STUDENT TEACHER HANDBOOK

Benedictine College

Atchison, Kansas

Fall 2014
# TABLE OF CONTENTS

- Introduction .................................................................................................................. 1
- Conceptual Framework .................................................................................................. 1
- Oral Communication ...................................................................................................... 2
- Graduation ...................................................................................................................... 2
- Benedictine Performance Assessment ........................................................................... 2
- Student Teacher Placements ......................................................................................... 2
- Partnership Schools ....................................................................................................... 3
- Confidentiality ............................................................................................................... 3
- Dispositions .................................................................................................................... 3
- College Classes ............................................................................................................. 4
- Student Teacher ............................................................................................................ 4
- Cooperating Teacher ..................................................................................................... 5
- BC Clinical Supervisor ................................................................................................. 5
- Transportation/Lunches ............................................................................................... 6
- Dress ............................................................................................................................... 6
- Work Load ...................................................................................................................... 6
- Absences ......................................................................................................................... 6
- Lesson Planning ............................................................................................................ 7
- Teaching ......................................................................................................................... 8
- Evaluation ....................................................................................................................... 8
- BC Evaluation of Student Teacher Knowledge/Performance on KSDE Standards ....... 9
- Comprehensive Exams in Licensure Areas ................................................................... 9
- Grades for Student Teaching ......................................................................................... 9
- Termination/ Extension of Student Teaching ............................................................... 9
- Corrective Conference ................................................................................................... 10
- Modified Teaching Experience .................................................................................... 10
- Licensure ....................................................................................................................... 10
- Principles of Learning and Teaching Test/Content Area Test ...................................... 11
INTRODUCTION

The professional semester is the culmination of the teacher education program. The experience is both meaningful and challenging. Suggestions and requirements presented in this booklet are designed to guide you through this experience. Within the Education Department, we stand ready and willing to help you achieve success. However, it is essential that you realize that ultimately you are responsible for demonstrating that you have achieved the competencies necessary to ensure that you will be successful as a teacher. Have a wonderful semester! Work hard, behave professionally, and show great enthusiasm as you take the final steps on the road to becoming a teacher.

CONCEPTUAL FRAMEWORK

As you know from the years of coursework which have prepared you for student teaching, our program has three overarching goals: 1) to build learning communities where students and teachers make meaningful choices, communicate and collaborate with others, think critically and conceptually, and act justly; 2) to model decision-making processes that are inquiry-based, equitable, and reflect the values of Benedictine communities; and 3) to actively involve the community as a partner in the educational process.

Guided by the goals, our program has identified six performance-based outcomes for future teachers. The Student Teaching Evaluation Scale is divided into these outcomes. You will be evaluated on the extent to which you:

1. Use practices which nurture the whole child/adolescent within the learning community;

2. Use understanding of communication and human behavior to create a classroom community that fosters positive social interaction, collaboration and active inquiry;

3. Respect and promote diversity while creating instructional opportunities that meet the needs of students from diverse cultural backgrounds and those with exceptionalities;

4. Build partnerships with students, colleagues, families and community groups to enhance communication and learning;

5. Plan and assess instruction based upon knowledge of subject matter, students, the community and curriculum goals; and

6. Reflectively build community while continually evaluating the effects of your actions on others and actively seeking out opportunities to grow professionally.

You will be evaluated a minimum of four times by your cooperating teacher, and four times by your clinical supervisor (and two additional times by a faculty member from your department if you are a secondary education major) on the extent to which your performance as a student teacher achieves these outcomes identified by our conceptual framework.
**ORAL COMMUNICATION**

This student teaching course fulfills a general education foundation requirement in Oral Communication for education majors.

**GRADUATION**

Final approval for graduation of education majors is determined by the Committee on Teacher Education. This decision is based on the following criteria:

1. Successful completion of student teaching.
2. Successful completion of the Professional Portfolio, which is the comprehensive examination in education.

To be recommended for Kansas teacher licensure by Benedictine College, candidates must:

1. Successfully complete their education program, and
2. Pass tests required by the Kansas Department of Education for professional knowledge and content area knowledge.

**BENEDICTINE PERFORMANCE ASSESSMENT (BPA)**

You are required to teach a comprehensive multi-week teacher work sample unit as part of student teaching (The Benedictine Performance Assessment [BPA] is a teacher work sample). Before teaching the unit, you will describe contextual factors, identify learning goals based on state or district content standards; develop an assessment plan designed to measure student performance before, during and after the unit; and plan for instruction. Finally, you will need to analyze and reflect on your instructional design, educational context and degree of learning gains demonstrated by your students.

The written artifact you will create documenting this process is the BPA. It is required for your professional portfolio. The rubrics, performance prompts, and teaching process standards used in the BPA were developed by the Kansas State Department of Education and Emporia State University. The BPA is very similar to the Kansas Performance Assessment.

**STUDENT TEACHER PLACEMENTS**

Student teaching placements are made in partnership schools unless extreme circumstances prevail. They are made at partnership schools to ensure student teachers receive the best possible experience in an environment familiar with and receptive to the Education Department’s conceptual framework of “Educators as Builders of Community.” Student teachers’ experiences at the partnership school are conducted under the supervision of a cooperating teacher and a BC clinical supervisor from that school.
**PARTNERSHIP SCHOOLS**

Explicit articulation agreements have been signed between Benedictine College and most of the schools/school districts in which we place student teachers. Such schools/districts include Atchison County Community Schools USD 377, Atchison Public Schools USD 409, Easton USD 449, Jefferson County North USD 339, Leavenworth USD 453, Archdiocesan Schools of Kansas City in Kansas, and Diocesan Schools of Kansas City/St. Joseph, Missouri. However, occasionally student teachers are placed in other schools and districts within a 25-30 mile radius of Atchison. When such placements occur, the partnership between Benedictine College and the school/school district is created at the signing of the contract for placement of the student teacher. To ensure that candidates are placed with cooperating teachers and clinical supervisors who are knowledgeable about our conceptual framework and programs, department faculty make extra visits to the school of placement, we require Blackboard training for cooperating teachers and clinical supervisors, and we frequently use Benedictine College graduates as cooperating teachers and clinical supervisors.

**CONFIDENTIALITY**

From the first visit to the partnership school until the end of the teaching experience the student teacher is considered a member of the staff and is expected to act in a professional manner. During the experience at the partnership school a student teacher is exposed to confidential information. Such information must be held in strictest confidence according to the guidelines of the Family Education Rights and Privacy Act. Loyalty to the cooperating school, school personnel, and students is essential for successful and rewarding experiences. When difficulties and/or problems arise that are related to the student teaching experience, immediately inform the cooperating teacher, the clinical supervisor and the Director of Student Teaching. Work with the cooperating teacher to keep the clinical supervisor informed about problems and progress.

**DISPOSITIONS**

Our vision of the disposition (professional ethics) of program graduates is that they will be “Professionally Responsible Builders of Community.” The failure to act in a professionally responsible way during student teaching is considered grounds for termination of the student teaching placement and assignment of a letter grade of “F” for Ed 491, 492 or 496. As delineated by the Education Department, indicators of professional responsibility include:

1. Being punctual for college and K-12 activities
2. Fulfilling commitments in a reliable and satisfactory manner
3. Respecting and supporting colleagues and supervisors
4. Respecting confidential information
5. Accepting constructive feedback
6. Displaying a positive and enthusiastic attitude about becoming a teacher
7. Dressing professionally
8. Demonstrating the belief that all students are valuable and all students can learn
9. Demonstrating equitable interactions with all students
10. Seeking opportunities to grow professionally
COLLEGE CLASSES

Prior to the first day at the placement sites, student teachers have classes in classroom management, differentiated instruction, and the seminar for student teaching. This is a time to become acquainted with the duties and obligations of a student teacher. It is also a time to review information from previous professional courses that will be put into practice during the student teaching experience.

STUDENT TEACHER

Prior to the professional semester, the student teacher is assigned a placement site and given the name of their clinical faculty member and cooperating teacher. The student teacher is expected to contact their cooperating teacher during the first two weeks of “the block.” Additionally, each student teacher will spend two observation days at the placement site during the third week of the block course. These days provide you with the opportunity to:


2. Explore the facilities of the school such as library, classroom equipment, A-V equipment, while becoming acquainted with special teachers and other staff and support personnel.

3. Procure copies of curriculum guides, textbooks, manuals, etc.

4. Learn your school’s procedures for fire drills, tornado drills, and other critical routines! You may be alone in the classroom with students when these alarms go off for the first time; take this opportunity to prepare for that possibility!

During the observation days use your time in the classroom to:

1. Learn the rules and discipline plan followed by your cooperating teacher (although not all teachers have a formal plan). Take special notice of methods and techniques for establishing classroom management.

2. Become acquainted with the pupils and their special needs by observing and working with individual pupils.

3. Assist the teacher with display areas, checking papers, playground, lunchroom, and other routine duties.

4. Visit with your cooperating teacher about what course or courses you will teach during the first full week of student teaching (that way you can get started planning for it during the last week of the block).

5. Become acquainted with textbooks and available materials and resources.
During the first full week at the placement site student teachers normally begin teaching one class (this varies and occasionally a cooperating teacher will give the student teacher a couple more days to observe). Student teachers continue to add classes gradually until taking over the full-time teaching schedule. The timetable for teaching should be developed by the student teacher, the cooperating teacher, and the BC clinical supervisor. Our expectation is that each student teacher will have a minimum of three weeks of teaching the whole class all day.

Required dates for the on-site student teaching experience are outlined in the “Student Teaching Calendar.” The student teacher is expected to spend --- at a minimum --- the amount of time each day at the partnership school that their cooperating teachers are required to spend. Student teachers pursuing licensure in special education will be required to complete additional on-site experience.

**COOPERATING TEACHER**

Cooperating teachers are jointly determined by Benedictine College and the administration of the school district. Prior to, or on the first site visit by the student teacher, the cooperating teacher will receive a copy of the student teacher's autobiography, evaluation forms and handbook. A responsibility of the student teacher is to communicate appropriately on a daily basis with the cooperating teacher to build an educational team to meet the needs of the class.

It is the cooperating teacher who provides the classroom setting for initial observations, acquaints the student teacher with the policies of the school, makes introductions to other school personnel, helps to plan for instruction, assists in locating available materials, gives encouragement to use various techniques in teaching, encourages self evaluation, gives constructive criticism and suggestions for improvement, aids in maintaining acceptable discipline, and helps to build self-confidence in the beginning teacher. Our cooperating teachers are experts and many have served as mentors to multiple Benedictine College student teachers.

The student teacher can attain greater success by arranging for daily conferences with the cooperating teacher for the purpose of sharing plans for instruction, seeking suggestions for improvement, and evaluating student teaching progress and the progress of the pupils.

**BC CLINICAL SUPERVISOR**

A faculty member at the partnership school is appointed to serve as the BC Clinical Supervisor. Our clinical supervisors have been selected because of their demonstrated excellence as educators and familiarity/rapport with our conceptual framework of “Educators as Builders of Community.” Often, clinical supervisors are graduates of Benedictine College. The clinical supervisor coordinates the efforts of the Education Department and the cooperating school to provide for the best possible teaching experience. The supervisor serves as a liaison between the student teacher and the cooperating teacher to promote a good working relationship.

The BC clinical supervisor will visit the classroom at least four times during the student teaching experience to observe the progress of the pupils under the direction of the student
teacher. These visits are followed by conferences to provide feedback with regard to planning, teaching, and evaluating. The BC clinical supervisor serves as a sounding board for new ideas, giving encouragement to try a variety of instructional methods and techniques. Any problems encountered in the teaching experience should be relayed to the clinical supervisor during these conferences. Many of our clinical supervisors are graduates of our M.A. in School Leadership program and are immensely knowledgeable in regards to program outcomes and expectations.

**TRANSPORTATION/LUNCHES**

The student teacher is responsible for transportation to and from the cooperating school. If student teachers pool rides they are expected to share expenses with the driver.

The student teacher may purchase lunches at the school cafeteria or carry a lunch. If room and board has been paid at the college, the student teacher should contact the Director of Student Teaching for information.

**DRESS**

Dress should be appropriate for the position, community, and the school situation. It is the responsibility of the student teacher to observe school policy with regard to faculty dress. If possible, you should try to dress more professionally than faculty at your respective school. Such faculty members have already demonstrated their abilities as teachers. Your efforts to demonstrate your competencies must begin with a professional appearance.

**WORK LOAD**

The student teaching calendar will be distributed at the beginning of the professional semester. It is important that it be observed carefully. The working day will be identical to that of regular faculty members at the cooperating school. Holiday schedules will follow the school's published calendar. It will be the responsibility of the student teacher to make the necessary room and board arrangements allowing them to fulfill requirements during their student teaching semester. College scheduled activities and holidays do not exempt student teachers from their obligation to the assigned student teaching schedule.

Activities such as faculty meetings, parent-teacher conferences, and in-service programs, are essential aspects of the teaching experience. Student teachers are required to participate in these activities to the fullest extent possible.

**ABSENCES**

If a student teacher is absent due to illness it is essential that the school, the cooperating teacher, the clinical supervisor, and the Director of Student Teaching be notified as soon as possible. Each student should obtain the telephone numbers for each of these parties. The failure to notify personnel at the partnership school of your absence prior to the beginning of the school day may result in the termination of your student teaching experience.
It is imperative that unavoidable absences such as those due to hazardous driving conditions or school closings be reported also. The Director of Student Teaching must be notified of these and of any changes in daily schedule or calendar. Unexcused absences indicate a lack of responsibility and may result in either the termination of the student teaching experience or the extension of student teaching time.

**LESSON PLANNING**

The best teaching is based upon careful planning. For this reason much emphasis is placed upon instructional planning. Lesson plans are essential to give direction to teaching and to provide for greater pupil growth. Nothing can contribute more to confidence in teaching than careful planning which is designed to meet specific objectives.

During the early weeks of student teaching (when student teachers are responsible for teaching some, but not all, subjects) it is expected that their written lesson plans will be extremely detailed. As the student teaching experience progresses, some reduction in written detail may be allowed. At a minimum, lesson plans must include the following elements:

A. Objectives - these should be stated behaviorally  
B. Accommodations - describe accommodations that will be needed  
C. Materials - list what resources will be used in teaching the lesson  
D. Activities - a complete description of what is to occur during the lesson  
E. Assessment - describe how you will evaluate the success of your lesson

Elementary and secondary candidates will create thoughtful lesson plans that identify standards, lesson objectives, and learning targets. Candidates will also be able to identify accommodations and modifications needed for individual learners. The introduction for each lesson should access prior knowledge and motivate students to learn. The plan should also include instructional input and scaffolding as candidates check for understanding and move students to guided practice and independent work. Finally, the lesson plan should include closure, which includes discussion and assessment. Additionally, candidates will reflect on the effectiveness of each lesson plan for future revisions.

It is expected that the student teacher will discuss long range and daily plans with the cooperating teacher for possible suggestions so that needed changes can be made before teaching the lesson. Also the BC clinical supervisor will examine the plans with the student teacher to determine if the objectives were met, if there was use of a variety of materials and techniques, and if pacing was adequate to achieve the best possible results.

Lesson plans should be completed by Friday for the following week, and reviewed daily. Copies of lesson plans should be given to the cooperating teacher and to the clinical supervisor for those lessons he/she observes. **Failing to provide requested lesson plans for cooperating teachers is evidence of a lack of professionalism on the student teacher’s part.** **Failing to provide lesson plans and necessary materials to your cooperating teacher/substitute on a day when you are ill is also evidence of a lack of professionalism on your part.**
TEACHING

• Direct questions to the whole class and then call on individuals.

• Vary voice tone and volume.

• Get attention of the class before you begin.

• Move about the room while talking.

• Be enthusiastic enough to make it contagious.

• Be consistent.

• Use soft, firm tones that mean action when correcting pupils.

• Love the pupils, discipline the behavior.

• Try not to talk above noise, drop your voice in a noisy setting.

• Do not punish the group for the misbehavior of one.

• Avoid reprimanding pupils in front of others. Speak to them privately.

EVALUATION

Self-evaluation is an important part of the student teaching experience. It is essential to learn to analyze one's own performance to capitalize on strengths and identify weaknesses in order to make improvements. The cooperating teacher is the focal person in promoting this self-evaluation for professional growth. The BC clinical supervisor is also instrumental in the evaluation process. In both cases the most effective means for evaluation is the conference.

The conference with the cooperating teacher should be scheduled on a regular daily basis. Much of the time spent in conference will be devoted to discussion of plans for instruction and suggesting the most effective materials and procedures to accomplish the objectives. Other topics for discussion include methods of presentation, techniques for evaluating the progress of the pupils, pupil interest, pupil response, and pupil discipline. If the cooperating teacher does not initiate such conferences the student teacher should request them.

You will be evaluated in writing four times by your cooperating teacher and four times by your clinical supervisor. Each time these individuals will discuss your evaluation with you. You will also write your own reflections regarding your areas of strength and areas for future growth on these forms. Write these reflections on the last page of the student teaching evaluation scale prior to your conference.
You are responsible for returning these evaluations to the Director of Student Teaching by dates established in the Student Teaching Calendar. We must receive separate evaluations from your clinical supervisor and your cooperating teacher for each due date.

**BC EVALUATION OF STUDENT TEACHER KNOWLEDGE/PERFORMANCE ON KSDE STANDARDS**

At the end of the student teaching semester, in addition to the final student teaching evaluation scale, we ask your cooperating teacher to evaluate you using a special form, the *BC Evaluation of Student Teacher Knowledge/Performance on KSDE Standards*. This scale is specific to the particular licensure area (Elementary Education, English, French, Spanish, etc.). One of the co-chairs will also evaluate you using the same form at a special meeting held approximately a week before the end of student teaching. You must receive a passing grade on this evaluation as well as your final student teaching evaluations scale to successfully pass student teaching.

**COMPREHENSIVE EXAMS IN LICENSURE AREAS**

During student teacher block, you will need to successfully complete the comprehensive exam specific to your licensure area. This is a multiple-choice exam written by department chairs to assess mastery of the various KSDE licensure standards. There is no charge for this exam.

**GRADES FOR STUDENT TEACHING**

Grades for student teaching are determined by the Benedictine College faculty member assigned responsibility for the respective student teaching course (Ed 491, Ed 492, Ed 496). Grade recommendations from the cooperating teacher and clinical supervisor are considered in determining the student teacher’s final grade. Grades of "D" or “F” mean that the student teacher will not be recommended for licensure.

**TERMINATION/ EXTENSION OF STUDENT TEACHING**

The Education Department can terminate a student teaching placement. Students are withdrawn when professional responsibilities have not been fulfilled or performance is inadequate. Partnership school faculty or BC education faculty may initiate withdrawal procedures by stating the request and reasons in writing. The request is forwarded to the Co-Chairs of the Education Department who present it to the department faculty for deliberation and action. In the case of a school-initiated request, clinical supervisors and the school principal are involved in the final decision. Student teaching placements may be terminated, changed, or extended.

In cases when the student teacher has had excessive absences or is borderline in terms of demonstrating the competencies of a good beginning teacher, an extended experience may be required.
It is important for student teachers to realize that the burden of proof is on you for demonstrating that you have acquired the skills and dispositions needed to be a successful teacher. A failure to act responsibly or behave in a professional manner will be regarded as evidence to the contrary and may result in the termination of the student teaching experience.

**CORRECTIVE CONFERENCE**

Should a recurring pattern of inadequacy in dispositions occur during student teaching, a conference will be held with the student teacher, cooperating teacher, clinical supervisor, and appropriate Education Department member to develop a corrective plan. The student teacher should understand that this situation is judged to be critical and a serious attempt must be made to correct the dispositions within the next five days. If the inadequacy persists beyond this week, further action may be taken, including the termination of student teaching.

**MODIFIED TEACHING EXPERIENCE**

A student teacher who has not demonstrated adequate proficiencies to pass student teaching may be allowed to petition in writing the Associate Dean requesting a substitution of ED 497 Modified Teaching Experience for ED 492 (Elementary Student Teaching), ED 496 (Secondary Student Teaching) or ED 491 (Student Teaching of Individuals With Exceptionalities) provided that a majority of Education Department faculty votes in favor of the substitution. Students who request this substitution will not be eligible for teacher licensure.

**LICENSURE**

Benedictine College does not license teachers. The college recommends the applicant for licensure and the Kansas State Department of Education (KSDE) issues the teaching license. The licensure process will be explained, in detail, before the student completes the professional semester.

**Application process:**

1. Pass the professional educational examination (presently the PLT) and the content area exam (varies according to area of licensure) required by the State of Kansas. We strongly recommend that you take these examinations early so you will be eligible for licensure when you finish student teaching (or have time to re-take the examination should you fail on your first try). *It is important that you request Benedictine College (#6056) as a score recipient when registering for these tests.*

2. Students seeking Kansas licensure must be fingerprinted and submit copies of their prints to the Kansas Bureau of Investigation and the Federal Bureau of Investigation. The Kansas State Department of Education must receive clearance from each of these agencies prior to issuing your teaching license. At this point in time, the process takes a few weeks. We strongly recommend that you be fingerprinted six weeks prior to the end of student teaching so you will be eligible for certification when you complete student teaching. Fingerprinting currently costs $50.00 payable to the Kansas State Department of Education.
3. Request an application for a teaching license from the state’s educator licensing department of the state in which one wishes to teach. (Kansas applications can be processed online after getting necessary registration information from the Education Department of the college.)

If the teaching license is not received within eight weeks, the Kansas State Department of Education should be contacted directly. If KSDE questions one's eligibility for licensure, such notification should be sent to the Co-chairs of the Education Department at Benedictine College and the problem will be pursued from there.

When a license is received, the date of expiration should be noted. Licensure handbooks and/or the school principal will assist in determining the requirements for renewal of licensure in a particular state.

When the teacher moves to another state, it is necessary to apply for licensure in that state even if your license from the previous state is still valid.

The Teacher Education Program at Benedictine College is accredited by the Kansas State Department of Education and by the National Council for Accreditation of Teacher Education (NCATE)/Council for the Accreditation of Educator Preparation (CAEP). Students who complete all of the requirements of the approved programs normally can be readily licensed in most states for the subject area and level in which training was received. However, Benedictine College Education Department cannot guarantee automatic licensure in all states. Many states now have specific and unique requirements such as successful completion of state or national tests. Another new requirement in some states is an Internship Program for the beginning teacher. Some states grant provisional licensure for one or two years until the applicant completes a state history or government class. At this point in time it is very unusual for a graduate of the program to fail to receive the appropriate license.

**PRINCIPLES OF LEARNING AND TEACHING TEST (PLT)**

Benedictine teacher candidates are required to receive a passing score, currently 160, on the Principles of Learning and Teaching Test (PLT) to qualify for licensure through the Kansas State Department of Education. KSDE requires students to take the appropriate PLT test for their level of license, K-6 or 7-12. Ordinarily, students take the PLT just prior to or during their student teaching semester. PLT information is available through the Education Department Office (FAC 212). The test is administered at colleges and universities in the area.

**CONTENT AREA TESTS**

The Kansas State Department of Education requires all candidates for teaching licenses to complete content area assessments (examinations). See the Education Department Administrative Assistant (FAC 212) for information about these test
Student Teacher ________________________  Grade Level ________________
Evaluator _____________________________  Program: (circle one)
Role of Evaluator: (check one)          Special Ed  Regular Ed
_____ Clinical Faculty  _____ College Faculty
_____ Cooperating Teacher
Setting/Building: ______________
Date: _____________________

<table>
<thead>
<tr>
<th>Unsatisfactory (1)</th>
<th>Basic (2)</th>
<th>Proficient (3)</th>
<th>Distinguished (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student teacher does not appear to understand the concepts underlying the indicator and/or does not apply the indicator at an acceptable level.</td>
<td>The student teacher appears to understand the concepts underlying the indicator and attempts to implement it. Implementation is intermittent and/or not entirely successful.</td>
<td>The student teacher clearly understands the concepts underlying the indicator and implements it well. Implementation is consistent and effective.</td>
<td>The student teacher has demonstrated an exemplary ability to understand and apply this indicator.</td>
</tr>
</tbody>
</table>

**Knowledge.** The BC student teacher understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches.

a. Demonstrates knowledge of the subject area(s). 1 2 3 4
b. Makes connections between the subject and other disciplines. 1 2 3 4

**Skills.** The BC student teacher uses a variety of instructional strategies to create meaningful educational experiences that substantively increase student learning.

a. Provides adequate “wait time” following questions. 1 2 3 4
b. Successfully engages all students in activities and discussion. 1 2 3 4
c. Instructional groups are varied, as appropriate to different instructional goals. 1 2 3 4
d. Demonstrates knowledge of strategies for teaching the subject(s). 1 2 3 4
e. Uses a variety of techniques for facilitating student understanding. 1 2 3 4
f. Uses questioning techniques to stimulate higher order thinking. 1 2 3 4
g. Transitions occur smoothly with little loss of instructional time. 1 2 3 4
h. Uses various technologies to help students learn. 1 2 3 4

**Dispositions.** The BC student teacher is a professionally responsible builder of community who models the altruistic values and characteristics desired for students.

a. Displays a positive attitude about the profession, school and community. 1 2 3 4
b. Respects confidential information. 1 2 3 4
c. Accepts constructive feedback and acts to incorporate suggestions into teaching. 1 2 3 4
d. Models correct grammar in written and oral communication. 1 2 3 4
e. Dresses professionally. 1 2 3 4
f. Is punctual in meeting all professional responsibilities. 1 2 3 4
1. The BC student teacher uses practices which nurture the whole child/adolescent within the learning community.
   a. Builds positive relationships with students. 1 2 3 4
   b. Provides praise and encouragement to students. 1 2 3 4
   c. Persists in trying alternative approaches for students having difficulty. 1 2 3 4
   d. Encourages students to explore questions and topics that are personally meaningful. 1 2 3 4

2. The BC student teacher uses his/her understanding of communication and human behavior to create a classroom community that fosters positive social interaction, collaboration and active inquiry.
   a. Uses cooperative learning strategies effectively. 1 2 3 4
   b. Interactions are appropriate to age/developmental level of students. 1 2 3 4
   c. Provides students with opportunities to extend themselves to higher levels of performance. 1 2 3 4
   d. Demonstrates clear and appropriate verbal communication with students. 1 2 3 4
   e. Effectively manages student behavior in the learning environment. 1 2 3 4
   f. Demonstrates fair, clear, and consistent behavioral expectations. 1 2 3 4

3. The BC student teacher respects and promotes diversity while creating instructional opportunities that meet the needs of students from diverse cultural backgrounds and those with exceptionalities.
   a. Demonstrates equitable interaction with all students regardless of gender, ethnicity, religion, or exceptionality. 1 2 3 4
   b. Demonstrates an understanding of exceptionalities and inclusion in the classroom. 1 2 3 4
   c. Displays respect for and interest in the cultural heritage of students. 1 2 3 4
   d. Provides for individual differences in learning styles. 1 2 3 4
   e. Promotes multiculturalism through instruction. 1 2 3 4

4. The BC student teacher builds partnerships with students, colleagues, families and community groups to enhance communication and learning.
   a. Integrates students’ viewpoints, experiences, cultures and community resources into teaching. 1 2 3 4
   b. Assists students and colleagues with school projects that benefit the community outside the classroom. 1 2 3 4
   c. Builds positive relationships with students’ parents. 1 2 3 4
   d. Builds positive relationships with school staff. 1 2 3 4
5. The BC student teacher plans and assesses instruction based upon knowledge of subject matter, students, the community and curriculum goals.
   a. Effectively plans lessons, addressing student needs and curriculum goals. 1 2 3 4
   b. Provides accurate, constructive, and timely feedback to each student. 1 2 3 4
   c. Effectively assesses instruction, using multiple forms of assessment. 1 2 3 4

6. The BC student teacher is a reflective builder of community who continually evaluates the effects of her/his actions on others and who actively seeks out opportunities to grow professionally.
   a. Works to build a learning community within the classroom. 1 2 3 4
   b. Works to contribute to the school’s learning community. 1 2 3 4
   c. Works to include the local community in his/her teaching. 1 2 3 4
   d. Continually evaluates the effects of her/his choices on others. 1 2 3 4
   e. Seeks out opportunities to grow professionally. 1 2 3 4
   f. Makes specific suggestions as to what he/she may do to improve in the future. 1 2 3 4

OVERALL EVALUATION OF STUDENT TEACHER 1 2 3 4

COOPERATING TEACHER/CLINICAL SUPERVISOR ASSESSMENT OF STUDENT TEACHER

Strengths:

Areas for Improvement:
Please have the student teacher complete the self-assessment portion below prior to the evaluation conference so it can serve as a basis for discussion.

STUDENT TEACHER SELF-ASSESSMENT

Strengths:

Areas for Improvement:

We discussed the evaluation and reflections on _________________________________.

(Date)

________________________________________ ________________________________
Signature, Clinical Faculty/Cooperating Teacher Signature, Student Teacher