATIVE ASSESSMENT that is to be completed as an assessment of an individual lesson presentation. Two Formative Assessments are to be completed for your student teacher.

Following the Formative Assessment is the SUMMATIVE ASSESSMENT that is to be completed as an assessment of the student teacher's behaviors throughout the student teaching process. One Summative Assessment is to be completed for your student teacher. Following the SUMMATIVE ASSESSMENT there is a document with the criteria to be used in determining a 0, 1, 2, 3, or 4 on the Summative Assessment rubric. (The Summative Assessment is generally completed the first day of week 6.)

**O.C. FORMATIVE ASSESSMENT** (Revised Nov. 2014)

*Respondent, this instrument is a tool used to evaluate a candidate's teaching performance for one lesson. Please indicate on the instrument by marking the candidate's teaching performance level for each item (1-24). Please carefully consider the criteria in italics as you assess.*

**Candidate's Name:**

**Candidate's Major**

**Evaluator's Name:**

**School Site:**

**Subject Taught:**

**Grade Level Taught:**

**Date:**

<b>Item</b>	<b>0</b>	<b>1 Basic</b>	<b>2 Emerging</b>	<b>3 Target</b>	<b>4 Exemplary</b>	<b>N/A</b>
1. Lesson Plans – writes lesson plan to achieve objectives (InTASC 7)CAEP 1	<i>Lesson plan does not coincide with stated objective or no objective (or no lesson plan)</i>	<i>Objective not quantifiable. Portions of lesson do not align with objective</i>	<i>Objective and plan align. Objective not quantifiable</i>	<i>Objective is quantifiable and plan is aligned</i>	<i>Objective is quantifiable &amp; higher-level, plan aligned</i>	
2. Preparation – plans for delivery of lesson relative to objectives (InTASC 7) CAEP 1	<i>All materials not prepared. Evidence of errors in content knowledge.</i>	<i>Some materials not prepared <u>and</u> evidence of errors in content knowledge</i>	<i>Some materials not prepared <u>or</u> evidence of errors in content knowledge</i>	<i>Prepared materials. Demonstrates accurate knowledge of content.</i>	<i>Prepared materials. Evidence of knowledge beyond the objective(s)</i>	
3. Routine – uses minimum class time for non-instructional routines (InTASC 3) CAEP 1	<i>Teacher must intervene in all routines and procedures. Instructional time is wasted. Inefficient transitions</i>	<i>Teacher must intervene in most routines and procedures. Instructional time is wasted. Inefficient transitions</i>	<i>Students reminded of procedures and follow them with teacher guidance. Sufficient transitions</i>	<i>Students know routines and procedures and follow them with teacher guidance. Efficient transitions.</i>	<i>Students know routines and procedures and follow them with minimal teacher intervention. Efficient transitions.</i>	
4. Discipline – clearly establishes expected behavior, encourages positive behavior, and stops inappropriate behavior effectively (InTASC 3) CAEP 1	<i>Candidate attempts to stop inappropriate behavior but the lesson is greatly interrupted. Corrected students act embarrassed.</i>	<i>Candidate attempts to stop inappropriate behavior and without embarrassing the student(s)</i>	<i>Candidate shares expectations <u>or</u> praises good behavior. Stops inappropriate behavior quickly and without embarrassing the student(s)</i>	<i>Candidate shares expectations and praises good behavior. Stops inappropriate behavior quickly and without embarrassing the student(s)</i>	<i>Candidate shares expectations and praises good behavior. Stops inappropriate behavior without disrupting the flow of the lesson or embarrassing the student(s)</i>	
5. Community of Learners – provides pleasant, safe, & orderly climate and rapport (InTASC 3) CAEP 1	<i>Classroom is physically safe. Evidence of teasing <u>and</u> bullying. Students reluctant to respond. Or, the classroom is noticeably unsafe.</i>	<i>Classroom is physically safe. Evidence of teasing <u>or</u> bullying. Students reluctant to respond.</i>	<i>Classroom is free from teasing and bullying. Limited student responses</i>	<i>Classroom is safe &amp; orderly. Free from teasing and bullying. (Students respond)</i>	<i>Candidate encourages students' responses. Classroom is safe both physically &amp; emotionally. No teasing and bullying. (Students openly respond). Climate is pleasant</i>	
<b>Item</b>	<b>0</b>	<b>1 Basic</b>	<b>2 Emerging</b>	<b>3 Target</b>	<b>4 Exemplary</b>	<b>N/A</b>
6. Inclusion – works with students having physical, mental,	<i>Candidate makes universal modifications or accommodations.</i>	<i>Candidate makes universal modifications or accommodations.</i>	<i>Candidate makes modifications and/or</i>	<i>Candidate makes appropriate modifications and/or</i>	<i>Candidate makes appropriate modifications and/or</i>	

and emotional disabilities (planning and teaching) (InTASC 1) CAEP 1	<i>Students are not monitored</i>	<i>Minimal evidence of monitoring.</i>	<i>accommodations for all students with special needs. Minimal evidence of monitoring.</i>	<i>accommodations for all students with special needs. Evidence of monitoring progress</i>	<i>accommodations for all students with special needs. Frequently monitors these students.</i>	
7. Cultural Awareness – provides for differences among students, enhances cultural knowledge (no diversity = NA) (InTASC 2) CAEP 1	<i>Culture referenced but not in alignment with objective</i>	<i>Cultural reference has errors</i>	<i>Learning activities connect to a culture but does not relate to the culture of current students (i.e. referencing Chinese culture but no Chinese students in class)</i>	<i>Learning activities connect to one culture of current student(s)</i>	<i>Learning activities connect to cultures of multiple students.</i>	
8. Establishes Objective(s) – communicates instructional objective(s)	<i>Stated objective is not the objective of the lesson, or no objective is stated</i>	<i>Objective(s) stated at inappropriate time during the lesson (after the lesson has been taught)</i>	<i>Objective(s) communicated in writing only</i>	<i>Objective(s) clearly communicated orally at the beginning of lesson</i>	<i>Objective(s) clearly communicated orally and in writing (if grade-level appropriate) at beginning of lesson</i>	
9. Stresses Sequence – relates topic to previous and future learning (InTASC 7) CAEP 1	<i>Reference to past or future learning not aligned to objective</i>	<i>Reference to past or future learning is not accurate (connection has errors)</i>	<i>Objective related to past <u>or</u> future learning</i>	<i>Objective related to past <u>and</u> future learning</i>	<i>Objective related to past <u>and</u> future learning. Examples given or involves questioning</i>	
10. Relates Objective(s) – relates subject to existing student experiences (InTASC 5) CAEP 1	<i>Learning experiences show incorrect tie to real-world, students' lives, or content areas</i>	<i>Learning experiences related to real-world, but no connection shown to students' lives or content area</i>	<i>Learning experiences related to students' lives <u>or</u> another content area</i>	<i>Learning experiences connect learning to students' lives and another content area.</i>	<i>Learning experiences connect to students' lives &amp; other content areas. Students challenged to think of additional connections</i>	
11. Involves all Learners – uses signaled responses, questioning techniques (InTASC 8) CAEP 1	<i>Evidence of questioning but students not engaged</i>	<i>Teacher asks close-ended questions.</i>	<i>Teacher demonstrates a variety of questioning techniques. Partial student engagement</i>	<i>Teacher demonstrates a variety of questioning techniques including signaled responses. Students responding</i>	<i>Teacher demonstrates a variety of questioning techniques. All students engaged in questioning &amp; signaled responses.</i>	
<b>Item</b>	<b>0</b>	<b>1 Basic</b>	<b>2 Emerging</b>	<b>3 Target</b>	<b>4 Exemplary</b>	<b>N/A</b>
12. Explains Content- teaches the objectives through a variety of appropriate methods (InTASC 8) CAEP 1	<i>Ineffectively uses cooperative learning, questions, compare &amp; contrast, non-linguistic rep., students summarizing or note-taking</i>	<i>Uses one: cooperative learning, questioning, compare &amp; contrast, non-linguistic representation, students summarizing or note-taking</i>	<i>Effectively uses two: cooperative learning, questioning, compare &amp; contrast, non-linguistic rep., students summarizing or note-taking</i>	<i>Effectively uses three: cooperative learning, questioning, compare &amp; contrast, non-linguistic rep., students summarizing or note-taking</i>	<i>Effectively uses four: cooperative learning, questioning, compare &amp; contrast, non-linguistic representation, students summarizing or note-taking</i>	

13. Explains Directions – gives directions that are clearly stated	<i>Directions given but are unclear. Students are confused.</i>	<i>Directions given but at inappropriate time (ex. after activity has begun)</i>	<i>Directions explained, but no check for comprehension</i>	<i>Directions clearly explained. Checks for comprehension</i>	<i>Directions are clearly explained. Checks for comprehension. Directions are both oral and written (if grade appropriate).</i>	
14. Models – demonstrates the desired skills (InTASC 8) CAEP 1	<i>Demonstration shows errors <u>and</u> at inappropriate time during lesson</i>	<i>Demonstration at inappropriate time (ex. after activity has begun)</i>	<i>Demonstration provided, but no check for comprehension</i>	<i>Demonstrates desired skills and checks for comprehension</i>	<i>Demonstrates the desired skills, checks for comprehension, includes visuals</i>	
15. Instructional Technology & Resources -- uses appropriate print and non-print media (InTASC 8) CAEP 1	<i>Technology and/or resources usage present but not aligned to objective</i>	<i>Technology <u>or</u> resources strengthen one aspect of lesson</i>	<i>Technology <u>or</u> resources strengthen multiple aspects of lesson</i>	<i>Technology <u>and</u> resources strengthen portion of lesson</i>	<i>Technology <u>and</u> resources strengthen multiple aspects of lesson</i>	
16. Literacy – embeds the components of literacy (reading, writing, vocabulary, listening, speaking) into all instructional content (InTASC 7) CAEP 1	<i>Students engaged in one component of literacy (reading, writing, listening, speaking, or vocabulary)</i>	<i>Students engaged in 2 of the 5 components of literacy (reading, writing, listening, speaking, and vocabulary) in alignment with the objective</i>	<i>Students engaged in 3 of the 5 components of literacy (reading, writing, listening, speaking, and vocabulary) in alignment with the objective</i>	<i>Students engaged in all components of literacy in alignment with the objective</i>	<i>Students engaged in all components of literacy in alignment with the objective. All literacy elements are utilized effectively</i>	
17. Monitors – checks to determine if students are progressing; evidence of assessment (InTASC 6) CAEP 1	<i>Assessment is not aligned with objective(s) or no assessment given</i>	<i>Assesses before or during or after instruction aligned with objectives</i>	<i>Assesses during two of three: before, during, and after aligned with objectives</i>	<i>Assesses before, during, and after instruction aligned with objectives</i>	<i>Assesses before, during, and after instruction with multiple assessment formats aligned with objectives</i>	
<b>Item</b>	<b>0</b>	<b>1 Basic</b>	<b>2 Emerging</b>	<b>3 Target</b>	<b>4 Exemplary</b>	<b>N/A</b>
18. Adjusts – Changes instruction based on monitoring (InTASC 6) CAEP 1	<i>Uses formative assessment to reteach, if necessary. Reteaching is incorrect or not aligned with objective.</i>	<i>Uses formative assessment to reteach, if necessary. Reteaching is in the same format as original instruction</i>	<i>Uses formative assessment to reteach, if necessary.</i>	<i>Uses formative assessment to clarify and reteach, if necessary. All student questions are answered</i>	<i>Uses formative assessment to clarify, reteach (if necessary), and enrich instruction. All student questions are answered</i>	
19. Guides Practice -Requires practice while under direct supervision (InTASC 5) CAEP 1	<i>Guided practice not aligned with objective</i>	<i>Evidence of guided practice. Majority of students not engaged, supervision is lacking</i>	<i>Supervises guided practice. Aligned with objectives. Some students engaged</i>	<i>Supervises guided practice. Most students engaged. Aligned with objectives.</i>	<i>Supervises guided practice. Students appropriately engaged. Promotes higher-level thinking evident. Aligned with objectives</i>	
20. Independent Practice –	<i>Evidence of independent</i>	<i>Evidence of independent</i>	<i>Evidence of independent</i>	<i>Evidence of independent</i>	<i>Independent practice aligned</i>	



**O.C. SUMMATIVE ASSESSMENT** (Revised May 2016)

*Respondent, this instrument is a tool used to evaluate the candidate's entire performance at this site. Please indicate on the instrument by marking the candidate's performance level for each item (1-16). Please carefully consider the criteria in italics as you complete the form.*

Candidate's name \_\_\_\_\_ Subject taught \_\_\_\_\_ Grade level \_\_\_\_\_  
 Date \_\_\_\_\_ School site \_\_\_\_\_ Evaluator \_\_\_\_\_

<b>Item</b>	<b>0</b>	<b>1 Basic</b>	<b>2 Emerging</b>	<b>3 Target</b>	<b>4 Exemplary</b>	<b>n/a</b>
<b>1. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</b> <b>(INTASC 1) CAEP 1</b>	<i>All Instruction is developmentally inappropriate. Evidence that majority of students are not learning.</i>	<i>Evidence of instruction that is developmentally inappropriate. Evidence that students are learning.</i>	<i>Creates and implements developmentally appropriate instruction that takes into account individual learner's needs. Evidence that majority of students are learning.</i>	<i>Creates and implements developmentally appropriate instruction that takes into account individual learner's strengths and needs and enables each learner to advance and accelerate his/her learning. Evidence that students are being challenged.</i>	<i>Creates and implements developmentally appropriate instruction that takes into account individual learner's strengths, interests, and needs and enables each learner to advance and accelerate his/her learning. Evidence that students are being challenged.</i>	
<b>2. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</b> <b>(INTASC 2) CAEP 1</b>	<i>Evidence of relating instruction to build on learners' prior knowledge.</i>	<i>Evidence of connecting learning activities to culture, but not the culture of students in the classroom. Evidence of relating instruction to build on learners' prior knowledge.</i>	<i>Evidence of connecting learning activities to culture, but not the culture of students in the classroom. The teacher designs instruction to build on learners' prior knowledge. Includes a strategy for making content accessible to English language learners.</i>	<i>Learning activities connect to learners' culture. The teacher designs instruction to build on learners' prior knowledge. Includes strategies for making content accessible to English language learners.</i>	<i>Brings multiple perspectives to the learning of content, including attention to learners' personal, family, community experiences and culture. The teacher designs instruction to build on learners' prior knowledge and experiences. Includes strategies for making content accessible to English language learners.</i>	
<b>3. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</b>	<i>Attempts to establish a learning climate of openness or mutual respect but does not seek input from others for guidance. Learning experiences in isolation, no evidence of collaboration.</i>	<i>Attempts to establish a learning climate of openness and mutual respect but does not seek input from others for guidance. Evidence of learning experiences that engage learners in collaborative learning.</i>	<i>Collaborates with learners to build a safe, positive learning climate of openness and mutual respect. Develops learning experiences that engage learners in collaborative learning.</i>	<i>Collaborates with learners and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. Develops learning experiences that engage learners in</i>	<i>Collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. Develops learning experiences that engage learners in collaborative and</i>	

(INTASC 3) CAEP 1				collaborative learning.	self-directed learning.	
<b>Item</b>	<b>0</b>	<b>1 Basic</b>	<b>2 Emerging</b>	<b>3 Target</b>	<b>4 Exemplary</b>	<b>n/a</b>
<b>4. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</b> (INTASC 4) CAEP 1	<i>Evidence of incorporating representations or explanations. Relies on textbook instead of using supplementary resources. No connection to prior knowledge.</i>	<i>Evidence of incorporating representations or explanations. Connects content to prior knowledge. Relies on textbook instead of using supplementary resources.</i>	<i>Incorporates multiple representations or explanations. Connects content to prior knowledge. Uses supplementary resources and technologies effectively.</i>	<i>Effectively uses multiple representations and explanations. Engages learners in applying methods of inquiry. Connects content to prior knowledge. Uses supplementary resources and technologies effectively.</i>	<i>Effectively uses multiple representations and explanations. Engages students in learning experiences that encourage learners to understand, question, and analyze ideas from diverse perspectives. Engages learners in applying methods of inquiry. Connects content to prior knowledge. Uses supplementary resources and technologies effectively.</i>	
<b>5. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.</b> (INTASC 5) CAEP 1	<i>Uses lower-level thinking activities. Evidence of relating content to other disciplines.</i>	<i>Evidence of engaging learners in applying content knowledge in higher-level thinking activities (application, analysis, synthesis, evaluation, etc.).</i>	<i>Engages learners in applying content knowledge in higher-level thinking activities (application, analysis, synthesis, evaluation, etc.) related to real world issues.</i>	<i>Engages learners in applying content knowledge in higher-level thinking activities (application, analysis, synthesis, evaluation, etc.) related to real world issues. Engages learners in questioning and challenging assumptions.</i>	<i>Engages learners in applying content knowledge to real world problems and viewing content from others' perspectives. Engages learners in questioning and challenging assumptions in order to foster problem-solving in local and global contexts.</i>	
<b>6. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</b> (INTASC 6) CAEP 1	<i>Monitors students' progress with the same basic type of assessment.</i>	<i>Monitors students' progress via basic assessment strategies. Data are analyzed.</i>	<i>Monitors students' progress via a variety of assessment strategies. Data are analyzed and used to change instruction and lesson plans.</i>	<i>Monitors students via a variety of assessment strategies (both formative and summative). Attempts to engage learners in their own growth and self-monitoring. Data are analyzed and used to change instruction and lesson plans. Discusses assessment data with students.</i>	<i>Monitors students via a variety of assessment strategies (both formative and summative). Effectively engages learners in their own growth and self-monitoring. Data are analyzed and used to change lesson plans and teaching styles to meet the needs of students and enhance learning. Discusses assessment data with students.</i>	

Item	0	1 Basic	2 Emerging	3 Target	4 Exemplary	n/a
<p><b>7. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (INTASC 7) CAEP 1</b></p>	<p><i>Creates learning experiences that are aligned to standards.</i></p>	<p><i>Creates learning experiences that are aligned to standards. Plans include accommodations or modifications.</i></p>	<p><i>Creates learning experiences that are aligned to standards. Plans include appropriate strategies and accommodations, and resources. Develops appropriate sequencing of learning experiences.</i></p>	<p><i>Creates developmentally appropriate learning experiences that are aligned to standards. Plans include appropriate strategies and accommodations, and resources. Develops appropriate sequencing of learning experiences. Plans based on assessment data and prior knowledge.</i></p>	<p><i>Creates developmentally appropriate learning experiences that are aligned to standards. Plans to achieve each student's learning goals, choosing appropriate strategies and accommodations, and resources to differentiate instruction. Develops appropriate sequencing of learning experiences. Plans based on assessment data, prior knowledge, and learner interest. Evaluates plans in relation to short- and long-range goals and adjusts plans to meet each student's learning needs.</i></p>	
<p><b>8. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (INTASC 8) CAEP 1</b></p>	<p><i>Presents material the same way every day. Lessons are teacher-centered with minimal student interaction.</i></p>	<p><i>Evidence of using technology and a limited instructional strategies. Questions are generally close-ended.</i></p>	<p><i>Uses appropriate strategies and resources, including technology, in learning activities. Uses a variety of instructional strategies. Asks questions to stimulate discussion.</i></p>	<p><i>Uses appropriate strategies and resources, including technology, to adapt instruction to the needs of learners. Provides multiple models and representations of concepts and uses a variety of instructional strategies. Asks higher-level questions to stimulate discussion.</i></p>	<p><i>Uses appropriate strategies and resources, including technology, to adapt instruction to the needs of individuals and groups of learners. Appropriately varies his/her role in the instructional process (e.g., instructor, facilitator, etc.). Provides multiple models and representations of concepts and uses a variety of instructional strategies. Asks higher-level questions to stimulate discussion.</i></p>	

Item	0	1 Basic	2 Emerging	3 Target	4 Exemplary	n/a
<b>9. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (INTASC 9) CAEP 1</b>	<i>Reflects on teaching only when in conference with university supervisor or cooperating teacher. Candidate has not participated in professional learning.</i>	<i>Adapts practice, but changes are not necessarily based on evidence, rather on personal preference. Candidate has not participated in professional learning.</i>	<i>Limited participation in professional learning. No evidence of seeking additional training. Reflects on choices and actions with school stakeholders. Uses evidence to adapt practice to meet the needs of some learners.</i>	<i>Engages in professional learning at the required level for student-teaching. Reflects on and evaluates choices and actions with school stakeholders. Uses evidence to adapt practice to meet the needs of each learner.</i>	<i>Pursues professional learning beyond the requirements of student-teaching. Continually reflects on and evaluates choices and actions with all school stakeholders. Uses all relevant evidence to adapt practice to meet the needs of each learner.</i>	
<b>10. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (INTASC 10) CAEP 1</b>	<i>Sporadic attendance at team and parent meetings.</i>	<i>Attends instructional team meetings and parent meetings.</i>	<i>Attends instructional team meetings and offers ideas to enhance learning. During parent meetings, offers input related to the student as allowed.</i>	<i>Takes an active role on the instructional team. Works with other school professionals to plan learning on how to meet diverse needs of learners. During parent meetings, offers input related to the student as allowed.</i>	<i>Takes an active role on the instructional team. Works with other school pro's to plan and facilitate learning on how to meet diverse needs of learners. Works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development.</i>	
<b>11. The teacher approaches teaching with positive and enthusiastic participation (OC PACE)</b>	<i>Candidate's attitude is negative and thus promotes a negative view of teaching.</i>	<i>Evidence of candidate complaining about teaching or workload.</i>	<i>No evidence of complaining.</i>	<i>Speaks highly of students, content, and teaching. No complaining.</i>	<i>Candidate's attitude promotes a positive classroom atmosphere. Speaks highly of students, content, and teaching.</i>	
<b>12. The teacher meets deadlines and aims toward excellence (OC PACE)</b>	<i>The teacher demonstrates poor effort and does not meet deadlines.</i>	<i>The teacher rarely meets deadlines. Effort is marginal.</i>	<i>Evidence of not meeting all deadlines but generally tries to do a good job.</i>	<i>The teacher meets all deadlines and generally aims toward excellence.</i>	<i>The teacher meets all deadlines, is dependable, and aims toward excellence in all facets of teaching.</i>	
<b>13. The teacher demonstrates a Christian and professional attitude with stakeholders and university supervisors</b>	<i>Observers would not recognize a Christian attitude. Evidence of disrespect or generally behaving unprofessionally.</i>	<i>The teacher demonstrates a Christian attitude to others but often makes poor professional decisions.</i>	<i>The teacher demonstrates a Christian attitude. Treats others with respect. Instances of poor professional decision making.</i>	<i>The teacher demonstrates a Christian attitude. Treats others with respect. Displays professionalism.</i>	<i>The teacher demonstrates a Christian attitude in all circumstances. Treats others with respect. Evidence of serving others</i>	

(OC PACE)					<i>beyond the classroom. Displays professionalism.</i>	
Item	0	1 Basic	2 Emerging	3 Target	4 Exemplary	n/a
<b>14. The teacher maintains punctual and regular attendance (PACE OC)</b>	<i>Late to school most days and often leaves early. Evidence of being absent for reasons other than family emergency or illness.</i>	<i>Evidence of arriving late to school and leaving early, <u>or</u> evidence of absences for reasons other than illness or family emergency.</i>	<i>No absences other than illness or family emergency. Evidence of arriving late to school or leaving early.</i>	<i>No absences other than for illness or family emergency. Punctual and on site for required time.</i>	<i>Punctual or early arrival and remains on site beyond time required. No absences other than illness or family emergency.</i>	
<b>15. The teacher exemplifies mature behavior and emotional stability (PACE OC)</b>	<i>Displays consistent immature behavior. Not stable.</i>	<i>Frequent instances of emotional instability or immaturity.</i>	<i>Evidence of immature behavior or emotional instability.</i>	<i>Behavior shows appropriate maturity. No indication of emotional instability.</i>	<i>Behavior shows maturity beyond his/her years. No indication of emotional instability.</i>	
<b>16. The teacher maintains appropriate grooming/dress (OC)</b>	<i>Inappropriate dress and grooming. Detracts from professionalism. Distracting to students.</i>	<i>Grooming and dress do not meet school and university expectations - not appropriate for level or content area.</i>	<i>Grooming or dress do not meet school and university expectations – not appropriate for level or content area.</i>	<i>Professional grooming and dress that meets school and university expectations.</i>	<i>Professional grooming and dress that meets school and university expectations. Appropriate for level and content area.</i>	

### **OC School of Education EPP Competencies (April, 2014)**

#### Learner Development

1. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (INTASC 1)

#### Learning Differences

2. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (INTASC 2)

#### Learning Environments

3. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (INTASC 3)

#### Content Knowledge

4. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (INTASC 4)

#### Application of Content

5. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (INTASC 5)

#### Assessment

6. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. (INTASC6)

### Planning for Instruction

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

### Instructional Strategies

8. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (INTASC 8)

### Professional Learning and Ethical Practice

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

### Leadership and Collaboration

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

### Professional and Character Excellence (PACE)

11. The teacher approaches teaching with positive and enthusiastic participation (OC PACE)

12. The teacher meets deadlines and aims toward excellence (OC PACE)

13. The teacher demonstrates a Christian and professional attitude with stakeholders and university supervisors (OC PACE)

14. Exemplifies mature behavior and emotional stability (OC PACE)

15. Maintains punctual and regular attendance (OC PACE)

### Personal Adequacy

16. Maintains appropriate grooming/dress (OC)

**Absence Record - Site 1**

**Student Teacher Name**

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**Site 1 School**

---

**Cooperating Teachers' Name**

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**Date(s) Missed**

---

**Total Number of Days Missed at Site 1 (You will need to make-up these days at Site 2.)**

---

**Signature of Cooperating Teacher**

**Date**

---

**Absence Record and Make-up Plan - Site 2**

**Student Teacher Name**

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**Site 2**

---

**Cooperating Teacher's Name**

---

**Date(s) Missed**

---

**Total Number of Days Missed at Site 2**

---

**Total Number of Days Missed at Site 1 and Site 2**

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**Make-up Plan**

**Cooperating Teacher's Signature**

**Date**

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## Lesson Plan Format \*

*\*Format for lessons you present using the cooperating teacher's lesson plans*

1. OAS (grade, subject, complete OAS Standard and number)
2. Objectives (Use School of Education format)
3. Materials
4. Instructional Strategies used in the lesson presentation
5. Guided Practice
6. Independent Practice
7. Assessment(s) used
8. Closure

## Teacher Work Sample (TWS) Overview

### Introduction

The purpose of the following is to provide the cooperating teacher with a basic understanding of the Teacher Work Sample (TWS). This research-based instrument was developed by the Oklahoma State Regents for Higher Education through the Oklahoma Teacher Enhancement Program.

### The Vision

Teachers should be able to demonstrate that they can deliver an effective instructional unit of five to ten days, employ meaningful classroom assessments and analyze and reflect on their experiences. Successful teachers should have an impact on student learning. Their students should gain substantive knowledge and skills.

The purpose of the Teacher Work Sample (TWS) is to evaluate the degree of impact the student teacher has on student learning by examining:

- The ability of the student teacher to construct and deliver an instructional unit of lessons.
- The ability of the student teacher to construct challenging, meaningful classroom assessments.
- The ability of the student teacher to calculate learning gain through pre-test to post-test scores.
- The ability of the student teacher to analyze and reflect on his/her experiences to promote professional growth.

The Teacher Work Sample (TWS) not only provides student teachers with feedback on his/her professional development needs, but teachers who demonstrate evidence of their ability to impact student learning will be more professionally competitive.

The Teacher Work Sample is divided into the following factors:

- **Factor 1 Contextual Information and Learning Environment Decisions**

Factor 1 includes such information as:

- # of students, ethnic, cultural and gender make-up,
  - SES make-up,
  - classroom and community environment,
  - students with special needs
- **Factor 2 Unit Learning Goals and Objectives**

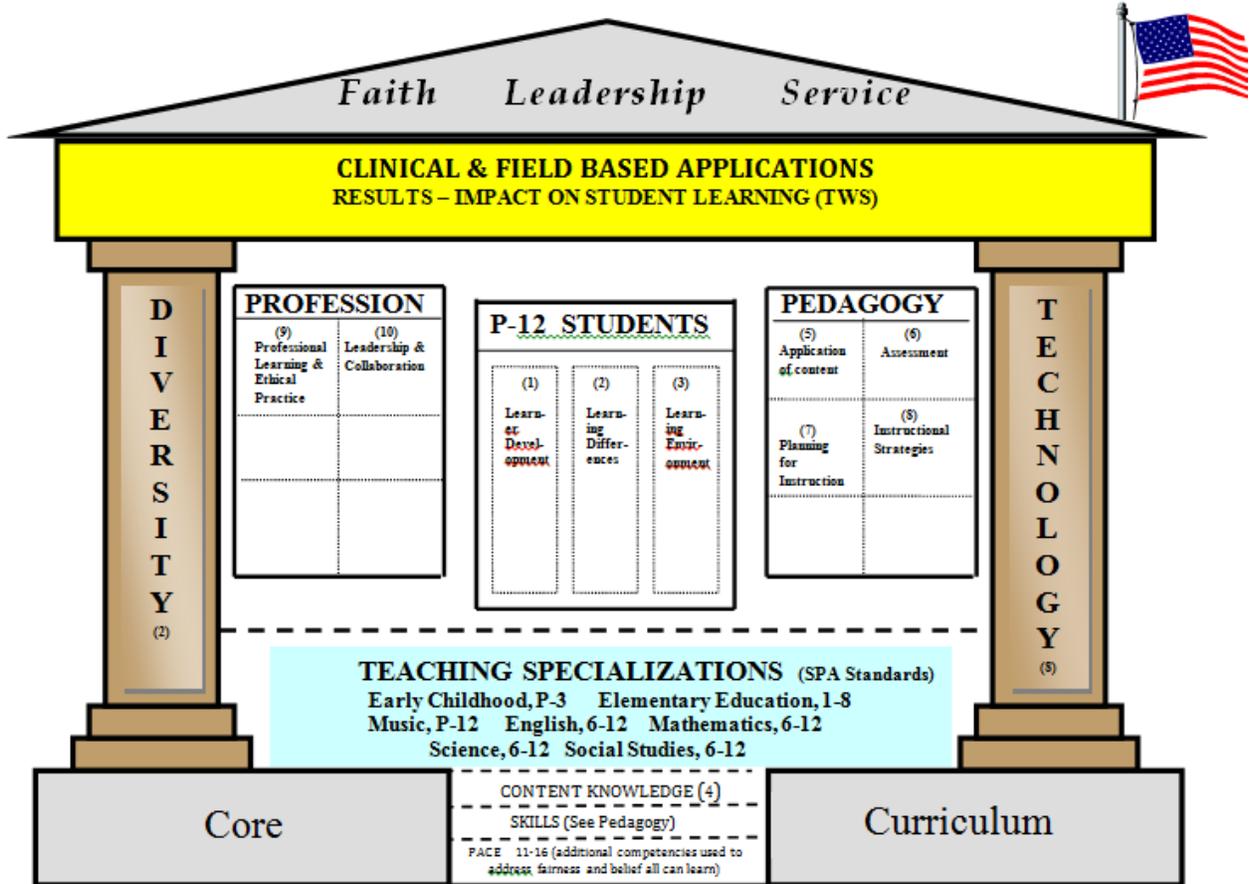
- Factor 2 includes properly written behavioral objectives on two levels:
- Lower-level: knowledge/remembering, comprehending/understanding, applying.
  - Higher-level: analyzing, synthesizing/creating, evaluating
- **Factor 3 Assessment Plan**  
Factor 3 includes:
    - Types of assessments and assessment formats
    - The learning objectives specific to the learning activities
  - **Factor 4 Instructional Design**  
Factor 4 includes:
    - Graphic representation of pre-test data by student, subgroup, objective
    - Evidence that context data is used in instructional decisions
  - **Factor 5 Analysis of Learning Results**  
Factor 5 includes:
    - Graphic representation of pre-test and post-test data
    - Calculation and graphic representation of learning gain scores
  - **Factor 6 Reflection on Teaching and Learning**  
Factor 6 includes:
    - Conclusions made about the extent to which each of the learning goals were met
    - Insights on best practices
    - Implications for future teaching
    - Implication for professional development

### Student Teaching Grade Calculation

		Completed	Points
<b>3 Professional Meetings</b>			
<b>3 Professional Activities</b>			
<b>Absence/Make-Up plan</b>	Site 1	Site 2	/10
<b>Lesson Plans from both sites</b> <small>(plans when teaching cooperating teacher's lessons and when teaching your own as trained in School of Education – not following specific school lesson plan format)</small>	Site 1	Site 2	/10
<b>Cooperating Teacher Evaluations</b>	Site 1	Site 2	
<b>Supervisor Evaluations</b>	Site 1	Site 2	
<b>Exit Survey</b> *Complete online			/5
<b>Weekly Meetings w/Supervisor</b> <small>(attend all scheduled meetings = 10; incomplete = 0)</small>			/10
<b>Dispositional Issues</b> <small>(failure to meet dispositional expectations)</small>			/5
<b>Formative Evaluations</b>			
Cooperating Teacher			/15
Supervisor			/20
<b>Summative Evaluations</b>			
Cooperating Teacher			/15
Supervisor			/10
<b>Student Teaching Final Grade</b>			<b>/100</b>

**Grading Scale**

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F – Below 60



**Effective Teachers for All Learners** Created Aug. 2014