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LAKE FOREST COLLEGE EDUCATION DEPARTMENT CONCEPTUAL FRAMEWORK

1. Overview

The belief of the education department is that the best preparation for any teaching career—elementary or high school—is a broad and liberal education. All candidates for teaching certificates are required to take courses throughout the divisions of the College and to complete another academic major in addition to an Education major. Lake Forest College is entitled by the state to prepare students for certification in elementary schools (grades K-9) and high schools (grades 6-12). Currently, Lake Forest College has certification programs at the secondary level in mathematics, English, history, politics, chemistry, biology, physics, Spanish and French only. Middle school designations are incorporated in the secondary programs, and middle school electives are offered in the elementary program.

Students who wish to complete a teacher education program at any teaching level must complete the requirements for admission to a certification program.

The department sponsors a chapter of Kappa Delta Pi, an international honor society in education, and a student chapter of the National Education Association.

2. Conceptual Framework

Lake Forest College has been preparing teachers for the public schools since its founding in 1857. The history and mission of the college support quality teacher preparation. As is the case in the small liberal arts college tradition, teacher preparation is valued intrinsically as teaching is the primary mission of faculty at this type of institution. Collaboration and close contact among members of the faculty across departments and divisions at Lake Forest College provides a fully integrated program of study for teacher candidates. Program development, policy initiatives, and final candidate approval and assessment occur through a committee with representation from departments across campus. Faculty throughout the college are intimately involved in the development of our teacher candidates through this committee.

The teacher preparation program is a double major program, meaning that all teacher candidates in both elementary and secondary programs complete a major in a department outside of Education in addition to their Education major. Each candidate is assigned an academic advisor and mentor in addition to the advisor in education. This structure leads to a sharing of responsibility for the mentorship and assessment of each candidate from first semester freshman year to graduation and recommendation for certification. In addition, a number of courses are either co-taught or cross-listed in the Education Department and other departments on campus so that even our faculty structure and course structure are interwoven with other departments on campus. In this manner, students experience a program of study with values and commitments shared by the entire campus community. It takes the commitment of an entire campus to teach teachers—one individual at a time.

The Education Department is driven by **three key commitments** that provide the foundation for teacher preparation to be successful. The program builds on these three principles and articulates them into program and candidate assessments.

Commitment to Personal Growth: Mentoring Individual Potential

As stated in the mission statement of the College, "education ennobles the individual...we know our students by name." Just as a good teacher knows and responds to the whole child, caring for his/her intellectual, emotional and social well-being, the Education Department believes a good teacher educator cares for the whole teacher candidate. The faculty view candidates through a developmentalist lens, asserting the healthy personal development of the teacher as the essential groundwork for the development of professional commitments and skills of teaching. The commitment to personal growth and mentorship by our institution is evident in our approach to supervision and the reflective self-assessment designed in our coursework. As we mentor individual potential established Illinois Content Area Standards are also being met while the individual goals, desires, and purposes for teaching of candidates, those reasons that bring passion to the teaching and learning process, are being carefully nurtured as well.

Commitment to Practical Reflection: Analytic Inquiry of Performance

As articulated in our College mission statement, we are committed to the outcome of the our students' ability to "read critically, reason analytically, communicate persuasively, and above all, to think for themselves" in order to "solve problems." This analytic ability to solve problems is at the heart of what the department believes is necessary to learn and grow as a teacher. Candidates are taught to view teaching problems as resolvable through analytic reflection on one's practices and careful observation and assessment of students' responses to instruction. Throughout the course of study within the Education Department and through the other major program of study at the college, students are taught to frame problems and to use various tools of analysis. In addition to multiple research project assignments throughout their courses of study, in each of the content-area majors at the College, students are required to take at least one course that focuses on research design and implementation in that discipline. In the education major, students conduct research projects within each course. Case studies, simulations, and problem-solving activities are all staples of the instructional approach of faculty across campus.

This commitment is also evident in the design of our fieldwork experiences within the education major. In each course within the education major, there is a fieldwork or field study component. The department believes that the journey from novice to competent teacher can only occur through the constant review of theory in terms of practice. Another way that this commitment to analysis is evident is in our supervision practices. The department provides teacher candidates with fieldwork supervisors who are also responsible for their preparation in methods of instruction. Supervisors who are also methods course instructors bring much needed coherence to how theories and approaches to instruction can be effectively practiced. The department follows developmentalist principles and capitalizes on the powerful connection between personal and professional growth. We take seriously the personal connection and interpretations students make to theories of learning and instructional design. We consider the ways in which candidates teach to be their personal expression of theory and hold them to high expectations in terms of their reflections about their practice.

Commitment to Professionalism: Melding Competencies with Responsibility

In keeping with the mission of Lake Forest College, we believe that good teachers are also “responsible citizens.” Candidates come to understand that there are moral consequences to pedagogical decisions. The choices one makes about what to teach and how to teach are value-laden and have important consequences. Good teaching practices for us then are more than what is typically referred to in more technical models of effective teaching; rather, following an ethical model, we understand that technical expertise is meaningless and eventually ineffectual without a sensibility and commitment to larger social aims of teaching and learning. The focus on the “breadth and depth of traditional disciplines” through a full major of study in an academic field encourages a view of knowledge that is not simply factual, fragmented, or merely instrumental. The focus on self-development and self-understanding gives teacher candidates the ethical fortitude necessary to teach in ways that result in positive, productive changes in students’ lives in schools. The intensive, long-term field experiences that are key to the program give teacher candidates an opportunity to articulate and act upon their moral commitments through their pedagogical choices. In this way, they engage in the highest order of teacher reflection—critical reflection—by considering carefully and fully the consequences of their teaching acts over time

STATEMENT OF RESPECT AND RESPONSIBILITY

We, at Lake Forest College, seek to sustain a creative, diverse, supportive academic community—one that provides a safe living and learning environment for growth and development and a home for many. We take responsibility for respecting the rights of others at all times, contributing positively to the community, and communicating effectively. To achieve these goals and to maintain a tradition of excellence, we commit ourselves to the following ideals:

Each member of the Lake Forest College Community shows Respect and Responsibility for

- individuality and diversity
- her or his own role in this community and the role of others
- the right to personal privacy
- the aspirations of all
- his or her own well-being, and the welfare of others
- public and private property
- guests and visitors

Each member of the Lake Forest College Community is responsible for

- honoring her or his commitments
- acting with personal integrity
- striving to develop intellectually
- upholding the highest standards of academic honesty
- maintaining confidentiality when appropriate
- ensuring that guests and visitors abide by community standards
- conducting open and civil debate

By thinking about and following the spirit of this statement, we create a stronger, more unified academic community of learning at Lake Forest College.

This statement was written by the students, faculty, staff, and alumni; and it is endorsed by the College Life Committee and College Council.

IDENTIFYING CHARACTERISTICS OF A LAKE FOREST COLLEGE EDUCATED TEACHER

DISPOSITIONS FOR TEACHING

I. PRE-PROFESSIONAL CHARACTERISTICS that include the personal qualities needed for success in teaching. In this regard, the teacher candidate will

- be *reliable* (e.g., punctual, consistent attendance, responsible)
- demonstrate *seriousness of purpose* and *perseveres* in order to accomplish goals
- demonstrate a *positive, pleasant attitude* toward children, peers, mentor teachers, and college faculty
- demonstrate *tact, honesty, good judgment, courtesy, respect*, and diplomacy
- be *open to constructive criticism and act upon suggestions*
- *balance self-confidence and assertiveness* with deference to others
- demonstrate *flexibility* both in interpersonal interactions and in his or her professional responsibilities (e.g., planning, implementation, etc.)
- demonstrate high levels of *motivation and commitment to growth* by going beyond minimal expectations
- *communicates* clearly and accurately both orally and in writing

II. RESOURCEFULNESS that enables teachers to know how to learn and to teach how to learn

In this regard, the teacher candidate will

- take *initiative*, use his or her *imagination*, and seek out information using a *variety of human and material resources* to inform his or her teaching.
- demonstrate *strong content area knowledge*
- demonstrate a *commitment to life-long learning* by being an *avid reader* and an *informed citizen*
- be able to *draw from theoretical and philosophical frameworks explored in coursework* and apply them meaningfully to classroom settings.
- *recognize his or her own strengths, interests, and skills* and consider how these might be compelling ways to *engage children in learning*

III. RESPONSIVENESS to children that considers their best interests first and foremost

In this regard, the teacher candidate will

- develop *rapport* with students
- take the time and effort needed to *understand how a child learns*, discover his or her interests, and determine how to shape teaching acts accordingly
- *enact responsiveness to diverse learners* through his or her teaching acts (including preparation for teaching) and through everyday interactions with children
- establish a classroom environment and use management procedures that reflect *respect and care for children and concern for their emotional and physical well being*
- *respect and consider cultural contexts* in order to determine how to be responsive to children

IV. TEACHER EFFICACY that is developed through the power of student/teacher/parent relationships and through the development of intellectual capabilities and teaching skills that support children's learning

In this regard, the teacher candidate will

- be well *organized* and fastidious in the manner in which he or she prepares for and executes instruction
- demonstrate *vitality and energy/teacher presence* in his or her teaching
- be *proactive in developing relationships* with children that support their academic, emotional, and social well being
- plan learning experiences that *engage children meaningfully and actively* (hands-on/minds-on)
- develop a *repertoire of instructional strategies* based on both coursework and observations of other teachers
- reflect an understanding of the importance of *meeting the needs of diverse learners through careful instructional planning and implementation: differentiates instruction*
- *communicates with clarity and accuracy*

V. REFLECTIVE SELF-ASSESSMENT that emerges from personal experiences in teaching, dialogue with mentors and colleagues, and metacognitive behaviors

In this regard the teacher candidate will

- *monitor his or her own progress* and identify strengths and weaknesses
- *evaluate strategies for success* , find alternatives for inappropriate strategies, and modify future practice
- show *evidence of self-directed learning*
- *reflect* about and *articulate* what he or she knows and does not know
- be able to *talk about his or her thinking processes* during conferences and seminar
- show evidence of *metacognition through writing* (e.g., journals, response to prompts, etc.)

STUDENT TEACHING OVERVIEW

You have had other experiences as a teacher in other courses in our teacher education program. These earlier experiences helped you gain confidence in classroom presentations and in relationship-building with children which will serve as the basis for a successful learning experience as a student teacher. Student teaching will build on this experience while challenging you with a whole new set of responsibilities teachers must assume as they work as professionals in school environments.

In your earlier experience, you had responsibility for lesson planning and for short-term assessment. You developed confidence and skill in instructional delivery and implementation of learning activities. In this experience, you will move toward more long-term assessment, unit planning, and execution. Your students will turn to you for clarity and guidance in assessing their progress. You will begin to experience how an entire curriculum comes together to reinforce certain ideas, concepts, and values. You will take responsibility for daily planning in the context of this larger set of goals. You will also take more responsibility for communication with parents and other school personnel regarding individual learner's needs and progress. You will be viewed as a new colleague by your cooperating teacher, other teachers, and administrators in the school if you are appropriately taking full responsibility as a student teacher.

Since you have had extensive internship experiences prior to student teaching and opportunities for reflection, you will be expected to be aware of your individual strengths and weaknesses and prepared to address these weaknesses from the first day of your student teaching experience. You will be encouraged to take meaningful risks and to make, recognize, and learn from mistakes. In other words, you will be responsible for facilitating your own growth and development by making suggestions and being proactive about solutions to problems, so that this is the most meaningful learning experience it can possibly be for you.

Only you can make this experience personally fulfilling as well as successful. Your cooperating teacher and supervisor will serve as mentors, guides, and evaluators. Their role is to light the path to success. It is your job to work in close partnership with them to find the ways to follow that path and also to begin to establish a future path for your own unique journey as a teacher. It would serve you well to not view student teaching as another "requirement" to fulfill before you get *your own* classroom, *your own* students but as another opportunity to take steps toward actualizing your personal and professional goals. In the Lake Forest College teacher education program, you have had multiple opportunities to reflect on why you have chosen to teach and what you hope your contribution to the profession and to the lives of young people will be. Now is the time to start making these contributions. Keep your goals at the forefront of your mind as you plan your lessons, interact with students, and converse with your cooperating teacher and supervisor.

STUDENT TEACHING PLACEMENT PROCESS

The Coordinator of Field Experiences makes student teaching placements. All students seeking certification teach for 14 consecutive weeks, all full time.

Students are placed as close to Lake Forest as possible to facilitate observations and public school contacts.

The student teaching assignment may be changed by the Department Chair and the Director of Clinical Partnerships if personality conflicts develop which impede the student's progress in learning to teach.

Teacher candidates participate in the placement process by meeting with the Director of Clinical Partnerships but may not initiate a placement.

Criteria For Selecting A Cooperating Teacher

Selection of the cooperating teacher is the responsibility of the school and the college working together to determine the most effective placement.

1. Holds at least a bachelors degree and is certified in the area in which he/she is teaching;
2. Has at least one year teaching experience;
3. Is cooperative in his/her professional relationships;
4. Demonstrates effective classroom teaching;
5. Seeks new methods and materials;
6. Provides individual instruction in his/her classroom;
7. Sees himself/herself as a learner;
8. Is committed to student teaching as a professional opportunity;
9. Is willing to find time for the student teacher;
10. Is flexible in his/her program; is willing to allow the student teacher some opportunity for innovative teaching;
11. Realizes that each student is an individual;
12. Is prepared to provide positive feedback in guiding the student teacher to become successful.

RESPONSIBILITIES OF THE STUDENT TEACHER

Student teaching at Lake Forest College is completed in 14 weeks of full-time school placement. The student teacher is expected to arrive before school begins in the morning and depart after school has finished for the day. The student teacher is expected to follow the same hours specified for the teacher. It is expected that the time immediately before and after school will be used for planning, developing materials, correcting papers, and conferencing with the cooperating teacher, other school personnel, parents, and students.

Student teachers observe the official school calendar of the district in which they are placed and take vacation only on those days designated for that purpose by the school district.

Attendance

Student teachers must be present at their assignment every day. Acceptable reasons for being absent part or all of a regular school day include the following and require documentation:

- a. personal illness or injury
- b. family emergency
- c. job interview
- d. official college business

The student teacher is expected to notify the cooperating teacher and the college supervisor in advance, and to make necessary arrangements for having lesson plans delivered to school.

All absences are subject to "make-up" time at the discretion of the college supervisor and cooperating teacher.

Professionalism and Ethics

LFC student teachers are expected to conduct themselves in a professional manner at all times and conscientiously observe those rules and procedures that are routinely associated with being a teacher in the school where they have been placed.

Student Teachers:

1. Must adhere to the Lake Forest College Statement of Respect and Responsibility.
2. May not act as substitute teachers for their teacher or for another teacher in lieu of a paid substitute.
3. May not function as instructional aides, exam proctors outside of their classrooms, lunchroom aides, coaches, or serve in any other capacity unrelated to their specific responsibilities as student teachers with the students to whom they are assigned.

Activities for which the student teacher are held responsible include those for which the classroom teacher are held responsible, such as study hall or hall monitoring, for example.

4. May not be compensated for student teaching or for any other paid position in the school district.
5. Are expected to attend meetings, in-service sessions, and parent conferences that are required for the classroom teacher provided that the teacher or administration has not expressly prohibited teacher candidates from attending these meetings.
6. Must complete a specific minimum “total teach” to the satisfaction of the college supervisor. Candidates may be required to extend placements when deemed necessary by the college supervisor.
7. May not shorten the length of student teaching to take a paid teaching position.
8. Always work with students and communicate with parents under the supervision of a licensed teacher.
9. Must hold information about students in the strictest of confidence.
10. Must dress in a professional manner conforming to the established dress code and culture of the school.

Authorization and Consent For Release of Information: Classroom Materials for Assessment and Program Review Process

By accepting a student teaching placement, the candidate consents for release of information to Lake Forest College faculty use of materials from coursework or internship experiences for the following purposes:

1. Teacher research projects or other research initiatives by Lake Forest College faculty
2. Education program review by the State of Illinois Board of Education
3. Website development

All identities of students will be kept confidential.

Termination of Student Teaching

Decisions about termination of a placement will be made by the Department Chair in consultation with the coordinator of field experiences, the student's departmental advisor, and the student's fieldwork supervisor.

Termination of a placement means that the student will need to reapply for student teaching.

Placements in student teaching can be terminated at any point for any of the following reasons:

1. Attendance
Student does not maintain a record of excellent attendance or exhibits a pattern of tardiness.
2. Professional judgment:
Inappropriate behavior or response--verbal or non-verbal--in communication with students, parents or other school personnel.
3. Progress:
Choosing not to act on direct advice or direction from the college supervisor or the cooperating teacher or not making sufficient progress in a timely manner.
4. Preparation:
Not being prepared to teach when expected.
5. Dress or appearance:
Choosing not to meet the standards of professional attire in a school setting.
6. Subject matter knowledge
Demonstrates deficiencies in subject area.
7. Emotional instability.
8. Criminal behavior.
9. Immoral conduct.

Pacing and Teaching Responsibilities

After a reasonable period of observation and orientation (approximately 2 weeks), and assuming demonstrated readiness and initiative, the student teacher will take on increasing responsibility for lesson planning, instruction, and classroom management.

1. At the elementary level, the student teacher is expected to work in all content areas and with all ability levels during the course of the 14-week experience.
2. At the secondary level, the student teacher is expected to work with a minimum of 2 preparations and a maximum of 3 preparations during the course of the 14-week period.
3. In addition to planning and implementing daily activities, the student teacher is expected to demonstrate competence in planning long-term units of study.
4. The student teacher is also responsible for designing and grading various forms of assessment and communicating the results of assessments.

Lesson Planning Guidelines

The student teacher is expected to prepare typed lesson plans, which are to be made available for examination and comment by the cooperating teacher and the college supervisor. All plans are to be organized in chronological order and kept in a ring binder. (See page 27 for sample lesson plan format).

Experienced teachers have internalized the elements of effective teaching and frequently no longer need to use detailed written plans for implementation of effective lessons. Student teachers, however, need the security of stating objectives and sequencing each procedure, often even listing each question to be asked. Initially, student teachers should use the plans of their cooperating teachers, adding details needed so that their own implementation will be smooth and effective. When the student teacher begins to develop his/her own plans, there will be necessarily more detail than the plans needed by the cooperating teacher. This is to be expected. When the student teacher develops security in presentation and when the cooperating teacher and the college supervisor indicate that a certain level of readiness has been observed, the student teacher may choose to complete less detailed lesson plans.

The following are expectations regarding the lesson planning process:

1. Before a lesson is taught, plans should be reviewed with the cooperating teacher and any suggestions for change or improvement should be completed.
2. After a lesson is taught, time should be allowed to reflect upon and evaluate performance. Daily reflections should be written after every lesson is taught. It is often useful to make notes on the original plan.
3. All lesson plans should be kept in a well organized lesson plan binder.

Self Evaluation

To identify specific strengths and set specific goals for improvement in areas of weaknesses, the student teacher is expected to complete a midterm and final self-evaluation of his/her own performance.

Weekly Seminar

Attendance at a weekly seminar for student teachers is expected as a part of the requirements for the completion of student teaching at LFC. Seminars are held after school hours and adequate time is allowed for transit to campus.

Student Teaching Portfolio

To be approved for recommendation for program completion, candidates must complete a portfolio, as detailed in Checkpoint #3 in the Development Portfolio Handbook of the education department. You will be including work created by you and your students during internship and student teaching. The Student Teaching Portfolio will include the following:

Two complete portfolios will be required. The first will demonstrate all of the Illinois Professional Teaching Standards, all of the Core Language Arts Standards, and all of the Core Technology Standards. The second portfolio will demonstrate all of the Content Areas Standards in either elementary education or the secondary area of certification. Both portfolios will contain one rationale and artifact for the knowledge indicators and one rationale and artifact for the performance indicators of each standard. (See Developmental Portfolio Handbook Appendix I for details).

The student will also be required to complete a self-assessment of his/her strengths as a teacher to be used during the exit portfolio presentation (see Appendix G of Developmental Portfolio Handbook).

The portfolios will be assessed by the Certification Officer and members of the Education Advisory Council (EAC).

Sample Lesson Plan Format

Student Teacher _____

Date _____

Lesson Topic _____

Grade Level _____

Estimated Time

Rationale:

Objectives:

Illinois Learning Standards:

Introduction:

Procedures: (List questions and needed vocabulary)

Closure: (List assignments)

Materials: (List names of texts and page numbers)

Evaluation:

RESPONSIBILITIES OF THE COOPERATING TEACHER

The cooperating teacher plays an important role in the student teaching program. No student teaching program can be successful unless a large measure of rapport, founded upon mutual respect and understanding, exists between the cooperating teacher and the student teacher. It is through guidance and diligent supervision that the cooperating teacher gives support to the activities, methods, and techniques employed by the student teacher.

Checklist For The Cooperating Teacher

Preparing for the Student Teacher

- ___ Put the student teacher's name on board before he/she arrives and tell students something about him/her.
- ___ Provide a desk or table in the room for his/her personal use.
- ___ Prepare name tags for pupils if appropriate for grade level.
- ___ Establish a method for checking materials in and out.

Orientation and Beginning Activities for the Student Teacher

- ___ Introduce him/her to the class as a professional co-teacher.
- ___ Show him/her where coats and other personal belongings may be kept.
- ___ Give the student teacher a seating chart, a class list, and a daily schedule.
- ___ Introduce him/her to school personnel.
- ___ Inform the student teacher of the specific classroom and school management procedures, e.g. hall passes, library passes, tardy slips, detention assignments, etc.
- ___ Acquaint student teacher with fire drill and other procedures.
- ___ Inform him/her of the housekeeping procedures such as opening blinds and seeing that cabinets, counters, bookshelves, sink areas, desks, floors, etc. are "picked up," neat, and straight.
- ___ Require the student teacher to straighten up after him/herself.
- ___ Acquaint the student teacher with places for storage of materials in the room and building.
- ___ Ask him/her to examine permanent record folders for pertinent information. Stress that this information is confidential.
- ___ Provide opportunities to assist with filing student materials, and making entries in permanent records.

- ___ Arrange opportunities for him/her to do such clerical duties as attendance reports, collecting monies, etc.
- ___ Acquaint him/her with the grading system of this particular school.
- ___ Explain what is expected of the pupils in classwork and homework and the quality of the work expected from each individual.
- ___ Allow the student teacher to assist in checking papers, workbooks, tests, and recording marks.
- ___ Inform him/her with the names of children with special activities.
- ___ Acquaint the student teacher school and classroom procedures for early arrivals and late dismissals.
- ___ Explain the school and classroom discipline policies.
- ___ Encourage the student teacher to assist in hall, study hall, and/or cafeteria responsibilities.
- ___ Provide the student teacher with opportunities to prepare stencils and mount and laminate teaching materials.
- ___ Allow the student teacher to assist individual pupils with assignments using the teacher's plans.
- ___ Encourage him/her to assist with specific groups.
- ___ Plan opportunities for the student teacher to give directions, pronounce spelling words or sentences, or read aloud to a group.
- ___ Provide opportunities for the student teacher to secure various instructional materials, such as books, records, films, video tapes that have been selected by the teacher.
- ___ Assist the student teacher in learning to use and care for mechanical equipment.
- ___ Present well-prepared demonstration lessons for meaningful observation and analyze them together.
- ___ Share personal materials with the student teacher.
- ___ Have weekly conferences to give more assistance in planning, evaluating, guiding, and suggesting.
- ___ Stimulate the student teacher to do self-appraisal.

Providing Early Teaching Experiences for the Student Teacher

- ___ Guide the student teacher in maintaining effective discipline.
- ___ Direct him/her in assisting in small groups in the library or classroom.
- ___ Guide him/her in selecting a content area for beginning his/her teaching experience.
- ___ Assist in obtaining teaching guides and manuals in the selected area, and allow him/her to check the students' work in this area.
- ___ Give constructive help and guidance in making lesson plans.
- ___ Suggest resource materials.
- ___ Insist that the student teacher turn in lesson plans before lesson is taught.
- ___ In the beginning, have a brief conference following each lesson to evaluate the teaching experience.
- ___ Provide student teacher with continuing and specific feedback.
- ___ Give guidance and direction to the selection of a major unit to be taught.
- ___ Invite the student teacher to attend professional meetings such as team, faculty, and P.T.O.
- ___ Allow him/her to visit in other classrooms and grade levels.
- ___ Encourage the student teacher to visit another school.

Sharing the Role of Professional Teacher

- ___ Insist that plans for units be turned in before the unit is taught.
- ___ Invite the student teacher to observe and/or participate in at least one parent conference.
- ___ Ask him/her to assist in evaluating the pupils' work, including the determination of grades for report cards.
- ___ Give full responsibility of the class to the student teacher toward the end of the student teaching experience.
- ___ Provide the student teacher with some suggestions and procedures for the beginning and ending days of the school year.

Self Evaluation for Cooperating Teachers

Below is a list of questions that are designed to promote self-evaluation among cooperating teachers. We think it is important to ask yourself these questions during the first week of the student teacher's placement with you, and again midway through the term. It will also serve as a tool when conferencing with your student teacher as you model reflection of your own practice for the student teacher.

1. Have I done what I can to see that pupils will accept my student teacher favorably?
 - Did I let them know in advance of his/her arrival?
 - Did I explain the student teacher's role?
 - Did I act pleased to have a student teacher?
 - Did I let him/her introduce himself/herself to the students?

2. Have I become acquainted with the student?
 - Did I use the information furnished by the college?
 - Did we discuss his/her personal and academic background?
 - Did I encourage his/her to express his/her ambitions, concerns, and expectations?
 - Have I provided a model for presenting lessons, and then helped the student teacher identify effective techniques?

3. Have I provided opportunities for the student teacher to work on bulletin boards, displays, etc?

4. Have I oriented the student teacher to the A.V. equipment, technology, copy machines, etc?

5. Have I modeled and encouraged a variety of instructional methods, including individual practice strategies?

6. Have I modeled and discussed a variety of ways of evaluating student progress so as to maximize instructional time and student progress?

7. Briefed the student teacher on school procedures for:
 - Fire drills
 - Playground, school rules
 - Reporting of child injury or illness
 - Releasing pupils during school hours
 - Checking the weekly bulletin
 - Ordering supplies
 - Using the library, library books, and instructional materials
 - Selecting/listing district approved booklists/support materials
 - Utilizing support services, i.e., nurse, counselor specialists, coaches, etc.
 - Cumulative records and tests
 - Attending and participating in family nights and after school workshops

8. Have I briefed the student teacher on classroom procedures for instruction, including:
 - Differentiated Instruction
 - Types of instructional materials such as manipulatives and teacher guides
 - Roles of paid aids and parent or community volunteers

- Recording student progress
9. Have I assisted the student teacher in developing lesson plans by:
- Examining lesson plans prior to their being used by the student teacher and making appropriate suggestions
 - Explaining, assisting, and monitoring the development of daily, unit, and long-range lesson planning?
10. Have I developed a positive relationship with the student teacher through open and truthful communication? The following are suggested guidelines:
- Clearly orient and discuss with the student teacher the process of clinical supervision that will be used by the cooperating teacher. Clarify the nature and frequency of pre-conferences, observations and feedback conferences. This is a good time to make your expectations clear from the beginning. Unclear expectations lead to frustrations on the part of the master teacher and the student teacher.
 - Show respect for the student teacher and her/his ideas. Treat the student teacher as a co-worker rather than a subordinate. Do not make suggestions and/or correct the student teacher in front of the class or any place within the hearing of students, unless the destruction of property or safety is involved. In respecting each other professionally, conversations can be more meaningful and productive.
 - In accepting the student teacher as a co-worker of equal status and ensuring the students similarly treat the student, redirect the students to the student teacher if they come to you for assistance as a way to support their authority as a teacher.
 - Communicate genuine concern and a desire to help her/him. However, in order to be proactive earlier rather than later, do inform the College Supervisor immediately if the candidate encounters serious problems that do not appear to be improving.
 - Try to understand how the student teacher feels in the teaching situation. Demonstrate sensitivity to the emotional needs of the student teacher during the stressful period of student teaching.
 - Give priority to needs expressed by the student teacher. The concerns of the student teacher are the areas in which s/he is ready to receive help. You may even want to encourage the student teacher to sit through non-assigned classes to learn different teaching techniques.
 - Offer honest encouragement.
 - Provide guidance and direction and offer positive feedback as well as suggestions for improvement on a daily basis by both formative and summative methods.
 - Not only be present at all times during the class of a regular student teacher, but also observe lessons closely. Provide prompt feedback via written anecdotal notes, scripts, verbal comment, or other observation data. Engage in constructive conversation based on observation and routinely ask the student teacher to reflect on his/her lessons.

Sample Cooperating Teacher Daily Feedback Form

Teacher Feedback on Today's Lesson

Date: _____

Topic of Lesson:

Strong points of lesson:

Suggestions:

Teacher Feedback on Today's Lesson

Date: _____

Topic of Lesson:

Strong points of lesson:

Suggestions:

RESPONSIBILITIES OF THE SCHOOL ADMINISTRATOR

The administrator of a school holds a strategic position in determining the quality of a student teaching program in his/her school. It is the administrator's responsibility to provide the leadership in setting the tone for the professional laboratory in which the student teachers work. Other school administrator responsibilities are the following:

1. Consult with the college supervisor on the specific assignment of the student teacher;
2. Orient the faculty to the student teaching program;
3. Locate and assign conference space for the use of the college supervisor;
4. Conduct an orientation meeting with the student teachers during their first week in the building;
5. Acquaint the student teacher with any pertinent or district regulations concerning teacher expectations, management procedures, etc.;
6. Work with the cooperating teacher and college supervisor to resolve problem cases and make professional decisions in the best interest of all concerned;
7. Assist the cooperating teacher in providing a well-balanced learning situation for the student teacher;
8. Allow the cooperating teacher freedom to permit the student teacher to experiment and explore new approaches in working with pupils;
8. Exercise care to avoid exploitation of any member participating in the program;
10. Observe and evaluate the performance of the student, preferably at the end of the placement period.

RESPONSIBILITIES OF THE COLLEGE SUPERVISOR

The role of the college supervisor is to serve as a liaison between the school site and the college. The responsibilities of the supervisor include the following:

1. Communicate expectations for student teaching with the student teacher;
2. Meet with the cooperating teacher to review program guidelines;
3. Visit the student a minimum of eight times during the semester;
4. Conduct postobservation conferences with the student teacher, including the cooperating teacher whenever possible;
5. Be available to the student teacher for consultation about instructional planning; review and critique written plans and instructional materials prepared by the student teacher;
6. Conduct a weekly seminar for student teachers;
7. Complete midterm and final evaluations of the student teacher's performance;
8. Respond to weekly reflection assignments;
9. Confer with the classroom teacher about the student teacher's progress;
10. Maintain communication with the clinical coordinator regarding the progress of the placement.

Pre-observation Feedback Form

Submit with lesson plan prior to each visit

I. Planning the lesson

What role did you play in designing this lesson? (Is it totally yours?/ from your cooperating teacher?/ modification of coop's lesson? Etc.)

What, if any, restrictions were placed on you in designing this lesson?

II. Context

Explain briefly what other lessons you have taught leading up to this lesson. What will follow it?

III. Focus of observation

What should be the focus of my observation? (What techniques are you working on today? What are you experimenting with today? What areas are you trying to improve?)

IV. Comments

Any other issues or concerns I should be aware of before observing this lesson?

Other comments?

Post-Observation Conference Preparation Form:

Personal Reflection:

Consider (1) your objectives for this lesson and (2) developmental goals we set at our last observation conference and answer the question: How do you evaluate this lesson?

Resourcefulness:

If you could do the lesson again and had more time, what resources would you consult, what would you revise, what alternative methods would you try?

Responsiveness:

What did you learn about the lesson from your students' reactions, responses, feedback to the lesson?
What are your students teaching you about your teaching?

Teacher Efficacy:

How did you feel about your lesson today? Do you feel as if you are growing in your competencies?
What are the signs of growth in today's lesson? What are you particularly proud of in how your lesson affected your students today? What are the developmental goals that you plan to set for your next observation?

Do you have any other comments/ questions that you would like to discuss during the post-observation conversation?

LAKE FOREST COLLEGE
STUDENT TEACHING - Midterm Evaluation

Student's Name _____ Cooperating Teacher _____

Date _____ Semester _____ School _____

Grade/ Subject _____ Supervisor _____

RATING SCALE: 5 = Outstanding, distinguished, demonstrates superior skills & qualities
 4 = Above average, developing very satisfactorily
 3 = Average, competent, developing satisfactorily
 2 = Inconsistent, occasionally competent, sometimes average
 1 = Borderline skills, often inadequate, needs development

Leave blank those items that the candidate has not yet completed. Include those in goal statement.

<u>IPTS - STANDARD 1 - Content Knowledge</u> (IPTS – 1G, 1H, 1K, 1L; CLAS – 3G; CTS – 5G, 8C) LFC - Teacher Efficacy)	1	2	3	4	5
Content presented with clarity and accuracy					
Uses differing methods of inquiry in teaching subject matter concepts, and interdisciplinary approaches to integrating multiple content areas, where appropriate					
Engages students in generating and testing knowledge according to the process of inquiry and standards of evidence of the discipline, with use of specific-purpose electronic devices to access, evaluate & use information to solve problems					
Uses a variety of viewpoints, theories, "ways of knowing" explanations and multiple representations of concepts that capture key ideas to help students develop conceptual understanding					
Facilitates learning experiences that make connections to other content areas and to life and career experiences.					

<u>IPTS STANDARD 2 - Human Development and Learning</u> (IPTS 2H, 2I)(LFC – Responsiveness)	1	2	3	4	5
Stimulates student reflection by activating prior knowledge, linking new ideas to already familiar ideas and experiences					
Provides varied levels of tasks and assignments which recognize the individuality of students and their developmental needs, so all can learn					

Meets the intellectual interests and maturity level of students					
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<u>IPTS STANDARD 3 – Diversity</u> (IPTS 3G, 3H, 3K, 3L, 3N; CTS - 2J) (LFC – Responsiveness)	1	2	3	4	5
Makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs.					
Creates a learning community in which race, religion, culture, ethnicity, gender, economic status and differences in ability are respected and all have equal access to media and technology resources					
Identifies and designs instruction that recognizes student differences in learning styles, multiple intelligences, and developmental needs, so all can learn					
Prepares developmentally appropriate teacher-made instructional materials and evaluation devices					
Uses a wide range of instructional strategies, technologies, services and resources to meet and enhance diverse student needs.					

<u>IPTS STANDARD 4 – Planning for Instruction</u> (IPTS – 4D, 4L, 4M, 4R; CLAS – 1G; CTS – 3D, 5B, 5H) (LFC – Resourcefulness)	1	2	3	4	5
Provides conscientiously for written daily and weekly planning in all content areas, including use of advanced technology features and integration of appropriate software					
Selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and their prior knowledge, and based upon principles of effective instruction					
Uses own strengths, interests and skills to engage students					
Takes initiative in finding variety of resources and materials, including computers and technology, that have been evaluated for accuracy and usefulness					
Demonstrates creativity in planning for instruction and assessment using a variety of methods, activities and resources					
Responds to unanticipated sources of input and flexibly adjusts plans to meet student needs					

Creates long-term plans that are linked to student needs and performance, and appropriate scope and sequence					
Uses a variety of "text" and research resources with students/ in an attempt to enhance student learning from reading, learning from writing, and learning from oral communication.					

<u>IPTS STANDARD 5 – Learning Environment</u> (IPTS – 5I, 5K, 5L, 5O, 5P) (LFC – Responsiveness)	1	2	3	4	5
Establishes a classroom environment and uses management procedures that reflect respect and care for children and concern for their emotional and physical well being.					
Analyzes classroom environment and makes decisions that enhance social relationships, student motivation, and engagement in productive work, through mutual respect, cooperation and support for one another					
Demonstrates rapport with students					
Actively listens and responds respectfully to students					
Provides an atmosphere in which students with diverse learning characteristics feel free to questions, disagree and express ideas.					
Praises and encourages students and uses reinforcement appropriately					
Responds to individual and group misbehavior in an effective, consistent and sensitive manner					
Uses a variety of strategies to modify behavior appropriately					

<u>IPTS STANDARD 6 – Instructional Delivery</u> (IPTS – 6G, 6I, 6J, 6K, 6O, 6P; CLAS – 2G, 3B; CTS 3E, 3F, 6C, 6D) (LFC – Teacher Efficacy)	1	2	3	4	5
Uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem-solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources with maximum participation					
Motivates and maintains student interest through use of varied instructional techniques, including cooperative learning, and materials to achieve differentiated purposes to meet student needs					

Monitors and adjusts strategies in response to learner feedback					
Uses appropriate wait-time					
Uses instructional time effectively and is sensitive to pacing of classroom activities					
Shows how learning standards are incorporated into lesson plans					
Plans clear, concise objectives and makes objectives clear to students					
Provides for clear transitions, consistent on-task behavior and effective closure of lessons					
Displays organizational skills with regard to accurate records, routine procedures, grading and paperwork in an efficient and timely manner					
Helps students understand a variety of modes of writing (persuasive, descriptive, informative, and narrative).					
Understands how to use diverse instructional strategies and assessments that include an appropriate balance of lecture, discussion, activity, and written and oral work.					
Practices socially responsible, ethical, and legal use of technology, information, and software resources, and designs student activities that foster the same					
Uses electronic mail and web browser applications for communications and for research to support instruction.					

<u>IPTS STANDARD 7 – Communication</u> <u>IPTS – 7G, 7J; CLAS 3A)</u> <u>(LFC – Professional Characteristics)</u>	1	2	3	4	5
Communicates clearly with others in written, visual, oral and non-verbal contexts, including making eye contact and using appropriate body language in a culturally appropriate manner with all audiences					
Demonstrates clarity when giving directions and asking questions that scaffold and stimulate thinking and when responding to students					
Provides students with constructive feedback					
Practices effective listening, conflict resolution, and group-facilitation skills					
Communicates in classroom with written and verbal statements that are free from grammatical and spelling errors; avoids slang					
Speaks clearly, audibly and with adequate enunciation and inflection, free from distracting mannerism					

Projects confidence, assurance, strong teacher presence, energy, enthusiasm and sense of humor					
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<u>IPTS STANDARD 8 – Assessment</u> (IPTS – 8L, 8M, 8N, 8Q) (LFC – Teacher Efficacy)	1	2	3	4	5
Uses a variety of informal assessment techniques to demonstrate and enhance learners’ knowledge, modify instruction, and evaluate their progress in a non-discriminatory manner					
Uses a variety of formal assessment techniques to demonstrate and enhance learners’ knowledge, modify instruction, and evaluate their progress in a non-discriminatory manner					
Uses assessment strategies that involve learners in self-assessment activities					
Maintains useful, accurate records of assessment and communicates progress knowledgeably and responsibly to students, parents and colleagues					
Uses appropriate technologies to monitor and assess students’ progress					
Returns assessments in a timely manner					

<u>IPTS STANDARD 9 – Collaborative Relationships</u> (IPTS – 9I, 9J, 9K, 9M, 9N, 9O, 9P) (LFC – Professional Characteristics)	1	2	3	4	5
Develops appropriate cooperation and relationships with cooperating teacher, other teachers, administrators and staff					
Demonstrates a positive, pleasant attitude toward all					
Balances self-confidence and assertiveness with appropriate deference to others					
Accepts constructive criticism and acts upon suggestions					
Participates in collegial activities, collaborative decision making and problem solving designed to make the school a productive learning environment					
Establishes respectful and productive relationships with parents, guardians and community resources in support of student learning and well being					
Demonstrates the ability to co-teach and co-plan, where appropriate					

<u>IPTS STANDARD 10 – Reflection and Professional Growth</u> (IPTS – 10E, 10F;CTS – 7L) (LFC –Reflective Self-Assessment)	1	2	3	4	5
Shows evidence of self-directed learning by monitoring his or her own progress, identifying strengths and weaknesses, and finding ways to improve					
Reflects on-action, uses past experiences to shape future decisions, and evaluates strategies for success and finds alternatives for inappropriate strategies					
Reflects in-action and makes well-reasoned decisions on the spot					
Shows evidence of metacognition through writing and discussion (journals, responses, etc.)					
Receptive to exploring new ideas and approaches through collaboration with colleagues and professional development activities					

<u>IPTS STANDARD 11 – Personal Conduct</u> (IPTS – 11C, 11J, 11K, 11P, 11Q, 11R, 11S, 11T)(LFC – Professional Characteristics)	1	2	3	4	5
Reliable attendance and punctuality					
Demonstrates seriousness of purpose, dependability, reliability and sense of responsibility					
Demonstrates high levels of motivation and commitment to growth by going beyond minimal expectations					
Demonstrates honesty and good judgment					
Demonstrates courtesy, respect, tact and diplomacy					
Shows initiative and leadership qualities					
Demonstrates emotional and social maturity					
Does not allow his/her personal problems to interfere with teaching or become easily frustrated or discouraged by ordinary teaching problems					
Deals reasonably with unexpected situations that come up in teaching throughout the day					
Appropriate appearance (grooming and dress)					
Demonstrates understanding of state, local and school policies and maintains standards and professional conduct					

CONTENT SPECIFIC STANDARDS

Subjects Taught: _____

Summary of Topics Taught:

Additional Topics to be Taught in rest of placement:

Comments:

Areas of Strength:

Areas for improvement in practice and additional practices to implement:

Goals for rest of placement:

Progress on Exit Portfolio Standards (supervisor only):

Signature: _____

Title: _____

**LAKE FOREST COLLEGE
STUDENT TEACHING
Final Evaluation**

Student's Name _____ Cooperating Teacher _____
Date _____ Semester _____ School _____
Grade/ Subject _____ Supervisor _____

Recommend for certification: _____ Yes
_____ No

Signed: _____
(Title) _____

Areas of Strength:

Goals for the future:

Additional comments:

Exit Portfolio Standards Satisfactorily Completed (Supervisor only)

The following rubrics show the performance indicators that the student teacher is expected to demonstrate in each of the Illinois Professional Teaching Standards. Please give the student teacher an overall rating (1 – 10) based on the rubrics below, then provide comments that give specific examples of how the student has demonstrated the performance indicators in each area.

IPTS STANDARD 1 - Content Knowledge (LFC – Teacher Efficacy)

Distinguished / Target			Proficient			Acceptable / Basic			Unacceptable
10	9	8	7	6	5	4	3	2	1
<p>Consistently presents content clearly and accurately; uses differing viewpoints, theories, “ways of knowing” and methods of inquiry; engages students in generating and testing knowledge according to the process of inquiry and standards of evidence of the discipline; uses a variety of explanations and multiple representations of concepts that capture key ideas of content; facilitates learning experiences that make connections to life and career experiences.</p>			<p>Frequently presents content clearly and accurately; uses differing viewpoints, theories, “ways of knowing” and methods of inquiry; engages students in generating and testing knowledge according to the process of inquiry and standards of evidence of the discipline; uses a variety of explanations and multiple representations of concepts that capture key ideas of content; facilitates learning experiences that make connections to life and career experiences.</p>			<p>Generally presents content clearly and accurately; uses differing viewpoints, theories, “ways of knowing” and methods of inquiry; engages students in generating and testing knowledge according to the process of inquiry and standards of evidence of the discipline; uses a variety of explanations and multiple representations of concepts that capture key ideas of content; facilitates learning experiences that make connections to life and career experiences.</p>			<p>Fails to present content clearly and accurately and makes content errors; Does not use differing viewpoints, theories, “ways of knowing” and methods of inquiry; engage students in generating and testing knowledge according to the process of inquiry and standards of evidence of the discipline; use a variety of explanations and multiple representations of concepts that capture key ideas of content; facilitate learning experiences that make connections to life and career experiences.</p>

Rating: (1 – 10) _____

Comments regarding specific performance indicators:

IPTS STANDARD 2 - Human Development and Learning (LFC – Responsiveness)

Distinguished / Target	Proficient	Acceptable / Basic	Unacceptable
10 9 8	7 6 5	4 3 2	1
Consistently stimulates student reflection by activating prior knowledge, linking new ideas to already familiar ideas and experiences; addresses students at their level; meets the intellectual and maturity level of students.	Frequently stimulates student reflection by activating prior knowledge, linking new ideas to already familiar ideas and experiences; addresses students at their level; meets the intellectual and maturity level of students.	Generally stimulates student reflection by activating prior knowledge, linking new ideas to already familiar ideas and experiences; addresses students at their level; meets the intellectual and maturity level of students.	Fails to stimulate student reflection by activating prior knowledge, linking new ideas to already familiar ideas and experiences; address students at their level; meet the intellectual and maturity level of students.

Rating: (1 – 10) _____

Comments regarding specific performance indicators:

IPTS STANDARD 3 – Diversity (LFC – Responsiveness)

Distinguished / Target			Proficient			Acceptable / Basic			Unacceptable
10	9	8	7	6	5	4	3	2	1
<p>Consistently demonstrates exceptional level of respect and consideration for students of diverse race, religion, culture, ethnicity, gender, economic status and abilities and their cultural contexts. Consistently responds to students respectfully; makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs; identifies and designs instruction that recognizes student differences in learning styles, multiple intelligences, and developmental needs; prepares developmentally appropriate teacher-made instructional materials and evaluation devices using a wide range of instructional technologies to support learning</p>			<p>Frequently demonstrates good level of respect and consideration for students of diverse race, religion, culture, ethnicity, gender, economic status and abilities and their cultural contexts. Frequently responds to students respectfully; makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs; identifies and designs instruction that recognizes student differences in learning styles, multiple intelligences, and developmental needs; prepares developmentally appropriate teacher-made instructional materials and evaluation devices using a wide range of instructional technologies to support learning</p>			<p>Generally demonstrates adequate level of respect and consideration for students of diverse race, religion, culture, ethnicity, gender, economic status and abilities and their cultural contexts. Generally responds to students respectfully; makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs; identifies and designs instruction that recognizes student differences in learning styles, multiple intelligences, and developmental needs; prepares developmentally appropriate teacher-made instructional materials and evaluation devices using a wide range of instructional technologies to support learning</p>			<p>Consistently demonstrates lack of respect and consideration for students of diverse race, religion, culture, ethnicity, gender, economic status and abilities and their cultural contexts. Fails to respond to students respectfully; make appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs; identify and design instruction that recognizes student differences in learning styles, multiple intelligences, and developmental needs; prepare developmentally appropriate teacher-made instructional materials and evaluation devices using a wide range of instructional technologies to support learning</p>

Rating: (1 – 10) _____

Comments regarding specific performance indicators:

IPTS STANDARD 4 – Planning for Instruction (LFC – Resourcefulness)

Distinguished / Target			Proficient			Acceptable / Basic			Unacceptable
10	9	8	7	6	5	4	3	2	1
<p>Consistently uses own strengths, interests and skills to engage students; takes initiative to find and use a variety of resources and technological media and equipment that are appropriate for curriculum goals, relevant to learners and their prior knowledges and based upon principles of effective instruction; responds to unanticipated sources of input and adjust plans to meet student needs. Demonstrates outstanding creativity in short-term and long-term planning that is linked to student needs and performance.</p>			<p>Frequently uses own strengths, interests and skills to engage students; takes initiative to find and use a variety of resources and technological media and equipment that are appropriate for curriculum goals, relevant to learners and their prior knowledges and based upon principles of effective instruction; responds to unanticipated sources of input and adjust plans to meet student needs. Demonstrates good creativity in short-term and long-term planning that is linked to student needs and performance.</p>			<p>Generally uses own strengths, interests and skills to engage students; takes initiative to find and use a variety of resources and technological media and equipment that are appropriate for curriculum goals, relevant to learners and their prior knowledges and based upon principles of effective instruction; responds to unanticipated sources of input and adjust plans to meet student needs. Demonstrates adequate creativity in short-term and long-term planning that is linked to student needs and performance.</p>			<p>Does not use own strengths, interests and skills to engage students; take initiative to find and use a variety of resources and technological media and equipment that are appropriate for curriculum goals, relevant to learners and their prior knowledges and based upon principles of effective instruction; respond to unanticipated sources of input and adjust plans to meet student needs. Demonstrates lack of creativity in short-term and long-term planning and fails to link plans to student needs and performance.</p>

Rating: (1 – 10) _____

Comments regarding specific performance indicators:

IPTS STANDARD 5 – Learning Environment (LFC – Responsiveness)

Distinguished / Target			Proficient			Acceptable / Basic			Unacceptable
10	9	8	7	6	5	4	3	2	1
<p>Establishes exceptional rapport with students and an atmosphere of mutual respect, cooperation and support in which students feel free to question, disagree and express ideas. Consistently listens actively to students; organizes, allocates, and manages resources of class time, space, activities and materials to provide active and equitable engagement of students in productive tasks; praises and encourages students and uses reinforcement appropriately; responds to misbehavior in effective and sensitive manner; deals with individual, and group discipline problems appropriately and consistently with a variety of strategies to modify behavior appropriately.</p>			<p>Establishes good rapport with students and an atmosphere of mutual respect, cooperation and support in which students feel free to question, disagree and express ideas. Frequently listens actively to students; organizes, allocates, and manages resources of class time, space, activities and materials to provide active and equitable engagement of students in productive tasks; praises and encourages students and uses reinforcement appropriately; responds to misbehavior in effective and sensitive manner; deals with individual, and group discipline problems appropriately and consistently with a variety of strategies to modify behavior appropriately.</p>			<p>Establishes adequate rapport with students and an atmosphere of mutual respect, cooperation and support in which students feel free to question, disagree and express ideas. Generally listens actively to students; organizes, allocates, and manages resources of class time, space, activities and materials to provide active and equitable engagement of students in productive tasks; praises and encourages students and uses reinforcement appropriately; responds to misbehavior in effective and sensitive manner; deals with individual, and group discipline problems appropriately and consistently with a variety of strategies to modify behavior appropriately.</p>			<p>Fails to establish rapport with students or an atmosphere of mutual respect, cooperation and support in which students feel free to question, disagree and express ideas. Fails to listen actively to students; organize, allocate, or manage resources of class time, space, activities and materials to provide active and equitable engagement of students in productive tasks. Does not praise and encourage students or use reinforcement appropriately. Responds to misbehavior in an ineffective and insensitive manner; deals with individual, and group discipline problems inappropriately and inconsistently.</p>

Rating: (1 – 10) _____

Comments regarding specific performance indicators:

IPTS STANDARD 6 – Instructional Delivery (LFC – Teacher Efficacy)

Distinguished / Target			Proficient			Acceptable / Basic			Unacceptable
10	9	8	7	6	5	4	3	2	1
<p>Demonstrates exceptional use of multiple teaching and learning strategies to engage students in active learning opportunities that motivates and maintains student interest and involvement. Consistently monitors and adjusts strategies in response to learner feedback and pacing of classroom activities; provides for clear transitions, consistent on-task behavior and effective closure of lessons; shows how learning standards are incorporated into lesson plans; plans clear, concise objectives and makes objectives clear to students. Displays outstanding organizational skills and maintenance of accurate paperwork.</p>			<p>Demonstrates good use of multiple teaching and learning strategies to engage students in active learning opportunities that motivates and maintains student interest and involvement. Frequently monitors and adjusts strategies in response to learner feedback and pacing of classroom activities; provides for clear transitions, consistent on-task behavior and effective closure of lessons; shows how learning standards are incorporated into lesson plans; plans clear, concise objectives and makes objectives clear to students. Displays good organizational skills and maintenance of accurate paperwork.</p>			<p>Demonstrates adequate use of multiple teaching and learning strategies to engage students in active learning opportunities that motivates and maintains student interest and involvement. Generally monitors and adjusts strategies in response to learner feedback and pacing of classroom activities; provides for clear transitions, consistent on-task behavior and effective closure of lessons; shows how learning standards are incorporated into lesson plans; plans clear, concise objectives and makes objectives clear to students. Displays adequate organizational skills and maintenance of accurate paperwork.</p>			<p>Fails to demonstrate use of multiple teaching and learning strategies to engage students in active learning opportunities that motivates and maintains student interest and involvement. Does not monitor and adjust strategies in response to learner feedback and pacing of classroom activities; provide for clear transitions, consistent on-task behavior or effective closure of lessons; show how learning standards are incorporated into lesson plans; plan clear, concise objectives or make objectives clear to students. Displays a lack of organizational skills and failure to maintain accurate paperwork.</p>

Rating: (1 – 10) _____

Comments regarding specific performance indicators:

IPTS STANDARD 7 – Communication (LFC – Professional Characteristics)

Distinguished / Target			Proficient			Acceptable / Basic			Unacceptable
10	9	8	7	6	5	4	3	2	1
<p>Demonstrates exceptional clarity when giving directions, responding to students, providing constructive feedback and asking questions that scaffold and stimulate thinking; Consistently communicates clearly with others in written, visual, oral and non-verbal contexts that are free from grammatical and spelling errors; speaks clearly, audibly and with adequate enunciation and inflection, free from distracting mannerisms. Demonstrates exceptional listening, conflict resolution and group facilitation skills; confidence, assurance, strong teacher presence, energy enthusiasm and sense of humor.</p>			<p>Demonstrates good clarity when giving directions, responding to students, providing constructive feedback and asking questions that scaffold and stimulate thinking; Frequently communicates clearly with others in written, visual, oral and non-verbal contexts that are free from grammatical and spelling errors; speaks clearly, audibly and with adequate enunciation and inflection, free from distracting mannerisms. Demonstrates good listening, conflict resolution and group facilitation skills; confidence, assurance, strong teacher presence, energy enthusiasm and sense of humor.</p>			<p>Demonstrates adequate clarity when giving directions, responding to students, providing constructive feedback and asking questions that scaffold and stimulate thinking; Generally communicates clearly with others in written, visual, oral and non-verbal contexts that are free from grammatical and spelling errors; speaks clearly, audibly and with adequate enunciation and inflection, free from distracting mannerisms. Demonstrates adequate listening, conflict resolution and group facilitation skills; confidence, assurance, strong teacher presence, energy enthusiasm and sense of humor.</p>			<p>Fails to demonstrate clarity when giving directions, responding to students, providing constructive feedback or asking questions that scaffold and stimulate thinking; Does not communicate clearly with others in written, visual, oral or non-verbal contexts; that are free from makes grammatical and spelling errors; does not speak clearly, audibly or with adequate enunciation and inflection. Demonstrates distracting mannerisms, inadequate listening, conflict resolution and group facilitation skills. Fails to demonstrate confidence, assurance, strong teacher presence, energy enthusiasm or sense of humor.</p>

Rating: (1 – 10) _____

Comments regarding specific performance indicators:

IPTS STANDARD 8 – Assessment (LFC – Teacher Efficacy)

Distinguished / Target			Proficient			Acceptable / Basic			Unacceptable
10	9	8	7	6	5	4	3	2	1
<p>Demonstrates an exceptional variety of informal and formal assessment techniques, including appropriate technologies, to enhance learners’ knowledge, modify instruction, evaluate student progress and involve learners in self-assessment activities. Consistently maintains useful, accurate records of assessment and communicates progress knowledgeably and responsibly to students, parents and colleagues; and returns assessments in a timely manner.</p>			<p>Demonstrates a good variety of informal and formal assessment techniques, including appropriate technologies, to enhance learners’ knowledge, modify instruction, evaluate student progress and involve learners in self-assessment activities. Frequently maintains useful, accurate records of assessment and communicates progress knowledgeably and responsibly to students, parents and colleagues; and returns assessments in a timely manner.</p>			<p>Demonstrates an adequate variety of informal and formal assessment techniques, including appropriate technologies, to enhance learners’ knowledge, modify instruction, evaluate student progress and involve learners in self-assessment activities. Generally maintains useful, accurate records of assessment and communicates progress knowledgeably and responsibly to students, parents and colleagues; and returns assessments in a timely manner.</p>			<p>Fails to demonstrate a variety of informal and formal assessment techniques, including appropriate technologies, to enhance learners’ knowledge, modify instruction, evaluate student progress and involve learners in self-assessment activities. Does not maintain useful, accurate records of assessment or communicate progress knowledgeably and responsibly to students, parents and colleagues; fails to return assessments in a timely manner.</p>

Rating: (1 – 10) _____

Comments regarding specific performance indicators:

IPTS STANDARD 9 – Collaborative Relationships (LFC – Professional Characteristics)

Distinguished / Target			Proficient			Acceptable / Basic			Unacceptable
10	9	8	7	6	5	4	3	2	1
<p>Demonstrates exceptional cooperation and relationships with cooperating teacher, other teachers, administrators and staff and respectful, productive relationships with parents, guardians and community resources in support of student learning and well being. Consistently demonstrates a positive, pleasant attitude toward all; appropriate balance of self-confidence and assertiveness; accepts constructive criticism and acts upon suggestions; participates in collegial activities.</p>			<p>Demonstrates good cooperation and relationships with cooperating teacher, other teachers, administrators and staff and respectful, productive relationships with parents, guardians and community resources in support of student learning and well being. Frequently demonstrates a positive, pleasant attitude toward all; appropriate balance of self-confidence and assertiveness; accepts constructive criticism and acts upon suggestions; participates in collegial activities.</p>			<p>Demonstrates adequate cooperation and relationships with cooperating teacher, other teachers, administrators and staff and respectful, productive relationships with parents, guardians and community resources in support of student learning and well being. Generally demonstrates a positive, pleasant attitude toward all; appropriate balance of self-confidence and assertiveness; accepts constructive criticism and acts upon suggestions; participates in collegial activities.</p>			<p>Fails to demonstrate cooperation and relationships with cooperating teacher, other teachers, administrators and staff and respectful, productive relationships with parents, guardians and community resources in support of student learning and well being. Does not demonstrate a positive, pleasant attitude toward all; appropriate balance of self-confidence and assertiveness; accept constructive criticism and act upon suggestions; participate in collegial activities.</p>

Rating: (1 – 10) _____

Comments regarding specific performance indicators:

IPTS STANDARD 10 – Reflection and Professional Growth (LFC –Reflective Self-Assessment)

Distinguished / Target			Proficient			Acceptable / Basic			Unacceptable
10	9	8	7	6	5	4	3	2	1
<p>Consistently shows exceptional self-directed learning by monitoring his or her own progress, identifying strengths and weaknesses and finding ways to improve. Consistently reflects on-action and uses past experience to shape future decisions; evaluates strategies for success, synthesizes information from many sources and finds well-reasoned alternatives; reflects in-action and makes well-reasoned decisions on the spot; explores new ideas and approaches through collaboration with colleagues.</p>			<p>Frequently shows good self-directed learning by monitoring his or her own progress, identifying strengths and weaknesses and finding ways to improve. Frequently reflects on-action and uses past experience to shape future decisions; evaluates strategies for success, synthesizes information from many sources and finds well-reasoned alternatives; reflects in-action and makes well-reasoned decisions on the spot; explores new ideas and approaches through collaboration with colleagues.</p>			<p>Generally shows adequate self-directed learning by monitoring his or her own progress, identifying strengths and weaknesses and finding ways to improve. Generally reflects on-action and uses past experience to shape future decisions; evaluates strategies for success, synthesizes information from many sources and finds well-reasoned alternatives; reflects in-action and makes well-reasoned decisions on the spot; explores new ideas and approaches through collaboration with colleagues.</p>			<p>Shows lack of self-directed learning by failing to monitor his or her own progress, identify strengths and weaknesses or find ways to improve. Fails to reflect on-action and use past experience to shape future decisions; evaluate strategies for success, synthesize information from many sources and find well-reasoned alternatives; reflect in-action and make well-reasoned decisions on the spot. Does not explore new ideas and approaches or collaborate with colleagues.</p>

Rating: (1 – 10) _____

Comments regarding specific performance indicators:

IPTS STANDARD 11 – Personal Conduct (LFC – Professional Characteristics)

Distinguished / Target			Proficient			Acceptable / Basic			Unacceptable
10	9	8	7	6	5	4	3	2	1
Perfect attendance (or notification of coop and supervisor every time) always on time. Clearly demonstrates exceptional level of motivation, commitment, seriousness of purpose, positive, pleasant attitude, honesty, good judgment, courtesy, respect, tact, cooperation, self-confidence, dependability, reliability, sense of responsibility, initiative and leadership, flexibility, perseverance to accomplish goals in spite of frustration and unexpected situations, collegiality, emotional and social maturity.			Perfect attendance (or notification of coop and supervisor every time) always on time. Demonstrates above average level of motivation, commitment, seriousness of purpose, positive, pleasant attitude, honesty, good judgment, courtesy, respect, tact, cooperation, self-confidence, dependability, reliability, sense of responsibility, initiative and leadership, flexibility, perseverance to accomplish goals in spite of frustration and unexpected situations, collegiality, emotional and social maturity.			Rarely absent, generally punctual. Demonstrates adequate level of motivation, commitment, seriousness of purpose, positive, pleasant attitude, honesty, good judgment, courtesy, respect, tact, cooperation, self-confidence, dependability, reliability, sense of responsibility, initiative and leadership, flexibility, perseverance to accomplish goals in spite of frustration and unexpected situations, collegiality, emotional and social maturity.			Frequently absent and/or late without notification. Demonstrates consistent lack of motivation, commitment, seriousness of purpose, positive, pleasant attitude, honesty, good judgment, courtesy, respect, tact, cooperation, self-confidence, dependability, reliability, sense of responsibility, initiative and leadership, flexibility, perseverance to accomplish goals in spite of frustration and unexpected situations, collegiality, emotional and social maturity.

Rating: (1 – 10) _____

Comments regarding specific performance indicators: