



COLLEGE OF
EDUCATION

ED 615

Field Experience Handbook

2019-2020

Field Experience for add-on endorsement in Gifted Education K-12
(For currently licensed teachers)

Hard copies of the handbooks in a binder are available by request. Electronic copies are available on the College of Education tab on myMBU. ([College of Education](#))



MISSION OF MARY BALDWIN UNIVERSITY

The mission of Mary Baldwin University is to provide undergraduate and graduate education consistent with the institution's rich heritage as a private liberal arts college primarily for women, which affirms its Christian roots while welcoming a broad diversity of views. This mission is implemented in the residential programs for women and the non-residential programs for men and women over 21 through focus on teaching and learning; concern for the individual; commitment to the liberal arts as preparation for life, for careers, for graduate and professional studies, and for leadership; and emphasis on high ethical standards.

College of Education Mission

The mission of the College of Education is to prepare confident practitioners who apply solid academic knowledge, strong leadership skills, and compassion for others to serve learners in diverse communities. We support this mission by providing personalized paths to meet individual goals while modeling and encouraging inquiry and reflection, integrating theory and practice, and providing opportunities for exploration and innovation within a collaborative environment.



Dear Mentor Teachers and School Administrators:

Thank you for welcoming this graduate student into your school/classroom. This field experience has provided the student with an opportunity to further his or her education in a practical way while seeking additional licensure in Gifted Education.

Please know that your encouragement and mentorship, as well as your willingness to accommodate individual scheduling or other needs of this graduate student, has made a difference in maintaining a high-quality practical experience that truly supplements the graduate coursework in which the student has been participating.

Thank you again for hosting this student and for your commitment to enhancing the professional growth experiences of your educator-colleagues.

Sincerely,

A handwritten signature in black ink that reads 'Rachel A. Potter'. The signature is fluid and cursive.

Rachel Potter, Ed.D.
Dean, College of Education

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MAT/M.Ed. Program Overview

Master of Arts in Teaching (MAT)

The Master of Arts in Teaching (MAT) Program at Mary Baldwin University is designed for licensed teachers or for individuals who hold a baccalaureate degree and want to earn an initial teaching license as a first-career choice or as a change from another profession. MAT is a nonresidential graduate program leading to teacher licensure at the elementary (PK-6), middle (6-8), secondary (English, math, history & social sciences) school level or in K-12 special education in the general curriculum. This program is based on the inquiry method of teaching.

What is “inquiry teaching and learning”?

Inquiry teaching and learning is both a philosophy and a methodology that focuses on the central question of a discipline, and on the processes by which students and scholars ask questions, study and learn about human experience. The inquiry approach can be traced as far back as Socrates and has been endorsed by 20th century educators like John Dewey as well.

The MAT degree requires 41 semester hours (or more for certain endorsements). Many students are part-time and extend the program over several years. Typically, full-time students allow a minimum of four full-time semesters.

Master of Education (M.Ed)

The Master of Education (M.Ed) Degree is a professional degree designed for those who are seeking advanced study in the field of education or related fields. This program is intended for persons who are already licensed or who are pursuing careers that do not require teacher licensure.

The M.Ed degree requires 33-34 credit hours. Visit the MBU website for more information:
www.mbc.edu/med

Additional endorsements in Special Education and Elementary Education, as well as add-on endorsements in Gifted Education, English as a Second Language, and Reading Education are available for licensed teachers.

Courses are offered at the main campus in Staunton and through regional centers in Charlottesville, Richmond, and Roanoke.

Mid-Valley Consortium

Mary Baldwin University is a member of the Mid-Valley Consortium for Teacher Education. Mary Baldwin College collaborates with Eastern Mennonite University, Bridgewater College and James Madison University, and seven area school divisions to form the Mid-Valley Consortium for Teacher Education. The Mid-Valley Consortium identifies and prepares public school teachers who then serve as clinical faculty members for the student teaching experience.

Link for more information: <https://www.jmu.edu/coe/esc/consortium.shtml>

Verification of Mentorship

Please keep the placement email and a copy of the signed clock hour form as documentation that you hosted a practicum student to use for recertification points. If your division requires a formal letter from Mary Baldwin University to use as verification, **please contact the Field Placement Coordinator, Lori Wall, as they are not automatically generated.** If requested, a verification letter will be emailed to you at the conclusion of the semester (January for fall placement and April-May for spring placements).

Lori Wall, Field Placement Coordinator

lwall@marybaldwin.edu

540-887-7186

Introduction to the ED 615 Field Experience

ED 615 provides students with a field experience opportunity to support adding an additional endorsement in Gifted Education: K-12. Students seeking an add-on endorsement in Gifted Education are required to complete a field experience that includes a component of **45 instructional hours** of successful teaching experience (direct teaching or co-teaching) with gifted students in a heterogeneously or homogeneously grouped classroom.

This experience allows currently licensed teachers to synthesize and apply their accumulated knowledge, skills, and experiences, moving them from theory into practice under the supervision of highly qualified, experienced teachers, in a new area of licensure.

The primary goal of this field experience is to provide the opportunity for teachers seeking additional licensure in gifted education to acquire and demonstrate instructional competence essential for success. The field experience has been carefully designed to offer substantial and appropriate opportunities for teaching and learning, and every effort must be made on the part of all involved to make the experience a positive one.

Communication between and among the mentor teacher, graduate student, and the University Supervisor is absolutely essential for a successful experience; therefore, we strive to provide an environment that fosters openness. This handbook is designed to provide orientation, to promote uniform application of field experience policies, and to enhance communication among all parties involved in the experience.

While the ED 615 student is the focus of this field experience, Mary Baldwin University's College of Education recognizes that a school's primary obligation is to its students.

Field Experience Requirements

MBU STUDENT

Presentation of Self

Be courteous and respectful to everyone you encounter. Dress in a conservative, professional manner. Your appearance should in no way be considered inappropriate or distracting to anyone. Your job is to facilitate learning and you certainly don't want your appearance (e.g., clothing, jewelry) to be a distraction. Take initiative to help the teacher and students; have ongoing conversations with the mentor teacher to ensure expectations are clear and met. Place school duties ahead of personal wishes. Last, respect confidentiality among all individuals you encounter in your practicum; do not solicit or share inappropriate information.

Attendance

Allow plenty of time for travel and parking to ensure you are punctual. Report to the school office upon arrival. If you are unable to make a scheduled visit, contact your mentor teacher at least 24 hours in advance and make up missed hours. In case of illness, the MBU student must contact the mentor teacher and/or principal as soon as possible. MBU students are expected to leave or deliver detailed lesson plans for the mentor/substitute teacher in the event of an absence during a day you were scheduled to teach. If you are completing this placement in your own classroom, follow your school's protocol for absences. Our ED 615 program was approved based on completing **45 hours of direct instruction** (teaching and/or co-teaching) during your field experience. If you miss a scheduled day, you must make that date up to ensure you accumulate at least **45 hours of direct instruction**.

School Policies and Procedures

Adhere to the school system's policies, procedures, curriculum, and discipline practices. If you are unfamiliar with the policies and procedures, request a copy of the school's handbook before you begin your placement. No tobacco products, including e-cigarettes, are allowed in the school building at any time.

Inclement Weather

If you miss a scheduled day due to weather (or any other reason), you must make up the missed time to ensure you accumulate at least the minimum of required practicum hours (i.e., 45 total hours of direct teaching).

Substitute Teaching

If you are an approved substitute teacher for the school division in which you are completing your field placement experience, you are welcome to serve as a substitute teacher in your assigned practicum classroom if your mentor teacher is absent. You may not be pulled to another classroom to substitute during your placement and count those hours towards your practicum requirements.

Lesson Plans

Complete a detailed lesson plan on the days you are schedule to teach. Please provide a copy to your mentor teacher at least the day before you are planning on teaching the lesson.

Required Paperwork for Students

Weekly Reflection Journal: Please submit **one per week** to your assigned University Supervisor for each week that you are involved teaching gifted students at the end of your placement.

Final Reflection Summary Form: Submit to your University Supervisor upon completion of the **45 hours of direct teaching** field experience.

Clock Hour Form: Upon completion of the **45 hours direct teaching** field experience (teaching and/or co-teaching), please have the form signed by the certified, gifted education teacher and/or the principal. Please submit a copy to your University Supervisor.

Evaluation of Professional Qualities Form: Ask your mentor teacher to complete this form toward the end of your practicum. It is your responsibility to submit the completed form unless your mentor teacher asks to send it directly to Lori Wall and/or your University Supervisor. If you are completing a practicum in your own room, have your school assigned mentor OR an administrator fill out this form.

Turn in all forms to your University Supervisor. Any outstanding forms can be scanned/emailed or mailed to:

*Mary Baldwin University
College of Education
Attn: Lori Wall, Field Placement Coordinator
PO Box 1500
Staunton VA 24402*

lwall@marybaldwin.edu

**Please make sure the forms print properly. If you encounter any issues, please contact the Field Placement Coordinator, Lori Wall, before finalizing your paperwork.*

Additional Support

If you need additional support with lesson plans, goals, assessment, etc. please speak with your Mentor Teacher first. If you still need additional support, please contact your US. If you are not receiving the support you feel you need, please contact the Field Placement Coordinator, Lori Wall, outlining what support you are seeking and what help you have already sought from your MT and US. Please also refer to the Additional Support section on page 14.

Mentor Teacher (MT)

As you prepare to welcome the graduate student into your classroom, it may be helpful for you to know that the Master's Program stresses the "inquiry" method of teaching and learning. When teaching through inquiry, teachers use techniques such as skillful questioning, discussion, and problem solving to encourage discovery or inquiry learning. The basic assumption is that student learning is more meaningful and more usable when students seek out and discover knowledge rather than just being receivers of knowledge. The teacher's role in such a classroom is to provide an environment and experiences through which students are encouraged to ask questions, pursue answers, and communicate their learning with others.

It is our hope that you will enjoy working with this graduate student during their field placement experience. *Please take the time to get to know your individual graduate student. **Thank you** for your help and support!*

Suggestions:

- Review the ED 615 Field Placement Experience Handbook with your student, discussing requirements and your expectations.
- Introduce the student to your class and colleagues.
- Share a copy of your class schedule with this student.
- Encourage this student to become involved in "classroom life" as soon as possible, providing multiple opportunities for your practicum student to be actively engaged with your students.
- Review with your student the SOLs for your grade level or content area.
- If possible, schedule some time to meet with the graduate student to share your ideas on teaching as a career.
- Share planning resources to increase the student's awareness of the planning process.
- Introduce your graduate student to the various uses of instructional technology in your classroom; if possible, discuss how you are able to use technology to differentiate instruction and promote excellent student learning and achievement.

Required Paperwork for Mentor Teachers

1. **Weekly Reflection Journal:** Please provide feedback and sign one per week for each week that your graduate student is involved in teaching gifted students.
2. **Final Reflection Summary Form:** Please sign the cover form upon completion of the **45 hours of direct teaching** field experience. The student will have a one-page summary attached about their experience.
3. **Clock Hour Form:** Please sign the clock hour form upon the graduate student's completion of **45 hours direct teaching** field experience.
4. **Evaluation of Professional Qualities and Dispositional Traits Form:** Please complete this form toward the end of the field experience. It is preferred that you fill it out and return it to the MBU student. If you do not feel comfortable reviewing and returning it to the MBU student then please submit it directly to the University Supervisor or the Field Placement Coordinator.
5. **Program Evaluation:** Please fill out the Program Evaluation by clicking on the link below. The evaluation will ask for your classroom dynamics. If you are not a classroom teacher, you can enter "0" or answer the questions to the best of your ability based on the population you serve.
<https://goo.gl/forms/jxzIUChvXxaKkg0z1>

Optional Paperwork for Mentor Teachers

You are welcome to complete **observations** on your graduate student while they are teaching under your supervision. Although it is not required, ongoing feedback is helpful for growth.

The student is responsible for submitting all forms to the University Supervisor.

**Please make sure the forms print properly. If you encounter any issues, please contact the Field Placement Coordinator, Lori Wall, before finalizing your paperwork.*

Additional Support

If you need additional support in order to better prepare or evaluate your student teacher, please contact the US. If you are not receiving the support you feel you need, please contact the Field Placement Coordinator, Lori Wall, outlining what support you are seeking and what help you have already sought and been provided from the US. Also reference the Additional Support section on page 14.

If you have any comments, questions, or concerns about our graduate education program and related practicum requirements, please feel free to contact our Field Placement Coordinator, Lori Wall, at lwall@marybaldwin.edu.

University Supervisor (US)

The university supervisor oversees the field placement/practicum experience. As a representative of the Mary Baldwin University's College of Education, university supervisors are in unique position to enhance and encourage communication, collegiality, and collaboration with the public schools.

General Information

- Contact the mentor teacher and MBU student at the beginning of the placement to answer any questions about the experience.
- Arrange for and provide special assistance to the student teacher when necessary.
- Collect the following paperwork at the conclusion of the placement:
 - Weekly Reflection Journal (1 for each week the student is involved in teaching)
 - Signed copy of the clock hour form (practicum form)
 - Final Reflection Summary and form
 - Two observations completed by the US
 - Final Evaluation completed by the US
 - Final Evaluation Addendum completed by the US
- Consult with mentor teacher to provide input regarding the student teacher's grade. **The University Supervisor determines the grade for the student teaching experience with the Mentor Teacher's recommendation in mind.** There is no formal grade recommendation form to fill out for those completing ED 615 placements.
- Alert the Field Placement Coordinator if a situation arises needing immediate attention. There is a protocol that we must follow if a plan of improvement is needed.

Observations

- Observe the student teacher a minimum of **two times**, hold conferences with the student teacher and mentor teacher (if student is being hosted by a mentor teacher vs teaching in their own room), and complete a lesson observation form during each observation. Make sure you obtain the student teacher's signature on the lesson observation form during your conference.
- Provide verbal and/or written feedback to the student teacher following each observation.

Additional Support

If you need additional support in order to provide guidance to your ST and/or CT or support in evaluating your ST, please contact the Field Placement Coordinator, Lori Wall, outlining what support you are seeking and what measures you have already tried. Please also refer to the Additional Support section on page 14.

UNSATISFACTORY PERFORMANCE

Although it is expected that all student teachers will be successful, there are exceptions. If a student teacher experiences major problems indicative of unsatisfactory performance, the following procedures should be used:

1. The CT notifies the US of the concern(s) making sure she/he has communicated these concern(s) to the ST.
2. The CT will document in writing the nature of the concern(s) and steps taken to remedy the problem.
3. If significant improvement is not forthcoming, the US, CT, and ST will meet and devise a Plan of Improvement for immediate implementation. The plan should include:
 - identification of areas needing improvement
 - specific strategies to implement
 - desired outcomes on a specific timeline
 - a written plan to review outcomes/improvement as per determined timeline (previous bullet)
 - consequences if plan is not completed adequately
 - date and signature of the ST, CT, and US

Please contact the Field Placement Coordinator for a template. Upon completion, this plan must be sent to the Field Placement Coordinator immediately for documentation purposes.
4. Weekly written and verbal feedback will be provided to the ST by the CT and US regarding his/her progress toward reaching the goals of the Plan of Improvement. This feedback must be provided in writing and can be supported through lesson observations, emails, face-to-face correspondence, etc.*
5. If the ST makes significant progress and meets the objectives outlined in the Plan of Improvement, the ST may be permitted to complete the student teaching experience.
6. If the ST's performance does not improve, a revised Plan of Improvement may be implemented OR the student teaching assignment may be terminated. The decision to terminate the placement will be determined by the US, Field Placement Coordinator, and Director of Teacher Education in consultation with the CT and on occasion the school principal.
7. When a termination decision is made, the US and CT will meet with the ST to inform her/him of the reasons for termination, providing written documentation for the decision. **The ST under no circumstances is guaranteed a new student teaching placement in that semester or future semesters.** The ST will then be required to meet with the Director of Teacher Education, Field Placement Coordinator, University Supervisor, and their advisor to discuss next steps including whether they will be permitted to continue in the Education Program.

Reminder: Please contact the Field Placement Coordinator to receive a template for the Plan of Improvement. Documentation of feedback and progress on the plan of improvement to be sent to the Field Placement Coordinator as such communication occurs.

ADDITIONAL SUPPORT

Student Teacher (ST):

If you need additional support with lesson plans, goals, assessment, etc. please speak with your MT first. If you still need additional support, please contact your US. If you are not receiving the support you feel you need, please contact the Field Placement Coordinator, Lori Wall, outlining what support you are seeking and what help you have already sought from your MT and US.

Mentor Teacher (MT):

If you need additional support in order to better prepare or evaluate your student teacher, please contact the US. If you are not receiving the support you feel you need, please contact the Field Placement Coordinator, Lori Wall, outlining what support you are seeking and what help you have already sought and been provided from the US.

University Supervisor (US):

If you need additional support in order to provide guidance to your ST and/or MT or support in evaluating your ST, please contact the Field Placement Coordinator, Lori Wall, outlining what support you are seeking and what measures you have already tried.

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EVALUATION OF PROFESSIONAL QUALITIES AND DISPOSITIONAL TRAITS

Directions: *Mentor Teacher:* Please return the completed evaluation to the student at the conclusion of the practicum experience. Thank you for hosting our student!

Due Date: The MBU student must submit this to their course instructor (undergrad and ED 525/643/649) and the Field Placement Coordinator (all students) no later than the date outlined in the placement email. Email of a scanned document is preferred. *Please do not use abbreviations for the school/division.*

Practicum Student: _____ **Semester/Year:** _____

Name of School: _____ **Name of School Division:** _____

Mentor Teacher: _____ **Subject(s)/Grade(s):** _____

Program: Residential _____ MBU Online _____ PBTl _____ BA/MAT _____ MAT _____ MEd _____ MS _____

Undergrad: ED 110 ___ ED 111 ___ ED 300 ___ ED 310 ___ ED 315 ___ ED 324 ___ ED 345 ___ ED 363 ___

Graduate: ED 510 ___ ED 511 ___ ED 512 ___ ED 513 ___ ED 514 ___ ED 525 ___ ED 643 ___ ED 649 ___

Please use the following scale to evaluate the MBU practicum student:

4= yes, consistently 3= yes, most of the time 2= yes, but infrequently 1= no, s/he does not

1	2	3	4	
				The individual values the role that educators, family, and the community play in learning and growth.
				The individual displays persistence and encourages persistence in others.
				The individual values and respects difference in human diversity.
				The individual models respectful and professional communication skills (orally and in writing).
				The individual is a thoughtful and responsive listener.
				The individual demonstrates the ability to be a collaborative team member.
				The individual demonstrates the ability to be flexible in changing circumstances.
				The individual takes responsibility by reflecting on his or her performance.
				The individual demonstrates the ability and enthusiasm to be a life-long learner.
				The individual demonstrates integrity and honesty.
				The individual demonstrates a positive attitude toward learning and professional growth.
				The individual demonstrates responsibility and initiative in his or her work.
				The individual is dependable and punctual.
				The individual demonstrates stability and equilibrium likely to be conducive to success in the education profession.

Additional Comments:

Mentor Teacher's Signature

Date

Please submit a copy of this form to your instructor and to the Field Placement Coordinator: Lori Wall, lw@marybaldwin.edu, Field Placement Coordinator, College of Education, Mary Baldwin University, PO Box 1500, Staunton, VA 24402.

Students who receive a 1 or 2 in more than one area may be reviewed to determine any conditions for continuation in the program. This review may include a file review, discussion with the academic advisor, discussion with host teachers, discussion with faculty, etc. Depending on the severity of the concerns, number of the concerns, and patterns of concerns, students scoring 1's and 2's risk one or more of the following: warnings, required meeting with advisor, probation, suspension, or dismissal from the teacher education program. As an accredited teacher education program, we are obligated to ensure that all teacher education candidates exhibit the professional qualities expected of novice educators. If students do not exhibit these qualities, and do not rectify them, we are ethically bound to suspend to remove them from the licensure program.



ED 615 Practicum Weekly Reflective Journal

Name of Student: _____ Mentor Teacher: _____

Placement: _____
School Division School Grade/Subject

Fall/Spring of year _____

Directions: Graduate student completes item 1; Mentor teacher completes items 2 and 3. Please submit a copy to the Field Placement Coordinator at the end of your placement.

*** All comments should be read by both individuals before forms are signed.**

1. Briefly describe your involvement in significant classroom learning activities:

a. Planning:

b. Teaching Strategies:

c. Assessing:

d. Classroom Management:

2. Mentor Teacher's evaluation of student's work for the past week:

3. Specific recommendations of mentor teacher for graduate student for upcoming week:

Signature of Graduate Student /Date

Signature of Mentor Teacher/Date

Please submit a copy of this form with your final summary reflection attached to your University Supervisor at the completion of your placement



ED 615 Final Summary Reflection Form

Name of Student: _____ Mentor Teacher: _____

Placement: _____
School Division School Grade/Subject

Fall/Spring of year _____

Directions: Please write a **one-page reflection** addressing the following five items, summarizing your experience throughout the duration of your placement. **This is due after completing the 45 hours of direct instruction.**

- Planning
- Teaching Strategies
- Assessing
- Classroom Management
- How did your GTE coursework assist you in teaching the students?

Signature of Graduate Student _____ Date: _____

Signature of Mentor/Principal _____ Date: _____

Please submit a copy of this form with your final summary reflection attached to your University Supervisor at the completion of your placement

Formative Observation of Student Teaching
 PROFILE OF STUDENT TEACHING PERFORMANCE

Student Teacher: _____ School: _____ Date: _____

Cooperating Teacher: _____ Time/Class/Period: _____

Topics/Content/Strategies: _____

This form cannot be shared with anyone outside of the university without the written consent of the student teacher.

Check the box to the left if the standard is observed.

✓	A. Professional Knowledge The student teacher...
	A1. Demonstrates an understanding of appropriate content standards (sol/professional standards).
	A2. Demonstrates essential knowledge and skills of subject area.
	A3. Demonstrates the link between the content and students' past and future learning experiences as well as related subject areas.
✓	B. Assessment of and for Student Learning The student teacher...
	B1. Sets acceptable, measurable, and appropriate learning outcomes and achievement goals for student learning.
	B2. Plans formal and informal assessment of learning outcomes.
	B3. Checks for understanding using a variety of assessment techniques to enhance student learning.
	B4. Uses formal and informal assessment evidence to identify strategies to improve instruction.
✓	C. Instructional Planning The student teacher...
	C1. Is familiar with and uses relevant aspects of students' background, knowledge, experience, and skills.
	C2. Plans differentiated instruction to address the unique characteristics of individual students (e.g. TAS/GT, ESL, special needs).
	C3. Plans appropriate instructional strategies to meet the learning outcomes.
	C4. Integrates instructional technology in planning.
	C5. Integrates key content elements in planning.
	C6. Plans time realistically for pacing and transitions for content mastery.
✓	D. Learning Environment The student teacher ...
	D1. Establishes a safe physical and psychological environment.
	D2. Establishes a climate of trust and teamwork.
	D3. Maintains consistent standards for positive classroom behavior.
	D4. Demonstrates respect for and responsiveness to the cultural backgrounds and differing perspectives of learners.

Observation Focus:

Observation Data/Notes:

✓	E. Instructional Delivery The student teacher ...
	E1. Presents procedures and outcomes clearly to students and checks for student understanding.
	E2. Presents content accurately and effectively.
	E3. Engages and maintains students in active learning.
	E4. Engages learners in a range of learning experiences using technology.
	E5. Facilitates students' use of higher level thinking skills in instruction.
	E6. Differentiates instruction and provides appropriate accommodations to meet the needs of diverse learners.
	E7. Uses instructional and transition time for content mastery.
✓	F. Reflection For Student Academic Progress The student teacher ...
	F1. Provides specific evidence to document student learning.
	F2. Takes responsibility for student learning by using ongoing analysis and reflection.
	F3. Seeks and uses information from professional sources (e.g. cooperating teacher, colleagues, and/or research) to improve instruction.
✓	G. Professionalism The student teacher ...
	G1. Demonstrates the expectations of the profession including codes of ethics, professional standards of practice and relevant law and policy.
	G2. Takes initiative to grow and develop through interactions that enhance practice and support student learning.
	G3. Collaborates and communicates effectively through oral and written language.
	G4. Builds relationships and collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.
	G5. Accesses resources to deepen an understanding of cultural, ethnic, gender and learning differences to build stronger relationships and create more relevant learning experiences.

Observation Data/Notes:

Areas of Strength:

Areas for Growth/Goals:

Student Teacher

Date

University Supervisor or Cooperating Teacher

Date

Assessment of Student Teaching PROFILE OF STUDENT TEACHING PERFORMANCE

Student Teacher: _____ Cooperating Teacher: _____
 Subject: _____ Grade: _____ School: _____
 Date: _____ **Please check one:** Mid-term Evaluation _____ **OR** Final Evaluation _____
Please check one: Cooperating Teacher _____ **OR** University Supervisor _____
 Program: Residential _____ MBU Online _____ PBTl _____ BA/MAT _____ MAT _____ MEd _____

The cooperating teacher and university supervisor will each complete this form on or about the midpoint and the final week of student teaching, provide copies for each other, and *give the originals to the student teacher for his/her teacher portfolio*. Each indicator must have a rating.

This form cannot be shared with anyone outside of the university without the written consent of the student teacher.

A. PROFESSIONAL KNOWLEDGE The student teacher...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓	A1. DEMONSTRATES AN UNDERSTANDING OF APPROPRIATE CONTENT STANDARDS (SOL/PROFESSIONAL STANDARDS). InTASC 4n
DN	inaccurately and inconsistently references the appropriate content standards.
DE	references appropriate content standards in daily plans;
ME	AND... explicitly references and clearly aligns appropriate content standards with planned activities and assessments;
EE	AND... clearly demonstrates and explains the appropriate sequencing of the content standards.
✓	A2. DEMONSTRATES ESSENTIAL KNOWLEDGE AND SKILLS OF SUBJECT AREA. InTASC 4
DN	inaccurately presents key subject matter ideas and skills.
DE	demonstrates accurate knowledge and skills of subject area;
ME	AND... uses representation and/or an explanation that captures key subject matter ideas and skills;
EE	AND... uses multiple representations and explanations that capture key subject matter ideas and skills.
✓	A3. DEMONSTRATES THE LINK BETWEEN THE CONTENT AND STUDENTS' PAST AND FUTURE LEARNING EXPERIENCES AS WELL AS RELATED SUBJECT AREAS. InTASC 4d
DN	references content to NEITHER the students' past and future learning experiences NOR related subject areas.
DE	references content to EITHER the students' past and future learning experiences OR related subject areas.
ME	references content to BOTH the students' past and future learning experiences AND related subject areas;
EE	AND... references content to real world experiences and applications.

Comments:

B. ASSESSMENT OF AND FOR STUDENT LEARNING The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓	B1. SETS ACCEPTABLE, MEASURABLE, AND APPROPRIATE LEARNING OUTCOMES AND ACHIEVEMENT GOALS FOR STUDENT LEARNING. InTASC 6
DN	sets unacceptable, immeasurable, or inappropriate learning outcomes and achievement goals for student learning.
DE	sets acceptable and appropriate learning outcomes and achievement goals for student learning;
ME	AND... sets measurable learning outcomes and achievement goals for student learning AND states these clearly on the lesson plan;
EE	AND... matches learning outcomes and achievement goals to classroom assessments.

		B2. PLANS FORMAL AND INFORMAL ASSESSMENT OF LEARNING OUTCOMES. InTASC 6a
DN		plans inappropriate formal and informal assessments that are not linked to learning outcomes.
DE		plans appropriate formal and informal assessments that are linked to learning outcomes;
ME		AND... can articulate ways formal and informal assessments should impact future learning activities;
EE		AND... has strategies to provide students with effective, descriptive feedback to guide their progress.
		B3. CHECKS FOR UNDERSTANDING USING A VARIETY OF ASSESSMENT TECHNIQUES TO ENHANCE STUDENT LEARNING. InTASC 6e, 6g
DN		makes few or no attempts to determine student comprehension AND gives students little or no feedback.
DE		monitors student comprehension of content AND provides students with limited feedback.
ME		uses a variety of assessment techniques to monitor comprehension of the content AND provides students with timely meaningful feedback;
EE		AND... analyzes individual and group comprehension of the content, AND gives all students substantive and specific feedback, AND makes appropriate instructional adjustments as necessary.
		B4. USES FORMAL AND INFORMAL ASSESSMENT EVIDENCE TO IDENTIFY STRATEGIES TO IMPROVE INSTRUCTION. InTASC 6i
DN		uses formal or informal assessments.
DE		uses formal and informal assessments;
ME		AND... uses assessment evidence to identify strategies to improve instruction;
EE		AND... uses assessment evidence to inform, guide and adjust individual students' learning by identifying strategies to differentiate instruction.

Comments:

C. INSTRUCTIONAL PLANNING The student teacher...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓		C1. IS FAMILIAR WITH AND USES RELEVANT ASPECTS OF STUDENTS' BACKGROUND, KNOWLEDGE, EXPERIENCE, AND SKILLS. InTASC 2c, 7j, 7n
DN		is unfamiliar with the background, experiences, and skill level of most students in the class.
DE		is familiar with the relevant aspects of the background, knowledge, experience, and skills of most students in the class;
ME		AND... uses relevant aspects of students' background, knowledge, experience, and skills of most students in the class.
EE		demonstrates detailed understanding of the background, experience, and skill level of ALL students in the class AND plans using what s/he knows about learners including developmental levels, prior learning, and interests.
		C2. PLANS DIFFERENTIATED INSTRUCTION TO ADDRESS THE UNIQUE CHARACTERISTICS OF INDIVIDUAL STUDENTS (E.G. TAG/GT, ESL, SPECIAL NEEDS). InTASC 1b, 2a, 7b
DN		plans undifferentiated instruction.
DE		plans differentiated instruction to address the unique characteristics of some individuals in the class.
ME		effectively plans differentiated instruction to address the unique characteristics of most individuals in the class;
EE		AND... seeks resources from instructional specialists to refine plans to meet learner needs.
		C3. PLANS APPROPRIATE INSTRUCTIONAL STRATEGIES TO MEET THE LEARNING OUTCOMES. InTASC 7
DN		plans inappropriate methods and activities to meet the learning outcomes.
DE		plans appropriate methods and activities to meet the learning outcomes;
ME		AND... plans varied methods and activities to meet the learning outcomes;
EE		AND... uses data to plan appropriate, varied methods and activities to meet the learning outcomes.

		C4. INTEGRATES INSTRUCTIONAL TECHNOLOGY IN PLANNING. InTASC7k, 8r
DN		rarely integrates instructional technology in planning.
DE		sometimes integrates instructional technology in planning;
ME		regularly integrates appropriate instructional technology in planning to meet learning outcomes;
EE		AND ...integrates a variety of instructional technology in planning, AND clearly identifies alternative plans in the event technology fails.
		C5. INTEGRATES ESSENTIAL CONTENT IN PLANNING. InTASC 7g
DN		integrates only non-essential content in planning.
DE		integrates essential content in some planning.
ME		integrates essential content in all planning;
EE		AND ...planning is expanded to elaborate on identified essential content to enhance student learning.
		C6. PLANS TIME REALISTICALLY FOR PACING AND TRANSITIONS FOR CONTENT MASTERY.
DN		plans time unrealistically for pacing and transitions.
DE		plans time realistically for pacing; however, transition time is not apparent.
ME		plans time realistically for pacing AND transitions.
EE		plans include realistic pacing allowing for content mastery AND meaningful transitions that promote student learning.

Comments:

D. LEARNING ENVIRONMENT The student teacher ...

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		D1. ESTABLISHES A SAFE PHYSICAL AND PSYCHOLOGICAL ENVIRONMENT. InTASC 3a, 3k
DN		maintains an unsafe physical and psychological environment.
DE		attempts to maintain a safe physical and psychological environment.
ME		effectively creates a safe physical and psychological environment;
EE		AND explains the purpose for these choices to students.
		D2. ESTABLISHES A CLIMATE OF TRUST AND TEAMWORK. InTASC 3j, 3q
DN		ignores evidence that a climate of trust and teamwork is lacking.
DE		attempts to create a climate of trust and teamwork by being fair and respectful.
ME		purposefully creates a climate of trust and teamwork by being enthusiastic, fair, caring, and respectful to all students;
EE		AND ...fosters regular student collaboration.
		D3. MAINTAINS CONSISTENT STANDARDS FOR POSITIVE CLASSROOM BEHAVIOR. InTASC3c
DN		ignores students' needs and behavior.
DE		attempts to maintain positive classroom behavior.
ME		responds effectively and consistently to students' needs and behavior AND can explain why the model they are using for positive classroom behavior is effective.
EE		demonstrates the ability to change and adapt classroom management plans based on students' changing needs and behavior AND explain why changes were made.

D4. DEMONSTRATES RESPECT FOR AND RESPONSIVENESS TO THE CULTURAL BACKGROUNDS AND DIFFERING PERSPECTIVES OF LEARNERS. InTASC 3f, 3l	
DN	Infrequently shows awareness of the different cultural backgrounds and differing perspectives of learners in the classroom.
DE	can identify the different cultural backgrounds AND acknowledge different perspectives represented in the classroom;
ME	AND ...respects and responds to the varying cultural backgrounds and differing perspectives of learners in the classroom;
EE	AND ... incorporates these differences into his/her teaching and use of content examples.

Comments:

E. INSTRUCTIONAL DELIVERY The student teacher ...

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✓	E1. PRESENTS PROCEDURES AND OUTCOMES CLEARLY TO STUDENTS AND CHECKS FOR STUDENT UNDERSTANDING. InTASC8i
DN	presents unclear OR inaccurate information about the learning objectives or the procedures for instructional activities.
DE	provides students with clear, accurate information about the learning objectives and procedures for instructional activities;
ME	AND ...ensures that all students understand the learning objectives AND can carry out those procedures;
EE	AND ...consistently presents clear procedures and outcomes, AND effectively checks for student understanding.
	E2. PRESENTS CONTENT ACCURATELY AND EFFECTIVELY. InTASC4
DN	uses ineffective strategies when presenting content to students.
DE	uses effective strategies to present content to students;
ME	AND ...makes content relevant to students' prior experiences;
EE	AND ...continually presents material clearly and explicitly with well-chosen examples.
	E3. ENGAGES AND MAINTAINS STUDENTS IN ACTIVE LEARNING. InTASC4b, 4c
DN	keeps students passively involved in learning, relying heavily on lectures, textbooks and worksheets.
DE	attempts to keep students actively involved, but some students are disengaged.
ME	keeps students actively involved by adapting instruction in the moment, based on student learning needs;
EE	AND ...keeps all students challenged and highly engaged as active learners and problem solvers.
	E4. ENGAGES LEARNERS IN A RANGE OF LEARNING EXPERIENCES USING TECHNOLOGY. InTASC 5l, 8g, 8n
DN	rarely uses technology to support student learning.
DE	provides students with guided practice in using technology to support student learning;
ME	AND ...engages students in learning experiences with technology that is appropriate and challenging;
EE	AND ...cultivates student collaboration and initiative in the use of appropriate technology to support student learning.
	E5. FACILITATES STUDENTS' USE OF HIGHER LEVEL THINKING SKILLS IN INSTRUCTION. InTASC8f
DN	instruction includes only lower level thinking skills (e.g. using only low level questions).
DE	instruction incorporates higher level thinking skills (e.g. problem solving, critical thinking, and analysis), but students still require instruction to apply these techniques.
ME	prepares students to apply existing knowledge in new areas through higher order thinking skills in instructional activities;
EE	AND ...assesses their growth and development in use of higher level thinking skills.

		E6. DIFFERENTIATES INSTRUCTION AND PROVIDES APPROPRIATE ACCOMMODATIONS TO MEET THE NEEDS OF DIVERSE LEARNERS. InTASC 2a, 2b, 8
DN		provides undifferentiated instruction for students.
DE		attempts to accommodate student learning needs but with mixed success.
ME		differentiates and scaffolds instruction to accommodate most students' learning needs.
EE		successfully reaches all students by skillfully differentiating and scaffolding, using activities appropriate for a range of learners.
		E7. USES INSTRUCTIONAL AND TRANSITION TIME FOR CONTENT MASTERY. InTASC 4r, 8b
DN		uses instructional time inappropriately and/or on activities of little instructional value.
DE		inconsistently uses instructional and transition time effectively.
ME		consistently uses instructional and transition time effectively for content mastery;
EE		AND... performs non-instructional procedures efficiently.

Comments:

F. REFLECTION FOR STUDENT ACADEMIC PROGRESS The student teacher ...

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✓		F1. PROVIDES SPECIFIC EVIDENCE TO DOCUMENT STUDENT LEARNING. InTASC6a, 6g, 6o, 6t
DN		provides unclear evidence to document student learning.
DE		collects and reviews some data to document student learning.
ME		consistently analyzes and interprets assessment data to document student learning over time.
EE		AND uses a variety of assessment data to document student learning and develop interim learning goals.
		F2. TAKES RESPONSIBILITY FOR STUDENT LEARNING BY USING ONGOING ANALYSIS AND REFLECTION. InTASC 6c, 6l, 9c, 9g, 9l
DN		puts the responsibility of learning on the student.
DE		acknowledges responsibility for student learning.
ME		takes responsibility for student learning by consistently making changes to plans and practice as a result of analysis and reflection;
EE		AND... sets and implements professional goals to improve student learning.
		F3. SEEKS AND USES INFORMATION FROM PROFESSIONAL SOURCES (E.G. COOPERATING TEACHER, COLLEAGUES, AND/OR RESEARCH) TO IMPROVE INSTRUCTION. InTASC 9d, 10e, 10r
DN		relies solely on own knowledge to improve instruction.
DE		seeks information from the cooperating teacher AND attempts to use it to improve instruction.
ME		seeks information from professional resources AND uses it to improve instruction.
EE		seeks information from varied professional resources AND uses it effectively to improve instruction.

Comments:

G. PROFESSIONALISM The student teacher ...

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✓		G1. DEMONSTRATES THE EXPECTATIONS OF THE PROFESSION INCLUDING CODES OF ETHICS, PROFESSIONAL STANDARDS OF PRACTICE AND RELEVANT LAW AND POLICY. InTASC 9j, 9o
DN		acts in an ethically questionable manner and does not follow federal and state laws and school policies.
DE		inconsistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.).
ME		consistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.);
EE		AND... intentionally adheres to and can articulate federal and state laws, school policies and ethical guidelines.

		G2. TAKES INITIATIVE TO GROW AND DEVELOP THROUGH INTERACTIONS THAT ENHANCE PRACTICE AND SUPPORT STUDENT LEARNING. InTASC 9a, 9b, 9d, 9n, 10r
DN		infrequently participates in school-based learning experiences.
DE		takes ownership of professional growth by participating in school-based professional learning experiences;
ME		AND... practices the new strategies learned to support student learning;
EE		AND... actively seeks and engages in ongoing professional learning opportunities in order to meet professional goals in support of student learning.
		G3. COMMUNICATES EFFECTIVELY THROUGH ORAL AND WRITTEN LANGUAGE.
DN		frequently makes errors in grammar, usage, and spelling in professional contexts.
DE		periodically makes errors in grammar, usage, and spelling in professional contexts.
ME		uses correct grammar, usage, and spelling in professional contexts;
EE		AND... speaks and writes correctly and fluidly in professional contexts.
		G4. BUILDS RELATIONSHIPS AND COLLABORATES WITH FAMILIES, COMMUNITIES, COLLEAGUES, AND OTHER PROFESSIONALS TO PROMOTE LEARNER GROWTH AND DEVELOPMENT. InTASC 1c, 10b, 10d, 10e
DN		makes little or no effort to effectively build relationships or collaborate with colleagues, administrators, and families.
DE		attempts to build relationships and collaborate with colleagues, administrators, and families.
ME		collaborates with colleagues, administrators, and families to support the specific learning needs of students;
EE		AND... communicates effectively to build strong relationships AND seeks out collaborative relationships with community members and other professionals to promote learner growth and development.
		G5. ACCESSES RESOURCES TO DEEPEN AN UNDERSTANDING OF CULTURAL, ETHNIC, GENDER AND LEARNING DIFFERENCES TO BUILD STRONGER RELATIONSHIPS AND CREATE MORE RELEVANT LEARNING EXPERIENCES. InTASC 2k, 9e, 9m
DN		demonstrates ignorance towards cultural, ethnic, gender, and learning differences of students.
DE		occasionally demonstrates knowledge of cultural, ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences.
ME		consistently demonstrates knowledge of cultural, ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences;
EE		AND... incorporates learners' experiences, cultures and community resources into instruction.

Comments:

Suggestions for Continuing Professional Development

Areas of Strength:

Areas for Growth:

Student Teacher

Date

University Supervisor or Cooperating Teacher

Date



Assessment of Student Teaching Addendum
PROFILE OF STUDENT TEACHING DISPOSITIONS

Student Teacher: _____ Cooperating Teacher: _____
 Subject: _____ Grade: _____ School: _____
 Date: _____ **Please check one:** Cooperating Teacher _____ **OR** University Supervisor _____
 Program: Residential _____ MBU Online _____ PBTL _____ BA/MAT _____ MAT _____ MEd _____

The cooperating teacher and university supervisor will each complete this form during the final week of student teaching. Each indicator must have a rating. This assessment is NOT part of the final student teaching grade but is required to be completed and submitted to MBU.

This evaluation cannot be shared with anyone outside of the university without the written consent of the student teacher.

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DT1. Content Knowledge DISPOSITION: DEMONSTRATES AN UNDERTANDING THAT DISCIPLINE CONTENT IS EVOLVING, APPRECIATES MULTIPLE PERSPECTIVES AND RECOGNIZES THE POTENTIAL FOR BIAS. InTASC 4o, 4p, 4q	
DN	presents content without acknowledgement of alternative disciplinary perspectives.
DE	presents content acknowledging alternative disciplinary perspectives;
ME	AND ...recognizes the potential of bias in his/her representation of the discipline;
EE	AND ...facilitates learners' critical analyses of the multiple perspectives in the discipline.
DT2. Assessment DISPOSITION: VALUES THE USE OF SELF AND PEER ASSESSMENT AND USES DATA ETHICALLY TO IDENTIFY LEARNER STRENGTHS AND TO PROMOTE LEARNER GROWTH. InTASC 6q, 6v	
DN	uses assessment in a limited fashion in both form and function.
DE	uses self and/or peer assessment to promote learner growth;
ME	AND ... works to develop each learner's ability to identify their own strengths, challenges, and progress;
EE	AND ...engages learners in decisions regarding their own progress with attention to the ethical use of assessments and assessment data.
DT3. Planning for Instruction DISPOSITION: PLANNING ASSURES STUDENT LEARNING AND IS OPEN TO ADJUSTMENT AND REVISION BASED ON CHANGING NEEDS AND CIRCUMSTANCES. InTASC 7p, 7q	
DN	plans instruction based primarily on teacher manuals and/or other prepared materials.
DE	plans instruction using knowledge of students' strengths, needs and backgrounds;
ME	AND ...uses daily and unit plans to ensure student learning in collaboration with other colleagues;
EE	AND ... anticipates learner needs AND makes adjustments based on effectiveness of instruction and changing student and community needs.
DT4. Learning Environment DISPOSITION: PROMOTES INCLUSIVE LEARNING ENVIRONMENTS THAT ENABLE EACH LEARNER TO MEET HIGH STANDARDS BY VALUING DIFFERING BACKGROUNDS AND ABILITIES. InTASC 2l, 2m, 2n, 2o, 3p	
DN	shows a minimal understanding of individual differences.
DE	uses learners' differing abilities, skills, cultures, and communities to promote an inclusive learning environment;
ME	AND ...provides opportunities for learners to participate in decision-making, to engage in exploration, and to work collaboratively and independently;
EE	AND ...actively works to ensure that each learner feels valued AND helps students to learn to value one another.

		DT5. Application of Content DISPOSITION 1. USES MULTIPLE PERSPECTIVES TO ENGAGE LEARNERS IN CRITICAL THINKING, CREATIVITY, AND COLLABORATIVE PROBLEM SOLVING RELATED TO LOCAL AND GLOBAL ISSUES. InTASC 5q, 5r, 5s
DN		shows minimal awareness or focus on local and global issues related to her/his discipline.
DE		incorporates/connects local and global issues to content area;
ME		AND ...draws connections between content area and other disciplines to enhance student understanding;
EE		AND ...relies on concrete contemporary issues/cases to develop creativity, critical thinking, and problem solving.
		DT6. Instructional Strategies DISPOSITION 2. USES MULTIPLE STRATEGIES TO ENGAGE ALL LEARNERS IN A DEEP UNDERSTANDING OF CONTENT AREAS AND MAKE CONNECTIONS, BUILDING STUDENTS' SKILLS TO APPLY KNOWLEDGE IN MEANINGFUL WAYS. InTASC 8p, 8q, 8s
DN		uses ineffective strategies when presenting content to students.
DE		adjusts instruction to use multiple effective strategies to present content to students;
ME		AND ...encourages students to use multiple forms of communication to demonstrate their developing knowledge and skills;
EE		AND ...adapts instruction in real-time in response to diverse learner ideas and needs.
		DT7. Learner Development DISPOSITION: RESPECTS AND USES LEARNER STRENGTHS TO PROMOTE LEARNER DEVELOPMENT ACROSS COGNITIVE, LINGUISTIC, SOCIAL, EMOTIONAL, AND PHYSICAL DIFFERENCES. InTASC 1h, 1i, 1j, 1k
DN		shows minimal awareness of learners' differing developmental needs.
DE		recognizes learners' differing strengths and needs;
ME		AND ...actively promotes learner growth by designing and implementing developmentally appropriate learning experiences;
EE		AND ...incorporates contributions from families, colleagues, and other professional to understand and support each learner's development.
		DT8. Leadership and Collaboration DISPOSITION: 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. InTASC 10 p, 10q, 10s, 10t
DN		engages in few opportunities to explore leadership roles and collaborations within the school.
DE		Works collaboratively to advocate for students' success and advocates for learners.
ME		AND ...actively seeks opportunities to grow and develop as an education professional;
EE		AND ...takes personal responsibility for contributing to and advancing the profession.

Comments:

Student Teacher

Date

University Supervisor or Cooperating Teacher

Date