



**Cooperating Teacher  
And University Supervisor  
Handbook**

**2015-2016**



## TABLE OF CONTENTS

<b>COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK.....</b>	<b>3</b>
<b>COOPERATING TEACHERS</b>	
Qualifications.....	4
Roles.....	4
Responsibilities.....	5
Required Activities.....	6
<b>PRINCIPALS.....</b>	<b>6</b>
<b>UNIVERSITY SUPERVISORS</b>	
Roles.....	7
Required Activities.....	7
Responsibilities.....	8
<b>DIRECTOR OF FIELD PLACEMENTS</b>	
Responsibilities.....	9
<b>TEACHER CANDIDATES</b>	
Requirements.....	10
<b>PROGRESSION OF STUDENT TEACHING EXPERIENCE</b>	
Performance Assessments.....	12
Supervisory Teams.....	12
Orientation.....	13
Induction.....	13
Independent Teaching.....	13
<b>CONTINUATION/REMOVAL FROM STUDENT TEACHING.....</b>	<b>14</b>
<b>FREQUENTLY ASKED QUESTIONS.....</b>	<b>16</b>
<b>APPENDIX A Lesson Plan Template .....</b>	<b>17</b>
<b>APPENDIX B Teacher Candidate Evaluation Rubrics.....</b>	<b>19</b>
<b>APPENDIX C InTASC Model Core Teacher Standards.....</b>	<b>29</b>



### CONCEPTUAL FRAMEWORK AND ACADEMIC FOCUS

Consistent with Jesuit tradition, the College of Education programs at Marquette University prepare teachers, school counselors, counseling psychologists, community counselors, and administrators to demonstrate a commitment to *social justice* through their work. This commitment is expressed first through our undergraduate and graduate students becoming excellent professionals who exhibit a deep *knowledge* and understanding of their disciplines as well as how children, adolescents, and adults learn and develop. The commitment is further realized as students master the requisite *skills* of their profession.

Taken together, their knowledge and skill enable Marquette students to be effective communicators whose pedagogy, administration, counseling practice, or professional psychology meets the intellectual, social, emotional, cultural, and physical needs of those they aspire to help. In effect, their practice takes the form of planning, instruction or intervention, assessment, and the shaping of learning environments, all done with the race, social class, gender, ethnicity, and ability of their students or clients in mind.

Marquette students also exhibit *dispositions* that support lifelong learning and an appreciation for research and professional growth. They continually reflect on their practice and role in society, as well as attempt to enhance the learning and general well being of those they serve. In all of these endeavors, they grow in their engagement with critical analysis and advocacy around structural inequities in society and in education.

All College of Education programs foster personal and professional *excellence*, the promotion of a life of *faith*, and the development of *leadership* expressed in *service* to others. Respectful of these underpinnings, our learning community values the balancing of theory, research, and practice and emphasizes active engagement, critical thinking, and social critique. Our students develop strongly held ideals of care, respect, and advocacy for the well-being of all humankind under the guidance of faculty who are exceptional teachers and mentors, prominent scholars, and exemplary models of service. Our faculty members aim to nurture the transformation of students into individuals who will grow continuously in their application of the ideals of social justice -- in the practice of their profession, in their personal and collective involvement in society, and in their interactions and relationships with students, parents and guardians, clients, families, colleagues, school personnel, and community partners.

## **COOPERATING TEACHERS**

### **Cooperating Teacher Qualifications**

The cooperating teacher must meet the three qualifications outlined in Wisconsin state code point P.I. 34-15 (6):

1. Hold a regular Wisconsin license and have taught for three years;
2. Have taught in the school system where the student is placed for at least one year;
3. Have completed a course or seminar in the supervision of teacher candidates and in the applicable standards.

In addition the cooperating teacher:

- Communicates clear expectations for students.
- Maintains a positive classroom environment.
- Utilizes a variety of instructional strategies.
- Interacts with students in a respectful, caring manner.
- Demonstrates content area knowledge.
- Effectively integrates technology.
- Understands role and responsibilities of supervising university students.
- Demonstrates commitment to lifelong learning.
- Demonstrates effective interpersonal skills.
- Demonstrates commitment to improving urban education.
- Demonstrates knowledge of and effectively integrates the ten INTASC Model Teaching Standards into the teaching curriculum.
- Demonstrates commitment to social justice issues.

### **Roles of Cooperating Teachers**

Marquette seeks cooperating teachers who are experienced master teachers who will serve as professional mentors to the teacher candidates. Eligible cooperating teachers are identified by principals and other professionals at school sites. Cooperating teachers are very influential in the development of teacher candidates through their daily contacts. As a result, an effective cooperating teacher is viewed as a:

1. **Model:** Cooperating teachers serve as role models for teacher candidates. Students observe experienced teachers and learn from what is observed. It is important to set an example that is worthy of imitation.
2. **Teacher:** Cooperating teachers maintain their role of teachers. Although teacher candidates are present and involved, cooperating teachers are ultimately responsible for what is taught.
3. **Mentor:** Cooperating teachers share in the daily growth of teacher candidates by offering support, understanding, help and encouragement.
4. **Organizer:** Cooperating teachers balance the needs of their pupils with the needs of teacher candidates and organize a plan suitable for all concerned. Cooperating teachers determine what subjects teacher candidates will teach and when they will teach.

5. Assessor: Cooperating teachers continually assess teacher candidates' progress formally and informally. Making suggestions to teacher candidates in an informal manner can alert them to minor improvements and lead to increased effectiveness. Formal evaluations are made after observing teacher candidates by writing critiques and/or conducting meetings.

### Responsibilities of Cooperating Teachers

1. Create a positive atmosphere with the teacher candidate in the classroom and the school community.
  - Prepare the pupils for the arrival of the teacher candidate, stressing that the pupils are to give proper respect and attention to the teacher candidate. Provide the teacher candidate with a desk or table and appropriate texts and manuals.
2. Meet with the teacher candidate to present an overview of what is expected.
  - Set a tentative schedule for the teacher candidate's involvement in the class.
  - Identify what authority the teacher candidate has.
  - Set expectations for completion and submission of lesson plans.
  - Discuss classroom management expectations.
3. Require detailed lesson plans designed to meet the specific instructional objectives outlined by the curriculum for the classroom to which the teacher candidate is assigned. Experienced teachers may be able to rely on abbreviated lesson plans; however, teacher candidates cannot. **The teacher candidate is expected to prepare detailed plans for each lesson taught.** When sufficient evidence of skill has been demonstrated, the supervisory team may choose to lessen the degree of detail required; however, **lesson plans are required** and must be submitted to the cooperating teacher and the University supervisor. See Appendix A for Lesson Plan Template.
4. Provide professional supervision of the teacher candidate's instruction. At no time in the teaching experience is the teacher candidate to have so much responsibility that the cooperating teacher is unaware of what is taking place. The cooperating teacher is ultimately responsible for the instruction and behavior in the classroom.
5. Provide feedback to the teacher candidate on progress being made and areas to develop.
  - The cooperating teacher may wish to keep anecdotal records and share them with the teacher candidate when they meet regularly.
  - Prior to and at the conclusion of daily teaching experiences, the cooperating teacher and teacher candidate are expected to assess the teacher candidate's performance.
    - Good supervisory practice indicates that a conference for evaluation purposes is best begun with something positive.
    - When discussing weaknesses, a few specific recommendations on how those weaknesses might be addressed are usually most effective.
6. Encourage the teacher candidate to try innovative instructional approaches and follow up with specific feedback.
7. Assist the teacher candidate in developing his/her own balanced personal style of teaching.

## **Activities Specifically Required of Cooperating Teachers**

1. Participate in at least two triadic conferences with the University supervisor and teacher candidate.
2. Complete and submit midterm and final evaluations of the performance of the teacher candidate at appropriate times. See Appendix B for copy of evaluation rubrics.
3. Complete and submit the end-of-the-semester form verifying whether or not the teacher candidate completed the full semester and full day or that part of the semester assigned.
4. Complete and submit an evaluation of the performance of the University supervisor upon completion of the student teaching experience.
5. Allow the teacher candidate appropriate time to teach and record lessons related to their edTPA requirements.

## **PRINCIPALS**

### **Responsibilities of School Principals**

School principals have the first responsibility for identifying appropriate cooperating teachers. Principals also verify the eligibility of teachers to serve as cooperating teachers. Some principals may delegate those responsibilities to contact persons and/or to department chairs. In addition, the building principal may function in any of the following ways:

1. Serve as liaison between the College of Education and the cooperating teacher by accepting and placing teacher candidates with cooperating teachers.
2. Greet and welcome teacher candidates on their initial and early visits to the school.
3. Orient teacher candidates to the school's policies and to faculty privileges and responsibilities.
4. Invite teacher candidates to attend faculty meetings within the building.

## UNIVERSITY SUPERVISORS

### Roles of University Supervisors

To contribute to the success of teacher candidates, University supervisors are involved in the following roles:

1. University supervisors serve as liaisons between the student teaching sites and the University. Cooperating teachers, teacher candidates and university personnel wishing to exchange information usually do so through University supervisors.
2. University supervisors aid in the evaluation of teacher candidates by observing them while teaching. Supervisors provide teacher candidates with comments on those lessons through verbal feedback and formal written evaluations.
3. Supervisors motivate the teacher candidates to do their best, to try new techniques, to recover after disappointments and to enjoy the experience of teaching.
4. University supervisors assist in the professional growth of teacher candidates by facilitating weekly seminars. Some options for seminars are discussing common concerns, presenting new trends in education, sharing demonstration lessons and, in some cases, critiquing videotapes of lessons.

### Activities Specifically Required of University Supervisors

1. Conduct a weekly seminar for all assigned teacher candidates.
2. Be accessible to cooperating teacher(s) to discuss the progress of the teacher candidate.
3. Make a minimum of four classroom visits of at least one hour.
4. Initiate at least two triadic conferences involving the teacher candidate and cooperating teacher(s).
5. Complete and submit evaluations of the performance of the teacher candidate to the Office of Teacher Education at the designated times.
6. Complete and submit evaluations of the performance of the cooperating teacher(s) to the Office of Teacher Education at the designated times.
7. Assign the final student teaching grade with input from the cooperating teacher(s).

## Additional Responsibilities of University Supervisors

1. Inform the teacher candidates of expectations and answer their questions early in the semester.
2. Watch for difficulties a teacher candidate might have. Offer assistance to both the teacher candidate and the cooperating teacher at the earliest opportunity. Develop clear and strong lines of communication.
3. Document the dates and the times of observation and conferences. A separate form for each teacher candidate must be submitted to the Office of Teacher Education at the end of the semester.
4. Provide each student with two written evaluations of lessons that are observed.
5. Meet with cooperating teachers of each student to discuss progress as well as any problems that may arise.
6. Plan activities to remediate areas of weakness among the teacher candidates supervised.
7. Videotape teacher candidates. Such tapes can provide a teacher candidate with valuable evidence of both strengths and weaknesses, especially when critiqued by peers as well as the supervisor. This activity is **optional**, but is strongly encouraged.
8. Meet with the principal or the administrator responsible for teacher candidates at each school to discuss the progress of the teacher candidates and to address any concerns that may arise.
9. Make sure all the evaluation forms from the cooperating teachers are submitted on time and ascertain that each teacher candidate's file has the required forms completed.

## DIRECTOR OF FIELD PLACEMENTS

### Responsibilities of the Director of Field Placements and Licensure

The Director of Field Placements is Marquette's primary liaison to the student teaching sites. The Director is responsible for the formal correspondence and communication among all parties involved in the student teaching activity. The specific functions of the Director are to:

1. Answer questions and clarify all issues regarding the teacher candidate program by:
  - Conducting group orientation meetings for potential teacher candidates
  - Interviewing each teacher candidate who has made application
  - Reviewing teacher candidate application materials to ensure that all pre-requisites and requirements have been met
2. Formalize all teacher candidate placements.
3. Participate in special meetings requested by the supervisory team regarding a teacher candidate.
4. Inform and invite the Director of Teacher Education to chair special meetings requested by the supervisory team.

In summary, the Director of Field Placements and Licensure makes placements and serves as a liaison for the Office of Teacher Education with the University supervisors, cooperating teachers, principal and teacher candidate

## REQUIREMENTS OF TEACHER CANDIDATES DURING STUDENT TEACHING

The requirements for Marquette University teacher candidates include the requirements set forth by the Department of Public Instruction. Unless officially and specifically notified by the Director of Field Placements and Licensure at Marquette, all teacher candidates **MUST** meet the following requirements:

1. Teacher candidates follow the calendar for the regular teaching staff of the host school. Students do not follow the Marquette University calendar except for any class they attend at Marquette after their student teaching day (This is NOT common). Students are expected to be at the host school for the entire day, each school day of the entire semester of the host school. **Absences are excused only for such reasons as illness or if the student has received prior written permission from the supervisory team to attend in-service or other professional activities.** This does not typically include taking time off for interviews.

In the event of illness, teacher candidates must contact their cooperating teacher and university supervisor. It is also the responsibility of the teacher candidates to ensure that the cooperating teacher receives the lesson plan before the school day begins in the case of illness.

Teacher candidates have only the scheduled vacation days of the regular teaching staff of the host school. Teacher candidates do not have discretionary “personal days”. Excessive absenteeism is to be dealt with by the supervisory team. A teacher candidate who has excessive absences may be required to extend the student teaching experience into another semester in order to meet the equivalent of the full-day, full-semester requirement.

**To avoid being “put in the middle,” it is recommended that cooperating teachers contact Kirsten Lathrop, Director of Field Placements, with any special teacher candidate requests.**

2. Teacher candidates are to be exposed to and to participate in non-teaching activities and duties of teachers such as:
  - Observing and assisting with hall duty and study hall monitoring;
  - Meeting with other school personnel (e.g., administrator, school nurse) to identify different roles and functions within the school community;
  - Observing and/or participating in faculty meetings and parent conferences;
  - Meeting with parent organizations and attending school board meetings;
  - Attending special after-school student activities.
3. Teacher candidates observe all the policies, rules and regulations (e.g., dress codes) that apply to the regular teaching staff at the student teaching site.
4. Teacher candidates must demonstrate professional behavior at all times and maintain confidentiality in professional discussions related to all aspects of the student teaching experience.
5. Teacher candidates participate in seminars and edTPA “boot camps” described in the syllabus.
6. Teacher candidates are observed a minimum of four times by the university supervisor and participate in a minimum of two triadic conferences involving the cooperating teacher and university supervisor.
7. Teacher candidates carry out appropriate assignments and requests of the cooperating teacher and university supervisor, even those that go beyond actual teaching activities.

**Failure on the part of the teacher candidate to meet any of the above requirements is justification for terminating student teaching or for assigning a grade of U for student teaching.** According to mandates of the state of Wisconsin, a teacher candidate **MAY NOT**:

1. Receive payment for teaching during the regular school day while student teaching unless the student has been allowed to teach as an experienced teacher. Teacher candidates may be paid for their involvement in extra-curricular activities.
2. Serve as a substitute teacher. This policy protects the cooperating school system and its students as well as the teacher candidate.

In addition to the above requirements, a number of other directives guide the Marquette teacher preparation program. These directives should be considered by the supervisory team as they develop the semester plan for a teacher candidate. It is through the semester plan that the directives are carried out.

1. **Early Adolescence through Adolescence teacher candidates** observe the following directives:
  - Students with a single major must teach at least four periods in the major (if the school uses a traditional schedule).
  - Students with a major and minor must teach at least three classes in the major and one in the minor.
  - Students with dual majors must teach at least two classes in each major.
  - If possible, students are expected to have no more than three different preparations.
  - Students are expected to have no more than two different cooperating teachers per placement.
  - Teacher candidates are expected to carry the full workload of a regular teacher for the full school day for a minimum of seven to nine full weeks.
2. In the Marquette program, **Middle Childhood through Early Adolescence teacher candidates** are expected to accept responsibility for the full workload of a regular, full-time teacher for a minimum of seven to nine full weeks.

## PERFORMANCE ASSESSMENTS

In compliance with the Wisconsin Department of Public Instruction (DPI), the faculty and administration of the College of Education have designed an assessment system which aligns course assignments with teaching standards and indicators. These course assignments called “performance assessments” have been integrated throughout the undergraduate teacher education programs to provide opportunities for students to demonstrate the knowledge, skills, and dispositions related to effective teaching. During the student teaching experience, candidates are required to complete all Level 3 Performance Assessments. Knowledge proficiencies are demonstrated by completing written assignments which are authentic and relevant to the student teaching situation. Skills and dispositions are assessed by means of classroom observation. As student teaching is the culminating experience in the education programs, students must demonstrate proficiency in all Level 3 Performance Assessments.

A new teaching performance assessment called the edTPA will now be required by the State of Wisconsin. This is a summative, subject-specific portfolio-based assessment of teaching performance which occurs during the student teaching semester. The readiness of a candidate to teach successfully is the focus of the edTPA assessment which includes written documents, video clips, samples of student work, and written teacher candidate reflections.

**It is the sole responsibility of the teacher candidate to implement the requirements of the edTPA performance assessment and should not involve additional time or responsibility for the cooperating teacher. However, teachers are asked to allow time in the classroom schedule for the teacher candidate to complete the edTPA teaching requirements.**

## THE SUPERVISORY TEAMS FOR TEACHER CANDIDATES

The supervisory teams for teacher candidates are composed of university supervisors and cooperating teachers. University supervisors are professionals who have extensive experience in education. Cooperating teachers serve as on-site mentors who are valued for their continuing classroom experience and their willingness to invest time and energy to help beginning professionals develop their knowledge, skills, and dispositions. Cooperating teachers are the most influential members of the supervisory team because they are the professionals who work with the teacher candidates on a daily basis.

One of the primary tasks of supervisory teams is to develop a semester plan for the progression of the student teaching experience. That plan is to reflect the abilities and strengths of the teacher candidate, the level of licensure being pursued, and the length of time the teacher candidate will be at the school. Another important task of the teams is to support one another and the teacher candidate as the student teaching semester progresses. Individual semester plans for individual teacher candidates may vary.

## THE PROGRESSION OF THE STUDENT TEACHING EXPERIENCE

The student teaching experience includes three phases: **orientation, induction, and independent teaching**. Supervisory team members, especially cooperating teachers, are instrumental in guiding the teacher candidate successfully through each of these phases.

### Orientation

During the first phase, teacher candidates act as assistants to cooperating teachers and are expected to become more at ease in the classroom, become familiar with the students, observe teacher and student behaviors including classroom management techniques, and become familiar with the philosophy and objectives of the school, the department, and the cooperating teacher.

**During the orientation phase, teacher candidates need to learn the policies, procedures and location of materials and supplies for preventing the spread of infectious diseases (especially those spread by blood-borne pathogens), which are specific to the student teaching site.** It is not possible to know who may be the carrier of an infectious disease or what germs may be present. Persons with infections do not always have outward signs and often are not aware themselves of being infected. Contact with bodily fluids presents a risk of infection by a variety of infectious agents. "Bodily fluids" include blood; drainage from scabs, cuts and open lesions; urine; respiratory secretions (e.g., nasal discharge); and saliva.

**During the orientation phase, teacher candidates are also expected to learn the policies and procedures specific to the student teaching site for dealing with suspected child abuse.** Specifically, they must know to whom such cases should be reported and in what manner.

### Induction

During the induction phase, teacher candidates assume actual teaching duties on a limited basis. These teaching activities may include such activities as small group instruction or presentation of single lessons. While actual teaching is critical for teacher candidates, observing cooperating teachers and other teachers at the site who model effective teaching behaviors is also important to the overall success of the student teaching experience.

Teacher candidates often enter classroom situations where important decisions have already been made regarding the teaching process. It is important that teacher candidates understand why and how these decisions regarding curriculum, methods and classroom procedures were made and how these decisions affect teaching. During the induction phase, cooperating teachers help teacher candidates begin to gain that understanding.

### Independent Teaching

Independent teaching is the final and longest phase of student teaching. Teacher candidates assume responsibility for regular teaching duties that include managing a classroom, preparing and implementing lesson plans, designing instructional units, participating in parent-teacher conferences, collaborating with school faculty, and reflecting on teaching practice. The pace at which these responsibilities are assumed will vary based on the needs and strengths of the individual teacher candidate and the length of the experience at the site. Ideally, the assumption of responsibilities will be gradual enough so that the teacher candidate will be challenged, but not overwhelmed. It is important for the teacher candidate to adjust to added responsibilities and to experience the workload of a regular full-time teacher.

While teaching independently, teacher candidates must demonstrate the knowledge, skills, and dispositions expected of beginning teachers. Feedback from cooperating teachers and university supervisors on planning, delivery, assessment, management, and professionalism becomes very important during this phase. The ability to locate and use a variety of appropriate materials is essential as is the ability to effectively evaluate one's own performance. While teacher candidates are learning how to function effectively in a specific student teaching environment, they are also preparing for a career that will go beyond that specific environment. Thus, teacher candidates must learn how to make important on-going decisions regarding curriculum and instruction.

## CONTINUATION OR REMOVAL FROM STUDENT TEACHING

Teacher candidates will be allowed to continue with their student teaching experience as long as they make satisfactory progress as determined by the cooperating teacher and university supervisor and receive favorable evaluations. However, the College of Education recognizes the right of the host school cooperating teacher, principal, or university supervisor to request the removal of a student from a student teaching position. If such a request is made, action will be taken immediately.

A teacher candidate may be removed from a student teaching assignment if the teacher candidate's performance or behavior is judged to be adversely affecting the pupils, the host school, or the university. If the teacher candidate demonstrates behaviors that would require a leave of absence or dismissal for someone on the regular teaching staff, the teacher candidate will be removed.

Teacher candidates and cooperating teachers spend the most time with each other and have the greatest need and the greatest opportunity to communicate clearly and respectfully. **First and foremost, students are to discuss concerns with their cooperating teachers.** The key to resolution of minor concerns is communication. If teacher candidates and their cooperating teachers are unable to resolve their concerns, the university supervisors should be approached as facilitators.

The following general procedures should be followed if a major problem develops during student teaching:

1. The supervisor (cooperating teacher or university supervisor) who identifies the problem meets with or communicates concerns to the teacher candidate as soon as possible to identify the area(s) of concern and ways to correct or improve the situation.
2. If the problem is not resolved, the supervisory team proceeds as follows and documents the problem in written form. The supervisory team:
  - a. Meets with the teacher candidate to review the area(s) of concern.
  - b. Lists in writing what needs to be accomplished and sets a time frame and due date by which improvement must be observed.
  - c. Decides what assistance will be provided to the teacher candidate by the team.
  - d. Identifies possible alternative action if the problem continues.
3. The supervisory team provides feedback and keeps the teacher candidate informed of progress being made.
4. If the problem has not been resolved satisfactorily, a second meeting is held and the alternative action that was planned in step two, part d (above) is taken.

If the supervisory team thinks involving a third party would be wise, the Director of Field Placements and Licensure should be contacted to assist in resolving the problem. If the continuation status of a teacher candidate is in question, the Director of Teacher Education must be notified because he/she is responsible for making the final decision, and, if necessary, for notifying the individual of termination from student teaching.

**NOTE:** Although a teacher candidate is welcome to meet with the Director of Field Placements and Licensure at any time during student teaching to discuss concerns, he/she is required to discuss concerns with the university supervisor and cooperating teacher(s) before asking the Director of Field Placements and Licensure to take any official action.

**Teacher candidates may choose to withdraw themselves from student teaching** for personal or professional reasons before the student teaching experience begins. Students considering doing so must discuss the matter with the Director of Field Placements and Licensure as soon as possible. **If a teacher candidate chooses to self-terminate during the student-teaching experience**, he/she must inform the

cooperating teacher, the university supervisor, and the Director of Field Placements and Licensure immediately. The teacher candidate will also need to submit a formal letter of termination and complete the necessary paperwork by the course withdrawal deadline date in order to receive a grade of *W (Withdrawn)*. If procedures are not followed and a grade of *W* is not assigned, a grade of *U (Unsatisfactory)* will be assigned.

**QUESTIONS FREQUENTLY ASKED BY TEACHER CANDIDATES**

1. **Who gives my student teaching grade?** The university supervisor is the teacher of record for the teacher candidate and has the final responsibility for assigning the grade for student teaching. The final grade, however, is assigned after the university supervisor considers the recommendation of the cooperating teacher(s).
2. **What are grounds for terminating me or for assigning me a grade of U for student teaching?** You may be terminated or assigned a grade of U if you do not fulfill the requirements of student teaching and/or have not made necessary progress to achieve a satisfactory grade in the professional judgment of the supervisory team.
3. **If I am not successful, can I withdraw from student teaching and later repeat the student teaching experience?** You must follow Marquette's procedures for withdrawing from a course or from the university. If you withdraw from student teaching or receive an unsatisfactory grade, you can reapply to student teach at a future date. The reasons for withdrawal or unsatisfactory performance along with the possible additional (new) requirements will be reviewed by the Director of Student Placements and Licensure and the Director of Teacher Education in determining if your reapplication should be approved.
4. **Whose semester schedule should I follow?** You follow the schedule of the regular teachers at your student teaching site.
5. **Do I get vacation days?** You are to be at the site each school day. You do not have discretionary "personal days" as a regular teacher might.
6. **Can I leave early because of a job, or can I leave school after I finish my last teaching period of the day?** NO... the state of Wisconsin mandates that you and all teacher candidates complete the entire day and the entire semester of the host school. Your daily times of arrival and departure are to be the same as those usually required of regular, full-time teachers at that location.
7. **Can I be left alone in the classroom?** Each cooperating teacher should check the school policy regarding your being left alone with students. Though you need the opportunity to teach a class on your own in order to assess your full potential as a first-year teacher, the judgment of the cooperating teacher or supervisory team determines whether or not you have demonstrated the ability to teach on your own.

## APPENDIX A LESSON PLAN TEMPLATE

Lesson Title	Date
Unit Title	Subject/Grade Level/Lesson Duration

### Section A. Lesson Preparation

**Rationale** – Why is it important for students to learn the content of the lesson?

**Description of Learners** – What factors must be considered in order to accommodate the diversity of learners in your class?

1. What are your students' developmental assets? (Cognitive? Physical? Social? Emotional? Motivational?)
2. How can the personal/cultural/community assets of your students can be utilized in this lesson?
3. What prior knowledge, skills, and understanding must students have in order to successfully engage in this lesson?
4. What preconceptions/misconceptions/misunderstandings/errors might students have about the concepts in this lesson?
5. What are individual learning needs in this class? What supports/modifications/accommodations to instruction or assessment may need to be made? (Content? Process? Product?)
6. What might be common preconceptions/misconceptions/errors/misunderstandings relating to the content of this lesson? How will you identify and address them in this lesson?

**Objectives/Learner Outcomes and Assessments** (formal and informal)

1. List the measurable learning outcomes (knowledge, skills, dispositions) that students are expected to demonstrate as a result of the lesson?
2. For **each** of the above outcomes, what ASSESSMENTS will you use to evaluate each of your learning outcomes? (Give a brief description).

**Standards Addressed** – What Core State Standards (English/Language Arts, Math, Disciplinary Literacy) or Wisconsin model academic standards (Science, Social Studies, Foreign Language) are specifically addressed in the lesson? Please list the number and text of the standard. If only a portion of a standard is being addressed, then only list the relevant part(s).

**Materials/Resources/Technology** – List all materials/resources/technology needed to support instructional procedures in this lesson.

**Section B: Introduction to Lesson**

Purpose – How will you state the purpose of the lesson?

Prior learning – What do students know? What can they do? What are they learning to do? How will you make connections to prior learning?

Connections to personal/cultural/community assets – How will you make connections to your students' strengths as a way to motivate students to engage in the learning activities you have planned?  
(HOOKS)

**Section C: Content/Procedures/Sequence (Include estimated time for each activity)**

Content outline	Instructional strategies/learning tasks/sequence of activities (include what you <i>and</i> the students will be doing that supports diverse student needs)

**Section D: Closure**

Summary of lesson – How will you bring the lesson to a close? (One-two statements that you will say at the end of the lesson)

Assignment – What independent work will be assigned?

**Section E: Self-Assessment and Reflection (To be completed only if and after you teach the lesson)**

1. Was the lesson successful? What DATA or EVIDENCE support your conclusions?
2. Based on your conclusion above about what your students know and are able to do (individually and collectively), what next steps in instruction are you planning?
  - a. For the class as a whole:
  - b. For individuals with specific learning needs within the class

## APPENDIX B

### Marquette University – College of Education Student Teacher Evaluation Form

#### ITL/P KEY Summative Performance Assessment #8 Teaching Observation

**Directions:**

1. Complete the evaluation form, sign, and date.
2. Review the evaluation form with the candidate.
3. Ask candidate to sign and date form to indicate that the evaluation has been reviewed.
4. The descriptor indicates what is expected for a satisfactory rating.

Individual Completing the Evaluation \_\_\_\_\_

Teacher Candidate \_\_\_\_\_

School \_\_\_\_\_

Grade/Subject \_\_\_\_\_

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

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

Please Circle:      Midterm Evaluation                      OR                      Final Evaluation                      OR                      Observation # \_\_\_\_\_

Observation Debriefing Date with Teacher Candidate \_\_\_\_\_

Teacher Candidate's Signature \_\_\_\_\_

University Supervisor's Signature \_\_\_\_\_

Cooperating Teacher's Signature \_\_\_\_\_

**Marquette University – College of Education  
Student Teacher Evaluation Form**

**Directions:** Please evaluate the candidate on the following standards and indicators using this scoring rubric. When scoring the rubric please use **ALL** sources of information from the candidate (i.e., lesson plan, observation, debriefing, seminar discussion, etc.). The score on the rubric should be cumulative in nature and reflect your total knowledge about the candidate.

**KSPA #8: Teaching Observation**

<b>InTASC Indicator</b>	<b>1—Minimal</b>	<b>2—Basic</b>	<b>3—Proficient</b>	<b>4—Advanced</b>
1a Regularly designs and modifies instruction to meet learners' needs in at least two areas of development (cognitive plus one other: linguistic, social, emotional, physical) and scaffolds the next level of development.	Addresses only cognitive area of development with no scaffolding.	Addresses only cognitive area of development with limited scaffolding	Addresses cognitive and one other area of development (social or emotional) with scaffolding in one area.	Addresses cognitive and one other area of development and scaffolding in both areas
1b Creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, motivational needs and that enables each learner to advance and accelerate his/her learning.	In planning, individual learners' strengths, interests, and motivational needs are not addressed.	In planning, individual learners' strengths, interests, and motivational needs are addressed but not necessarily related to the intended learning outcome(s).	In planning, individual learners' strengths, interests, and motivational needs are addressed and related to the intended learning outcome(s).	In planning, individual learners' strengths, interests, and motivational needs are addressed in ways that will enable learners to advance and accelerate their learning.
2b Enacts developmentally appropriate supports for students including those with particular learning differences or needs (students with IEPs/504 plans, ELL's, struggling readers, more able learners).	No evidence of instructional supports.	Some evidence of supports but not necessarily developmentally appropriate.	Evidence of developmentally appropriate supports.	Evidence of developmentally appropriate supports for more than one area of learning differences/needs.
2e Uses strategies for making content accessible to English language learners and dialect speakers (if applicable).	No evidence of strategies used.	Occasional use of a limited number of strategies.	Consistent use of a limited number of strategies.	Consistent use of a variety of strategies.

<b>InTASC Indicator</b>	<b>1—Minimal</b>	<b>2—Basic</b>	<b>3—Proficient</b>	<b>4—Advanced</b>
4a Effectively uses multiple representations and explanations that capture key ideas in the discipline and promote each learner's achievement of content standards.	Uses one representation or explanation to teach content standard with key ideas missing.	Inconsistent use of appropriate multiple representations/ explanations.	Consistent use of multiple representations/explanations that capture key ideas.	Consistent use of multiple representations/explanations that capture key ideas and advances learner's achievement of content standards.
4b Encourages learners to understand, question, and analyze ideas from multiple perspectives so that they master the content.	Considers only one perspective. No probing of student responses.	Considers only one perspective. Some probing of student responses.	Elicits multiple perspectives from students.	Elicits multiple perspectives from students and actively probes students to extend understanding of the content.
4d Stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.	Does not attempt to connect to learners' prior knowledge, link new concepts to familiar concepts, or make connections to learners' experiences.	Limited connection to prior knowledge or previous lessons with little or no attempt to elicit students' own experiences.	Encourages students to reflect on prior content knowledge, make links between new and familiar concepts, and connect to their experiences but is primarily teacher directed.	Consistent evidence of students reflecting on relevant prior content knowledge, making links between new and familiar concepts, and connecting to their experiences.
4e Recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.	No recognition of misconceptions or misconceptions are equated with students' lack of knowledge in content area.	Some recognition of misconception but no attempt to use misconceptions to build accurate conceptual understanding.	Some recognition of misconceptions and some use of misconceptions to build accurate conceptual understanding.	Consistent recognition of misconceptions and consistent use of misconceptions to build accurate conceptual understanding.
4h Creates opportunities for students to learn, practice, and master academic language demands in their content (vocabulary, function, syntax, discourse).	Language supports are missing or are not aligned with the language demand(s) for the learning task.	Language supports primarily address one language demand (vocabulary, function, syntax, discourse).	General language supports address use of two or more language demands (vocabulary, function, syntax, discourse).	Targeted language supports address use of vocabulary, language function AND either discourse or syntax.

<b>InTASC Indicator</b>	<b>1—Minimal</b>	<b>2—Basic</b>	<b>3—Proficient</b>	<b>4—Advanced</b>
5b Engages learners in applying content knowledge to real world problems or “big ideas”/interdisciplinary themes (e.g., environment, justice).	No reference to real world problems or big ideas.	Teacher identifies real world problems or big ideas without engaging students in discussion.	Teacher identifies and facilitates student engagement with real world problems or big ideas.	Teacher frequently provides opportunities for students to identify and extend the discussion of applying content to real world problems or big ideas.
5d Engages learners in challenging assumptions and creative problem solving in local and global contexts.	No opportunities for students to challenge assumptions or engage in problem solving.	Teacher challenges assumptions without engaging students in problem solving.	Teacher challenges assumptions and engages students in problem solving.	Teacher frequently provides opportunities for students to challenge assumptions and engage in problem solving.
5h Develops and implements supports for learner literacy development across content areas.	No content literacy support is evident.	Some planning for content literacy support with minimal implementation.	Some planning for content literacy support and some implementation evident.	Consistent planning for content literacy support and consistent implementation evident.
6l Analyzes formative and summative assessments to understand patterns and gaps in learning, and to guide planning and instruction.	No evident use of assessment data to guide planning or instruction.	Minimal analysis or analysis is not consistent with subsequent learning objectives.	Consistent analysis of data and is appropriately used to guide planning and instruction including some differentiation.	Consistent analysis of multiple sources of data to guide planning and instruction, including differentiation for a variety of learners.
6b Designs assessments that match learning objectives.	Disconnect between assessments and learning objectives.	Only some of the learning objectives are addressed in the planned assessments.	All learning objectives are addressed and tied to the planned assessments.	All learning objectives are addressed and tied to the planned assessments and include opportunities for differentiation.
6d Provides students with effective descriptive feedback to guide their learning progress.	Feedback is unrelated to the learning objectives or is developmentally inappropriate. OR Feedback contains significant content inaccuracies.	Feedback is general and addresses needs AND/OR strengths related to the learning objectives.	Feedback is specific and addresses either needs OR strengths related to the learning objectives.	Feedback is specific and addresses both strengths AND needs related to the learning objectives.

<b>InTASC Indicator</b>	<b>1—Minimal</b>	<b>2—Basic</b>	<b>3—Proficient</b>	<b>4—Advanced</b>
8b Engages learners in assessing their progress. (Danielson 3d)	Students are not aware of assessment criteria and do not self-assess.	Students appear to be only partially aware of the assessment criteria and students rarely self-assess.	Students are aware of assessment criteria before beginning assessment tasks and students sometimes self-assess.	Students are aware of and have contributed to assessment criteria, and frequently self-assess and monitor their own progress.
7a Selects and creates learning experiences that are aligned to learning objectives and content standards.	Learning experiences are not aligned with learning objectives or content standards.	Learning experiences are vaguely aligned learning objectives or content standards.	Learning experiences build on each other and are aligned with learning objectives and content standards.	Learning experiences build on each other and are clearly and consistently aligned with learning objectives and content standards.
7b Selects and uses materials and learning activities that are relevant to students' sociocultural backgrounds.	Materials and learning activities are not relevant to students' sociocultural backgrounds.	Materials and learning activities are superficially relevant to students' sociocultural backgrounds.	Materials and learning activities are relevant to students' sociocultural backgrounds.	Materials and learning activities are meaningful and consistently relevant to students' sociocultural backgrounds.
7e Plans collaboratively with available professionals who have specialized expertise (special educators, related service providers, language learning specialists, librarians, specialists) to design effective learning experiences.	No evidence of collaborative planning for instruction.	Teacher rarely participates in collaborative planning to design effective learning experiences.	Teacher participates in collaborative planning to design effective learning experiences.	Teacher takes initiative to collaboratively plan with available professionals to design effective learning experiences.
8b2 Monitors student learning in the context of individual, small group, and whole class settings and adjusts instruction accordingly.	Teacher stands in one place in room, minimal or no awareness of student understanding, no checks for student understanding, or rigid adherence to lesson plan.	Limited movement around room, lack of awareness of student understanding in small group or individual work, generic checks for understanding to the whole group, limited flexibility in implementing lesson plan.	Targeted movement around room with awareness of whole group, small group and individual understanding, meaningful checks for understanding; uses checks to make adjustments in lesson.	Purposeful movement around room with continuous awareness of whole group, small group and individual understanding, consistent meaningful checks for understanding which result in adjustments in instruction that extend students' understanding.

InTASC Indicator	1—Minimal	2—Basic	3—Proficient	4—Advanced
8f Engages all learners in developing higher order thinking and questioning skills (analyzing, evaluating, creating) and metacognitive processes.	Primarily encourages lowest-level (remembering, recall) questioning strategies throughout lesson. No attention to metacognitive processes.	Primarily encourages lower-level (understanding, applying) questioning strategies; occasional or inconsistent encouragement of higher order questioning and metacognitive processes.	Primarily encourages higher-order questioning but not necessarily for all students. Some attention to metacognitive processes.	Consistently elicits higher-order questions and thinking from all students. Students frequently engage in metacognitive processes (e.g., justify/explain their thinking and problem solving).
8g Promotes responsible learner use of interactive technologies to develop deep understanding of content and build skills to apply knowledge in meaningful ways.	Does not attempt to utilize available technology for learning.	Infrequent or ineffective use of available technology for learning (e.g., students using computers to complete low cognitive level activity).	Promotes appropriate learner use of available technology for some deeper level learning.	Promotes consistent and appropriate learner use of available technology to create representations of deep understanding of content (e.g., students use technology tools to create original presentations of learning).
8h Uses a variety of instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction) to engage students in learning.	Instructional strategies lack variety and few students are intellectually engaged.	Uses some variety of instructional strategies but strategies primarily teacher directed and many students are passive or compliant participants.	Uses variety of instructional strategies that promote student engagement and active learning (e.g., cooperative learning, discovery learning, inquiry, simulation).	Consistently uses variety of learner-centered instructional strategies (e.g., cooperative learning, discovery learning, inquiry, simulation) and virtually all students are actively engaged in learning.

InTASC Indicator	1—Minimal	2—Basic	3—Proficient	4—Advanced
<p>8i Asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question). (Danielson 3b)</p>	<p>Teacher's questions are of low cognitive challenge, with single correct responses. Only a few students dominate the discussion.</p>	<p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Teacher calls on many students but only a small number participate.</p>	<p>While the teacher may use occasional low-level questions, s/he poses questions designed to promote student thinking and understanding. The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. Many students actively engage in the discussion.</p>	<p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Teacher builds on and uses student responses to questions in order to deepen student understanding. Virtually all students are engaged in the discussion.</p>
<p>9c Uses evidence to evaluate and change teaching practice. (Danielson 4a)</p>	<p>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.</p>	<p>The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.</p>	<p>The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	<p>The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.</p>
<p>10b Works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners. (Danielson 4d)</p>	<p>Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or projects.</p>	<p>Teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and projects when specifically asked.</p>	<p>Teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and projects, making a substantial contribution.</p>	<p>The teacher volunteers to participate in school events and projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.</p>

InTASC Indicator	1—Minimal	2—Basic	3—Proficient	4—Advanced
<p>10d Works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement. (Danielson 4c)</p>	<p>No evidence of communication with families.</p>	<p>Teacher makes sporadic attempts to communicate with families or communication may not be culturally sensitive to those families.</p>	<p>Teacher communicates regularly with families in a culturally sensitive manner.</p>	<p>Teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication.</p>

**Marquette University – College of Education  
Student Teacher Evaluation Form**

**ITL/P KEY Summative Performance Assessment #5  
Classroom Management Observation**

**Directions:**

- 1. Complete the evaluation form, sign, and date.**
- 2. Review the evaluation form with the candidate.**
- 3. Ask candidate to sign and date form to indicate that the evaluation has been reviewed.**
- 4. The descriptor indicates what is expected for a satisfactory rating.**

**Individual Completing the Evaluation** \_\_\_\_\_

**Teacher Candidate** \_\_\_\_\_

**School** \_\_\_\_\_

**Grade/Subject** \_\_\_\_\_

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

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

**Please Circle:      Midterm Evaluation                      OR                      Final Evaluation                      OR                      Observation #\_\_\_\_\_**

**Observation Debriefing Date with Teacher Candidate** \_\_\_\_\_

**Teacher Candidate's Signature** \_\_\_\_\_

**University Supervisor's Signature** \_\_\_\_\_

**Cooperating Teacher's Signature** \_\_\_\_\_

**Marquette University – College of Education  
Student Teacher Evaluation Form**

**Directions:** Please evaluate the candidate on the following standards and indicators using this scoring rubric. When scoring the rubric please use **ALL** sources of information from the candidate (i.e., lesson plan, observation, debriefing, seminar discussion, etc.). The score on the rubric should be cumulative in nature and reflect your total knowledge about the candidate.

**KSPA #5: Learning Environment/Classroom Management**

<b>InTASC Indicator</b>	<b>1—Minimal</b>	<b>2—Basic</b>	<b>3—Proficient</b>	<b>4—Advanced</b>
3a The teacher collaborates with learners to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. (Danielson 2a)	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.

<b>InTASC Indicator</b>	<b>1—Minimal</b>	<b>2—Basic</b>	<b>3—Proficient</b>	<b>4—Advanced</b>
<p>3d The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention. (Danielson 2c)</p>	<p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines.</p>	<p>Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.</p>
<p>3.D2b Establishes a culture for learning. (Danielson 2b)</p>	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.</p>	<p>The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.</p>

InTASC Indicator	1—Minimal	2—Basic	3—Proficient	4—Advanced
3.D2d Manages student behavior (Danielson 2d)	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
3.D2e Organizes physical space (Danielson 2e)	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

**Student Teaching Seminar**  
**Performance Assessment #7 –Critical Journal**

**Standard Addressed: Standard 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.

**Task Description:**

The teacher candidate demonstrates his/her growth in critical reflection on his/her teaching practice by keeping a critical journal. For each journal entry, the teacher candidate will describe an incident in his/her classroom that has intrigued, surprised, confused, or posed a problem.

After describing the experience factually, the teacher candidate uses critical readings or theories drawn from teacher education course work to analyze and evaluate the experience with a particular focus on the effects of his/her choices and actions on others (learners, families, other professionals, community) and a plan for future action(s).

The teacher candidate is required to complete a minimum of seven entries throughout the student teaching seminar experience. You may be expected to share some of your journal entries in the student teaching seminar.

**Directions:**

Include each submission date in the journal. While there are some “free choice” weeks, you are required to cover the following additional topics:

- **Classroom management—due September 22, 2015**
- **Differentiation/Collaboration with support team—due September 29, 2015**
- **Assessment—due October 13, 2015**
- **Free Choice—due October 27, 2015**
- **Free Choice—due November 3, 2015**
- **Parent involvement—due November 17, 2015**
- **Trauma sensitivity—due December 1, 2015**

For each entry, describe factually and with some detail an experience/incident in your classroom or school that has surprised, confused or posed a problem for you. This could be an incident involving you and students, parents, or other professionals.

Analyze and evaluate the experience from the perspective(s) of critical cultural, social, political, and psychological readings or theories drawn from your teacher education course work on multicultural education, the history of education, child and adolescent development, learning and motivation, critical pedagogy, instructional planning, assessment, and methods of teaching reading, writing, social studies, math, science, languages, and literature.

In your analysis, pay particular attention to the effects your own choices and actions are having on others (learners, families, other professionals, community). Also include an analysis of how your own identity, worldview, and background experiences may be affecting your perceptions and expectations and what you need to do to deepen your understanding of the experience or situation that you have described. Do you have any plan(s) for future action(s)?

Marquette University – College of Education  
Student Teacher Evaluation Form

ITL/P KEY Summative Performance Assessment #7  
Critical Journal

**Directions:**

1. Complete the evaluation form, sign, and date.
2. Review the evaluation form with the candidate.
3. Ask candidate to sign and date form to indicate that the evaluation has been reviewed.
4. The descriptor indicates what is expected for a satisfactory rating.

Individual Completing the Evaluation \_\_\_\_\_

Teacher Candidate \_\_\_\_\_

School \_\_\_\_\_

Grade/Subject \_\_\_\_\_

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

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

Teacher Candidate's Signature \_\_\_\_\_

University Supervisor's Signature \_\_\_\_\_

Cooperating Teacher's Signature \_\_\_\_\_

Date: \_\_\_\_\_

**Marquette University – College of Education  
Student Teacher Evaluation Form**

**KSPA #7: Critical Journal**

<b>InTASC Indicator</b>	<b>1—Minimal</b>	<b>2—Basic</b>	<b>3—Proficient</b>	<b>4—Advanced</b>
<b>9d Actively seeks theoretical and research resources as supports for analysis, reflection, and problem-solving.</b>	Relies exclusively on personal experience and prior knowledge.	Superficially cites sources (name-dropping) to support reflection.	Uses theory or research to support analysis, reflection, and problem-solving of significant issues.	Uses theory or research to provide in-depth support for their analysis, reflection, and problem-solving of significant issues.
<b>9e Reflects how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.</b>	No evidence of reflection on personal beliefs and experiences and their influence on own behaviors and interactions.	Occasional or superficial discussion of how personal beliefs and experiences influence own behaviors and interactions.	Consistent and thorough discussion of how personal beliefs and experiences influence own behaviors and interactions.	Consistent and thorough discussion of how personal beliefs and experiences influence own behaviors and interactions. AND Discussions include a plan for future actions.

**Comments:**

**APPENDIX C****InTASC Model Core Teacher Standards****Standard #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 and challenging learning experiences.

**Standard #2: Learning Differences**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Standard #4: Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #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 meaningful ways.

**Standard #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.

**Standard #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, and community members to ensure learner growth, and to advance the profession.