

College of Education
STUDENT TEACHING
ED 430, ED 431

College of Education Mission: ~~Teaching, Leading and Learning in a Democratic Society~~

We believe that schools function as social and political entities as well as for the growth of individuals. We prepare candidates to . . .

- Enhance the academic and personal potential of their students,
- Establish policies and practices that promote democratic education,
- Evaluate the social and ethical implications of educational policies and practice.

We value these ideals in our candidates, our faculty, and our relationships with the larger communities we serve:

- Expertise to guide our practice,
- Equity to guide our interactions,
- Liberal Education to guide our perspectives,
- Social Responsibility to guide our commitment to democratic education.

What is Student Teaching?

Student teaching is Grand Valley State University's senior year clinical experience designed for elementary and secondary teacher candidates. Student Teachers are in their assigned classrooms for an academic semester (i.e. fifteen weeks).

What are Student Teachers required to do?

All Grand Valley State University teacher certification candidates should demonstrate:

1. effective *communication skills*
2. effective *classroom management skills*
3. evidence of *stamina* as indicated by regular attendance and participation in the classroom and in university seminars
4. evidence of *energy and enthusiasm* as indicated by attitude and effort expended throughout the semester in all environments.
5. evidence of *curiosity* about the teaching/learning process as indicated by asking questions and engaging in professional discussions with colleagues, cooperating teacher, etc.
6. evidence of *care and concern* for all students, regardless of race, class, culture, gender, or exceptionality

7. effective *planning* for instruction
8. the ability to *accept honest feedback* and constructive evaluation
9. *competence in subject matter* and possess a strong general knowledge base
10. the ability to *establish rapport* with students, faculty, parents, administration, etc.

What is the role of the University Coordinator?

Student teachers are assigned a University Coordinator whose responsibilities include visiting the school, meeting with appropriate personnel, observing the student teacher's performance a minimum of five times during the semester, and consistently conferring with the cooperating teacher as well as with the student teacher. The Coordinator will attempt to answer questions concerning our program, our expectations and requirements, our seminar content, and the evaluation process/procedures.

The Coordinator is responsible for official evaluation of the student teacher using recommendations from the cooperating teacher, seminar requirements, and the College of Education's expectations.

The Coordinator assigned to the student teacher will arrive shortly after the beginning of the semester. The Coordinator is a trained observer of teacher performance and has been a classroom teacher prior to his/her appointment to Grand Valley State University's College of Education's faculty. *Please feel free to discuss with your Coordinator any questions or concerns you may have regarding the student teaching program.*

What is the role of the Cooperating Teacher?

Your acceptance of a student teacher indicates your willingness to assume a crucial role in a significant learning opportunity. As a cooperating teacher, your role as a *collaborating teacher* can be an opportunity for both you and your Grand Valley State University student. Please consider these suggestions as you assume your mentorship role.

1. Build open, caring *rapport* with the student teacher.
2. Provide a highly *supportive climate*, accepting the student teacher as a team member with you and the school.
3. Provide specific constructive *feedback* about your daily observations.
4. Ask your student teacher to *self-evaluate* and be reflective about his/her teaching.
5. Use *questioning* as an observation technique.
6. Use a *reflective dialogue journal* for comments, notes, questions and informal communications back and forth between you and your student teacher.
7. Conduct *regular conferences* with your student teacher. Share your planning. Ask for input from your student teacher.
8. *Involve your student teacher* in the decisions as to what objective(s) are to be evaluated during specific lessons.
9. Generally, *avoid interrupting* an on-going lesson, wait for a more appropriate time to provide correction and/or suggestion for improvement of the lesson or its delivery.
10. Hold high *expectations* and standards of performance for your student teacher.
11. Model current best practice.
12. *Share your observations* with the University Coordinator.
13. Complete the Practicum Performance Evaluation Form, which addresses the INTASC Standards, at mid-term and at the end of the student teaching experience. (See sample beginning on page 15.)
14. Complete the *mid-term and final evaluation forms* and share these evaluations with your student teacher. The major purpose of evaluation is growth in teaching effectiveness. The Final Evaluation Form (see sample on page 14) will be placed in the student's file in the College of Education.

What are some things the Cooperating Teacher can do to enhance the student teaching experience?

At the beginning of the student teaching semester, you might consider:

1. Preparing a list of your expectations of your student teacher's professional performance, such as:
 - arrival and departure times
 - school calendar
 - conferences (dates & times).
 - meetings (dates & times)
 - appropriate dress
 - professional conduct
 - teaching duties (your student teacher should follow your schedule and share your responsibilities)
 - additional items to include:

2. Preparing a place in your room, which "belongs" to the student teacher. This might include:
 - a desk, (if possible) or a small table
 - teaching supplies (i.e. paper, pens/pencils, stapler, tape, etc.)
 - textbooks and teacher editions
 - dictionary
 - plan book
 - (additional items to include:)

3. Arranging a meeting between your student teacher and your faculty, your administration, and your parent organization when appropriate.

4. Preparing a professional library including:
 - journals
 - district curriculum guides & grade level objectives
 - handbooks
 - (additional items to include:)

5. Preparing a list of school procedures and guidelines such as:
 - playground rules
 - lunch hour guidelines
 - emergency procedures, etc.

6. Preparing your classes for the arrival of your student teacher.

During the Student Teaching semester, you may wish to:

1. Provide for a regular meeting time between you and the student teacher for:
 - discussion and reflection
 - planning and preparation
 - sharing of ideas (i.e. content; instructional strategies; classroom, environment, etc.)
 - preparing for extended periods of full responsibility for the student teacher.
2. Provide frequent encouragement.
3. Offer honest feedback even when it is not entirely positive.
4. Keep a record of your student teacher's performance (i.e. anecdotal documentation).
5. Take notes on lessons taught by the student teacher and share your thoughts.
6. Explain your own procedures, style, strategies, and teaching decisions after a lesson
7. Arrange a time for your administrator to observe and/or meet with your student teacher.
8. Arrange to demonstrate such things as techniques of:

brain-based learning	conferencing with parents
motivation	cooperative learning
pupil assessment	integrated/thematic instruction
student involvement	portfolio preparation
questioning skills	varying lesson types
critical thinking	audio-visual use
transitions between activities	critical thinking skills
computer use	adapting lessons
differentiating curriculum	creating authentic assessments
performance-based assessments	inquiry based learning

We suggest that you continue to model effective teaching throughout the semester, even as your student teacher assumes greater classroom responsibilities.

9. Allow your student teacher to try "new" things and to make "mistakes".
10. Encourage self-confidence, self-reliance, and accountability in your student teacher.

FOCUS ON STUDENT TEACHER CONCERNS

As in human development, the stages of teacher development have been found to follow a predictable sequence. The primary focus of a student teacher's concern is a clue to his/her developmental level. Cooperating Teachers and University Coordinators can be aware of and sensitive to the level of student teachers' development and give appropriate suggestions at each stage. (The stages start at the bottom and work up.)

Expression of deep concern about pupils' treatment:
their individual learning, social, and emotional needs.
Feelings of inadequacy may emerge from the student teacher.

LEVEL FOUR - CONCERNS ABOUT PUPILS

Concerns about the best ways to explain and present content (i.e. subject/pedagogy focused).
Concerns regarding the professional and personal demands placed on all teachers.

LEVEL THREE - CONCERNS ABOUT METHODS

Idealized concerns about pupils tend to be replaced by concerns about their own survival as teachers;
focused on management concerns and mastery of the content.

LEVEL TWO - CONCERNS ABOUT SURVIVAL

At this level, the new student teacher is apt to identify more with the learners than with
teachers, having been a student for so long, and just now becoming a teacher.

LEVEL ONE - CONCERNS ABOUT SELF

Based on Fuller and Brown (1975), *Becoming a teacher* and Lidstone & Hollingsworth (1992). A longitudinal study of cognitive change in beginning teachers: Two patterns of learning to teach. *Teacher Education Quarterly*, 19(4), 39-57.
Originally adapted by the College of Education in 1988 and then revised in 2007.

Professionalism

One of the most important elements of being a teacher/educator is the belief that we are professionals. Being part of a profession carries with it certain perceptions and expectations. The guidelines that follow are twofold. They provide the College of Education's Cooperating Teachers and practicum students with professional expectations (i.e. expectations during the practicum semester).

Professionalism means:

- Always being prompt (for seminars and daily field experiences)
- Always being attentive and interested in the task and the people involved in the task (get to know the people in your building)
- Exhibiting curiosity about your profession (join professional organizations as soon as you can, attend seminars and workshops)
- Always exploring other avenues to produce the best (the traditional way of teaching might not always be the best for your students) techniques
- Being genuinely concerned about your students, academically and emotionally (these are your students, who parents have entrusted you)
- Showing a desire to help peers and others in achieving goals (being a team player enhances your abilities and others)
- Being willing to devote time to the demands of the profession (serving on committees, attending parent-teacher conferences show commitment)
- Keeping negative feelings to yourself (your coordinator is there to assist with concerns)
- Communicating concerns through the appropriate channels (in any organization there is a level of command and procedures to follow)
- Establishing a link with peers, coordinators, and school personnel (networking and establishing support systems are vital)
- Finding ways to assess your progress and successes (make a list of your positives and potentials)
- Modeling positive elements consistently and serving as an appropriate role model for students
- Demonstrating: dependability, punctuality, honesty and integrity
- Demonstrating: appropriate humor and tact, curiosity and creativity
- Exhibiting industriousness and initiative
- Demonstrating appropriate dress, cleanliness and manners

How are Student Teachers evaluated?

The evaluation process is continuous. Informal sessions should be a part of the daily and/or weekly conferences between the Cooperating Teacher and the Student Teacher. In addition to those informal sessions, there are four formal evaluations required during this experience, two at mid-term and the other two at semester end. Samples of the instruments are included in this packet. Actual forms will be distributed to you early in the semester. If you do not receive them please call 331-6650 and request them to be sent and/or delivered.

Informal Evaluation – Some suggestions

The following areas are some you may wish to consider as you observe and give feedback to your student teacher. This is not intended as a definitive list. Please use your own professional judgment when selecting from this list.

1. *Routine:* papers are collected and returned quickly and systematically. Attendance is checked promptly and efficiently.
2. *Housekeeping:* room clean, well arranged and in order. Ventilation, lighting and temperature are satisfactory.
3. *Class Orientation:* quick review of previous work is given. Current assignment is clear and relative to past and future work. Attempt to involve students and hold interest.
4. *Lesson Plans:* follows a written plan. Lesson is significant and addresses a grade level standard. The lesson's objective is clear and directly connected to the standard. The plan is flexible, sequence is appropriate, and materials are ready and add to the understanding of the lesson. An assessment component is included. The student teacher is clear about what he/she wants pupils to know, understand, and is able to do at the end of the lesson and/or unit. and the lesson has an evaluation component (when appropriate).
5. *Teaching Aids:* bulletin boards, displays, exhibits, and/or worksheets apply to the general theme of the lesson. Use of dry erase board, overhead projector, available technology, and other teaching aids are used clearly & appropriately.
6. *Class Activities:* all or nearly all students are actively engaged and/or participating.
7. *Individual Differences:* students with special learning needs are being accommodated. Provision is made for faster/slower learners by use of differentiating curriculum and/or extension activities.
8. *Motivation:* pupils are challenged. Pupil success is considered during the lesson. Genuine, specific praise/feedback is given when appropriate.
9. *Distractions:* quick recovery after interruptions. Demonstrates skill when handling deliberate efforts of class/individual to divert teacher's attention/purpose.
10. *Assignments:* clear, relative, reasonable assignments given orally, written on board or worksheet. Provisions for individual differences are made.
11. *Modeling:* expected behaviors are modeled by teacher. Provision made for checking for understanding, guided practice, independent practice, and assessment of lesson's objective.
12. *General Atmosphere:* teacher displays respect. Climate is orderly, cooperative, open and accepting.

Informal Evaluation – Additional Suggestions

As your student teacher becomes more established and takes on greater responsibilities, you may wish to consider the following while evaluating specific lessons:

1. Was the objective for the lesson clearly stated to the students? Did it relate to a grade-level standard?
2. Did the Student Teacher attain his/her goal? How are the students assessed? Did he/she state what the students knew, understood, and were able to do at the end of the lesson/unit?
3. Did the Student Teacher relate this lesson to previous lessons?
4. Was provision made for differences in learners? (i.e. learning styles, abilities, interest, etc.)
5. Were the students successful? (How do you know?)
6. Was the lesson interesting, functional and relevant?
7. Did the Student Teacher use the ideas and interests of the students?
8. Were instructional aids prepared? Effectively used? Was appropriate technology implemented?
9. Does the Student Teacher appear comfortable in the teaching role?
10. Is the Student Teacher enthusiastic about teaching?
11. Does the Student Teacher listen to the students?
12. Were the students thinking during the lesson?
13. Was material presented at the correct level of difficulty?

After observation, you may wish to ask the following of the Student Teacher:

1. What were the strengths of the lesson? Did you accomplish your objective?
2. What, if anything, would you change about the lesson?
3. Do you think it was successful? Why? How do you know students accomplished your objective? What evidence do you have?
4. What changes will you make in the next lesson based upon this lesson's data?
5. Do you think the content covered was important to the students? Why?
6. Is there another way you might have taught this lesson?

The above lists are offered only as suggestions. You are not required to use the ideas presented here. Previous Cooperating Teachers have found many of these points to be helpful in conducting the frequent informal conferences, which occur during the student teaching semester.

QUESTIONS TO HELP YOU ANALYZE A LESSON

ANTICIPATORY SET

- Did the pupils seem to know what was expected of them in terms of behavior?
- Did the student teacher have difficulty getting the pupils' attention?
- Were all materials and equipment to be used for the lesson in place and ready for use?
- Did the student teacher focus the pupils' attention on the lesson?

STANDARD/OBJECTIVE

- Was the intended outcome of the lesson clearly stated to the pupils? Does it relate to a specific standard?
Were the pupils' shown how the lesson related to previous learning they had experienced?

INSTRUCTIONAL INPUT

- Did the student teacher give adequate explanation of the learning before the pupils were expected to put it into practice?
 - What strategies did the student teacher use to assist the pupils' understanding?
 - Did the student teacher provide for higher order thinking levels?
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MODELING

- Did the student teacher model the objective for the pupils?
- Was the visual input accompanied by verbal input?

CHECKING FOR UNDERSTANDING

- Did the student teacher check regularly to make sure all pupils understood the lesson?
 - What strategies did the student teacher use to check for understanding?
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GUIDED PRACTICE

- Did the pupils practice their learning through some form of observable behavior?
- Was the practice directly related to the objective?
- Did the student teacher monitor each pupil's practice of the learning?
- Did the student teacher re-teach the objective when and where necessary?
- Were accommodations made for students? (i.e. differentiated curriculum)

INDEPENDENT PRACTICE

- Did the student teacher assign practice based on the day's lesson?
- How was the learning evaluated? What evidence was available at the close of the lesson?

CLOSURE

- How did the student teacher end the lesson? How did it all come together for the students? (i.e. what connections were made?)

ASSESSMENT/REFLECTION

- How well did the students perform? Did the student teacher evaluate students' performance after completion of the lesson?
- Did reflection occur (i.e. reaching the teaching objective and an overall reflection/evaluation of this lesson)?
- Did he/she state what the students knew, understood, and were able to do at the end of the lesson/unit?
- Did he/she state what changes would be made in the next lesson based upon this lesson's data?

**See page 11 for a copy of the Focused Observation Form. This is the form that coordinators will use to evaluate your student's lesson.*

STANDARD 1: Discipline Knowledge & Understanding

K: * + Candidate understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing and relates disciplinary knowledge to other subject areas.

D: + Candidate realizes that subject matter knowledge is not a fixed body of facts and keeps abreast of new ideas/understandings in the field and displays an enthusiasm for the discipline(s) being taught while making connections to everyday life.

P: + Candidate effectively uses multiple representations and explanations that capture key ideas while representing differing viewpoints, methods of inquiry and “ways of knowing.”

P: * + Candidate develops/uses a curriculum that encourages students to see, question, and interpret ideas from diverse perspectives.

STANDARD 2: Understanding Student Development

K: * + Candidate understands how learning occurs and that students’ physical, social, emotional, moral and cognitive development influence learning and addresses these factors when making instructional decisions.

D: * + Candidate appreciates individual variation within each area of development, respects diverse talents of learners, and is disposed to use students’ strengths as a basis for growth.

P: * + Candidate assesses individual and group performances to design instruction that meets learners’ current needs (i.e. cognitive, social, emotional, moral, and physical).

P: * + Candidate accesses students’ thinking and experiences as a basis for instructional activities by discussion, listening and eliciting samples of student thinking orally and in writing.

STANDARD 3: Responsiveness During Lessons

K: + Candidate understands/identifies how students differ in approaches to learning and performance, areas of exceptionality, and second language acquisition.

D: * + Candidate believes all children can learn at high levels and persists in helping all children achieve success.

P: + Candidate identifies/designs instruction appropriate to students’ stages of development, learning styles, strengths, and needs. Candidate also addresses different learning and performance modes.

P: + Candidate makes appropriate provisions for individual students who have particular learning differences or needs (i.e. time, circumstances for work, tasks assigned, and communication and response modes).

P: * + Candidate creates a learning community in which individual differences are respected.

STANDARD 4: Instructional Variety

K: + Candidate understands the cognitive processes associated with various kinds of learning and knows how to enhance learning through the use of a variety of materials as well as human and technological resources.

D: + Candidate values the development of students’ critical thinking, independent problem solving, and performance capabilities.

P: + Candidate carefully evaluates how to achieve learning targets, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs [e.g. developmental stages, prior knowledge, learning styles, and interests].

P: + Candidate uses multiple teaching/learning strategies to engage students in active learning opportunities and constantly monitors/adjusts strategies in response to learner feedback.

STANDARD 5: Learning Environments

K: * + Candidate uses knowledge about human motivation and behavior to develop strategies for organizing and supporting individual and group work.

D: + Candidate takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school.

P: + Candidate creates a smoothly functioning learning community in which students assume responsibility for themselves and one another.

P: + Candidate organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.

STANDARD 6: Effective Communication Skills

K: * + Candidate understands communication theory, language development, and the role of language in learning.

D: * + Candidate values many ways in which people seek to communicate and is a thoughtful and responsive listener (i.e. verbal and nonverbal).

P: * + Candidate models effective communication strategies and knows how to ask questions that stimulate discussion.

P: * + Candidate knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.

STANDARD 7: Instruction and Curriculum Planning

K: * + Candidate understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.

D: + Candidate values long term and short term planning as an individual and as a member of a team.

P: + As an individual and a member of a team, candidate selects/creates learning experiences appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction.

P: * + Candidate creates/plans learning opportunities, lessons and activities that address various learning styles and meet the developmental/individual needs of diverse learners.

STANDARD 8: Assessment: Learners & Strategies

K: + Candidate understands the characteristics, uses, advantages, and limitations of different types of assessments for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.

D: + Candidate values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.

P: * + Candidate uses formal and informal assessment techniques to enhance knowledge of learners, evaluate students’ progress and performances, and modify teaching and learning strategies.

P: + Candidate maintains useful records of student work and performance and can communicate student progress based on appropriate indicators, to students, parents, and other colleagues.

STANDARD 9: Reflective Practice

K: * + Candidate is aware of major areas of research related to teaching and of resources available for professional learning.

D: * + Candidate values critical thinking and is committed to reflection, assessment, and learning as an ongoing process.

P: * + Candidate uses classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning as a basis for experimenting with, reflecting on, and revising practice.

P: * + Candidate seeks out professional literature and professional colleagues as supports for reflection, problem-solving, new ideas, and sharing of experiences.

STANDARD 10: Relationships: Colleagues and Community

K: * + Candidate understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which s/he works.

D: * + Candidate values and appreciates all aspects of a child’s experience.

P: + Candidate participates in collegial activities to make the entire school a productive learning environment.

P: + Candidate establishes respectful and productive relationships with parents and guardians from diverse home and community situations; candidate is sensitive and responsive to students (i.e. acts as an advocate).

**Midterm Evaluation
Teacher Assisting/Student Teaching**

Name of Teacher Assistant/Student Teacher _____

Name of Cooperating Teacher _____

Provide a brief description of the teacher assistant's/student teacher's performance related to the INTASC Standards.

The Candidate's: Discipline Knowledge and Understanding; Understanding Student Development

The Candidate's: Use of Instructional Variety; Instruction and Curriculum Planning; Assessment: Learners & Strategies

The Candidate's: Creation of Learning Environments; Use of Effective Communication Skills

The Candidate's: Reflective Practices; Relationships with Colleagues and the Community

GENERAL SUGGESTIONS FOR WRITING FINAL RECOMMENDATIONS

1. They should be completed on a word processor. Please use front only. Add attachment if more space is needed. Margin for a word processor are top 3", left 1", right 1", bottom 1". Form is available on line. However, once typed must be printed and signed by the Cooperating Teacher. (i.e. an original signature is necessary)
2. Check spelling, punctuation, and grammar. Errors in these matters detract from the credibility of the recommendation when being read by future employers.
3. Share a draft of the final recommendation with the student.
4. Accentuate the positive. Remember that you are recommending a "beginning" teacher, not an experienced professional. Criteria need to be applied in a relative way.
5. Substantiate statements with evidence. Rather than, "Attendance was poor." Try, "he was absent five days during the ten weeks..."
6. Be careful about making judgments: "Alice smelled of cigarette smoke." Unless something had a "direct bearing" on the student teacher's performance, don't include it.
7. Be careful not to make presumptuous conclusions. If you are uncertain of the cause of a problem, avoid comments such as, "Bob's problem was not getting enough sleep."
8. Phrase negative comments carefully (e.g. "Fred has good behavior management skills in structured situations and continues to improve in unstructured ones." or "Sally's organizational skills are beginning to evolve.").
9. Give the student teacher a copy of the recommendation.
10. Remember that what one is professionally as a student teacher is not one will always be. If a student teacher has shown positive growth, describe him/her as what he/she is now. Indicate your belief in his/her professional potential.
11. Be especially positive if it is appropriate. If you have a real "Super Star," let the evaluation reflect this. Use superlatives. Give examples. Show your personal enthusiasm. (i.e. outstanding, exceptional, exemplary, etc.)
12. Ask your University Field Coordinator for input or suggestions. We want to help you feel comfortable with the recommendation. We also want to present the student in the best way possible.

Student Teaching Evaluation

PLEASE TYPE

Name Student Teacher _____ Semester/Year _____

School District _____ School Building _____ City _____ State _____

Provide a summary description of the student teacher's performance related to the INTASC Standards: 1: Discipline Knowledge & Understanding; 2: Understanding Student Development; 3: Responsiveness During Lessons; 4: Instructional Variety; 5: Learning Environments; 6: Effective Communication Skills; 7: Instruction and Curriculum Planning; 8: Assessment: Learners & Strategies; 9: Reflective Practices; 10: Relationships: Colleagues and Community.

This candidate has successfully completed student teaching: ___ yes ___ no

Cooperating Teacher: _____
(Please print name)

Cooperating Teacher: _____
(Signature) (Title) (Date)

**(ED 430, ED 431) Common Course Assessment 2
Practicum Performance Evaluation**

Course Outcomes and Standards: INTASC Standards 1-10

- INTASC Standard 1: Discipline Knowledge & Understanding
- INTASC Standard 2: Understanding Student Development
- INTASC Standard 3: Responsiveness During Lessons
- INTASC Standard 4: Instructional Variety
- INTASC Standard 5: Learning Environments
- INTASC Standard 6: Effective Communication Skills
- INTASC Standard 7: Instruction and Curriculum Planning
- INTASC Standard 8: Assessment: Learners & Strategies
- INTASC Standard 9: Reflective Practice
- INTASC Standard 10: Relationships: Colleagues and Community

Instructions to University Coordinator and Cooperating Teacher:

Please evaluate this practicum student's level of performance based on the indicators provided, both at the mid-term and final. Please be sure to share this evaluation with your student and keep this form until the end of the student's experience. *It should be noted that the Practicum Performance Evaluation Form is used primarily to assist the College of Education with the assessment of its program and is not used as a method of assigning a letter grade for the semester.*

The College of Education's performance indicators are based upon INTASC [Interstate New Teacher Assessment and Support Consortium] Standards. INTASC is comprised of ten standards with knowledge, dispositions, and performance indicators.

Levels of Performance:

3 = Distinguished - The practicum students at this level have mastered the concepts. The classroom is a community of learners where students are highly motivated and engaged and assume responsibility for learning.

2 = Proficient - The practicum student clearly understands the concepts underlying the components and implements it well.

1 = Progressing - If the practicum student appears to understand the concepts underlying the component and attempts to implement its elements, implementation is sporadic, intermittent, or otherwise not entirely successful; additional work is needed before the student teacher will be proficient in this area.

0 = Unsatisfactory - The practicum student does not yet appear to understand the concepts underlying the component.

Some Guiding Principles:

The "Distinguished" level is reserved for outstanding performance and therefore should not be selected commonly. A practicum student should not expect to receive the "Distinguished" rating unless his or her performance has been exceptional, at his/her particular level of practicum. This does not mean that you are prohibited from rating your practicum student, as you deem appropriate.

Rubric for Practicum Performance Evaluation

Element	Distinguished - 3	Proficient - 2	Progressing – 1	Unsatisfactory – 0
<p>INTASC: 1 Discipline Knowledge and Understanding Candidate develops/uses curricula that encourages students to see, question, and interpret ideas from diverse perspectives</p>	Curricula developed encourage students to actively participate through discussion, questioning, and interpreting diverse perspectives.	Curricula used encourage students to participate through discussion, questioning, and sharing other perspectives.	Curricula used have students participate on a moderate level through discussion.	Students discuss the curricula minimally.
<p>INTASC: 2 Understanding Student Development Candidate assesses individual and group performances to design instruction that meets learners' current needs.</p>	Candidate is highly effective assessing individual and group performances and designing instruction that meet learners' current needs.	Candidate is generally effective assessing individual and group performances and designing instruction that meet learners' current needs.	Candidate is moderately effective assessing group performances and designing instruction that meet the needs of the whole class.	Candidate is ineffective assessing group performances and in designing instruction.
<p>INTASC: 3 Responsiveness During Lessons Candidate makes appropriate provisions for individual students who have particular learning differences or needs (i.e. time, circumstances for work, tasks assigned and communication and response modes).</p>	Candidate consistently makes appropriate and effective provisions for individual students who have particular learning differences or needs (e.g. time, circumstances for work, tasks assigned and communication and response modes).	Candidate makes generally appropriate and effective provisions for individual students who have particular learning differences or needs (e.g. time, circumstances for work, tasks assigned and communication and response modes).	Candidate makes moderately appropriate provisions for individual students who have particular learning differences or needs sporadically (e.g. time, circumstances for work, tasks assigned, and communication and response modes).	Candidate makes minimal provisions for individual students who have particular learning differences.
<p>INTASC: 3 Responsiveness During Lessons Candidate creates a learning community in which individual differences are respected.</p>	Candidate creates an effective learning community in which individual differences are respected. Atmosphere is one of genuine caring and respect. Students exhibit respect for candidate and others.	Candidate creates a learning community in which individual differences are respected. Atmosphere is warm, caring and respectful. Students exhibit respect for candidate.	Learning community is generally appropriate for individual with differences. Students exhibit only minimal respect for candidate.	Learning community is inappropriate for individual with differences. Students exhibit disrespect for candidate.
<p>INTASC: 4 Instructional Variety Candidate uses multiple teaching/learning strategies to engage students in active learning opportunities and constantly monitors/adjusts strategies in response to learner feedback.</p>	Candidate consistently and effectively uses multiple teaching and learning strategies to actively engage students in learning opportunities and constantly monitors/adjusts strategies in response to learner feedback. Candidate successfully makes a major adjustment to a lesson.	Candidate uses multiple teaching/learning strategies to engage students in active learning opportunities and monitors/adjusts strategies in response to learner feedback. Candidate makes a minor and smooth adjustment to a lesson.	Candidate uses different teaching/learning strategies to engage students in learning opportunities and makes some adjustments to strategies. Candidate attempts to adjust a lesson with mixed results.	Candidate uses very few teaching/learning strategies that engage students and infrequently makes any adjustments to strategies. Candidate adheres rigidly to the lesson plan, even when a change will improve a lesson.

Element	Distinguished - 3	Proficient - 2	Progressing – 1	Unsatisfactory – 0
INTASC: 5 Learning Environments Candidate organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.	Candidate successfully organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of all students in productive tasks.	Candidate is generally successful organizing, allocating, and managing the resources of time, space, activities, and attention to provide active engagement of students in productive tasks.	Candidate is minimally successful organizing, allocating, and managing the resources of time, space, activities, and attention. Students' engagement in productive tasks is limited.	Candidate is not successful organizing, allocating, and managing the resources of time, space, activities, and attention. Students are not engaged in productive tasks.
INTASC: 6 Effective Communication Skills Candidate models effective communication strategies and knows how to ask questions that stimulate discussion.	Candidate's spoken and written language is correct and expressive, using well-chosen vocabulary. Candidate's questions are of high quality and stimulate class discussions by assuring all voices are heard in the classroom.	Candidate's spoken and written language is generally clear and correct. Vocabulary is appropriate to age group. Questions are generally of high quality and most students are engaged in the discussion.	Candidate's spoken language is audible and written language is legible. Both are used correctly. Vocabulary is limited or not appropriate to age level. Questions are of high and low quality. Some students are engaged.	Candidate's spoken language is inaudible, or written language is illegible, both may contain grammar and/or syntax errors. Vocabulary is not age level appropriate. Questions are of poor quality with few students engaged.
INTASC: 7 Instruction and Curriculum Planning Candidate creates/plans learning opportunities, lessons and activities that address various learning styles and meet the developmental/individual needs of diverse learners.	Candidate creates/plans learning opportunities, lessons and activities that are highly relevant to students and address their various learning styles. Instruction effectively meets the developmental and individual needs of diverse learners.	Candidate creates/plans learning opportunities, lessons and activities that are mostly suitable to and supportive of instructional goals. Instruction meets the developmental and individual needs of diverse learners.	Candidate creates/plans some learning opportunities, lessons and activities that are suitable and supportive of instructional goals. Instruction attempts to meet the developmental and individual needs of diverse learners.	Learning opportunities, lessons and activities that are not suitable to and supportive of instructional goals. Instruction does not address the individual needs of diverse learners.
INTASC: 8 Assessment: Learners and Strategies Candidate uses formal and informal assessment techniques to enhance knowledge of learners, to evaluate students' progress and performances, and to modify teaching and learning strategies.	Candidate displays extensive ability using and creating formal and informal assessment techniques to enhance knowledge of learners, to evaluate students' progress and performances, and to modify teaching and learning strategies. Candidate clearly communicates the assessment process and results to students.	Candidate displays the ability to nominally use formal and informal assessment techniques to enhance knowledge of learners, to evaluate students' progress and performances, and to modify teaching and learning strategies for individual and small group instruction. Candidate communicates the assessment results to students.	Candidate displays the ability to use some formal and informal assessment technique, to evaluate students' progress and performances, and to adjust teaching for whole group instruction. Assessment results are not clear and are not clearly communicated to students.	Candidate displays lack of understanding of formal and informal assessment techniques to evaluate students' progress and performances. Assessment results are only minimally used for future planning.
INTASC: 9 Reflective Practice Candidate uses classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning as a basis for experimenting with, reflecting on, and revising practice.	Candidate makes a thoughtful and accurate assessment of a lesson or unit's effectiveness, and offers alternatives and suggestions for change. Candidate is highly effectively using observations and research to evaluate teaching and learning outcomes.	Candidate makes an accurate assessment of a lesson or unit's effectiveness and makes a few specific suggestions of what may be tried the next time the lesson is taught. Candidate effectively uses observations and research to evaluate teaching and learning outcomes.	Candidate has an accurate impression of a lesson's effectiveness and makes general suggestions about how a lesson may be improved. Candidate is moderately effective using observations to evaluate teaching and learning outcomes.	Candidate does not know if a lesson was effective and has no suggestions for how a lesson may be improved. Candidate does not use observations to evaluate teaching and learning outcomes.

Element	Distinguished - 3	Proficient - 2	Progressing – 1	Unsatisfactory – 0
<p>INTASC: 10 Relationships: Colleagues and Community Candidate participates in collegial activities to make the entire school a productive learning environment.</p>	<p>Candidate seeks out and participates in collegial activities to make the entire school a productive learning environment. Candidate seeks out opportunities for professional development and implements new ideas into the classroom.</p>	<p>Candidate participates in collegial activities to make the entire school a productive learning environment. Candidate seeks out opportunities for professional development and implements some new ideas into the classroom.</p>	<p>Candidate participates in collegial activities to a limited extent when convenient. Candidate attends professional development sessions also to a limited extent with minimal application in the classroom.</p>	<p>Candidate participates in no collegial activities and does not attend any professional development activities to enhance knowledge or skill.</p>