

Revised January 2017

Student Teaching Handbook

*Preparing educators to be
knowledgeable, ethical,
caring decision makers for a
diverse and changing world.*

KANSAS STATE
UNIVERSITY

College of Education

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Student Teaching Syllabus

(EDEL 585, EDSEC 582,
EDSEC 586)

Text: *Student Teacher Handbook*

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GENERAL COURSE DESCRIPTION:

Student teaching is designed to be the capstone experience of your teacher education program at Kansas State University. It is a full semester (16-week) experience in which you will have the opportunity to demonstrate your abilities as a knowledgeable, ethical, caring decision-maker under actual classroom conditions. You will bring to bear the knowledge you have gained in your general education course work, and your specialty area of concentration. You will also use the professional knowledge you have gained through your program at Kansas State University.

Finally, you will demonstrate your decision-making abilities through the thousands of choices you will make when deciding such things as how to manage your students and classroom, what to teach your students, what teaching strategies to apply, what methods and materials to use, and how to help special needs students. These abilities, along with others, will be evaluated through the use of the student teacher evaluation process, which includes the use of the forms at the end of this handbook. For more information on this process, see the subsequent section on Requirements and Assessment.

Vision, Mission, and Conceptual Framework Statements

Vision

"Preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world."

Mission

Our mission is fulfilled through:

- the delivery of exemplary instruction to students at the undergraduate and graduate levels;
- production, interpretation, and dissemination of sound and useful research and scholarship;
- leadership, collaboration, and service within the profession; and
- promotion, understanding, and celebration of diversity.

Conceptual Framework

The Conceptual Framework serves as the guide for fulfilling our vision of preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world. The College of Education strives to address three major areas in preparing the teachers of tomorrow: general education, content area studies, and professional studies.

The Conceptual Framework organizes 10 *standards* in professional studies into the following four categories:

1. *The Learner and Learning*
2. *Content Knowledge*
3. *Instructional Practice*
4. *Professional Responsibility*

The Conceptual Framework also includes the following *dispositions*:

1. *Values Learning and Professional Development*: Dedicated to acquiring and applying new ideas about content, pedagogy, and students.

2. *Commits to Professional, Ethical, and Legal Conduct*: Committed to obeying the law and abiding by institutional, state, and national professional and ethical standards.
3. *Values Positive, Caring, and Respectful Relationships*: Committed to interacting with students, colleagues, and community members with care, compassion, and respect.
4. *Embraces Diversity, Equity, and Fairness*: Recognizes and values human differences and is committed to meet the educational needs of all students.
5. *Commits to Wise and Reflective Practice*: Dedicated to careful reflection on instructional decisions and takes actions to improve professional competence.

Goals

The goals for all student teachers are to:

1. plan for effective instruction.
2. understand all students and how they learn.
3. establish a healthy learning environment.
4. teach effectively.
5. perform duties and behave in a professional way.
6. apply pedagogical, multicultural principles in diverse settings.
7. utilize current technological tools and multimedia resources.

Supervisors

A university supervisor is assigned to you for student teaching. If you are in a Professional Development School, you will also have a clinical instructor. The university supervisor(s) will observe you while you teach, serve as your primary contact with the university, and provide a final evaluation of your student teaching.

Requirements and Assessment

Because each student teacher and each student teaching situation is different, not all requirements to complete a successful student teaching experience can be listed in a syllabus or handbook. Each of you will have specific requirements specified by your cooperating teacher, university supervisor, and, in some cases, your clinical instructor. You are entering a profession and, as with any profession, your success or failure will be determined by a team of professionals in your field. These include but are not limited to your cooperating teacher, your university supervisor, and your clinical instructor in Professional Development Schools. This team, based on their professional judgment, will determine whether you are competent to enter the teaching profession and thus determine your grade of pass or fail in the student teaching course. The student teacher evaluation form will be the primary assessment tool used to evaluate your performance. The supervisors will have certain requirements for you such as lesson plan formats, deadlines, management procedures, and many more. You will also complete a portfolio that, in part, demonstrates your competence. However, the principle means of assessing you will be the evaluation form in the handbook and the related rubrics. Study these carefully and discuss them with your cooperating teacher, university supervisor, and clinical instructor.

Academic Honesty

Kansas State University has an Honor System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor System. The policies and procedures of the Honor System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. The honor system website can be reached via the following URL: www.k-state.edu/honor. A component vital to the Honor System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by

students. The Honor Pledge is implied, whether or not it is stated: "*On my honor, as a student, I have neither given nor received unauthorized aid on this academic work.*" A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

Academic Accommodations for Students with Disabilities

Students with disabilities who need classroom accommodations, access to technology, or information about emergency building/campus evacuation processes should contact the Student Access Center and/or their instructor. Services are available to students with a wide range of disabilities including, but not limited to, physical disabilities, medical conditions, learning disabilities, attention deficit disorder, depression, and anxiety. If you are a student enrolled in campus/online courses through the Manhattan or Olathe campuses, contact the [Student Access Center](mailto:accesscenter@k-state.edu) at accesscenter@k-state.edu, 785-532-6441; for Salina campus, contact the [Academic and Career Advising Center](mailto:acac@k-state.edu) at acac@k-state.edu, 785-826-2649.

Expectations for Classroom Conduct

All student activities in the University, including this course, are governed by the [Student Judicial Conduct Code](#) as outlined in the Student Governing Association [By Laws](#), Article V, Section 3, number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

Campus Safety

Kansas State University is committed to providing a safe teaching and learning environment for student and faculty members. In order to enhance your safety in the unlikely case of a campus emergency make sure that you know where and how to quickly exit your classroom and how to follow any emergency directives. To view additional campus emergency information, go to the University's main page, www.k-state.edu, and click on the Emergency Information button.

Academic Freedom Statement

Kansas State University is a community of students, faculty, and staff who work together to discover new knowledge, create new ideas, and share the results of their scholarly inquiry with the wider public. Although new ideas or research results may be controversial or challenge established views, the health and growth of any society requires frank intellectual exchange. Academic freedom protects this type of free exchange and is thus essential to any university's mission.

Moreover, academic freedom supports collaborative work in the pursuit of truth and the dissemination of knowledge in an environment of inquiry, respectful debate, and professionalism. Academic freedom is not limited to the classroom or to scientific and scholarly research, but extends to the life of the university as well as to larger social and political questions. It is the right and responsibility of the university community to engage with such issues.

Copyright Notification*

Copyright 2016 (David S. Allen) as to this syllabus and all lectures. During this course, students are prohibited from selling notes to or being paid for taking notes by any person or commercial firm without the express written permission of the professor teaching this course. In addition, students in this class are not authorized to provide class notes or other class-related materials to any other person or entity, other than sharing them directly with another student taking the class for purposes of studying, without prior written permission from the professor teaching this course.

THE STUDENT TEACHER

*I guess the biggest revelation I had during student teaching was....that
I realized it's not about me anymore...it's about what my kids are
learning!*

Former KSU Student Intern

INTRODUCTION

Student teaching is one of the most important experiences in your professional development as a teacher. In part, it is designed to help you implement, and expand the knowledge and skills you have learned in your classes at Kansas State. As a review of the knowledge, skills, and experiences you have had, you may want to look at the conceptual framework as well as the rubrics presented in Charlotte Danielson's book, *Enhancing Professional Practice: A Framework for Teaching*, found in the Appendices in this handbook. This framework encompasses all of the aspects of teaching and will be helpful to you in planning your lessons as well as a reference for you in reviewing your observations and evaluations.

Your university supervisor, clinical instructor in some cases and cooperating teacher will work closely with you this semester so you have the most positive student teaching experience possible. Do not hesitate to ask for their assistance; they are there to help you. This handbook is designed to work in conjunction with them to help you have a successful semester. **Read this handbook carefully; you are responsible for the information it contains.**

General Procedures

Generally, you will follow the steps listed below as you proceed through the student teaching experience.

- Shortly after you receive your student teaching placement, contact the cooperating teacher and arrange for a visit. (See Preparing for Student Teaching for details about the visit.)
- Carefully read this handbook before your visit.

Two approaches that the College of Education encourages cooperating teachers to use are co-teaching and coaching. Their purpose is not only to help in the development of the student teacher, but also to help with the instruction of your students. Sometimes the semester will develop like this:

- Observe and take careful notes during your first few days of student teaching. Learn classroom and school procedures and prepare for your own teaching.
- By the end of the first week or the beginning of the second, you might **begin co-teaching** and increase the amount you teach as you progress through the weeks of student teaching.
- You should be primarily responsible for all of the teaching for a minimum of two weeks; three or four weeks is better. Please note that you should have the opportunity to teach at least two weeks on your own, but when and how this occurs is at the discretion of the cooperating teacher.
- With two or three weeks left in student teaching, begin turning the primary responsibilities for teaching back to the cooperating teacher. However, you should still be engaged in the teaching process during this time. This is not a time to end your student internship but to facilitate the transition for the students in the classroom.

PREPARING FOR STUDENT TEACHING

Before you begin student teaching, you should do two things.

1. Set your personal goals. What do you want to accomplish during student teaching? Consider both your talents and your areas of concern. This will help guide your cooperating teacher and university supervisor.
2. Set up a meeting with your cooperating teacher. As soon as you find out who this is, call that person, and arrange for a meeting.
3. Visit the district/school website to familiarize yourself with its general information, dates and policies.

This first meeting is important. You can do much in advance to make it a successful one. In order to feel more confident, plan for it. Prepare yourself psychologically. Go with confidence in yourself and your ability to succeed, and you will be able to show that you are prepared to accept the responsibilities of a teacher. Set aside some time to think about what you want to learn from your student teaching experience. Write down some specific skills you want to develop, content areas for which you want to prepare units, discipline techniques you want to try, and any other topics you can think of. Consider these questions: “What do I want to know from my cooperating teacher?” “What do I want to tell my cooperating teacher?” It may be helpful to rehearse the answers to these and other related questions.

The following is a list of questions student teachers commonly ask their cooperating teachers. Put a check in front of those you would like to ask.

GENERAL SCHOOL INFORMATION CHECKLIST

- May I have a floor plan of the building or the location of the office, workrooms, restrooms?
- May I have a tour of the building?
- What is the school’s policy concerning safety – building entry, for example.
- What type of community is served by the school?
- What is the average class size? How many students are in the school?
- Is there a school lunch program? Where may I eat my lunch?
- Where should I park my car?
- Where do I receive notices and mail?
- Will I have a school email address?
- Do special personnel visit the school (nurse, speech/hearing, special education, art, music, PE, counselors, etc.)? How may I learn about their services?
- Are there any special classes?

PROCEDURE AND POLICIES

- What time do classes begin and end, and when am I expected to arrive in the morning and leave in the afternoon?
- I have looked on the on the district/school website to find the school year’s calendar and information about beginning and ending times, professional development dates, etc. Are there any other dates I should be aware of?
- If I can’t make it to school, whom do I contact, and when do I make this contact?
- What are the daily and weekly schedules?
- What are the school’s general policies concerning discipline?
- May I have more information on general school policies (policy handbook)? Is the policy handbook available on the website?
- May I have a calendar of school activities? Are these located on the school website?
- What extra duties will be required of me (e.g. lunchroom, assembly, hall supervisions)?
- What kinds of materials can the school loan me to prepare for my student teaching

CLASSROOM POLICIES

- What do you expect of me, and what will I be responsible for teaching?
- How far ahead of time should I submit lesson plans to you? What do you expect to be included in the lesson plans?
- What abilities do your students have?
- What are your general discipline and classroom policies?
- What will my first week's schedule be?
- Will I be involved in students' extracurricular activities?

If you have other questions to ask your cooperating teacher, write them down so you remember to ask. Approach your first meeting with enthusiasm and confidence.

BEGINNING STUDENT TEACHING

It is normal to feel some anxiety in anticipation of a new experience especially when you are going to be observed and evaluated. You can help alleviate some anxiety you have for student teaching by preparing yourself mentally and emotionally. A critical part of preparing for student teaching is deciding what kind of performance you expect of yourself. Your expectations should be in terms of *progress* and not in terms of level or performance achieved. Set high standards, but do not expect the impossible. Some common concerns you may feel upon beginning your student teaching experience can be broken down into two basic areas: personal concerns and concerns for your students. Some examples of each of these are listed below. For each of the items, ask yourself how you will deal with these situations and challenges; then jot down the approach you will use to respond to the situation. Return to these items in two days and in two weeks to see if you should modify any of your responses and to remind yourself of the approach you plan to take.

Personal Concerns

Your personal concerns might include:

- Building relationships with your cooperating teacher, university supervisor, and other school staff.
- Adjusting to the new situation, the daily schedule, the new responsibilities.
- Feeling confident about your subject matter.
- Having enough control over the class.
- Getting along with your students.
- Receiving sufficient encouragement from your university supervisor.
- Finding sufficient time to cover the required material effectively.
- Finding time to complete required paperwork.
- Finding adequate time for planning classroom work.
- Being evaluated by your cooperating teacher and university supervisor and, in some cases, your clinical instructor.
- Getting a good job after graduation.
- Finding ways to control the students effectively.
- Writing lesson plans.
- Grading papers.
- Developing materials or ideas.

Concerns for Your Students

Concern for your students often surfaces after you have grown accustomed to your new situation and have resolved some of the above personal concerns. They may include:

- Getting the students involved in classroom discussions.
- Creating tests to assess student learning.

- Providing all students with opportunities for class participation.
- Helping parents become more involved in their son's/daughter's education.
- Developing satisfactory ways to evaluate student progress.
- Teaching students to think through problems on their own.
- Giving adequate individual attention to each student.
- Determining whether the class material is at the appropriate difficulty level.
- Assigning grades fairly.

Beginning student teaching can be traumatic or exciting depending on your attitude about yourself and the experience. Once you think more about your students than yourself, you will know that you are becoming a teaching professional.

STUDENT TEACHING ISSUES

Your successful handling of the following issues will help lead to a positive and successful student teaching experience.

- You will be working with real students who are depending on you for their education. You must demonstrate to your cooperating teacher through skilled preparation and presentation of lessons that you can be trusted to assume control of her students and deliver the quality of education that meets district and state standards. In this assignment you are a real teacher. If your cooperating teacher seems reluctant to relinquish control of her class, discuss with her exactly what you must do to establish evidence that you are prepared to assume full responsibility. This would include exhibiting a high level of initiative and reliability in completing all tasks related to the teacher role (e.g., perfect attendance, timely submission of lesson plans, preparation of teaching materials, prompt student feedback, complying with all professional requests with a high degree of reliability).
- **Effective communication is essential.** You must be able to clearly and accurately express your ideas in both oral and written forms, exhibiting correct spelling, grammar and sentence structure. Initiating communications regarding all phases of your student teaching is your responsibility. Little or no communication is an invitation to failure.
- Careful planning of each lesson is essential. Well-developed plans approved by your Cooperating Teacher (CT), Clinical Instructor (CI), and University Supervisor (US) should precede your teaching. Written plans address professional standards, goals and objectives, varied instructional approaches, assessment, modifications for diverse learners, and use of technology. Expect to make revisions. Occasionally, be prepared to make complete rewrites of your plans or units.
- Expect (solicit) constructive criticism from your CT, CI, and US (even if you are doing well). Without critical feedback, little growth can be achieved. **Do not view critical feedback as a personal attack.** Your professional relationships will deteriorate if you respond to feedback emotionally rather than intellectually. Develop the art of LISTENING and reap the benefits of DAILY DIALOGUE with experienced supervisors who have a stake in your success.
- Be aware of collateral learning. A well prepared and delivered lesson not only teaches subject content, but teaches your students that you care about their learning, that they can trust you, and that school is interesting and worthwhile. Unfortunately, the visa versa is also true. Inexperience and superficial planning can lead to a poorly delivered lesson that unintentionally “teaches” students to be disruptive or to dislike school. Devote the time and practice necessary to be well prepared. Constantly adjust your teaching according to your professional feedback and personal reflections so that you avoid any unintended negative collateral learning.

- You must have knowledge of the subject matter that you are teaching. Before teaching, equip yourself with accurate information about the lesson, along with relevant background.
- Each day is likely to present unique circumstances that require your professional judgment. Occasionally there are situations that are quite serious (e.g., student injuries, suspected child abuse, threats, weapons, drugs). PROMPTLY notify the proper school authorities concerning any serious matters in which you are a participant or witness.

GENERAL POLICIES REGARDING STUDENT TEACHING

Schedule:

Once your professional experience begins, you will no longer follow the University Calendar but the schedule of the school (district) during the period of time you are assigned by the College of Education. You should be in attendance at all events that the teachers in your cooperating school are expected to attend.

Absences:

You should be absent only for serious reasons (e.g., illness, death of a family member). If you are unable to meet your assignments, you are responsible for notifying the cooperating teacher, university supervisor, clinical instructor, and, if necessary, the building principal. If you will be absent from the student teaching station and know about it in advance, notify these people as early as possible. Realize that what may be an acceptable excuse for you as a student teacher, many not be seen as such by the professionals in the field. Your supervisory team will make such decisions regarding the consequences of your absences.

Campus Interviews:

You are encouraged to make arrangements for late afternoon interviews during the student teaching segment of the professional semester and to arrange as many interviews as possible on a single day. Off campus interviews requiring travel days should be scheduled during Spring/Fall break. Note, absences for interview purposes are not recognized by most in the profession as a reasonable excuse for missing days in the field.

Pregnancies:

Any student who is pregnant prior to or during student teaching must inform the College of Education in order to ensure the health and safety of the student teacher as well as the learning of the students in their care. The cooperating school is informed of the situation and if the school agrees to continue the student teacher placement, under these circumstances, the assignment is made. Any accommodations requested **by the student teacher** must be made clear to all parties involved.

Outside Activities:

Students should not participate in K-State extracurricular activities during student teaching. Students participating in activities such as athletics must do their student teaching in the “off-semester”, i.e., football in spring, track in fall, etc. When the activity covers two semesters, the student must decide which semester will be used.

Courses other than the prescribed sequence required for the student teaching semester should not be taken during student teaching. Exceptions to this policy require a written petition to the Director of Field Experiences documenting the need for an exception. The Director, along with your advisor and your university supervisor will determine what action is to be taken.

Students should hold their outside responsibilities and activities (e.g., involvement in a choir, fraternity or sorority offices, participation in university clubs) to a minimum. You should not have employment during student teaching, and at no time will outside activities be accepted as an excuse for failing to meet your student teaching responsibilities. **If outside activities are determined to adversely affect your student teaching, you will be withdrawn from student teaching.**

Appearance:

Student teachers are expected to dress professionally. Jeans and t-shirts are not appropriate attire. Exceptions may include “casual Fridays” or special dress-up days. No body piercing other than ear lobes is appropriate. Body art should be covered so as not to create a distraction from the learning environment.

Liability Insurance:

Check with your insurance company to see what kind of accident and liability coverage you have. You may purchase liability insurance from Kansas National Education Association for a small fee. Information regarding the availability of insurance through professional organizations can be acquired through the Office of Field Experience.

Professional Digital Citizenship

Because **teachers are viewed as a role model** to young people, school communities and society in general hold them to a higher standard of conduct. Modern technology allows students to observe teacher behaviors in new ways. Once posted on the Internet, digital information is accessible to anyone, anywhere, anytime **forever**. This makes **professional digital citizenship** a crucial issue for teachers and pre-service teachers.

It is the “vision” of the College of Education to prepare educators who are “knowledgeable, ethical, caring decision makers.” In order to avoid charges of unprofessional conduct (which could jeopardize your career), pre- service teachers should use reason and restraint in regard to the following issues:

- Participating in social networking sites and inappropriate topics or images.
- Being involved with videos of inappropriate, illegal, questionable material that may appear on sharing sites.
- Creating, monitoring, posting to blogs of wikis with inappropriate topics.
- Using instant messaging (IM) or chat with students or colleagues or students about non-educational related issues or personal topics.
- Using text messaging to engage with students about non-educational issues or topics.
- Creating websites with questionable materials or themes.
- Composing insensitive, inappropriate or emotional emails.

This list contains examples and is not exhaustive. New technologies (not listed here) may have similar issues or repercussions. Please use reason when considering the possible ethical issues it might cause.

You are responsible for:

- Reading the Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/Licensure%20Documents/KS_Ed_Code_Conduct_Brochure-120913.pdf
- Adhering to your district’s policies on technology/cell phone/social networking.

REQUIREMENTS AND ASSESSMENT

Visitation and Observations by the University Supervisors:

The university supervisor, and clinical instructor in PDS schools, will visit with you and your cooperating teacher prior to or during the first week of student teaching to review the conceptual framework and confirm the responsibilities, roles, and expectations of the parties involved. (see Appendices for Roles and Responsibilities).

Generally one additional observation and conference visit will be made for every three weeks of student teaching. A total of five formal observations will be made by the university supervisor and/or clinical

instructor in PDS schools, during the semester. Should the university supervisor feel more observations are necessary the supervisor will discuss this with the Cooperating Teacher and Student Intern to arrange for additional observations.

Keep your clinical instructor and/or university supervisor apprised of your schedule and informed regarding the days in which teaching will occur. This will allow your university supervisors to schedule visits at times you are teaching. Visits may be announced or unannounced. Your teaching responsibilities and schedule are determined by your cooperating teacher in consultation with the university supervisor and in some cases the clinical instructor.

Formal observations are one major component of your portfolio. The major focus of this entry is to provide evidence of instruction; however, formal observations also provide evidence of competence in all four categories of the KSU Conceptual Framework.

You will be observed by your cooperating teacher, your clinical instructor and/or your university supervisor. For each of the five formal observations you must develop an instructional plan (lesson plan) and Guiding **Questions**. These must be submitted to the observer no less than 24 hours before the teaching observation.

1. An instructional plan (lesson plan) and Guiding Questions for a Single Lesson (Entry 5). This is to be completed *before* the observation.
2. Reflections on a Single Lesson (Entry 5). This is to be completed *after* the lesson.

From these observations select five to include in your portfolio. **At least three of the documented observations need to be from different subjects or class periods and at least one needs to be from your instructional unit.**

In addition to the above documents, you should include in your portfolio any Evidence/Feedback Form (to be used by the observer during the lesson) and any Professional Progress Forms (to be completed at least once mid-way through the semester and again at the end of the semester) that have been completed based on observed lessons.

See the Appendices for the above referenced forms.

Assessment and Final Evaluation:

Because each student teacher and each student teaching situation is different, not all requirements to complete a successful student teaching experience can be listed in a syllabus or handbook. Each of you will have specific requirements specified by your cooperating teacher, university supervisor, and in some cases your clinical instructor. You are entering a profession and as with any profession your success or failure will be determined by a team of professionals in your field. These include but are not limited to your cooperating teacher, your university supervisor, and your clinical instructor in Professional Development Schools. This team, based on their professional judgment, will determine whether you are competent to enter the teaching profession and thus determine your grade of pass or fail in the student teaching course. The student teacher evaluation form will be the primary assessment tool used to evaluate your performance. The supervisors will have certain requirements for you such as lesson plan formats, deadlines, management procedures, and many more. You will also complete a portfolio that in part demonstrates your competence. But the principle means of assessing you will be the evaluation form and the related rubrics. Study these carefully and discuss them with your cooperating teacher, university supervisor, and clinical instructor. Please look in the Appendices of this handbook for viewing of these forms.

Grading:

Student teachers receive a credit/no credit rather than a letter grade for student teaching. If the team working with the student teacher determines that the student teacher can perform in a classroom at the basic level with minimal supervision, a grade of credit will be awarded. If there is an indication that a student teacher will be unable to perform in a classroom at the basic level with minimal supervision, or if any category of the final evaluation is scored in the unacceptable category, a NO-CREDIT grade may be assigned. An incomplete grade is given only in an extreme hardship case. They are not given when **incompetence** or **ineptness** are evidenced.

A student receiving no-credit for student teaching will, at the recommendation of the university supervisor and the Director of Field Experiences, be given an opportunity to repeat student teaching. Normally the second student teaching experience will take place one semester and one summer after the first student teaching experience. The reassignment, if granted, generally will be in a different school with a different cooperating teacher and another university supervisor. If a second attempt at student teaching is denied, the student teacher may pursue an appeal as outlined in the “Qualitative Aspects of Student Performance” document found in the *College of Education Undergraduate Student Handbook*. The offering of a second semester of student teaching is not guaranteed nor required on behalf of the university.

PLANNING

Formal Observations Guiding Questions for a Single Lesson

<http://coe.k-state.edu/partners/pds/portfolio.html>

The following form is adapted from Danielson, 1996, and is part of Entry 5 of the KSU Student Intern Portfolio Handbook. This is to be completed before the observation.

Name: _____ School: _____

Grade Level/Subject Area: _____ Date of Lesson: _____

1. What are your goals and objectives for the lesson? What do you want the students to learn and be able to demonstrate?
2. Why are these goals and objectives suitable for this group of students? What evidence do you have that you have high but reasonable expectations for your students? (Refer to Contextual Information in Entry 2)
3. How do the goals and objectives build on previous lessons and how do they lead to future planning?
4. What difficulties do students typically experience in this area and how do you plan to anticipate these difficulties?

5. How do these goals and objectives align with a.) National and/or state standards, b.) District standards, goals, or scope and sequence, c.) School Improvement Process?

6. How do you plan to engage students in the content? What will you do? What will the students do?

7. What instructional materials, resources, and technology will you use?

8. How do you plan to assess student achievement of the goals?

Instructional Plan (Lesson Plan) Form

You may use the instructional plan format below or another that suits your situation. An instructional plan must be submitted no later than 24 hours before an observation.

Name:

Date:

Cooperating Teacher:

School: Subject/level:

Lesson Title:

Standard, Benchmark, Indicator District/Building Standards/School Improvement Process <i>(if applicable)</i> Relevance: (Alignment with standards)	
Lesson Goal <i>(Secondary only)</i>	
Lesson Objective	
Essential Question(s) and new & guarded vocabulary	
Assessment and Criteria (Pre-Assessment if new concepts/material. Should be observable and measurable with established criteria.)	

Physical, Cognitive, Social, Emotional Are you using multiple modes to reach the students with different learning styles?	
Materials / visuals / equipment / sources / use of technology	

Modifications and/or Accommodations for special needs students: <i>(Reminder: Do not list specific student names)</i>	High or Low- ELL- Gender- SPED- Other-
Inquiry Learning (explanation): How do you plan to engage students in content? Brain work, not busy work! What will YOU do? What will the students do? Cooperating Teacher? Para/Aides?	
Assignment for next class period <i>(if applicable)</i>	

Timing Lesson Plan

5-20 Minutes (approx.)	
20-40 Minutes (approx.)	
40-60 Minutes (approx.)	
60-80 Minutes (approx.)	

Formal Observations
Reflections on a Single Lesson

<http://coe.k-state.edu/partners/pds/portfolio.html>

This form, from Entry 5 of the Portfolio, is to be completed and returned to the observer immediately following each observation.

Name: _____ School: _____

Grade Level/Subject Area: _____ Date of Lesson: _____

(The following form is adapted from Danielson, 1996, and the KSU Student Teaching Handbook)

1. As I reflect on the lesson, what did I do to actively engage the students? What evidence do I have (based on observations of students) that students were actively engaged?

2. Did the students learn what I had intended (i.e., were my instructional goals and objectives met)? Were my expectations high yet reasonable? Was I persistent in helping all students achieve success? What is my evidence?

3. Did I alter my goals, strategies, activities, student grouping and/or assessment as I taught the lesson? If so, what changes did I make and why did I make these changes?

4. Were my strategies and activities effective? What is my evidence?

5. To what extent did the classroom environment (Respect and Rapport, Culture for Learning, Classroom Procedures, Encouraging Appropriate Student Behavior, and the Physical Environment) contribute to student learning? What is my evidence?

6. Was my assessment effective and useful to my students and me? Describe an instance in which my feedback positively affected a student's learning.

7. If I had the opportunity to teach this lesson again, what might I do differently (describe at least one thing)? Why?

Formal Observation of the Student Teacher

University Supervisor Evidence/Feedback/Progress Form

Kansas State University
*Preparing Educators to be Knowledgeable, Ethical, Caring Decision Makers
for a Diverse and Changing World*

Student Name _____ Date _____ Semester _____ Year _____

Name of School _____ Full Name of Observer/Evaluator _____

City and State _____ Subject(s) _____ Grade Level(s) _____

In a single formal observation, candidates can have a maximum score of 2 because evidence is formative and limited by being collected in only one lesson.

0 Not Observed	1 Unsatisfactory	2 Developing	3 Meets Standard	4 Exceeds Standard
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- 0 Not Observed: No evidence related to the standard is provided.
- 1 Unsatisfactory: Unsatisfactory; ineffective; little evidence to support meeting the standard.
- 2 Developing: Limited or inconsistent evidence to support meeting the standard; approaching the level of performance for the standard but has not yet reached the standard. **In a formal observation, developing indicates the student has met the expectations for what they can demonstrate in a single lesson.** However, they still need to demonstrate they can do this consistently in multiple observations.

The scores below are used in the final evaluation.

- 3 Meets Standard: Convincing and consistent evidence to support an adequate level of performance for meeting the standard. Evidence will be compiled from all 5 observations as well as the portfolio and a final score based on the preponderance of data. ***To pass student teaching, candidates must have a score of 3 or higher in each review item ON THE FINAL EVALUATION.***
- 4 Exceeds Standard: Convincing and consistent evidence to support a high level of performance for meeting the standard.

Holistic Scoring: A final score is recorded for each numbered item based on the preponderance of data concerning the indicators (the a, b, c items under each standard). No final score needs to be recorded for each indicator.

Category 1: THE LEARNER AND LEARNING					
	0	1	2	3	4
1. Learner Development					
1a. Understands how learners grow and develop. 1b. Recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. 1c. Designs and implements developmentally appropriate, relevant, and rigorous learning experiences. Key elements: Learning process, child/adolescent Development	Evidence:				

2. Learning Differences					
<p>2a. Uses an understanding of differences in individuals, cultures, and communities to ensure inclusive learning environments.</p> <p>2b. Uses an understanding of differences in individuals, cultures, and communities to enable each learner to meet rigorous standards.</p> <p>Key elements: Skills/knowledge/language proficiency, interests/cultural heritage, special needs</p>	Evidence:				
3. Learning Environments					
<p>3a. Works with others to create environments that support individual and collaborative learning.</p> <p>3b. Works with others to create environments that include teacher and student use of technology.</p> <p>3c. Works with others to encourage positive social interaction, active engagement in learning, and self-motivation.</p> <p>Key elements: Managing instructional groups, transitions, materials/supplies, non-instructional duties; supervision of volunteers/paraprofessionals; expectations, monitoring/responding to student behavior, interaction with students, student interaction with other students; expectations for learning/achievement; student pride in work; safety; accessibility to learning; use of physical resources/space; classroom procedures</p>	Evidence:				
Category 2: CONTENT KNOWLEDGE					
	0	1	2	3	4
4. Content Knowledge					
<p>4a. Understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.</p> <p>4b. Creates learning experiences that make the discipline accessible and relevant for learners to assure mastery of the content and provides opportunities for literacy experiences across content areas.</p> <p>Key elements: Content/structure of the discipline, prerequisite relationships, content-related pedagogy</p>	Evidence:				
5. Application of Content					
<p>5a. Engages learners through the creation of interdisciplinary lessons and facilitates the examination of issues from multiple perspectives through varied communication modes.</p> <p>5b. Facilitates learning opportunities involving critical and creative thinking.</p> <p>5c. Incorporates learning opportunities that involve solving authentic, real world problems independently and collaboratively through concept-based teaching.</p>	Evidence:				

Category 3: INSTRUCTIONAL PRACTICE					
	0	1	2	3	4
6. Assessment					
<p>6a. Understands how to use multiple measures to monitor and assess individual student learning.</p> <p>6b. Understands how to engage learners in self-assessment.</p> <p>6c. Understands how to make informed decisions.</p> <p>Key elements: Congruence with instructional goals, criteria/standard, design of formative assessment, use for planning, quality feedback, monitoring progress, self-assessment, student involvement in creating assessment criteria</p>	Evidence:				
7. Planning for Instruction					
<p>7a. Plans instruction that supports every student in meeting rigorous learning goals.</p> <p>7b. Plans instruction by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy.</p> <p>7c. Plans instruction based on knowledge of learners and the community context.</p> <p>Key elements: Learning activities, instructional materials/resources/technology, lesson/unit structure, clarity, balance, instructional groups</p>	Evidence:				
8. Instructional Strategies					
<p>8a. Understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections.</p> <p>8b. Understands and uses a variety of instructional strategies to encourage learners to build skills to apply knowledge in relevant ways.</p> <p>Key elements: Instructional groups, instructional strategies, expectations for learning, directions/procedures, explanation of content, use of oral/written language, questioning, discussion techniques, student participation</p>	Evidence:				

Category 4: PROFESSIONAL RESPONSIBILITY					
	0	1	2	3	4
9. Professional Learning and Ethical Practice					
<p>9a. Engages in ongoing professional learning.</p> <p>9b. Uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of each learner.</p> <p>Key elements: Knowledge of accuracy, use in future teaching, relationships with colleagues, involvement in culture of professional inquiry, enhancement of content knowledge and pedagogical skill, receptivity to feedback from colleagues, compliance with university/school regulations, accurate records</p>	Evidence:				

10. Leadership and Collaboration					
<p>10a. Seeks appropriate leadership roles and opportunities to take responsibility for student learning.</p> <p>10b. Seeks appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.</p> <p>Key elements: Service to profession/school/students, participation in school/district projects</p>	Evidence:				

Category 5: DISPOSITIONS					
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	0	1	2	3	4
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11. Values Learning and Professional Development					
<p>Dedicated to acquiring and applying new ideas about content, pedagogy, and students.</p>	Evidence:				

12. Commits to Professional, Ethical, and Legal Conduct					
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<p>Committed to obeying the law and abiding by institutional, state, and national professional and ethical standards.</p>	Evidence:				
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13. Values Positive, Caring, and Respectful Relationships					
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<p>Committed to interacting with students, colleagues, and community members with care, compassion, and respect.</p> <p>Key elements: Respect; communicating with family</p>	Evidence:				
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14. Embraces Diversity, Equity, and Fairness					
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<p>Recognizes and values human differences and is committed to meet the educational needs of all students.</p>	Evidence:				
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15. Commits to Wise and Reflective Practice					
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<p>Dedicated to careful reflection on instructional decisions and takes actions to improve professional competence.</p> <p>Key element: Reflection</p>	Evidence:				
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<p>Successful elements:</p> <p>Targets for growth:</p>					
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Roles and Responsibilities

COOPERATING TEACHER

- Become acquainted with the program of student teaching as well as the background of the student teacher through materials supplied by the college. If possible, participate in programs for the preparation of cooperating teachers.
- Create an atmosphere of acceptance of the student teacher on the part of the students, the faculty, and the community.
- Introduce the student teacher to other professionals in the building, especially those with whom he/she will be directly involved.
- Treat the student teacher as a co-worker/co-teacher.
- Provide the student teacher with classroom routines and rules, instructional procedures, available instructional supplies, materials, and equipment.
- Provide the student teacher with necessary background information about students.
- Preview your expectations for the student teacher and his/her responsibilities during the first week of the experience.
- Co-teach with the student teacher by sharing classroom responsibilities and instruction.
- Coach the student teacher in planning, checking and revising plans, instructional strategies, and assessment.
- At a rate that seems appropriate for the student teacher, gradually turn over teaching responsibilities to him/her but continue to co-teach.
- Provide continuous feedback to the student teacher by giving specific praise and encouragement as well as constructive criticism. Be open and frank.
- Confer with the university supervisor and the cooperating school administrator about the progress and/or problems pertaining to the student teacher.
- Provide opportunities for the student teacher to observe in other classrooms, attend professional meetings, participate in school activities, and use the library and other resources.
- Take the necessary steps to remove the student teacher from the experience if his/her progress is inadequate.
- Supply the university supervisor with an evaluation at the end of the student teaching experience.

UNIVERSITY SUPERVISOR and/or CLINICAL INSTRUCTOR

- Assist student teachers to have the best possible chance of success.
- Meet with the student teacher and cooperating teacher prior to or during the first week of student teaching to review responsibilities, roles, and expectations.
- Provide guidance to the student teachers through regular visitations to observe them teach and hold conferences with them and their cooperating teachers.
- Check the student teachers' plans for evidence of good planning.
- Work with cooperating teachers and their student teachers on planning, delivering, and evaluating instruction.
- Conduct weekly student teaching seminars.
- Help resolve problems affecting the student teaching/learning situation.
- Periodically review progress with cooperating teachers.
- Provide a midterm progress report with concrete suggestions for improvement.
- Serve as a liaison between cooperating school personnel and College of Education.
- Keep the Director of Field Experiences informed of major student teaching problems that develop during the semester, and help in the withdrawal from, reassignment of, or the extension of the experience.
- After consulting with each cooperating teacher, assign a grade of credit or no credit to each student teacher and submit the final evaluation to the Office of Field Experiences.

DIRECTOR OF FIELD EXPERIENCES

- Serve as a liaison between the College of Education and school systems in administering the field experiences of the teacher education program, *particularly the selection of sites, placement of student teachers, and other field placements.*
- Hold responsibility for the overall coordination of clinical experiences so that they meet the standards of the College of Education, the cooperating school system, and the State Department of Education.
- Establish the beginning and ending dates of field experiences.
- Maintain close contact with all off-campus laboratory experiences such as the Professional Development School sites (PDS).
- Establish and maintain appropriate records of all field experiences.
- Issue all certificates for student teaching and other appropriate field experiences.
- Develop and provide materials and policies essential to the successful functioning of the clinical experience for the student, the public school, university officials, and staff members.
- Negotiate appropriate agreements with public schools for the official placement of students in all field experiences where contractual agreements are necessary.
- Disperse budgeted funds as stipends to cooperating schools and teachers as provided by law and contractual agreement.
- Establish and maintain appropriate records of all clinical experiences.
- Coordinate the travel involved in the supervision of all clinical experiences.
- Facilitate appropriate orientation sessions for the students in clinical experiences.
- Participate in the evaluation of each of the programs within the framework of clinical experiences.

COOPERATING SCHOOL ADMINISTRATOR IN NON-PDS SCHOOLS

- Assist in the appropriate placement of student teachers.
- Work with the clinical instructor and university supervisors to orient faculty to their role in the student teaching program.
- Ensure that cooperating teachers plan with student teachers and conference regularly with them.
- Help to orient the student teacher concerning the philosophy, policies, and regulations of the cooperating school.
- Assist the student teacher in becoming acquainted with the faculty of the school and encourage attendance at faculty meetings and school functions.
- Stay informed about the progress of student teachers through visitations and conferences with cooperating teachers and university supervisors.
- When necessary, participate in the decision to remove a student teacher from their assignment and take part in the conference to inform the student teacher.

The Conceptual Framework

Kansas State University
College of Education

May 2016

The first 10 items are Conceptual Framework *standards* which are identical to the KSDE Professional Education standards. Items 11-15 are the Conceptual Framework *dispositions*.

THE LEARNER AND LEARNING

- 1. Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.
- 2. Learning Differences.** The teacher uses understanding of differences in individuals, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.
- 3. Learning Environment.** The teacher works with others to create environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation.

CONTENT KNOWLEDGE

- 4. Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content.
- 5. Application of Content.** The teacher understands how to engage learners through interdisciplinary lessons that utilize concept based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking.

INSTRUCTIONAL PRACTICE

- 6. Assessment.** The teacher understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.
- 7. Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- 8. Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways.

PROFESSIONAL RESPONSIBILITY

- 9. Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- 10. Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, support staff, and community members to ensure learner growth, and to advance the profession.

DISPOSITIONS

- 11. Values Learning and Professional Development.** Dedicated to acquiring and applying new ideas about content, pedagogy, and students.
- Demonstrates a positive attitude toward learning through intellectual curiosity, interactions with students, and participation in professionally related experiences
 - Actively and continuously seeks ideas and resources to expand pedagogical content knowledge
 - Exhibits curiosity and a spirit of intellectual inquiry
 - Effectively applies new knowledge and skills to professional practice
- 12. Commits to Professional, Ethical, and Legal Conduct.** Committed to obeying the law and abiding by institutional, state, and national professional and ethical standards.
- Adheres to local, state, and federal rules and laws
 - Complies with university and school district policies and procedures
 - Follows the Kansas Educator Code of Conduct
 - Exhibits good judgment when making professional and ethical decisions
- 13. Values Positive, Caring, and Respectful Relationships.** Committed to interacting with students, colleagues, and community members with care, compassion, and respect.
- Exhibits caring, compassion, and respect for students, colleagues, and families
 - Fosters positive relationships with students to promote learning
 - Exhibits teaching behaviors reflecting the belief that all students can learn
 - Has high expectations for all students
- 14. Embraces Diversity, Equity, and Fairness.** Recognizes and values human differences and is committed to meet the educational needs of all students.
- Demonstrates an understanding and appreciation for differences among people and the ability to interact with people from diverse backgrounds
 - Uses a range of instructional practices to meet the diverse educational needs of all students
 - Advocates for the fair and equitable treatment of all students
 - Interacts with sensitivity to community and cultural norms
- 15. Commits to Wise and Reflective Practice.** Dedicated to careful reflection on instructional decisions and takes actions to improve professional competence.
- Reflects on one's teaching and develops plans to improve professional practice
 - Seeks, accepts, and uses constructive feedback to improve performance
 - Modifies teaching behavior when provided with new information or experience
 - Exhibits creativity and innovation when attempting to improve professional competence

Scoring Guideline for the Evaluation of the Student Teacher

Kansas State University

*Preparing Educators to be Knowledgeable, Ethical, Caring Decision Makers
for a Diverse and Changing World*

To pass student teaching, candidates must have a score of 3 or higher in each review item.

0	1	2	3	4
Not Observed	Unsatisfactory	Developing	Meets Standard	Exceeds Standard

- 0 Not Observed: No evidence related to the standard is provided.
- 1 Unsatisfactory: Unsatisfactory; ineffective; little evidence to support meeting the standard.
- 2 Developing: Limited or inconsistent evidence to support meeting the standard; approaching the level of performance for the standard but has not yet reached the standard.
- 3 Meets Standard: Consistent evidence to support an **adequate** level of performance for meeting the standard. This represents the level needed to be a competent beginner in the first year of teaching.
- 4 Exceeds Standard: Convincing and consistent evidence to support a **high** level of performance for meeting the standard. This represents in-depth understanding and high levels of effectiveness and innovation in performance.

Holistic Scoring: A final score is recorded for each numbered item based on the preponderance of data concerning the indicators listed under each item. See the “Rubric for the Evaluation of the Student Teacher” for performance descriptions for each indicator at each rating level.

Category 1: THE LEARNER AND LEARNING

1. Learner Development				
The candidate:	1 Unsatisfactory	2 Developing	3 Meets Standard	4 Exceeds Standard
a. Understands how learners grow and develop.	Demonstrates little or no understanding of learners’ developmental levels, individual learning needs, backgrounds, abilities, and interests.	Demonstrates basic recognition and understanding of learners’ developmental levels, individual learning needs, backgrounds, abilities, and interests.	Demonstrates thorough recognition and understanding of learners’ developmental levels, individual learning needs, backgrounds, abilities, and interests.	Demonstrates expert recognition and understanding of learners’ developmental levels, individual learning needs, backgrounds, abilities, and interests.
b. Recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.	Provides learning experiences that are not appropriate to the cognitive, linguistic, social, emotional, and personal developmental level of the learners.	Provides limited or inconsistent learning experiences that are appropriate to the cognitive, linguistic, social, emotional, and personal developmental level of the learners.	Provides learning experiences that are appropriate to the cognitive, linguistic, social, emotional, and personal developmental level of the learners.	Systematically designs effective and innovative learning experiences that are appropriate to the cognitive, linguistic, social, emotional, and personal developmental level of the learners.
c. Designs and implements developmentally appropriate, relevant, and rigorous learning experiences.	Provides learning experiences that are not developmentally appropriate, relevant, and rigorous.	Provides learning experiences that are not always developmentally appropriate, relevant, and rigorous.	Designs and implements developmentally appropriate, relevant, and rigorous learning experiences.	Systematically designs and implements highly effective and innovative learning experiences that are developmentally appropriate, relevant, and rigorous.

2. Learning Differences				
The candidate:	1 Unsatisfactory	2 Developing	3 Meets Standard	4 Exceeds Standard
a. Uses an understanding of differences in individuals, languages, cultures, and communities to ensure inclusive learning environments.	Provides learning experiences that are not inclusive or are inappropriately based on differences in learners, languages, cultures, and communities.	Inconsistently provides an inclusive learning environment based on an understanding of differences in learners, languages, cultures, and communities.	Provides an inclusive learning environment based on an understanding of differences in learners, languages, cultures, and communities.	Consistently provides an inclusive, effective, and innovative learning environment based on an understanding of differences in learners, languages, cultures, and communities.
b. Uses an understanding of differences in individuals, languages, cultures, and communities to enable each learner to meet rigorous standards.	Provide learning experiences that do not enable each learner to meet rigorous standards. Has an incomplete understanding of differences in individuals, languages, cultures, and communities.	Inconsistently enables each learner to meet rigorous standards based on an understanding of differences in learners, languages, cultures, and communities.	Enables each learner to meet rigorous standards based on an understanding of differences in learners, languages, cultures, and communities.	Systematically and effectively enables each learner to meet rigorous standards based on an understanding of differences in learners, languages, cultures, and communities.

3. Learning Environments				
The candidate:	1 Unsatisfactory	2 Developing	3 Meets Standard	4 Exceeds Standard
a. Works with others to create learning environments that support individual and collaborative learning.	Provides learning experiences that do not support individual and collaborative learning.	Provides limited or inconsistent learning environments to support individual and collaborative learning.	Creates learning environments that support individual and collaborative learning.	Consistently creates effective and innovative learning environments that support individual and collaborative learning.
b. Works with others to create learning environments that include teacher and student use of technology.	Provides learning experiences with little or no technology use by the teacher or learners.	Knows and applies limited technology tools in the learning environment for the teacher and learners.	Incorporates a variety of technology tools in the learning environment for the teacher and learners.	Actively and consistently creates learning environments that include extensive use of technology by the teacher and learners.
c. Works with others to encourage positive social interaction, active engagement in learning, and self-motivation.	Applies classroom management strategies in an ineffective manner to encourage positive social interaction, active engagement in learning, and self-motivation.	Applies classroom management strategies in a limited or inconsistent way to encourage positive social interactions, active engagement in learning, and self-motivation.	Applies classroom management strategies to encourage positive social interaction, active engagement in learning, and self-motivation.	Systematically applies highly effective classroom management strategies to encourage positive social interaction, active engagement in learning, and self-motivation.

Category 2: CONTENT KNOWLEDGE

4. Content Knowledge				
The candidate:	1 Unsatisfactory	2 Developing	3 Meets Standard	4 Exceeds Standard
a. Understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.	Does not or infrequently displays knowledge of central concepts, tools of inquiry, and structures of the discipline being taught.	Displays limited knowledge of central concepts, tools of inquiry, and structures of the discipline being taught.	Displays knowledge of central concepts, tools of inquiry, and structures of the discipline being taught.	Displays extensive, in-depth knowledge of central concepts, tools of inquiry, and structures of the discipline being taught.
b. Creates learning experiences that make the discipline accessible and relevant for learners to assure mastery of the content and provides opportunities for literacy experiences across content areas.	Does not or infrequently designs and implements learning experiences that are accessible and relevant for learners to achieve content mastery, including literacy experiences across content areas.	Inconsistently designs and implements learning experiences that are accessible and relevant for learners to achieve content mastery, including literacy experiences across content areas.	Provides learning experiences that are accessible and relevant for learners to achieve content mastery, including literacy experiences across content areas.	Systematically designs and implements substantial learning experiences that are accessible and relevant for learners to achieve high levels of content mastery, including literacy experiences across content areas.

5. Application of Content				
The candidate:	1 Unsatisfactory	2 Developing	3 Meets Standard	4 Exceeds Standard
a. Engages learners through the creation of interdisciplinary lessons and facilitates the examination of issues from multiple perspectives through varied communication modes.	Does not engage learners and/or plan interdisciplinary learning experiences. Presents one-dimensional perspectives on the issues. Does not vary communication style.	Inconsistently engages learners in interdisciplinary learning experiences. Attempts to foster multiple perspectives when examining issues. Occasionally uses varied communication modes.	Engages learners in interdisciplinary learning experiences. Fosters multiple perspectives when examining issues. Uses varied communication modes.	Systematically engages learners in interdisciplinary learning experiences. Fosters extensive alternative perspectives when examining issues. Uses varied, innovative, and effective communication modes.
b. Facilitates learning opportunities involving critical and creative thinking.	Does not or infrequently provides meaningful instruction involving critical and creative thinking.	Inconsistently provides meaningful instruction involving critical and creative thinking.	Provides meaningful instruction involving critical and creative thinking.	Consistently and effectively provides meaningful, compelling instruction involving critical and creative thinking.
c. Incorporates learning opportunities that involve solving authentic, real world problems independently and collaboratively through concept-based teaching.	Provides little or no learning opportunities involving problem solving, real-world problems, and concept-based teaching.	Inconsistently incorporates learning opportunities involving problem solving, real-world problems, and concept-based teaching.	Incorporates learning opportunities involving problem solving, real-world problems, and concept-based teaching.	Systematically incorporates substantial and effective learning opportunities involving problem solving, real-world problems, and concept-based teaching.

Category 3: INSTRUCTIONAL PRACTICE

6. Assessment				
The candidate:	1 Unsatisfactory	2 Developing	3 Meets Standard	4 Exceeds Standard
a. Understands how to use multiple measures to monitor and assess individual student learning.	Does not or infrequently provides opportunities for learners to demonstrate learning before, during, and after instruction.	Provides limited opportunities for learners to demonstrate learning before, during, and after instruction.	Implements a range of assessments before, during, and after instruction to monitor and assess individual student learning.	Expertly plans and uses multiple methods of assessments before, during, and after instruction to monitor and assess individual student learning.
b. Understands how to engage learners in self-assessment.	Does not or infrequently uses assessment methods to engage learners in self-assessment.	Provides limited opportunities for learners to engage in self-assessment.	Provides learners with opportunities to engage in self-assessment.	Demonstrates rich understanding and extensive use of various assessment methods to engage learners in self-assessment.
c. Understands how to make informed decisions.	Does not or infrequently uses learner data to inform future instruction.	Occasionally uses learner data to inform future instruction.	Uses learner data to inform future instruction.	Systematically examines assessment data and improves instructional effectiveness based on the data.

7. Planning for Instruction				
The candidate:	1 Unsatisfactory	2 Developing	3 Meets Standard	4 Exceeds Standard
a. Plans instruction that supports every student in meeting rigorous learning goals.	Develops instructional plans that have unfocused goals and that do not support learners in reaching rigorous learning goals.	Develops instructional plans that have mildly challenging goals and that inconsistently support learners in reaching those goals.	Develops instructional plans that reflect rigorous, clearly described goals and objectives and that support learners in reaching those goals.	Develops effective, innovative, and challenging instructional plans that consistently reflect rigorous, clearly described goals and objectives and that support learners in reaching those goals.
b. Plans instruction by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy.	Plans instruction that does not or inconsistently reflects curricular standards, content technology, cross-disciplinary skills, and pedagogy.	Plans instruction that partially reflects appropriate curricular standards, content, technology, cross-disciplinary skills, and pedagogy.	Plans instruction that incorporates appropriate curricular standards, content, technology, cross-disciplinary skills, and pedagogy.	Plans substantial instruction that consistently demonstrates thorough knowledge and effective application of curricular standards, content, technology, cross-disciplinary skills, and pedagogy.
c. Plans instruction based on knowledge of learners and the community context.	Cannot develop goals and instructional plans and/or does not base plans on knowledge of learners and the community context.	Develops goals and plans for instruction without consideration of the learners and the community context.	Develops relevant goals and plans instruction based on knowledge of learners and the community context.	Plans highly effective instruction based on extensive knowledge of learners and the community context.

8. Instructional Strategies				
The candidate:	1 Unsatisfactory	2 Developing	3 Meets Standard	4 Exceeds Standard
a. Understands and uses a variety of appropriate instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections.	Does not use clear and consistent instructional strategies and resources to engage learners in learning to develop deep understanding of content areas and their connections.	Uses a limited range of instructional strategies and resources and does not fully encourage learners to develop deep understanding of content areas and their connections.	Uses a variety of clear and consistent instructional strategies and resources to engage learners in active learning to develop deep understanding of content areas and their connections.	Uses a wide range of effective and compelling instructional strategies and abundant resources to generate multiple pathways for learners to develop deep understanding of content areas and their connections.
b. Understands and uses a variety of appropriate instructional strategies and resources to encourage learners to build skills to apply knowledge in relevant ways.	Does not or infrequently uses appropriate instructional strategies to scaffold instruction to encourage learners to build skills to apply knowledge in relevant ways.	Selects limited instructional strategies and resources to differentiate instruction and scaffold instruction so it is accessible to all learners.	Selects appropriate instructional strategies and resources to differentiate and scaffold instruction to encourage learners to build skills to apply knowledge in relevant ways.	Selects a variety of appropriate, innovative, and effective instructional strategies and resources to scaffold instruction to encourage learners to build skills to apply knowledge in relevant ways.

Category 4: PROFESSIONAL RESPONSIBILITY

9. Professional Learning and Ethical Practice				
The candidate:	1 Unsatisfactory	2 Developing	3 Meets Standard	4 Exceeds Standard
a. Engages in ongoing professional learning.	Does not recognize and/or seek out additional professional learning relevant to student learning.	Inconsistently engages in professional learning relevant to student learning and sometimes seeks out opportunities for improvement.	Engages in ongoing professional learning relevant to student learning and seeks opportunities for improvement (e.g., self-study, inservices, workshops, advice from supervisors and colleagues).	Consistently engages in ongoing, purposeful, and in-depth professional learning relevant to student learning and actively seeks opportunities for improvement (e.g., self-study, inservices, workshops, advice from supervisors and colleagues).
b. Uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of each learner.	Does not or infrequently seeks out and uses multiple sources of data to evaluate the outcomes of teaching to improve instruction.	Uses a limited amount of data to evaluate one's practice. Demonstrates limited reflection and adaptation of instruction based on the data, the reflection, and analysis.	Uses multiple sources of data to evaluate the outcomes of teaching and learning to evaluate, reflect on, and adapt instruction to meet the needs of each learner.	Places a priority on reflective practice by consistently using multiple sources of data to evaluate the outcomes of teaching and learning to evaluate, reflect on, and adapt instruction to meet the needs of each learner.

10. Leadership and Collaboration				
The candidate:	1 Unsatisfactory	2 Developing	3 Meets Standards	4 Exceeds Standards
a. Seeks appropriate leadership roles and opportunities to take responsibility for student learning.	Does not or infrequently participates in interactions with the classroom supervising teacher and other school professionals to benefit the learners.	Participates willingly in interactions with the classroom supervising teacher and other school professionals to benefit the learners.	Takes a leadership role in working with the classroom supervising teacher and other school professionals in an effort to take responsibility for student learning.	Takes considerable initiative to work effectively with the classroom supervising teacher and other school professionals in an effort to take responsibility for student learning.
b. Seeks appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	Does not or infrequently collaborates with learners, families, colleagues, other school professionals, and community members addressing learner growth.	Participates willingly in interactions when collaborating with learners, families, colleagues, other school professionals, and community members addressing learner growth.	Seeks leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	Consistently and effectively seeks numerous and varied leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.

Category 5: DISPOSITIONS

11. Values Learning and Professional Development				
The candidate:	1 Unsatisfactory	2 Developing	3 Meets Standard	4 Exceeds Standard
a. Dedicated to acquiring and applying new ideas about content, pedagogy, and students.	Takes little or no initiative to seek new ideas and resources to expand pedagogical content knowledge and improve professional practice.	Seeks ideas and resources as needed to expand pedagogical content knowledge. Makes efforts to apply new knowledge and skills to professional practice.	Actively and continuously seeks ideas and resources to expand pedagogical content knowledge. Applies new knowledge and skills to professional practice.	Demonstrates initiative and enthusiasm when seeking ideas and resources to expand pedagogical content knowledge and improve professional practice. Places a priority on these actions.

12. Commits to Professional, Ethical, and Legal Conduct				
The candidate:	1 Unsatisfactory	2 Developing	3 Meets Standard	4 Exceeds Standard
a. Committed to obeying the law and abiding by institutional, state, and national professional and ethical standards.	Engages in illegal or unethical conduct contrary to the Kansas Educator Code of Conduct. Exhibits poor judgment when making professional and ethical decisions.	Is not fully familiar with the Kansas Educator Code of Conduct. Exhibits good judgments when making professional and ethical decisions except in some minor and isolated circumstances.	Follows the Kansas Educator Code of Conduct. Exhibits good judgment when making professional and ethical decisions.	Serves as a model of integrity and good judgment when making professional and ethical decisions. Knows the Kansas Educator Code of Conduct well and places a priority on living up to those principles.

13. Values Positive, Caring, and Respectful Relationships				
The candidate:	1 Unsatisfactory	2 Developing	3 Meets Standard	4 Exceeds Standard
a. Committed to interacting with students, colleagues, and community members with care, compassion, and respect.	Uses language and displays actions that are insensitive and that do not reflect caring, compassion, and respect for students, colleagues, or families.	Does not consistently exhibit caring, compassion, and respect when interacting with students, colleagues, and families. Does not plan for or take specific actions to develop positive relationships with students.	Exhibits caring, compassion, and respect for students, colleagues, and families. Fosters positive relationships with students to promote learning.	Intentionally interacts with students, colleagues, and families with caring, compassion, and respect. Places a priority on taking actions to deliberately develop positive relationships with students.

14. Embraces Diversity, Equity, and Fairness				
The candidate:	1 Unsatisfactory	2 Developing	3 Meets Standard	4 Exceeds Standard
a. Recognizes and values human differences and is committed to meet the educational needs of all students.	Shows overt bias, prejudice, or lack of fairness toward certain students or groups of people.	Is not fully familiar with student differences in his/her class and does not take steps to become more informed. Does not consistently demonstrate the ability to interact with people from diverse backgrounds or to consistently treat all students in a fair and equitable manner.	Demonstrates an understanding and appreciation for differences among people and the ability to interact with people from diverse backgrounds. Advocates for the fair and equitable treatment of all students.	Takes actions to learn more about his/her students in an effort to recognize characteristics and differences. Applies that information to successfully interact with all students in a fair and equitable manner. Places a priority on these actions.

15. Commits to Wise and Reflective Practice				
The candidate:	1 Unsatisfactory	2 Developing	3 Meets Standard	4 Exceeds Standard
a. Dedicated to careful reflection on instructional decisions and takes actions to improve professional competence.	Does not reflect on one's teaching or makes minimal effort to examine and improve practice.	Takes few actions to examine one's teaching and to develop plans to improve practice. Does not modify teaching behavior accordingly when provided with new information or experience.	Reflects on one's teaching and develops plans to improve practice. Modifies teaching behavior when provided with new information or experience.	Actively and regularly seeks strategies for professional growth, reflects on practice, and makes corresponding plans and improvements in practice.

Kansas State University • College of Education • Bluemont Hall
Preparing Educators to be Knowledgeable, Ethical, Caring Decision Makers

Cooperating Teacher

Mid-Term Evaluation of Student Intern

Student Name _____ Semester _____ Year _____
 Name of School _____ Full Name of Evaluator _____
 City and State _____ Subject(s) _____ Grade Level(s) _____

<p>In the boxes on the pages that follow this form underline the words which best describe your student teacher. Then place a check in the cell under the appropriate number (below) depending on which rubric box has the most underlined words.</p> <p>Generally, the average of underlined words in the rubric will be selected to determine the score (0-4) which best represents your student teachers performance. For example, if underlined words are: 1) all in Developing cell, check 2 2) mostly in Developing cell with some in Meets Standard, check 2 3) mostly in Meets Standards cell with some in Developing, check 3</p>	<p>My signature below indicates that I have had an opportunity to read and discuss this mid-term evaluation with my Cooperating Teacher and/or University Supervisor. It does not necessarily indicate that I agree with the evaluation.</p> <hr/> <p align="center">Signature of Student Intern</p> <hr/> <p>My signature below indicates that I have discussed this form with my Student Intern and affirms this is a valid assessment of the Intern's performance to date.</p> <hr/> <p align="center">Signature of Evaluator</p>
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KSDE and KSU-College of Education Professional Education Standards

Standard	0 Not observed	1 Unsatisfactory	2 Developing	3 Meets Standard	4 Exceeds Standard
1. Learner Development					
2. Learning Differences					
3. Learning Environments					
4. Content Knowledge					
5. Application of Content					
6. Assessment					
7. Planning for Instruction					
8. Instructional Strategies					
9. Professional Learning and Ethical Practice					
10. Leadership and Collaboration					

KSU-College of Education Professional Dispositions

Disposition	0 Not observed	1 Unsatisfactory	2 Developing	3 Meets Standard	4 Exceeds Standard
11. Values Learning and Professional Development					
12. Commits to Professional, Ethical, and Legal Conduct					
13. Values Positive, Caring, and Respectful Relationships					
14. Embraces Diversity, Equity, and Fairness					
15. Commits to Wise and Reflective Practice					

Successful Elements Identified (First Eight Weeks):

Target Areas for Growth (Second Eight Weeks):

Category 1: THE LEARNER AND LEARNING

1. Learner Development				
The candidate:	1-Unsatisfactory	2-Developing	3-Meets Standard	4-Exceeds Standard
a. Understands how learners grow and develop.	Demonstrates little or no understanding of learners' developmental levels, individual learning needs, backgrounds, abilities, and interests.	Demonstrates basic recognition and understanding of learners' developmental levels, individual learning needs, backgrounds, abilities, and interests.	Demonstrates thorough recognition and understanding of learners' developmental levels, individual learning needs, backgrounds, abilities, and interests.	Demonstrates expert recognition and understanding of learners' developmental levels, individual learning needs, backgrounds, abilities, and interests.
b. Recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.	Provides learning experiences that are not appropriate to the cognitive, linguistic, social, emotional, and personal developmental level of the learners.	Provides limited or inconsistent learning experiences that are appropriate to the cognitive, linguistic, social, emotional, and personal developmental level of the learners.	Provides learning experiences that are appropriate to the cognitive, linguistic, social, emotional, and personal developmental level of the learners.	Systematically designs effective and innovative learning experiences that are appropriate to the cognitive, linguistic, social, emotional, and personal developmental level of the learners.
c. Designs and implements developmentally appropriate, relevant, and rigorous learning experiences.	Provides learning experiences that are not developmentally appropriate, relevant, and rigorous.	Provides learning experiences that are not always developmentally appropriate, relevant, and rigorous.	Designs and implements developmentally appropriate, relevant, and rigorous learning experiences.	Systematically designs and implements highly effective and innovative learning experiences that are developmentally appropriate, relevant, and rigorous.

2. Learning Differences				
The candidate:	1-Unsatisfactory	2-Developing	3-Meets Standard	4-Exceeds Standard
a. Uses an understanding of differences in individuals, languages, cultures, and communities to ensure inclusive learning environments.	Provides learning experiences that are not inclusive or are inappropriately based on differences in learners, languages, cultures, and communities.	Inconsistently provides an inclusive learning environment based on an understanding of differences in learners, languages, cultures, and communities.	Provides an inclusive learning environment based on an understanding of differences in learners, languages, cultures, and communities.	Consistently provides an inclusive, effective, and innovative learning environment based on an understanding of differences in learners, languages, cultures, and communities.
b. Uses an understanding of differences in individuals, languages, cultures, and communities to enable each learner to meet rigorous standards.	Provide learning experiences that do not enable each learner to meet rigorous standards. Has an incomplete understanding of differences in individuals, languages, cultures, and communities.	Inconsistently enables each learner to meet rigorous standards based on an understanding of differences in learners, languages, cultures, and communities.	Enables each learner to meet rigorous standards based on an understanding of differences in learners, languages, cultures, and communities.	Systematically and effectively enables each learner to meet rigorous standards based on an understanding of differences in learners, languages, cultures, and communities.

3. Learning Environments				
The candidate:	1-Unsatisfactory	2-Developing	3-Meets Standard	4-Exceeds Standard
a. Works with others to create learning environments that support individual and collaborative learning.	Provides learning experiences that do not support individual and collaborative learning.	Provides limited or inconsistent learning environments to support individual and collaborative learning.	Creates learning environments that support individual and collaborative learning.	Consistently creates effective and innovative learning environments that support individual and collaborative learning.
b. Works with others to create learning environments that include teacher and student use of technology.	Provides learning experiences with little or no technology use by the teacher or learners.	Knows and applies limited technology tools in the learning environment for the teacher and learners.	Incorporates a variety of technology tools in the learning environment for the teacher and learners.	Actively and consistently creates learning environments that include extensive use of technology by the teacher and learners.
c. Works with others to encourage positive social interaction, active engagement in learning, and self-motivation.	Applies classroom management strategies in an ineffective manner to encourage positive social interaction, active engagement, learning, and self-motivation.	Applies classroom management strategies in a limited or inconsistent way to encourage positive social interactions, active engagement in learning, and self-motivation.	Applies classroom management strategies to encourage positive social interaction, active engagement in learning, and self-motivation.	Systematically applies highly effective classroom management strategies to encourage positive social interaction, active engagement in learning, and self-motivation.

Category 2: CONTENT KNOWLEDGE

4. Content Knowledge				
The candidate:	1-Unsatisfactory	2-Developing	3-Meets Standard	4-Exceeds Standard
a. Understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.	Does not or infrequently displays knowledge of central concepts, tools of inquiry, and structures of the discipline being taught.	Displays limited knowledge of central concepts, tools of inquiry, and structures of the discipline being taught.	Displays knowledge of central concepts, tools of inquiry, and structures of the discipline being taught.	Displays extensive, in-depth knowledge of central concepts, tools of inquiry, and structures of the discipline being taught.
b. Creates learning experiences that make the discipline accessible and relevant for learners to assure mastery of the content and provides opportunities for literacy experiences across content areas.	Does not or infrequently designs and implements learning experiences that are accessible and relevant for learners to achieve content mastery, including literacy experiences across content areas.	Inconsistently designs and implements learning experiences that are accessible and relevant for learners to achieve content mastery, including literacy experiences across content areas.	Provides learning experiences that are accessible and relevant for learners to achieve content mastery, including literacy experiences across content areas.	Systematically designs and implements substantial learning experiences that are accessible and relevant for learners to achieve high levels of content mastery, including literacy experiences across content areas.

5. Application of Content				
The candidate:	1-Unsatisfactory	2-Developing	3-Meets Standard	4-Exceeds Standard
a. Engages learners through the creation of interdisciplinary lessons and facilitates the examination of issues from multiple perspectives through varied communication modes.	Does not engage learners and/or plan interdisciplinary learning experiences. Presents one-dimensional perspectives on the issues. Does not vary communication style.	Inconsistently engages learners in interdisciplinary learning experiences. Attempts to foster multiple perspectives when examining issues. Occasionally uses varied communication modes.	Engages learners in interdisciplinary learning experiences. Fosters multiple perspectives when examining issues. Uses varied communication modes.	Systematically engages learners in interdisciplinary learning experiences. Fosters extensive alternative perspectives when examining issues. Uses varied, innovative, and effective communication modes.
b. Facilitates learning opportunities involving critical and creative thinking.	Does not or infrequently provides meaningful instruction involving critical and creative thinking.	Inconsistently provides meaningful instruction involving critical and creative thinking.	Provides meaningful instruction involving critical and creative thinking.	Consistently and effectively provides meaningful, compelling instruction involving critical and creative thinking.
c. Incorporates learning opportunities that involve solving authentic, real world problems independently and collaboratively through concept-based teaching.	Provides little or no learning opportunities involving problem solving, real-world problems, and concept-based teaching.	Inconsistently incorporates learning opportunities involving problem solving, real-world problems, and concept-based teaching.	Incorporates learning opportunities involving problem solving, real-world problems, and concept-based teaching.	Systematically incorporates substantial and effective learning opportunities involving problem solving, real-world problems, and concept-based teaching.

Category 3: INSTRUCTIONAL PRACTICE

6. Assessment				
The candidate:	1-Unsatisfactory	2-Developing	3-Meets Standard	4-Exceeds Standard
a. Understands how to use multiple measures to monitor and assess individual student learning.	Does not or infrequently provides opportunities for learners to demonstrate learning before, during, and after instruction.	Provides limited opportunities for learners to demonstrate learning before, during, and after instruction.	Implements a range of assessments before, during, and after instruction to monitor and assess individual student learning.	Expertly plans and uses multiple methods of assessments before, during, and after instruction to monitor and assess individual student learning.
b. Understands how to engage learners in self- assessment.	Does not or infrequently uses assessment methods to engage learners in self-assessment.	Provides limited opportunities for learners engage in self-assessment.	Provides learners with opportunities to engage in self-assessment.	Demonstrates rich understanding and extensive use of various assessment methods to engage learners in self- assessment.
c. Understands how to make informed decisions.	Does not or infrequently uses learner data to inform future instruction.	Occasionally uses learner data to inform future instruction.	Uses learner data to inform future instruction.	Systematically examines assessment data and improves instructional effectiveness based on the data.

7. Planning for Instruction				
The candidate:	1-Unsatisfactory	2-Developing	3-Meets Standard	4-Exceeds Standard
a. Plans instruction that supports every student in meeting rigorous learning goals.	Develops instructional plans that have unfocused goals and that do not support learners in reaching rigorous learning goals.	Develops instructional plans that have mildly challenging goals and that inconsistently support learners in teaching those goals.	Develops instructional plans that reflect rigorous, clearly described goals and objectives and that support learners in reaching those goals.	Develops effective, innovative, and challenging instructional plans that consistently reflect rigorous, clearly described goals and objectives and that support learners in reaching those goals.
b. Plans instruction by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy.	Plans instruction that does not or inconsistently reflects curricular standards, content technology, cross-disciplinary skills and pedagogy.	Plans instruction that partially reflects appropriate curricular standards, content, technology, cross-disciplinary skills, and pedagogy.	Plans instruction that incorporates appropriate curricular standards, content, technology, cross-disciplinary skills, and pedagogy.	Plans substantial instruction that consistently demonstrates thorough knowledge and effective application of curricular standards, content, technology, cross-disciplinary skills, and pedagogy.
c. Plans instruction based on knowledge of learners and the community context.	Cannot develop goals and instructional plans and/or does not base plans on knowledge of learners and the community context.	Develops goals and plans for instruction without consideration of the learners and the community context.	Develops relevant goals and plans instruction based on knowledge of learners and the community context.	Plans highly effective instruction based on extensive knowledge of learners and the community context.

8. Instructional Strategies				
The candidate:	1-Unsatisfactory	2-Developing	3-Meets Standard	4-Exceeds Standard
a. Understands and uses a variety of appropriate instructional strategies and resources to encourage learners to develop deep understanding of	Does not use clear and consistent instructional strategies and resources to engage learners in learning to develop deep understanding of content areas and their connections.	Uses a limited range of instructional strategies and resources and does not fully encourage learners to develop deep understanding of content areas and their connections.	Uses a variety of clear and consistent instructional strategies and resources to engage learners in active learning to develop deep understanding of content areas and their connections.	Uses a wide range of effective and compelling instructional strategies and abundant resources to generate multiple pathways for learners to develop deep understanding of content areas and their connections.
b. Understands and uses a variety of appropriate instructional strategies and resources to encourage learners to build skills to apply knowledge in relevant ways.	Does not or infrequently uses appropriate instructional strategies to scaffold instruction to encourage learners to build skills to apply knowledge in relevant ways.	Selects limited instructional strategies and resources to differentiate instruction scaffold instruction so it is accessible to all learners.	Selects appropriate instructional strategies and sources to differentiate and scaffold instruction to encourage learners to build skills to apply knowledge in relevant ways.	Selects a variety of appropriate, innovative, and effective instructional strategies and resources to scaffold instruction to encourage learners to build skills to apply knowledge in relevant ways.

Category 4: PROFESSIONAL RESPONSIBILITY

9. Professional Learning and Ethical Practice				
The candidate:	1-Unsatisfactory	2-Developing	3-Meets Standard	4-Exceeds Standard
a. Engages in ongoing professional learning.	Does not recognize and/or seek out additional professional learning relevant to student learning.	Inconsistently engages in professional learning relevant to student learning and sometimes seeks out opportunities for improvement.	Engages in ongoing professional learning relevant to student learning and seeks opportunities for improvement (e.g., self-study, inservices, workshops, advice from supervisors and colleagues).	Consistently engages in ongoing, purposeful, and in-depth professional learning relevant to student learning and actively seeks opportunities for improvement (e.g., self-study, inservices, workshops, advice from supervisors and colleagues).
b. Uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of each learner.	Does not or infrequently seeks out and uses multiple sources of data to evaluate the of teaching to improve instruction.	Uses a limited amount of data to evaluate one's practice. Demonstrates limited reflection and adaptation of instruction based on the data, the reflection, and analysis.	Uses multiple sources of data to evaluate the outcomes of teaching and learning to evaluate, reflect on, and adapt instruction to meet the needs of each learner.	Places a priority on reflective practice by consistently using multiple sources of data to evaluate the outcomes of teaching and learning to evaluate, reflect on, and adapt instruction to meet the needs of each learner.

10. Leadership and Collaboration				
The candidate:	1-Unsatisfactory	2-Developing	3-Meets Standards	4-Exceeds Standards
a. Seeks appropriate leadership roles and opportunities to take responsibility for student learning.	Does not or infrequently participates in interactions with the classroom supervising teacher and other school professionals to benefit the learners.	Participates willingly in interactions with the classroom supervising teacher and other school professionals to benefit the learners.	Takes a leadership role in working with the classroom supervising teacher and other school professionals in an effort to take responsibility for student learning.	Takes considerable initiative to work effectively with the classroom supervising teacher and other school professionals in an effort to take responsibility for student learning.
b. Seeks appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	Does not or infrequently collaborates with learners, families, colleagues, other school professionals, and community members addressing learner growth.	Participates willingly in interactions when collaborating with learners, families, colleagues, other school professionals, and community members addressing learner growth.	Seeks leadership roles and opportunities to collaborative with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	Consistently and effectively seeks numerous and varied leadership roles and opportunities to collaborative with learners, families, colleagues, other school professionals, and community members to ensure learner growth.

Category 5: DISPOSITIONS

11. Values Learning and Professional Development				
The candidate:	1-Unsatisfactory	2-Developing	3-Meets Standard	4-Exceeds Standard
a. Dedicated to acquiring and applying new ideas about content, pedagogy, and students.	Takes little or no initiative to seek new ideas and resources expand pedagogical content knowledge and improve professional practice.	Seeks ideas and resources as needed to expand pedagogical content knowledge. Makes efforts to apply new knowledge and skills to professional practice.	Actively and continuously seeks ideas and resources to expand pedagogical content knowledge. Applies new knowledge and skills to professional practice.	Demonstrates initiative and enthusiasm when seeking ideas and resources to expand pedagogical content knowledge and improve professional practice. Places a priority on these actions.

12. Commits to Professional, Ethical, and Legal Conduct				
The candidate:	1-Unsatisfactory	2-Developing	3-Meets Standard	4-Exceeds Standard
a. Committed to obeying the law and abiding by institutional, state, and national professional and ethical standards.	Engages in illegal or unethical conduct contrary to the Kansas Educator Code of Conduct. Exhibits poor judgment when making professional and ethical decisions.	Is not fully familiar with the Kansas Educator Code of Conduct. Exhibits good judgments when making professional and ethical decisions except in some minor and isolated circumstances.	Follows the Kansas Educator Code of Conduct. Exhibits good judgment when making professional and ethical decisions.	Serves as a model of integrity and good judgment when making professional and ethical decisions. Knows the Kansas Educator Code of Conduct well and places a priority on living up to those principles.

13. Values Positive, Caring, and Respectful Relationships				
The candidate:	1-Unsatisfactory	2-Developing	3-Meets Standard	4-Exceeds Standard
a. Committed to interacting with students, colleagues, and community members with care, compassion, and respect.	Uses language and displays actions that are insensitive and that do not reflect caring, compassion, and respect for students, colleagues, or families.	Does not consistently exhibit caring, compassion, and respect when interacting with students, colleagues, and families. Does not plan for or take specific actions to develop positive relationships with students.	Exhibits caring, compassion, and respect for students, colleagues, and families. Fosters positive relationships with students to promote learning.	Intentionally interacts with students, colleagues, and families with caring, compassion, and respect. Places a priority on taking actions to deliberately develop positive relationships with students.

14. Embraces Diversity, Equity, and Fairness				
The candidate:	1-Unsatisfactory	2-Developing	3-Meets Standard	4-Exceeds Standard
a. Recognizes and values human differences and is committed to meet the educational needs of all students.	Shows overt bias, prejudice, or lack of fairness toward certain students or groups of people.	Is not fully familiar with student differences in his/her class and does not take steps to become more informed. Does not consistently demonstrate the ability to interact with people from diverse backgrounds or to consistently treat all students in a fair and equitable manner.	Demonstrates an understanding and appreciation for differences among people and the ability to interact with people from diverse backgrounds. Advocates for the fair and equitable treatment of all students.	Takes actions to learn more about his/her students in an effort to recognize characteristics and differences. Applies that information to successfully interact with all students in a fair and equitable manner. Places a priority on these actions.

15. Commits to Wise and Reflective Practice				
The candidate:	1-Unsatisfactory	2-Developing	3-Meets Standard	4-Exceeds Standard
a. Dedicated to careful reflection on instructional decisions and takes actions to improve professional competence.	Does not reflect on one's teaching or makes minimal effort to examine and improve practice.	Takes few actions to examine one's teaching and to develop plans to improve practice. Does not modify teaching behavior accordingly when provided with new information or experience.	Reflects on one's teaching and develops plans to improve practice. Modifies teaching behavior when provided with new information or experience.	Actively and regularly seeks strategies for professional growth, reflects on practice, and makes corresponding plans and improvements in practice.