



GRAND VALLEY
STATE UNIVERSITY

COLLEGE OF EDUCATION

Cooperating Teacher Handbook

Special Education Teacher Assisting

EDS 332



Dear Cooperating Teacher,

Thank you so much for your willingness to host and mentor a Grand Valley State University Teacher Candidate. The role you play is critical in the development of well-prepared, beginner-level teachers and as such represents an invaluable contribution to the profession. We are honored that you are willing to provide this contribution in partnership with us and for the betterment of our teacher candidates. This handbook contains information about the Teacher Assisting semester that should be useful to both you and your Teacher Assistant. If you have additional questions, please feel free to contact your Teacher Assistant's Field Coordinator or me at 331-6243.

Again, thank you for your efforts.

Best Regards,

Dr. Amy Schelling
Associate Dean
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Dear Valued Mentor Teacher,

We want to express our gratitude for your willingness to continue to partner with us in the vital work of preparing future teachers during this challenging time. We want to share with you what we are doing in GVSU Teacher Preparation to ensure that our teacher candidates are prepared to safely and effectively engage in teacher assisting and student teaching this fall.

Health and Safety

- GVSU has developed a robust process for monitoring student health. Our teacher candidates will be required to complete an online self-assessment each day before attending class and arriving at their placement. The university is partnering with Spectrum Health to monitor responses, and students will receive guidance and be closely monitored should they be exposed to or contract COVID-19.
- Face coverings that cover the mouth and nose are required indoors. Face coverings are required outdoors when social distancing is not possible. Our teacher candidates will be expected to follow the health and safety protocol implemented in their placement school.
- Teacher education courses, field seminars, and professional development will be conducted online synchronously to minimize in-person contact.

Clinical Field Placement- Teacher Assisting and Student Teaching

- GVSU teacher candidates are aware they have a responsibility for the students' health and safety that they serve in their field placement classroom and school. Teacher candidates will be directed NOT to attend their placement if they are exposed to, are feeling ill or suspect they have COVID-19, or have answered yes to any of the GVSU self-assessment questions. Additionally, they will immediately contact their mentor teacher and university field coordinator.
- Teacher candidates will be expected to adhere to the class/school/teacher schedule and instructional format (e.g., in-person, hybrid, or staggered days/times, online).
- Teacher candidates will receive faculty/COE support with the technology used to engage with the classroom, mentor teacher, and students. Each GVSU student will have a university-provided Zoom web conferencing account.
- Faculty are planning seminar and professional development topics timely for this fall, including best practices for teaching online (synchronously and asynchronously), trauma-informed communities, co-teaching models, and creating and sustaining equitable learning environments.
- GVSU university field coordinators (UFCs) will be trained in conducting virtual observations of student teaching sessions and will be directed to complete observations, student debriefing, and mentor teacher conferencing virtually to assist with supporting your district's visitor policy and eliminate the need for accommodations for social distancing requirements in face-to-face classrooms by introducing someone else into the classroom.
- Each teacher candidate is assigned an experienced and highly qualified GVSU UFC who is ready to support the instructional collaboration between GVSU's teacher candidate and their mentor teacher across any of the Return to Learn instructional plan formats utilized by your school.

Lastly, we want you to know that we deeply value the partnership that we have with you as we engage together in the critical work of preparing effective novice teachers. During this unique and challenging academic year to come, while our expectations for our teacher candidates remain consistently high, we are prepared to be nimble and make adjustments to ensure that our teacher candidates are an asset to your classrooms and schools regardless of instructional format.

On behalf of the teacher preparation program at GVSU, thank you for your continued partnership.

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COVID-19 Related Information for Teacher Assisting and Student Teaching

The teacher education profession requires its practitioners to commit to professional responsibility and the demonstration of appropriate interpersonal and ethical behavior. As a GVSU teacher candidate, you have a responsibility for the health and safety of yourself and the students that you serve in your field placement classroom and school. To that end, we ask that you please be mindful of the practices outlined in the Laker's Protecting Each Other Handbook. Specifically, please practice healthy hygiene habits, including frequent hand washing, wearing a face-covering in common areas and around other people, adhere to social distancing guidelines, **avoid large gatherings**, and use the self-assessment web portal daily.

Health and Safety

To access the latest GVSU information and resources on COVID-19 please refer to the [Lakers Together web page](#) and [Lakers Together Protecting Each Other Handbook](#).

CDC Guidelines on preventing illness: <https://www.cdc.gov/coronavirus/2019-ncov/about/prevention-treatment.html>

The [GVSU COVID-19 Self-Assessment](#) must be completed every day and prior to arriving at your placement- you will need a thermometer to monitor your temperature daily

- If you receive a red X, the screen will provide next steps and resources depending upon the reason for not passing the assessment.
- If you report symptoms that may be related to COVID-19, or an exposure you will be directed to contact the GVSU COVID Resource Center at 833-734-0020 OR log into the Spectrum Health MyChart app to complete a 2nd level screening to determine if they need to be tested for COVID-19. **Stay home and contact your UFC and CT immediately.**
- Spectrum Health will contact individuals who do not call the resource center or conduct the screening.

The [GVSU Face Covering Policy](#) applies to your field experience.

You will also be required to follow your placements school-based health and safety rules/expectations.

- If there are differences between the university and school placement health and safety protocols, follow whatever is most strict in terms of upholding personal and student safety.

What if I feel fine but know that I have been exposed to COVID-19?

As a GVSU teacher candidate, you have the responsibility for the health and safety of the students that you serve in your field placement classroom and school setting. **If you have been exposed to COVID-19, do NOT attend your field placement.** Complete the COVID-19 Self-Assessment and alert your university field coordinator and cooperating teacher immediately.

Clinical Field Placement Expectations

You are expected to adhere to the class/school schedule and structure of your assigned cooperating teacher/PK-12 school setting. You will be expected to follow the health and safety guidelines required by your PK-12 school and classroom setting. You will be expected to complete all requirements of the teacher assisting/student teaching experience outlined in your field course syllabi.

Absence Policy

According to GVSU Approved Temporary Academic Policies - Fall 2020, **COVID-19 related absences** will be excused. Students also have the ability to quarantine at any point of the semester if you are concerned about COVID-19. Class/field placement participation may still be a part of a student's grade as engagement can be accomplished in multiple ways. Coursework/fieldwork missed because of excused absences should be made up to the satisfaction of the instructor and/or for fulfillment of Michigan Department of Education clinical field hour requirements for certification.

If you are required to be out of your classroom placement due to a COVID-19 related reason and you are NOT sick (e.g., exposed, not symptomatic, required to quarantine), you will be asked to continue with your placement responsibilities, as can be done virtually, and as determined in collaboration with your CT and UFC.

Your health is our top priority, so if you ARE sick, you will not be expected to engage with your placement while you are sick. Should you miss days, you will work with your UFC and UFD to ensure teaching requirements are met and if extended placement time will be necessary.

- In case of excessive absences, the instructor may refuse to grant credit for the course. Under some circumstances, an incomplete grade followed by a resolution according to university policy, or withdrawal from the course, is appropriate.
- Incomplete Policy- If you become sick and are unable to make up missed days, the **GVSU Incomplete Grade Policy** must be followed. All clinical field requirements must be satisfactorily completed to earn course credit and ensure that the earned grade is posted to the Banner system, prior to recommendation to the state for teacher certification and graduation.

If you test positive for COVID-19, please continue to complete the GVSU COVID-19 self-assessment and if required, your placement school's assessment and reporting requirements.

- You will be responsible for notifying their UFC and mentor teacher as well as following the placement school's COVID-19 guidelines which may include contacting the placement school's COVID liaison of positive test.
- Anyone who tests positive will be connected with the health department for the county in which you reside. You will be responsible for communicating the Health Department quarantine timeline recommendation (i.e., how long you must isolate) with your UFC, mentor teacher, and potentially the placement school's COVID liaison
- Before returning to in person activities, request a county health department release from isolation letter. A copy should then be provided to your UFC and placement school's COVID liaison.

Technology Requirements

Please refer to the general technology requirements for online and hybrid courses found here: <https://www.gvsu.edu/online/technology-requirements-for-onlinehybrid-courses-8.htm>.

Additionally, all teacher candidates should be prepared to move to virtual teacher assisting or student teaching in the event that their school determines it is necessary to shift instructional formats. It is likely that at some point in the semester, you may be required to engage with your students and cooperating teacher in your placement classroom virtually.

Each teacher assistant and student teacher will have access to and use GoReact. GoReact is an easy to use tool for creating teaching practice enactment videos and for allowing your UFC and CT to provide meaningful feedback.

GoReact Student Resources

Each GVSU student will have their own Zoom account. Zoom can be used to meet virtually with your UFC. It will also be the web conferencing tool used for synchronous seminars and professional development.

GVSU Zoom Information- Please view the Zoom Security Tips

Substitute Teaching:

Teacher Assisting- Whether your placement is delivering instruction in an in-person, hybrid, or virtual format, you are required to complete the equivalent of five half days per week, required to attend a weekly seminar, professional development sessions, and are expected to take additional courses. Teacher assistants are NOT allowed to substitute teach in the classroom where they are completing their teacher assisting assignment. Substitute teaching cannot replace any of the teacher assisting student contact hours.

Student Teaching- Whether your placement is delivering instruction in an in-person, hybrid, or virtual format, you are required to attend your placement five full days per week, required to attend a weekly seminar, professional development sessions, and typically one additional course. Student teachers are allowed to substitute teach in the classroom where they are completing their student teaching for a total of 5 full days.

College of Education

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

GVSU College of Education
401 W. Fulton Street
Grand Rapids, MI 49504

Initial Certification Information and Questions:
Contact the Student Information and Services Center (SISC) 401C DEV, (616) 331-6650
<http://www.gvsu.edu/coe>

TEACHER ASSISTING

What is Teacher Assisting?

The practicum experience at Grand Valley State University includes two semesters of field work. Teacher Assisting is the first of those two semesters. The Teacher Assistant is assigned to a school for 14-15 weeks* for the equivalent of five half days per week, required to attend a weekly seminar, and expected to take additional courses on campus. The Teacher Education program at GVSU requires that candidates spend a full semester in the classroom prior to the student teaching semester in order to enact teaching and management practices and build a greater understanding of self and the work of teaching. As many teacher assistants have completed structured classroom observations and clinical work with students during prerequisite courses, they should be ready to assume instructional roles early in the semester.

What may Teacher Assistants do?

The Grand Valley State University Field Coordinator 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 (Standard-Based including targets, which incorporates instructional theory, practice, the Common Core State Academic Standards [CCSS] or Grade Level Content Expectations [GLCE]),
- classroom management,
- developing productive relationships with students,
- instructional practices,
- the use of available technology,
- evaluation and assessment procedures, and
- and 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 small group and whole class prepared lessons under your supervision,
- assist with non-teaching duties such as paperwork, recess duty with a school employee, etc.,
- become familiar with your textbooks and curriculum in scope and sequence,
- collect resource materials, and
- gain a broad perspective of K-5 education by observing various classrooms, particularly those with students of a different age group from your class.

*Timeframe may vary

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, analyzing student work, and helping individuals.
2. tutoring one-on-one with specific skills.
3. working with small groups (e.g. reading groups, remedial assistance, enrichment activities, review).
4. directing whole group activities (e.g. lesson reviews, 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 regarding your Teacher Assistant, contact the University Coordinator immediately so that concerns can be addressed and resolved.

What is the role of the University Coordinator?

The Grand Valley State University Field Coordinator serving as a liaison 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. 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 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, providing the continuity of instructional techniques and processes available to a Student Teacher is not possible. 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 teaching practice, 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 and share contact information.
5. Introduce your Teacher Assistant to other faculty, administration, parents, and assisting personnel.
6. Familiarize your Teacher Assistant with all school policies; especially those that involve classroom or school behavior and management.
7. Assist your Teacher Assistant in using all school A-V, technology, office equipment, and other facilities.
8. Remain sensitive to your Teacher Assistant's level of confidence and abilities.
9. Keep your University Field Coordinator informed of your Teacher Assistant's progress.
10. Allow your Teacher Assistant to teach lesson and/or unit plans he/she has created in seminar.
11. 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.

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 instructional 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, assessing/evaluating instruction, and motivating learning.
- **Management** - studying various management programs dealing with student engagement and promotion of positive behavior.

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

- **Standard-based lessons** – An effective teaching model lesson plan which incorporates standards/benchmarks (i.e. GLCE or CCSS) and targets, as well as instructional theory and practice.
- **Thinking Skills** – Revised Bloom's Taxonomies of Cognition and Affect, plus models for stimulating divergent processes and growth mindset.

How are Teacher Assistants evaluated?

Informal Evaluation

The evaluation of 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

Midterm: At midterm, please complete the Midterm Evaluation Checklist. The major purpose of evaluation is to document growth in teaching effectiveness.

Final: At the end of the semester, Cooperating Teachers will receive an e-mail with instructions and attached final evaluation form, which is a written narrative to be completed at the conclusion of your Teacher Assistant's practicum. Additionally, Cooperating Teachers will receive an e-mail prior to the end of the semester with directions on completing the Practicum Performance Evaluation Form, part of the COE Assessment System (Blackboard Learn). The email will include a link to the online assessment.

Please complete the checklist attached to the email and return it with the grade sheet you will be provided via your Teacher Assistant.

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

Professionalism

The College of Education is committed to preparing professional educators. Becoming a member of a profession carries responsibilities and expectations. GVSU Teacher Candidates are oriented to both professional behavior and the responsibility of being a member of a profession. The following list addresses examples of both aspects of professionalism.

Professional Behavior includes:

- Promptness and preparedness.
- Attention to and interest in the work of teaching and the people involved in the work.
- Intellectual curiosity and desire to learn and improve.
- Clear, appropriate communication and social interaction.
- Positive interactions and attitude.
- Appropriate appearance and demeanor.

Becoming a Member of a Profession requires:

- Implementing the most effective practices available to meet the needs of students.
- Exhibiting appropriate care for students' academic, social, and emotional well-being.
- Recognizing the strengths that all learners bring and building instruction from a strengths perspective.
- Collaborating with students and other adults to support learner development and growth.
- Participating in the work of the profession beyond classroom teaching.
- Setting aside differences and frustrations in order to support learner development and growth.
- Communicating concerns through the appropriate channels.
- Establishing strong relationships with colleagues and other professionals.
- Reflecting on progress, addressing weaknesses, and capitalizing on strengths.
- Setting aside personal preferences in order to support learner development and growth.

Video Acknowledgement Form

As a pre-professional teacher, I am doing my student assisting and/or student teaching in your child's classroom. As a part of the requirements for licensure and certification, I am required to video record myself teaching several different lessons throughout the semester. This opportunity supports my professional training.

To ensure a secure platform for capturing video, the College of Education has purchased the tool GoReact. All videos on GoReact.com are private by default, viewable only by the teacher candidate and their instructor. GoReact videos are encrypted and stored in a secure cloud service which requires a pre-registered email and password for access.

Your child's name will NOT appear in writing with any video materials that are submitted and every effort will be made to mask the identity of any student. **All video content will be kept confidential.**

If you would prefer that your child not be recorded as a part of my professional training, please contact [insert cooperating teachers name].

Thank you,

[insert TA or ST name]

Co-Teaching Strategies & Examples

Strategy	Definition/Example
<i>One Teach, One Observe</i>	<p><i>One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.</i></p> <p>Examples: One teacher can observe for: specific types of questions asked by instructing teacher; teacher movement; charting student participation; specific on-task behaviors; specific group interactions.</p> <p>Tip: When observing collect data/evidence. Observation is not intended to make judgments, but to provide data on what is happening in the classroom and allow that information to impact future lessons.</p>
One Teach, One Assist	<p><i>An extension of One Teach, One Observe - one teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.</i></p> <p>Examples: While one teacher has the instructional lead, the teacher assisting may ask clarifying questions, provide additional examples or be the “voice” for the students who don’t understand or are hesitant to share. As teacher candidates lead their first whole group lesson, the CT can be responsible for overseeing classroom management – allowing the TC to focus on pacing, questioning strategies, assessment, movement, etc.</p> <p>Tip: This strategy supports classroom management as students get their questions answered faster and behavior problems are addressed without stopping instruction. Pairs often identify a signal (standing under the clock) that allows for a quick conversation or opportunity to discuss something without the CT interrupting the lesson.</p>
Station Teaching	<p><i>The co-teaching pair divides the instructional content into parts – each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations.</i></p> <p>Examples: If co-teaching pairs were doing a literacy lesson they could divide into 3 stations: one working on fluency, one on reading comprehension and one on vocabulary. A science lesson may have students at one station viewing a specimen/sample under the microscope (magnifying glass), another station has students diagramming the specimen/sample, and a third station has students watching a short video of the specimen/sample moving in its natural setting.</p> <p>Tips: Stations cannot be hierarchical students must be able to start at any station. This is an excellent way to have student working in smaller groups; allow the TC the opportunity to build their confidence while teaching a mini-lesson multiple times; and keep the cooperating teacher actively engaged with students. Other adults (Paraprofessionals, Special Educators, Title I teachers) can also lead stations. Pacing, voice and noise levels must all be discussed prior to the lesson.</p>
Parallel Teaching	<p><i>Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.</i></p> <p>Examples: After reading a selection from their text, the class is divided into two heterogeneous groups where they discuss a list of questions from the reading. For an elementary math lesson students are divided into two smaller groups where each teacher is able to support the use of manipulatives for solving problems.</p> <p>Tips: Place students facing their teacher with backs to the other teacher/group to reduce distractions. When teacher candidates view the CT timing and pacing can be supported as they learn. Pacing, voice and noise levels must all be discussed prior to the lesson.</p>

Supplemental Teaching	<p><i>This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated.</i></p> <p>Examples: Using the results from an math exam students are divided into two groups, one smaller group that didn't meet the expected score/requirement will work with one teacher who will reteach the concept(s) and provide support materials to help students understand and successfully complete the math problems. The other teacher will work with those students who successfully completed the exam; however these students will build on the same concepts and complete additional math problems.</p> <p>Tips: Groupings are based on need identified from a specific exam or assessment. Both teachers should work with all students throughout the experience, making sure that one teacher (TC or CT) doesn't always work with the students who are struggling and/or need extensions. Group make-up is always changing.</p>
Alternative or Differentiated	<p><i>Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.</i></p> <p>Examples: When doing a lesson on predicting students will take clues from what they have read so far to predict what will happen next. One teacher may lead a group of students through a brainstorming activity where they identify the significant events that have occurred so far in the story – putting each event on a white board. Based on those significant events the group together brainstorms what will happen next in the story. The other teacher accomplishes the same outcome but with his/her group, the students predict by connecting the specific items pulled out of the bag with the story (Shiloh – dirty dog collar, \$20 bill, moldy cheese, etc.).</p> <p>Tips: A great way to incorporate learning styles into lessons; both instructors need to be clear on the outcome(s) of the lesson, as student should achieve the same objective but arriving there using different methods.</p>
Team Teaching	<p><i>Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.</i></p> <p>Examples: Both instructors can share the reading of a story or text so that the students are hearing two voices. The cooperating teacher may begin a lesson discussing specific events; the TC may then share a map or picture showing specifics of the event.</p> <p>Tips: Often pairs will begin the experience by team teaching a lesson, providing “fact time” in front of the classroom for the teacher candidate – this is much more scripted and staged, but does provide an opportunity for the students to view the teacher candidate as a “real” teacher. Team teaching takes intense planning, but the longer pairs work together the less time it takes as they know what each other is going to contribute.</p>

- *Adapted from the work of Lynne Cook and Marilyn Friend (1995).*

- ***The co-teaching strategies are not hierarchical***
- ***They can be used in any order and/or combined to best meet the needs of the students in the classroom***

Teacher Actions During Co-Teaching

TQE Strategies (2005) along with Adaptations from Murawski & Dieker (2004)

Co-Teaching is an Attitude... an attitude of sharing the classroom and students.

Co-Teachers must always be thinking – We're Both Teaching!

If one teacher is leading instruction...	The other can be doing this...
	<p>Observing for: student understanding and/or questions (through body language, facial expressions, etc.); specific types of questions asked by instructing teacher; specific student interactions and behaviors; teacher movement; specific teacher behaviors; specific student or group behaviors;</p>
	<p>Charting: where questions are directed within the classroom; gender of responders; on-task/off task behavior; teacher wait time; specific teacher behaviors or movements; specific student or group behaviors</p>
	<p>Circulating: checking for comprehension; using proximity control for behavior management; checking for comprehension; providing one-on-one support as needed</p>
	Collecting and reviewing last night's homework
	Introducing a social or study skill
	Taking roll
	Reviewing directions; modeling first problem on the assignment
	Writing down instructions on board
	Repeating or clarifying any difficult concepts
	Passing out papers
	Giving instructions orally
	Facilitating a silent activity
	Introducing a new concept to whole group
	Asking clarifying questions

If one teacher is...	The other can be doing this...
Reading a test aloud to a group of students	Proctoring a test silently with a group of students
Explaining a new concept through discussion	Introducing a new concept through role play or modeling;
Provide enriching or extended activities on a concept already discussed in class	Re-teach or review and old concept with students who didn't understand it
Provide enriching or extended activities related to items on a test	Re-teach or review those concepts or questions that were missed on an exam with those students who missed those questions on the exam
Predicting what will happen next (in book or text) by brainstorming with a group of students using the overhead	Predicting what will happen next (in a book or text) by showing objects that have already been introduced in the story and using them to predict what happens next
Re-teaching or pre-teaching with a small group	Monitoring large group as they work on practice materials
Facilitating sustained silent reading	Reading aloud quietly with a small group
Lecturing	Modeling note taking on the board/overhead
Running last minute copies or errands	Reviewing homework; providing a study or test-taking strategy
Prepping half of the class for one side of a debate	Prepping the other half of the class for the opposing side of the debate
Checking for understanding (reviewing a chapter, etc.) by leading a discussion with half of the class	Checking of understanding (reviewing a chapter, etc.) by leading a discussion with half of the class
Facilitating a station or group	Facilitating a station or group

The main focus of Co-Teaching is to find ways to keep both teachers actively engaged with students and their learning.

Copyright 2015, *The Academy for Co-Teaching and Collaboration* at St. Cloud State University & TWH Consulting
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Planning Tips

Before your planning session:

- ✓ Decide what lesson(s) you will use your hour of planning time for.
- ✓ Who will lead the planning time or will parts be shared? Usually the cooperating teacher will lead in the beginning of the semester and the teacher candidate will take over as the semester progresses.
- ✓ Decide the materials that you will need and don't take on too much.
- ✓ Bring ideas for modifications and accommodations.
- ✓ Bring ideas for enrichment activities.
- ✓ When the teacher candidate is ready to take over a subject/or period, let him/her know ahead of time that they will be leading the planning time for that lesson. They should preview what they will be teaching and come to the planning time prepared with ideas and lessons where co-teaching could occur.

During co-planning (remember this time is to plan for co-teaching):

- ✓ Spend a few minutes communicating about questions or issues (may use planning sheet).
- ✓ Share what will be co-taught and ideas from curriculum.
- ✓ When will you co-teach? When will each of you teach solo?
- ✓ What co-teaching strategies will best meet the needs of the students?
- ✓ Eventually, try to incorporate all of the co-teaching strategies.
- ✓ Outline questions to be used for parallel, station, etc.
- ✓ Discuss a variety of assessment strategies.
- ✓ What do each of you need to do when you leave the planning session (tasks, gathering resources, copying, etc)?
- ✓ What, if any, changes do you need to make to the layout or organization of the classroom.

After co-planning:

- Teacher candidate writes up lesson plans for each lesson where they have a teaching role.

Important points to Remember

- ✓ Planning is VERY important. Use the planning time wisely, focusing on lessons to be co-taught. Prioritize the time and don't allow outside distractions to take over.
- ✓ The goal is to have the cooperating teacher and teacher candidate actively engaged with students as much as possible. However, EVERY teacher candidate DOES need time to manage the classroom on their own.
- ✓ Full time responsibility means the teacher candidate leads all aspect of the classroom, including how the cooperating teacher and other adults will be involved.
- ✓ University Supervisors ARE prepared in co-teaching, and should observe at least one co-taught lesson. When they do, they will be observing and evaluating only the teacher Candidate.
- ✓ **Encourage an attitude that we're both TEACHING!**

Sharing Responsibilities

Cooperating Teacher and Teacher Candidate

Planning:

The Teacher Candidate and Cooperating Teacher will share:

- What content to teach
- What co-teaching strategies to use
- Who will lead different parts of the lesson
- How to assess student learning
- Materials and resources

Instruction:

While Co-Teaching, the Teacher Candidate and Cooperating Teacher will:

- Share leadership in the classroom
- Work with all students
- Use a variety of co-teaching approaches
- Be seen as equal partners
- Manage the classroom together
- Make changes as needed during a lesson

Assessment:

While Co-Assessing, the Teacher Candidate and Cooperating Teacher will:

- Both participate in the assessment of the students
- Share the workload of daily grading
- Provide formative and summative assessment of students
- Jointly determine grades

Co-Teaching Lesson Planning Sheet

Date/Time of planning session _____

Date(s) of lesson _____

Goal(s) for this planning session:

**Strategy/ies to be used: Observe Assist Station Parallel Supplemental
Alternative/Differentiated Team**

Teacher #1: _____ Teacher #2 _____

Standard(s) for lesson:

Roles/Responsibilities:

Space (classroom set-up) considerations:

Materials necessary and who will be responsible:

Tips to remember:

- bring ideas for modifications and accommodations
- bring ideas for enrichment activities
- when planning together work on what you'll be co-teaching
- focus on communication; planning/teaming takes time
- divvy up the work
- Don't use co-planning time to plan what you're doing on your own for the lesson
- outline questions to be used for parallel, station, etc.
- discuss a variety of assessment strategies
- have an attitude that we're both teaching!

Low/No Teaching Responsibility for TCs		Partial Teaching Responsibility for TCs		Co-teaching	
<i>Activities/tasks for TCs</i>	<i>Pedagogies/strategies for mentors</i>	<i>Activities/tasks for TCs</i>	<i>Pedagogies/strategies for mentors</i>	<i>Activities/tasks for TCs</i>	<i>Pedagogies/strategies for mentors</i>
Designing an exit ticket	Quick feedback	Giving directions	Quick rehearsals	Parallel teaching	Video coaching
Creating “public” records	Reflective practice	Creating public records	In-the-moment coaching	Teach-Assist	Co-planning
Monitoring student thinking	“look fors” and Comparative analysis	Eliciting student thinking while monitoring small group work	Huddles	Team teaching	Clearly defining roles Huddles Co-planning In-the-moment coaching
Sorting student work to inform instruction	Comparative analysis	Station teaching	Co-planning and video coaching		Huddles

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Revised December 2019



Student	Notes about work	Connections to other students' work	Connections to the lesson
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Teacher Assisting/Student Teaching/Practicum Midterm Evaluation Form

Teacher Candidate:

Field Coordinator:

School:

Grade:

Cooperating Teacher:

Please complete this midterm evaluation form. The practices listed below are taken from the InTASC Standards that our candidates are striving to meet. For each practice, select the appropriate rating and provide evidence or comments clarifying your rating. In the event you did not see evidence of an element, select N/A to represent, *Not Applicable* or *Not Observed*. Please print two copies, review the ratings with your teacher candidate, and provide the candidate with two signed copies. Thank you for completing this work for our candidates.

Evaluated Elements of Practice The following elements are subcomponents of the InTASC standards.	Rating: Developing, Novice, Unsatisfactory, Not Observed	Evidence and/or Comments
Learners and Learning: InTASC Standards 1, 2, 3		
The Candidate:		
Creates and delivers developmentally appropriate single lessons and sequences of lessons.	D N US N/A	
Checks student understanding during and at the conclusion of lessons and adjusts instruction accordingly.	D N US N/A	
Coordinates and adapts instruction smoothly and in a timely manner.	D N US N/A	
Designs, adapts, and delivers instruction to meet diverse student needs.	D N US N/A	
Collaborates with learners, families, communities, and colleagues to promote learner growth and development.	D N US N/A	
Collaborates with learners and others to promote positive classroom management.	D N US N/A	
Establishes and maintains organizational norms and routines that help to actively and equitably engage students.	D N US N/A	

Collaborates with learners to adjust the learning environment as needed.	D N US N/A	
Content Knowledge and Application: InTASC Standards 4, 5		
Uses multiple representations for explaining and modeling content, practices, and strategies in order to guide learner achievement.	D N US N/A	
Engages students in learning experience that encourage learners to question, analyze, and understand information from diverse perspectives.	D N US N/A	
Stimulates learners' reflection on prior knowledge, connection to familiar topics, and connects to learners' experiences.	D N US N/A	
Engages learners in applying knowledge to real world problems using interdisciplinary themes.	D N US N/A	
Engages learners in questioning and challenging assumptions and approaches in order to foster problem solving in local and global contexts.	D N US N/A	
Engages learners in generating and evaluating new ideas.	D N US N/A	
Instructional Practices: InTASC Standards 6, 7, 8		
Balances use of summative and formative assessment.	D N US N/A	
Engages learners in multiple ways of demonstrating knowledge and skills.	D N US N/A	
Interprets the results of multiple and appropriate types of assessment data to identify student learning needs and differentiate instruction.	D N US N/A	
Individually and collaboratively selects and creates appropriate learning experiences.	D N US N/A	
Plans how to achieve each student's learning goals.	D N US N/A	
Plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.	D N US N/A	
Continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to learner needs.	D N US N/A	

Engages all learners in developing higher order questioning skills and metacognitive processes.	D N US N/A	
Uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.	D N US N/A	
Professional Responsibility: InTASC Standards 9, 10		
Engages in ongoing professional learning opportunities.	D N US N/A	
Engages in meaningful and appropriate professional learning experiences aligned with needs of learners, school system, and self.	D N US N/A	
Independently and in collaboration with colleagues uses a variety of data to analyze instruction for the purpose of improving it.	D N US N/A	
Takes an appropriately active and productive role on the instructional team.	D N US N/A	
Works collaboratively and participates in ongoing communication with learners and families.	D N US N/A	
Engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.	D N US N/A	

Additional Midterm Comments:

Cooperating Teacher's Signature _____ Date _____

Teacher Candidate's Signature _____ Date _____



Final Evaluation
Teacher Assisting

Name of Teacher Assistant Teacher _____

Name of Cooperating Teacher _____

Provide a brief description of the teacher assistant's performance related to the InTASC Standards as you observed while he/she was working in your classroom. The format should include the setting in which the student performed his/her assisting, including school, area, grade, diversity, etc. The standards to consider in writing the summary are; Learner Development; Content Knowledge; Application of Content; Assessment; Planning for Instruction; and Instructional Strategies.

Would you recommend this candidate for student teaching? _____ Yes _____ No

Cooperating Teacher Signature _____ Date _____



Dear Cooperating/Mentor Teacher,

Thank you so much for your willingness to be a part of the rich tradition of teacher preparation at Grand Valley State University's College of Education. The role you play is critical. Each initial program is committed to developing collaborative relationships and cooperative partnerships with K-12 schools within our service area.

As a partner with Teacher Education in the College of Education we ask you to assess your Teacher Assistant/Student Teacher/Intern using the Practicum Performance Evaluation (included below). Data obtained from the Practicum Performance Evaluation, a formative assessment instrument, are used to make programmatic decisions/changes in part by identifying which area(s) the majority of our candidates are proficient or in which area(s) candidates need more support. In addition, this formative assessment is part of our national accreditation process, which is similar to what K-12 schools/districts experience with a North Central accreditation visit.

As you complete the Practicum Performance Evaluation, you might ask yourself whether or not the candidate is ready for student teaching or is ready for his or her own classroom.

Again, thank you for your work with our candidate and your commitment to our profession.

Teacher Education Faculty

GVSU Teacher Assisting Practicum Performance Evaluation (PPE) Rubric

(updated 6/1/2017)

Overview

This rubric is used in Teacher Assisting placements.

The College of Education at GVSU uses the Interstate Teacher Assessment and Support Consortium 2013 standards (InTASC) as the foundation for teacher preparation. Adherence to InTASC standards is required by both the Michigan Department of Education and our national accreditation agency, the Council for the Accreditation of Educator Preparation (CAEP). The InTASC standards outline what teachers should know and be able to do to ensure every PK-12 student reaches the goal of being ready to enter college or the workforce in today's world. InTASC is comprised of ten standards. Each standard includes indicators specific to performance, essential knowledge and critical dispositions. The list below is a summary of the InTASC standards (2013).

Directions

At the end of the Teacher Assisting semester, please evaluate the candidate's level of performance based on the indicators provided (**student completes a self-evaluation**). Please be sure to share this evaluation form with the candidate at the beginning of the term. Use it to have discussions about effective pedagogy and goal setting. Please retain this form until the end of the candidate's experience. The Practicum Performance Evaluation is used primarily to assist the College of Education with assessing its program. It one piece of evidence used to assign the candidate's final letter grade for the practicum. Please ignore the percentage figures that are automatically computed in our electronic assessment system.

Levels of Performance:

- **Developing** – The candidate at this level demonstrates **understanding and supported application** of the descriptors represented by the standard.
 - **Novice** – The candidate at this level demonstrates **understanding but is unable to apply** the descriptors represented by the standard, even with support.
 - **Unsatisfactory** – The candidate at this level demonstrates **limited understanding and application** of the descriptors represented by the standard.
-

Remember the percentage score generated by the rubric is NOT indicative of the candidate's final grade.

Please remember that an "assessment" is not an end goal, nor is it the same as a course grade. Rather, an assessment is a learning tool that demonstrates students' ability to meet course expectations and allows the College of Education to look for ways to improve our programs. An assessment is also not a student satisfaction/opinion survey. Instead, it is a direct measure of student learning and development outcomes. Providing students with access to these assessments ensure all College of Education students have the ability to showcase their progress throughout their program(s) and beyond graduation.

GVSU Teacher Assisting Practicum Performance Evaluation Rubric

<u>InTASC Performance Standard 1: Learner Development</u>			
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.			
Element	Developing (3) (3.000 pts)	Novice (2) (2.000 pts)	Unsatisfactory (1) (1.000 pt)
InTASC 1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development. (1.000, 3%) INTASC-2013.1 INTASC-2013.1.a	Can describe and apply methods for assessing individual and group performance and with guided support uses results to design and modify instruction to meet learners' needs in areas of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.	Can describe and apply methods for assessing individual and group performance to design and modify instruction to meet learners' needs in areas of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development, but instruction does not meet learners' needs.	Is unable to describe or apply methods for assessing individual and group performance in order to design and modify instruction to meet learners' needs in areas of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
InTASC 1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/ her learning. (1.000, 3%) INTASC-2013.1 INTASC-2013.1.b	Can describe and name models and approaches and needs support of cooperating teacher or field coordinator to create developmentally appropriate instruction that takes into account learners' strengths, interests, and needs that enables each learner to advance and accelerate his/her learning.	Can describe and name models and approaches for creating instruction that takes into account learners' strengths, interests, and needs that enables each learner to advance and accelerate his/her learning but is unable to apply this knowledge to classroom situations.	Is unable to describe or apply methods for creating instruction that takes into account learners' strengths, interests, and needs or enable each learner to advance and accelerate his/her learning.
InTASC 1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. (1.000, 3%) INTASC-2013.1 INTASC-2013.1.c	Can describe and apply, with guided support, ways to collaborate with families, communities, colleagues, and other professionals to promote learner growth and development.	Can describe approaches or steps for collaborating with families, communities, colleagues, and other colleagues to promote learner growth and development but collaboration has little effect on candidate.	Is unable to describe or apply methods for collaborating with families, communities, colleagues, and other colleagues to promote learner growth and development.

InTASC Performance Standard 2: Learning Differences

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

Element	Developing (3) (3.000 pts)	Novice (2) (2.000 pts)	Unsatisfactory (1) (1.000 pt)
<p>InTASC 2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways. (1.000, 3%) INTASC-2013.2 INTASC-2013.2.a</p>	<p>Can name and apply processes for designing, adapting, and delivering instruction to address each student's diverse learning strengths and needs and create opportunities for students to demonstrate their learning in different ways.</p>	<p>Can name and with support apply processes for designing, adapting, and delivering instruction to address students' diverse learning strengths and needs and Can co-create with a mentor opportunities for students to demonstrate their learning in different ways.</p>	<p>Can name processes for designing, adapting, and delivering instruction to address students' diverse learning strengths and needs and but is unable to create opportunities for students to demonstrate their learning in different ways.</p>
<p>InTASC 2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs. (1.000, 3%) INTASC-2013.2 INTASC-2013.2.b</p>	<p>Can describe and apply appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.</p>	<p>Can describe and with support apply appropriate and timely provisions (e.g. pacing for individual rates of growth, task demands, communication, assessment, and response modes) for students with particular learning differences or needs.</p>	<p>Can describe methods for making appropriate and timely provisions (e.g. pacing for individual rates of growth, communication, assessment, and response modes) for individual students with particular learning differences or needs.</p>
<p>InTASC 2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings. (1.000, 3%) INTASC-2013.2 INTASC-2013.2.c</p>	<p>Can explain and independently apply methods for designing instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.</p>	<p>Can explain how to and with support design instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.</p>	<p>Can explain how to design instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.</p>

InTASC Performance Standard 3: Learning Environments

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

Element	Developing (3) (3.000 pts)	Novice (2) (2.000 pts)	Unsatisfactory (1) (1.000 pt)
InTASC 3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. (1.000, 3%) INTASC-2013.3 INTASC-2013.3.a	Can describe how to collaborate with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry and independently apply this knowledge.	Can describe how to collaborate with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry and with support can apply this knowledge.	Can describe how to collaborate with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
InTASC 3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work. (1.000, 3%) INTASC-2013.3 INTASC-2013.3.c	Can describe how to and independently apply methods for collaborating with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.	Can describe how to and with support can apply methods for collaborating with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.	Can describe methods for collaborating with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
InTASC 3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention. (1.000, 3%) INTASC-2013.3 INTASC-2013.3.d	Can describe how to and independently apply methods for managing the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.	Can describe how to and with support can apply methods for managing the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.	Can describe methods for managing the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

InTASC Performance Standard 4: Content Knowledge

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

Element	Developing (3) (3.000 pts)	Novice (2) (2.000 pts)	Unsatisfactory (1) (1.000 pt)
<p>4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards. (1.000, 3%) INTASC-2013.4 INTASC-2013.4.a</p>	<p>Can describe how to and independently apply methods for using multiple representations and explanations that capture key ideas in the discipline, guiding learners through learning progressions, and promoting each learner's achievement of content standards.</p>	<p>Can describe how to and with support can apply methods for using multiple representations and explanations that capture key ideas in the discipline, guiding learners through learning progressions, and promoting learners' achievement of content standards.</p>	<p>Can describe methods for using representations and explanations that capture key ideas in the discipline, guiding learners through learning progressions, and promoting learners' achievement of content standards.</p>
<p>4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content. (1.000, 3%) INTASC-2013.4 INTASC-2013.4.b</p>	<p>Can describe how to and independently apply methods for engaging students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.</p>	<p>Can describe how to and with support can apply methods for engaging students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.</p>	<p>Can describe methods for engaging students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.</p>
<p>4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences. (1.000, 3%) INTASC-2013.4 INTASC-2013.4.d</p>	<p>Can describe how to and independently apply methods for stimulating learner reflection on prior content knowledge, linking new concepts to familiar concepts, and making connections to learners' experiences.</p>	<p>Can describe how to and with support can apply methods for stimulating learner reflection on prior content knowledge, linking new concepts to familiar concepts, and making connections to learners' experiences.</p>	<p>Can describe methods for stimulating learner reflection on prior content knowledge, linking new concepts to familiar concepts, and making connections to learners' experiences.</p>

InTASC Performance Standard 5: Application of Content

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

Element	Developing (3) (3.000 pts)	Novice (2) (2.000 pts)	Unsatisfactory (1) (1.000 pt)
<p>5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy). (1.000, 3%) INTASC-2013.5 INTASC-2013.5.b</p>	<p>Can describe how to and independently apply methods for engaging learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).</p>	<p>Can describe how to and with support can apply methods for engaging learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).</p>	<p>Can describe methods for engaging learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).</p>
<p>5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts. (1.000, 3%) INTASC-2013.5 INTASC-2013.5.d</p>	<p>Can describe how to and independently apply methods for engaging learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.</p>	<p>Can describe how to and with support can apply methods for engaging learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.</p>	<p>Can describe methods for engaging learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.</p>
<p>5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work. (1.000, 3%) INTASC-2013.5 INTASC-2013.5.f</p>	<p>Can describe how to and independently apply methods for engaging learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.</p>	<p>Can describe how to and with support can apply methods for engaging learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.</p>	<p>Can describe methods for engaging learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.</p>

InTASC Performance Standard 6: Assessment

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

Element	Developing (3) (3.000 pts)	Novice (2) (2.000 pts)	Unsatisfactory (1) (1.000 pt)
<p>6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning. (1.000, 3%) INTASC-2013.6 INTASC-2013.6.a</p>	<p>Can describe how to and independently apply methods for balancing the use of formative and summative assessment as appropriate to support, verify, and document learning.</p>	<p>Can describe how to and with support can apply methods for balancing the use of formative and summative assessment as appropriate to support, verify, and document learning.</p>	<p>Can describe methods for balancing the use of formative and summative assessment as appropriate to support, verify, and document learning.</p>
<p>6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. (1.000, 3%) INTASC-2013.6 INTASC-2013.6.e</p>	<p>Can describe how to and independently apply methods for engaging learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.</p>	<p>Can describe how to and with support can apply methods for engaging learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.</p>	<p>Can describe methods for engaging learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.</p>
<p>6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences. (1.000, 3%) INTASC-2013.6 INTASC-2013.6.g</p>	<p>Can describe how to and independently apply methods for using multiple and appropriate types of assessment data to identify each student's learning needs and for developing differentiated learning experiences.</p>	<p>Can describe how to and with support can apply methods for using multiple and appropriate types of assessment data to identify most students' learning needs and for developing differentiated learning experiences.</p>	<p>Can describe methods for using multiple and appropriate types of assessment data to identify students' learning needs and for developing differentiated learning experiences.</p>

InTASC Performance Standard 7: Planning for Instruction

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

Element	Developing (3) (3.000 pts)	Novice (2) (2.000 pts)	Unsatisfactory (1) (1.000 pt)
7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners. (1.000, 3%) INTASC-2013.7 INTASC-2013.7.a	Can describe how to and independently apply methods for individually and collaboratively selecting and creating learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.	Can describe how to and with support can apply methods for individually and collaboratively selecting and creating learning experiences that are appropriate for curriculum goals and content standards, and are relevant to most learners.	Can describe methods for individually and collaboratively selecting and creating learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners. (1.000, 3%) INTASC-2013.7 INTASC-2013.7.b	Can describe how to and independently apply methods for planning how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.	Can describe how to and with support can apply methods for planning how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.	Can describe methods for planning how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest. (1.000, 3%) INTASC-2013.7 INTASC-2013.7.d	Can describe how to and independently apply methods for planning for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.	Can describe how to and with support can apply methods for planning for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.	Can describe methods for planning for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

InTASC Performance Standard 8: Instructional Strategies

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

Element	Developing (3) (3.000 pts)	Novice (2) (2.000 pts)	Unsatisfactory (1) (1.000 pt)
<p>8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs. (1.000, 3%) INTASC-2013.8 INTASC-2013.8.b</p>	<p>Can describe how to and independently apply methods for monitoring student learning, engages learners in assessing their progress, and adjusting instruction in response to student learning needs.</p>	<p>Can describe how to and with support can apply methods for monitoring student learning, engaging learners in assessing their progress, and adjusting instruction in response to student learning needs.</p>	<p>Can describe methods for monitoring student learning, engages learners in assessing their progress, and adjusting instruction in response to student learning needs.</p>
<p>8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes. (1.000, 3%) INTASC-2013.8 INTASC-2013.8.f</p>	<p>Can describe how to and independently apply methods for engaging all learners in developing higher order questioning skills and metacognitive processes.</p>	<p>Can describe how to and with support can apply methods for engaging all learners in developing higher order questioning skills and metacognitive processes.</p>	<p>Can describe methods for engaging all learners in developing higher order questioning skills and metacognitive processes.</p>
<p>8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes. (1.000, 3%) INTASC-2013.8 INTASC-2013.8.h</p>	<p>Can describe how to and independently apply methods for using a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.</p>	<p>Can describe how to and with support can apply methods for using a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.</p>	<p>Can describe methods for using a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.</p>

InTASC Performance Standard 9: Professional Learning and Ethical Practice

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

Element	Developing (3) (3.000 pts)	Novice (2) (2.000 pts)	Unsatisfactory (1) (1.000 pt)
<p>9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards. (1.000, 3%) INTASC-2013.9 INTASC-2013.9.a</p>	<p>Can describe how to and independently apply methods for engaging in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.</p>	<p>Can describe how to and with support can apply methods for engaging in ongoing learning opportunities to develop knowledge and skills in order to provide learners with engaging curriculum and learning experiences based on local and state standards.</p>	<p>Can describe methods for engaging in ongoing learning opportunities to develop knowledge and skills in order to provide learners with engaging curriculum and learning experiences based on local and state standards.</p>
<p>9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system. (1.000, 3%) INTASC-2013.9 INTASC-2013.9.b</p>	<p>Can describe how to and independently apply methods for engaging in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.</p>	<p>Can describe how to and with support can apply methods for engaging in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.</p>	<p>Can describe methods for engaging in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.</p>
<p>9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice. (1.000, 3%) INTASC-2013.9 INTASC-2013.9.c</p>	<p>Can describe how to and independently apply methods for independently and in collaboration with colleagues, using a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.</p>	<p>Can describe how to and with support can apply methods for collaborating with colleagues, uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.</p>	<p>Can describe methods for independently and in collaboration with colleagues, using a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.</p>

InTASC Performance Standard 10: Leadership and Collaboration

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

Element	Developing (3) (3.000 pts)	Novice (2) (2.000 pts)	Unsatisfactory (1) (1.000 pt)
10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning. (1.000, 3%) INTASC-2013.10 INTASC-2013.10.a	Can describe how to and independently apply methods for taking an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.	Can describe how to and with support can apply methods for taking an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.	Can describe methods for taking an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement. (1.000, 3%) INTASC-2013.10 INTASC-2013.10.d	Can describe how to and independently apply methods for working collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.	Can describe how to and with support can apply methods for working collaboratively with learners and with their families to establish mutual expectations and ongoing communication to support learner development and achievement.	Can describe methods for working collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice. (1.000, 3%) INTASC-2013.10 INTASC-2013.10.f	Can describe how to and independently apply methods for engaging in professional learning, contributes to the knowledge and skill of others, and working collaboratively to advance professional practice.	Can describe how to and with support can apply methods for engaging in professional learning, contributing to the knowledge and skill of others, and working collaboratively to advance professional practice.	Can describe methods for engaging in professional learning, contributing to the knowledge and skill of others, and working collaboratively to advance professional practice.

GVSU Dispositions Rubric (updated 6/1/2017)

Standards

Ethical: demonstrates personal honesty and integrity; abides by the professional code of ethics, professional standards of practice and relevant law and policy

Fair: is equitable and unbiased towards others. Values all identities, perspectives, and backgrounds and is committed to incorporating diverse perspectives

Resourceful: Demonstrates self-efficacy; is proactive, persistent, and an engaged problem solver

Student centered: Keeps the needs of the students at the center of one's practice; builds positive relationships with students and serves as an advocate when needed; caring; demonstrates sincere concerns for others through kindness, compassion and displays of empathy

Challenging: Sets high expectations for all students, rooted in the assumption that all students can learn

Responsive: Designs and differentiates instruction to address students' background experiences, thinking processes, and other needs

Scholarly: Has a critical stance towards professional practice. As a life-long learner, is intellectually curious, and regularly seeks opportunities for ongoing professional learning

Reflective: Committed to deepening understandings of own teaching practice with the goal of continual improvement. Is introspective, self-regulatory, and demonstrates self-awareness

Rubric Instructions

For each row of the rubric, assess on a 0-3 scale by selecting a score from the right-side columns for the element on the left-side of the same row.

Please remember that an "assessment" is not an end goal, nor is it the same as a course grade. Rather, an assessment is a learning tool that demonstrates students' ability to meet course expectations and allows the College of Education to look for ways to improve our programs. An assessment is also not a student satisfaction/opinion survey. Instead, it is a direct measure of student learning and development outcomes. Providing students with access to these assessments ensure all College of Education students have the ability to showcase their progress throughout their program(s) and beyond graduation.

GVSU Dispositions

Element	Developing (3) (3.000 pts)	Novice (2) (2.000 pts)	Unsatisfactory (1) (1.000 pt)
Ethical: Laws and Policies (1.000, 4%)	Adheres to local, state and federal rules and laws. Complies with University and school district policies and procedures.	Demonstrates awareness of Federal, state, local, school and university policies and procedures.	Does not adhere to Federal, state, local, school or university policies and procedures.
Ethical: Professional Standards for Technology (1.000, 4%)	Adheres to the all professional standards regarding the use of technologies (e.g., accesses authorized websites, uses personal electronic devices as appropriate).	Demonstrates awareness of professional standards regarding the use of technology.	Violates professional standards regarding the use of technologies.
Ethical: Assessments and Data (1.000, 4%)	Models ethical use of assessments and assessment data to identify learner strength and promote learner growth.	Appears to understand but does not always model ethical issues related to assessments and the use of assessment data.	Uses assessments or assessment data in ways that are unethical.
Ethical: Professional Practice (1.000, 4%)	Models standards of professional practice such as academic honesty, and appropriate separation of personal and professional domains.	Demonstrates awareness of standards of professional practice; still developing consistent pattern of demonstrating professional practice.	Demonstrates a pattern of unprofessional practices such as absence, tardiness, failure to fulfill responsibilities, academic dishonesty (e.g., plagiarism, cheating), or imposition of personal, religious or political views upon others.
Fair: School Practices (1.000, 4%)	Challenges negative attitudes or school practices that limit any student's opportunity to learn.	Encourages and supports participation and success for all students.	Is unaware that some school practices limit learning opportunities for some children.

Fair: Diverse Perspective (1.000, 4%)	Integrates diverse perspectives for example, when selecting materials, designing activities, and interacting with others.	Understands and appreciates diverse perspectives but does not always integrate diverse perspectives in teaching.	Ignores diverse perspectives, promotes stereotypes, and/or demeans others. Approaches diversity as if it is a problem to be solved.
Fair: Decision Making (1.000, 4%)	Models ethical behavior in decision making, drawing upon the perspectives and values of all participants.	Considers a variety of perspectives when solving dilemmas or making decisions.	Approaches dilemmas and problems from a personal, self-serving, or unitary perspective.
Resourceful: Problem Solving (1.000, 4%)	Takes the lead to proactively solve problems.	Recognizes problems and seeks resolutions, collaborates with others.	Acts helpless when confronted with problems. Repeatedly waits for others to take the lead.
Resourceful: Resource Management (1.000, 4%)	Takes initiative in the procurement or distribution of necessary professional resources (time, knowledge, materials, support mechanisms).	Uses available resources to act appropriately and effectively in the pursuit of professional and academic goals.	Does not adequately plan, prepare or manage resources to fulfill responsibilities.
Student Centered: Students' Needs (1.000, 4%)	Solicits knowledge about individual students from a variety of sources and puts students' needs at the center of practice. Advocates for students when needed.	Demonstrates awareness of individual differences but does not consistently advocate for students.	Demonstrates little or no understanding of students' backgrounds or needs.
Student Centered: Care and Respect (1.000, 4%)	Behavior and language are indicative of caring and supportive professional relationship with students.	Behavior and language communicate respect for students.	Resists working with some groups or individuals, Makes derogatory remarks, uses destructive criticism, threats, physical coercion, or other inappropriate language or behavior with and about students.
Student Centered: Classroom Interactions (1.000, 4%)	Creates a classroom environment where student interactions are characterized by respectful talk, active listening, and turn-taking.	Attends to disrespectful behavior among students but does not always create conditions for positive classroom interactions.	Disregards or allows disrespectful interactions among students.

Challenging: Work Expectation (1.000, 4%)	Uses a variety or series of questions, prompts, or assignments to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.	Asks the students questions designed to promote thinking and understanding, but assignments do not challenge learners.	Asks low level questions to some students, conveying that the work is too challenging for them. Accepts low quality work from some students.
Challenging: Methods and Materials (1.000, 4%)	Enables the success of all students through the selection and use of appropriate methods and materials.	Makes perfunctory attempts to use a variety of methods and materials.	Fails to use appropriate methods and materials; Main objective is to get through the lesson.
Responsive: Student Understanding and Learning (1.000, 4%)	Analyzes student understanding, interests and needs using information from formal and informal assessment strategies and monitors their academic progress.	Uses data to provide ideas about what can be done to improve students' learning but does not always consider students' interest and needs.	Uses only low-level summative assessments and is unaware of what students have learned or haven't learned from a lesson.
Responsive: Individual Learning Needs (1.000, 4%)	Differentiates planning and instruction by considering individual student's diverse strengths, needs, interests, and cultural styles.	Monitors the progress of the class as a whole but minimally differentiates planning and instruction.	Fails to provide extra assistance or alternative learning experiences when needed.
Responsive: Feedback to Students (1.000, 4%)	Provides timely, thoughtful individualized feedback that promotes deep learning.	Provides timely feedback on superficial aspects of the task.	Feedback to students is of poor quality and not provided in a timely manner.
Scholarly: Activities for Professional Growth (1.000, 4%)	Actively seeks out and engages in opportunities to expand professional knowledge and build professional skills; an example would be active membership in a professional organization.	Attends required or expected activities for professional growth.	Does not attend required or expected activities for professional growth.

Scholarly: Approaches to Teaching and Learning (1.000, 4%)	Investigates and implements approaches to teaching and learning that are supported by theory-, research-, or data-based evidence.	Demonstrates knowledge of approaches to teaching and learning that are supported by theory-, research-, or data-based evidence but does not take initiative to investigate and implement.	Is unaware of the importance of using theory-, research-, or data-based evidence to support teaching and learning.
Scholarly: Intellectual Engagement (1.000, 4%)	Analyzes, synthesizes and evaluates materials, seeks further information, and engages (e.g., peers, instructors, students) others in intellectual discussion.	Demonstrates minimal intellectual engagement with materials and others (e.g., peers, instructors, students).	Lack of intellectual engagement with materials or others (e.g., peers, instructors, students).
Reflective: Effectiveness of Lessons (1.000, 4%)	Makes thoughtful and accurate assessment of performance (e.g., interactions, written work, test results), and includes specific indicators of effectiveness.	Has a general sense of whether or not instructional practices were effective.	Misjudges the effectiveness of a lesson.
Reflective: Self-Improvement (1.000, 4%)	Generates potential improvements or revisions, and applies them to future practice. Seeks out opportunities for growth.	Recognizes areas that need improvement, but is uncertain how to proceed.	Does not provide any substantive suggestions for positive self-improvement and fails to see the need for positive change.
Reflective: Feedback on Practice (1.000, 4%)	Actively solicits feedback on practice from both supervisors and colleagues.	Accepts feedback about his/her performance openly and in a non-defensive manner and uses feedback to improve/refine his/her practice.	Rejects suggestions from others directly or by failing to act. Offers excuses/assigns blame to others (e.g., students, parents, colleagues, and supervisor) for negative results.

CAEP Standard 2.2 Clinical Experience Feedback Form: Cooperating Mentor Teacher's Feedback (updated 11/15/17)

Directions to the Cooperating Mentor Teacher

As part of the College of Education's national accreditation through CAEP (the Council for Accreditation of Education Preparation), the College of Education is required to **collect feedback** from cooperating mentor teachers, field coordinators, and the teacher candidates **about your clinical experience**:

- **CAEP Standard 2.2: Clinical Educators** — Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

Please complete the following feedback rubrics to reflect on your most recent clinical experience with your GVSU teacher candidate (the teacher assistant or student teacher) and their university field coordinator. Use the following performance levels for each feedback question:

- 5 Completely Agree
- 4 Agree
- 3 Neither Agree or Disagree
- 2 Disagree
- 1 Completely Disagree

Your responses are *confidential* and will be used to improve future candidates' experiences. **There is an option to leave *overall* written comments the top of the feedback page. You also have the option to leave comments associated with individual elements of the feedback rubric by selecting the small dialog-box icon/"Add" button immediately to the right of the rubric elements.**

Please also remember that an "assessment" is not an end goal, nor is it the same as a course grade. Rather, an assessment is a learning tool that demonstrates students' ability to meet course expectations and allows the College of Education to look for ways to improve our programs. An assessment is also not a student satisfaction/opinion survey. Instead, it is a direct measure of student learning and development outcomes. Providing students with access to these assessments ensure all College of Education students have the ability to showcase their progress throughout their program(s) and beyond graduation.

CAEP Standard 2.2 Clinical Experience Feedback: My Experience working with the Teacher Candidate

Element	Completely Agree (5) (5.000 pts)	Agree (4) (4.000 pts)	Neither Agree or Disagree (3) (3.000 pts)	Disagree (2) (2.000 pts)	Completely Disagree (1) (1.000 pt)
The teaching candidate with whom I worked communicated with me clearly and consistently. (1.000, 16%)	Completely Agree (5)	Agree (4)	Neither Agree or Disagree (3)	Disagree (2)	Completely Disagree (1)
The teaching candidate with whom I worked provided/accepted feedback. (1.000, 16%)	Completely Agree (5)	Agree (4)	Neither Agree or Disagree (3)	Disagree (2)	Completely Disagree (1)
The teaching candidate with whom I worked clearly cared about the well-being of the students in the classroom. (1.000, 16%)	Completely Agree (5)	Agree (4)	Neither Agree or Disagree (3)	Disagree (2)	Completely Disagree (1)
The teaching candidate with whom I worked modeled strong professional behavior. (1.000, 16%)	Completely Agree (5)	Agree (4)	Neither Agree or Disagree (3)	Disagree (2)	Completely Disagree (1)
The teaching candidate with whom I worked possessed an expected level of knowledge for his or her position. (1.000, 16%)	Completely Agree (5)	Agree (4)	Neither Agree or Disagree (3)	Disagree (2)	Completely Disagree (1)
The teaching candidate with whom I worked fulfilled his or her obligations. (1.000, 16%)	Completely Agree (5)	Agree (4)	Neither Agree or Disagree (3)	Disagree (2)	Completely Disagree (1)

CAEP Standard 2.2 Clinical Experience Feedback: My Experience working with the University Field Coordinator

Element	Completely Agree (5) (5.000 pts)	Agree (4) (4.000 pts)	Neither Agree or Disagree (3) (3.000 pts)	Disagree (2) (2.000 pts)	Completely Disagree (1) (1.000 pt)
The field coordinator with whom I worked communicated with me clearly and consistently. (1.000, 16%)	Completely Agree (5)	Agree (4)	Neither Agree or Disagree (3)	Disagree (2)	Completely Disagree (1)
The field coordinator with whom I worked provided/accepted feedback. (1.000, 16%)	Completely Agree (5)	Agree (4)	Neither Agree or Disagree (3)	Disagree (2)	Completely Disagree (1)
The field coordinator with whom I worked clearly cared about the well-being of the students in the classroom. (1.000, 16%)	Completely Agree (5)	Agree (4)	Neither Agree or Disagree (3)	Disagree (2)	Completely Disagree (1)
The field coordinator with whom I worked modeled strong professional behavior. (1.000, 16%)	Completely Agree (5)	Agree (4)	Neither Agree or Disagree (3)	Disagree (2)	Completely Disagree (1)
The field coordinator with whom I worked possessed an expected level of knowledge for his or her position. (1.000, 16%)	Completely Agree (5)	Agree (4)	Neither Agree or Disagree (3)	Disagree (2)	Completely Disagree (1)
The field coordinator with whom I worked fulfilled his or her obligations. (1.000, 16%)	Completely Agree (5)	Agree (4)	Neither Agree or Disagree (3)	Disagree (2)	Completely Disagree (1)

CAEP Standard 2.2 Clinical Experience Feedback Form: Field Coordinator's Feedback (updated 11/15/17)

Directions to the Field Coordinator

As part of the College of Education's national accreditation through CAEP (the Council for Accreditation of Education Preparation), the College of Education is required to **collect feedback** from cooperating mentor teachers, field coordinators, and the teacher candidates about your clinical experience:

- CAEP Standard 2.2: Clinical Educators** — Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

CAEP Standard 2.2 Clinical Experience Feedback Form: Field Coordinator's Feedback (updated 11/15/17)

Directions to the Field Coordinator

As part of the College of Education's national accreditation through CAEP (the Council for Accreditation of Education Preparation), the College of Education is required to **collect feedback** from cooperating mentor teachers, field coordinators, and the teacher candidates **about your clinical experience**:

- **CAEP Standard 2.2: Clinical Educators** — Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

Please complete the following feedback rubrics to reflect on your most recent clinical experience with your GVSU teacher candidate (the teacher assistant or student teacher) and their cooperating mentor teacher. Use the following performance levels for each feedback question:

- 5 Completely Agree
- 4 Agree
- 3 Neither Agree or Disagree
- 2 Disagree
- 1 Completely Disagree

Your responses are **confidential** and will be used to improve future candidates' experiences. **There is an option to leave *overall* written comments the top of the feedback page. You also have the option to leave comments associated with individual elements of the feedback rubric by selecting the small dialog-box icon/"Add" button immediately to the right of the rubric elements.**

Please also remember that an "assessment" is not an end goal, nor is it the same as a course grade. Rather, an assessment is a learning tool that demonstrates students' ability to meet course expectations and allows the College of Education to look for ways to improve our programs. An assessment is also not a student satisfaction/opinion survey. Instead, it is a direct measure of student learning and development outcomes. Providing students with access to these assessments ensure all College of Education students have the ability to showcase their progress throughout their program(s) and beyond graduation.

CAEP Standard 2.2 Clinical Experience Feedback: My Experience working with the Teacher Candidate

Element	Completely Agree (5) (5.000 pts)	Agree (4) (4.000 pts)	Neither Agree or Disagree (3) (3.000 pts)	Disagree (2) (2.000 pts)	Completely Disagree (1) (1.000 pt)
The teaching candidate with whom I worked communicated with me clearly and consistently. (1.000, 16%)	Completely Agree (5)	Agree (4)	Neither Agree or Disagree (3)	Disagree (2)	Completely Disagree (1)
The teaching candidate with whom I worked provided/accepted feedback. (1.000, 16%)	Completely Agree (5)	Agree (4)	Neither Agree or Disagree (3)	Disagree (2)	Completely Disagree (1)
The teaching candidate with whom I worked clearly cared about the well-being of the students in the classroom. (1.000, 16%)	Completely Agree (5)	Agree (4)	Neither Agree or Disagree (3)	Disagree (2)	Completely Disagree (1)
The teaching candidate with whom I worked modeled strong professional behavior. (1.000, 16%)	Completely Agree (5)	Agree (4)	Neither Agree or Disagree (3)	Disagree (2)	Completely Disagree (1)
The teaching candidate with whom I worked possessed an expected level of knowledge for his or her position. (1.000, 16%)	Completely Agree (5)	Agree (4)	Neither Agree or Disagree (3)	Disagree (2)	Completely Disagree (1)
The teaching candidate with whom I worked fulfilled his or her obligations. (1.000, 16%)	Completely Agree (5)	Agree (4)	Neither Agree or Disagree (3)	Disagree (2)	Completely Disagree (1)

CAEP Standard 2.2 Clinical Experience Feedback: My Experience working with the Cooperating Mentor Teacher

Element	Completely Agree (5) (5.000 pts)	Agree (4) (4.000 pts)		Neither Agree or Disagree (3) (3.000 pts)	Disagree (2) (2.000 pts)	Completely Disagree (1) (1.000 pt)
The cooperating mentor teacher with whom I worked communicated with me clearly and consistently. (1.000, 16%)	Completely Agree (5)	Agree (4)		Neither Agree or Disagree (3)	Disagree (2)	Completely Disagree (1)
The cooperating mentor teacher with whom I worked provided/accepted feedback. (1.000, 16%)	Completely Agree (5)	Agree (4)		Neither Agree or Disagree (3)	Disagree (2)	Completely Disagree (1)
The cooperating mentor teacher with whom I worked clearly cared about the well-being of the students in the classroom. (1.000, 16%)	Completely Agree (5)	Agree (4)		Neither Agree or Disagree (3)	Disagree (2)	Completely Disagree (1)
The cooperating mentor teacher with whom I worked modeled strong professional behavior. (1.000, 16%)	Completely Agree (5)	Agree (4)		Neither Agree or Disagree (3)	Disagree (2)	Completely Disagree (1)
The cooperating mentor teacher with whom I worked possessed an expected level of knowledge for his or her position. (1.000, 16%)	Completely Agree (5)	Agree (4)		Neither Agree or Disagree (3)	Disagree (2)	Completely Disagree (1)
The cooperating mentor teacher with whom I worked fulfilled his or her obligations. (1.000, 16%)	Completely Agree (5)	Agree (4)		Neither Agree or Disagree (3)	Disagree (2)	Completely Disagree (1)

CAEP Standard 2.2 Clinical Experience Feedback Form: Teacher Candidate's Feedback (updated 11/15/17)

Directions to the Teacher Candidate

As part of the College of Education's national accreditation through CAEP (the Council for Accreditation of Education Preparation), the College of Education is required to **collect feedback** from cooperating mentor teachers, field coordinators, and the teacher candidates **about your clinical experience**:

- **CAEP Standard 2.2: Clinical Educators** — Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

Please complete the following feedback rubrics to reflect on your most recent clinical experience with your cooperating mentor teacher and your university field coordinator. Use the following performance levels for each feedback question:

- 5 Completely Agree
- 4 Agree
- 3 Neither Agree or Disagree
- 2 Disagree
- 1 Completely Disagree

Your responses are *confidential* and will be used to improve future candidates' experiences. **There is an option to leave *overall* written comments the top of the feedback page. You also have the option to leave comments associated with individual elements of the feedback rubric by selecting the small dialog-box icon/"Add" button immediately to the right of the rubric elements.**

Please also remember that an "assessment" is not an end goal, nor is it the same as a course grade. Rather, an assessment is a learning tool that demonstrates students' ability to meet course expectations and allows the College of Education to look for ways to improve our programs. An assessment is also not a student satisfaction/opinion survey. Instead, it is a direct measure of student learning and development outcomes. Providing students with access to these assessments ensure all College of Education students have the ability to showcase their progress throughout their program(s) and beyond graduation.

CAEP Standard 2.2 Clinical Experience Feedback: My Experience working with the Cooperating Mentor Teacher

Element	Completely Agree (5) (5.000 pts)	Agree (4) (4.000 pts)	Neither Agree or Disagree (3) (3.000 pts)	Disagree (2) (2.000 pts)	Completely Disagree (1) (1.000 pt)
The cooperating mentor teacher with whom I worked communicated with me clearly and consistently. (1.000, 16%)	Completely Agree (5)	Agree (4)	Neither Agree or Disagree (3)	Disagree (2)	Completely Disagree (1)
The cooperating mentor teacher with whom I worked provided/accepted feedback. (1.000, 16%)	Completely Agree (5)	Agree (4)	Neither Agree or Disagree (3)	Disagree (2)	Completely Disagree (1)
The cooperating mentor teacher with whom I worked clearly cared about the well-being of the students in the classroom. (1.000, 16%)	Completely Agree (5)	Agree (4)	Neither Agree or Disagree (3)	Disagree (2)	Completely Disagree (1)
The cooperating mentor teacher with whom I worked modeled strong professional behavior. (1.000, 16%)	Completely Agree (5)	Agree (4)	Neither Agree or Disagree (3)	Disagree (2)	Completely Disagree (1)
The cooperating mentor teacher with whom I worked possessed an expected level of knowledge for his or her position. (1.000, 16%)	Completely Agree (5)	Agree (4)	Neither Agree or Disagree (3)	Disagree (2)	Completely Disagree (1)
The cooperating mentor teacher with whom I worked fulfilled his or her obligations. (1.000, 16%)	Completely Agree (5)	Agree (4)	Neither Agree or Disagree (3)	Disagree (2)	Completely Disagree (1)

CAEP Standard 2.2 Clinical Experience Feedback: My Experience working with the University Field Coordinator

Element	Completely Agree (5) (5.000 pts)	Agree (4) (4.000 pts)	Neither Agree or Disagree (3) (3.000 pts)	Disagree (2) (2.000 pts)	Completely Disagree (1) (1.000 pt)
The field coordinator with whom I worked communicated with me clearly and consistently. (1.000, 16%)	Completely Agree (5)	Agree (4)	Neither Agree or Disagree (3)	Disagree (2)	Completely Disagree (1)
The field coordinator with whom I worked provided/accepted feedback. (1.000, 16%)	Completely Agree (5)	Agree (4)	Neither Agree or Disagree (3)	Disagree (2)	Completely Disagree (1)
The field coordinator with whom I worked clearly cared about the well-being of the students in the classroom. (1.000, 16%)	Completely Agree (5)	Agree (4)	Neither Agree or Disagree (3)	Disagree (2)	Completely Disagree (1)
The field coordinator with whom I worked modeled strong professional behavior. (1.000, 16%)	Completely Agree (5)	Agree (4)	Neither Agree or Disagree (3)	Disagree (2)	Completely Disagree (1)
The field coordinator with whom I worked possessed an expected level of knowledge for his or her position. (1.000, 16%)	Completely Agree (5)	Agree (4)	Neither Agree or Disagree (3)	Disagree (2)	Completely Disagree (1)
The field coordinator with whom I worked fulfilled his or her obligations. (1.000, 16%)	Completely Agree (5)	Agree (4)	Neither Agree or Disagree (3)	Disagree (2)	Completely Disagree (1)

