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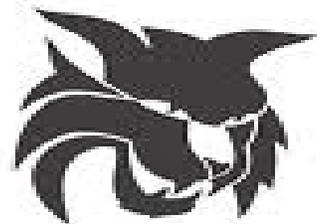
*Your future is Central.*

## ***Cooperating Teacher Handbook 2017-2018***

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**College of Education and Professional Studies  
Department of Educational Foundations and Curriculum**

**Introduction**

The student teaching experience is the capstone of the professional development sequence and training of prospective teachers at Central Washington University. Follow up studies of our graduates substantiate the belief that student teaching is the most significant experience in the preparation of Candidates for the profession of teaching. The Cooperating Teacher Handbook is developed as an initial overview and orientation to the expectations of Candidates and the role of the Cooperating Teacher in the student teaching process.

**The Constructivist Learning Model**

The constructivist learning model serves as the conceptual framework for our program in teacher education and graduate programs for the preparation of school counselors, school administrators, school psychologists, and other positions related to a variety of school roles. Constructivism purports that knowledge is the result of the individual's view of reality, that is, learning occurs through the continual creation of rules or hypotheses, which allows the individual to explain what has been observed. There is a need to create new rules and formulate new hypotheses when students present ideas of reality which may not agree with those of the instructor. The constructivist learning model refers to that process of constructing or creating a new idea which can serve as a guideline for learning and teaching. This idea serves as a guide for similar subsequent actions.

The Constructivist Model has four basic components:

1. The learner creates knowledge.
2. Knowledge is "constructed" or made meaningful when the learner relates new information to prior or existing knowledge.
3. Knowledge as it is constructed is shaped by experiences and social interactions.
4. The members of a culture establish knowledge cooperatively.

A teacher in the constructivist classroom will be able to:

1. Seek out and use student questions and ideas to guide lessons and instructional units.
2. Encourage students to initiate ideas.
3. Promote student leadership, collaboration, seeking of information and taking action as a result of the learning process.
4. Use the thinking, the experiences, and the interests of students to drive the lesson.
5. Encourage the use of alternative sources of information.
6. Encourage students to test their own ideas, even predicting and speculating on outcomes.
7. Use cooperative learning strategies that emphasize collaboration, respect of individuals, and encourage the division of labor.
8. Provide adequate time for students to reflect on and analyze information.
9. Encourage and support the collection of real evidence to support ideas and the reformation of ideas in light of new evidence or experiences.

## **The Theme of CWU's Teacher Preparation Program**

We agreed that both our faculty and our graduates should be “facilitators of learning.” The term “facilitator” was chosen because of its consistency with the constructivist philosophy. The term reflects the view of the professional educator as one who encourages personal reflection and construction of knowledge, and who provides insights about formal knowledge, but who does not dictate how the knowledge will be constructed. It shifts the focus from what the professional educator does to what the student achieves. It reminds us that the success of our endeavor is measured not in seat time or credits earned but in knowledge, skills, and values acquired. Thus, we see ourselves, and we want our Candidates to see themselves and us, as “facilitators of learning.”

By adopting this theme, the faculty wanted to emphasize that our role as facilitators extended to all learners. Just as our Candidates were becoming more diverse, they also were being asked to teach in environments of changing cultural balance, of increasing numbers of children living in poverty and facing health problems, of homelessness, and disrupted family lives, and of increasing language diversity. Faculty were finding that tried and true methods were less effective than they once had been, and Candidates were reporting that they felt under prepared and overwhelmed to address the needs of the children they encountered in the PK-12 schools. As the framework was modified to reflect multicultural and global perspectives in all aspects of the program, the theme also was extended to emphasize this important aspect of our programs. Thus, we wanted to be and to prepare “facilitators of learning in a diverse world.”

The theme is intended to remind all of us in the field that there should be:

- A focus on learning as the important product of teaching, and the teacher's role as a facilitator of learning; and
- An emphasis on individual differences and the impact of the racial, cultural, gender, linguistic, and socio-economic diversity of children on how to facilitate learning.

## **The Purpose of Student Teaching**

Student teaching at Central Washington University is designed to provide Candidates opportunities to: (1) practice and demonstrate their professional skills; and (2) gain practical knowledge from their experiences in the PK-12 public school system.

1. Student teaching objectives are to be assessed by performance; i.e., the Candidate is expected to:
2. Demonstrate in a public school classroom their command of the skills and knowledge obtained in previous training as masters of the art and science of teaching in the teacher certification program;
3. Demonstrate in a public school classroom their command of the knowledge and skills obtained in their major and/or minor areas as knowledge specialists;
4. Demonstrate the physical and emotional stamina to work effectively in a public school classroom for a prolonged period on a full-time basis;
5. Demonstrate the ability to work effectively and autonomously in a public school classroom utilizing the Constructivist model of learning; and,
6. Identify social and governmental agencies and businesses and industries within the community and their relationship to the educational process.

## **The Task of the Cooperating Teacher**

One of the most critical tasks Cooperating Teachers have is to establish personal rapport and credibility with their Candidates early in the student teaching experience. To quickly establish a relationship, you should review background information about the Candidate before he/she arrives in your classroom. The Candidate information is included in the student teaching application provided by the University Field Supervisor. As you read about your Candidate, identify his/her strengths, experiences, and professional interests. Utilize this information to develop rapport and promote communication with your Candidate.

In addition, review your school building formalities: the school schedule, and school and classroom routines with your Candidate. Orient the Candidate to the facts of school life which have become “second nature” to you, but are unknown to the Candidate. If your building is large, a school map may be useful. If the school schedule is difficult to understand, have one available and be prepared to explain it more than once to your Candidate.

Having pertinent items ready when your Candidate arrives tells the Candidate you have been anticipating his/her arrival. Your preparation to receive the Candidate in your classroom models your expectations better than your words.

### **Private Work Area for the Candidate**

The Candidate needs a private work area to perform his/her classroom duties. For the Candidate to begin to feel like a professional, he/she must have a private area in your classroom to keep books, supplies, and other teaching materials. If possible, provide a desk for the Candidate. If this is not possible, make available a table, a desk drawer, or cabinet space for the Candidate to use. If you have an office, consider sharing this and inviting the Candidate to use the appropriate areas to prepare teaching materials.

Educational technology, including audio/visual equipment and computers, school supplies, and copying equipment, should be as available to the Candidate as they are to you. Please explain any precautions or restrictions regarding equipment use to the Candidate. Be sure that the Candidate has access to the creative tools that enhance facilitation of student learning in the classroom. Your total openness with the Candidate will assist in making student teaching a rewarding and constructive experience for the Candidate.

### **Professional Status**

Professional peer acceptance is of great concern to the Candidate. We request that our Candidates dress professionally. To help calm the Candidate’s apprehension about how he/she will be accepted by your students and professional colleagues, formally introduce the Candidate to your class and to your colleagues to facilitate the Candidate’s professional status. Do not use the Candidate’s first name with your PK-12 students. Do what you can to assist the Candidate to obtain the respect due any teacher.

### **Professional Involvement**

Your responsibilities to the PK-12 students in your classroom require that you develop confidence in the personal and professional capabilities of the Candidate. Such confidence normally is developed over time as the Candidate becomes gradually more involved in the teaching process. Candidate activities are described in a suggested gradual induction model in the four stages that follow.

## **The Stages of Student Teaching**

### **Stage I: Approximate Time, Week 1**

1. Observe and analyze teaching techniques and methods, including classroom management strategies based on Constructivism. Become familiar with:
  - a) Classroom resources, e.g., books, supplies, schedules, and forms
  - b) Building and district resources (library, audio/visual, reproduction, aides and specialists)
  - c) Grading practices
  - d) Building rules and regulations
  - e) District policies
  - f) Extra-curricular activities
  - g) Students' names
2. Assist the teacher in correcting papers, housekeeping duties, preparing assignments and materials, helping individual students, and other related activities.
3. Assume "bit-teaching" responsibilities such as introducing lessons, making assignments, and conducting drills.
4. Conference regularly with Cooperating Teacher and discuss the extent to which student teaching is modeling constructivist attributes.

### **Stage II: Approximate Time: Weeks 2 - 4**

1. Assume daily teaching responsibilities for a subject, a block, group, or other situation where it is necessary to plan, present, and evaluate lesson.
2. Gradually extend classroom responsibilities as competencies are demonstrated.
3. Continue conferences with Cooperating Teacher.
4. Prepare daily lesson plans that identify Washington State Essential Academic Learning Requirements (EALRs) and performance outcomes and meet cognitive, affective, and psychomotor needs of students. Develop an instructional plan for the Teacher Performance Assessment (TPA).

### **Stage III: Approximate Time: Weeks 5 - 10**

1. Assume full-time teaching, performing all instructional activities, classroom management, and student supervision.
2. Present lessons for the TPA, record the video clip, and complete the remaining written requirements of the portfolio. Upload portfolio to LiveText for scoring.

### **Stage IV: Approximate Time: Weeks 11 - 12**

1. When teaching competence is demonstrated to the satisfaction of the Cooperating Teacher and 11-12 University Field Supervisors, the Candidate may observe other teachers.

## Suggestions

The following activities for Cooperating Teachers are suggested to assist the Candidate in meeting program objectives:

1. Help the Candidate understand your responsibilities as they relate to the total school program. For example:
  - a) Expose him/her to class activities and course offerings and explain how the activities are related to the constructivist theory.
  - b) Expose him/her to and encourage him/her to participate in extra-class activities and other non-teaching duties.
  - c) Acquaint him/her with the physical facilities of the school.
  - d) Introduce him/her to the teachers and administrative staff in the school, and insure a welcome at staff and other professional meetings.
  - e) Include him/her in parent contacts.
  - f) Help him/her identify and obtain resource materials.
2. Assist the Candidate in defining his/her role in terms of duties and responsibilities. This may be done by:
  - a) Scheduling a formal conference with the Candidate to clarify expectations with regard to classroom procedures.
  - b) Providing opportunities for the Candidate to observe different instructional strategies appropriate to the teaching situation. Modeling and facilitating the development of the Candidate's professional attitudes in contacts with the school and community.
  - c) Facilitating the Candidate's understanding of professional ethics.
  - d) Acquainting the Candidate with the rules and regulations applicable to students and teachers in the school building and district.
  - e) Insuring that the Candidate knows and understands the instructional goals and management systems for the class.
3. Engage the Candidate in progressively more responsible teaching experiences as appropriate skills and proficiencies are demonstrated.
4. Determine, in consultation with the Candidate, a time frame within which the Candidate would be expected to take full responsibility for the class.
5. Provide curricular resources to assist the Candidate in preparation for the development of instructional plans and activities.
6. Provide guidance in developing and implementing all aspects of the Candidate's first lessons. Decisions concerning instructional goals, lesson objectives, activities, materials, and evaluation should be made jointly during Stages I and II. ....
7. Systematically observe and monitor the Candidate and carefully critique each lesson taught during Stages I and II, and periodically thereafter.
8. Ensure that the Candidate's introduction to the practice of teaching is appropriate to his/her individual strengths and needs. The length of the initial period of observation may vary from Candidate to Candidate. During this period, the Candidate should be encouraged to become

- involved with the class by assisting individual students, collecting materials, and by observing the teacher and students, when otherwise not responsible for the class.
9. Remain in the classroom until you are satisfied the Candidate is competent to handle the class. Thereafter, observe frequently enough to provide the Candidate with adequate supervision and assistance. The Candidate should know where you are at all times when you are not in the classroom.
  10. Keep the Candidate and the University Field Supervisor informed of the Candidate's progress. Offer critique as necessary in regularly scheduled conferences.

### **The Checklist for the Cooperating Teacher**

#### 1. Before the Candidate arrives

- A. Review the student teaching application provided by Central Washington University.
- B. Review this handbook and any other materials provided by Central Washington University.
- C. Prepare your PK-12 students for the arrival of the Candidate.
- D. Gather curricular materials the Candidate may use. Be sure to include teacher manuals when these are available.
- E. Select a strong attribute from the Candidate's application which can be emphasized to students in order to build credibility for the Candidate.
- F. Be willing to accept the Candidate as a partner in your instructional team.

#### 2. When the Candidate arrives, but before students arrive

- A. Have the principal orient the Candidate to the school.
- B. Introduce the Candidate to the teachers in neighboring classrooms.
- C. Provide the Candidate with a desk or table.
- D. Orient the Candidate to what the class is doing.
- E. Explain the schedule, facilities for lunch, etc.
- F. Give the Candidate a seating chart.
- G. Find out when and where student teaching seminars will be conducted.
- H. Review the constructivist theory and how it may be applied in your classroom with the Candidate.
- I. Develop a daily plan of how the student will observe, confer, assess, and reflect on his/her performance as a Candidate.

#### 3. After the students arrive the first day when the Candidate is present

- A. Introduce the Candidate in a way to convey respect and status. (Optional Candidate titles: teaching intern, co-teacher, or team teacher.)
- B. Encourage the Candidate to look for various characteristics in students, e.g., those who respond quickly, those who seem reticent, those who are not attentive, etc.
- C. Encourage the Candidate to associate names with faces as quickly as possible.
- D. Invite the Candidate to shadow you, walking among students when you do, etc.

#### 4. At the end of the first day

- A. Confer with the Candidate about his/her observations of students in the room.
- B. Confer with the Candidate on school routine.

- 1) Time of arrival and departure for teachers.
- 2) Time of arrival and departure for students.
- 3) Bus regulations and duties.
- 4) Hall duty, lunchroom duty, noon duty, and others.
- 5) Office routine: reading faculty bulletin and checking mail.

\_\_\_C. Reflect with the Candidate on above routine activities.

5. During short conference periods throughout the remainder of the week

\_\_\_A. Acquaint the Candidate with available facilities:

- 1) Introduce the Candidate to the librarian.
- 2) Require the Candidate to become familiar with library materials relating to the curriculum for the grade or subject being taught.
- 3) Show the Candidate where the audio/visual equipment is kept and describe how to check equipment in/out/return:
  - a) video camera
  - b) document camera
  - c) TV/VCR
  - d) Smart Board/laser disk
  - e) overhead projector
  - f) specialized AV carts with computers, etc.
  - g) CD player
  - h) tape recorder
  - i) other equipment
- 4) Show the Candidate where the art and school supplies are kept and when these may be obtained.
- 5) Explain the policy of coffee and snacks in the teacher's room.
- 6) Introduce the Candidate to special consultants and other school personnel:
  - a) secretary
  - b) school nurse
  - c) custodian
  - d) school counselor
  - e) psychologist
  - f) other

\_\_\_B. Give the Candidate a school handbook.

\_\_\_C. Outline the daily schedule.

\_\_\_D. Explain the behavior expected of students in halls, playgrounds, lunchrooms, parking lots, etc.

\_\_\_G. Acquaint the Candidate with the local community.

\_\_\_H. Explain participation in specific extracurricular activities.

\_\_\_I. Explain when and where faculty meetings are held and require the Candidate to attend.

6. During planned conference periods throughout the quarter

\_\_\_A. Present an overview of the school and its services to the students.

\_\_\_B. Explain the philosophy of the school, objectives, etc.

\_\_\_C. Define and reflect on your philosophy of teaching and learning with the Candidate.

\_\_\_D. Allow the Candidate to refine his/her philosophy of teaching and learning based on constructivism.

- \_\_\_ E. Help the Candidate understand the basic principles of teaching and learning by observing you and through assigned reading on:
  - 1) Readiness
  - 2) Planning
  - 3) Motivation
  - 4) Principles of learning
  - 5) Characteristics and needs of students at level taught
  - 6) Evaluating lessons
  - 7) Evaluating students
  - 8) Bulletin boards
  - 9) Audio/visual aids
  - 10) Questioning
  - 11) Subject matter content
  - 12) Assignments
  - 13) Student participation activities
- \_\_\_ F. Help the Candidate learn the necessity of developing good personal relationships with the administrators, co-workers, parents, and students.
- \_\_\_ G. Assist the Candidate to develop a professional demeanor.
- \_\_\_ H. Assist the Candidate in developing classroom management skills that promote positive, effective learning.
- \_\_\_ I. Help the Candidate develop and respect personal integrity.
- \_\_\_ J. Help the Candidate see the need for self-improvement through reading, coursework, in-service meetings and self-reflection.
- \_\_\_ K. Help the Candidate to develop personal potential relative to the characteristics and abilities emphasized on the student teaching evaluation.

7. From the first day—participation activities for the Candidate

- \_\_\_ A. Give the Candidate papers to grade and grades to record.
- \_\_\_ B. Have the Candidate listen to students read, or help a small group, if appropriate.
- \_\_\_ C. Encourage the Candidate to work with individual students.
- \_\_\_ D. Have the Candidate scan tests and library books.
- \_\_\_ E. Have the Candidate participate in class discussions.
- \_\_\_ F. Make the Candidate feel a part of the classroom.
- \_\_\_ G. Provide opportunities for the Candidate to practice writing on the board.
- \_\_\_ H. Assign the Candidate routine tasks.

8. When the Candidate first begins teaching

- \_\_\_ A. Check lesson plans carefully. Require them the week prior to teaching.
- \_\_\_ B. Suggest improvements in the plans based on constructivist theory.
- \_\_\_ C. Evaluate the teaching for strengths and weaknesses.
- \_\_\_ D. Give additional responsibilities gradually.
- \_\_\_ E. Leave the room for short periods when you are sure the Candidate can handle the situation.
- \_\_\_ F. Treat the Candidate in a professional manner. Do not criticize the Candidate in front of students, but later, lead the Candidate in a reflective discussion of the activities that need to be improved.
- \_\_\_ G. Refrain from interrupting the lesson when the Candidate is teaching.
- \_\_\_ H. Require the Candidate to attend professional meetings for which attendance is required of you.

## 9. During full-time teaching

- A. Check lesson plans carefully. A substitute should be able to follow them.
- B. Encourage the Candidate to use new ideas.
- C. Stay out of the room as much as possible. Both Candidate and students react differently when the Cooperating Teacher is in the classroom.
- D. Set high standards and expect the Candidate to meet them
- E. Encourage and assist (without editing) the Candidate in the development of the lessons for the TPA.

### **Forms to be Completed**

During the experience of hosting and supporting your CWU Candidate, you will be asked to complete several forms, either individually or in conjunction with your Candidate and/or University Field Supervisor, which will be provided for you. Below is a list of forms that must be completed. It is suggested that the forms be completed in the order listed here. None of the forms will take inordinate amounts of time to complete and will add to the body of information about the Candidate's performance.

A. A-19 Invoice Voucher (a state form required for you to receive the remuneration for hosting your Candidate). Completed individually by you and returned to the Office of Field Experiences in the SASE provided.

B. Cooperating Teacher Experience and Orientation Form (a University-required program form to be completed in conjunction with the University Field Supervisor and returned to the Office of Field Experiences in the SASE provided.

C. Documentation of Collaboration and Discussion of Constructivism Form (a University-required program form to be completed in conjunction with the Candidate after a discussion has occurred on the purpose and use of Constructivism in the student teaching placement). The Candidate will be responsible for submitting this document to the University Field Supervisor.

D. Student Teacher Attributes Scale form (a University-required program form to be completed solely by the Cooperating Teacher, shared with the Candidate and delivered, by the Cooperating Teacher, to the University Field Supervisor for inclusion in the Candidate's departmental folder as evidence of successful completion of the program.) **This form must be completed twice—once just prior to or at mid-experience and once just prior to or at the end of the experience.**

E. Video Critique form (an optional University-required program form to be completed in conjunction with the Candidate and provided, by either the Candidate or the Cooperating Teacher, to the University Field Supervisor for inclusion in the Candidate's departmental folder as evidence of successful completion of the program.) **Note: This form is optional for the program but may be required by the University Field Supervisor for program completion and as practice for the TPA video clip.**



## Lesson Planning

The Candidate will prepare daily lesson plans a week in advance before they are to be taught so they can be reviewed by the Cooperating Teacher and revisions may be suggested. The Cooperating Teacher remains responsible for the classroom throughout the student teaching experience. The Candidate should only be allowed to present lessons if the Cooperating Teacher has approved them prior to the day they are to be taught.

Candidates are given a suggested template in their methods course. Lesson plans should include details as required by the Cooperating Teacher and the University Field Supervisor so each can evaluate them. They must provide sufficient information for the Candidate to use them with confidence and so that a substitute would be able to follow them. Lesson plans must be submitted in advance to the University Field Supervisor for lessons which the Supervisor plans to observe and critique.

Lessons should include the following:

1. Objectives/EALRs – Written in clear and measurable terms.
2. Materials – Specific materials needed for the lesson should be identified.
3. Procedures –
  - a) The introduction should promote interest, motivate students, and relate the lesson to prior and future instruction.
  - b) Lesson content and student activities should be carefully designed and described.
  - c) Concluding activities should be described.
  - d) Closure is conducted by the Candidate at the end of each lesson with a check for understanding. Students are to generate a summary or review of key lesson components.
4. Evaluation and Rationale – A rationale and assessment must be given for each activity. Note whether a formal or informal assessment of student performance will be conducted to indicate mastery of lesson objectives.

Lesson plans should be flexible enough to meet changes that occur during teaching. The Candidate should be encouraged to anticipate potential difficulties and be prepared to handle problems that occur.

The importance of planning cannot be overemphasized. The first long-range plans and the first few weeks of daily plans should result from a sharing of ideas. This procedure establishes a pattern which may be altered as the plans improve and as greater independence is earned by the Candidate.

## Observing, Conferring, Assessing, and Reflecting

The activities of observing, conferring, assessing, and reflecting are essential to the professional growth of the Candidate. Activities must be observed in a systematic manner so that objective data are gathered. University Field Supervisors must confer with the Candidate to ensure that data collected are interpreted in a manner that promotes professional growth. The Candidate must be able to determine his/her own effectiveness in (a) meeting the objectives of the lesson taught, and (b) in meeting the objectives of the student teaching program. In addition, the TPA requires that Candidates provide evidence of student voice and learning.

## Observing

The Candidate is under constant observation but must be systematically and objectively observed, especially when teaching lessons. Cooperating Teachers should use one or more instruments for assessment to ensure objective data are collected.

## Conferring

Conferring with the Candidate gives the Cooperating Teacher opportunities to provide highly individualized instruction. Cooperating Teachers should be well prepared for both formal and informal conferences. Analyze data collected during the observation to identify critical episodes, patterns, and learning consequences. Anticipate the Candidate's needs, interests, and probable behavior. Have observation data readily accessible.

Set the stage for formal conferences by arranging a time and place that is as free from interruptions as possible. Begin the conference by focusing on one or two important issues. Assist the Candidate in identifying what he/she does well by helping analyze their teaching. Record, in writing, the major topics discussed and any plans or actions to be taken in the future. Listen carefully. An effective conference contains a mutual exchange of ideas and discussion topics. Encourage the Candidate to analyze his or her progress and identify steps towards improvement.

## Assessing

The objective and critical analysis of your Candidate's progress is not a simple task. You will find the task easier if you use a systematic and objective technique of data gathering and data interpretation. While "gut level feelings" may be accurate, they are never credible without objective data for support.

Beginning with the 2011-12 school year, the Washington state assessment will be the **Teacher Performance Assessment**. This is a portfolio similar to Pro-Teach with a template for every content area, which includes Planning, Instruction, Assessment, Reflection, Academic Language and Student Voice. Students will develop their "teaching event" of approximately 5 lessons, video tape a lesson segment, and upload their portfolio and video clip to LiveText for scoring. Cooperating Teachers and Supervisors may advise but not edit Candidates' TPA portfolios. Information and examples of the TPA may be found at [WACTE.org](http://WACTE.org).

Final evaluation will involve the Cooperating Teacher, the University Field Supervisor and, when appropriate, the building principal. Evaluation requirements and guidelines include, but are not limited to the following:

1. A three-way conference at mid-term. The Cooperating Teacher and the University Field Supervisor review the Mid-Term Evaluation form together and then discuss the results with the Candidate.
2. At the end of the university term, a final evaluation conference is conducted in the same manner as the mid-term and the Cooperating Teacher and University Field Supervisor complete the Final Evaluation form together.
3. University Field Supervisors observe the Candidate present a variety of lessons. University Field Supervisors will formally observe and confer with the Candidate a minimum of four times. They are encouraged to visit the classroom weekly.

4. Some techniques to assist in promoting the Candidate's growth include:
  - a. A daily reflective journal may be kept as an anecdotal record and reflection on daily happenings.
  - b. Conferences may be either formal or informal:
    - 1) Normally informal conferences are brief. They may take place before or after school, during free periods, during lunch or after a lesson presentation.
    - 2) Formal conferences should be scheduled regularly. Suggestions should be specific and recorded in writing. The evaluation form and/or observation forms provided by CWU may be used as a guide.
5. The University Field Supervisor is responsible for arranging and completing the Final Evaluation form. The University Field Supervisor has the responsibility to determine the final grade and whether or not the Candidate passes student teaching.
6. Student teaching grades are recorded as either satisfactory or unsatisfactory.
7. Recommendations for the Candidate's placement file are optional and are written only at the discretion of the Cooperating Teacher, and at the specific request of the Candidate.

## **Reflecting**

It is critical that the Cooperating Teacher provides ample opportunities for the Candidate to reflect on the daily and weekly classroom activities. It is through this activity of "reflection" that the Candidate can weigh the effectiveness of his or her positive impact on student learning. It is suggested that this reflective process be a consistent component of the daily instructional activity and is imbedded in the TPA.

From the reflective activities, your insights and experience can assist the Candidate to seek alternative ways to improve previous instructional activities. This daily activity may be the most rewarding to you as a Cooperating Teacher and most insightful for the aspiring teacher.

**Thank you for your commitment to education profession and for your willingness to mentor a CWU Candidate to become a professional educator!**

**Appendices of the required forms, which will be explained by the Field Supervisor, are shown below.**

## Cooperating Teacher Experience and Orientation

Evidence of compliance with candidate field experience policies program approval standard.

<b>Teacher Name:</b>		<b>Date:</b>
<b>E-mail:</b>		<b>Grade Level/Subject:</b>
<b>School :</b>	<b>District:</b>	
<b>Quarter (check one):</b> <input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring		<b>Year:</b>

**Demographic Information:** Please check one of the following race/ethnic identifiers. The information provided on this form will be separated from names, schools and districts and will only be aggregated by academic quarter.

- White (not of Hispanic origin)
- Black or African-American (not of Hispanic origin)
- Hispanic or Latino
- Asian or Pacific Islander
- Native American, American Indian or Alaskan Native
- Other Category: Please Identify
- Two or more of the above categories (please identify here)
- Prefer not to disclose

Name of Student Teacher: .....

- I verify that I have had at least three years' experience as a classroom teacher.  Yes     No
- I have been given a handbook which outlines my responsibilities as a cooperating teacher.  Yes     No
- I have been oriented to my role and my responsibilities by the University Supervisor.  Yes     No

**Signatures:**

\_\_\_\_\_ **Cooperating Teacher** \_\_\_\_\_ **Date**

\_\_\_\_\_ **University Supervisor** \_\_\_\_\_ **Date**

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## Documentation of Collaboration and Discussion of Constructivism\*

Cooperating Teacher

Student Teacher

We have discussed and reviewed the theory and practice of constructivism and its application in schools, and particularly in the classroom in which I will complete Student Teaching. We also discussed and planned for how it will be evidenced in the Student Teaching experience. The following reflective comments are a synopsis of our discussion and include constructivist strategies that are appropriate to the content and grade level in which I will complete Student Teaching.

**Reflective Comments (add additional pages as needed):**

**Signatures:**

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Cooperating Teacher

Date

---

Student Teacher

Date

\*It is the policy of the College of Education and Professional Studies, the Center for Teaching and Learning, and the Department of Educational Foundations and Curriculum that all Student Teachers collaborate with and discuss constructivism and constructivist philosophies with their Cooperating Teachers and determine ways in which constructivism will be used in unit and lesson planning and delivery as a component of successful completion of the Student Teaching experience.

## Student Teacher Attributes Scale

**Directions:** The Cooperating Teacher must complete this form twice during the Student Teaching experience of the candidate being hosted—once near mid-term and once near the completion of the final evaluation by the University Supervisor.

<b>Student Teacher:</b>	<b>Date Submitted:</b>
<b>School :</b>	<b>District:</b>
<b>Cooperating Teacher :</b>	<b>Grade Level(s):</b>
<b>Quarter (check one):</b> <input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring	<b>Year:</b>
<b>Mid-Term Attributes</b> <input type="checkbox"/>	<b>Final Attributes</b> <input type="checkbox"/>

**1. Attendance (Student Teacher is present and prepared on a daily basis.)**

Absent more than two times <input type="checkbox"/>	Present most of the time <input type="checkbox"/>	Always present and prepared <input type="checkbox"/>
---	---	--

**2. Presence (is poised and professional with students, staff, and parents.)**

Lacks confidence <input type="checkbox"/>	Somewhat confident <input type="checkbox"/>	Always exhibits confidence <input type="checkbox"/>
---	---	---

**3. Meets deadlines (completes tasks on time and to expected professional levels.)**

Rarely on time <input type="checkbox"/>	Mostly on time <input type="checkbox"/>	Always on time <input type="checkbox"/>
Rarely at expected level <input type="checkbox"/>	Mostly at expected level <input type="checkbox"/>	Always at expected level <input type="checkbox"/>

**4. Initiative (a self-starter who accepts responsibility.)**

Rarely shows initiative <input type="checkbox"/>	Adequate initiative <input type="checkbox"/>	Outstanding initiative <input type="checkbox"/>
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**5. Flexibility (can quickly adjust/make changes to plans and in implementation.)**

Inflexible <input type="checkbox"/>	Somewhat flexible <input type="checkbox"/>	Consistently flexible <input type="checkbox"/>
-------------------------------------	--	--

**6. Sensitivity (open-minded, accepts differences and diverse learners.)**

In insensitive to others' needs <input type="checkbox"/>	Occasional sensitivity <input type="checkbox"/>	Consistent sensitivity <input type="checkbox"/>
--	---	---

**7. Learns from others (observes and listens to others, accepts constructive criticism, and responds with appropriate professionalism to feedback.)**

Unreceptive <input type="checkbox"/>	Occasional receptivity <input type="checkbox"/>	Consistent receptivity <input type="checkbox"/>
--------------------------------------	---	---

**8. Desire to improve teaching (responds to constructive suggestions, incorporates suggestions appropriately and quickly.)**

Makes no effort to improve <input type="checkbox"/>	Some effort to improve <input type="checkbox"/>	Always trying to improve <input type="checkbox"/>
---	---	---

**9. Commitment to total school program (participates in school activities and works with students, parents, and colleagues outside of the school day.)**

Inadequate <input type="checkbox"/>	Adequate <input type="checkbox"/>	Outstanding <input type="checkbox"/>
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**10. Oral communication (uses appropriate and clear language with students, staff, and parents.)**

Unclear/Unorganized <input type="checkbox"/>	Relatively clear <input type="checkbox"/>	Clear and effective <input type="checkbox"/>
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**11. Written communication (writes with clarity and with appropriate professionalism.)**

Unclear/Unorganized <input type="checkbox"/>	Relatively clear <input type="checkbox"/>	Clear and effective <input type="checkbox"/>
--	---	--

**Clarifying/additional remarks (use additional page(s) as needed):**

**Signatures:**

\_\_\_\_\_  
Student Teacher/Teacher Candidate

\_\_\_\_\_  
Date

\_\_\_\_\_  
Cooperating Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
University Supervisor

\_\_\_\_\_  
Date

## Student Teacher Mid-Term Evaluation

<b>Student Teacher:</b>		<b>Supervisor:</b>	
<b>School :</b>		<b>District:</b>	
<b>Quarter (check one):</b> <input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring		<b>Year:</b>	

This comprehensive assessment report indicates the level of effectiveness (positive impact on student learning) demonstrated by the student teacher named above during his/her internship in a P-12 school setting. The student teaching skills assessed are consistent with the Washington Administrative Code (WAC 180-78A-270) (1) (a-v), the pedagogy assessment areas, the constructivist learning model and goals of the Center for Teaching and Learning, Central Washington University to prepare pre-service teachers to become “Facilitators of Learning in a Diverse World.” To this end, the candidate’s performance is assessed in ten learner outcome areas:

1. Use of Constructivism
2. Use of Foundational Knowledge
3. Instructional Planning for Effective Teaching
4. Classroom Management and Discipline
5. Assessment of Student Performance
6. Diverse Populations
7. School, Home and Community
8. Professionalism
9. Technology
10. Communication

### ASSESSMENT

Ratings used to evaluate the student teacher’s knowledge, skills and performance in effectuating the positive impact on student learning are:

- |                    |   |
|--------------------|---|
| #1 rating means... | The student teacher’s performance does not meet the competency requirements. The student teacher is unable to perform, even when assisted, as necessary to develop a meaningful & positive experience for all students. |
| #2 rating means... | The student teacher has mixed results in demonstrating this competency - needs assistance either to perform competently or explain reasons for his/her action(s).   |
| #3 rating means... | The student teacher’s performance meets most of the competency requirements - student teacher is able to implement and display positive impact on students.   |
| #4 rating means... | The student teacher’s performance exemplifies best practice most of the time.   |
| #5 rating means... | The student teacher’s performance exemplifies best practice all the time.   |

### 1. Use of Constructivism

Candidates must demonstrate their ability to utilize the constructivist-learning model to create positive impact on student learning by:

	1	2	3	4	5	<i>Performance Indicators</i>
1.1						Articulating adequate knowledge & understanding of constructivism when discussing student performance.
1.2						Applying student centered strategies when working with students' learning needs.
1.3						Incorporating student ideas to develop new learning opportunities.
1.4						Providing opportunities for students to reflect on their learning.
1.5						Demonstrating a positive impact on student learning.

### 2. Use of Foundational Knowledge

Candidates must demonstrate their foundational knowledge to create positive impact on student learning by:

	1	2	3	4	5	<i>Performance Indicators</i>
2.1						Demonstrating knowledge that aligns with state learning goals.
2.2						Aligning state learning goals and the essential academic learning requirements with subject matter content (GLE).
2.3						Demonstrating sound knowledge of content areas.
2.4						Demonstrating knowledge of the impact of technology and societal changes on schools.
2.5						Demonstrating knowledge of the moral, social, and political dimensions of classrooms, teaching and schools.
2.6						Demonstrating knowledge of the responsibilities, structure, and activities of the profession.

### 3. Instructional Planning for Effective Teaching

Candidates must demonstrate their ability to design and manage the instructional and physical environment as well as the human dynamics of the classroom by:

	1	2	3	4	5	<i>Performance Indicators</i>
3.1						Understanding the use of research and experience-based principles and effective practice to encourage the intellectual, social, and personal development of students and including how status/historically marginalized families effects students.
3.2						Planning, implement and assess an instructional unit.
3.3						Constructive planning which reflect instructional strategies for students of diverse cultural or linguistic backgrounds.
3.4						Adapting instructional strategies for exceptional students.
3.5						Adapting instructional strategies for students at all levels of academic ability.
3.6						Evaluating effective lessons using the essential elements of lesson plan design.
3.7						Aligning lesson plan to EALRs, WASL, GLE.

### 4. Classroom Management and Discipline

Candidates must demonstrate their ability to manage the physical environment and human dynamics of the classroom by:

	1	2	3	4	5	<i>Performance Indicators</i>
4.1						Maintaining a positive affective classroom environment.
4.2						Knowing and applying appropriate interventions incorporating student involvement and interactions.
4.3						Maintaining instructional momentum.
4.4						Applying theory of human development to motivate students.
4.5						Handling student disruptions quickly and effectively.
4.6						Handling transitions effectively.

#### 4. Classroom Management and Discipline (cont.)

	1	2	3	4	5	<i>Performance Indicators</i>
4.7						Monitoring the classroom effectively.
4.8						Using effective verbal and nonverbal communication to foster active inquiry and behavior with students.
4.9						Managing the physical environment of the classroom to meet instructional, social and physical needs of students.

#### 5. Student Performance Assessment

Candidates must demonstrate their ability to use both formative (ongoing) and summative (final) evaluation techniques in order to assess positive impact on students, program and their own teaching by:

	1	2	3	4	5	<i>Performance Indicators</i>
5.1						Assessing student basic skill levels in content areas.
5.2						Assessing student reading levels and identifying content area reading requirements.
5.3						Planning and evaluating instructional unit's positive impact on students.
5.4						Selecting and administering appropriate measures for summarizing student performance.
5.5						Reporting assessment results to students.
5.6						Reporting assessment results of positive impact on student learning to parents.
5.7						Using performance based & authentic assessment data of students' learning.

#### 6. Diverse Populations

Candidates must demonstrate their ability to work effectively with students of various backgrounds, disabilities, capabilities, and racial and/or ethnic populations by:

	1	2	3	4	5	<i>Performance Indicators</i>
6.1						Demonstrating understanding of the various values, life styles, history, and contributions of various identifiable subgroups of society.
6.2						Working effectively with students from racial and/or ethnic populations.
6.3						Working with parents of students from racial and ethnic populations.
6.4						Preparing culturally responsive lessons for students,
6.5						Demonstrating positive impact on students from diverse racial/ethnic groups.
6.6						Demonstrating positive impact on students requiring special instruction.
6.7						Dealing with dehumanizing biases of racism, sexism, prejudice and discrimination.

#### 7. School, Home, and Community

Candidates must demonstrate their ability to integrate educational policies with the school, home, and community by:

	1	2	3	4	5	<i>Performance Indicators</i>
7.1						Participating in the designing of activities that involve parents in the learning process of their children.
7.2						Using community resources to enhance school programs.
7.3						Working cooperatively with parents to support student success.
7.4						Working cooperatively with colleagues to support student success.

#### 8. Professionalism

Candidates must demonstrate professionalism by demonstrating their ability to:

	1	2	3	4	5	<i>Performance Indicators</i>
8.1						Being committed to education as a profession.
8.2						Demonstrating an understanding of and commitment to each student.
8.3						Demonstrating an awareness of his or her limitations and strengths, evaluating, and implementing steps for continued professional growth.

**8. Professionalism (cont.)**

	1	2	3	4	5	<i>Performance Indicators</i>
8.4						Communicating a caring, patient attitude and personal commitment to working with and educating students.
8.5						Participating effectively in group decision making, be flexible in personal & professional relationships in daily teaching situations.
8.6						Demonstrating energy and enthusiasm in teaching.
8.7						Demonstrating ethical and professional behavior.
8.8						Providing holistic evidence of reflection throughout the teaching experience.

**9. Technology**

Candidates must demonstrate the use of technology by:

	1	2	3	4	5	<i>Performance Indicators</i>
9.1						Using technology in preparing material for students.
9.2						Integrating technology into instruction to support positive impact on student learning.
9.3						Using email and/or software effectively to communicate with other students and/or adults.

**10. Communication**

Candidates must demonstrate their ability to utilize the constructivist-learning model to create positive impact on student learning by:

	1	2	3	4	5	<i>Performance Indicators</i>
10.1						Sharing pertinent information on student progress with parents.
10.2						Orally communicating clearly, directly and appropriately.
10.3						Writing clearly and in a direct manner.
10.4						Accepting differences in philosophy, pedagogy, & learning methods of students, colleagues and parents.

**Reflective Comments:**

University Supervisor Signature

Date

Student Teacher Signature

Date

## Student Teacher Final Evaluation

<b>Student Teacher:</b>		<b>Supervisor:</b>	
<b>School :</b>		<b>District:</b>	
<b>Quarter (check one):</b> <input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring		<b>Year:</b>	

This comprehensive assessment report indicates the level of effectiveness (positive impact on student learning) demonstrated by the student teacher named above during his/her internship in a P-12 school setting. The student teaching skills assessed are consistent with the Washington Administrative Code (WAC 180-78A-270) (1) (a-v), the pedagogy assessment areas, the constructivist learning model and goals of the Center for Teaching and Learning, Central Washington University to prepare pre-service teachers to become “Facilitators of Learning in a Diverse World.” To this end, the candidate’s performance is assessed in ten learner outcome areas:

- 10. Use of Constructivism
- 11. Use of Foundational Knowledge
- 12. Instructional Planning for Effective Teaching**
- 13. Classroom Management and Discipline
- 14. Assessment of Student Performance
- 15. Diverse Populations
- 16. School, Home and Community
- 17. Professionalism
- 18. Technology
- 10. Communication

### ASSESSMENT

Ratings used to evaluate the student teacher’s knowledge, skills and performance in effectuating the positive impact on student learning are:

- #1 rating means...    The student teacher’s performance does not meet the competency requirements. The student teacher is unable to perform, even when assisted, as necessary to develop a meaningful & positive experience for all students.
- #2 rating means...    The student teacher has mixed results in demonstrating this competency - needs assistance either to perform competently or explain reasons for his/her action(s).
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### 1. Use of Constructivism

Candidates must demonstrate their ability to utilize the constructivist-learning model to create positive impact on student learning by:

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1.1						Articulating adequate knowledge & understanding of constructivism when discussing student performance.
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8.6						Demonstrating energy and enthusiasm in teaching.
8.7						Demonstrating ethical and professional behavior.
8.8						Providing holistic evidence of reflection throughout the teaching experience.

**9. Technology**

Candidates must demonstrate the use of technology by:

	1	2	3	4	5	<i>Performance Indicators</i>
9.1						Using technology in preparing material for students.
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**10. Communication**

Candidates must demonstrate their ability to utilize the constructivist-learning model to create positive impact on student learning by:

	1	2	3	4	5	<i>Performance Indicators</i>
10.1						Sharing pertinent information on student progress with parents.
10.2						Orally communicating clearly, directly and appropriately.
10.3						Writing clearly and in a direct manner.
10.4						Accepting differences in philosophy, pedagogy, & learning methods of students, colleagues and parents.

**Reflective Comments:**

University Supervisor Signature

Date

Student Teacher Signature

Date



Student Teaching Video Critique

Form with fields: Student Teacher, Date, School, Time of Video, Subject(s), Grade Level(s), Lesson Title(s)

Directions: The student teacher and cooperating teacher complete this form independently and discuss the student teacher's performance. Submit both forms to the university supervisor.

The Student Teacher will attach a copy of the lesson plan.

- 1. Not Applicable 2. Needs Improvement 3. Satisfactory 4. Excellent 5. Outstanding

Table with 5 columns (NA, NI, S, Ex, O) and 17 rows of criteria for student teaching performance.

18. Actively involved students 18.
19. Used activities to assist students in constructing knowledge (not rote) 19.
20. Used transition time between segments:                    minutes 20.
21. List involving activities:
- a.
- b.
- c.
- d.
22. Gave positive individual reinforcement 22.
23. Gave positive group reinforcement 23.
24. Note positive teaching techniques?
- a.
- b.
- c.
- d.
- e.
- f.
25. What positive teaching techniques need *or could* be added to the lesson? (Candidate and Cooperating Teacher offer suggestions)
- a.
- b.
- c.
- d.
- e.
- f.
26. Give success of lesson from candidate's/teacher's point of view 26.
27. Give Success of lesson from student attitude 27.

Reflective comments on lesson (add additional page(s) as needed):

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Cooperating Teacher Signature

Date