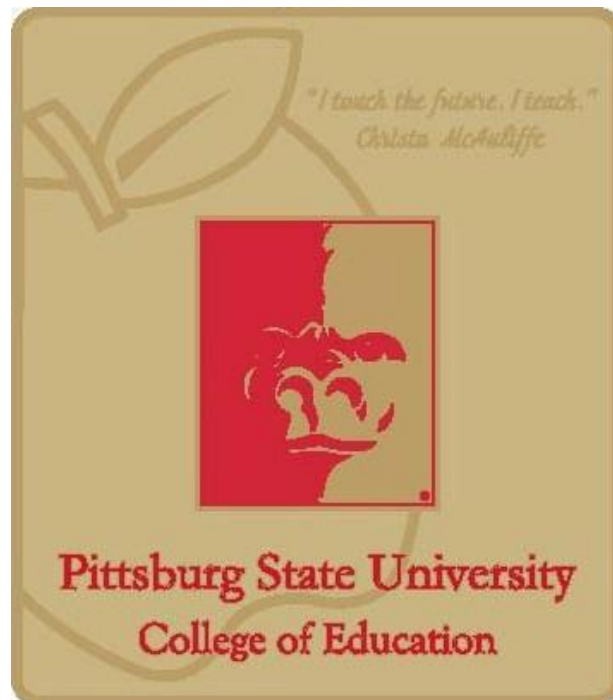


PITTSBURG STATE UNIVERSITY PROFESSIONAL SEMESTER HANDBOOK

2026-2027



**Office of Teacher Education
110 Hughes Hall**

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Welcome

Welcome to your professional semester at Pittsburg State University. This semester is designed to be a culminating experience to help you become a professional educator. As a candidate in teacher education, you have completed all of the requirements that provide the content knowledge and pedagogical skills that you will need in order to begin your professional semester. This semester will provide you with an opportunity to practice, reflect, and build upon your knowledge and skills in a supportive environment. You will have the opportunity to perform many of the duties and to make many of the instructional decisions of a classroom teacher.

You may experience many gratifying, as well as many difficult, days as the semester progresses. The work load will be heavy and intense at times, but the semester has been carefully designed to help you grow into a professional educator. This experience will offer you many opportunities for professional growth if you keep an open mind, positive attitude, and do your best work. You should set realistic goals and strive to meet them. It is our belief that a successful professional semester experience depends on a solid partnership among the student teacher, cooperating teacher, and university supervisor, so keep the lines of communication open. Do not be afraid to ask questions and seek advice from others.

We are proud of all you have accomplished to date and expect you to be very successful as you work toward your goal of becoming a professional educator.

Sincerely,

The Office of Teacher Education Staff

Phone: (620) 235-4489

[Email Office of Teacher Education](#)

Dr. Jean Dockers

Director of Teacher Education

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Amanda Hill

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The College of Education reserves the right to amend any policies, rules or regulations as needed to best serve its constituents.

Introduction

During the professional semester, it is understood that student teachers are trying, applying and expanding on professional knowledge, skills, and understanding gained during initial coursework and learning new knowledge, skills, and understanding under the direction of a licensed/certified and experienced classroom teacher. Teacher candidates come to the professional semester having experiences in multiple classrooms and working with students in a variety of settings in preparation to be student teachers.

The professional semester is a field-based experience that spans a full semester. Student teachers will be assigned to PK-12 schools in their designated fields with experienced teachers. Cooperating teachers are licensed in the state in which they teach and have a minimum of three years teaching experience. They are identified by the administrator as a teacher who exhibits all the characteristics and skills of a highly qualified, master teacher and who has a desire to mentor a student teacher.

Throughout the professional semester, student teachers are required to report to campus on designated dates. Student teachers participate in seminars and activities on these dates designed to enhance the professional semester.

Expectations for Professional Behavior

Professionalism is described as being ‘distinguished from an amateur’. As a teacher candidate, you are more than a student; you are beginning your teaching career. As a teacher candidate at PSU, you will be interacting with and teaching in school classrooms. It is important to behave professionally at all times as you are making an impression at the school and do not know who will notice and/or remember you. You will be representing PSU, your academic department, and yourself as a future teacher. ***If you choose to not follow the expectations for professional behavior, consequences could be imposed.***

Dispositions

As you move into the role of the professional educator, be aware that there are dispositions that great teachers embody. Some of these dispositions include, but are not limited to: dependability, fairness, consistency, positive demeanor, belief in all students’ ability to learn, ethical behavior, self-evaluation and reflection, effective communication, and respect for all others. These dispositions are all included in the Professional Knowledge Base and Field Evaluation Instrument (FEI). Your cooperating teacher and university supervisor will evaluate you using the FEI throughout your professional semester. Both documents are included in the appendix.

It is vital to remember that you are a guest in the classroom and the school. You are a guest of the cooperating teacher. You may disagree with a teacher’s and/or principal’s teaching or communication style but, unless someone is hurt by abusive actions, you must refrain from criticism and remain professional and polite at all times. If you have concerns or want tips on how to deal with the issue, talk with your university supervisor. DO NOT EVER discuss these concerns with other teachers or staff, family, friends, or on social media. Also, refrain from expressing negative perceptions about a previous experience, clinical supervisor, principal, or school. If you have concerns or information that needs to be shared, consult with your university supervisor or other appropriate College of Education staff.

Academic Integrity

Education at the university level requires intellectual integrity and trust between faculty and students. Professors are obliged to master their subject and present as fair an account of it as possible. For their part, students are obliged to make an honest effort to fulfill both the letter and the spirit of course requirements. Academic dishonesty violates both integrity and trust. It jeopardizes the effectiveness of the educational process and the reliability of publicly reported records of achievement.

Academic dishonesty by a student is defined as unethical activity associated with course work or grades.

It includes, but is not limited to:

- (a) Giving or receiving unauthorized aid on examinations,
- (b) Giving or receiving unauthorized aid in the preparation of notebooks, themes, reports, papers or any other assignments,
- (c) Submitting the same work for more than one course without the instructor’s permission, and,
- (d) Plagiarism. Plagiarism is defined as using ideas or writings of another and claiming them as

one's own. Copying any material directly (be it the work of other students, professors, or colleagues) or copying information from print or electronic sources (including the internet) without explicitly acknowledging the true source of the material is plagiarism. Plagiarism also includes paraphrasing another individuals' ideas or concepts without acknowledging their work, or contribution. To avoid charges of plagiarism, students should follow the citation directions provided by the instructor and/or department in which the class is offered.

Unless otherwise stated by the instructor, exams, quizzes, and out-of-class assignments are meant to be individual, rather than group, work. Hence, copying from other students' quizzes or exams, as well as presenting as one's own work an assignment prepared wholly or in part by another is in violation of academic honesty.

The above is an excerpt of the university Academic Integrity policy. The full policy can be found in the online university catalog under Student Rights and Responsibilities.

[PSU's Code of Student Rights and Responsibilities website](#)

Confidentiality

Confidentiality in all situations is required. Professional discussions may give you access to student and/or school information. It is important that this information be used with integrity in a professional manner and remain confidential. In other words, do not talk about the students, teachers, or administrators from your cooperating school(s), particularly in any public forum including, but not limited to, restaurants, social media, electronic communication, and the teachers' lounge. Candidates must adhere to Family Education Rights and Privacy Act (FERPA) guidelines at all times.

Student Teacher as a Substitute

Kansas state regulation (KSDE 91-19-6 e) and Pittsburg State University College of Education policy do not allow student teachers to fill any position except for those duties designated within the Student Teaching Certificate issued by the Office of Teacher Education in conjunction with KSDE. It is imperative that student teachers not be placed in a situation that is contrary to state regulations or puts the school and student teacher in a liable situation. The regulation states "certified student teachers shall be prohibited from serving as regular or substitute teachers in Kansas-accredited or Kansas-approved educational agencies."

Note: This does not mean that you cannot be left alone in your classroom and/or with your students for periods of time.

Attendance

An important aspect of professional behavior is time management. You are expected to be at the school during your scheduled times. If you are ill or have an emergency, contact your cooperating teacher and your university supervisor to report your absence. Any extracurricular activities, including employment, should not interfere with your scheduled time for your field placement.

Excused Absences from Campus Seminars

1. Weather: snow, ice, flood (if roads are closed)
2. Death of immediate family member
3. Illness – Self or others in immediate family – Doctor note required
4. Court appearances/jury duty
5. Participation in university activities if member of a team or group (track meets, concert tours, etc.)
6. National conferences if approved by the cooperating teacher, university supervisor and Director of Teacher Education

***STUDENT TEACHERS ARE NOT ALLOWED TO MISS CAMPUS SEMINARS** for parent/teacher conferences, field trips, or other school functions

Procedures to Follow if Campus Seminar Must Be Missed

Notify the Office of Teacher Education prior to 8:45 am via email or phone.

Failure to comply with this policy will result in a consequence determined by the Director of Teacher Education.

Excused Absences from School

1. Death of immediate family member
2. Illness – Self or others in immediate family – Doctor note required
3. Court appearances/jury duty
4. Participation in university activities (same as above)
5. National conferences if approved by cooperating teacher, university supervisor and Director of Teacher Education.

Procedure to Follow if School Must Be Missed

Notify the cooperating teacher as early as possible.

Call the school office.

Notify your university supervisor via their preferred method of contact.

Notify Amanda Hill via email. [Email Amanda Hill](#)

If more than 5 days of absence (**excused or unexcused**) are accumulated, a consequence determined by the Director of Teacher Education will result.

Failure to comply with the above procedures will put your professional semester completion in jeopardy.

Professional Use of Technology

Appropriate use of technology is another important factor of professional behavior. Because you will be interacting with children who will be curious about you, you must make good, professional choices about the content of personal webpages and social media accounts. By choosing the field of education, you have placed yourself in the public eye. Therefore, awareness of your public persona is important. You should expect a degree of public scrutiny. With this in mind, some basic guidelines have been provided for you.

Social media and personal webpages

- Be aware of your online image and the perception it may give to others (including potential employers).
- Check photos (even the backgrounds) to make sure that all content is appropriate. This includes pictures of yourself that may be posted by others.
- Remember you have a right to privacy; you should exercise this right. Use the privacy settings available to you.
- The students in your assigned classroom (or school) are NOT your friends; do not initiate or confirm any friend requests and do not allow students to “follow” you on social media accounts.
- Do NOT post or blog about your cooperating teacher, students, and/or school.
- Do NOT use social media during school hours.

Email

- Do NOT give students or parents your private email address. You should consider creating a separate email address for your professional interactions.
- Do NOT use inappropriate email tags (i.e. sexybaby@hotmail.com).

Phones

- Students should NOT be provided your personal phone number.
- Do NOT use your phone during school visits (texting, internet browsing, using apps, etc.).
- Do NOT take any pictures with your phone while in a school or at a school-related event.

Dress Code

Your manner of dress will need to reflect appropriateness for your chosen profession. You are being provided with guidelines that will assist your success in the classroom. Remember that there are body parts that should never show (both front and back). Also, undergarments should be worn *under* your clothing. After dressing in the morning, stand in front of your mirror and bend over, squat, raise your arms and bend forward from the waist. If those particular body parts remain covered during this movement, your clothing is likely appropriate. You also need to beware of clothing that clings inappropriately. If there is any doubt, DO NOT WEAR IT! It is better to be safe than sorry!

Professional clothing generally includes:

Dress slacks
Casual dress slacks
Dress shirts, ties, collared polo shirts
Dresses, skirts, blouses
Sweaters, vests, jackets
Dress and casual shoes

Do Not Wear:

- Any footwear that may interfere with performing your job, such as flip-flops or high heels
- Denim jeans (jeans of any color or style) unless the school has a special occasion or celebration that calls for wearing jeans
- Shorts of any type (exceptions for Physical Education majors)
- T-shirts (especially with logos)
- Clothing with potentially offensive phrases, political statements, religious statements, or inappropriate advertising
- Shirts (low-cut, short-waisted, or sleeveless) that reveal too much skin, underwear, or tattoos
- Athletic clothes (sweatshirts, hoodies, jogging suits)
- Sagging pants worn low or pants cut with a “low rise” that reveal underwear or too much skin
- Faded, unclean, or wrinkled clothing
- Leggings, tights, and yoga pants; these are not appropriate to be worn as pants

Grooming and Hygiene Basics:

- Regular bathing/showering and deodorant should be used to eliminate body odor.
- Wash and brush your hair regularly.
- Proper dental hygiene should be practiced.
- Hair, beards, and mustaches should be neatly trimmed and clean (or removed if not in accordance with school policies).
- Cologne or perfume, if used at all, should be subtle.
- Body piercing, other than earrings, should be unnoticeable.
- Fingernails should be trimmed and clean.
- Beware of smoking or pet odors.

Professional Responsibilities

Teacher candidates are expected to observe and adhere to the professional requirements for educators. Candidates need to be familiar with each of the following in order to uphold policies and legal requirements for educators. Full documents for each can be found in the Appendix of this handbook.

[Kansas Educator Code of Conduct](#)

The professional educator shall work in the best interest of their students and honor their responsibilities to their students, school, district, community, state and profession as evidence by:

- Responsibilities to Student
- Responsibilities to District
- Responsibilities to Profession

[Family Educational Rights and Privacy Act \(FERPA\)](#)

Student records and information are protected under this federal law. Teachers must be aware of the requirements in order to appropriately maintain required confidentiality.

[Child Abuse and Neglect Reporting](#)

All teachers, school administrators or other employees of an educational institution are mandated reporters for child abuse and neglect under the Kansas reporting law (K.S.A. 38-2223). Teacher candidates must be aware of their legal responsibility and the required steps to make such a report.

The Professional Semester Team

Pittsburg State University envisions the professional semester experience as a “partnership” between the student teacher, the cooperating teacher, the district administrators, the university supervisors, and the Office of Teacher Education. The team effort provided, when all parties involved are directed toward a common goal, supports a successful experience for the student teacher. Team members and their roles include:

Student Teacher: A teacher candidate who has completed a sequenced course of study that prepares him or her for classroom teaching under the guidance of a cooperating teacher and university supervisor. The focus for the student teacher is the welfare of the students in his or her classroom. While the student teacher is in a learning experience, he or she plans lessons and interacts with students in a professional manner that meets the needs of all students.

Cooperating Teacher: An experienced, licensed/certified, highly qualified classroom teacher working in a state accredited school. The administrator appoints the cooperating teacher to guide the student teacher throughout the semester.

University Supervisor: University faculty member from the Office of Teacher Education who serves as instructor of the professional semester courses, facilitates the professional semester seminars, and supervises the student teacher’s experience in the classroom. The university supervisor acts as a mentor and provides guidance, feedback, and support.

Academic Supervisor: A program representative from the student teacher’s academic department. The academic supervisor provides content specific support to the student teacher throughout the program. During the professional semester, the academic supervisor maintains contact with the student teacher and makes a minimum of one site visit for observation purposes.

Placement Coordinator: The coordinator of all teacher candidate field placements. Contract agreements are secured between the university and K-12 school districts for placement of teacher candidates at all levels.

Director of Teacher Education: The director provides oversight for all teacher education program functions and candidates. The Office of Teacher Education houses teacher candidate files and records.

Cooperating Administrators: The administrator serves as the contact person between the school district and Pittsburg State University Office of Teacher Education. He or she is responsible for selecting experienced, highly qualified, master teachers to serve as cooperating teachers.

Preparing for the Professional Semester

All student teachers (fall and spring) are required to report to their student teaching sites on the first day of the semester for the assigned district, including opening meetings, professional development and work days. Be prepared to report to your student teaching site before the PSU semester begins. You will follow the school district calendar, not PSU's calendar, for student contact days and holidays.

There will be designated dates throughout the semester in which required seminars will be conducted on campus. Campus seminars are conducted from 9:00 a.m. to 4:00 p.m.

In the period before you report to the classroom for the professional semester, there are things that you can do to prepare yourself for the experience ahead. First, set personal goals for yourself for the semester. When setting these goals, you should consider both your strengths and weaknesses. Then, determine what you would like to achieve during the experience. You will want to share these goals with both your cooperating teacher(s) and university supervisor. They are members of the professional semester team and will use these goals to help guide your development throughout the semester.

Secondly, you should contact and arrange a meeting with your cooperating teacher(s). For your first contact, call the cooperating teacher rather than sending an email. Prior to the meeting, prepare a list of questions for your cooperating teacher. When making this list, think about the things that are important to know prior to arriving in the classroom on the first day of school. Write each of your questions down so you remember to ask them during your meeting.

Sample questions for the first meeting with your cooperating teacher:

- May I have a tour of the school?
- What type of community is served by the school?
- Where may I eat my lunch?
- Where should I park each day?
- When am I expected to arrive and leave each day?
- May I have a school calendar and a calendar of activities?
- What extra duties will be required of me (e.g. lunchroom supervision, parking lot supervision)?
- What are your expectations of me?
- How and when would you like me to submit lesson plans to you?
- What are your general discipline and classroom policies?

Your cooperating teacher will also have questions of you. Be prepared to share about yourself, your goals, and your expectations for the semester. Use this opportunity to get to know your teacher and relieve anxiety about the unknown aspects of the experience.

You will be expected to dress professionally for this first meeting. Remember, you are making a first impression on your cooperating teacher which will set the tone for the whole semester. Be sure to approach the meeting with confidence and enthusiasm.

As the beginning of the semester approaches, you can reduce anxiety by taking time to prepare yourself mentally for the experience. Use your previously determined goals to set high, but attainable, expectations for your performance. These expectations should be set in terms of progress, or development, of your skills. Do not focus on reaching a particular level of performance but rather on continuous improvement. Be sure to revisit these expectations throughout the semester and adjust them if necessary.

Most importantly, keep a positive attitude. If you need extra support, do not be afraid to seek it.

Outside Activities/Classes During Professional Semester

The professional semester is considered the beginning of your teaching career, and your energies should be focused on gaining as much practical experience in the classroom as possible. Therefore, outside employment or taking additional coursework is not advised during the professional semester. If employment or additional course work is a necessity, you must petition the Committee for Admission to and Retention in Teacher Education (CARTE) for approval. A maximum number of hours that will be approved for outside employment is 20 hours per week. Activities like coaching or sponsoring a club, while good experience, are considered extracurricular and should not in any way interfere with your student teaching experience. Student athletes are encouraged to complete the professional semester in the off-season of their particular sport. If a student athlete wishes to student teach during his/her regular season, s/he must petition CARTE for approval. If a conflict should become apparent or difficulties arise in any outside activities, you will be expected to reevaluate your obligations and make appropriate changes. The failure to make appropriate changes could affect your status in the professional semester.

Professional Semester Phases and Timelines

The professional semester consists of three basic phases. **Phase one** consists of candidates becoming acquainted with the classroom and beginning to take over routines and procedures such as attendance and small group work. **Phase two** involves assuming responsibility of managing the classroom under the guidance of the cooperating teacher. In **phase three** candidates gradually return the responsibility of the classroom to the cooperating teacher. The specific timeline for assuming full responsibility in the classroom may vary, as the professional semester experience is unique to each candidate.

Involvement in classroom activities will depend upon the individual's readiness to perform the tasks assigned. The following timelines are designed to serve as a guide for the sequence and pace of the professional semester. It is not expected that an exact adherence to these guidelines will take place (for example, a student who completed an internship in the previous semester should move more quickly on the timeline). **The ultimate goal is to have the student teacher assume all duties and responsibilities for 3 to 5 weeks during the professional semester.** *There should be no instance in which the candidate immediately assumes total responsibility for the class.*

For **split placements (PE, Art, Music)**, the timeline will be shortened and accelerated. It will be repeated in the second placement. A special consideration for split placements is the Teacher Work Sample (TWS) assignment. Only one TWS is required so candidates can choose to complete the TWS in either the elementary or secondary placement. **The ultimate goal is to have the student teacher assume all duties and responsibilities for 3 weeks at each placement during the professional semester.** *There should be no instance in which the candidate immediately assumes total responsibility for the class.*

Major assignments for the professional semester are listed within the timeline at an approximate time frame. Other activities will be assigned and actual due dates for all assignments will be set by the seminar instructor.

Suggested Timeline for Full Semester Placements

Phase 1 – Weeks 1 – 3

- Become oriented to the school and classroom
- Become acquainted with the school's policies, curriculum, and personnel
- Become acquainted with the classroom's instructional equipment, procedures, rules, management plans, and students
- Become actively involved in assisting the cooperating teacher
- Begin to work with individuals and small groups or teach specific lessons
- Meet daily/weekly with the cooperating teacher to ask questions, discuss concerns, seek clarifications, celebrate successes, and reflect

Phase 2 – Weeks 4 – 12

- Increase involvement in teaching
- Plan instruction, gather necessary materials, and carry out instruction
- Write lesson plans and share those with the cooperating teacher and university supervisor
- Begin to take over beginning with a subject area or class section, adding more subjects and responsibilities gradually until full responsibility has been reached
- Become fully responsible for the classroom including lesson planning, implementation, and management of the curriculum and students
- Meet with the cooperating teacher to ask questions, discuss concerns, seek clarifications, celebrate successes, and reflect

Phase 3 – Weeks 13 – 16

- Gradually begin to phase out of full responsibility by returning the classroom to the cooperating teacher
- Spend time observing other classrooms
- Meet as needed with the cooperating teacher to ask questions, discuss concerns, seek clarifications, celebrate successes, and reflect

Suggested Timeline for Split Placements

Phase 1 – Weeks 1 – 2

- Become oriented to the school and classroom
- Become acquainted with the school's policies, curriculum, and personnel
- Become acquainted with the classroom's instructional equipment, procedures, rules, management plans, and students
- Become actively involved in assisting the cooperating teacher
- Begin to work with individuals and small groups or teach specific lessons
- Meet daily/weekly with the cooperating teacher to ask questions, discuss concerns, seek clarifications, celebrate successes, and reflect

Phase 2 – Weeks 3 – 7

- Increase involvement in teaching
- Plan instruction, gather necessary materials, and carry out instruction
- Write lesson plans and share those with the cooperating teacher and university supervisor
- Begin to take over beginning with a subject area or class section, adding more subjects and responsibilities gradually until full responsibility has been reached
- Become fully responsible for the classroom including lesson planning, implementation, and management of the curriculum and students
- Meet with the cooperating teacher to ask questions, discuss concerns, seek clarifications, celebrate successes, and reflect

Phase 3 – Week 8

- Gradually begin to phase out of full responsibility by returning the classroom to the cooperating teacher
- Spend time observing other classrooms
- Meet as needed with the cooperating teacher to ask questions, discuss concerns, seek clarifications, celebrate successes, and reflect

Coursework

The professional semester provides a hands-on application of knowledge and skills learned during your preparation program. It offers experiences related to the realities of teaching and effective management of a classroom. During the semester, you will be enrolled in 12-17 hours of coursework. **The Office of Teacher Education will enroll you in these courses when you have been conditionally admitted to professional semester.**

The following list describes topics that are explored in the professional semester courses and seminars:

- Effective teaching principles including curriculum design, educational trends and issues, lesson planning, instructional techniques, and professionalism
- The educational foundations of the American school including national educational goals, social and ethnic changes in education, school law, school policies and procedures, and the administrative organization of the school system
- The purposes, students, and programs of the elementary or middle and secondary school with emphasis on the theories of learning associated with elementary or secondary education including classroom management, special programs, adolescent characteristics, communication, outside influences on learning, and effective relationships with students, staff and parents
- The theories and practice of evaluation including the uses of educational tests, assessment system components, test development, parent/student communication and techniques of using evaluative information, as well as teacher self-assessment

Major Assignments

Each course correlating to the professional semester has its own objectives and requirements; however, the coursework is designed to be integrated with the classroom teaching experience. A number of class requirements may apply to several different course objectives. It should also be noted that changes and/or adjustments may be made at the discretion of the instructor to meet class needs or individual school district schedules. Other activities will be assigned and actual due dates for all assignments will be set by the seminar instructor.

Major assignments include, but are not limited to:

- **Orientation Assignment:** You will complete an orientation assignment at the beginning of the semester. Using the school's policy manual, school report card, and working with your cooperating teacher, service personnel, and administration, the assignment will help you become familiar with: school policies, teacher policies, school curricula, classroom layout, classroom procedures, teacher routines, classroom rules, and expectations.
- **Lesson Plans:** You are expected to provide your supervisor with a copy of a typed lesson plan for the lesson you are teaching for each visit. **The format will be determined by your supervisor** and will be addressed during the professional semester seminars. Your supervisor may also require copies of class handouts, presentations, or other materials used in your lesson.
- **Teacher Observations:** You will observe teachers in your assigned building, but outside of your assigned classroom, and reflect on their practice using an observation instrument. The teachers should represent a variety of disciplines. These observations will prepare you to reflect on your own teaching by using the same tool to observe a recorded lesson of yourself.
- **Teacher Work Sample (TWS):** The TWS is a state mandated requirement. It is an integrated teaching unit written by you based upon Kansas College and Career Ready Standards and input from the cooperating teacher. The TWS must be grade and age appropriate and lessons from the TWS must be taught in the classroom. The score for this assignment is reported to the Kansas State Department of Education as a part of the license application process.

Performance Evaluations

Student teacher performance is evaluated through observations of experiences in the field, discussion in the professional semester seminars, course assignments, and student teacher self-assessment. Evaluations are completed by the university supervisor and cooperating teacher(s). These performance evaluations are completed using the FEI. The FEI has indicators under the four following categories. A copy of the FEI in its entirety is included in the appendix.

THE LEARNER AND LEARNING

Professional educators must understand that learning and development patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive.

CONTENT

Professional educators must have a deep and flexible understanding of the field and be able to draw upon the central concepts and structures of their discipline as they work with learners. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, and communication) to help learners apply content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Professional educators connect information to local, state, national, and global issues.

INSTRUCTIONAL PRACTICE

Professional educators understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways for effective practice. They understand how to design, implement, interpret, and communicate results from a range of assessments.

PROFESSIONAL RESPONSIBILITY

Professional educators create and support safe, productive learning environments. They must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. Professional educators contribute to accomplishing their school's mission and goals and demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Observation and Evaluation Timeline

University supervisors make one introductory visit and complete three formal evaluations per semester. If necessary, more visits may be scheduled. Secondary and PK-12 student teachers are also observed by an academic supervisor from his or her major department at least one time during the semester. Cooperating teachers make both informal and formal observations in the classroom throughout the semester. Below is a chart that shows the estimated timeline for university supervisor visits.

Visit 1 (Weeks 1 – 2)

Purpose: introductions and overview; reviewing procedures; setting professional goals for growth

Visit 2 (Weeks 4 – 6)

Purpose: first formal observation; assessing progress toward goals; outlining interventions if necessary

Visit 3 (Weeks 8 – 10)

Purpose: second formal observation; assessing progress toward goals; outlining interventions if necessary

Visit 4 (Weeks 12 – 16)

Purpose: final formal observation

Please note one visit may be made using video technology.

Following each observation visit, a three-way conference is held between the student teacher, cooperating teacher, and university supervisor where the evaluations of the cooperating teacher and the university supervisor are discussed. Other conferences may be held as needed.

Suggestions for Student Teaching Success

- When preparing to assume responsibility for the classroom, it is vital for you to demonstrate to the cooperating teacher your readiness for this role. Your preparedness will be exemplified through your ability to be reliable, dependable, meet deadlines, prepare thoughtful lesson plans, accept constructive feedback, etc. If the cooperating teacher seems reluctant to relinquish control of the classroom or teaching duties to you, use this opportunity to discuss his or her concerns and what actions you can take to relieve these concerns.
- **Effective communication is essential.** To have a successful student teaching experience, you must be able to clearly and effectively communicate with others. This includes oral and written communication exhibiting correct spelling and grammar as well as appropriate language and tone. It is important for you to be proactive in all communication with all parties involved in the student teaching semester.
- It is vital to prepare well-developed and carefully planned lessons. Each lesson should be submitted to the cooperating teacher for review prior to the presentation of the lesson. You should expect to make revisions to each lesson as you continue to develop this ability.
- A growth mindset will lead to success in the classroom. Constructive criticism should be expected from the cooperating teacher and the university supervisor. This feedback is meant to help you grow and develop your abilities as a teacher and therefore should never be viewed as a personal attack. When receiving feedback, *listen* and be sure to remove any emotion from your response. Your cooperating teacher and university supervisor both have a vested interest in your success.
- Practice self-reflection and evaluation. It is vital to learn from your mistakes and make appropriate adjustments to your teaching.
- Always familiarize yourself with the content you are teaching prior to the lesson. It is important that your students see your confidence in the subject matter and understand your commitment to learning.
- Each day of your student teaching semester will present new circumstances in the classroom and/or school. It is important to use professional judgment on how to handle these various circumstances. Occasionally, a student teacher will encounter a serious situation such as suspected child abuse, student injury, threats, etc. If you encounter one of these serious situations, you must immediately notify the appropriate school officials. You should also notify your university supervisor as soon as possible. It is important to be familiar with school policies, state and federal regulations and laws.

Dealing with Issues Involving Student Teachers

The professional semester is a very demanding and stressful experience. Student teachers are expected to conduct themselves in accordance with the requirements and expectations of their degree program and professional field. The majority of student teachers quickly adapt to be able to function successfully, both professionally and personally.

Each student teacher is unique in the amount of supervision and assistance needed from the cooperating teacher and university supervisor. Most issues which arise between the cooperating teacher and the candidate are resolved through effective communication on a daily basis. Few student teachers encounter difficulties to a degree that requires intervention.

Intervention can occur on several levels. Teacher candidates should not engage in unprofessional conduct or unlawful behaviors. Candidates unable to meet the expectations, as judged by the university and/or cooperating school, may receive a failing grade and/or face possible removal from the placement. The severity of the concern or issue dictates at which level the intervention begins. Interventions are listed below:

Level 1: If the cooperating teacher or student teacher is unable to satisfactorily discuss the concern or issue with the other party, he or she is to contact the university supervisor. Working as a team, the university supervisor, cooperating teacher, and student teacher are usually able to correct the problem.

Level 2: The university supervisor notifies and discusses the concern or issue with the Director of Teacher Education. A plan of action is developed and an improvement plan may be written specifying action necessary to address the concern or issue. The university supervisor shares ideas with the cooperating teacher and the student teacher to assist in executing the plan. If necessary, the director meets with the student teacher and outlines possible outcomes. The director also gathers information from and communicates with the cooperating teacher and appropriate administrators.

Level 3: If at any time a student teacher's conduct causes concern about their presence being detrimental to students, the Office of Teacher Education will consider the following options:

- 1) Leave the student teacher in the present situation; creating an improvement plan that outlines areas that must show marked improvement immediately.
- 2) Place the student teacher at another site; if the new cooperating teacher and administrator agree after being advised of the issue at the original placement.
- 3) Bring the student teacher back to campus for remediation and placement in a later semester.
- 4) Remove the student teacher from the professional semester and the teacher education program.
- 5) Deny licensure application.

Students have the right to appeal any decision to CARTE. After all other options have been exhausted, the final opportunity for appeal is to meet with the Dean of the College of Education.

*If at any time an administrator in a cooperating school advises the Director of Teacher Education that a student teacher must be removed from a placement, **the candidate will be removed immediately. PSU is not obligated to reassign the student teacher to a new placement.***

Responsibilities of the Professional Semester Team

The Student Teacher

The student teacher moves from the role of a student in the university classroom to the facilitator of learning in the school classroom. The professional semester is a vital part of the teacher preparation program. Each student teacher is expected to achieve competence in all skill areas described by the Professional Knowledge Base and FEI.

The following includes suggestions for achieving success during the professional semester:

- Become familiar with rules and regulations established by the school.
- Check with the cooperating teacher about appropriate dress.
- Be prompt arriving at school and do not leave school until the approved time for teachers to leave the building.
- If you must miss school because of an emergency or illness, contact your cooperating teacher AND your university supervisor prior to the beginning of the school day.
- Attend professional development workshops, teacher meetings, committee meetings, school functions and student activities.
- Develop an open and honest working relationship with the cooperating teacher.
- Develop an open and honest relationship with the students ensuring they understand you are a *teacher*, not their buddy.
- Get to know the school staff. Introduce yourself to the secretary(s), custodian(s), school nurse, school counselor, special services teachers, bus drivers, food service personnel, etc. Learn about the important role every person plays in providing quality educational services.
- Review the curriculum guide(s) for your classroom(s). This will help you to plan lessons that fit within the established curriculum.
- Accept constructive feedback from the cooperating teacher and evaluate your own performance regularly.
- Manage your time effectively. Be sure to include some time in your schedule for fun and exercise.

Frequent Questions and Answers of Student Teachers

What if the principal of the school requests that I not wear certain jewelry or clothing?

- Do not wear it! You are required to follow the rules and regulations of the school district including dress codes.

What time should I go to school and how long should I remain?

- Follow the school schedule. Your hours should be consistent with those of your cooperating teacher.

If my cooperating teacher does not ask me to be involved with classroom activities, what should I do?

- Take initiative. Volunteer to help with routine activities and share your desire to be involved in the classroom with the cooperating teacher.

What should I focus on during my first few weeks in the classroom?

- Observe how the teacher manages the classroom, presents lessons, responds to student questions, organizes materials, and relates to students and other staff members. This is a good time to ask “Why?” questions.

Do I need to make daily lesson plans even if the cooperating teacher does not request a copy?

- Yes. Learning to teach is a process. Planning lessons as you begin to learn the art and science of teaching will help you to think through the details you might otherwise overlook. **The university supervisor will request your lesson plan when observing you in the classroom.** Lesson plans provide structure that leads to successful teaching.

What should I do if I must be absent from school?

- Contact your cooperating teacher and university supervisor as soon as possible and share the reason for your absence. You should refer to the attendance policy on page 5 for specific information.

If I am injured while at school, does the school district insurance cover me?

- No. You need to secure your own personal insurance. The school district is not liable for any injuries to you as you are not an employee of the district. There are several options for liability insurance. You may discuss this concern with your university supervisor.

If I have a problem, to whom should I talk?

- First, speak with your cooperating teacher; if this does not solve the problem, inform the university supervisor (asking for help is not a sign of weakness or bad teaching!). Your supervisor can help you develop an action plan to address the concern or issue. If you do not feel that these steps have been successful, contact the Director of Teacher Education.

When do I apply for teacher licensure?

- During the final professional semester seminar, you will be guided through the process for applying for your license. **You are not eligible for your license until your degree has been posted** and you have met all other requirements.

If I need special accommodations, from whom should I seek assistance?

- You should contact Student Disability Services located in 112A Axe Library. They can be contacted by phone at 620-235-4181.

The Cooperating Teacher

The cooperating teacher is the person who works the most closely with the student teacher. Cooperating teachers are selected by building principals and district level administrators to serve as mentors. In this most important role, it is the responsibility of the cooperating teacher to acquaint the student teacher to the school setting and provide an environment that facilitates an opportunity for success in the professional semester and beyond.

The cooperating teacher is legally responsible for all that takes place in his or her classroom. While the student teacher is eager to learn and is prepared to perform the duties of a beginning teacher, ultimately, it is the role of the cooperating teacher to monitor the lesson planning, classroom management implementation, teaching technique, and interpersonal interaction of the student teacher.

Upon the arrival of the student teacher, the following steps are suggested to the cooperating teacher for orientation to the school environment:

- Introduce him or her to the class as a *teacher*.
- Take the student teacher on a tour of the building and introduce him or her to personnel.
- Provide school handbooks and other documents containing school policies.
- Share your classroom routines and instructional procedures.
- Show him or her where to find supplies and equipment.
- Encourage the student teacher to become familiar with services provided in the school, such as library services, school nurse services, counseling services, and special services programs.
- Help the student teacher build relationships with the students in the classroom. Advise him or her of any specific medical or behavioral problems that might arise with students.
- Invite the student teacher to co-teach with you after he or she has become familiar with the procedures and strategies you implement in your lessons.
- Set aside time to discuss steps you take when preparing for class. For example, share how you plan lessons, select materials, present the lesson, evaluate the level of success, etc.

Other tips:

- Follow the timeline and guidelines provided by the university supervisor for the student teacher to assume teaching duties and for appropriate lesson critiquing strategies.
- Evaluate the student teacher's performance at three points throughout the semester.

Frequent Questions and Answers of Cooperating Teachers

How long should the student observe before participating in class?

- Involve your student teacher in the classroom immediately by assigning responsibilities such as taking attendance, working with individuals or small groups, assisting with lab projects, etc.

How soon should the student teacher begin full-time teaching responsibilities?

- This varies according to the student teacher and the type of classroom. The university supervisor will discuss this during the first visit. Allow the student teacher to gradually take over classes until he or she is responsible for all classes. **The ultimate goal is to have the student teacher assume all duties and responsibilities for 3 to 5 weeks during the professional semester.** *There should be no instance in which the candidate immediately assumes total responsibility for the class.* During the final two weeks of the semester, allow time for observing and visiting other classrooms in the district.
- For split placements, the timeline will be shortened and accelerated. **The ultimate goal is to have the student teacher assume all duties and responsibilities for 3 weeks at each placement during the professional semester.** *There should be no instance in which the candidate immediately assumes total responsibility for the class.*

Should the student teacher prepare daily lesson plans?

- The student teacher should develop a lesson plan for each lesson taught consistent with the school's policy. The cooperating teacher should review the plan and provide constructive feedback.

Should the student teacher make long term lesson plans?

- When preparing for taking over full teaching responsibility, long-term plans should be developed for all lessons. Again, guidance from the cooperating teacher is helpful. Monitor yourself so that you are not doing more of the work than the student teacher. Your support and encouragement are vital to the success of the lessons.

Is it okay for the student teacher to use some of the cooperating teacher's lesson plans and unit materials?

- During the early stages of teaching, this will provide the student teacher with ideas and structure for making his or her own lesson plans. However, the candidate must create his/her own Teacher Work Sample unit and lessons with your guidance.

If the student teacher makes a mistake in teaching the lesson, should I correct him or her during the lesson in front of the class?

- Avoid criticism of the student teacher in public whether with students or faculty and staff. Conference with the student teacher in private when the need arises. Make notes of mistakes, point them out, and discuss strategies for making improvements. Providing constructive feedback in a non-threatening manner provides the best learning experience.

Should I leave the room while the student teacher is teaching?

- At the beginning of the semester, avoid leaving for any length of time. When the student teacher becomes familiar with your classroom management methods and both you and the student teacher feel comfortable, it is desirable for you to leave the student teacher in control. When the student teacher assumes full responsibility of the class, you will want to provide feedback after observing him or her teaching. However, it is also necessary for most student teachers to have the freedom to teach without another adult in the room. In these times, it is important for the student teacher to know where you are in case of an emergency.

How often should I have conferences with the student teacher?

- Set aside a time **at least once each week** where you can discuss performance and plan for future lessons. The ability to communicate openly and honestly leads to success for everyone in the classroom. This also helps ensure there are no surprises on the final evaluation.

If the teacher across the hall is absent, should I volunteer my student teacher to serve as a substitute since I am close enough to see if problems arise?

- No! The student teacher cannot legally assume the role of substitute teacher. It is in direct violation of their student teaching certificate.

If I need to contact someone at the university, other than the university supervisor, whom do I call?

- Contact the Director of Teacher Education.
Phone: (620) 235-4489, [Email Office of Teacher Education](#)

The University Supervisor

The university supervisor is responsible for guiding the student teacher throughout the semester by monitoring progress and working with the cooperating teacher. While each supervisor's specific style of supervision is unique, they all share common goals. During the first visit, the university supervisor will explain his or her role with the team. During the experience, you can expect, at a minimum, several things from the supervisor. He or she will:

- Keep informed of the student teacher's work through conferences and observations as scheduled with the student teacher.
- Provide support and encouragement to the student teacher and cooperating teacher throughout the semester.
- Complete three formal evaluations of the student teacher's performance.
- Be available for questions or discussion at the request of the student teacher or cooperating teacher.
- Evaluate the student teacher's performance at three points throughout the semester and submit a final evaluation for the student teacher's permanent record.

Licensing

Licensure to teach in the state of Kansas requires graduation from a state approved program, successful completion of a *Praxis* Subject Assessment. Additional licensure requirements are mandated by the Kansas State Department of Education. Information specific to licensure will be discussed in seminars during the professional semester. Contact the PSU Licensure Officer for additional licensure information.

Upon successful completion of the PSU teacher education program and the successful completion of all required tests, you will be eligible to apply for licensure in Kansas as well as Missouri and Oklahoma. Specific requirements for licensure or certification in other states may be secured by going to that state's Department of Education website.

Application for licensure cannot be made until all requirements for graduation have been completed. Before license applications can be submitted to the Kansas State Department of Education for processing, degrees must be posted by the PSU Registrar's Office and the content assessment must be successfully passed and reported to PSU.

Associated Licensure Fees

- Licensure Exams
 - Content exams –\$130 - \$220 (A content exam is required for each endorsement sought for a teaching license.)
- License application fee - \$80 - \$90
- KSDE background check fee - \$57
- If licensure is sought in any state other than Kansas, there will be additional application and background check fees for each state.

Praxis Subject Assessments Information

As noted, an academic content exam for each area in which licensure is sought is required to be eligible for a license in the state of Kansas. These exams are a part of the *Praxis* Subject Assessments administered through Educational Testing Service (ETS). To find the appropriate exams for your content area for the state of Kansas, go to the [Praxis website](#).

It should be noted that the *Praxis* exams are offered only in a computer-delivered format. Test-takers may take the exams at any Prometric Testing Center across the nation. It is important to list PSU as a designated score recipient so your scores will be officially reported to the Office of Teacher Education.

Please note that testing dates for these exams are determined by Educational Testing Service and are in no way controlled by PSU.

Further information about the exams, including registration and preparation materials, can be found at the [Praxis website](#).

APPENDIX

**PITTSBURG STATE UNIVERSITY
COLLEGE OF EDUCATION
PROFESSIONAL KNOWLEDGE BASE**

THE LEARNER AND LEARNING

Professional educators must understand that learning and development patterns vary among individuals, that learners bring unique individual differences to the learning process and that learners need supportive and safe learning environments to thrive.

1. The candidate knows how learning occurs (how learners construct knowledge, acquire skills, and develop disciplined thinking processes) and how to use instructional strategies that promote individual growth.
2. The candidate understands that cognitive, linguistic, social, emotional and physical development influences learning.
3. The candidate understands and identifies differences in approaches to learning and performance and designs experiences that incorporate individuals' strengths to promote growth.
4. The candidate understands students with exceptional needs and knows how to use strategies and resources to meet these needs.
5. The candidate knows how to access information about the values of communities and how to incorporate languages, experiences, and community resources into practice.
6. The candidate understands how to manage the learning environment by organizing, allocating, and coordinating the resources of time and space.
7. The candidate knows how to design experiences using strategies that enhance learner motivation and engagement.
8. The candidate understands the processes needed to foster a respectful learning community.

CONTENT

Professional educators must have a deep and flexible understanding of the field and be able to draw upon the central concepts and structures of their discipline as they work with learners. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity and communication) to help learners apply content to propose solutions, forge new understandings, solve problems and imagine possibilities. Professional educators connect information to local, state, national and global issues.

9. The candidate understands that learners should question, analyze, and understand concepts from various perspectives.
10. The candidate has a deep knowledge of student content standards and learning progressions in the discipline(s).
11. The candidate knows how to use supplementary resources and technologies effectively to ensure accessibility and relevance for all.
12. The candidate understands how disciplinary knowledge can be applied as a lens to address local and global issues.
13. The candidate realizes that content knowledge is not a fixed body of facts but is complex and ever evolving. S/he keeps abreast of new ideas and best practices in the field.
14. The candidate knows major concepts, assumptions and debates that are central to the discipline.

INSTRUCTIONAL PRACTICE

Professional educators understand and integrate assessment, planning and instructional strategies in coordinated and engaging ways for effective practice. They understand how to design, implement, interpret and communicate results from a range of assessments.

15. The candidate knows how to engage learners in multiple ways of demonstrating knowledge and skills as part of the assessment process.
16. The candidate understands the positive impact of effective descriptive feedback and knows a variety of strategies for communicating this feedback.
17. The candidate knows how to engage learners actively in the assessment process and to develop each learner's capacity to reflect on and communicate about their individual progress.
18. The candidate understands the theories and processes of curriculum design (appropriate sequencing, developmentally appropriate instruction, builds on learners' prior knowledge and experiences).
19. The candidate understands the process for aligning instruction and assessment with learning targets.
20. The candidate understands how theory, research, and best practices impact ongoing planning and instructional practice.
21. The candidate knows how to engage learners in using technology tools and a range of skills to access, interpret, evaluate, and apply information.
22. The candidate knows how to incorporate a variety of strategies that stimulate the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization, and recall).
23. The candidate knows how to apply a variety of developmentally and linguistically appropriate instructional strategies to achieve learning targets.
24. The candidate knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback.

PROFESSIONAL RESPONSIBILITY

Professional educators create and support safe, productive learning environments. They must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection and collaboration. Professional educators contribute to accomplishing their school's mission and goals and demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice and advancing their profession.

25. The candidate knows how to use information and technology ethically, legally, and safely.
26. The candidate understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
27. The candidate understands laws related to learners' rights and teacher responsibilities (e.g., IDEA, FERPA, mandated reporting, etc.).
28. The candidate understands schools as organizations within a historical, political, and social context and knows how to work with others across the system to support learners.
29. The candidate knows how to contribute to an environment that supports high expectations for student learning.
30. The candidate understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.
31. The candidate knows how to communicate effectively with all members of the learning community.

FIELD EVALUATION INSTRUMENT

Rating Scale

N/A - No opportunity provided for performance, not witnessed

Novice - Candidate shows awareness and beginning skills

Developing - Candidate skills and awareness levels are developing

Effective - Candidate consistently demonstrates competence with minimal assistance or prompting

Advanced - Candidate consistently demonstrates a high degree of competence functioning independently

The Learner and Learning

- | # | Indicator |
|----|---|
| 1 | Plans and delivers developmentally appropriate instruction |
| 2 | Consults a variety of sources (e.g., student records, counselors, resource specialists, parent conferences, test results, and other diagnostic tools) to determine the learning needs and capabilities of individual students |
| 3 | Differentiates instruction appropriately for specific needs of learners |
| 4 | Persists in helping all students achieve success |
| 5 | Designs instruction to build on learners' prior knowledge and experiences |
| 6 | Displays consistency in dealing with behavior in the least disruptive manner, utilizing appropriate positive and negative consequences |
| 7 | *Demonstrates positive rapport with the student population |
| 8 | Understands and respects all students and parents and helps all students learn respect for others |
| 9 | <i>Uses appropriate nonverbal communication</i> |
| 10 | Provides a learning environment which includes high time-on-task and active engagement |
| 11 | Promotes a classroom environment that is caring and supportive to all students |
| 12 | Organizes and maintains the physical environment of the classroom in a pleasant and orderly manner conducive to student learning and safety |
| 13 | Monitors students' behaviors and activities in the classroom at all times |
| 14 | Handles multiple tasks, intrusions and distractions while maintaining the flow of the lesson |
| 15 | Teaches and reinforces classroom expectations, rules, routines, and procedures fairly |

Content

- | # | Indicator |
|----|---|
| 16 | Demonstrates content area knowledge |
| 17 | Effectively uses multiple representations and explanations that capture key ideas in the discipline, guides learners through learning progressions, and promotes each learner's achievements of content standards |
| 18 | Engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from various perspectives using standards of evidence |
| 19 | Creates opportunities for students to learn and practice content language |
| 20 | Provides a real-world context for lesson content |
| 21 | Demonstrates pedagogical knowledge relevant to the discipline |

Instructional Practice

- | # | Indicator |
|----|--|
| 22 | Creates lessons that encourage students to think creatively and critically and to solve problems |
| 23 | Develops clear lesson plans which include objectives, materials, activities, adaptations/modifications, and evaluation techniques based on the curriculum |
| 24 | Develops clear long-term instruction plans (e.g. units and/or modules) which include objectives, materials, activities, adaptations/modifications, and evaluation techniques based on the curriculum |
| 25 | Selects materials and activities consistent with the objectives of the lesson and students' abilities resulting in appropriate adaptations and modifications |
| 26 | Applies the appropriate scope and sequence of objectives for teaching the curriculum (national, state and/or local standards) |
| 27 | Uses available educational technologies for effective instruction |

FIELD EVALUATION INSTRUMENT

- 28 Provides opportunities for all students to successfully apply or practice knowledge and skills learned
- 29 Designs assessments that align with learning objectives
- 30 Effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences
- 31 Makes changes in instruction based on feedback from multiple classroom assessment sources
- 32 Gives constructive and frequent feedback to students on their learning
- 33 Balances the use of formative and summative assessment as appropriate to support, verify, and document learning
- 34 Accomplishes smooth and orderly transitions between parts of the lesson
- 35 Communicates clearly to all students the objective and purpose of each lesson
- 36 **Conducts class with poise, confidence, and enthusiasm*
- 37 Maximizes instructional learning time by working with students individually as well as in small or whole groups
- 38 Gives clear directions
- 39 Provides focus on important points and checks for understanding
- 40 Uses a variety of effective and appropriate instructional strategies and resources
- 41 Encourages participation from all students through effective questioning strategies (e.g., equal distribution, level variation, adequate wait time, probing and clue giving, and appropriate correctives and feedback)
- 42 Presents lessons in a clear, logical and sequential manner

Professional Responsibility

- # **Indicator**
- 43 Models and teaches safe, legal, and ethical use of information and technology
- 44 **Demonstrates maturity and accepts constructive criticism in a positive manner*
- 45 Knows and follows school policies and shares in the general responsibilities and duties associated with teaching (e.g., attendance, discipline, hall duty)
- 46 *Listens carefully to all students then responds in a professional manner*
- 47 Keeps abreast of new ideas and understandings in the field
- 48 **Practices self-evaluation and reflection*
- 49 Maintains confidentiality at all levels
- 50 Implements the recommendations from evaluations of professional performance
- 51 **Demonstrates effective interpersonal skills*
- 52 **Maintains a consistently positive and professional demeanor*
- 53 Communicates effectively, appropriately, and professionally in all forms and to all audience