

UNIVERSITY COORDINATORS (CLINICAL) & COOPERATING TEACHERS (SCHOOL FACULTY) HANDBOOK



Class ED 330, 331, & 332
**Methods and Strategies of Elementary, Secondary & Special
Education Teaching**



GRAND VALLEY
STATE UNIVERSITY

COLLEGE OF EDUCATION

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TEACHER ASSISTING

What is Teacher Assisting?

Teacher Assisting is the Grand Valley State University junior-year practicum for elementary, secondary, and special education teacher candidates. The Teacher Assistant is assigned to a school for 14-15 weeks,* for the equivalent of five half days per week, is required to attend a weekly seminar, and take as many as three other additional courses on campus. It is the College of Education's philosophy to place its candidates in the classroom prior to student teaching to enable greater understanding of self and career choice. Since the Teacher Assistant has already completed structured classroom observations during pre-requisite classes, he/she is already to assume an instructional role quite early during this semester.

- Those elementary Teacher Assistants with majors in Music, Art and Physical Education are assigned to general education elementary classrooms for the beginning of their experience and then are expected to work with classrooms in their major field. The Coordinator will assist in the determination of the readiness of the assistant to make this move. The Placement Coordinator will determine the next appropriate assignment.
- The Teacher Assistant will then be observed by both the University Coordinator and a faculty member from the major field.
- Specific dates for the placement in the major areas will be provided in other documents or by the Coordinator.

What may Teacher Assistants do?

The Grand Valley State University faculty member assigned to coordinate your Teacher Assistant's experience will meet with you shortly after the beginning of the semester to help you plan a program that fits your needs as well as those of the Teacher Assistant. Generally, your Teacher Assistant will be required to work with your students, under your supervision, and will be guided by you and the University Coordinator in:

- * lesson planning (Elementary uses ITIP/Standard Based)
- * classroom management
- * instructional practices
- * the use of audio-visual equipment
- * evaluation procedures
- * other activities that are part of the teaching process.

your Teacher Assistant should:

- * work directly with students individually and in groups
- * assist with all teaching duties
- * teach whole class prepared lessons under your supervision
- * assist with non-teaching duties (paperwork, recess duty, etc...)
- * become familiar with your textbooks and curriculum in scope and sequence
- * collect resource materials
- * gain a broad perspective of K-5 or 6-12 education by observing various classrooms (particularly those with students of a different age group from your class)

What types of teaching experiences should Teacher Assistants have?

Your Teacher Assistant should be introduced gradually to the practice of teaching. After a brief orientation period, you may wish to assign some of the following responsibilities:

1. circulating around the room and helping individuals
2. tutoring one-on-one with specific skills
3. working with small groups (reading groups, remedial assistance, enrichment activities, review)
4. directing whole group activities (spelling tests, directions, assigning work to group)
5. teaching whole group lessons and discussion groups, demonstrating processes

For most Teacher Assistants, preparing and teaching lessons to the entire class should be increased in the mid to latter weeks of their experience. If you have concerns at any time in regards to your Teacher Assistant, contact the Coordinator immediately so that concerns can be addressed and resolved.

A Suggested Timetable for GVSU ED 331 Students (Secondary Only)

As Field Coordinators for Teacher Assistants, we are often asked what teaching responsibilities *Teacher Assistants should and can assume during their experience. What follows is a suggested list of responsibilities and a scope of activities. Please feel free to call us with questions or concerns.

Objective 1 - General Orientation To Teaching

Your Teacher Assistant should get to know you and the students and become acquainted with the classroom, school, and general schedule. Introduce them to other school personnel and your curriculum guideline, student code of conduct, student and teacher handbooks, teacher contract.

Objective 2 – Progressing Into Teaching

Tutoring

During this period, the Teacher Assistant can work one-on-one with individual students (testing or offering remedial help, for example), circulate during seatwork, and continue to learn the school's various functions and your many responsibilities.

Small Group Supervision

During this period Teacher Assistants may begin working with students in small group instruction. This may include working with students on group projects, groups in library, etc.

Large Group Activities

This is the period where the Teacher Assistant moves from being an assistant to actively participating in the teaching process. Teacher Assistants should increase their time with one or more small groups, have increased responsibility with classroom clerical duties, and be comfortable directing whole group activities. (giving spelling tests and directing rather structured activities, for example)

Whole Group Instruction

We encourage cooperating teachers to allow their Teacher Assistants increased instructional activities in the classroom. We suggest as a minimum one class for three weeks up to three classes for three weeks. Deviation to the above should only be made in conjunction with the College of Education from GVSU.

Objective 3 – Visitations

In other classrooms/buildings in their major and minor area of concentration should take place the last two/three weeks of their Teacher Assisting placement, i.e. possible teaching in their minor area of concentration could take place during this time.

*Teacher Assistants follow the GVSU 15 week semester schedule. They are required to be in their field placement Monday through Friday for the first four hours of the public school day.

What is the role of the University Coordinator?

The Grand Valley State University faculty member serving as Coordinator between your school and the university will visit you and your Teacher Assistant periodically to determine levels of progress and offer assistance when appropriate. The Coordinator is a trained observer of teacher performance and has been a classroom teacher prior to appointment at Grand Valley State University. Generally, it is the same Coordinator who teaches (or team teaches) the weekly seminars. The Coordinator will work closely with you and your Teacher Assistant in the evaluation process. Please contact your Coordinator if you have any questions or concerns as to your Teacher Assistant's progress.

What is the role of major field advisors for Secondary Teacher Assistants?

At the secondary level, a field advisor from the student's major department will make at least three visits to observe the Teacher Assistant teaching a class. Exceptions to this frequency of visits are those, which offer separate methodology courses, such as Art, Music, and Physical Education. The primary responsibilities of this field advisor include observing the student's classroom performance with respect to teaching effectiveness in the content area of the major, communicating with the supervising teacher to assess the level of knowledge in the major field, and leading the content area seminar taken in conjunction with the Teacher Assistant experience.

What can the Cooperating School/Teacher do to be helpful during this time?

Since your Teacher Assistant will be in your school predominantly half days only, it will be impossible to provide the continuity of instructional techniques and processes available to a student teacher. Therefore, you may find it helpful to:

1. Meet initially with your Teacher Assistant to discuss your expectations of his/her role in your classroom.
2. Provide feedback on a regular basis, which directly and honestly addresses the responsibilities and performance of your Teacher Assistant. This feedback should be specific, focused on behavior, and aimed at improving and maintaining performance.
3. Allow your Teacher Assistant to study the teacher's editions of your texts.
4. Provide a schedule of a typical week in your class.
5. Introduce your Teacher Assistant to other faculty, administration, parents, and assisting personnel.
6. Familiarize your Teacher Assistant with all school policies, forms, and building facilities.
7. Assist your Teacher Assistant in understanding the uses of all school A-V and office equipment.
8. Remain sensitive to your Teacher Assistant's level of confidence and special abilities.
9. Keep your University Coordinator informed of your Teacher Assistant's progress.
10. Encourage reflection by your Teacher Assistant regarding strategies used during a lesson, outcomes resulting from the lesson, and how the lesson might have been presented differently.
11. If appropriate to your situation, allow your Teacher Assistant to teach lesson and/or unit plans he/she has devised in seminar.

What do Teacher Assistants learn in their seminars?

The required weekly hours of accompanying seminars are designed to build connections between theory and practice. The Teacher Assistant's school observations and responsibilities place the study of learning theory and methodology into sharper perspective. Seminars are planned to assist the student in:

- * **Methodology** - studying and comparing a variety of teaching methods and techniques.
- * **Instruction** - planning for instruction, evaluating instruction, and motivating learning.
- * **Management** - studying various management programs dealing with student control and discipline.

Grand Valley State University Elementary Teacher Assistants also study and learn how to apply:

- * **ITIP** – A modified Madeline Hunter's Instructional Theory into Practice incorporating standards/bench marks.
- * **Thinking Skills** – Bloom's Taxonomies of Cognition and Affect, plus Models for stimulating divergent processes, critical and creative.

Grand Valley State University Secondary Teacher Assistants meet weekly with the field advisor from their certificate major. This seminar is held in addition to the College of Education seminar and is designed to deal with methods and planning for the particular major.

How are Teacher Assistants evaluated?

Informal Evaluation

The evaluation of our teacher candidates is continuous and includes informal as well as formal processes. Informal sessions worked into your daily/weekly routine serve to inform the assistant of your expectations and criteria for effectiveness. Your honest critiques enhance the Teacher Assistant's learning, even when it is critical rather than completely laudatory in nature.

Formal Evaluation

Elementary:

Formal evaluation instruments will be distributed to you early in the semester. If you do not receive a copy, please contact your Coordinator. You are also required to fill out a short narrative evaluation at the mid-term of the experience (see next page). Please do not hesitate to contact the Coordinator at any time during the semester regarding your assistant's progress.

Special Education: Formal evaluation instruments will be distributed to you early in the semester. If you do not receive a copy, please call the office at 331-6650 and request that one is sent to you. A sample of this form is included in this handbook. The University Coordinator will assist you in the completion of the forms by the appropriate deadlines. Please do not hesitate to contact the Coordinator at any time during the semester regarding your assistant's progress.

Secondary:

Mid-term: A mid-term narrative form is provided for you to be completed at the mid-term of the semester (see next page).

Final: At the end of the semester, please complete the bubble sheet that we have provided for you in this document. Complete the bubble sheet and return it with the grade sheet you will be provided via your Teacher Assistant. (See back of this handbook.)

Note: Official grades given to the Teacher Assistants are assigned by the University Coordinators.

**THE MID-TERM NARRATIVE for ED 330 & ED331
TEACHER ASSISTING & STUDENT TEACHING
To be completed by the Cooperating Teacher**

Name of Teacher Assistant/Student Teacher _____

Name of Cooperating Teacher _____

Please comment briefly upon the following:

Domain 1: Planning and Preparation

- Ability to plan and implement plans effectively
- General knowledge base (content)

Domain 2: The Classroom Environment

- Setting climate appropriate to maximize learning

Domain 3: Instruction

- Effective use of materials and instructional aids
- Pedagogy

Domain 4: Professional Responsibilities

- Ability to communicate effectively
- Professional potential
- Personal characteristics

Signature of Cooperating Teacher _____

Date: _____

NEW REVISED STANDARD BASED LESSON PLAN: Directions/Format (Special Education ED 332 Only)

(Based upon M. Hunter's Instructional Theory into Practice Model)

Level 2 Lesson Plan

- I. Standard:** (local district's curriculum guidelines, ISD's or the State of Michigan)
- II. Objective/Benchmark:**
 - A. What is it you are going to teach? Why is this important? (Rationale/purpose)
 - B. What will the students be able to do at the end of the lesson and How can they use/apply it? (i.e. assessments; formal and informal)
 - C. How will it be measured and/or observed?
- III. Anticipatory Set:** Getting students excited or focused for the lesson; anything you can do to get the thought process going toward the lesson.
 - A. Generate interest: do something to capture attending behavior
 - B. Access prior knowledge: give examples to activate thinking
 - C. Practice something already known
- IV. Input:** Materials and methods needed to present lesson
 - A. Task Analysis
 1. What information does the learner need?
 2. What are the step-by-step procedures of the lesson?
 - B. Thinking Levels: Bloom's Taxonomy (refer to other pages in Text and Tips)

1. Knowledge – know	4. Analysis – break down
2. Comprehension – understand	5. Synthesis - create
3. Application – use	6. Evaluation - judge
 - C. Method and Materials
 1. Way(s) of presenting: lecture, discussion, demonstration, simulations, recitation, videotaping, etc.
 2. Materials needed
- V. Modeling:**
 - A. Show as well as tell
 - B. How to do as well as what to do
 - C. Visual input accompanied by verbal input
- VI. Checking for Understanding:**
 - A. Sample of questions to be asked (written)
 - B. Teach Some – STOP & CHECK – Resume Teaching – STOP & CHECK, etc.
 - C. Provide ways for children to respond (i.e. choral response, signal response, etc.)
- VII. Guided Practice:**
 - A. Repeated practice of new learning as stated in the objective/benchmark
 - B. Modeled first
 - C. The teacher is available to catch errors independently (i.e. circulates, answers questions, etc.)
- VIII. Independent Practice:** - if appropriate
- IX. Closure:**
 - A. Students: wrap up; summary of the lesson**Assessment/Reflection:**
 - A. How well did the students perform/respond?

End of Term Practicum Student Evaluation Form

Teacher Assisting



Instruction for Completion

Please evaluate this practicum student's level of performance based on the indicators provided, both at the mid-term and final [whether the student is completing a half time **or** a full time practicum experience]. If a particular skill was not part of this experience, please mark **NA** for Not Applicable (in either column). At the end of the document, a section is provided if you wish to write comments regarding the student's performance. Please be sure to share this evaluation with your student and keep this form until the end of the student's experience. There will be a bubble sheet provided for you to transfer the results from the student's midterm (MT) and final (F). *It should be noted that the Practicum Student Evaluation Form is used primarily to assist the College of Education in assessing its program and **not** as a method of assigning a letter grade for the semester.*

The College of Education's performance indicators are based upon the work of Charlotte Danielson (1996) *A Framework for Teaching*. The framework contains the Four Domains of Professional Practice. Since the original work was written as a first year teacher evaluation tool, some of the indicators have been collapsed to provide a more appropriate assessment of our practicum students.

Levels of Performance

3 = Target (Distinguished)

2 = Acceptable (Proficient)

1 = Not Yet Met (Progressing)

0 = Unsatisfactory

3 = Distinguished – Practicum students at this level have **mastered** the concepts. Their classrooms are community of learners where students are highly motivated and engaged and assume responsibility for their own learning.

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

1 = Progressing – The practicum student **appears to understand** the concepts underlying the component and attempts to implement its elements. But implementation is sporadic, intermittent, or otherwise not entirely successful. Additional work is needed before the practicum student 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 is or 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.

Practicum Student Evaluation Form

INITIAL PROGRAMS: DANIELSON RUBRICS

DOMAIN 1: PLANNING AND PREPARATION

Component 1a: Demonstrating Knowledge of Content and Pedagogy

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
Knowledge of Content; Prerequisite Relationships and Content Related Pedagogy	Candidate makes content knowledge errors, has little understanding of pedagogical knowledge and the importance of prerequisite knowledge that students need in order to learn.	Candidate displays basic content and pedagogical knowledge and has a limited awareness of prerequisite knowledge and does not anticipate student misconceptions.	Candidate displays solid understanding of content knowledge, best practices that are research based, and plans practice that reflects an understanding of student prerequisite knowledge, but may not anticipate student misconceptions of the knowledge.	Candidate displays extensive content knowledge, continual search for best practice and anticipates student misunderstandings and misconceptions.

Component 1b: Demonstrating Knowledge of Students

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
Knowledge of Characteristics of Age Group, Varied Approaches to Learning; Students' Skills and Knowledge; and Students' Interests and Cultural Heritage	Candidate displays minimal knowledge of developmental characteristics of age group, is unfamiliar with the different instructional approaches, has little knowledge of students' skills and knowledge, interests, or cultural heritage and does not use knowledge in planning instruction.	Candidate displays general accurate knowledge of developmental characteristics of age group, general understanding of the different instructional approaches, recognizes the value of understanding student interests or cultural heritage, but only plans at the whole class level.	Candidate displays full understanding of age group developmental characteristics, solid understanding of varied instructional approaches, interest, cultural heritage and uses this information in planning for groups of students, but doesn't meet individual needs	Candidate uses knowledge of age group developmental characteristics, varied instructional approaches, interest and cultural heritage in planning instruction that meets individual student learning needs.

Component 1c: Selecting Instructional Goals

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
Value and Clarity	Instructional goals are not valuable, unsuitable, and have low expectations or no conceptual understanding of student learning. They are imprecise, unclear, not viably measurable, are often stated as student activities, and reflect a single type of learning.	Instructional goals are moderately valuable in expectations, conceptual learning and student understanding. Some are unclear, imprecise and not adequately measurable. Most are suitable for most students. Goals reflect multiple types of learning, but they are not integrated.	Most instructional goals are clear and valuable in their level of expectations, conceptual understanding and level of learning. Most are measurable, address most students' needs, involve few activities and have some differentiated instruction.	Instructional goals are not only clear, measurable and related to curriculum standards, but are valuable and reflect high expectations while addressing the individual needs of students through differentiated instruction.

Component 1d: Demonstrating Knowledge of Resources

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
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Resources for Teaching and for Students	Candidate is unaware of or uses resources available through the school or district for instruction or student resources.	Candidate displays limited awareness of or uses resources available through the school or district for instruction or student resources.	Candidate is aware of school and district resources for both teachers and students, knows how to make access to these resources and uses of them regularly in the classroom for instruction and student resources.	Candidate is aware of school and district resources for both teachers and students, knows how to access them and use them, but also actively seeks and uses outside community resources and materials to enhance instruction and provide resources for students.
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Component 1e: Designing Coherent Instruction

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
Learning Activities; Instructional Materials and Resources; Instructional Groups; and Lesson and Unit Structure	Activities and materials are not suitable to and supportive of instructional goals or engage students in meaningful learning. Progression of activities lack organization. Instructional groups are unsupportive of instructional goals. Lesson structure is not defined and time allocations are unrealistic.	Some activities and materials are suitable and supportive of instructional goals. Progression of activities is uneven and some students are engaged in meaningful learning. Some instructional groups are unsuited to instructional goals. Differentiated instructional goals are minimal. Lesson structure is recognizable, but not uniformly maintained. Most time allocations are suitable.	Most activities and materials are suitable to and supportive of instructional goals. Progression of activity is fairly even and most students are engaged in meaningful learning. Varied instructional groups reflect differentiated instructional goals. Lesson structure is clear for activity organization. Time allocations are reasonable.	Activities are highly relevant, progress coherently in a unified manner, and support instructional goals. They engage most students in meaningful learning and include varied instructional groups to reflect differentiated goals. Lesson structure clearly reflects pathways to student needs.

Component 1f: Assessing Student Learning

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
Congruence with Instructional Goals, Criteria and Standards; and Use in Planning	Candidate displays lack of understanding the congruency between instructional goals and assessment content and methods such that the proposed assessment approaches contain no clear criteria or standards and there is no communication to students of assessments, and results are only minimally used for future planning.	Candidate displays the ability to assess some but not all of the proposed instructional goals through basic assessment approaches, the assessment criteria and standards have been developed but are not clear or are not clearly communicated to students, and results are used to plan for whole class instruction.	Candidates display the ability to nominally assess student learning through a variety of assessments even though the approach is more suitable to some goals than to others; the assessment criteria and standards are clear and have been clearly communicated to students; and the teacher uses the results to plan for individual and small group instruction.	Candidate displays extensive ability to create assessments that are congruent with instructional goals both in content and process, clearly communicate the assessment approach to students, gather student contributions to the assessment approach, and provide student feedback of how they have met the standards so that students participate in planning the next steps in learning.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2a: Creating an Environment of Respect and Rapport

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
Teacher Interaction with Students	Candidate interaction with at least some students is	Candidate-student interactions are generally appropriate but	Candidate-student interactions are friendly and demonstrate	Candidate demonstrates genuine caring and respect for

	negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for candidate.	may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for candidate.	general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for candidate.	individual students. Students exhibit respect for candidate as an individual, beyond that for the role.
Student Interaction	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate negative behavior toward one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and as students.

Component 2b: Establishing a Culture for Learning

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
Importance of the Content	Candidate or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.	Candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Candidate conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.	Because Candidate conveys genuine enthusiasm for the subject, students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
Student Pride in Work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.	Students minimally accept the responsibility to "do good work" but invest little of their energy in the quality of the work.	Students accept candidate insistence of work of high quality and demonstrate pride in their work.	Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers, and ensuring that high-quality work is displayed.
Expectations for Learning and Achievement	Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both students and candidate establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students.

2c: Managing Classroom Procedures

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
Management of Instructional Groups and Transitions	Students not working with the candidate are not productively engaged in learning and much time is lost during transitions.	Tasks for group work are partially organized, resulting in some off-task behavior when candidate is involved with one group and transitions are sporadically efficient, resulting in some loss of instructional time.	Tasks for group work are organized, and groups are managed so most students are engaged most of the times and transitions occur smoothly, with little loss of instructional time.	Groups working independently are productively engaged with all students assuming responsibility and transitions are seamless, with students assuming some responsibility for efficient operation.
Management of Materials and Supplies	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility.
Performance of Non-instructional Duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of time.	Systems for performing non-instructional duties are well established, with students assuming responsibility.

Component 2d: Managing Student Behavior

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
Expectations and Monitoring of Student Behavior	No standards of conduct appear to have been established and student behavior is not monitored, and the candidate is unaware of what students are doing.	Standards of conduct appear to have been established for most situations and the candidate is generally aware of student behavior.	Standards of conduct are clear to all students and candidate is alert to student behavior at all times.	Standards of conduct are clear to all students and monitoring by candidate is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to Student Misbehavior	Candidate does not respond to misbehavior, or the response	Candidate attempts to respond to student misbehavior but	Candidate response to misbehavior is appropriate,	Candidate response to misbehavior is highly

	is inconsistent, overly repressive, or does not respect the student's dignity.	with uneven results, or no serious disruptive behaviors occur.	successful respects student dignity; or, student behavior is generally appropriate.	effective, sensitive to student needs; or, student behavior is entirely appropriate.
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Component 2e: Organizing Physical Space

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
Safety and Arrangement of Furniture	The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.	The classroom is safe, and furniture is adjusted for lessons, but with limited success.	The classroom is safe, and the furniture arrangement is a resource for learning activities.	The classroom is safe; both candidate and students may adjust the furniture to advance learning.
Accessibility to Learning and Use of Physical Resources	Candidate uses physical resources poorly, or learning is not accessible to some students.	Candidate uses physical resources adequately; at least essential learning is accessible to all students.	Candidate uses physical resources skillfully, and all learning is equally accessible to all students.	Candidate and students use physical resources optimally, and students ensure that all learning is accessible to all students.

DOMAIN 3: INSTRUCTION

Component 3a: Communicating Clearly and Accurately

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
Directions and Procedures	Candidate directions and procedures are confusing to students.	Candidate directions and procedures are clarified after initial student confusion or are excessively detailed.	Candidate directions and procedures are clear to students and contain an appropriate level of detail.	Candidate directions and procedures are clear to students and anticipate possible student misunderstanding.
Oral and Written Language	Candidate's spoken language is inaudible, or written language is illegible. Spoke or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Candidate's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Candidate's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Candidate's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

Component 3b: Using Questioning and Discussion Techniques

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
Quality of Questions, Discussion Techniques and Student Participation	Candidate's questions are virtually all of poor quality and interaction between candidate and students is predominately recitation style with only a few students participating in the discussion.	Candidate's questions are a combination of low and high quality. Candidate attempts to engage all students in the discussion, but with only limited success.	Most of candidate's questions are of high quality, classroom represents true discussion and candidate successfully engages most students in the discussion.	Candidate's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions and assume considerable responsibility for the success of the discussion by ensuring that all voices are heard in the discussion

Component 3c: Engaging Students in Learning

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
Representation of Content	Representation of content is inappropriate and unclear or uses poor examples and analogies.	Representation of content is inconsistent in quality: Some is done skillfully, with good examples; other portions are difficult to follow.	Representation of content is appropriate and links well with students' knowledge and experience.	Representation of content is appropriate, links well with students' knowledge, experience. Students contribute to representation of content.
Activities, Assignments, Instructional Materials and Resources	Activities, assignments, instructional materials, and resources are inappropriate for students in terms of their age or backgrounds and are unsuitable to instructional goals. Do not engage students mentally.	Some activities, assignments, instructional materials, and resources are appropriate to students and the instructional goals. Students' mental engagement is moderate.	Most activities, assignments, instructional materials and resources are appropriate to students and the instructional goals. Almost all students are cognitively engaged in them.	All students are cognitively engaged in the activities, assignments, instructional materials and resources. Students initiate or adapt activities and projects and/or initiate choice/creation of materials.
Grouping of Students	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the goals of the lesson. Students take the initiative to influence groups for better understanding.
Structure and Pacing	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.

Component 3d: Providing Feedback to Students

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
Quality: Specific, Accurate, Substantive, Constructive and Timeliness	Feedback is either not provided or is of uniformly poor quality and not provided in a timely manner.	Feedback is inconsistent, as is its timeliness. Some high quality elements are present; others are not.	Feedback is consistently high quality and given in a consistently timely manner.	Feedback is consistently high quality and given in a consistently timely manner. Provision is made for students to use feedback in learning.

Component 3e: Demonstrating Flexibility and Responsiveness

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
Lesson Adjustment	Candidate adheres rigidly to plan, even when a change will improve a lesson.	Candidate attempts to adjust a lesson, with mixed results.	Candidate makes a minor and smooth adjustment to a lesson.	Candidate successfully makes a major adjustment to a lesson.
Persistent Response to Students	Candidate ignores or brushes aside students' questions or interests and when a student has difficulty learning, the teacher gives up or blames the student or environment for the lack of success.	Candidate attempts to accommodate student questions or interests and accepts responsibility for the success of all but has a limited repertoire of strategies to use.	Candidate successfully accommodates students' questions or interests and persists in helping students who have difficulty learning, possessing a moderate repertoire of strategies.	Candidate seizes a major opportunity to enhance learning, building on a spontaneous event and persists in helping students who have difficulty; possesses extensive repertoire of strategies and resources.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4a: Reflecting on Teaching

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
Accuracy and Use in Future Teaching	Candidate does not know if a lesson was effective and has no suggestions for how a lesson may be improved.	Candidate has a generally accurate impression of a lesson's effectiveness and makes general suggestions about how a lesson may be improved	Candidate makes an accurate assessment of a lesson's effectiveness and makes a few specific suggestions of what s/he may try another time.	Candidate makes a thoughtful and accurate assessment of a lesson's effectiveness, and offers specific alternatives.

Component 4b: Maintaining Accurate Records

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
Student Completion of Assignments and Progress in Learning	Candidate's system for maintaining information on student completion of assignments and on student progress in learning is in disarray, or is inaccurate.	Candidate's system for maintaining information on assignments and on student progress is rudimentary and only partially effective.	Candidate's system for maintaining information on student completion of assignments and on student progress in learning is fully effective.	Candidate's system for maintaining information on student completion of assignments and on student progress is fully effective. Students may participate in the maintenance and/or interpretation of records.

Component 4c: Communicating with Families

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
Information about the Instructional Program, Individual Students and Engagement of Families	Candidate provides minimal information about the instructional program to parents/families; does not respond or responds insensitively to parents; and makes no attempt to engage families in the instructional program.	Candidate participates in the school's activities for parent communication. Responses to parent concerns are minimal and attempts to engage families in the instructional program are modest and inconsistently successful.	Candidate provides frequent information to parents about the instructional program and students' progress. Candidate is available to respond to parent concerns and makes efforts to engage families in the instructional program are frequent and successful.	Candidate provides frequent and appropriate information to parents concerning the program and the positive or negative aspects of students' progress. Students participate in preparing materials and contribute ideas that will be enhanced by family participation.

Component 4d: Growing and Developing Professionally

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
Enhancing of Content Knowledge and Pedagogical Skill	Candidate engages in no professional development activities to enhance knowledge or skill.	Candidate participates in professional activities to a limited extent when they are convenient.	Candidate seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Candidate seeks out opportunities for professional development, makes a systematic attempt to conduct action research in his classroom.
Service to the Profession	Candidate makes no effort to share knowledge with others or to assume professional responsibilities.	Candidate finds limited ways to contribute to the profession.	Candidate participates actively in assisting other educators.	Candidate initiates ways to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.

Component 4e: Contributing to the School and District

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
Relationships with Colleagues	Candidate's relationships with colleagues are negative or self-serving.	Candidate maintains cordial relationship with colleagues to fulfill the duties the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Candidate takes initiative in assuming leadership among the faculty.
Service to the School and Participation in School and District Projects	Candidate avoids becoming involved in school events and school/district projects.	Candidate participates in school events and school/district projects when specifically asked.	Candidate volunteers to participate in school events and school/district projects, making a substantial contribution.	Candidate volunteers to participate in school events and school/district projects, makes a substantial contribution, and assumes a leadership role in some aspect of school.

Component 4f: Showing Professionalism

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
Service to Students and Advocacy	Candidate is not alert to student's needs and contributes to school practices that result in some students being ill served by the school.	Candidate attempts to serve students are inconsistent and does not knowingly contribute to some students being ill served by the school.	Candidate is moderately active in serving students and works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	Candidate is highly proactive in serving students and helps ensure that all students are honored, particularly those traditionally underserved, including challenging negative attitudes.
Decision Making	Candidate makes decisions based on self-serving interests.	Candidate's decisions are based on limited though genuinely professional consideration.	Candidate maintains open mind and participates in team or departmental decision-making.	Candidate takes leadership role in team/department decision-making; helps ensure that decisions are based on the highest professional standards.

END OF TERM PRACTICUM STUDENT EVALUATION FORM

TEACHER ASSISTING



Name: _____ School/District: _____

Date: _____ Completed by: _____

Levels of Performance

3 = Target (Distinguished) – Practicum students at this level have **mastered** concepts. Their classrooms are a community of learners where students are highly motivated and engaged and assume responsibility for their own learning.

2 = Proficient (Acceptable) – The practicum student **clearly understands** the concepts underlying the components and implements it well.

1= Not Yet Met (Progressing) – The practicum student **appears to understand** the concepts underlying the component and attempts to implement its elements. But implementation is sporadic, intermittent, or otherwise not entirely successful. Additional work is needed before the practicum student will be proficient in this area.

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

N/A = Not Applicable – Unable to be observed.

3 2 1 0 N/A	Domains
	Domain 1 – Planning and Preparation
○○○○○	1a. Demonstrating knowledge of content and pedagogy.
○○○○○	1b. Demonstrating knowledge of students.
○○○○○	1c. Selecting Instructional goals.
○○○○○	1d. Demonstrating knowledge of resources.
○○○○○	1e. Designing coherent instruction.
○○○○○	1f. Assessing student learning.
	Domain 2 – The Classroom Environment
○○○○○	2a. Creating an environment of respect and rapport.
○○○○○	2b. Establishing a culture for learning.
○○○○○	2c. Managing classroom procedures.
○○○○○	2d. Managing student behavior.
○○○○○	2e. Organizing physical space.
	Domain 3 – Instruction
○○○○○	3a. Communicating clearly and accurately.
○○○○○	3b. Using questioning and discussion techniques.
○○○○○	3c. Engaging students in learning.
○○○○○	3d. Providing feedback to students.
○○○○○	3e. Demonstrating flexibility and responsiveness.
	Domain 4 – Professional Responsibilities
○○○○○	4a. Reflecting on teaching.
○○○○○	4b. Maintaining accurate records.
○○○○○	4c. Communicating with families.
○○○○○	4d. Growing and developing professionally.
○○○○○	4e. Contributing to the school and district.
○○○○○	4f. Showing professionalism.

Please write comments on reverse side.

Comments: _____

Cooperating Teacher: _____

Date: _____

ED 332 Mid-Term and End of Term

PRACTICUM STUDENT EVALUATION FORM TEACHER ASSISTING



Name: _____ School/District: _____

Date: _____ Completed by: _____

Levels of Performance

3 = Target (Distinguished) – Practicum students at this level have **mastered** concepts. Their classrooms are a community of learners where students are highly motivated and engaged and assume responsibility for their own learning.

2 = Proficient (Acceptable) – The practicum student **clearly understands** the concepts underlying the components and implements it well.

1= Not Yet Met (Progressing) – The practicum student **appears to understand** the concepts underlying the component and attempts to implement its elements. But implementation is sporadic, intermittent, or otherwise not entirely successful. Additional work is needed before the practicum student will be proficient in this area.

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

N/A = Not Applicable – Unable to be observed.

Midterm	Final	Domains
3 2 1 0 N/A	3 2 1 0 N/A	
		Domain 1 – Planning and Preparation
○○○○○	○○○○○	1a. Demonstrating knowledge of content and pedagogy.
○○○○○	○○○○○	1b. Demonstrating knowledge of students.
○○○○○	○○○○○	1c. Selecting Instructional goals.
○○○○○	○○○○○	1d. Demonstrating knowledge of resources.
○○○○○	○○○○○	1e. Designing coherent instruction.
○○○○○	○○○○○	1f. Assessing student learning.
		Domain 2 – The Classroom Environment
○○○○○	○○○○○	2a. Creating an environment of respect and rapport.
○○○○○	○○○○○	2b. Establishing a culture for learning.
○○○○○	○○○○○	2c. Managing classroom procedures.
○○○○○	○○○○○	2d. Managing student behavior.
○○○○○	○○○○○	2e. Organizing physical space.
		Domain 3 – Instruction
○○○○○	○○○○○	3a. Communicating clearly and accurately.
○○○○○	○○○○○	3b. Using questioning and discussion techniques.
○○○○○	○○○○○	3c. Engaging students in learning.
○○○○○	○○○○○	3d. Providing feedback to students.
○○○○○	○○○○○	3e. Demonstrating flexibility and responsiveness.
		Domain 4 – Professional Responsibilities
○○○○○	○○○○○	4a. Reflecting on teaching.
○○○○○	○○○○○	4b. Maintaining accurate records.
○○○○○	○○○○○	4c. Communicating with families.
○○○○○	○○○○○	4d. Growing and developing professionally.
○○○○○	○○○○○	4e. Contributing to the school and district.
○○○○○	○○○○○	4f. Showing professionalism.

Please write comments on reverse side.

Midterm Comments: _____

Cooperating Teacher: _____ Date: _____

Final Comments: _____

Cooperating Teacher: _____ Date: _____

