Student Teaching Handbook
Initial Certification

University of Nebraska-Lincoln
College of Education and Human Sciences

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Welcome from the Office of Field Experiences

Congratulations!
You are about to be part of the University of Nebraska-Lincoln Student Teaching Experience. Student teaching facilitates your transition from a student to a professional educator through collaboration with your cooperating teacher, university supervisor, and school administrator. During this semester, student teaching must be your primary responsibility. This handbook describes the student teaching procedures and policies of the College of Education and Human Sciences. Additional policies and procedures specific to your teaching endorsement area(s) may be given to you in a separate document.

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1. Overview of Student Teaching

Student teaching is the capstone field experience in the teacher education program at the University of Nebraska-Lincoln (UNL). This full-time, culminating experience is the final step in the sequence of courses and practica in the teacher education program. Research suggests that student teaching is the single most important activity in the process of becoming a teacher. Student teaching is a full day, semester-long experience through which university students transition to being professional educators while working under the guidance of a university supervisor and a cooperating teacher who are experienced educators. Student teachers are carefully matched to work with highly effective cooperating teachers so that professional growth can be maximized. Student teachers are placed in environments that provide them with opportunities to refine the skills and abilities necessary to become effective teachers as well as to learn new skills and perspectives. University supervisors are experienced classroom teachers and/or administrators who have a proven record of effective instruction and learning.

The student teacher, university supervisor, and cooperating teacher work as a team to determine the pace at which the student teacher can progress through the experience. It is essential that this team create a partnership based on sound communication, honesty, and support throughout the experience. Student teachers are expected to progress through the early phases of this experience to the point where they will take on the full-time responsibilities of being a classroom teacher. During the last component of the experience the student teacher will be transition the lead role back to the cooperating teacher.
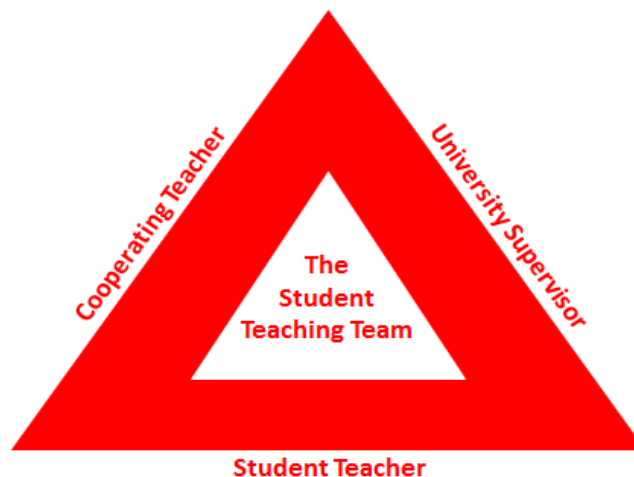
Graduates of CEHS are expected to be effective teachers upon completion of the program. They are also expected to be life-long learners whose teaching continues to grow and improve throughout their lives. This expectation can only be accomplished through the integration of professional development activities with current experiences so that what is learned is applied to the graduate's own teaching.

The student teaching experience is one of joint cooperation. All partners in student teaching are expected to act professionally, responsibly, and competently. Without the assistance of quality teachers and schools, it would be impossible for effective teacher development to occur. Schools and their teachers allow the university and its student teachers to use their sites as a training ground. Student teachers and university supervisors are privileged guests in these schools. Student teachers will complement and expand student learning in school settings and are expected to take constructive criticism from other teachers and supervisors as it is intended -- to enhance their teaching. The basic role of team members is to work cooperatively through constant communication to support, enhance, and prepare the student teacher to become a reflective professional.

2. Preparing for Student Teaching

A. Admission to Student Teaching

Students who plan to student teach must complete the student teaching application form as directed by the application information. The application window begins on February 1 to student teach the following fall semester and September 1 to student teach the following spring semester. Application deadlines are published on the CEHS website under Practicum and Student Teaching.

Figure 2: Admission to student teaching requires the following:

> o **Enrollment** in a teacher education program in the College of Education and Human Sciences, the Graduate College, or dual matriculation in the College of Education and Human Sciences and another college.
> o **Admission** to a specific teacher education program.
> o **Senior standing** (89 hours or more) with a minimum cumulative GPA of 2.75.
> o **Minimum grade point average** of 2.5 in the endorsement area with no grade below a C.
> o **A minimum grade point average** of 2.5 in pre-professional and professional education courses, with no grade below a C in pre-professional education courses, and no grade below a C+ in professional education courses.
> o **All endorsement, pre-professional and professional education course work must be completed prior to student teaching**. No additional course work, other than courses associated with student teaching, can be taken during the student teaching semester unless prior approval is obtained from the Certification Officer, the Director of Professional Experiences, or the Department Chair who oversees the program. In exceptional cases, up to 6 hours of general education (ACE) or elective classes can be completed after the student teaching experience.
> o **Approval of a criminal background review** completed as directed by the Office of Field Placement.

B. Criminal Background Check

The regulations of the Nebraska Department of Education prohibit K-12 educator certification of any person who has a felony conviction or a

misdemeanor conviction involving assault, abuse, neglect or sexual misconduct.

In compliance with those regulations, students in any CEHS experience in schools and with children must successfully pass a criminal background check. Students in programs leading to teaching certification must complete a check prior to beginning any practicum experiences before or upon admission to the program. A second check must be completed prior to student teaching or another culminating experience as directed by the Office of Field Experiences. Students are responsible for the cost of their criminal background checks.

Personnel in the CEHS Field Experiences Offices review the results of the background check ensuring student confidentiality and determine if a student is eligible to continue in the program.   In the event that a CEHS student is charged with any felony or misdemeanor while in a field experience, the student must report the offense to either the college's Director of Professional Experiences or the Certification Officer. An immediate determination will be made regarding the student's eligibility for future supervised experiences with children in schools.

C. Student Teaching Placements

The placement of student teachers in schools across the country is a collaborative effort involving the Office of Field Experiences and Certification and school administrators in school systems or other agencies that are approved by the Nebraska Department of Education. The Office of Field Experiences and Certification has the <u>sole responsibility</u> of contacting school districts to seek the placement of individual student teachers.

CEHS selects cooperating teachers who meet six essential criteria:

1. *Completed at least three years of successful teaching experience in the endorsed field of the student teacher they will be supervising.*
2. *Be considered Master Teachers who demonstrate innovative and effective practices, set high standards for their teaching, and whose students make expected academic progress.*
3. *A demonstrated track record of strong mentorship and be adept at monitoring and guiding a student teacher while allowing them to implement innovative educational practices and evaluate the impact of these practices on the students. Effective cooperating teachers understand the developmental stages of emerging teachers*

4. *Possess the ability to share ownership of the class with the student teacher and to transfer primary responsibility of the class to the student teacher for the period of time indicated by the program.*
5. *Be flexible in time and personal responsibilities to permit them to provide sufficient attention to the student teacher.*
6. *Receive approval from all appropriate school officials.*

The Office of Field Experiences and program faculty work closely with school districts to select cooperating teachers who meet these criteria.

Teacher education students may request a placement location which will be considered in addition to the criteria described above when making student teaching assignments. The educational needs of the student teacher, the fit with the cooperating teacher and school, and the needs of the school also determine the assignment of student teachers. In some cases, the student teacher will be assigned to a different school than the one requested.

Student teachers will not be placed in settings in which personal relationships could interfere with objective evaluation of their student teaching experience. Teacher education students cannot student teach in a school they attended or in a school in which a family member works or is a student.

Teacher education students who are seeking an assignment at a school outside of Nebraska must meet with the Director of Professional Experiences in advance of submitting their application for student teaching. Opportunities to student teach out-of-state require additional processes, including affiliation agreements that must be reviewed by the University of Nebraska's legal counsel and the specific school district legal counsel. In some cases, students may be responsible for additional costs associated with an out-of-state placement. Such placements must meet the same standard as in-state placements and as a result, some partnerships are not able to be successfully completed.

When assignments are finalized, student teachers will be notified and contact information will be provided. Student teachers are expected to contact their cooperating teacher as directed in the notification email.

3. Description of Student Teaching

The successful completion of student teaching is a requirement for graduation from any program leading to teacher certification at UNL. In order to become certified as a teacher in the State of Nebraska, candidates must complete a student teaching experience that is full time (Rule 20, Nebraska Department of Education, Section 005.11). Student teachers must be registered for student teaching credit hours during the semester when they complete their experience.

Student teaching is a full day experience for a required number of weeks, which vary depending upon the program of study and endorsement area(s). University faculty has established standards describing the number of weeks required for each student teaching experience, consistent with the requirements of Rule 20. The Office of Field Experiences and Certification determines the start and end dates of each student teaching placement based on program requirements and school district calendars. Student teachers will follow the calendar of the school and district to which they have been assigned and will be present in the school on all days on which teachers are on duty (i.e., student teachers may be required to work at their assigned school during the University's term break if their assigned school is in session).

Student teaching is a full-time endeavor and must be the student teacher's first priority. By registering for student teaching, students have made the commitment that there will no conflicts in their daily schedule; no additional courses (other than courses associated with student teaching) can be taken during the student teaching semester and students are strongly discouraged from working or volunteering in other settings during this semester.

Figure 3 outlines a sample placement timeline based on two 8-week sessions, two 10-week sessions, and a 16-week placement. These sample placement timelines serve only as guides and the actual timeline will be determined by the student teacher's program of study, endorsement area(s), and by the educational needs of students in the classroom. For each student teacher, the student teaching team will collaboratively determine specific lengths and activities of each phase. The number of weeks designated by UNL complies with the rules of the Nebraska Department of Education and is tied to the endorsement being earned by the student teacher. A common goal for this

experience is that each student teacher has full responsibility for the instruction of students for a significant portion of their experience.

To maximize the growth of the student teacher, the student teaching experience must be unique to each individual student teaching team.

Figure 3: Phases of Student Teaching

	Box 1		Box 2		Box 3	
1	Phase 1	1	Phase 1	1	Phase 1	
2		2		2	Phase 2	
3	Phase 2	3	Phase 2	3		
4		4		4		Phase 1
5	MIDTERM	5		5		Orientation
6		6	MIDTERM	6		and
7	Phase 3	7		7		Observation
8		8	Phase 3	8	MIDTERM	
	FINAL					Phase 2
		9		9	Phase 3	Assuming the
		10	FINAL	10		Reflective
1	Phase 1			11		Instructional
2		1	Phase 1	12		Role
3	Phase 2	2		13		
4		3	Phase 2	14		Phase 3
5	MIDTERM	4		15	FINAL	Transition
6		5		16		and Final
7	Phase 3	6	MIDTERM			Reflection
8	FINAL	7	Phase 3			
		8				
		9				
		10	FINAL			
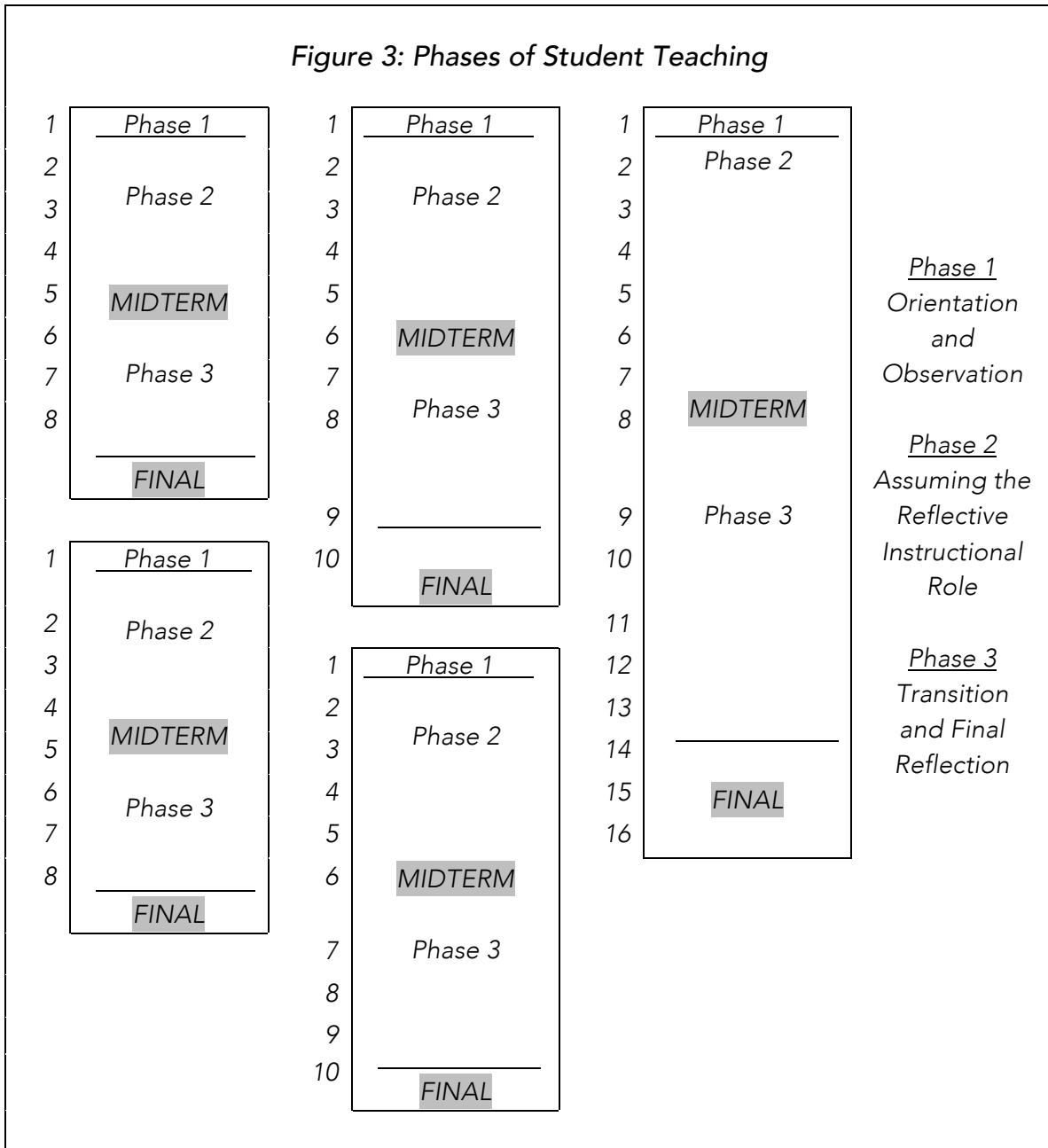
Student teaching Student teaching team members will collaboratively discuss a plan early in Phase 1 with the goal that the student teacher will assume full instructional responsibility for a substantial period of time. This plan should address the need for an orientation to the school and classes of students, the assumption of extensive teaching responsibilities, and the transition back to the cooperating teacher as the primary instructor. Adjustments may be made as a student teacher demonstrates his or her level of skill and knowledge.

A. Phase 1 – Orientation and Observation

Figure 4
1. *Expectations about arrival and departure times*
2. *Appropriate professional attire*
3. *Most effective ways to communicate unexpected circumstances like illness and supplying substitute lesson plans when required*
4. *School security requirements*
5. *Emergency procedures (i.e., Code Red, tornado, fire drills)*
6. *Student and teacher handbooks of local site*
7. *Classroom rules and behavioral management*
8. *Special needs of specific students (learning and health)*
9. *Socioeconomic and cultural backgrounds of individual students*
10. *Acceptable use of technology within the school*
11. *Technology use requirements & availability*
12. *Teacher duties associated with supervision, meeting buses, and office support*
13. *Availability of instructional resources (e.g., Reading Specialist)*
14. *Use of school and teacher resources*
15. *Access to student records*
16. *Grading policies and practices*
17. *System of communication with parents*
18. *Routines (e.g., attendance taking, lunch procedures)*
19. *Upcoming meetings, activities and special events*
20. *Available extra-curricular activities for students and potential involvement for the student teacher without impacting time in the classroom*

In most cases, the student teachers are new to the schools to which they have been assigned. An orientation to the school and its community and to the expectations of cooperating teachers and school administrators is essential so that student teachers can be comfortable and successful during their experience.

The student teaching team should quickly establish an effective and positive approach to communication. At least one meeting of the student

teaching team is required during this phase and the university supervisor will observe the student teacher at this time. Communication needs to be ongoing with the intent that everyone understands each other's perspectives. The topics in Figure 4 are examples of the kind of information that a teacher must understand to be most effective. Cooperating teachers are encouraged to share additional information that may be appropriate for their classroom.

Student teachers can broaden their understanding of the classroom by observing their cooperating teachers interact with colleagues and students. This observation period allows student teachers to become familiar with the students and classroom environment, implementation of curriculum, and managing student behaviors. It also allows student teachers time to reflect with their cooperating teachers on practices and communicate important issues regarding expectations and responsibilities.

B. Phase 2 – Assuming the Instructional Role

The opportunity to assume full instructional responsibility is an essential aspect in the development and growth of a new teacher. In some instances co-teaching may occur, with the student teacher and cooperating teacher sharing teaching responsibilities. In Phase 2, student teachers will fully experience the rigor and challenges associated with planning and implementing lessons and assessing student learning. It is important that the experience of student teaching replicate, to the greatest degree possible, the ongoing daily work of a teacher.

During Phase 1, the student teacher will work collaboratively with the cooperating teacher to assume increasing responsibility for learning. This process can occur in a variety of ways. The student teacher can be integrated into instruction by working with individual students or groups of students as a part of the cooperating teacher's lesson plan. Other activities that allow student teachers to use their capabilities are maintaining attendance records, grading student work, leading a portion of a lesson, and co-teaching. (See Figure 3: Phases of Student Teaching, pg. 7).

> **University Perspective**
>
> *Ideally, the student teacher will assume full instructional responsibility as soon as possible for as long as possible.*

The University of Nebraska Lincoln College of Education and Human Sciences recognizes that the cooperating teacher

maintains both ethical and legal responsibility for learning. Therefore, it is incumbent upon the student teacher to perform in a highly professional manner. The student teacher is to present thoroughly developed lesson plans that meet the standards of the district, cooperative teacher, and the university supervisor. The student teacher is responsible for the collection, preparation and creation of all needed instructional resources. The student teacher must maintain a focus on the standards, curricular goals, and objectives which students are expected to meet. Finally, the student teacher will assess the students' learning and adjust instruction as required. Carrying this full instructional load for several weeks is important to the development of the student teacher.

All of this is done with the guidance and support of the cooperating teacher and the university supervisor. During Phase 2, the university supervisor will conduct two to four observations. The cooperating teacher may be present in the room to offer support, co-teach, or simply watch. It is important that the student teacher "go it alone" during this phase. These observations provide the student teacher with constructive feedback from the cooperating teacher and the supervisor, including suggestions on strategies and reinforcement for things done well. The formative assessment will be completed during this phase, midway through the semester, to provide a performance evaluation of the progress to date.

Student teachers who work in a collaborative environment benefit greatly from the guidance offered to them. This is the opportunity for them to use their talents, skills, and knowledge in positive and productive ways, and to learn the work of teaching and the rewards associated with it.

Concurrent with student teaching, students are engaged in ongoing reflective activities, such as seminars or online meetings required by the University. The student teacher is expected to reflect continuously on all aspects of the teaching experience to identify ways for improvement as an individual, as a part of the school community, and as part of the teaching profession.

> **Reflection – University Perspective**
>
> *Reflection allows the student teacher to continually evaluate how choices and actions affect students and others in the learning community and actively seek opportunities to grow professionally.*

C. Phase 3 – Transition and Final Reflection

Once the student teacher has led instruction for a significant period of time, it is important that the team develop a plan to seamlessly transfer teaching responsibilities back to the cooperating teacher. This transition can be handled in a variety of ways. For example, in an elementary setting, the cooperating teacher may resume instruction in one content area at a time. In middle and high schools, a student teacher may relinquish their leadership role one class at a time. As with all aspects of the student teaching experience, clear communication among team members about the transition is essential.

Every transition plan will be unique to each team's approach, but all plans should address the following:

- *Completing all grading of students' work*
- *Returning all instructional resources such as school materials, security badges, parking permits*
- *Returning technology resources, such as laptops, email accounts, student record system access*
- *Helping students with the departure of their student teacher*

If student teachers have not already done so, the transition plan could include observations of other teachers, counselors and others working in support roles. Observations may include other grade levels or content areas.

Near the conclusion of Phase 3 the student teaching team should conduct the final evaluation conference. This conference should focus on the student teacher's strengths and areas for continued growth, and include the student teacher's reflection on their experiences as well as seeking input from all others involved in their experience.

Student teaching is critical in the growth of a new teacher. However, student teachers need to recognize that no one expects them to be "a finished product" but instead gaining skills that set the stage for their ongoing development as a professional educator.

4. Responsibilities

A. The Student Teacher

To be successful, the student teachers must:
- *Read the Student Teaching Handbook.*
- *Uphold the UNL CEHS Statement of Ethics.*
- *Uphold the policies and regulations of the school where they are placed.*
- *Recognize that their primary responsibility is the education of the students. No other activities should interfere with this experience.*
- *Prepare sound lesson plans and submit them to the cooperating teacher for approval well in advance of actual classroom teaching, and to the university supervisor as required, including substitute lesson plans needed for illness or other absences.*
- *Become acquainted with the instructional activities in which the teacher and students engage during the year, not merely those for which they might be directly responsible.*
- *Prepare each day so that they will be able to take over the class in an emergency, and so that they may continuously identify with the work of the class and of the cooperating teacher.*
- *Complete a formative assessment of themselves and participate in the mid-semester evaluation conference.*
- *Act, talk, and conduct themselves professionally as an educator in the local community.*
- *Dress professionally as appropriate for the school culture and as a representative of the University.*
- *Act in accordance with sound professional ethics and the requirements of good citizenship.*
- *Adhere to school faculty arrival and departure times and dates. In the case of an illness or other unavoidable absence, student teachers must notify <u>both</u> the cooperating teacher and the university supervisor as soon as possible.*
- *Learn about each pupil as fully as possible, using observation, consultation with the cooperating teacher, school records and whatever other sources of information are available.*

> *The primary role of the student teacher is to learn how to be a truly effective teacher in a typical classroom setting.*

- *Participate in professional activities such as staff meetings, parent conferences, committee, professional learning community, departmental and grade level meetings, and lunchroom and outdoor duties.*
- *Participate in other extracurricular school activities whenever possible. However, this participation must not interfere with their student teaching experience.*
- *Learn about the various physical facilities of the school building, the resources available in the school system and the community.*
- *Arrange for a time to meet with the university supervisor after each observation to discuss the class activities observed.*
- *Remember that cooperating teachers are legally responsible for their students. Student teachers cannot assume authority which has not been specifically delegated by the cooperating teacher.*
- *Refer all parental requests for pupil data or evaluation of progress to the classroom teacher.*
- *Attend university pre-student teaching conferences and seminars for orientation and continued growth.*
- *Participate in open, honest communication with the cooperating teacher and university supervisor.*
- *Practice acceptable teacher relationships with students.*
- *Learn to communicate with parents through parent-teacher conferences, after school meetings, telephone calls, email, and other communication methods.*
- *Be aware of procedures regarding confidential and privileged information (See Rules and Policies, page 16).*
- *Be aware of procedures regarding behavior management (See Rules and Policies, page 26). In particular, student teachers may not participate in corporal punishment or physical restraint at any time during their placement.*
- *Be aware of procedures for reporting suspected child abuse and neglect, and other legal reporting obligations (See Rules and Policies, page 16).*
- *Use technology responsibly and ethically according to University and District policies (See Rules and Policies, page 16).*

B. The Cooperating Teacher

Cooperating teachers have three primary responsibilities to their student teachers: (1) serve as role models, (2) share expertise and experience, and (3) encourage the developing professional to reflect on the educational process.

Effective cooperating teachers will:

> *"My cooperating teacher was amazing. She gave me feedback, advice, and plenty of control over the classroom. She even helped me prepare for interviews."*

o *Ensure adequate instructional continuity, class contact, and supervision of the student teacher.*
o *Define the student teacher's role in terms of their duties and responsibilities. To accomplish this, the cooperating teacher should:*
   o *Provide opportunities for the student teacher to observe the kinds of methods that are appropriate to the teaching profession;*
   o *Help the student teacher develop a professional attitude in contacts with the school and community; and*
   o *Clarify the student teacher's responsibilities with respect to writing lesson plans, securing and organizing appropriate materials and other necessary activities.*
o *Ensure that the student teacher's transition into active teaching proceeds at an appropriate pace consistent with the Phase 1 plan.*
o *Make certain that the student teacher has planned adequately before being permitted to teach.*
o *Observe the student teacher's instruction on a regular basis and give specific feedback.*
o *Conduct regularly scheduled conferences to keep the student teacher informed of their progress, make suggestions and provide constructive criticism as necessary.*
o *Allow the student teacher to use the teaching style that best fits his/her individual strengths and is consistent with the culture of the school environment.*
o *Complete a formative assessment of the student teacher and discuss the assessment as a student teaching team.*
o *Complete a final evaluation of the student teacher in collaboration with the university supervisor. Discuss the evaluation as a student teaching team.*
o *Complete the Nebraska Department of Education Clinical Placement Evaluation and submit it to the supervisor by the required deadline.*
o *Ensure the student teacher understands the importance of confidentiality of records and student information.*
o *Participate in open, honest communication with the student teacher and university supervisor.*

o *Communicate immediately with the university supervisor and/or the Office of Field Experiences & Certification if there are serious concerns about the performance of the student teacher.*

C. The University Supervisor

A university supervisor is assigned to each student teacher and is expected to:

o *Assist the student teacher and cooperating teacher in all phases of student teaching.*
o *Meet with the cooperating teacher and student teacher during Week 1 or 2 of student teaching to develop the Phase 1 plan and establish communication.*
o *Make a minimum of five on-site visits to the student teacher to ensure adequate supervision and evaluation. (One visit with observation will occur during Phase 1 and two to four observations of full lessons will occur during Phase 2.) This may vary depending on the program.*
o *Conduct a conference with the student teacher as soon as possible following each observation.*
o *Hold periodic meetings with the student teacher and cooperating teacher so that issues of mutual concern may be discussed.*
o *Complete a formative assessment and hold a conference midway through the semester with the student and cooperating teacher during Phase 2.*
o *Be available to consult with cooperating teachers and student teachers when necessary.*
o *Designate the grade (pass/no pass) for the student teacher based on the final evaluation.*
o *Assist the cooperating teacher in completing university requirements.*
o *Become acquainted with the principal and inquire about his/her impression of the student teacher.*
o *Participate in open, honest communication with the cooperating teacher and student teacher.*

> *"The supervisor assigned to my student teacher is terrific. He is insightful and is able to communicate expectations in a clear and concise manner. He sets his expectations high and is able to support the student teacher's growth and development."*

- *Communicate immediately with university personnel and/or the Director of Professional Experiences if there are serious concerns about the performance or conduct of the student teacher.*
- *Submit the summative evaluation as required by the university.*

D. The School Principal / Administrator

The principal/administrator can play a number of roles in the student teaching experience. Some take a very active role in shaping the student teacher through observations and conferences. Other principals/administrators choose to let the cooperating teacher and university supervisor take the lead and instead take the role of problem solver. Each of these roles is perfectly acceptable. Having the school principal/administrator observe and critique the student teacher will enhance the learning situation for the student teacher. We strongly encourage student teachers to initiate a conversation with the principal/administrator and request that the principal/administrator observe them and provide them with feedback.

5. The Evaluation Process

Student teaching is the culminating experience for the teacher education program at UNL. It is a time when teacher education students use their knowledge about student learning, content, and instruction to teach in a classroom setting. It is expected that students will reference and apply sound theories of instruction, research-based teaching practices gained from previous classroom and practica experiences. At the same time, the cooperating teacher and the university supervisor recognize that the student teacher is an emerging professional who will benefit from sound guidance and support. The formative assessment process should help the student teacher be as successful as possible. Ongoing feedback from the cooperating teacher and supervisor is essential to that effort. The summative evaluation must reflect the level of performance demonstrated by the student teacher at the end of the experience.

A. Observation of Lessons

As the student teacher begins to work directly with students, the cooperating teacher should be present in the classroom and observing instruction. It is important that cooperating teachers offer constructive comments about the student teachers' approach to forming relationships, questioning skills, focus, and enthusiasm. As the student teacher assumes more instructional leadership, the cooperating teacher will have more opportunity to provide specific feedback on performance. It is important that this feedback be ongoing and candid with suggestions about how the student teacher might use techniques and strategies to improve student learning. This feedback is generally informal and does not need to be documented in writing. However, if serious concerns arise about a student teacher's overall performance, corrective feedback should be documented in writing as well as in discussions. In such a case, the cooperating teacher should immediately contact the University supervisor to seek assistance so that a plan for corrective action can be developed. In addition, the University supervisor will conduct at least one observation during Phase 1.

During Phase 2 of student teaching, when the student teacher has significant instructional responsibility, the university supervisor will conduct two to four additional observations. These observations will be scheduled in advance. The university supervisor will observe an entire lesson and then provide verbal and written feedback to the student teacher identifying the strengths and

weaknesses of their teaching. A copy of the written feedback will be provided to the cooperating teacher and the cooperating teacher is encouraged to participate in the post-lesson feedback session.

B. Formative Assessment

Near the mid-point of Phase 2 when the student teacher has instructional responsibility, all three members of the team will complete a formative assessment of the student teacher's strengths and most significant areas for growth. Since it is formative, this assessment is not submitted to the Office of Field Experience or used for grading purposes. Therefore, candor and clarity in the assessment and discussion among team members regarding the student teacher's progress are extremely important. Critical to this formative assessment is the identification of any concerns the cooperating teacher or university supervisor have regarding the work of the student teacher. A plan of action should be developed to address concerns so that the student teacher will be fully prepared to meet the expectations of the student teaching team and the university.

C. Summative Evaluation

At or near the completion of the student teaching experience, a summative evaluation will be completed by the student, the cooperating teacher and the university supervisor. This evaluation documents the completion of the student teaching experience and provides an assessment of the level of performance demonstrated by the student teacher. The summative evaluation should be the result of collaboration between the cooperating teacher and university supervisor, with the supervisor submitting the official evaluation.

If the cooperating teacher and supervisor disagree on any statements made in the evaluation, all comments concerning the performance of the student teacher should be included on the official summative document. If the student teacher disagrees with any part(s) of the final evaluation, s/he will be allowed to write a rebuttal statement.

In the summative evaluation, the performance of the student teacher is assessed against that expected of a professional first-year teacher. The final goal is that student teachers be prepared to work independently as new teachers

starting their career. The evaluation allows the cooperating teacher and university supervisor to designate the student teacher's proficiency, identify competencies with which the student teacher requires modest assistance, and describe aspects of the student teacher's work that is unsatisfactory.

The student teaching team will review the summative evaluation and any narrative. That discussion will include both generalized and specific comments. Open and constructive suggestions are critical to this last step in the student teaching experience, and provide additional opportunities for the student teacher to grow and develop.

Summative evaluations will be submitted electronically by the established deadline. Students will have access to their evaluation at the conclusion of their placement. If they disagree with any statements in the evaluation, student teachers may submit a written rebuttal of the final evaluation form to the Office of Field Experiences.

The Nebraska Department of Education has adopted a state student teaching evaluation which is required for each teaching candidate. Supervisors will complete the NDE Student Teacher Evaluation and submit it to the Office of Field Placements & Certification by the required deadline.

D. Grading

Student teaching is graded on a Pass/No Pass standard. The mark received is based upon the student teacher's performance as described on the summative evaluation.

E. Improvement plans & removal from placement

If a student teacher is receiving unsatisfactory evaluations at any point during a placement, the university supervisor will work with the student to identify the difficulties and propose strategies to strengthen their progress. If the evaluations continue to be poor or if they cannot successfully complete their student teaching experience within the allotted time, the university supervisor will notify the Office of Field Placement & Certification and the appropriate personnel will meet with the university supervisor and the student teacher to develop an improvement plan. This will be a written improvement plan that describes expectations for improvement and a timeline to achieve the

improvements. Student teachers who meet the expectations in their plan and improve their performance in student teaching will receive a grade of 'pass' for the experience. Student teachers who do not meet the expectations in the plan will be removed from student teaching and/or receive a "no pass."

Student teachers will be removed from their student teaching placement if their level of performance is unsatisfactory or if their conduct or behavior warrants such removal. When school officials, in consultation with the cooperating teacher, determine that a student teacher's performance is inadequate, they can request the removal of a student teacher. The Office of Field Experiences & Certification will remove a student teacher when school officials make such a request. In some cases, school officials will make this request because the student teacher has violated important school policies and the transgression also violates the policies of the College of Education and Human Sciences, the student teacher could also be subject to discipline by the university which could include dismissal from the program. If the request was prompted by an act or performance that does not violate university policies, the student will be removed from student teaching without further discipline.

The Office of Field Placement & Certification will respond in one of five ways when students are removed from student teaching after an unsatisfactory experience:

1. *Student teachers may be given a grade of 'I' for 'incomplete' for the semester together with an individualized plan for growth that describes the activities that the student teachers must complete to prepare them for a second semester of student teaching. Students who successfully complete all requirements of the plan will be allowed to enroll in student teaching for a second time during a subsequent semester. Students are generally not permitted to enroll in student teaching for a third time when they have been unsuccessful in their first two experiences.*
2. *Student teachers who choose not to take a grade of 'I' for the semester despite receiving very poor evaluations will be given a grade of 'no pass.'*
3. *Student teachers who receive passing but mediocre evaluations and choose not to take a grade of 'I' for the semester may be given a grade of 'pass.' Mediocre evaluations may make it difficult to secure employment in the field and in these cases, the students may be encouraged to repeat their student teaching experience.*
4. *Student teachers may elect to graduate from the program without certification. Students generally choose this option when they do not*

expect to be successful in satisfying the individualized plan for growth. In some cases, the university supervisor and the Office of Field Placement & Certification may counsel students to choose this option if they believe it is in the students' best interest.

5. *Student teachers maybe dismissed from the program if they commit a transgression that violates university policies.*

In some rare cases, a student teacher receives poor evaluations but the university supervisor understands that limitations in the placement contributed to the unsatisfactory progress. In this event, The Office of Field Placement & Certification, in consultation with the university supervisor, can elect to remove the student teacher from that setting and promptly assign him or her to a different supervising teacher and/or another setting. The Office of Field Placement & Certification works in cooperation with the schools for effective student teacher transition.

If a student teacher is cited for an incident that could lead to a misdemeanor or felony conviction, the student teacher must report the incident immediately to the Office of Field Placement & Certification.

6. Other Rules and Policies for Student Teaching

A. Attendance

o *Given the professional expectations, student teachers are required to be in attendance and prepared every day, following the schedule established for the school faculty.*

o *There are certain designated days when the student teacher is expected to participate in student teaching course activities at the university; these days are identified at the beginning of the student teaching experience.*

o *The student teacher must notify the cooperating teacher and university supervisor about an absence before the absence occurs. Student teachers are to act in a highly professional manner.*

o *If cooperating teachers have serious concerns about a student teacher's attendance or punctuality, they should immediately notify the university supervisor. The university supervisor may in turn notify the Office of Field Experiences & Certification.*

o *Absences totaling more than three (3) days (not including required University events or other events identified by the Office of Field Experiences & Certification as required) will be deemed excessive and may result in an extended student teaching experience. In some cases, excessive absence may contribute to an unsatisfactory performance and result in the student teacher's removal from a student teaching placement. Any absences due to substitute teaching, will be included in the three day total.*

B. Substitute Teaching

o *In some limited situations, student teachers may substitute for their cooperating teacher or another faculty member within the school who has the same endorsement being sought by the student teacher. Students who choose to substitute teach will be considered absent for those days. In order for student teachers to serve as a substitute teacher, the Nebraska Department of Education (NDE) must certify them as a "Local Substitute Teacher". Adherence to all of the provisions identified by NDE is required. The Office of Field Experiences & Certification is the only entity with the authority to make exceptions to this rule.*

C. Legal Liability

The University provides legal defense and pays for the costs and damages of civil (not criminal) charges or claims that are brought against student teachers as a result of activities within the "course and scope" of their student teaching experience. In order to receive this benefit, the student must provide the University with honest information and cooperate with the University legal team. Further detail and explanation are contained in Regents Bylaw 6.8

www.nebraska.edu/board/bylaws-policies-and-rules.html.

While the meaning of "course and scope" can sometimes be unclear, if student teachers are simply "doing their job," and an accident happens, the University will defend them and pay for damages. For example, if a child accidently trips over some boots in the hall and hurts himself, the student teacher would almost certainly be provided with defense and indemnification by the University. On the other hand, if the student teacher was present at the school site under the influence of alcohol and therefore unable to properly supervise children, the student teacher would not receive these benefits when a child sustained an injury, because inebriation is not a behavior within the "course and scope" of student teaching duties. Note that criminal charges are not covered. If student teachers engage in an activity that results in criminal charges, they will be required to provide their own defense.

Student teachers may want to become a member of the Student Education Association (SEA). Members of this organization can apply for liability insurance, which covers student teaching. The amount of liability covered varies, but we suggest that student teachers select as close to $1,000,000 as possible (www.nea.org). Another resource would be to contact an insurance agent about adding professional liability insurance to the student teacher's existing policy.

Student teachers are expected to act in a prudent, responsible manner. Although there is no foolproof formula to guarantee avoidance of a lawsuit, student teachers should follow the responsibilities, rules and policies included in this handbook. As a final reminder:
- *Under no circumstance will student teachers transport any student(s) in a private vehicle.*
- *Unless accompanied by their cooperating teacher, student teachers will not visit students in their homes or other private settings.*

- *Student teachers must use technology responsibly and ethically according to University and local district policies. **As one very important example, student teachers should never engage with their K-12 students and parents in social networking.***
- *Student teachers must act in accordance with school system policies in regards to confidential and privileged information.*
- *Student teachers must act in accordance with school and district policies in regards to behavior management. Student teachers are not permitted to participate in corporal punishment or physical restraint with students.*
- *Student teachers should ask the cooperating teacher about procedures and protocols to follow concerning student behavior and emergencies.*
- *Nebraska law mandates reporting suspected child abuse or neglect to law enforcement or the Department of Health and Human Resources. The report can be made by calling the Child Abuse Hotline at (800) 652-1999. Student teachers should also report any concerns they have about suspected child abuse or neglect to the cooperating teacher and/or principal, as well as the University supervisor.*
- *Student teachers should use common sense and exercise professional judgment. When in doubt, ask!*

D. Youth Safety Policy

The University of Nebraska Lincoln has a strong interest in protecting the safety of our youth at our University; therefore, in 2012, the University implemented a Youth Activity Safety Policy in order to provide a safe, educational and enjoyable activity/program experience for all participants. The policy provides minimum specific guidelines for activities sponsored by Nebraska and for activities sponsored by other organizations but held at the University. Except as noted, Nebraska units may, on their own, adopt policies that are stricter than those listed within the Youth Activity Safety Policy.

Please follow the below link to read more about our Youth Safety Policy:
http://police.unl.edu/youth-activity-safety-policy

7. Additional Information for Student Teachers

A. Videotaping in the Classroom

The College of Education and Human Sciences makes every effort to prepare students to be reflective professionals. Student teachers are encouraged to be reflective through the use of videotaping their instructions to see themselves and evaluate their teaching.

Videotaping instruction can help students capitalize on their strengths and look for better ways to improve. This is a valuable instructional tool and can allow a student to see his/her teaching in action and better understand critiques and suggestions received. The value increases when the video is viewed with the cooperating teacher and/or university supervisor.

The videotaping of classroom activities by the cooperating teacher and/or other school district personnel is also common practice in many schools districts. Student teachers may be included in those tapes, made in accordance with the specific district policy.

Please make sure that prior to all videotaping there is an understanding of the district-specific videotaping policies and all formal paperwork and processes have been completed as appropriate.

B. University Required Events

Student teachers will attend the Professional Development Day that is sponsored by UNL. During this day-long event, important information about the search for a teaching position is shared, district administrators discuss the hiring process and additional information on job applications is discussed. Other topics presented include:

1. *How to Apply for Graduation*
2. *How to Apply for a Teaching Certificate*
   Apply on-line at: www.education.ne.gov/tcert. Student teachers who have not been a continuous Nebraska resident for the past five years can pick up fingerprint cards and instructions from 116 Henzlik Hall and send their cards to the Nebraska Department of Education.

C. Evaluations

Near the end of the experience, student teachers will complete an evaluation of their university supervisor and the student teaching experience. This will be sent to student teachers toward the end of their student teaching experience.

APPENDIX A

Student Teaching Evaluation

Basis on which to build

1. *Child and Youth Development. Demonstrates knowledge of how individuals grow, develop and learn intellectually, socially and personally.*

Unacceptable	Emergent	Sufficient	Advanced
Does not identify or describe age-typical physical, social, emotional, cognitive and language characteristics of students. Plans for instruction do not account for differences in students' developmental levels. Holds expectations for students that are developmentally inappropriate.	Identifies and sufficiently describes age-typical characteristics of students in at least one domain of physical, social, emotional, cognitive or language development. Instructional plans (or ideas presented in assignment) are compatible with students' developmental level in some but not all domains.	Identifies and describes age-typical characteristics of students' physical, social, emotional, cognitive and language development. Instructional plans (or ideas presented in assignment) are developmentally appropriate for students' physical, social, emotional cognitive and language development.	Identifies and describes in detail age-typical physical, social, emotional, cognitive and language characteristics of students. Connects understanding of the characteristics with their implications for classroom practices. Expectations for students are developmentally appropriate.
0	1	2	3

2. *Diversity. Demonstrates knowledge about how the social, economic, linguistic and cultural backgrounds of students, and family dynamics impact learning.*

Unacceptable	Emergent	Sufficient	Advanced
Does not recognize differences among students; or does not acknowledge differences among students; and does not interact appropriately with students with differences. May actively demonstrate bias against individuals or groups.	Recognizes at least some categories of differences among students and may recognize the impact that some differences have on student learning needs. Addresses students appropriately. Holds lowered expectations of students with differences and limits efforts to differentiate instruction.	Addresses students appropriately and with respect. Holds the same high expectations of all students. Recognizes most categories of differences among students and lessons reflect these differences in student learning needs. Is capable of explaining instructional needs of some of those categories.	Addresses students appropriately. Able to explain how student differences affect learning needs. Incorporates the knowledge of all categories of student differences into lesson planning. Identifies student differences, adapts lessons to meet different learning needs, and maintains high expectations of all students.
0	1	3	4

3. *Subject Matter Knowledge for Teaching. Makes content knowledge accessible to students.*

Unacceptable	Emergent	Sufficient	Advanced
Does not demonstrate sufficient content knowledge for the lessons that are delivered; Is unable to use that content knowledge. Teaches erroneous knowledge. Does not connect individual lessons to district or state curriculum objectives or content standards.	*Demonstrates mastery of most common content knowledge for the lessons that are delivered; and shows mastery of some but not all specialized knowledge necessary for the lesson. Makes some errors in the content delivered to students. Usually accommodates lessons appropriately in response to student confusion or errors in content.*	*Demonstrates mastery knowledge of common and specialized content appropriate to the lessons are delivered; and demonstrates an understanding of student needs, and of effective teaching; and make some connections among those. Makes few or no errors in content. Accommodates lessons appropriately in response to student confusion or errors in content. Content is clearly aligned district or state curriculum objectives and content standards.*	*Excellent mastery in the content appropriate to the lessons; Anticipates students misconception and modifies instruction to respectfully confront thesis; Uses their knowledge, appropriate guidelines/standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child. Lessons are effectively delivered and demonstrate good connection between knowledge of content, student and teaching..*
0	*1*	*2*	*3*

Act of teaching

4. *Planning for Learning. Creates useable lessons and unit plans based on knowledge of the discipline, students, and curricular goals.*

Unacceptable	Emergent	Sufficient	Advanced
Instructional activities are randomly chosen or incompletely described or both. The lesson is poorly organized. The lesson plan shows no evidence of scaffolding. There is no continuity between the lesson and the overall unit. Learning objectives are missing from lesson plans; or the assessment plan is incompatible with learning objectives; or these objectives reflect an inappropriate expectation.	Some but not all activities within the lesson plan are aligned with the overall plan and with learning objectives. Instructional activities may be incompletely described. The learning objectives are present and appropriate. The assessment plan is compatible with most but not all learning objectives.	All instructional activities are articulated and aligned with the overall plan. Learning objectives are present, expectations are appropriate, and both objectives and expectations represent important discipline-based learning. The assessment plan is compatible with all learning outcomes.	Activities within the lesson plan are carefully articulated in the overall lesson design and provide differentiation for diverse learners. Objectives are present, set high expectations, and represent important discipline-based learning. The assessment plan is fully compatible with all learning objectives and provides alternatives for individual students as needed.
0	1	2	3

5. *Responsive Teaching. Skillfully implements lessons that are flexible and intentional to meet individual student needs.*

Unacceptable	Emergent	Sufficient	Advanced
Lacks a plan for instruction or teaching reflects a failure to execute the lesson plan. Or rigidly adheres to a lesson plan regardless of evidence from students or in the classroom that the lesson is not working. Is inflexible in adapting plans based on students' current behaviors, interests, or needs. Does not notice when something needs to be done differently.	Teaching has partially implemented the plan for instruction. Does not consistently notice all relevant student responses, behavior, interests, or needs. Makes limited adjustments in lessons based on those student responses that were observed.	Has a plan for instruction and follows that plan. Notices most student responses to the lesson, and makes sufficient adaptations so that students remain engaged. The majority of students are engaged in the lesson from start to finish.	Follows the plan for instruction and 'thinks on their feet' to adjust to students during the lesson. Shows a keen understanding of individual students' experience of the lesson. Adaptations are effective. The majority of students are engaged in the lesson from start to finish.
0	1	2	3

6. *Assessment. Uses informal and formal assessments to inform instruction and support continuous development of all students.*

Unacceptable	Emergent	Sufficient	Advanced
Does not implement assessments into lessons. Does not understand the role of assessment in instruction. Never uses assessment information in making decisions about instruction.	Implements assessment at least some of the time while teaching, but does not consistently use assessment results to inform future instructional decision-making.	Implements assessment regularly and uses assessment results in subsequent planning and decision-making.	Understands the cycle of assessment and embeds multiple forms of assessments throughout lessons in an ongoing manner. Routinely uses that information in instructional planning and decision-making. Assessment drives decision-making.
0	1	2	3

Relationships and Inclusion

7. Relationships with Students. Develops and maintains rapport with individual and groups of students.

Unacceptable	Emergent	Sufficient	Advanced
Is mean to or yells at students; Publically insults students in class; Does not appear to like students; Is disengaged from students; Uses sarcasm in interactions with students	Is professional and even mannered in interactions with students; is neither detached from nor emotionally engaged with students; Interactions with students are impersonal, much like speaking to a store clerk or hotel receptionist. May be overly permissive.	Demonstrates empathy with all students in spoken and unspoken communication. Is friendly and professional in interactions. Responds to students' interactions. Has average expectations for students.	Has genuine and warm relationships and communicates high expectations to all students. Demonstrates empathy in unspoken and spoken communication with students. Actively seeks frequent opportunities to engage with students. Validates student efforts to learn, gives corrective feedback, and encourages students to try again.
0	1	2	3

8. Inclusive Practices. Adapts curriculum and instruction for students with disabilities.

Unacceptable	Emergent	Sufficient	Advanced
Resists having students with disabilities or diversities in the classroom. Ignores or is disengaged from students with disabilities or diverse students.	Attempts to engage and include students with disabilities, but these attempts are awkward and generally ineffective. Lessons show very limited differentiation. Modifications made to accommodate students with disabilities single out or draw attention to the disability.	Is welcoming of students with disabilities and diverse students in the classroom. Adapts teaching to different learning styles of students and these adaptations are effective most of the time. Maintains appropriately high expectations for all students.	Is actively engaged with students with disabilities. Uses heterogeneous, fluid groupings of students during instructions. Proactively thinks of ways to engage and include students. Differentiates instruction for individual students while maintaining appropriately high expectations for students. Is consistently effective.
0	1	2	3

9. *English Language Learners. Adapts curriculum and instruction for English Language Learners.*

Unacceptable	Emergent	Sufficient	Advanced
Does not use language that is comprehensible for English Language Learners in the classroom. Does not use linguistically or culturally responsive instruction strategies. Makes no attempt to incorporate students' first languages in classroom activities.	*Only occasionally uses language that is comprehensible for English Language Learners in the classroom. Only occasionally uses linguistically or culturally responsive instruction strategies. Makes a few limited attempts to incorporate students' first languages in classroom activities.*	*Usually uses language that is comprehensible for English Language Learners in the classroom. Uses a variety of linguistically or culturally responsive instruction strategies. Whenever possible, appropriately incorporates students' first languages in classroom activities.*	*Reliably and consistently uses language that is comprehensible for English Language Learners. Uses a large variety of linguistically or culturally responsive instruction strategies that are well-matched to students' needs. Consistently, strategically, and appropriately incorporates students' first languages in classroom activities*
0	*1*	*2*	*3*

Classroom culture and technology

10. *Learning Culture. Creates classroom communities that invite student engagement and learning and encourage positive social interactions.*

Unacceptable	Emergent	Sufficient	Advanced
The classroom environment is cold and sterile. Little or no attention is paid to interpersonal interactions in the classroom. There is no community or attempt to build community in the classroom. In some cases, the classroom is punitive and characterized by public humiliation of students.	*The classroom environment is attractive but too much attention is paid to the aesthetics of the environment and, there are rules warning students not to touch, tear, or spill. There are limited or restricted opportunities for peer interactions. The classroom promotes competition instead of cooperation.*	*The classroom environment is attractive, age appropriate (both physically and socially), and comfortable. Multiple opportunities are created for enjoyable peer interactions and learning together. There is a cooperative, healthy community in the classroom. Some modeling and instruction is provided in affective and social skills.*	*The environment is appropriate for age and learning and supports students' sense of success, self-efficacy and self-determination. Multiple opportunities are created for peer relationships that are valued and supported. Students feel valued and appreciated with high expectations and accountability. Modeling and direct Instruction in affective and social skills is incorporated into many different lessons.*
0	*1*	*2*	*3*

11. *Managing Classroom Activities and Learning Environment. Uses positive behavior management strategies with individuals, small groups of students and entire class for the benefit of learning.*

Unacceptable	Emergent	Sufficient	Advanced
Classroom management is punitive and reactive and there are no clear standards defining positive classroom behavior. There is no evidence of rules and students are blamed for behavior problems without recognizing the contribution of the classroom environment or routines. The teacher candidate is unaware of contributions of personal behavior to classroom management.	The teacher candidate demonstrates a few classroom management strategies and uses these same strategies repeatedly to respond to all classroom management issues. Classroom rules are vague, negative, or rigid. Rules are inconsistently enforced or ineffectively shared.	Appropriate expectations are clearly communicated to students. Classroom rules describe positive behaviors as well as or instead of problem behaviors. Management strategies are unobtrusive and complement ongoing learning. Rules are consistently enforced.	Classroom management is proactive, positive, and multiple strategies are implemented. Strategies are individualized and used in a positive to engage students. Students may be invited to take part in rule making and management strategies. The teacher candidate uses strategies that promote self-regulation.
0	1	2	3

12. *Instructional Tools and Technology. Integrates appropriate technologies for enhancing learning tasks.*

Unacceptable	Emergent	Sufficient	Advanced
The teacher candidate avoids technology and cannot articulate appropriate uses for technology in instruction.	Some technology is available in the classroom and the school, and the teacher candidate uses it on a limited basis. Technology is used as an "add on" to instruction and is not integral to instructional goals and activities.	The teacher candidate uses available technology in the classroom, and integrates technology into teaching. Can articulate creative uses for existing technology.	Technology is infused into and transforms instruction in effective ways. Readily adopts emerging technology and seeks out opportunities to learn about new technologies that are not already available in the school.
0	1	2	3

Collaboration and professional growth

13. *Collaborative Relations and Professional Conduct. Uses effective communication and consultation techniques with other professionals and families for the benefit of student learning.*

Unacceptable	Emergent	Sufficient	Advanced
Does not communicate orally or in writing. Makes derogatory comments about students, colleagues, parents, families, schools. Violates ethical codes of conduct. Makes inappropriate use of social media.	Is a willing partner with colleagues if they initiate collaboration. Is appropriate and well-mannered in conduct. Communicates with colleagues and families.	Has strong oral and written communication; and readily and effectively partners with other professionals or families to plan, create and sustain learning environments. Is familiar with and follows professional codes of conduct.	Has strong oral and written communication; and takes a leadership role in forming or maintaining collaborative partnerships with colleagues or families. Takes initiative in establishing relationships with families. Uses a professional code of conduct as a resource for decision-making.
0	1	2	3

14. *Reflective Practices and Professional Growth. Continually evaluates how choices and actions affect students and others in the learning community, makes necessary adjustments and actively seeks opportunities to grow professionally.*

Unacceptable	Emergent	Sufficient	Advanced
Does not attend professional development opportunities. Reflects on practice only when prompted or required to do so. Reflection is merely recounting what occurred and includes no conclusions, interpretations, or recommendations for future practice. Does not make judgments or form opinions for refinement or adjustments to teaching.	Attends required professional development activities. Draws conclusions or opinions about what occurred during teaching, but is unsure what to do about it. Does not necessarily take action based on feedback or observations.	Attends all professional development activities that the cooperating teacher attends; and attends local or state conferences if opportunities arise; and applies information from professional development activities. When reflecting on instruction, makes one or more specific suggestions for revising teaching. Uses feedback to refine future teaching.	Seeks out professional development opportunities within and beyond the school setting. Is planful in advancing professional development. Routinely uses feedback and personal reflection to continuously refine and improve teaching. Increasingly differentiates instruction based on feedback or personal observation of the classroom and students. Shares information with others from professional development opportunities or from personal reflections.
0	1	2	3

APPENDIX B

Teacher Candidate _____
For Office use only: CT/ TC/ US
Evaluator's Name: _____
Evaluator's Role (Please Select): Cooperating Teacher (CT)   University Supervisor
(US)Teacher Candidate (TC)
Date: _____
Select the cell in each row, which best describes performance. At midterm, the goal would be for student teachers to be performing at Developing or Proficient. If performance is scored "Below Standard," please be in communication with _____.

	Advanced	Proficient	Developing	Below Standard
Standard 1 Learner Development	Uses data about students and their development to adjust teaching and build on student strengths resulting in student learning. InTASC 1; CAEP 1.1	Uses data about students and their development to adjust teaching. InTASC 1; CAEP 1.1	Collects data about students and their development but does not adjust teaching. InTASC 1; CAEP 1.1	Lacks evidence of data collection and use related to students and their development. InTASC 1; CAEP 1.1
Comments:				
Standard 2 Learner Differences	Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences to include bringing	Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences. InTASC 2; CAEP 1.1	Identifies students' needs for differentiation. InTASC 2; CAEP 1.1	Does not Identifies students' needs for differentiation. InTASC 2; CAEP 1.1

multiple perspectives and cultural resources to the discussion of content. InTASC 2; CAEP 1.1			

Comments:

Standard 3 Learning Environments	Communicates and reinforces clear task and behavior expectations to students, develops routines that support expectations and minimizes the loss of instructional time. InTASC 3; CAEP 1.1	Communicates and reinforces clear task and behavior expectations to students and follows routines that support expectations for the learning environment. InTASC 3; CAEP 1.1	Communicates and reinforces clear task and behavior expectations to students. InTASC 3; CAEP 1.1	Attempts to communicate and reinforces clear task and behavior expectations to students. InTASC 3; CAEP 1.1

Comments:

Standard 4 Content Knowledge	Communicates accurate content, uses academic vocabulary correctly, provides relevant opportunities for students to demonstrate understanding and uses	Communicates accurate content, uses academic vocabulary correctly and provides relevant opportunities for students to demonstrate understanding. InTASC 4; CAEP 1.1	Communicates content and uses academic vocabulary, yet does not consistently provide relevant opportunities for students to demonstrate understanding. InTASC 4; CAEP 1.1	Communicates inaccurate content, academic vocabulary and/or provides irrelevant opportunities for students to demonstrate understanding. InTASC 4; CAEP 1.1

	knowledge of common misconceptions to create accurate understanding in the content area. InTASC 4; CAEP 1.1			
Comments:				
Standard 5 Application of Content	Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline to engage learners in critical thinking. InTASC 4; CAEP 1.1	Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline. InTASC 4; CAEP 1.1	Links concepts to help students make connections in the discipline. InTASC 4; CAEP 1.1	Does not assist students in making connections in the discipline. InTASC 4; CAEP 1.1
Comments:				
Standard 5 Application of Content	Engages students in developing literacy and communication skills to help them recognize the disciplinary expectations for reading different types of text and for	Engages students in developing literacy and communication skills for reading different types of text and for writing for targeted purposes and audiences.	Engages students in developing literacy and communication skills. InTASC 5; CAEP 1.1	Provides few opportunities for students to develop literacy and communication skills. InTASC 5; CAEP 1.1

	writing for targeted purposes and audiences. InTASC 5; CAEP 1.1	InTASC 5; CAEP 1.1		

Comments:

Standard 6 Assessment	Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies to include designing and/or adapting interventions as a result. InTASC 6; CAEP 1.1	Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies. InTASC 6; CAEP 1.1	Uses classroom formative and summative assessments that match objectives and inform instructional decisions. InTASC 6; CAEP 1.1	Uses classroom formative and summative assessments but may not match objectives and/or inform instructional decisions. InTASC 6; CAEP 1.1

Comments:

Standard 6 Assessment Impact on Student Learning and Development	Uses student performance data and knowledge of students to identify interventions that support and/or advance learning	Uses student performance data and knowledge of students to identify interventions that support and/or advance students to	Uses student performance data and knowledge of students to identify interventions that support students. InTASC 6; CAEP 1.1	Does not use student performance data and/or knowledge of students to identify interventions that support students. InTASC

	through a series of differentiated assessment practices that positively impact learning. InTASC 6; CAEP 1.1	positively impact learning. InTASC 6; CAEP 1.1		6; CAEP 1.1
Comments:				
Standard 7 Planning for Instruction	Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills to include using data to adjust for recurring learning needs throughout planning. InTASC 7; CAEP 1.1	Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills. InTASC 7; CAEP 1.1	Sequences learning experiences linked to the learning objectives, performance tasks and assessments. InTASC 7; CAEP 1.1	Provides little or no evidence of sequenced learning experiences and/or experiences are not linked to the learning objectives, performance tasks and/or assessments. InTASC 7; CAEP 1.1
Comments:				
Standard 7 Planning for Instruction	Designs or adapts relevant learning experiences that incorporate	Provides relevant learning experiences that incorporate	Provides relevant learning experiences that incorporate	Provides learning experiences that incorporate

	digital tools and resources to promote student learning and creativity. InTASC 7; CAEP 1.1	digital tools and resources to promote student learning and creativity. InTASC 7; CAEP 1.1	digital tools to stimulate interest. InTASC 7; CAEP 1.1	digital tools infrequently or ineffectively. InTASC 7; CAEP 1.1
Comments:				
Standard 8 Instructional Strategies	Uses a broad range of evidence–based strategies to support learning in the content area, poses questions that elicit student thinking about information and concepts to build critical thinking skills. InTASC 8; CAEP 1.1	Uses evidence–based strategies to support learning in the content area and poses questions that elicit student thinking and support critical thinking skills. InTASC 8; CAEP 1.1	Uses evidence–based strategies to support learning in the content area and poses questions that elicit student thinking. InTASC 8; CAEP 1.1	Uses strategies and poses questions. InTASC 8; CAEP 1.1
Comments:				
Standard 8 Instructional Strategies	Organizes and manages the learning environment for student engagement and personal accountability using strategies that provide opportunities for students to	Organizes and manages the learning environment for student engagement using strategies that provide opportunities for students to process and articulate new	Manages the learning environment for student engagement. InTASC 8; CAEP 1.1	Attempts to manage the learning environment for student engagement. InTASC 8; CAEP 1.1

	process and articulate new knowledge. InTASC 8; CAEP 1.1	knowledge. InTASC 8; CAEP 1.1		
Comments:				
Standard 9 Professional Learning and Ethical Practice Dispositions	Invites constructive feedback, responds positively, independently sets and implements goals to improve practice. InTASC 9; CAEP 1.1	Invites constructive feedback, responds positively, with support sets and implements goals to improve practice. InTASC 9; CAEP 1.1	Invites constructive feedback, responds positively, but inconsistently implements goals to improve practice. InTASC 9; CAEP 1.1	May resist constructive feedback or fail to implement goals to improve practice. InTASC 9; CAEP 1.1
Comments:				
Standard 10 Leadership and Collaboration Dispositions	Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations to include seeking out leadership opportunities in the school and/or community. InTASC 10; CAEP 1.1	Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations. InTASC 10; CAEP 1.1	Conveys professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations. Any minor lapses have been addressed. InTASC 10; CAEP 1.1	Conveys a lack of professional decorum when interacting. InTASC 10; CAEP 1.1

Comments:

Standard 10 Leadership and Collaboration Dispositions	Demonstrates professional oral, written and electronic communication, deals with people, problems and crises effectively and communicates with families through a variety of means (i.e. notes home, e-mails or websites, phone calls, conferences, meetings). InTASC 10; CAEP 1.1	Demonstrates professional oral, written and electronic communication, deals with people, problems and crises effectively. InTASC 10; CAEP 1.1	Demonstrates professional oral, written and electronic communication, deals with people, problems and crises effectively with additional assistance. InTASC 10; CAEP 1.1	Demonstrates unprofessional oral, written and/or electronic communication and/or deals with people, problems and crises ineffectively. InTASC 10; CAEP 1.1

Comments: