



Saint Xavier
UNIVERSITY

STUDENT TEACHING SUPPLEMENTAL HANDBOOK

2025-2026 EDITION



Student Teaching Handbook

Candidate Clinical Practice/Student Teaching

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Dear Teacher Candidate,

As you prepare to embark on the final step in your formal, undergraduate teacher education, we want to congratulate you on reaching this milestone! Student teaching is the culminating experience of your program, presenting you with the opportunity to experience the daily life of a classroom teacher and further prepare for your first professional teaching position. The anticipation of your semester of student teaching will undoubtedly bring about some apprehension, but remember that you have prepared for this moment -- you have the full support of the Education Division and substantial knowledge and field experience to draw from as you enter the classroom. The Education Division at SXU is excited and proud to continue supporting you on this next step!

As part of that support, we have prepared this Student Teaching Handbook to provide as much information and guidance as possible at the start of your student teaching. Please read this handbook closely and thoroughly before your student teaching begins and refer to it repeatedly throughout the experience. It will answer many questions that might arise and provide you with guidance and suggestions to use as you navigate student teaching. As always, feel free to reach out to the Education Division faculty and staff if you have questions or concerns.

Go forth and do great work!

Education Division
Saint Xavier University

Overview of Clinical Practice/Student Teaching

The capstone experience of the teacher candidate's program of study is the clinical practice component, otherwise referred to as "student teaching." This experience provides teacher candidates with the opportunity to demonstrate the knowledge, skills, and dispositions learned as preservice teachers. During the student teaching experience, teacher candidates will have the opportunity to integrate theory with practice and to develop and test classroom strategies and pedagogical skills. In addition, teacher candidates hone their use of data and evidence in making professional decisions about practice while demonstrating an understanding of the Illinois Professional Teaching Standards.

Role	Description
Teacher Candidate	The teacher candidate is a Saint Xavier University Education Division student seeking initial teacher licensure. During the student teaching semester/year, the candidate participates in the clinical component of the teacher preparation program.
Mentor Teacher	The mentor teacher is a licensed teacher presently teaching in the area in which the teacher candidate is seeking licensure. In providing the practicum experience, the mentor exerts a powerful influence over a candidate's values, attitudes, and practices. The mentor teacher sets the stage so that the classroom environment is favorable for success and then provides on-going guidance by sharing planning and teaching responsibilities with the teacher candidate.
University Supervisor	The University supervisor is a faculty/adjunct faculty member of Saint Xavier University's Education Division with supervision and evaluation responsibilities. The supervisor serves as a liaison between the school and the University, maintaining collaborative relationships that ensure optimal learning opportunities for candidates. In addition, the supervisor schedules a predetermined number of observations and conferences, establishing an observation-conference-goal setting cycle.

Working in collaboration with mentor teachers and University supervisors will help teacher candidates respond to the challenges of student teaching. This may be a traditional student teaching experience or a "co-teaching approach" under the supervision of a mentor teacher and a University supervisor. With their input and guidance, candidates demonstrate what they know and what they are able to do in the classroom and, more broadly, in the P-12 school setting.

The student teaching portion of the teacher preparation program is critically important to ensure that teacher candidates will be ready for the professional work of teaching. The Saint Xavier University Education Division's student teaching/clinical practice experiences have been designed as a serious apprenticeship that requires teacher candidates to spend one 16-week academic semester (two academic semesters for Elementary Ed students) inside schools working alongside experienced teachers. (Music teacher candidates require two 8-week placements at diverse grade levels.)

Student teaching requires a full-time commitment. Teacher candidates are apprentices to their mentor teachers and take on their schedules and duty requirements, and they follow the host school calendar and arrive and leave each day when teachers in the host school are required to arrive and leave.

Teacher candidates are responsible for ensuring that their actions and instructional decisions support their students' emotional, psychological, socio-cultural, and academic needs. By completing their student teaching under the supervision of a mentor teacher and University supervisor, teacher candidates continue to develop the professional skills needed to be skilled communicators and educators who understand the moral and ethical dimensions of teaching. Thus, teacher candidates are provided with regular and systematic feedback on their performance during the student teaching semester. This feedback, as well as essential mentoring, comes from two key clinical faculty members: the mentor teacher in the hosting P-12 school and the University supervisor. This feedback should provide clarification of progress and suggestions for improvement. Criteria for teaching competencies are aligned with the Illinois Professional Teaching Standards (IPTS).

Professional Dispositions

The professional dispositions of teacher candidates are a critical component of development. Teacher candidates are required to demonstrate the following professional dispositions throughout the student teaching experience:

- **Fairness** - the commitment demonstrated in striving to meet the educational needs of all persons in a caring, non-discriminatory, and equitable manner.
- **Belief that all students can learn** - demonstrating behaviors that are inclusive of all children: using data to make instructional decisions, differentiating instruction to meet the needs of diverse learners, and demonstrating cultural responsiveness.
- **Collaboration** – the process where two or more people work together in an intersection of common goals by jointly developing and agreeing to a set of common goals and directions; sharing responsibility for obtaining those goals; and working together to achieve those goals, using the expertise of each collaborator.
- **Professionalism** – the commitment to maintain standards of professional conduct and demonstrate appropriate behavior.
- **Commitment to learning** – the investment of effort in learning along with a commitment to scholarship and professional development.

Student Teaching Outcomes

By the conclusion of the student teaching/clinical practice experiences, teacher candidates will:

- Demonstrate knowledge of content and pedagogy.
- Demonstrate knowledge of students.
- Establish appropriate instructional outcomes.
- Demonstrate knowledge of resources.
- Design effective instruction.
- Design student assessments that accurately reflect and measure growth and learning.
- Use data from formative and summative assessments to promote student learning.
- Create an inclusive and equitable environment of respect and rapport.

- Establish a culture for learning.
- Manage classroom procedures.
- Cultivate positive student behavior.
- Organize physical space to promote student learning and other desired outcomes.
- Communicate effectively with students.
- Effectively employ questioning strategies and discussion techniques.
- Actively engage students in learning.
- Demonstrate flexibility and responsiveness in the learning environment.
- Reflect on their teaching practices for the sake of continuous improvement.
- Demonstrate lifelong learning habits.
- Maintain accurate records.
- Develop their understanding of students' and families' linguistic, cultural, and other traditions.
- Utilize the assets and cultural wealth of students' families and broader communities for the sake of improving students' learning, sense of belonging, and overall school experience.
- Demonstrate professionalism.

Seminar in Teaching and Learning Course

During their student teaching semester, candidates are concurrently enrolled in *Directed Teaching* (Student Teaching) and *Seminar in Teaching and Learning*. The *Seminar in Teaching and Learning* is a 3 credit-hour course that meets weekly and is taught by a faculty member in the Education Division. These weekly meetings are intended to help student teachers process and reflect on their student teaching experiences, further sharpen their understanding of theory and practice, and facilitate candidates' development of various products related to teaching and job-seeking (e.g., lesson plans, assessment, resumes).

Student Teaching Models

The Traditional Student Teaching Model

In the traditional student teaching model, teacher candidates typically observe for a brief period of time and eventually take over a variety of tasks or portions of lessons. Generally, the mentor teacher and the teacher candidate, in collaboration with the University supervisor, establish an **implementation schedule** for the gradual takeover of all parts of the teaching day by the teacher candidate. At some point, the mentor teacher gives up the lead role to the teacher candidate. The teacher candidate is fully in charge (solo) of the classroom for several weeks with the expectation that he/she will meet the needs of all students. Upon completion of the solo block of teaching, the mentor teacher gradually resumes the teaching responsibility. There is an Assumption of Duties form found on page 17-18 to help serve as guidance for the process described above.

The Co-Teaching Student Teaching Model

In response to the ever-increasing classroom responsibilities and accountability/performance assessment practices, many teacher preparation programs are implementing a new approach to student teaching. This model is based on co-teaching strategies. It is understood that at times during the student teaching experience, the teacher candidate can stand alone in the classroom. However, a co-teaching approach can be highly beneficial for P-12 students. The Education Division of Saint Xavier University has begun to implement this approach in selected classrooms. We encourage our mentor

teachers to explore this method with our teacher candidates. In co-teaching, communication is the foundation for sharing classroom responsibilities, including planning, instruction, and assessment. In each of these areas, sometimes the mentor teacher takes the lead, sometimes the teacher candidate takes the lead, and sometimes leadership is shared. Regardless of who is leading, both the teacher candidate and mentor teacher are expected to identify ways to modify instruction and assessment to meet student needs. At the beginning of the student teaching experience, the mentor teacher leads with the teacher candidate contributing. As the experience progresses, the teacher candidate takes over the leadership role, which also includes directing other adults in the classroom, such as paraprofessionals, special educators, EL and bilingual education teachers, and Title I teachers.

Clinical Practice/Student Teaching Prerequisites

Student teaching is an intensive full-time experience, requiring at least 7-9 hours of daily focus and commitment; it must be viewed as a major priority. It is essential that candidates organize and prepare to take on this commitment. **It is expected that because clinical practice/student teaching is such a full-time commitment, candidates are strongly discouraged from taking additional coursework while student teaching and should only do so if there are extenuating circumstances.**

Although teacher candidates are still SXU students, the host school personnel often consider them faculty. This means that teacher candidates are being viewed and evaluated as teachers and members of a school community. Teacher candidates should be ready for the serious responsibility of becoming teachers charged with shaping the educational lives of students as well as interacting with colleagues and families in an educational environment.

Teacher candidates are eligible for student teaching once they successfully complete the following:

- All field experience hours associated with program coursework.
- All required coursework with a grade of C or better (required coursework shall include all general education coursework, all major or content-area coursework, and all professional education coursework).
- Maintenance of a minimum cumulative GPA of 3.0 throughout the program.
- Fingerprinting/Background Investigation as required by assigned school/school district (and additional requirements as required by the assigned Pre-K-12 school).
- All components of the student teaching application process.

Clinical Practice/Student Teaching Placement Process

*To apply for a student teaching placement, the following steps must be completed and submitted **NO LATER THAN November 15 (for fall student teaching) and March 15 (for spring student teaching) of the year prior to the start of the student teaching assignment.***

- Teacher candidates must complete and submit the online application, which includes uploading a current resume and an unofficial SXU transcript.
- Teacher candidates must hold a minimum cumulative GPA of 3.0.
- Teacher candidates must have completed all coursework and field experience hours associated with the Education program.
- It is strongly encouraged that teacher candidates take and pass the Illinois Licensure Testing System (ILTS) program-specific content-area test **prior to** starting clinical Practice/Student Teaching. **To receive a teaching license, you MUST have a diploma issued by the granting university AND earn a passing score on the appropriate content test. Your diploma is NOT your license.**

The Education Division's Coordinator of School Partnerships makes placement requests for those teacher candidates who have submitted the items listed above and have met the eligibility requirements. Placement decisions and arrangements are determined by the administration of the potential host school in alignment with the school's needs, guidelines, and established procedures.

Teacher candidates may not initiate or negotiate, either verbally or in writing, a student teaching placement request with the P-12 schools. When teacher candidates act alone to arrange placements, they may inadvertently compromise the placement process for themselves and for other student teacher candidates. The professional reputations of individual teacher candidates and of Saint Xavier University can be negatively affected. Teacher candidates with specific needs/requests are encouraged to put these in writing and submit to the Coordinator of School Partnerships no later than November 15 (for fall student teaching) and March 15 (for spring student teaching). Please note that if you are requesting a placement at a school you graduated from, you must let the Coordinator of School Partnership know.

Withdrawing Application/Placement

If a teacher candidate finds it necessary to withdraw their student teaching application, the decision should be made in collaboration with his/her Education Division program advisor and the Coordinator of School Partnerships. The teacher candidate will be required to reapply for student teaching.

Policies

Calendar and Teaching Schedule

Teacher candidates are required to follow the calendar and the daily schedule of the **host** school. In most cases, student teaching assignments begin when the semester begins for the host school. The teacher candidate is expected to be present every day that the mentor teacher in the host school is present and for the same daily hours as the mentor teacher. Teacher candidates participate in all activities required by teachers in the school, including bus duty, recess duty, hall duty, etc. Teacher candidates should also attend faculty meetings, in-service workshops and meetings, staffing or review meetings for P-12 students, parent conferences, professional development days, or other events as directed by the mentor teacher. (Teacher candidates should seek permission from the host school to attend such events as necessary.)

Student Teaching Schedules

One Semester (16 weeks) Student Teaching:

Semester	Start	End
Fall	First day of mentor teacher's academic year at the assigned school	16 weeks after initial start date
Spring	Date the assigned school begins following winter break	16 weeks after initial start date

**Please note that teacher candidates will have different end dates depending on the host school academic calendar. Music Teacher candidates transition to Placement 2 upon completion of 8 weeks in Placement 1.*

Please note:

- *The beginning of student teaching is aligned with the start of the school year for fall semester and the end of winter break for spring semester. Winter break and spring break are aligned with the assigned school's schedule, not SXU's academic calendar.*
- *SXU grades will be entered at the end of the fall semester and at the end of the spring semester by the University Supervisor for Directed Teaching and the instructor of record for the Seminar in Teaching and Learning.*
- *All teacher candidates are required to attend the Seminar in Teaching and Learning course on campus.*

Absences

Every effort should be made to be in attendance every day of the student teaching assignment. When an absence cannot be avoided, teacher candidates must notify the mentor teacher and their University supervisor. A teacher candidate is allowed a total of three (3) excused absences during the 16-week student teaching assignment without having to make up the time. Any absences beyond these three (3) will need to be made up at the end of the student teaching assignment and discussed with the Coordinator of School Partnerships, University supervisor, and mentor teacher.

Lesson Planning

During the student teaching experience, the teacher candidate will develop lesson plans based on the format in use by the mentor teacher or mutually agreed upon by the teacher candidate and the mentor teacher. All completed lesson plans must be approved in advance by the mentor teacher and should be kept in a file or notebook and be available to the University supervisor during their visits.

Supervision and Mentoring

To ensure a successful experience, the teacher candidate, mentor teacher, and University supervisor should communicate regularly. It is essential to build rapport, maintain positive working relationships, and create open channels of communication, thus ensuring a continuous cycle of feedback and evaluation. A University supervisor is assigned to each candidate by the Coordinator of School Partnerships and serves as the main liaison between the practicum/student teaching setting and SXU. During the 16-week student teaching assignments, the University supervisor will make 5-6 visits according to the table below (*Music student teachers will get at minimum three visits for each 8-week placement).

Student Teaching Observation Schedule

Each of the University supervisor's observations should be scheduled early during the student teaching period and spread out relatively evenly across the 16 weeks. This schedule should be communicated clearly by the University supervisor to the Coordinator for School Partnerships. Whenever a University supervisor conducts an observation, the teacher candidate should be engaged in the teaching/learning activities reflected in the lesson plans and weekly schedule. Teacher candidates must be sure to communicate these plans and weekly schedule to their University supervisor and mentor teacher in advance of the observation. Observations are required to be in person and CANNOT be virtual.

Introduction Meeting	Supervisor and Student Teacher during seminar
Triad Meeting 1: Included in the total number of visits will be an initial, get-acquainted visit between the mentor teacher, the teacher candidate, and the University supervisor.	Planning (ZOOM): During this initial visit, all parties can clarify roles, pose any questions or concerns about the assignment, and establish procedures for subsequent visits by the University supervisor.
Observation 2	In Classroom – On Site
Observation 3	In Classroom – On Site
Observation 4	In Classroom – On Site
Observation 5	In Classroom – On Site
*Observation 6 (If needed)	In Classroom – On Site (If needed)

Work-Related Issues

In most cases, a teacher candidate may not receive any pay for duties performed as part of the student teaching assignment. Even when taking on the full duties of the classroom teacher, the teacher candidate remains a student and under the policies and protections of Saint Xavier University. Teacher candidates may not serve as a substitute teacher in their host classroom or in any other classroom and must be under the supervision of a licensed individual employed by the host school. Recent changes by the Illinois State Board of Education (ISBE) permit payment for graduate students who meet specific

requirements (23 Illinois Administrative Code 25.620.) If teacher candidates have additional questions regarding payment during student teaching, they should contact the Coordinator of School Partnerships at Saint Xavier University.

In the event of work stoppage and/or strike, teacher candidates must contact the Coordinator of School Partnerships and their University supervisor. Teacher candidates must not report to their assigned school. If necessary, an alternate plan for the teacher candidate will be designed. In the event of “snow days,” teacher candidates and University supervisors will be informed as to whether the days need to be made up.

Withdrawing from Clinical Practice

In some instances, teacher candidates may need to withdraw from clinical practice after student teaching has begun, due to illness or another emergency situation. The coordinator of school partnerships, the licensure officer, the teacher candidate’s academic advisor, and the teacher candidate then discuss possible plans for postponing student teaching until a future semester.

In rare instances, a teacher candidate may be asked to leave the student teaching placement if the teacher candidate is not making the progress that is expected of all teacher candidates. In such cases, a committee comprised of faculty and staff will review the situation, meet with the teacher candidate, and make a recommendation to the coordinator of school partnerships. Final decision of student teacher removal from student teaching rest with the Director of the Education Division and/or Dean of the College of Liberal Arts and Education.

Roles and Responsibilities of the Triad

During the collaborative student teaching experience, the teacher candidate, mentor teacher, and University supervisor are referred to as a triad. The roles and responsibilities of each triad member follow.

Teacher candidate - Roles and Responsibilities

Although the mentor teacher and the University supervisor assume the primary responsibility for guiding the teacher candidate, the teacher candidate must assume certain responsibilities to help make the student teaching experience a success. The roles and responsibilities of the teacher candidate include but are not limited to:

- Being ready to learn, be enthusiastic, and show initiative.
- Introducing yourself to team members and school personnel.
- Asking questions and discuss professional issues.
- Sharing ideas and work cooperatively.
- Being flexible and reflective in your practice.
- Planning accurate and engaging lessons in accordance with the placement site and best practice.
- Being well-prepared to carry out planned lessons in accordance with the mentor teacher’s timeline.
- Knowing and implement co-teaching strategies when possible.

- Accepting feedback and put suggestions for improvement into practice.
- Being proactive in initiating communication with your triad members. Any questions and concerns should be immediately communicated to your mentor teacher and/or University supervisor.
- Demonstrating respectful behaviors.
- Implementing the rules, regulations, policies, and curriculum of the district, school, and classes in an informed manner, including state and school district policies and procedures as a mandated reporter.
- Attending all faculty meetings, including faculty/department/team meetings, parent conferences, parent-teacher meetings, and institute days; attend all student-related extracurricular activities for which the mentor teacher may or may not be compensated.
- Reporting to the mentor teacher and the University supervisor as soon as possible by email if an illness or an emergency makes it impossible to attend school; provide substitute plans for instructional responsibilities.
- Acknowledging that the professional and legal responsibilities of the classroom remain with the mentor teacher at all times.
- Preparing school reports and keep class records accurately and efficiently.
- Attending all student teaching seminars as scheduled. In the event of unavoidable absence, the seminar instructor must be notified.
- Assuming responsibilities associated with efficient and effective classroom management, particularly in relation to student motivation and student behavior.
- Maintaining confidentiality in the sharing and use of student information.
- Completing all required forms and program requirements in a timely manner.
- Submitting electronic University supervisor evaluation at your last seminar course meeting.
- Adhering to the Technology Acceptable Use Policy of the district.

Mentor teacher - Roles and Responsibilities

The mentor teacher has a central role in making the student teaching program a successful experience.

The mentor teacher's roles and responsibilities include but are not limited to:

- Helping the teacher candidate feel comfortable and welcome.
- Sharing materials and ideas.
- Observing and providing constructive feedback during collaborative teaching practice.
- Modeling effective teaching strategies and professional behavior.
- Being flexible, allow the teacher candidate to try new ideas.
- Communicating clear and consistent expectations.
- Being understanding and patient.
- Becoming acquainted with the background of the assigned teacher candidate and the information in the Student Teaching Handbook.
- Knowing and implementing co-teaching strategies with the candidate when possible.

- Acquainting the teacher candidate with the overall school program, including school regulations (example: e-learning and snow day expectations) and policies and instructing the teacher candidate on all emergency protocol associated with the classroom and the school, the inter-relationships of various areas and departments, administrative forms, curriculum patterns, curriculum and instructional materials, and student needs.
- Guiding the candidate in the preparation and implementation of daily and long-range lesson plans and gradually increasing their responsibilities in these areas.
- Creating an atmosphere conducive to a harmonious working relationship and guiding the teacher candidate in the development of the skills, knowledge, and dispositions needed for developing professional teaching competencies.
- Observing and conferencing with the teacher candidate regularly to provide feedback.
- Providing concrete suggestions for improvement and helping teacher candidates assess their own progress, strengths, and areas where improvement is needed.
- Contacting the University supervisor immediately in the event of a problem or concern (large or small).
- Informing the University supervisor of teacher candidate progress via the **Biweekly Evaluation** and by completing the **electronic Midterm/Final Evaluation Forms**.
- Submitting the University supervisor electronic rating scale at 4 weeks and at 8 weeks.
- Contacting the University supervisor and/or coordinator of school partnerships with any concerns.

University supervisor - Roles and Responsibilities

The University supervisor is the liaison between Saint Xavier University and school personnel and works in collaboration with the mentor teacher and teacher candidate to make the student teaching program a successful experience. The University supervisor's roles and responsibilities are essential to the student teaching experiences and include but are not limited to:

- Checking SXU email on a regular basis (all communication with student teachers should be through the SXU email account).
- Providing a systematic and consistent presence during the student teaching experience.
- Acting as a confidante for both the mentor teacher and the teacher candidate.
- Being an advocate for the teacher candidate.
- Helping the triad build good communication and facilitating positive interactions.
- Setting clear expectations and providing thorough and constructive (written and oral) feedback on the teacher candidate's performance, growth, and development.
- Stressing the importance of dispositions and professionalism.
- Being knowledgeable of and supportive in the use of co-teaching strategies.
- Contacting the Coordinator of School Partnerships immediately with any concerns or questions as the need arises during the student teaching experience – no matter how insignificant.
- Adhering to the student teaching observation schedule.
- Coordinating, visiting and observing assigned the student teacher(s) according to the established observation schedule.

- Evaluating progress during the student teaching period on a continuous basis and providing the candidate with suggestions for improvement and opportunities to self-assess teaching strengths and opportunities for growth.
- Conferring at each visit with the mentor teacher (if possible) and the teacher candidate regarding their strengths, needs, and areas of concern and plan for remediation if necessary.
- Assisting the mentor teacher in the procedures for completing the Midterm/Final Evaluations and discussing the final grade.
- Scheduling additional conferences and visits as needed to provide guidance during each student teaching phase.
- Uploading and submitting teacher candidate observation forms in a timely manner.
- Completing and submitting a **Midterm and Final Performance/Summative Assessment** for all assigned teacher candidates per provided deadline.

University Supervisor—Directed Teaching (Student Teaching) Letter Grading

The grade of “A” suggests that at the conclusion of the student teaching experience, the teacher candidate clearly demonstrates beginning-level competencies to such a degree that s/he can be recommended without reservation to a prospective employer. In addition, a grade of “A” indicates that the teacher candidate consistently demonstrates or provides evidence of meeting the Illinois Professional Teaching Standards performance indicators and program-specific criteria.

The grade of “B” suggests that at the conclusion of the student teaching experience, the teacher candidate demonstrates beginning-level competencies to such a degree that s/he can be highly recommended to a prospective employer. In addition, a grade of “B” indicates that they usually demonstrate or provide evidence of meeting the Illinois Professional Teaching Standards performance indicators and program-specific criteria.

The grade of “C” suggests that at the conclusion of the student teaching experience, the teacher candidate demonstrates potential beginning-level competencies, which would allow him/her to be recommended with certain reservations to a prospective employer. In addition, a grade of “C” indicates that they inconsistently demonstrate or provide evidence of meeting the Illinois Professional Teaching Standards performance indicators and program-specific criteria.

The grade of “D” suggests that at the conclusion of the student teaching experience, the teacher candidate demonstrates such limited potential for teaching that he/she will not be recommended for licensure. In addition, a grade of “D” indicates that he/she rarely demonstrates or provides evidence of meeting the Illinois Professional Teaching Standards performance indicators and program-specific criteria. **Please note if a student earns a D, Student Teaching must be repeated.**

Assessing Student Teachers—Content Specific Curriculum Competencies

Competencies are assessed by University supervisors and mentor teachers as part of the final assessment – this applies to all programs except: Early Childhood, Special Education, Secondary Math, Pre-K-12 Visual Arts, and Pre-K-12 Music. The Content Specific Curriculum Competencies (for the applicable programs) will be sent electronically at the conclusion of Student Teaching, along with the Student Teaching Performance Assessment and the questionnaires.

- Elementary Education
- Secondary Education Biology
- Secondary Education English Language Arts
- Secondary Education History and Social Science
- Secondary Education Foreign Language

<u>Sample Evidence for Formative Assessment Components</u> (to be used in completing Formative Assessment/Observation)	
Planning and Preparation	
Demonstrating Knowledge of Content and Pedagogy: <i>Does Teacher candidate know his/her content and best practices?</i>	
<ul style="list-style-type: none"> • Plans that reflect important concepts in discipline • Plans that accommodate prerequisite concepts and skills • Interdisciplinary connections in plans and practice • Plans that include research-based instructional strategies • Plans that are aligned to standards 	
Demonstrating Knowledge of Students: <i>Does the Teacher candidate know his/her students academically, personally, and culturally?</i>	
<ul style="list-style-type: none"> • Student interests and needs are reflected in the teacher candidate's plans • Teacher candidate-designed opportunities for students/families to share culture, heritage, interests, expertise • Teacher candidate's plans reflect the students being instructed – not generic but personal 	
Designing Coherent Instruction: <i>Do plans have procedures aligned to assessments? Do units have lessons that scaffold knowledge/skill acquisition?</i>	
<ul style="list-style-type: none"> • Lessons indicate relationships to prior learning • Thoughtfully planned learning groups • Learning is scaffolded within lessons • Learning is scaffolded from one day to the next • Absence of acrimony between teacher and students 	
Classroom Environment	
Creating an Environment of Respect and Rapport: <i>What is the atmosphere in the classroom?</i>	
<ul style="list-style-type: none"> • Respectful talk and turn taking for all students' backgrounds • Teacher and student body language, including physical proximity • Encouragement and active listening 	
Managing Classroom Procedures: <i>Are the routines embedded and do students know exactly how to manage procedures?</i>	
<ul style="list-style-type: none"> • Smooth functioning of all routines • Little or no loss of instructional time • Students playing an important role in carrying out the routines • Students knowing what to do and where to move, based on established procedures 	
Managing Student Behavior: <i>When there is negative behavior, how does the teacher candidate respond? No negative behavior = proficient performance level.</i>	

<ul style="list-style-type: none"> • Clear standards of conduct, posted or verbal • Teacher awareness of student conduct • Preventive action when needed by the teacher • Reinforcement of positive behavior • Appropriate response to inappropriate student behavior
Instruction
<p>Communicative Effectively with Students: <i>Is the teacher candidate confusing or clear? Are follow-up directions and explanations required?</i></p> <ul style="list-style-type: none"> • Clarity of the purpose of the lesson; students know what they are doing and why • Clear directions and procedures specific to the lesson activities • Absence of content errors and clear expectations of concepts • Students comprehension of content – well-delivered and clearly explained • Correct and imaginative use of language
<p>Questioning and Discussion Techniques: <i>Are teacher candidate's questions higher or lower order? Are follow-up explanations solicited or simple rote answers accepted? Does the teacher candidate ask students to restate correct answers/explanations provided by classmates? Is there appropriate wait time?</i></p> <ul style="list-style-type: none"> • Questions of high cognitive challenge, formulated by both students and teacher • Questions with multiple correct answers or multiple approaches even when there is a single correct response • Effective use of student responses and ideas • Discussion in which the teacher steps out of the central, mediating role • High levels of student participation in discussion
Assessment
<p>Using assessment during instruction: <i>Does the teacher candidate use <u>immediate</u> formative assessment to guide instruction? Does the teacher candidate demonstrate flexibility and make changes when students are not meeting learning outcomes?</i></p> <ul style="list-style-type: none"> • Teacher candidate uses formative assessment strategies throughout the lesson • Teacher candidate responds to formative assessment while instructing – such as providing alternative explanations, peer-mentoring, opportunities for extended practice • Students are able to determine if they are successfully meeting lesson outcomes during instruction • Students know how to get additional support during lesson, if needed
<p>Making data-informed instructional decisions: <i>Does teacher candidate analyze data to guide future instruction? Is teacher candidate's teaching guided by what he/she knows, from data, the students' skills, and knowledge?</i></p> <ul style="list-style-type: none"> • Teacher candidate collects and analyzes assessments to determine learning patterns and subsequently plan for future instruction • Teacher candidate uses pre and post assessments • Teacher candidate utilizes formative and summative assessments to design future instruction
<p>Providing feedback to students to improve learning, distinct from class instruction: <i>What does the teacher candidate communicate to students beyond their "right" and "wrong" answers? Does the teacher candidate write, or orally provide, guiding questions to students related to their formal assessments – questions that will support their continued learning? (This is not the same as using assessment during instruction. This indicator reflects what the teacher candidate provides to the students AFTER having reviewed their completed formal assessments).</i></p> <ul style="list-style-type: none"> • Student work has detailed responses/further questions posed from the teacher candidate • Students who did not successfully meet lesson outcomes are provided new pathways for learning instead of simple "re-teaching" of material • Students are provided with oral feedback that focuses on their particular learning needs, either as individuals or in groups
Professional Responsibilities
<p>Reflecting on Teaching: <i>Does the teacher candidate consider lesson effectiveness and strategize for improvement?</i></p> <ul style="list-style-type: none"> • Accurate reflections on a lesson • Citations of strategic adjustment to practice, drawing on a repertoire of strategies • Long-form lesson plans are concluded with a thoughtful reflection on practice • Weekly reflection questions are answered with a depth of understanding and indication of professional growth
<p>Participating in a Professional Community: <i>Does the teacher candidate share with mentor teacher, team, or department?</i></p> <ul style="list-style-type: none"> • Regular teacher candidate participation with colleagues to share and plan for student success, including planning for co-teaching • Regular teacher candidate participation in professional courses or communities that emphasize improving practice

<ul style="list-style-type: none"> • Regular teacher candidate participation in school initiatives • Regular teacher candidate participation and support of community initiatives
Showing Professionalism: <i>Does the teacher candidate seek and implement suggestions for improvement?</i> <ul style="list-style-type: none"> • Teacher candidate has a reputation as someone who can be trusted • Teacher candidate consistently fulfills school district mandates regarding policies and procedures • Teacher candidate is receptive to constructive feedback • Teacher candidate confirms all field experience attendance questions with University supervisor • Teacher candidate does not discuss students, their families, or school employees, unless in a professional and appropriate context
Professional Habits
Timely/thorough meeting of course expectations: <i>Does the Teacher candidate complete lesson plans, weekly goals (on time)?</i> <ul style="list-style-type: none"> • Lesson plans are provided to University supervisor in the format, manner, and on schedule as directed • Lesson plans are provided to the mentor teacher in the format, manner, and on schedule as directed • All weekly goals are completed with care and on schedule as directed • All student work is returned on time and with appropriate feedback
Professional Presentation: <i>Does the teacher candidate present him/herself professionally -- dress, language, discretion, etc.?</i> <ul style="list-style-type: none"> • Teacher candidate dresses in professional attire according to standards • Teacher candidate speaks with appropriate grammar.
Effective Communication: <i>Does the teacher candidate answer all email and phone communication promptly? Are emails professionally written? (Written communication)</i> <ul style="list-style-type: none"> • Teacher candidate acknowledges receipt of email and voicemail communications • Teacher candidate responds to all email and voicemail communication within 24 hours, if not sooner • Teacher candidate contacts University supervisor – by supervisor’s preferred method – if schedule changes will impact observation plans

Co-Teaching Strategies and Examples

These strategies are not hierarchical—they can be used in any order and/or combined to best meet the needs of the students in the classroom.

Strategy	Definition/Example
One Teach, One Observe	<p>Definition: One teacher has primary responsibility while the other gathers specific observational information on students or the instructing teacher. The key to this strategy is to have a focus for observation.</p> <p>Example: One teacher observes students to determine how well they understand directions while the other leads instruction.</p>
One Teach, One Assist	<p>Definition: This strategy is an extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists with their work, monitors behaviors, or corrects assignments.</p> <p>Example: While one teacher has the instructional lead, the teacher assisting is a “voice” for the students when they don’t understand or are experiencing difficulties.</p>
Station Teaching	<p>Definition: The co-teaching pair divides the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Often, an independent station will be used along with the two teacher-led stations.</p> <p>Example: Both teachers lead a question and answer discussion on specific current events and the impact they have on our economy.</p>
Parallel Teaching	<p>Definition: Each teacher instructs half the students. The two teachers address the same instructional material and present the material using the same teaching strategy. The greatest benefit to this approach is reduction of the students-to-teacher ratio.</p> <p>Example: Both teachers lead a question and answer discussion on specific current events and the impact they have on our economy.</p>
Supplemental Teaching	<p>Definition: This strategy allows one teacher to work with students at their expected grade level while the other teacher works with those students who need information and/or materials re-taught, extended, or remediated.</p> <p>Example: One teacher works with students who need a concept re-taught while the other teacher extends the concept for remaining students.</p>
Alternative or Differentiated Teaching	<p>Definition: Alternative teaching strategies provide students with different approaches to learning the same information. The learning outcome is the same for all students; however, the instructional methodology is different.</p> <p>Example: One teacher leads a group in predicting the plot of a story by looking at the book cover and illustrations; the other teacher leads a group in predicting the plot by pulling specific items and/or story clues from a bag.</p>
Team Teaching	<p>Definition: Well-planned, team-taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in</p>

	the lesson. From a student perspective, there is no clearly defined leader, as both teachers share the instruction, freely interject information, assist students, and answer questions.
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	Example: Both teachers share the reading of a story/text so that students are hearing two voices.
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Traditional MUSIC Student Teaching 8-Week Model

Assumption of Duties

Please NOTE: The following is meant to be suggestive, not prescriptive. Mentor teachers and teacher candidates should work together to arrange a schedule that matches the student's and teacher's needs.

Week One:

Become familiar with the many administrative and clerical tasks required of teachers.
Learn the names of students in the class(es).
Plan lessons for one class/subject/topic for the next week and have the plans approved.
Assist with the instruction of individuals or groups.
Observe methods and techniques used by the classroom teacher in instruction, classroom management, student guidance and counseling, extra class sponsorship of activities, etc.

Week Two:

Teach the approved plans for two classes or subjects.
Write plans for three classes or subjects for the next week and have them approved.
Continue to assist with instruction and assume some classroom duties.
Continue observation as above.

Week Three:

Teach the approved plans for three classes or subjects.
Continue to write plans for the assigned classes or subjects and have them approved.
Begin plans for the integrated unit (or series of appropriate lessons) for solo teaching weeks and have them approved.
Use information gained from observations to plan for management and techniques during solo teaching.
Continue to assist with instruction and assume more of the classroom duties.

Weeks Four and Five:

Assume full responsibility for the classroom, including all instruction and classroom duties.

Weeks Six and Seven:

Continue full-time teaching and carry out culminating activities related to the integrated unit or lessons during solo teaching. (Co-teaching or team teaching with the mentor teacher may also occur during this phase.)

Week Eight:

Begin to reverse the above process by gradually transferring subjects or classes and duties back to the mentor teacher.

Traditional Student Teaching 16-Week Model Assumption of Duties

Please NOTE: The following is meant to be suggestive, not prescriptive. Mentor teachers and candidates should work together to arrange a schedule that matches the school situation, the school policy, and the student's and teacher's needs.

Week One:

- Become familiar with the many administrative and clerical tasks required of teachers.
- Learn the names of students in the class(es).
- Plan lessons for one class/subject/topic for the next week and have the plans approved.
- Assist with the instruction of individuals or groups.
- Observe methods and techniques used by the classroom teacher in instruction, classroom management, student guidance and counseling, extra class sponsorship of activities, etc.

Week Two:

- Teach the approved plans for one class/subject/topic.
- Write plans for two classes/subjects/topics for the next week and have them approved.
- Assist with instruction and other classroom duties.
- Continue observation as above.

Week Three:

- Teach the approved plans for two classes or subjects.
- Write plans for three classes or subjects for the next week and have them approved.
- Continue to assist with instruction and assume some classroom duties.
- Continue observation as above.

Weeks Four and Five:

- Teach the approved plans for three classes or subjects.
- Continue to write plans for the assigned classes or subjects and have them approved.
- Begin plans for the integrated unit (or series of appropriate lessons) for solo teaching weeks.
- Use information gained from observations to plan for management and techniques during solo teaching.
- Continue to assist with instruction and assume more of the classroom duties.

Weeks Six and Seven:

- Assume full responsibility for the classroom, including all instruction and classroom duties.

Weeks Eight through 13:

- Continue full-time teaching and carry out culminating activities related to the integrated unit or lessons during solo teaching. (Co-teaching or team teaching with the mentor teacher may also occur during this phase.)

Weeks 14 through 16:

- Begin to reverse the above process by gradually transferring subjects or classes and duties back to the mentor teacher.

Appendix

- [University Supervisor Formative Assessment/Observation](#)
- [Mentor Teacher Bi-Weekly Evaluation Form](#)
- [Sample Co-Teaching Implementation Schedule/EC/Elementary Education](#)
- [Sample Co-Teaching Middle School/High School Implementation Schedule](#)
- [Teacher Candidate Information Form](#)
- [TEACHER CANDIDATE WEEKLY SUMMARY](#)
- [END-OF-STUDENT-TEACHING QUESTIONNAIRE FOR TEACHER CANDIDATE](#)
- [END-OF-STUDENT-TEACHING QUESTIONNAIRE FOR UNIVERSITY SUPERVISOR](#)
- [Practicum Handbook](#)

Forms

University Supervisor Formative Assessment/Observation

Supervisors will take notes on one of these forms at each visit and share a copy with the teacher candidate. Complete sentences are not required. It is recommended that you save the copies until the final course grade is filed. Please remember to upload this form to the Survey Monkey link provided by CSP.

See "Sample Evidence" following assessment form; to be shared with teacher candidate.

Teacher Candidate _____ Date _____ Program _____ University Supervisor: _____
Cite evidence demonstrated for each component (see Sample Evidence for Formative Assessment Components; p. 16)
Planning and Preparation
Demonstrating Knowledge of Content and Pedagogy
Demonstrating Knowledge of Students
Designing Coherent Instruction
Classroom Environment
Creating an Environment of Respect and Rapport
Managing Classroom Procedures
Managing Student Behavior
Instruction
Communicating Effectively with Students
Questioning and Discussion Techniques

Assessment
Using Assessment in Instruction
Making Data-Informed Instructional Decisions
Providing Feedback to Students to Improve Learning
Professional Responsibilities
Reflecting on Teaching
Participating in a Professional Community
Showing Professionalism
Professional Habits
Timely/Thorough Meeting of All Expectations
Professional Presentation
Effective Communication

Mentor Teacher Biweekly Evaluation Form

Name of Teacher Candidate: _____ Week of _____

Name of Mentor Teacher: _____ School: _____

Teacher Candidate Attendance (Check one): _____ Present All Week _____ Absent/Dates: _____

This evaluation form is to be completed by the mentor teacher biweekly and emailed/given to the University supervisor and placed in the candidate's binder. The mentor teacher and the teacher candidate should discuss this evaluation to clearly identify areas of strength and need for growth. Please write additional comments next to an item or at the bottom of this form.

Please use the rating scale below to document your observations of the teacher candidate's skills. See page 10-12 in the handbook for further information on descriptors and expectations.

3 = On target and meets expectations for a teacher candidate

2 = Developing skills (familiar with concept but more practice is needed)

1 = Emerging skills (beginning to understand concept)

N/A = Not Applicable; Teacher candidate is not required or did not have the opportunity to demonstrate

Planning and Preparation

- _____ 1. Demonstrates knowledge of content and pedagogy.
- _____ 2. Demonstrates knowledge of students (background, culture, special needs).
- _____ 3. Designs coherent instruction to meet the needs of all learners.

Classroom Environment

- _____ 1. Creates an environment of respect and rapport.
- _____ 2. Manages classroom procedures.
- _____ 3. Manages student behavior in an effective manner.

Instruction

- _____ 1. Communicates effectively with students both verbally and in writing.
- _____ 2. Uses effective questioning and discussion techniques.
- _____ 3. Engages students in learning using effective teaching practices.

Assessment

- _____ 1. Uses assessment to plan and drive instruction.
- _____ 2. Assesses student learning throughout the lesson.
- _____ 3. Makes data-informed instructional decisions.
- _____ 4. Provides feedback to students to improve learning.

Professional Responsibilities

- _____ 1. Reflects orally and/or in writing on lessons and teaching strategies.
- _____ 2. Participates in the professional community (staff meetings, grade level meetings, etc.).
- _____ 3. Shows professionalism (assumes a leadership role, asks for feedback, etc.).

Professional Habits

- _____ 1. Meets expectations in a timely and thorough manner, especially with lesson plans.
- _____ 2. Presents self in a professional manner (appropriate attire and demeanor).
- _____ 3. Uses appropriate and professional language with all parties.
- _____ 4. Demonstrates confidentiality with all matters.

Comments:

Mentor Teacher: _____ Teacher Candidate: _____
(Signature) (Date) (Signature) (Date)

University Supervisor and Mentor Teacher Midterm and Final Student Teaching Performance Assessments

Assessments to be completed electronically

Planning and Preparation

COMPONENT	TARGET	DEVELOPING	EMERGING
Demonstrating Knowledge of Content and Pedagogy Goal: The proficient tenured teacher's plans and practice reflect extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The proficient tenured teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The proficient tenured teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	The teacher candidate's plans and practice reflect solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher candidate demonstrates accurate understanding of prerequisite relationships among topics. The teacher candidate's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject, including content and technological literacy.	The teacher candidate is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher candidate indicates some awareness of prerequisite learning. The teacher candidate's plans and practice reflect a limited range of pedagogical approaches to the discipline, including content and technological literacy.	In planning and practice, the teacher candidate makes content errors or does not correct errors made by students. The teacher candidate displays little understanding of prerequisite knowledge important to student learning of the content. The teacher candidate displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.
Demonstrating Knowledge of Students Goal: The proficient tenured teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs (including but not limited to IEPs or 504 plans) from a variety of sources and attains this knowledge for individual students.	The teacher candidate actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs (including but not limited to IEPs and 504 plans).	The teacher candidate indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs (including but not limited to IEPs and 504 plans).	The teacher candidate demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs (including but not limited to IEPs and 504 plans) and does not seek such understanding.

Designing Coherent Instruction Goal: Co-planning/co-teaching when appropriate. The proficient tenured teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different learning pathways.	Co-planning/co-teaching when appropriate. The teacher candidate coordinates knowledge of content, students, and resources to design a series of learning experiences with a clear structure, aligned to instructional outcomes and suitable to groups of students.	The series of learning experiences, in a recognizable structure, demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The teacher candidate inconsistently participates in co-planning.	The series of learning experiences is poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students. The teacher candidate does not participate in co-planning.
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	N/A	Target	Developing	Emerging
Demonstrating Knowledge of Content And Pedagogy	o	o	o	o
Demonstrating Knowledge of Students	o	o	o	o
Designing Coherent Instruction	o	o	o	o

The Classroom Environment

COMPONENT	TARGET	DEVELOPING	EMERGING
Creating an Environment of Respect and Rapport Goal: Classroom interactions among the proficient tenured teacher and individual students are highly respectful, reflecting genuine warmth, caring and sensitivity to students' culture and levels of development. Students contribute to high levels of civil interaction between all members of the class.	Classroom interactions between the teacher candidate and students and among students are polite and respectful, reflecting general warmth and caring and are appropriate to all student backgrounds and levels of development. Expectations for student learning are high.	Classroom interactions between the teacher candidate and among students are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to all student backgrounds and levels of development. Expectations for student learning are average.	Classroom interactions between the teacher and students and among students are negative, inappropriate, or insensitive to all student backgrounds and levels of development and characterized by sarcasm, put-downs, or conflict. Expectations for student learning are low.
Managing Classroom Procedures Goal: Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.	Instructional time is maximized by utilizing classroom routines and procedures, transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Some instructional time is lost due to only partially effective classroom routines and procedures for transitions, handling of supplies, and non-instructional duties.	Much instruction time is lost due to inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.

Managing Student Behavior Goal: Standards of conduct are clear, with evidence of student participation in setting them. The proficient tenured teacher's monitoring of student behavior includes data, as appropriate, and is subtle and preventive. The proficient tenured teacher's response to student behavior is sensitive to individual student needs. Students take an active role in monitoring the standards.	Standards of conduct appear to be clear to students, and the teacher candidate monitors student behavior, with data as appropriate, against those standards. The teacher candidate's response to student behavior is appropriate and respects the students' dignity.	It appears that the teacher candidate has tried to establish standards of conduct for students. The teacher candidate tries, with uneven results, to monitor (with data as appropriate) and respond to student behavior.	There is no evidence that standards of conduct have been established, and little or no teacher candidate monitoring of students' behavior. Response to student misbehavior is repressive or disrespectful of student dignity.
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	N/A	Target	Developing	Emerging
Creating an Environment of Respect And Rapport	o	o	o	o
Managing Classroom Procedures	o	o	o	o
Managing Student Behavior	o	o	o	o

Instruction

COMPONENT	TARGET	DEVELOPING	EMERGING
Communicating with Students Goal: Expectations for learning, directions, procedures, and explanations of content are clear to students. The proficient tenured teacher's oral/written communication is clear, appropriate to all student backgrounds and levels of development, and anticipates possible student misconceptions.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to all student backgrounds and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher candidate's use of language may not be completely appropriate to all student backgrounds and developmental levels.	Expectations for learning, directions, procedures, and explanations of content are unclear or confusing to students. The teacher candidate's use of language contains errors or is inappropriate to all student backgrounds and levels of development.
Using Questioning and Discussion Techniques Questions reflect high expectations and are culturally and developmentally appropriate for all student backgrounds and levels of development. Students formulate many high-level questions and ensure that all participate.	Questions reflect high expectations and are culturally and developmentally appropriate for all student backgrounds and levels of development. Students formulate many high-level questions and ensure that all participate.	Some of the teacher candidate's questions elicit a thoughtful response, but most are low-level, allowing insufficient time for students to answer. Attempts to engage all students are not successful.	The teacher candidate's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.

Engaging Students in Learning Goal: Students are highly intellectually engaged throughout the lesson in significant learning and make material contributions to the activities, student groupings, materials, and use of technology. The lesson is adapted to the needs of individuals, and the structure and pacing allow for student reflection and closure.	Activities and assignments, materials, groupings of students, and use of technology are fully appropriate to the instructional outcome or students' cultures of levels of understanding. All students are engaged in work of a high level of rigor. The structure of the lessons is coherent with an appropriate pace.	Activities and assignments, materials, groupings of students, and use of technology are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, groupings of students, and use of technology are inappropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.
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	N/A	Target	Developing	Emerging
Communicating Effectively With Students	o	o	o	o
Using Questioning and Discussion Techniques	o	o	o	o
Engaging Students in Learning	o	o	o	o

Assessment

COMPONENT	TARGET	DEVELOPING	EMERGING
Using Assessment during Instruction Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, and monitoring of progress by both students and the proficient tenured teacher, who is able to successfully redesign lessons on the spot as needed.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher candidate and/or students, and through high quality feedback to students. Students are aware of the assessment criteria. Accurate records are consistently maintained.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher candidate and/or students. Students are aware of only some of the assessment criteria. The teacher candidate demonstrates some flexibility in instruction based upon student responses.	Assessment is not used during instruction, either through students' awareness of the assessment criteria, monitoring of progress by the teacher candidate or students, or through feedback to students. The teacher candidate does not demonstrate flexibility in instruction based upon student responses.
Making Data-Informed Instructional Decisions The proficient tenured teacher consistently and effectively makes data-informed instructional decisions. This instruction is differentiated for groups of students and individuals as appropriate. Students participate in analyzing their data results and determining appropriate next instructional steps. Accurate records are consistently maintained and analyzed.	The teacher candidate consistently and effectively makes data-informed instructional decisions. This instruction is differentiated for groups of students and individuals as appropriate. Accurate records are always maintained.	The teacher candidate inconsistently uses data to make instructional decisions or data-informed decisions. Accurate records are not always maintained.	The teacher candidate does not use data to make instructional decisions. There are no accurate records maintained.
Providing Feedback to Students to Improve Learning Goal: The proficient tenured teacher provides feedback that is specific and leads every student to take next steps in understanding, even when learning objectives were successfully met.	The teacher candidate provides feedback that is specific and guides students' understanding of errors or misconceptions.	The teacher candidate provides feedback that is mainly focused on right or wrong answers.	The teacher candidate does not provide feedback to students to improve learning.

	N/A	Target	Developing	Emerging
Using Assessment in Instruction	o	o	o	o
Making Data-Informed Instructional Decisions	o	o	o	o
Providing Feedback to Students to Improve Learning	o	o	o	o

Professional Responsibilities

COMPONENT	TARGET	DEVELOPING	EMERGING
Reflecting on Teaching The proficient tenured teacher's reflections on the lessons is thoughtful and accurate, citing specific evidence. The proficient tenured teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each week. Weekly goals demonstrate great depth of thought and understanding.	The teacher candidate provides an accurate and objective description of the lessons, citing specific evidence. The teacher candidate makes some specific suggestions as to how the lessons might be improved. Weekly goals are thoughtfully completed.	The teacher candidate provides a partially accurate and objective description of the lessons' effectiveness but does not cite specific evidence. The teacher candidate makes only general suggestions as to how the lessons might be improved. Weekly goals are inconsistently completed throughout.	The teacher candidate does not accurately assess the effectiveness of lessons and has no ideas about how the lessons could be improved. Weekly goals are not thoughtfully completed.
Participation in a Professional Community Goal: The proficient tenured teacher makes a substantial contribution to the professional community and to school and district events and projects and assumes a leadership role among the faculty.	The teacher candidate participated actively in the professional community and in school and district events and projects, including co-planning/teachings, and maintains positive and productive relationships with colleagues, as appropriate.	The teacher candidate becomes involved in the professional community and in school or district events when specifically asked; relationships with colleagues are cordial.	The teacher candidate avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.
Showing Professionalism Goal: The proficient tenured teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students - and their families - particularly those traditionally underserved, are honored in the school. Plus, the proficient tenured teacher asks for constructive feedback from a variety of experts.	The teacher candidate complies fully and voluntarily with school and district regulations. Plus, the teacher candidate welcomes constructive feedback and the teacher candidate displays a high level of ethics and professionalism in dealings with both students - and their families - and colleagues.	The teacher candidate is inconsistently receptive to constructive feedback and the teacher candidate complies minimally with school and district regulations, doing just enough to get by. The Teacher candidate is well intentioned but unaware of his/her capacity to impact students and families.	The teacher candidate is not open to constructive feedback. The Teacher candidate fails to comply with school and district regulations and time lines. The Teacher candidate does not consider the impact of practice on students and families.

	N/A	Target	Developing	Emerging
Reflecting on Teaching	o	o	o	o
Participating in a Professional Community	o	o	o	o
Showing Professionalism	o	o	o	o

Professional Habits

COMPONENT	TARGET	DEVELOPING	EMERGING
Timely/Thorough Meeting of All Expectations Goal: Lesson plans are adjusted regularly and revised to achieve excellence in advance of all instruction. Additional school expectations are consistently met on time and as directed (including organization of field experience binder and weekly goals).	Lesson plans are consistently and thoroughly completed/provided to the supervisor and/or the mentor teacher at the designated time. Additional school expectations are consistently met on time and as directed (including organization of field experience binder and weekly goals).	Lesson plans are inconsistently completed with thoroughness and/or provided to the supervisor and/or the mentor teacher at the designated time. Additional school expectations are not consistently met on time or as directed (including organization of field experience binder and weekly goals).	Lesson plans are rarely completed with thoroughness and/or provided to the supervisor and/or the mentor teacher at the designated time. Additional school expectations are not consistently met on time or as directed (including organization of field experience binder and weekly goals).
Professional Presentation Goal: The proficient tenured teacher consistently wears professional attire beyond the expectations provided by the supervisor. The proficient tenured teacher always uses appropriate and professional language while in placement at the school/district and in the community. The proficient tenured teacher demonstrates confidentiality or discretion without exceptions.	The teacher candidate consistently wears professional attire beyond the expectations provided by the supervisor. The teacher candidate always uses appropriate language while in placement at the school/district and in the community. The teacher candidate demonstrates confidentiality or discretion without exception.	The teacher candidate often, but not always, wears professional attire as directed by the supervisor. The teacher candidate occasionally uses inappropriate professional language while in placement at the school/district. The teacher candidate does not consistently demonstrate confidentiality or discretion.	The teacher candidate occasionally wears professional attire as directed by the supervisor. The teacher candidate does not use appropriate professional language at all times while at the placement school/district. The teacher candidate does not demonstrate confidentiality or discretion.
Effective Communication The proficient tenured teacher initiates effective communication and takes additional steps to ensure that communication is timely and appropriate.	The teacher candidate communicates effectively and responds to all communication in a timely manner.	The teacher candidate generally demonstrates effective and timely communication but can be inconsistent.	The teacher candidate does not communicate effectively and does not respond to all communication in a timely manner.

	N/A	Target	Developing	Emerging
Timely / Thorough Meeting of All Expectations	o	o	o	o
Professional Presentation	o	o	o	o
Effective Communication	o	o	o	o

Mentor teacher and University supervisor Final Assessment will include Content-Specific Curriculum Competencies for all programs except: Early Childhood, Secondary Math, Secondary Visual Arts, and K-12 Music.

Sample Co-Teaching Implementation Schedule/EC/Elementary Education

(Co-teaching **includes** co-planning and co-assessing)

For teacher candidate records

Name:

Grade: ____

Semester/Year: Spring Fall 20__

Week	Month/Dates (i.e., 1/16-20)	Subject/Topics
1		Observation, circulating/assisting students as needed; one-on-one work with students
2		Co-Teaching (MT-- lead teacher): Opening Activities, Reading, Spelling, Math
3		Co-Teaching (MT-- lead teacher): Opening Activities, Reading, Spelling, Math
4		Co-Teaching (MT-- lead teacher): Opening Activities, Reading, Spelling, Grammar/Writing, Math
5		Co-Teaching (MT-- lead teacher): Opening Activities, Reading, Spelling, Grammar/Writing, Math, Social Studies, Science
6		Co-Teaching (MT-- lead teacher): Reading, Math, Social Studies, Science Co-Teaching (student teacher—lead teacher): Opening Activities, Spelling, Grammar/Writing
7		Co-Teaching (MT-- lead teacher): Reading, Science, Math Co-Teaching (student teacher—lead teacher): Opening Activities, Spelling, Grammar/Writing, Social Studies
8		Co-Teaching (MT-- lead teacher): Reading Co-Teaching (student teacher—lead teacher): Opening Activities, Spelling, Grammar/Writing, Math, Social Studies, Science
9		Co-Teaching (student teacher-- lead teacher): all instruction and activities
10		Co-Teaching (student teacher-- lead teacher): all instruction and activities
11		Co-Teaching (student teacher-- lead teacher): all instruction and activities
12		Co-Teaching (student teacher-- lead teacher): all instruction and activities
13		Co-Teaching (student teacher-- lead teacher): all instruction and activities
14		If desired by team: full responsibility—all instruction/activities
15		If desired by team: full responsibility—all instruction/activities
16		Complete transfer of subjects and duties back to mentor teacher (CT). Observe in other classrooms.

Sample Co-Teaching Middle School/High School Implementation Schedule

(Co-teaching **includes** co-planning and co-assessing)

For teacher candidate records

Name:

Content:

Semester/Year:

Week	Month/Dates (i.e., Jan. 16-20)	Subject/Topics
1		Observation, circulating/assisting students as needed; one-on-one work with students
2		Co-Teaching (MT—lead teacher): 3rd hour
3		Co-Teaching (MT—lead teacher): 3rd hour, 7 th hour
4		Co-Teaching (MT—lead teacher): 3rd hour, 7 th hour, 4 th hour
5		Co-Teaching (MT—lead teacher): 4 th hour, 1 st hour Co-Teaching (student teacher—lead teacher): 3rd hour, 7 th hour
6		Co-Teaching (MT—lead teacher): 4 th hour, 1 st hour, 2 nd hour Co-Teaching (student teacher—lead teacher): 3rd hour, 7 th hour
7		Co-Teaching (MT—lead teacher): 1 st hour, 2 nd hour Co-Teaching (student teacher—lead teacher): 3rd hour, 7 th hour, 4 th hour
8		Co-Teaching (student teacher—lead teacher): all instruction and activities
9		Co-Teaching (student teacher—lead teacher): all instruction and activities
10		Co-Teaching (student teacher—lead teacher): all instruction and activities
11		Co-Teaching (student teacher—lead teacher): all instruction and activities
12		Co-Teaching (student teacher—lead teacher): all instruction and activities
13		Co-Teaching (student teacher—lead teacher): all instruction and activities
14		If desired by team: full responsibility—all instruction/activities
15		If desired by team: full responsibility—all instruction/activities
16		Complete transfer of subjects and duties back to mentor teacher (MT). Observe in other classrooms.

Teacher Candidate Information Form

(completed by candidate and submitted to University supervisor)

Name: _____

SXU Student ID #: _____

Email: _____

Phone: () _____

Student Teaching School: (Name and Address)

Subject(s)/Grade level(s):

Mentor Teacher's Name and Mentor Teacher's Email (if two mentor teachers, list both):

University Supervisor's Name and University Supervisor's Email:

SCHOOL VACATION CALENDAR

Please list below the dates of school vacations, institute days, school assemblies, field trips, or any other times when your school will NOT be in session during our term of student teaching or share/give school placement academic calendar.

DATE	ACTIVITY

*Email this form to your **University supervisor** during the first week of student teaching*

CHECK:

Early Childhood ____ Elementary Education ____ Middle School ____ Secondary Education ____ Multi-Categorical ____ K-12 ____

Name: _____

Email: _____ Phone: _____

Please notify your University supervisor of any significant changes to this schedule.

***SCHOOL VACATION – list below the dates of school vacations, institute dates, school assemblies, field trips, etc.**

Activity: _____ Date: _____

Activity: _____ Date: _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday	After-School Activities Related to Student Teaching
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

Plan weekly schedules in conference with your mentor teacher. You may use both sides of this sheet. Write in the appropriate spaces the activities scheduled for each period in the week, such as observations, teaching, conferences, group work, and any other activity related to student teaching.
Email this form to your University supervisor.

TEACHER CANDIDATE WEEKLY SUMMARY

To be completed by the teacher candidate each week and housed in a binder.

Early Childhood ____ **Elementary Education** ____ **Middle School** ____ **Secondary Education** ____ **Multi-Categorical** ____ **K-12** ____

Name: _____

Name of School: _____

Grade Level(s)/Subject(s) Taught: _____

Check Activities in Which You Participated Each Week

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Direct Student Contact (Teaching individuals, small groups, entire class assistance, etc.)								
Observations (Students, teachers)								
Other Teaching Duties (Field trips, grading papers, extra classroom activities)								
Preparation (Lesson plans, bulletin boards, learning materials)								
Conferences (Mentor teacher, college supervisor, principal, parents)								
Professional Meetings (Faculty meetings, in-service, PTA, seminars)								
Other Activities								
	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
Direct Student Contact (Teaching individuals, small groups, entire class. assistance, etc.)								
Observations (Students, teachers)								
Other Teaching Duties (Field trips, grading papers, extra classroom activities)								
Preparation (Lesson plans, bulletin boards, learning materials)								
Conferences (Mentor teacher, college supervisor, principal, parents)								
Professional Meetings (Faculty meetings, in-service, PTA, seminars)								
Other Activities								

Must be shared with University supervisor when he/she visits or emailed to University supervisor, if requested

Sample Weekly Reflection Questions

Teacher candidates are required to submit a weekly reflection to the University supervisor.

Supervisors may revise the content of the weekly reflection; this is a SAMPLE.

Please choose a lesson you planned and implemented and respond to each of the following prompts.

Name: _____ Date: _____

Week: _____ Lesson: _____

1. Objective: What did you teach?

2. Procedure: How did you teach it?

3. Best Practice Rationale: Why did you teach it that way? Support your explanation with principles from research and/or theory.

4. Pre-Assessment: How did you know the objectives of your lesson were appropriate for your students?

5. Post-Assessment: Did your students achieve the objective(s)? How do you know?

6. Reflection: What did you learn in the process of teaching it? What would you do differently to improve student learning?

7. Next Steps: What are the next steps of instruction for the whole class? Individuals/groups with specific needs.

END-OF-STUDENT-TEACHING QUESTIONNAIRE FOR TEACHER CANDIDATE

The form will be sent electronically (via email) at the conclusion of student teaching.

Circle all of the following that applied to your student-teaching setting:

(Urban) (Suburban) (Public) (Private) (Multicultural) (Inclusive) (Self-Contained Special Education) (Music)

Please place an "X" in the appropriate column: Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD)

Statement	SA	A	D	SD
I was given information and assistance when needed from the student teaching office during the student teaching experience.				
My knowledge of content matter to be taught was sufficient to deliver instruction.				
In general, I was able to meet the diverse needs of all my students and to assess their progress.				
I experienced beginning success with the classroom management approaches used during student teaching.				
I developed an understanding of the importance of demonstrating professional teaching behaviors and dispositions for successful student teaching.				
My mentor teacher accepted me as a colleague and was a good mentor for student teaching.				
My mentor teacher encouraged me to use new and effective methods and materials.				
My mentor teacher communicated with me regularly about my progress; she/he encouraged my self-evaluation of teaching.				
I regularly reflected on my teaching practice and my students' learning to guide subsequent instruction.				
I have evidence that I have made a positive effect on my students' learning.				
I recommend my student-teaching placement to future candidates.				
The Education program at SXU prepared me to be an effective teacher candidate.				
As a result of my coursework and my student teaching experience, I feel adequately prepared for a full-time teaching position.				

If you disagree or strongly disagree with any of the statements above, please add comments:

What are the strengths of the SXU Student Teaching Program?

What are the areas of improvement for the SXU Student Teaching Program?

Your Name: (optional) _____

Note: Candidates will have the opportunity to further evaluate University supervisors on the Directed Teaching Course Evaluation.

END-OF-STUDENT-TEACHING QUESTIONNAIRE FOR MENTOR TEACHER

The form will be sent electronically (via email) at the conclusion of Student Teaching.

Circle all of the following that apply to your teaching setting:

(Urban) (Suburban) (Public) (Private) (Multicultural) (Inclusive) (Self-Contained Special Education) (Music)

Please place an "X" in the appropriate column: Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD)

Statement	SA	A	D	SD
The teacher candidate came to this experience prepared to be successful in his/her teaching responsibilities.				
I had adequate information regarding the goals and mentoring responsibilities of the student teaching program before and during the experience.				
I was able to share my classroom and teaching responsibilities with the teacher candidate; we were able to work as partners.				
The candidate and I regularly reflected on and discussed his/her performance.				
The mentoring experience has significantly added to my professional development.				
The mentoring experience has significantly added to the teacher candidate's growth as a beginning teacher.				
The candidate has had a positive impact on the learning for the students in my classroom(s).				
The candidate demonstrated integrity through her/his professional commitment and professional dispositions.				
The candidate is now ready to enter the teaching profession with the knowledge, skills, and dispositions needed as a full-time educator.				
The candidate participated in multiple school-based activities (i.e., student staffing, faculty meetings, school functions etc.) outside of the classroom.				
The candidate used information/computer technology in preparing for or during his/her teaching.				
The University supervisor was a dependable, regular, knowledgeable partner during the student-teaching process.				
The weekly and final evaluation observation forms were appropriate, informative, and useful as feedback-evaluation tools.				

If you disagree or strongly disagree with any of the statement above, please add comments:

Identify areas in which the teacher candidate excelled:

Identify areas in which the teacher candidate needed further development:

Your Name: _____

END-OF-STUDENT-TEACHING QUESTIONNAIRE FOR UNIVERSITY SUPERVISOR

The form will be sent electronically (via email) at the conclusion of Student Teaching.

Circle all of the following that applied to your Teacher candidate's placement:

(Urban) (Suburban) (Public) (Private) (Multicultural) (Inclusive) (Self-Contained Special Education) (Music) (Pre-K)

(Grade K-2) (Grade 3-5) (Grade 6-8: subject[s] _____)

(High School: subject[s] _____) (Other: _____)

Please place an "X" in the appropriate column: Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD)

Statement	SA	A	D	SD
I had adequate information regarding the goals and supervision responsibilities of the student teaching program before and during the experience.				
The candidate came to this experience prepared to be successful in their teaching responsibilities.				
The candidate and I regularly reflected on and discussed their performance.				
The supervision experience contributed to the teacher candidate's successful performance and growth as a beginning teacher.				
The candidate demonstrated integrity through his/her professional commitment and professional dispositions.				
The teacher candidate is now ready to enter the teaching profession with the knowledge, skills, and dispositions needed as a full-time educator.				
The candidate participated in multiple school-based activities (i.e., student staffing, faculty meetings, school functions etc.) outside of the classroom.				
The teacher candidate used information/computer technology in preparing for or during his/her teaching.				
The mentor teacher assigned to the candidate was a dependable, knowledgeable partner during the student-teaching mentoring/supervisory process.				
The mentor teachers and P-12 school personnel provided appropriate and sufficient support, guidance, and opportunity for the teacher candidate's success.				
The weekly, midterm, and final evaluation observation forms were appropriate, informative, and useful as feedback-evaluation tools.				
The support I received from the SXU Education Division was sufficient for me to satisfactorily fulfill my supervisory responsibilities.				

If you disagree or strongly disagree with any of the statement above, please add comments:

Identify areas in which the teacher candidate excelled:

Identify areas in which the teacher candidate needed further development:

Your Name: _____