RECERTIFICATION STUDENT TEACHING HANDBOOK

GUIDELINES FOR RECERTIFICATION STUDENT TEACHERS AND THEIR COOPERATING TEACHERS AND COLLEGE SUPERVISORS

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Academic Year
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The recertification student teaching is a component of the Nebraska recency requirement for in-state or out-of-state teacher-certification applicants whose teaching certificate has expired for five or more years. The recency requirement includes fifteen semester credit hours as follows: (a) a course in instructional techniques; (b) a practicum consisting of one hundred or more clock hours of contact with students in the classroom setting, fifty percent of which shall consist of performing instructional duties; (c) a course or courses which address current issues in education, including but not limited to, special education, gifted education, reading and writing in the content area, and school law; and (d) remaining course work directly related to the applicant’s area of endorsement on his or her expired certificate (Department of Education Publications, 2011).

Recertification student teaching involves a minimum of 15 full (all-day) consecutive days (3 weeks) of recertification student teaching experience in an accredited or approved school. This experience must be overseen by an experienced teacher (with a minimum of three years’ teaching experience) and must be done in a classroom within the grade range and field or subject of previous endorsement. It is begun after completion of the required twelve (12) credit hours of graduate coursework.

If the candidate has a valid substitute certificate, this recertification student teaching may be accomplished in the role of long-term substitute, provided the assignment is for 3 weeks in the same classroom and at the grade level and area of certification. In the event that the candidate is teaching on a certificate with deficiencies or as a long-term substitute, the school principal or another school representative may act in the capacity of cooperating teacher for purposes of evaluation.

It is recommended that the candidate observe the cooperating teacher for a short period of time (one or two days) and then begin to become actively involved in the classroom. It is expected that, by the end of the 3 weeks, the candidate will have planned and taught lessons and preferably have taken control of the regular day’s schedule.

The purpose of this recertification student teaching is to provide an experienced teacher — whose certificate has been expired for five or more years — fresh experience in the classroom and thereby prepare him/her to reenter the profession. Active involvement in the classroom is critical.

Application for certification may be made after all coursework and the recertification student teaching have been completed.

INTRODUCTION

The Peru State College Teacher Education program faculty view the teacher as a rational and effective decision-maker. The effective decision-maker in the K-12 setting must have a solid cognitive knowledge base in such areas as learning theory, child and adolescent growth, educational planning, educationally diverse groups, exceptional learners, culturally diverse groups, educational technology, curriculum development and human relations.
The candidate for recertification will be prepared to carry out the instructional role of professional decision-maker in a personal, caring manner. We believe that the effective instructional decision-maker will be prepared to carry out the following teaching functions:

1. Select curricula based on student needs.
2. Actively listen to student concerns and expressed needs.
3. Establish academic focus.
4. Communicate to students the structure of the knowledge being studied.
5. Challenge and motivate students to higher learning goals.
6. Select appropriate learning activities based on student needs and the learning situation.
7. Check for student comprehension; provide student feedback.
8. Help students reflect on their thoughts and ideas.
9. Affirm and support students in their learning efforts.
10. Organize and manage the classroom to optimize academically engaged time.
11. Develop analytical and evaluative processes in students.

The Peru State College School of Education is indebted to the public and private schools which accommodate our students and provide a laboratory for this most important phase of our program. This cooperative effort is imperative for a successful teacher education program.

This handbook is intended to be a guide for all those involved in a Peru State College recertification student teaching experience. It was developed to provide recertification candidates, cooperating teachers, college supervisors, and all others the necessary information for a successful recertification student teaching. Suggestions for the improvement of this handbook may be forwarded to the School of Education.

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RECERTIFICATION STUDENT TEACHING

COURSE DESCRIPTION

EDUC 409/509 Recertification Student Teaching: This course is designed for those persons whose teaching certificate has expired for more than five years. The course will provide the opportunity for the person to spend a minimum of three weeks in a K-12 classroom to become reacquainted with students and classroom procedures. EDUC 409/509 will fulfill the State Department of Education practicum requirement for renewal of an expired certificate.

RATIONALE

The recertification student teaching provides an opportunity for the teacher who has been away from teaching for an extended period of time to refresh his/her professional skills before seeking employment in a school. The candidate is assigned to a school, under the competent guidance of a cooperating teacher, for three full weeks, after having completed the course work required for recency. The candidate is expected to take a major part in actual classroom experiences. The candidate participates by observing, teaching, and evaluating the same activities as the regular classroom teacher.

OBJECTIVES

In keeping with the overall goal of the teacher education program at Peru State College, the candidate for recertification should be a teacher who can (a) analyze content and curriculum from a scholarly perspective, (b) assess/diagnose students' needs from a cultural perspective, (c) plan instruction that is scholarly, appropriate for the student's developmental level, and interesting, (d) implement instruction using effective teaching skills, and (e) evaluate instruction and communicate learning progress to students and their parents. In addition, the candidate should have a professional disposition to be a life-long learner and role model.

The following objectives provide direction for reentry preparations. The candidate should be fully prepared to:

1. Select curricula based on student needs;
2. Actively listen to student concerns and expressed needs;
3. Establish academic focus;
4. Communicate to students the structure of the knowledge being studied;
5. Challenge and motivate students to higher learning goals;
6. Select appropriate learning activities based on student needs and the learning situation;
7. Check for student comprehension; provide student feedback;
8. Help students reflect on their thoughts and ideas;
9. Affirm and support students in their learning efforts;
10. Organize and manage the classroom to optimize academically engaged time;
11. Develop analytical and evaluative processes in students.

As the recertification candidate and cooperating teacher prepare for, implement, and assess the recertification student teaching, these objectives guide them in their planning and decision making in order to guarantee the best possible professional refresher.

TERMINOLOGY

RECERTIFICATION CANDIDATE - a teacher whose certificate has expired five or more years and who is taking the necessary steps to establish recency as set forth by the Nebraska Department of Education.

COOPERATING TEACHER - a fully qualified, experienced (3 or more years), state-certified teacher (or administrator) in a public or private school who guides the development of and assists with the supervision and evaluation of a recertification candidate.
COLLEGE SUPERVISOR - a professionally qualified representative of Peru State College serving in the capacity of either full-time or adjunct faculty member who visits, consults with, and evaluates the progress of a recertification candidate during the recertification student teaching in the cooperating school.

COOPERATING SCHOOL - a fully accredited public or private school that works jointly with Peru State College to direct the teaching activities of a recertification candidate.

RECERTIFICATION STUDENT TEACHING - a period of directed teaching experience under the guidance of a cooperating teacher and college supervisor.

ADMISSION TO RECERTIFICATION STUDENT TEACHING

Candidates must submit an application for admission to EDUC 409/509 at least eight (8) weeks prior to the anticipated start date of the recertification student teaching. The application form is included in this handbook. To qualify to do the recertification student teaching, the candidate must have completed the following:

1. A course in instructional techniques
2. A course or courses which address current issues in education, including but not limited to, special education, gifted education, reading and writing in the content area, and school law
3. Any remaining coursework needed to meet the required twelve (12) semester credit, to be chosen from the list of courses on the Credit Approval Form.

NOTE: It is highly recommended that the recertification student teacher have professional liability insurance. The Director of Field Experiences has information about low-cost professional liability insurance for any recertification student teacher who does not have his/her own policy.

SELECTION OF PLACEMENT SITES

Recertification student teaching placement assignments are made through the combined efforts of the Peru State College Director of Field Experiences and representatives of fully accredited public and private schools. The application for recertification student teaching process must be submitted at least eight (8) weeks prior to the anticipated start date in order to allow time for confirmation of placement, registration for EDUC 409/509, and the hiring of a college supervisor.

Applicants for recertification student teaching are asked to indicate their school district/building preference. The Director of Field Experiences will make arrangements for the experience based on preferences listed on the application. In making recertification student teaching assignments, first consideration will be given to obtaining a location that will provide the best possible experience for the recertification candidate. In addition, applicants for the recertification student teaching who are requesting out-of-area (outside of Nebraska or more than 100 miles from Peru NE) must provide all demographic information necessary to allow contacts to be made by the Director of Field Experiences. They must also provide information that will help facilitate the hiring of a college supervisor. If the cooperating teacher requires payment for his/her work with the recertification candidate, the recertification student teacher will be required to pay the cooperating teacher. If the college supervisor requires payment beyond what Peru State College normally pays, then that too will be the responsibility of the recertification student teacher completing the experience out of the area.

Requests for secondary school placements in a school building at the recertification student teacher attended will not be considered. The length of time since high school graduation is a mitigating factor in this decision. Likewise, requests for placement in school buildings where close relatives of the applicant are students, faculty, school board members, or administrators will not be considered. If this situation is determined to exist after the placement is made, or even after the recertification student teaching experience has begun, the Director of Field Experiences may require the recertification student teacher to withdraw and complete the experience at another school and, possibly, in another semester. Those applicants who desire special consideration in these matters should consult with the Director of Field Experiences before making application for admission to recertification student teaching.
SELECTION OF COOPERATING TEACHERS

Through the efforts of Peru State College personnel and cooperating school personnel as well as requests from recertification student teachers, cooperating teachers who will best facilitate the recertification student teaching are selected. A cooperating teacher is an experienced teacher who has volunteered to accept this particular recertification student teacher. The cooperating teacher must have at least three years of teaching experience in the subject area/grade level of the recertification student teaching experience. It is preferable that the cooperating teacher has at least three years of experience in the school where the recertification student teaching will occur.

Cooperating teachers are asked to review the responsibilities of a cooperating teacher, as presented in this handbook.

FIELD-PLACEMENT (PRACTICUM OR STUDENT TEACHING) TERMINATION POLICY

The following procedures will be used when a Peru State College teacher candidate is removed from a clinical field experience. At the request of a Peru State College Supervisor, the cooperating teacher, the principal, or the Director of Field Experiences, a request for removal from a clinical experience may be initiated. A request for removal may be initiated in the event a teacher candidate fails to exhibit the dispositions and behaviors appropriate to the profession.

When one or more of the above mentioned individuals have made a determination that a major concern exists, a conference or telephone consultation by the Director of Field Experiences is held with the teacher candidate and other involved parties. During this conference, the differing views of the situation will be discussed and a determination will be made whether or not the teacher candidate will be removed from the field placement. The Director of Field Experiences is ultimately responsible for the final decision regarding continuation in a field placement setting.

If the decision is to leave the teacher candidate in the classroom, a written list of recommendations and/or requirements for improvement and a timeline for implementing these recommendations and/or requirements will be provided to the teacher candidate. If these improvements are made during the timeline that is established, the clinical field experience may be considered a success.

If the decision is made to remove the teacher candidate at that time, the steps to be followed are listed below in the “Removal from Field Placement” section. The practicum candidate or student teacher will be provided with the reasons for the removal in writing.

If the cooperating teacher and college supervisor feel that additional time is needed to verify the teacher candidate has met the requirements, the practicum or student teaching experience may be extended for an appropriate period of time. If it is judged by the cooperating teacher and the college supervisor that improvement is not being made, the decision will be made to remove the teacher candidate from the assignment. The teacher candidate will be provided with the reasons for the removal in writing.

Removal from Field Placement

If a teacher candidate is removed from his/her field placement, the Teacher Education Admission and Retention Committee will formally meet to evaluate the candidate’s ability to continue in teacher education.

The Director of Field Experiences and/or school personnel will provide the committee with written documentation of the concern(s) that has/have resulted in removal from the clinical field experience. The Director will also make a recommendation to the committee about the teacher candidate’s status in teacher education and the candidate’s eligibility for a second placement.

A letter from the chairperson of the Teacher Education Admission and Retention Committee shall inform the teacher candidate when and where the meeting will be held. The teacher candidate may choose to attend the meeting and provide information he or she feels supports his/her case.

During the meeting, the committee will consider the evidence submitted on behalf of the candidate and discuss the evidence with the candidate if he/she chooses to attend the meeting. The committee will then meet in closed session to develop a
Recommendation that will be forwarded to the Dean of Education for consideration. The Chair of the Admission and Retention Committee will notify the Dean in writing of the committee’s recommendation.

If a teacher candidate is removed from an assignment, the following options are available for consideration and recommendation by the Teacher Education Admission and Retention Committee:

1. **Official Withdrawal** - the teacher candidate can officially withdraw from the practicum or student teaching and a "W" (Withdrawn) will be entered on the transcript.
2. **Removal from the Clinical Field Experience** – the teacher candidate will be removed from the clinical field experience with the final grade as “NC” (No Credit).
3. **Removal from Teacher Education Program** – the teacher candidate will be removed from the Peru State College Teacher Education program with the reported final grade for the clinical field experience being “NC” (No Credit).

Options One and Two can be recommended for a teacher candidate who has been removed from his/her initial field placement. Option Three is generally reserved for a candidate who has been removed from his/her second field placement, although this option can be recommended for a candidate who has been removed from his/her initial placement if the seriousness of the situation warrants.

All recommendations of the Teacher Education Admission and Retention Committee are submitted to the Dean of the School of Education, who shall make the final decision regarding the teacher candidate’s status. A written statement of the Dean’s decision will be communicated to the teacher candidate. Proof of receipt of the written decision will be made with the return of a U.S. Post Office receipt for a registered letter.

Candidates who disagree with a decision related to a removal from a field experience may file an appeal under these procedures:

**Program Decision Review**: This process is available only to review allegedly unfair decisions, not mere difference of opinion regarding the professional judgment of individuals who made the decision. A decision related to a removal from a field experience may be considered unfair if the decision:

1. Was based on factors other than performance in program courses, experiences, or other activities and/or compliance with teacher education program requirements;
2. Involved more exacting or demanding standards than were applied to other students in teacher education; or

Should the candidate wish to appeal the Dean’s decision, he/she may follow Step 3 of the Student Grade Appeals Procedure in the PSC Student Handbook, which states:

**Step 3. Faculty Senate Review**: The student or the instructor may appeal the Dean’s decision. Such appeal must be filed in writing and submitted to the Vice President for Academic Affairs within five (5) working days of receipt of the Dean’s decision, with copies to the instructor, the student, and the Dean. The written appeal shall deal only with the part or parts of the Dean’s decision that the appellant disputes. New evidence, information, or supporting documents cannot be included as part of the appeal except when it is established that such information was not available at the time of the original appeal. The Vice President for Academic Affairs will submit the appeal to the Faculty Senate for review. The Faculty Senate may interview the student, the instructor, the Dean and other appropriate persons, but only to discuss the issues in dispute in the appeal. The Faculty Senate will submit a written decision to the student, the instructor, and the Dean within ten (10) working days of receipt of the appeal. The decision of the Faculty Senate is the final decision of the College.

(p. 13)

If either option One or Two is recommended, the teacher candidate will be responsible for payment of credit hours associated with the clinical field experience for that term. The candidate will be given a second opportunity to apply for and enroll in the
clinical field experience once a remediation plan is successfully completed. The Director of Field Experiences will develop the remediation plan, based upon the specific factors that led to the teacher candidate’s removal from the clinical field placement. The remediation plan will provide opportunities for the teacher candidate to develop effective strategies for success.

Once the remediation plan is successfully completed, as determined by the Director of Field Experiences, the teacher candidate may reapply for and reenroll in the clinical field experience. In these situations, the teacher candidate will be placed in a different school/district. If the actions and/or dispositions of the teacher candidate lead to the non-voluntary removal from the second clinical field placement, the teacher candidate will be automatically removed from the program as listed in Option Three.

Appeals – See Peru State College Student Handbook

PROFESSIONAL ETHICS FOR RECERTIFICATION STUDENT TEACHERS

Believing in the worth and dignity of each human being, you should embrace and accept the responsibility to adhere to the highest ethical standard. Rule 27, Title 92, 004 Standards of Ethical and Professional Performance for Holders of Public School Certificates states the mandate for all Nebraska educators and provides standards by which Peru State College judges recertification student teacher conduct.

Please be advised that under the code of professional and ethical behavior it is inappropriate under any circumstances for the recertification student teacher to discuss any issues related to his/her students with anyone except the cooperating teacher or college supervisor.

If there is a problem between the recertification student teacher and the cooperating teacher, the recertification student teacher should discuss this only with the college supervisor. The college supervisor will suggest a course of action.

If there is a problem between the recertification student teacher and the college supervisor, it should be discussed only with the Director of Field Experiences or the Dean of the School of Education.

THE NATURE OF THE RECERTIFICATION STUDENT TEACHING EXPERIENCE

The ultimate goal of recertification student teaching and recertification student teaching programs in Nebraska is to improve the quality of education in our schools by providing teachers who have acquired the best possible preparation. The Nebraska State Department of Education, teacher education institutions, and cooperating school districts are united in their commitment to this goal.

Recertification student teaching implies a team relationship between the cooperating teacher, the college representative, and the recertification student teacher.

ROLES OF MAJOR PARTICIPANTS

DIRECTOR OF FIELD EXPERIENCES

The Director of Field Experiences works directly with the designated representative of the superintendent of schools in each school district in interpreting the program and in assigning the recertification student teacher according to the policies of the State of Nebraska (and other states, countries, and governing authorities), the particular school system, and Peru State College. The Director coordinates all phases of the program and serves as a liaison between the individual school systems and the School of Education and Graduate Studies. The Director individually advises college supervisors on specific problems involving recertification student teachers.
DESIGNATED REPRESENTATIVE OF SCHOOL SYSTEM

The representative works directly with the Director of Field Experiences from the School of Education in all activities on the school system level and serves as the liaison with the School of Education. The representative consults with the local supervisors and principals in making recertification student teaching assignments within the individual schools.

PRINCIPAL

The principal works closely with the designated representative of the school system in placing recertification student teachers with teachers under conditions most suitable and beneficial to the recertification student teachers. The principal encourages outstanding classroom teachers to become cooperating teachers. The principal treats recertification student teachers as faculty members and interprets school policies to them, as would be done for new faculty members. Principals are encouraged to take an active role in the recertification student teaching experience, perhaps providing additional assessment observations and feedback to the recertification student teacher and mock interviews.

COLLEGE SUPERVISOR

The college supervisor works cooperatively with the principal and cooperating teacher in interpreting the program, visiting the school to share the evaluation of the recertification student teacher's progress, and providing assistance and advisement in problem situations. The visits(s) may be planned in advance or unplanned. The supervisor is ultimately responsible for the recertification student teaching grade. The supervisor may also serve as a resource person and consultant for the cooperating teacher.

COOPERATING TEACHER

The State of Nebraska requires that cooperating teachers have a minimum of three years of experience in the areas they are supervising and be certified for the areas in which they are teaching or working. The cooperating teacher should be classified as a highly competent teacher, demonstrating expertise and currency in the classroom, skill in interpersonal relationships, and interest in guiding a recertification student teacher.

RECERTIFICATION STUDENT TEACHER

The recertification student teacher is a Peru State College graduate student seeking teacher recertification. The recertification student teacher must meet all of the criteria for admission to EDUC 409 before being placed for a recertification student teaching experience.

RECERTIFICATION STUDENT TEACHER RESPONSIBILITIES

ABSENCES

Recertification student teachers are allowed no "cuts" during their recertification student teaching experience; all absences must be reported to the college supervisor and made up. If illness or an emergency should require the recertification student teacher to be absent from school for any period of time, it is the responsibility of the recertification student teacher to let the cooperating teacher and principal know as soon as possible. In cases of prolonged or repeated absences, the college supervisor will, after consulting with the cooperating teacher, the principal, and the Director of Field Experiences, determine whether the recertification student teacher's experience will be terminated or extended.

DRESS CODE

The recertification student teacher will be attired in clothes appropriate to the role of a professional educator, conforming to the dress code of the faculty at the assigned school.
CONDUCT

The recertification student teacher should be considered a professional member on the school staff. Conduct expectations should be appropriate to the position, conforming to the morals and customs of the school.

EMPLOYMENT INTERVIEWS

Employment interviews should be scheduled after recertification student teaching hours. If this is not possible, the college supervisor and cooperating teacher should be contacted for any special arrangements. Any resulting absence will be made up.

LESSON PLANS

Lesson plans for every area of teaching are expected and must be approved by the cooperating teacher in advance of implementation. In the event of any absences, the recertification student teacher is to see that the cooperating teacher has the lesson plans with accompanying instructional materials.

PROFESSIONAL JOURNAL

A professional journal of your recertification student teaching experiences is required. Your journal should include information concerning a self-critique of your strengths, weaknesses, and concerns. The content of your journal may include lesson plans, assessments, graphics, photographs, handouts or materials that you have used within your classroom as well as the written documentation. A Classroom Demographic Information form (See Appendix) should be included as some other states require this information for certification. The final professional journal should be turned in directly to the college supervisor upon completion of your recertification student teaching.

SCHOOL PROCEDURES

A recertification student teacher is expected to:

A. Be at the school during the hours of the teaching staff and be punctual;
B. Follow the calendar of the school system;
C. Abide by the regulations and rules of the school system;
D. Attend all faculty meetings unless directed otherwise by the school principal;
E. Practice sound professional ethics and hold all information in confidence concerning children or others as directed.

OBSERVATIONS

The college supervisor will critically observe the recertification student teacher in the classroom a minimum of one time throughout the three-week recertification student teaching. The supervisor will discuss the recertification student teacher's teaching with the cooperating teacher and recertification student teacher. The recertification student teacher may contact the college supervisor at any time to discuss concerns and problems. The supervisor will be available to work with the recertification student teacher as needed so that the experience is satisfying and rewarding, personally and professionally.

RESPONSIBILITIES OF THE COOPERATING TEACHER

The following checklists are provided to serve as a guideline for the cooperating teacher in carrying out responsibilities.

ORIENTATION

The principal and cooperating teacher are key figures in making a recertification student teacher feel welcome to their school and staff. A cordial reception by them will enhance the recertification student teacher's feeling of being accepted as a member of the professional staff. In addition, it will foster a sense of pride and respect for the school. Please:

A. Introduce the recertification student teacher to the faculty and school staff;
B. Provide a tour of the entire school facilities;
C. With the principal, explain the general philosophy and policies of the school, the rules and regulations, and all emergency procedures to be followed;
D. Treat the recertification student teacher as a co-worker and professional person;
E. Notify parents of the presence of the recertification student teacher and identify him/her to them;
F. Introduce the recertification student teacher to the students as a teacher who will be working with him/her in the classroom;
G. Acquaint the recertification student teacher with the basic teaching philosophy, the overall program, the daily schedule and routines, lesson plans, location of all teaching materials, the standards of student conduct established, policies on disciplinary action, emergency procedures, and pertinent information regarding each student (e.g., cumulative & health records, parent conferences, test scores)
H. Provide a desk/table, storage space, handbooks, teacher’s guide, textbooks, etc., for the recertification student teacher.

COOPERATING TEACHER’S GUIDED OBSERVATIONS

Planning for periods of observation during the first day or two is suggested. This will enable the recertification student teacher to become familiar with each program in specific ways so that the recertification student teacher feels comfortable when teaching responsibilities are assumed.

Suggested observations include:

A. The teacher planning and writing lesson plans;
B. The teacher using instructional materials and special resources;
C. The teacher giving clear, concise, sequential directions;
D. The teacher teaching in one-to-one, small group, and large group situations;
E. The teacher stating objectives and teaching a lesson appropriate to the stated objectives;
F. Activities in which development of study, responsibility, and initiative are stressed;
G. The teacher's control of students' time and behavior (management);
H. The teacher's use of controls in a situation with disruptive behavior;
I. The teacher in a team or group planning session;
J. The teacher completing forms required by the principal or school system.

PARTICIPATION

A cooperating teacher should plan for the recertification student teacher to participate in the following areas:

A. Developing plans for instruction;
B. Securing instructional and resource materials;
C. Writing daily lesson plans;
D. Tutoring individual students;
E. Accompanying and directing students to different areas of the school;
F. Assuming responsibility for the total class or scheduled classes;
J. Keeping records and evaluating the progress of students.

ASSESSMENT

As a member of the profession who has assumed responsibility for a recertification student teacher, a cooperating teacher has the obligation to provide the guidance necessary for developing the recertification student teacher's teaching abilities.

Day-to-day informal discussions are invaluable in checking over plans and materials and evaluating together the recertification student teacher's teaching as well as reviewing plans for the next day.

It is advisable for the cooperating teacher and recertification student teacher to set aside some time each week to evaluate the week in total and make plans together for the week ahead; to discuss teaching techniques and materials; to look at specific
problems which have occurred; to assess areas of teaching which have been successful, minimally so, and others needing definite improvement.

In terms of formal evaluation, the cooperating teacher is expected to complete the paper-based final student teaching evaluation on pages 24-26 of this handbook. The same evaluation will be completed by the college supervisor and recertification student teacher.

EVALUATION

IMPORTANT POINTS CONCERNING EVALUATION

EMPLOY COOPERATIVE EVALUATION:

The recertification student teacher should participate in all of his/her evaluations. Evaluative conferences afford the recertification student teacher the opportunity to practice self-evaluation as well as respond to the cooperating teacher's assessment of the recertification student teacher's progress.

PROVIDE SPECIFIC FEEDBACK AND ASSISTANCE:

When the recertification student teacher needs to improve, he/she should receive suggestions for doing so in as specific terms as possible. For purposes of documentation, recommendations should be made in writing as well as discussed.

CONFERENCING GUIDE

ACADEMIC PREPARATION, INSTRUCTIONAL PLANNING, AND TEACHING EFFECTIVENESS

1. Do you have an up-to-date understanding of the subject area including concepts, facts, and interrelationships of ideas, background, and supporting information and resources?
2. Do your lesson plans show creativity in selecting and arranging activities to achieve goals?
3. Do you construct behavioral/performance objectives that are appropriate for the lesson?
4. Do you provide for individual differences among students when planning lessons?
5. Do your lesson plans reveal a variety of teaching techniques?
6. Are your instructional procedures consistent with your stated objectives?
8. Do you select appropriate and effective resources when planning your lessons?
9. Do your lesson plans allow for student participation?
10. Do your evaluation instruments clearly reflect your lessons' objectives?
11. Do you use a variety of techniques for assessing student progress?
12. Do you use evaluation results in planning future instructional activities?

CLASSROOM MANAGEMENT

1. Are you fair and consistent in maintaining appropriate management?
2. Do you help your students develop self-control and self-discipline?
3. Do you deal effectively with problem situations?
4. Do you maintain a pleasant classroom atmosphere?
5. Do you earn the respect of your students?

**COMMUNICATION SKILLS**

1. Do you consistently employ appropriate grammar and vocabulary in oral communication?
2. Do you write clearly, legibly, and in an organized manner?
3. Are your oral directions for instruction clear and concise?

**PROFESSIONAL AND PERSONAL CHARACTERISTICS**

1. Does your instructional performance indicate a sincere enthusiasm for teaching and a commitment to the profession?
2. Do you project a professional image?
3. Have you established a positive rapport with your colleagues?
4. Have you established a positive, constructive rapport with your students?
5. Do you carry out all school-related tasks promptly and effectively?
6. Do you have a sense of humor?
7. Do you actively participate in school functions beyond regular classroom duties?
8. Are you reliable, dependable, and trustworthy?
9. Are you absent often due to illness?
10. Does your appearance indicate that you place a high value on personal health practices?

**FORMS AND GUIDELINES**

The following forms are included in this Recertification Handbook:

**Peru State College/Certificate Renewal Programs Instruction Sheet.** This instruction sheet serves as an overall guide during the certificate renewal process.

**Credit Approval Application for Certificate Renewal (15 credit hours).** This form is to be completed during the initial planning phase for determining recertification requirements.

**Credit Approval Application for Certificate Renewal (6 credit hours).** This form is to be completed during the initial planning phase for determining recertification requirements.

**Application for Recertification Student Teaching.** This form is used to apply for placement for a recertification student teaching.

**Guide for Observation of Classes.** This form is to be used by the recertification student teacher as a guide to important points to focus on during observation of classes.

**Finding Out about School Services and Resources.** This guide is intended to help the recertification student teacher become oriented to the school.

**Lesson Plan Format.** This is a suggested format to be used by the recertification student teacher for planning purposes. If another form is more appropriate, please make use of it, adapting the components listed.

**Student Teaching Evaluation:** This form is to be filled out by the college supervisor, student teacher, and college supervisor, then submitted to the Director of Field Experiences for evaluative purposes.

**Demographics Form.** This form provides information required by some states for licensure.
RENEWAL PRIOR TO EXPIRATION OR LESS THAN 5 YEARS AFTER EXPIRATION (6 CREDIT HOURS)

Renewal of a current teaching certificate, whether a Nebraska or out-of-state certificate, requires

✓ six (6) graduate credit hours of coursework taken within 5 years prior to date of application

✓ coursework must be approved in advance by the PSC Certification Officer;

✓ Nebraska Human Relations and Special Education requirements must be met either prior to this re-certification program or as part of this program. The Nebraska Department of Education requires a minimum of (1) credit hour of Human Relations training (for anyone renewing a certificate) and (3) credit hours of Special Education coursework - general survey (required for anyone who has not held a Nebraska Certificate)

✓ a completed Credit Approval Application form on file with the School of Education;

✓ application for a Nebraska Certificate (after completion of course work) and appropriate fees. - SEE RENEWAL INSTRUCTIONS

(If you are a first time Nebraska Applicant, go to the Nebraska Department of Education web site at www.education.ne.gov/TCERT to find information about other requirements.)

RENEWAL 5 OR MORE YEARS AFTER EXPIRATION (15 CREDIT HOURS)

Renewal of a teaching certificate which has been expired for more than 5 years, whether a Nebraska or out-of-state certificate, requires

✓ twelve (12) graduate credit hours of coursework taken within 5 years prior to date of application

✓ six (6) credit hours of the required twelve hours of coursework must be obtained from Peru State College and

✓ must be approved in advance by the PSC Certification Officer;

✓ Nebraska Human Relations and Special Education requirements must be met either prior to this re-certification program or as part of this program. The Nebraska Department of Education requires a minimum of one (1) credit hour of Human Relations training and three (3) credit hours of Special Education coursework (general survey);

✓ Re-certification student teaching (one hundred or more clock hours of contact with students in the classroom setting, 50% of which shall consist of performing instructional duties under the supervision of a cooperating teacher in the area of endorsement)

✓ a completed Credit Approval Application form on file with the School of Education;

✓ application for a Nebraska Certificate (after completion of course work) and appropriate fees. – SEE RENEWAL INSTRUCTIONS

(If you are a first time Nebraska Applicant, go to the Nebraska Department of Education web site at www.education.ne.gov/TCERT to find information about other requirements.)
(If you are a first time Nebraska Applicant, go to the Nebraska Department of Education web site at www.education.ne.gov/TCERT to get information about other requirements.)

After completion of your **pre-approved** course work through Peru State College, you will need to complete the online Application for a Nebraska Certificate at www.education.ne.gov/TCERT. An Institutional Verification form will need to be signed by the PSC Certification Officer and sent to NDE, along with an official PSC transcript ordered from the college Student Records Office (see below). Contact Janice Ellner in the School of Education at jellner@peru.edu to have the Institutional Verification form sent.

*If you have taken course work at an institution other than PSC as part of your renewal hours, you will need to contact them for an Institutional Verification form to be sent to NDE.*

To order a transcript to be sent to NDE after grades are posted, contact the Office of Student Records at 1-800-742-4412 Option 7 or go on-line to http://www.peru.edu/studentrecords/
RETURN FORM TO SCHOOL OF EDUCATION - KEEP INSTRUCTION SHEET FOR LATER USE

NAME ___________________________  SS#________________________
ADDRESS ___________________________  PHONE____________________
________________________________________  EMAIL______________________

Cert. Type: (Admin., Professional, Standard, Initial)  (Endorsement & Institution where certificate obtained)

___ Human Relations requirement met  (Course prefix & number)  (Institution)

___ Special Education Requirement met (for anyone who has not held a Nebraska Certificate)

Six-hour renewal may be accomplished with graduate level coursework in Human Relations and Special Education.

APPROVED PROGRAM OF STUDY (6 Hour Renewal)

<table>
<thead>
<tr>
<th>Prefix</th>
<th># &amp; Section</th>
<th>Elective Course from list below (if HR requirement already met) (3 cr)</th>
<th>Semester/Year to Enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edu</td>
<td>505</td>
<td>Diversity in Education (3 cr)  — meets Human Relations requirement if needed</td>
<td>Semester/Year to Enroll</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>AND</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Approved Courses</td>
<td></td>
</tr>
<tr>
<td>Edu</td>
<td>505</td>
<td>Diversity in Education (3 cr) [Meets NDE Human Relations Requirement]</td>
<td></td>
</tr>
<tr>
<td>Edu</td>
<td>510</td>
<td>Current Issues in Education (3 cr)</td>
<td></td>
</tr>
<tr>
<td>Edu</td>
<td>515</td>
<td>Technology Leadership (3 cr) NEW COURSE BEGINNING SPRING TERM I, 2013</td>
<td></td>
</tr>
<tr>
<td>Edu</td>
<td>520</td>
<td>Moving from Discipline to Self Discipline: A Developmental Approach (3 cr)</td>
<td></td>
</tr>
<tr>
<td>Edu</td>
<td>530</td>
<td>Contemporary Instruction: Theory &amp; Practice (3 cr)</td>
<td></td>
</tr>
<tr>
<td>Edu</td>
<td>533</td>
<td>Classroom Management &amp; Leadership (3 cr.)</td>
<td></td>
</tr>
<tr>
<td>Edu</td>
<td>540</td>
<td>The Master Teacher (3 cr)</td>
<td></td>
</tr>
<tr>
<td>Edu</td>
<td>542</td>
<td>Supervision of Student Teachers (3 cr)</td>
<td></td>
</tr>
<tr>
<td>Edu</td>
<td>552</td>
<td>Intro. To Multimedia Authoring (3 cr) [Technology]</td>
<td></td>
</tr>
<tr>
<td>Edu</td>
<td>553</td>
<td>Using the Internet (3 cr) [Technology]</td>
<td></td>
</tr>
<tr>
<td>Edu</td>
<td>556</td>
<td>Desktop Publishing for Teachers (3 cr) [Technology]</td>
<td></td>
</tr>
<tr>
<td>Edu</td>
<td>569</td>
<td>Teachers as Collaborative Learners (3 cr)</td>
<td></td>
</tr>
<tr>
<td>Edu</td>
<td>570</td>
<td>Attachment &amp; the Defiant School Child (3 cr)</td>
<td></td>
</tr>
<tr>
<td>Psyc565</td>
<td></td>
<td>Child Abuse &amp; Neglect (3 cr)</td>
<td></td>
</tr>
<tr>
<td>SpEd</td>
<td>500</td>
<td>Inclusionary Practices for SpEd (3 cr) [Meets NDE Special Education requirement]</td>
<td></td>
</tr>
<tr>
<td>SpEd</td>
<td>540</td>
<td>Behavior Management (3 cr)</td>
<td></td>
</tr>
<tr>
<td>SpEd</td>
<td>574</td>
<td>Special Education Law &amp; Practices (3 cr.)</td>
<td></td>
</tr>
</tbody>
</table>

(To see Course Rotation Schedule http://www.peru.edu/graduate/docs/msed_rotation.pdf
(Find this form at http://www.peru.edu/education/certification.htm)

Certification Officer ___________________________  Date ___________________________
NAME ________________________________  SS# ______________________
ADDRESS ________________________________  PHONE ______________________
________________________________________  EMAIL ______________________

Cert. Type: (Admin., Professional, Standard, Initial) (Endorsement & Institution where certificate obtained)

___ Human Relations requirement met

(Course prefix & number) (Institution)

___ Special Education Requirement met (for anyone who has not held a Nebraska Certificate)

APPROVED PROGRAM OF STUDY (15 Hour Renewal)

<table>
<thead>
<tr>
<th>Edu</th>
<th>Course</th>
<th>Credits</th>
<th>Requirement Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>505</td>
<td>Diversity in Education (3 cr) -- meets Human Relations requirement if needed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Semester/Year to enroll</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OR

<table>
<thead>
<tr>
<th>Prefix</th>
<th># &amp; Section</th>
<th>Elective Course from list below (if HR requirement already met) (3 cr)</th>
<th>Semester/Year to enroll</th>
</tr>
</thead>
</table>

AND

<table>
<thead>
<tr>
<th>Prefix</th>
<th># &amp; Section</th>
<th>Elective Technology Course from list below</th>
<th>Semester/Year to enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edu 510</td>
<td>Current Issues in Education (3 cr)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Edu 533</td>
<td>Classroom Management &amp; Leadership (3 cr)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Edu 409 | Student Teaching (3 cr) Coordinate with Director of Field Experiences | Note: Must apply at least two weeks prior to student teaching semester | Semester/Year to enroll |

Approved Courses

| Edu 505 | Diversity in Education (3 cr) [Meets NDE Human Relations Requirement] |
| Edu 510 | Current Issues in Education (3 cr) |
| Edu 515 | Technology Leadership (3 cr.) [NEW COURSE BEGINNING SPRING TERM I, 2013] |
| Edu 520 | Moving from Discipline to Self Discipline: A Developmental Approach (3 cr) |
| Edu 530 | Contemporary Instruction: Theory & Practice (3 cr) |
| Edu 533 | Classroom Management & Leadership (3 cr.) |
| Edu 540 | The Master Teacher (3 cr) |
| Edu 542 | Supervision of Student Teachers (3 cr) |
| Edu 552 | Intro. To Multimedia Authoring (3 cr) [Technology] |
| Edu 553 | Using the Internet (3 cr) [Technology] |
| Edu 556 | Desktop Publishing for Teachers (3 cr) [Technology] |
| Edu 569 | Teachers as Collaborative Learners (3 cr) |
| Edu 570 | Attachment & the Defiant School Child (3 cr) |
| Psyc 565 | Child Abuse & Neglect (3 cr) |
| SpEd 500 | Inclusionary Practices for SpEd (3 cr) [Meets NDE Special Education requirement] |
| SpEd 540 | Behavior Management (3 cr) |
| SpEd 574 | Special Education Law & Practices (3 cr.) (To see Course Rotation Schedule http://www.peru.edu/graduate/docs/msex_rotation.pdf) |

(To see Course Rotation Schedule http://www.peru.edu/graduate/docs/msex_rotation.pdf)

(Find this form at http://www.peru.edu/education/certification.htm)

Certification Officer ________________________________  Date ________________________________
**APPLICATION FOR ADMISSION TO EDUC 409/509 RECERTIFICATION STUDENT TEACHING**

*This application is due two (2) weeks before the recertification student teaching semester. It may be submitted up to six months prior to the student teaching semester.*

**PERSONAL INFORMATION**

Name

(Last) __________________________ (First) __________________________ (Maiden) __________________________

PSC Student ID Number ____________________________________________

E-mail address ____________________________________________________

Telephone _____/___________

Address

(Street, P.O. Box, Apartment #)

(City) __________________________ (State) ________ (Zip) ____________

List in the space below the dates you plan to accomplish this experience. Then add the other information so that the Director of Field Experiences may arrange the placement. Note that this student teaching experience is to be done after completion of the required twelve hours of coursework.

**COMPLETE THE FOLLOWING**

Beginning date____________________________ Ending date____________________________

School Building/District Preferences (Note placement restrictions on page 8 in Recertification Handbook, p. 8)

1. _______________________________________________________________________

2. _______________________________________________________________________

3. _______________________________________________________________________

Grade Preference

_____ Lower Elementary

_____ Upper Elementary

_____ Middle Grades

_____ High School

Subject (Middle or Secondary School) __________________________________________

Which 3-credit student teaching course are you requesting?

_____ EDUC 409 (undergraduate)

_____ EDUC 509 (graduate)
GUIDE FOR OBSERVATION OF CLASSES

(Used by the student teacher when he or she observes)

Subject: __________________________  Level: __________________  Date: _____________

1. Specific topics covered by the teacher.

2. Activities used to begin the class. (Roll call, announcements, warm up, activities to develop anticipation, and others.)

3. Activities used throughout the class. (Strategies, techniques, practice and application of material, method of error correction, questioning techniques, etc.)

4. Audio-visual aids and other materials.

5. Activities used for the closure of the class.

6. Student participation. (This is your chance to learn individual names.)

7. Classroom management. (Strategies used by the teacher for controlling the group or individuals or establishing a positive learning environment.)

8. Relationship between the teacher and the students.
FINDING OUT ABOUT SCHOOL SERVICES AND RESOURCES

STUDENT TEACHER: ______________________________________________________

SCHOOL: ______________________________________________________

This guide is intended to help student teachers understand the human and material resources of the school. Student teachers should attempt to identify and introduce themselves to as many of the individuals as possible and record the names of those identified. When appropriate, the student teacher should seek information concerning the topics listed. The topics for discussion are suggestions only, and responses need not be recorded.

A. Administrative and Support Services
   Principal and Assistant Principal(s):
   
   Topics for Discussion
   1. Policy on absence (students and faculty)
   2. Policy on discipline
   3. Policy on dress (students and faculty)
   4. Information about community served by school
   5. Faculty meetings (times, purposes)
   6. Board of Education (members, roles/relationships)
   7. Staff development (teacher evaluation; in-service)

   Office Manager/Administrative Assistant/Secretary:
   
   Bookkeeper:
   Other Office Staff:
   Head Custodian:
   Other Custodians:
   Lunchroom Manager/Staff:
   Others:

B. Media Services
   Media Specialist(s):
   Media Aide(s):
   
   Topics for Discussion
   1. Media center policies and procedures
   2. Media center hours
   3. Check-out on equipment operation
   4. Interaction between media program and class instruction
   5. What materials are available for students, parents and professional use?
   6. What sources are available outside the school?

C. Other instructional services as appropriate
   Art Teacher:
   Music Teacher:
Physical Education Teacher:
Chapter 1/Reading Teacher:
Other Resource Teachers:

**Topics for Discussion**
1. Purpose of program
2. Who qualifies?
3. How scheduled?
4. Policies on moving students and working with the regular classroom teacher

D. Personnel for students with special needs (list names/roles)

**Topics for Discussion**
1. Objectives/services of each program
2. Screening procedures
3. Relationship of students with other classes
4. The role of the regular teacher in relation to students in this program
5. Materials used.

E. Health Services
School (or county) nurse:

**Topics for Discussion**
1. Available health services at school
2. Available through school referral
3. Procedures for teacher with ill/injured child
4. School safety precautions/regulations
5. Other county/community services available to students

F. Student Services
Guidance counselor(s):

**Topics for Discussion**
1. Policies/procedures for obtaining services
2. Guidance services available
3. Teacher's role in guidance
4. Standardized testing program
5. Grading/reporting policies
6. Promotion/retention policies

School Psychologist(s):
School Social Worker(s):

**Topics for Discussion**
1. What services are provided?
2. Who qualifies?
3. Policies/procedures
4. How scheduled?
LESSON OBSERVATION FORM

Student Teacher: _______________________________ Cooperating Teacher: _________________________
School: ____________________________ Grade/Subject: ____________________________
Lesson Topic: ___________________________________________________________________________

PLANNING:
(objectives; appropriate lesson planning, design, and materials; appropriateness to student interests, needs, and developmental level; creativity; level of student involvement; variety in instruction)

IMPLEMENTING:
(instructions; anticipatory set; oral delivery; visual aids; use of technology; questioning; responsiveness; enthusiasm; classroom management; mastery of content; closure)

EVALUATING:
(checking for understanding; reteaching; evaluating stated objectives; sharing evaluation with students)

Additional Comments:

___________________________________________
Signature of Observer

_________________________
Date
Student teaching is recognized as the capstone experience for teacher candidates. In a supervised setting, candidates will accept greater responsibilities and eventually become beginning classroom teachers. The teacher education program at Peru State College is designed to develop teacher candidates who will be exemplary educators and reflective decision makers. Only through a careful performance analysis and evaluation process can the candidates reflect upon their own actions and the actions of others to improve their knowledge, skills, and dispositions. This evaluation form focuses on five areas identified by the School of Education as the key components of the conceptual framework for the teacher education unit. The numbered items in each area are the standards that comprise the conceptual framework.

As you fill out the form, please keep in mind that most student teachers start out with a combination of emerging or intermediate skills and gradually progress to a combination of intermediate and proficient skills. We expect that only about five to ten percent of candidates will demonstrate truly distinguished characteristics in any given category. Please use the numbered ratings listed below. If a rating of “N/A” seems appropriate, a number rating must also be listed or it reverts to a rating of “zero”.

Please be candid; the evaluation should provide an accurate assessment, not necessarily encouragement. The ratings below are not used to assign a letter grade, but instead are used to provide honest feedback to assist in the candidate's development.

<table>
<thead>
<tr>
<th>Name of Student Teacher / Teacher Candidate</th>
<th>Grade Level / Content Area</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>1 - Novice</th>
<th>2 - Emerging</th>
<th>3 - Intermediate</th>
<th>4 - Proficient</th>
<th>5 - Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely exhibits or does not exhibit targeted behavior.</td>
<td>Periodically demonstrates targeted behavior, often tentatively.</td>
<td>Frequently demonstrates targeted behaviors, sometimes requires guidance or direction.</td>
<td>Demonstrates targeted behavior at nearly every opportunity, generally without being reminded.</td>
<td>Demonstrates targeted behavior at every opportunity without being reminded.</td>
</tr>
</tbody>
</table>

General and Liberal Studies

1.1.1 The teacher education candidate develops knowledge of literature, social science, natural science and fine arts in a diverse society.

1.1.2 The teacher education candidate demonstrates strong verbal, nonverbal, written, computation, computer, and media skills and use these skills to foster active inquiry, various modes of communication, active listening, appropriate questioning, collaboration and supportive interaction in the classroom.

1.1.3 The teacher education candidate demonstrates an understanding of the impact of healthy living.

The teacher candidate should demonstrate the following behaviors in an effort to reach all students:

- uses examples based on an understanding of science & culture(s) to make lessons more meaningful.
- presents and writes clearly and professionally.
- presents mathematical lessons and/or numerical information confidently and accurately.
- uses computers to support instructional efforts knowledgeably and effectively.
- demonstrates concern for the health and well-being of all students.

<table>
<thead>
<tr>
<th>The teacher candidate should demonstrate the following behaviors in an effort to reach all students:</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>* uses examples based on an understanding of science &amp; culture(s) to make lessons more meaningful.</td>
<td></td>
</tr>
<tr>
<td>* presents and writes clearly and professionally.</td>
<td></td>
</tr>
<tr>
<td>* presents mathematical lessons and/or numerical information confidently and accurately.</td>
<td></td>
</tr>
<tr>
<td>* uses computers to support instructional efforts knowledgeably and effectively.</td>
<td></td>
</tr>
<tr>
<td>* demonstrates concern for the health and well-being of all students.</td>
<td></td>
</tr>
</tbody>
</table>

Subtotal 25
## Content Area Studies

1.2.1 The teacher education candidate interrelates all content areas, use tools of inquiry, and emphasize the significance of literacy and diversity across the curriculum.

1.2.2 The teacher candidate identifies, selects and evaluates appropriate resources to support a coherent lesson sequence in his/her content area which creates meaningful learning experiences and productive student work.

1.2.3 The teacher candidate demonstrates comprehension of the evolving nature of theory and research in his/her content area.

<table>
<thead>
<tr>
<th>The teacher candidate should demonstrate the following behaviors in an effort to reach all students:</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>• presents the central concepts of the content area(s) knowledgeably and in sufficient depth.</td>
<td></td>
</tr>
<tr>
<td>• integrates professional knowledge and research into lesson planning within the content area(s).</td>
<td></td>
</tr>
<tr>
<td>• integrates related aspects of other content areas into lessons.</td>
<td></td>
</tr>
<tr>
<td>• communicates the evolving nature of the content area(s) to students.</td>
<td></td>
</tr>
<tr>
<td>• provides opportunities for students to develop general and content area literacy.</td>
<td></td>
</tr>
</tbody>
</table>

## Pedagogical Studies

1.3.1 The teacher candidate understands human development and socio-cultural, philosophical, and historical foundations of education processes in a democratic society.

1.3.2 The teacher candidate designs classroom experiences that develop critical, creative, and independent thinking, respect, safety and well-being to meet the diverse learning needs of all students and reflect knowledge of how different students learn and develop.

1.3.3 The teacher candidate utilizes standards-based curricula, assessment strategies, research, technology resources, and diversity in curriculum development, planning and implementation.

1.3.4 The teacher candidate designs and teaches lessons that integrate general content and technological, professional, and pedagogical knowledge to meet the needs of, and, have the ability to motivate, all students.

1.3.5 The teacher candidate designs and implements a variety of written and oral on-going assessment strategies directly related to standards used to assess individual student progress and to modify teaching and learning strategies.

1.3.6 The teacher candidate creates a positive, well organized learning community with clearly defined classroom goals linked to standards dedicated to purposeful learning activities that motivate students' interest and engagement and minimize student off-task behavior.

1.3.7 The teacher candidate employs multiple, purposeful teaching and learning strategies to engage students in active learning opportunities that promote the development of problem solving, critical thinking, and goal setting and help students assume responsibility for their own learning.

<table>
<thead>
<tr>
<th>The teacher candidate should demonstrate the following performance behaviors in an effort to reach all students:</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>• plans and delivers developmentally appropriate lessons.</td>
<td></td>
</tr>
<tr>
<td>• delivers lessons that reflect an understanding of learning theories.</td>
<td></td>
</tr>
<tr>
<td>• utilizes multiple instructional approaches to accommodate different learning styles.</td>
<td></td>
</tr>
<tr>
<td>• uses techniques that motivate students.</td>
<td></td>
</tr>
<tr>
<td>• provides activities and lessons that foster the development of creativity and critical thinking skills.</td>
<td></td>
</tr>
<tr>
<td>• provides activities and lessons that foster the development of respect for others.</td>
<td></td>
</tr>
<tr>
<td>• provides effective introduction, presentation, and closure in implementation of lessons and/or units.</td>
<td></td>
</tr>
<tr>
<td>• delivers lessons at an appropriate pace.</td>
<td></td>
</tr>
<tr>
<td>• encourages the appropriate amount of participation and interaction within the class.</td>
<td></td>
</tr>
<tr>
<td>• utilizes positive, productive, and developmental classroom management techniques.</td>
<td></td>
</tr>
<tr>
<td>• demonstrates awareness of and responsiveness to individual and environmental obstacles to learning.</td>
<td></td>
</tr>
<tr>
<td>• communicates effectively (providing instructions, questioning, checking for understanding, etc.).</td>
<td></td>
</tr>
<tr>
<td>• demonstrates effective and appropriate use of instructional technology.</td>
<td></td>
</tr>
<tr>
<td>• employs effective, goal-oriented assessment strategies.</td>
<td></td>
</tr>
<tr>
<td>• utilizes results of assessment/evaluation appropriately and reflectively to improve instruction.</td>
<td></td>
</tr>
</tbody>
</table>

## Professional Dispositions and Integrity

2.1.1 The teacher candidate refines, models and reflects upon the characteristics, skills, and traits appropriate for the teaching profession and encourage the potential of the students they teach.

2.1.2 The teacher candidate models moral, ethical and legal behaviors as well as sensitivity to the culture and norms within a school community.

<table>
<thead>
<tr>
<th>The teacher candidate should demonstrate the following performance behaviors in an effort to reach all students:</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>• is in attendance and punctual every day.</td>
<td></td>
</tr>
</tbody>
</table>
- is adequately prepared for each school day.
- dresses and behaves professionally.
- demonstrates self-motivation in learning and practice.
- demonstrates patience.
- demonstrates a curiosity toward and appreciation of all forms of diversity.
- works in a cooperative manner and maintains positive relationships.
- considers the interests/perspectives of administrators, colleagues, parents, and other elements of the community.
- demonstrates a genuine concern for the development of all students.
- demonstrates/describes motivation to succeed as a professional educator.

### Professional Development

3.1.1 The teacher candidate models professional behavior including analysis of and reflection upon constructive feedback as well as the ability to initiate change within the context of a diverse society and refine practices that address the needs of students.

3.1.2 The teacher candidate participates in opportunities for collaboration and ongoing professional development activities to maintain currency in education-related issues.

3.1.3 The teacher candidate analyzes current educational research and information about what is considered best practices as well as resources available for life-long professional growth and development.

<table>
<thead>
<tr>
<th>The teacher candidate should demonstrate the following performance behaviors in an effort to reach all students:</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>• reflectively considers performance and feedback regarding performance.</td>
<td></td>
</tr>
<tr>
<td>• tries new approaches and suggestions.</td>
<td></td>
</tr>
<tr>
<td>• continues to read relevant professional literature while student teaching.</td>
<td></td>
</tr>
<tr>
<td>• pursues opportunities to have conversations with other professionals regarding the profession.</td>
<td></td>
</tr>
<tr>
<td>• participates in parent-conferences, student activities, school in-service, and/or other professional development opportunities.</td>
<td></td>
</tr>
</tbody>
</table>

- Subtotal: 50
- Subtotal: 25
- Total: 200

Comments (attach additional sheet if necessary):

Signature of Cooperating Teacher or College Supervisor

Date

Signature of Student Teacher / Teacher Candidate

Date
**STUDENT TEACHER CLASSROOM DEMOGRAPHIC FORM**

This form must be completed for each separate student teaching placement and submitted with the college supervisor’s final evaluation.

Student Teacher: ______________________________ Cooperating Teacher: ______________________________

Endorsement Area: ____________________________ Term and Year: ____________________________________

Check all placement categories that apply:

- Self-Contained classroom
- Resource Room
- Full Inclusion
- Other _________________________________

Total Number of Students worked with: _______ Age range of students work with: _________________

Number of students worked with having the following exceptionalities:

<table>
<thead>
<tr>
<th>Exceptionality</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism</td>
<td>______</td>
</tr>
<tr>
<td>Behavioral Disorder</td>
<td>______</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>______</td>
</tr>
<tr>
<td>Mild Mental Retardation</td>
<td>______</td>
</tr>
<tr>
<td>Moderate Mental Retardation</td>
<td>______</td>
</tr>
<tr>
<td>Severe/Profound Mental Retardation</td>
<td>______</td>
</tr>
<tr>
<td>Multiple Impairments</td>
<td>______</td>
</tr>
<tr>
<td>Orthopedic Impairments</td>
<td>______</td>
</tr>
<tr>
<td>Other Health Impairment</td>
<td>______</td>
</tr>
<tr>
<td>Specific Learning Disabilities</td>
<td>______</td>
</tr>
<tr>
<td>Speech-Language Impairment</td>
<td>______</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>______</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>______</td>
</tr>
</tbody>
</table>

Number of students worked with from each ethnic group:

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>______</td>
</tr>
<tr>
<td>Hispanic</td>
<td>______</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>______</td>
</tr>
<tr>
<td>Native American/Alaskan</td>
<td>______</td>
</tr>
<tr>
<td>Caucasian</td>
<td>______</td>
</tr>
<tr>
<td>Other: ___________________________</td>
<td>______</td>
</tr>
</tbody>
</table>

___________________________________________________  
Signature of College Supervisor  
___________________________________________________  
Date

___________________________________________________  
Signature of Student Teacher/Teacher Candidate  
___________________________________________________  
Date