

# **Clinical Experience Essential Handbook**

**For  
Cooperating Teachers**



**Texas Lutheran University**  
**Department of Education – Educator Preparation Program**  
**Accredited by The Texas Education Agency (TEA)**

# Cooperating Teacher Reference Guide

Texas Lutheran University  
Office of Educator Preparation

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## Table of Contents

Focus	Page	Additional Content
<a href="#">Welcome Letter</a>	4	
<a href="#">Introduction</a>	5	
<a href="#">The Purpose of Student Teaching</a>	5	
<a href="#">The Student Teaching Assignment</a>	6	
<a href="#">Expectations of the Student Teacher</a>	6	<ul style="list-style-type: none"> <li>● Code of Ethics</li> </ul>
<a href="#">Roles and Responsibilities Table</a>	6-7	
<a href="#">Training</a>	7	<ul style="list-style-type: none"> <li>● CPE Hours</li> <li>● Essential Handbook for Student Teaching</li> <li>● Cooperating Teacher Reference Guide</li> <li>● Orientation Meeting with Student Teaching Faculty</li> </ul>
<a href="#">Mentoring</a>	8-12	<ul style="list-style-type: none"> <li>● Welcoming your Student Teacher</li> <li>● Orienting the Student Teacher</li> <li>● Encouraging the Student Teacher</li> <li>● Facilitating Professional Learning and Growth</li> <li>● Planning for Assuming Instructional Responsibility                             <ul style="list-style-type: none"> <li>○ Planning together</li> <li>○ Instructional responsibility Timeline</li> <li>○ Lesson Plans</li> </ul> </li> <li>● Student Teaching Standard Experiences</li> <li>● Promoting and Monitoring Progress                             <ul style="list-style-type: none"> <li>○ The Danielson Framework for Teaching</li> </ul> </li> <li>● Observations                             <ul style="list-style-type: none"> <li>○ Informal Observations</li> <li>○ Formal Observations</li> </ul> </li> <li>● Growth Plan</li> </ul>
<a href="#">Evaluations</a>	12	<ul style="list-style-type: none"> <li>● Midpoint Conference</li> <li>● Final Evaluation</li> </ul>
<a href="#">Additional Considerations</a>	13	<ul style="list-style-type: none"> <li>● Communication</li> <li>● Cooperating Teacher "Thank You Day"</li> </ul>
<a href="#">Observation Reference – Danielson Framework for Teaching</a>	14-18	
<a href="#">Observation form for Cooperating Teacher</a>	19-23	
<a href="#">Mid-Term Evaluation / Final Evaluation</a>	24-27	

## Welcome Letter

Dear Colleague,

On behalf of the Educator Preparation Program at Texas Lutheran University, I want to thank you for your commitment to our profession through hosting one of our student teachers this semester. It is an honor to have our students welcomed into your classrooms and into your professional practice, and we are grateful for your willingness to share your time, your expertise, and your students to help our pre-service teachers gain invaluable experience.

Texas Lutheran University, in collaboration with university faculty and cooperating teachers like you, works to ensure that our graduates:

- are knowledgeable about both content and pedagogy,
- understand the powerful outcomes of collaborative work among teachers-- and the powerful outcomes of education,
- strive daily to improve their practice through purposeful reflection.

As part of our collaboration with your campus and district, we are here to provide support as well. Please don't hesitate to get in touch with me should you have any questions or need anything. Your willingness to mentor other educators is truly appreciated and signifies your dedication to the profession and the students.

Sincerely,

Donna Kubena  
Director, Student Teachers & Field Experience  
Director, Alternative Certification Program  
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## Student Teaching Reference Guide for Cooperating Teachers

Texas Administrative Code, Title 19: Rule 228.2 (12)

*Cooperating teacher--For a clinical teacher candidate [Student Teacher], an educator who is collaboratively assigned by the educator preparation program (EPP) and campus administrator; who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; who has completed cooperating teacher training by the EPP within three weeks of being assigned to a clinical teacher; who is currently certified in the certification category for the clinical teaching assignment for which the clinical teacher candidate is seeking certification; who guides, assists, and supports the candidate during the candidate's clinical teaching in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the candidate's progress to that candidate's field supervisor [Student Teaching Faculty].*

Texas Lutheran University has a rich tradition of developing professional educators who are well-prepared for successful careers in the teaching profession. This clinical experience is the culminating requirement for the undergraduate teacher education and alternative teacher education certification programs at Texas Lutheran University. This experience will provide an opportunity for student teachers to apply the theories and practices accrued through the courses provided by the Education Department for preparing future teachers. This final opportunity will provide a valuable experience for acclimating student teachers to the actual teaching profession. This clinical teaching opportunity will include the following activities: (a) attendance at four required professional development seminars, (b) fourteen weeks of student teaching, and (c) additional responsibilities related to the clinical teaching experience.

Student Teaching is the capstone field experience for our students working toward teacher certification. The effort of supporting a Student Teacher can enhance the Cooperating Teacher's professional practice (evidenced either through T-TESS or another district instrument). It is an honor to have our students welcomed into your classrooms and into your professional practice. We are grateful for your willingness to share your time and expertise, as well as your classroom and your students to help our pre-service teachers gain invaluable experience.

To assist you with your roles and responsibilities, the Education Department at TLU will provide training about your role as a mentor and how your role interfaces with that of the Student Teacher and the Student Teaching Faculty through the orientation meeting. The training is a companion to this guide and contains resources you will need during the semester. If you should need additional support, contact the supervisor of the student teacher or the Director of Student Teaching.

### The Purpose of Student Teaching

Student teaching is the culminating experience of the teacher preparation program at Texas Lutheran University. It is a six-semester-hour experience in a classroom of a public, and in some cases private or charter, school. Single-placement Student Teachers are placed with one Cooperating Teacher in one classroom for the entire semester (minimum 70 days). Split-Placement (All-Level) Student Teachers are placed with one Cooperating Teacher for the first half of the semester, and with another Cooperating Teacher for the last half of the semester. As you begin mentoring your Student Teacher, please keep in mind that he/she is a "student of teaching". Your Student Teacher is not experienced, nor competent in all areas of teaching. This should be a semester of learning, improvement, and growth. You will be determining areas of strength and challenge for your mentee, and then assisting him/her to develop his/her full potential.

## Student Teaching Assignment

Your district's assignment of a Student Teacher to you has been done with care and attention to many factors. Adjustments in assignments are not typically made after student teaching begins except in unusual circumstances. If you have any concerns regarding your Student Teacher's placement, please contact the Student Teaching Faculty assigned to your Student Teacher. If your concerns are not resolved, you should contact the Director of Student Teaching from Texas Lutheran University. No Student Teacher will be reassigned without the prior approval from the Director of Student Teachers from Texas Lutheran University.

TLU Director of Student Teaching  
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830-372-8007 (office)

Student Teachers understand that they are guests in the school and that you, the Cooperating Teacher, have the final decision about what should and should not be done in your classroom. Please work with your Student Teacher to allow him/her to try innovative teaching strategies when possible.

### Expectations of the Student Teacher

Student Teachers attend Texas Lutheran University seminars and meet with Student Teaching Faculty prior to campus placements to receive information about their role during the student teaching experience. For more specific information about the expectations of the Student Teacher, the Standard Experiences that Student Teachers will engage in while placed in your classroom, and the policies that guide student teaching please refer to The Clinical Experience Essential Handbook for Student Teachers. It is suggested that all Cooperating Teachers review this document prior to hosting Student Teacher.

Texas Education Code of Ethics - In 2018 an updated Code of Ethics was adopted by the State Board of Education. All preservice and in-service teachers are required to uphold all aspects of this code. To maintain accountability with the Texas Education Agency, Student Teachers must document that they have read and understood the Code of Ethics prior to reporting to their placements within the schools.

### Roles and Responsibilities of the Cooperating Teacher

You will be partnering with University Student Teaching Faculty to provide your Student Teacher with mentoring support and guidance. The table below provides an overview of your roles and responsibilities. Detailed information regarding each item follows.

<i>What do I need to learn?</i>  Training	<ul style="list-style-type: none"><li>• Participate in a Cooperating Teacher training by watching the training video sent to you.<ul style="list-style-type: none"><li>• Sign the receipt of handbook form</li><li>• Sign the initial conference / agreement form</li></ul></li><li>• Review the Essential Handbook for Student Teaching.</li><li>• Review the Cooperating Teacher Reference Guide.</li></ul>
<i>What do I need</i>	<ul style="list-style-type: none"><li>• Welcome the Student Teacher (ST) to your classroom and build a trust relationship.</li></ul>

<p><i>to do?</i></p> <p>Mentoring</p>	<ul style="list-style-type: none"> <li>• Introduce/orient the ST to your classroom, school, staff, and district.</li> <li>• Encourage and support the ST.</li> <li>• Facilitate the professional learning and growth of the ST. This should include dialogue, regular co-planning, observation/feedback, and collaborative problem-solving.</li> <li>• Plan for and facilitate the assumption of instructional responsibilities by the ST.</li> <li>• Collaborate with ST to complete various Standard Experiences.</li> <li>• Collaborate with ST Faculty to promote/monitor progress of the ST.</li> </ul>
<p><i>What specific assignments do I help with?</i></p> <p>Standard Experiences</p>	<ul style="list-style-type: none"> <li>• Newsletter - Review and approve the newsletter your ST will send home to your classroom parents.</li> <li>• Cooperating Teacher Interview and Class Background Study - establish communication preferences and expectations, as well as provide pertinent information regarding students, school, procedures, schedule, etc.</li> <li>• Co-create a plan for gradual release of teaching responsibilities to the ST.</li> <li>• Facilitate the attendance at the required meetings, including the specialized meetings.</li> <li>• Complete a lesson observation and post-observation conference with the ST.</li> <li>• Student Work Reflection - provide input for ST submission of the student work reflection.</li> <li>• Midpoint Conference - share midpoint ratings with the ST and co-create goals and action steps.</li> <li>• Final Evaluation Conference - Participate in the summative conference with the ST and Student Teaching Faculty.</li> </ul>
<p><i>How do I partner with Texas Lutheran University?</i></p> <p>Evaluations</p>	<ul style="list-style-type: none"> <li>• Communicate concerns. If concerns might lead to an unsuccessful student teaching experience, the CT should notify the university supervisor, so that a mid-term conference can occur to address the concerns and possibly implement a growth plan.</li> <li>• Collaborate with ST Faculty to determine ST progress during Midpoint Conference if one is necessary.</li> <li>• Collaborate with ST Faculty to determine final evaluation ratings at end of placement.</li> </ul>

## Training

Cooperating Teachers will earn Continuing Professional Education (CPE) hours from Texas Lutheran University for assisting our students during the course of the semester.

- **Essential Handbook for Student Teaching** - This document outlines program guidelines, policies, standard experiences, and participant requirements, roles, and responsibilities. It is suggested that all Cooperating Teachers download and review this handbook prior to hosting a Student Teacher.
- **Cooperating Teacher Reference Guide** - This document (which you are reading right now) outlines the roles and requirements specific to the Cooperating Teacher acting as host during a Student Teacher's final student teaching placement. It is suggested that all Cooperating Teachers download and review this guide prior to hosting a student teacher.
- **Orientation Training with University Faculty** – An orientation video will be sent to the CT and student teacher for review. It is recommended that the student teacher watch the video with the CT, so they are both on the same level of understanding in regards to what is expected.

## Mentoring

- ***Welcoming your Student Teacher*** - The new and unknown aspects of the student teaching experience often produce anxious feelings but can be alleviated, in part, by helping your Student Teacher become an accepted member of the professional staff. The important thing to focus on is helping the Student Teacher to feel comfortable in the classroom, the school, and his/her relationship with you. While each Cooperating Teacher may approach this differently, the following are a few ideas for how to start this experience off right.
  - Establish a positive and trusting relationship through early conversations. Mutual respect between you and your Student Teacher is critical for a successful student teaching experience.
  - Introduce the Student Teacher to the students at the beginning of the first day, setting the stage for how your students will view him or her. Allow him/her time to share additional information about him/herself, providing an early opportunity for your Student Teacher to begin developing a trusting relationship with the students.
  - Introduce him/her to the school staff – other teachers, office staff, etc. These introductions will help him/her feel part of the campus team beyond your classroom.
  - Provide a workspace in your classroom that your Student Teacher can consider his/her own. Your students need to see the Student Teacher as another teacher in the classroom.
- ***Orienting the student teacher*** - There will be a lot of information about your classroom, school, and district to share with your Student Teacher. Space the orientation out over several days to allow your Student Teacher to absorb information. Use the ideas below to guide this process.
  - Engage in a discussion about your communication preferences and expectations for your Student Teacher. In addition, share information about your classroom process and student information. Student Teachers are required to complete a “Cooperating Teacher Interview and Class Background Study” at the beginning of the semester. You might consider using the questions in the study to structure this orientation information. Questions cover areas such as your communication preferences and expectations upon which to build your working relationship, classroom demographics, staff, resources, classroom routines, and discipline management systems).
  - Make available copies of textbooks and other print materials and provide access to online resources, if possible.
  - Discuss your daily schedule and how your classroom time and space is arranged. Cover any classroom procedures, such as restroom passes, class helpers, etc.
  - Discuss your campus discipline management plan and your specific behavior management system for your classroom.
  - Discuss staff hours, morning check-in process, lunch options, workroom use, and other staff expectations. Provide access to the teacher handbook, student handbook, and other appropriate school policy resources.
  - Include your Student Teacher in team meetings, faculty meetings, and professional development events. If appropriate, include your student teacher in parent conferences and ARDs.
  - Develop a regular schedule for planning, addressing questions and issues that may arise, and discussing the day’s events.
  - Discuss expectations for phone calls and emails. (i.e. when it is too late to call; whether you will accept texts or not, etc.).
  - Provide routine communication you receive regarding school event (i.e. book fairs etc.)



- ***Encouraging the Student Teacher*** - Many Student Teachers strive to be perfect and may feel that asking for help is a sign of weakness. Reassure your Student Teacher of your support as he/she begins to assume instructional responsibilities.
  - Encourage creativity and different teaching strategies. Welcome discussion (but not necessarily implementation) of changes in the classroom organization or instructional planning and delivery that would fit his or her style.
  - Sometimes it is good experience to let the Student Teacher try something, even if you think it may not work. Provide an environment conducive to trying something new, supported by your encouragement and guidance.
  
- ***Facilitating professional learning and growth*** - You were selected to be a Cooperating Teacher because of your dedication to teaching and your willingness and ability to guide the growth of a future teacher. You can enhance your mentorship role by structuring opportunities for dialogue, planning, feedback, and problem solving. The following guidelines will help structure your mentoring efforts.
  - During the first week or two of student teaching your Student Teacher is required to observe you. Provide a focus for these times so that he/she will be able to observe your language, voice, and actions with purpose. For example, during the first couple of days you might have your Student Teacher watch for implementation of your behavior management system – how you reinforce positive behavior and redirect off-task behavior. Other areas to target could include questioning techniques, transitioning from one activity to another, or the implementation of specific learning strategies, such as cooperative groups.
  - Schedule time to discuss what he/she is observing and experiencing.
    - Student Teachers are usually most apprehensive about behavior management. Discuss discipline situations as they arise and discuss how your behavior management system applies. Utilize “think-alouds” to talk through your decision-making. Guide your Student Teacher to anticipate and prevent potential problems.
    - Discuss how you make instructional delivery decisions. Use think-alouds as you work through your planning process. Often, Student Teachers see what you do, but they don’t understand what thinking and decisions led you to that action. Think-a-louds will help him/her follow your thought processes as you plan for instruction.
  - Let your Student Teacher see you make mistakes and then talk about how you adjust plans or instructional delivery.
  - Include your Student Teacher in on planning meetings and processes with your team (if possible). Set aside time to plan alongside your Student Teacher, regularly co-planning and/or giving feedback on lesson plans developed by him/her.
  - Once your Student Teacher assumes instructional responsibility, observe and give feedback regularly.
  - Provide both positive comments and constructive feedback. Sometimes just a little praise about something you have noticed will help him or her through the rest of the day. As you identify areas for improvement, providing constructive feedback as specific as possible will help him or her clearly understand your expectations.

- **Planning for assuming instructional responsibility** - One of the major goals of the student teaching experience is for your Student Teacher to assume responsibility of the classroom for at least 2 weeks. This is called the “Total Teach” experience at the elementary level and the “Instructional Timeline” at secondary.
  - **Planning Together:** To guide your student teacher’s progress toward independent planning and teaching, regularly and cooperatively plan together – one session at the beginning of the semester followed by weekly and/or daily sessions. Facilitate planning time with other teachers if shared planning occurs. Provide your student teacher with a copy of your weekly plans to help him or her see the big picture – especially during the first weeks while he or she is becoming acquainted with classroom expectations.
  - **Instructional Responsibility Timelines:** Jointly develop a schedule of how your Student Teacher will assume instructional responsibility using the appropriate Timeline. Tasks should be assumed as he/she exhibits readiness to do so.
    - As you begin to implement the timeline, discuss with your student teacher ways the two of you can work together during the two-week period to provide the best possible experience for the students in your class. This may include co-teaching and/or you being present to facilitate classroom management.
    - Provide your student teacher with as much “space” as possible to exercise his/her independence. Being out of the classroom for acceptable periods of time, or moving in and out of the classroom to take care of other tasks will accomplish this.
    - Elementary Student Teachers are expected to assume total responsibility of the instructional day.
    - Secondary Student Teachers should not be assigned more than two or three preparations and should not teach more than five class periods. However, the student teacher may assist with other classes taught by the cooperating teacher.
    - Finally, Texas Lutheran University recommends that your Student Teacher grade papers only for the subjects he or she is actively teaching.
  - **Lesson Plans:** Student Teachers are required to develop and submit lesson plans as directed by Student Teaching Faculty. The Student Teachers have been provided with formats for these lesson plans. Detailed lesson plans for the first two to five times your Student Teacher teaches a content area should be submitted to you ahead of time so adjustments can be made, if needed. Support and direction from you are extremely important, particularly during the first lessons taught. Once you are comfortable with your Student Teacher’s lesson planning abilities, he or she may move to a less detailed format as collaboratively agreed upon.
- **Student Teaching Standard Experiences** - To maintain equity with assignments and workloads, Texas Lutheran University has established a set of common experiences for Student Teacher. Because of the context of the placements, the details of these requirements vary somewhat between elementary and secondary. Student Teachers will receive specific information about these standard experiences from Student Teaching Faculty during the orientation meeting at the beginning of the semester. The major requirements are listed in The Clinical Experience Essential Handbook for Student Teaching.
  - Some of the Standard Experiences require a collaborative effort between you and your Student Teacher. These specific experiences are listed in the table above.
  - The rest of the Standard Experiences are led or guided by Student Teaching Faculty and/or completed by the Student Teacher independently.

- **Promoting and monitoring the progress of your student teacher** - The guidance you provide when mentoring is critical to the professional growth of your Student Teacher. The daily interactions focused on teaching and learning that you have with your Student Teacher can have a powerful positive impact on their future as educators.

Texas Lutheran University uses the research-based Danielson Framework as the evaluation tool for observations. It is similar to T-TESS (Texas Teacher Evaluation and Support System), the teacher evaluation tool currently endorsed by the Texas Education Agency. The Framework is aligned to the Texas Lutheran University Teacher Standards as well. Experience with the Framework prepares Student Teacher for entrance into the public school system of Texas.

- The Framework has a 4-point rubric that describes what effective teaching and learning looks like and sounds like in the classroom. Though the Framework was developed to describe the practice of a certified teacher in the classroom, Texas State values the use of the rubric with Student Teachers to reinforce growth towards highly effective instructional practices.
- *Though training is not required, it is suggested that cooperating teachers familiarize themselves with The Danielson Framework for Teaching.* An overview of the Framework's rubric will be provided to you during your orientation meeting.
  - Student Teaching Faculty use the Danielson Framework and rubric when conducting observations of Student Teacher. Post observation conferences and instructional discussions during seminars are grounded in the Framework's language.
  - By using the language within the Framework in your discussions with your Student Teacher, you can help him/her see the connection between the Framework and effective practices in planning, classroom management, instruction, and professional responsibilities.
- **Observations** - Your perception of your Student Teacher's work is one of the most important parts of your role as Cooperating Teacher and mentor. Formal and informal observations followed by reflective conversations are a powerful way to guide the professional learning of your Student Teacher. Guidelines for observations are provided below.
  - **Informal Observations** - As you *informally* observe your Student Teacher on a daily basis, take note of strengths and areas for improvement. Regularly provide feedback and time for discussion exchanges. Help your Student Teacher to identify the cause and effect relationship between teacher behavior and student performance, and provide critical feedback in a manner that encourages the student to move forward in a positive way.
  - **Formal Observations** – Cooperating teachers should *formally* observe your Student Teacher a minimum of one *time for students that have two placements and two times for students that only have one placement.* An observation from a CT should occur during each half of the placement.
    - This observation should be announced ahead of time with written feedback and time for discussions of strengths and suggestions for improvement.
    - An observation form based on the Danielson Framework ("Student Teaching Observation Form for Scripting") is included in the back of this handbook. You should use this when observing your student teacher.
    - After the observation, the cooperating teacher should meet with your Student Teacher to discuss the observation and have him/her sign the observation form. This will be helpful in documenting his or her receipt of the feedback and indicating that you have discussed the observation with your student teacher. Your Student Teacher should receive a copy of these observation as well. Maintaining copies of written comments will be invaluable to you when preparing the final evaluation for your Student Teacher.

- A copy of your written observation should be given to Student Teaching Faculty.
- **Growth Plan:** If a Student Teacher's performance is in need of *significant intervention in order for the Student Teacher to complete student teaching*, the Growth Plan process will be initiated and the Director of Student Teaching at Texas Lutheran University will be informed.
  - Ideally, the identification of areas needing significant improvement will occur early, leaving time for action steps to be implemented. Early and open communication between the Student Teacher, the Cooperating Teacher, and Student Teaching Faculty is critical.
  - Once it has been determined that a growth plan is necessary, a conference with the Student Teacher will be held. The Student Teacher will be responsible for the co-creation and enactment of the growth plan with guidance provided by the Cooperating Teacher and Student Teaching Faculty member.

## Evaluations

All Student Teachers require some degree of support. Some may need very little guidance, and some may be reliant on your modeling and assistance for a longer period of time. Because you interact with your Student Teacher every day, you are in an excellent position to collaborate with Student Teaching Faculty to provide evaluative information for the Student Teacher.

There are two formalized opportunities for Cooperating Teachers and Faculty to collaboratively use the Danielson Framework for Teaching to provide evaluative feedback to the Student Teacher.

- **Midpoint Conference** -A mid-term evaluation will occur in the Texas Lutheran University Student Teaching program if concerns are present in regards to the student teacher's progress. It is important that you and Student Teaching Faculty discuss your Student Teacher's progress. For Student Teachers needing *significant intervention in order to be successful*, a growth plan process should be initiated.
- **Final Evaluation** - At the end of their experience, Student Teachers are evaluated based on performance descriptors that take into account their role as a student, using the Student Teacher Final Evaluation form. The final evaluation meeting must be a face-to-face meeting and include the Student Teacher, the Cooperating Teacher, and Student Teaching Faculty. Student Teaching Faculty will share a crosswalk between the Danielson rubric levels and the Texas Lutheran Final Evaluation levels of performance with you prior to the final evaluation meeting.
  - "Passing" Student Teaching - To successfully complete Student Teaching and receive credit (CR), the Student Teacher must successfully complete their minimum 70 day placement. Often the length of the placement will exceed the minimum 70 day requirement. In addition, the Student Teacher must receive a rating of "2" or higher on each of the final evaluation components.

## Additional Considerations

**Communication** - Regular communication between you and Student Teaching Faculty is essential to the mentoring partnership needed to ensure the continued growth of your Student Teacher. The training seminars and observations conducted by faculty are enhanced and supported by your daily involvement in the student teaching experience.

- Faculty has been given your work email prior to your Student Teacher's placement and will use this email address as the main method of communication. It is important for you to regularly check and respond to emails from Student Teaching Faculty. Feel free to share additional contact information with Faculty,

such as your home or cell phone number, if desired. Faculty will share his/her contact information with you and will respond to any communication from you within 2 business days.

- If problems or concerns arise regarding your Student Teacher, you should notify Student Teaching Faculty immediately. Handling issues as soon as they arise will assist both you and Faculty in addressing improvement issues as early as possible.

***Cooperating Teacher "Thank You Day"***- A cooperating teacher assigned to host a Texas Lutheran University student teacher may receive one "Thank You" leave day during the semester of the student teacher assignment. In the case that a student teacher has two placements, a half day for each cooperating teacher can be utilized. Because student teachers are pre-service novices who are not school district employees, the "Thank you Day" cannot be utilized at the beginning of the placement. The student should be in full-teacher mode in order for this day to be used. Substitutes must be hired for all other days in which the cooperating teacher will not be present in the classroom. During the "Thank you Day", once approved, the student teacher will teach and manage the class without the need for a substitute to be hired. The we have outlined the required conditions and an approval process *which must be followed*. Not all districts participate in this process. Please contact the Student Teaching Faculty assigned to your student teacher for more information.

***Once again, we thank you for the time and effort you have offered to guide the development of our Student Teachers.***

**Observation Reference for Supervisors and Cooperating Teachers: Based on the Danielson Framework for Teaching**

*This is an internal document only and serves as a quick reference for cooperating teachers / supervisors to use during observations/conferences. No distribution beyond its intended use should occur.* (edited Aug. 2018)

Grayed text reflects behaviors not within the realm of ST expectations. Therefore, STs are not held accountable for these behaviors within the context of the component. Some wording (*in italics*) has been added or modified by TLU to align w/ the ST role. Framework wording has been condensed for space efficiency.

**KEY:** ST = Student Teacher grps = groups      St/st = student      K = knowledge      w/ = w/; w/o = w/out      PD = professional development      Ing = learning      mtgs = meetings

**Classroom Lesson Observation Components**

Element/Indicator Highlights

Rubric Highlights

**DOMAIN 2: CLASSROOM ENVIRONMENT**

<p><b>2a: Creating Environment of Respect/Rapport Elements:</b></p> <ul style="list-style-type: none"> <li>ST interactions w/ sts</li> <li>Interactions between ST and sts, and among sts</li> </ul> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>Respectful talk; turn-taking</li> <li>Attention to sts' background/lives beyond classroom</li> <li>Body language</li> <li>Physical proximity</li> <li>Politeness/dignity; warmth/caring; encouragement; fairness</li> <li>Active listening</li> </ul>	<p><b>4:</b> Highly respectful interactions; genuine warmth, caring, sensitivity. Respect for ST; sts contribute to high civility. Connections sts as individuals.</p> <p><b>3:</b> Friendly w/ general caring/respect. Respect for ST. General politeness/respect among sts. Successful responses to disrespectful behavior. Polite/respectful, but business-like.</p> <p><b>2:</b> Generally appropriate; occasional inconsistencies, favoritism, disregard for sts' ages, cultures, developmental levels. Sts rarely demonstrate disrespect. Uneven results for attempts to respond to disrespectful behavior. Neutral – conveys neither warmth nor conflict.</p> <p><b>1:</b> Interactions mostly negative, inappropriate, or insensitive. Sarcasm, put-downs, or conflict. ST does not deal disrespectful behavior.</p>
<p><b>2b: Establishing Culture for Learning Elements:</b></p> <ul style="list-style-type: none"> <li>Importance and expectations of learning</li> <li>St pride in work</li> </ul> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>Belief in value of work; high expectations</li> <li>Quality is expected/recognized</li> <li>Effort/persistence are expected/recognized</li> <li>Confidence in ability</li> <li>Expectations for all to participate</li> </ul>	<p><b>4:</b> Cognitively vibrant; shared belief in importance of Ing. High expectations for all; ST insists on hard work; sts assume responsibility by initiating improvements, making revisions, adding detail, helping peers.</p> <p><b>3:</b> Cognitively busy; Ing is valued by all; high expectations the norm for most. ST conveys that w/ hard work, sts can be successful; sts understand role as learners; sts consistently expend effort.</p> <p><b>2:</b> Little commitment to Ing by ST or sts. ST only "going through motions"; sts interested in completion of tasks rather than quality. Conveys that success is result of natural ability rather than hard work; high expectations for sts thought to have natural aptitude.</p> <p><b>1:</b> Lack of ST or st commitment to Ing; little/no investment of st energy. Hard work not expected/valued. Medium/low expectations are norm; high expectations reserved for one/two sts.</p>
<p><b>2c: Managing Classroom Procedures Elements:</b></p> <ul style="list-style-type: none"> <li>Management of instructional grps</li> <li>Management of transitions</li> <li>Management of materials/supplies/space</li> <li>Management of non-instructional duties</li> </ul> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>Smooth routines; little/no loss of time</li> <li>Sts play important roles in routines; know what to do, where to move</li> </ul>	<p><b>4:</b> Inst. time is maximized due to efficient/well-understood routines/procedures. Sts contribute to/initiate management.</p> <p><b>3:</b> Little loss of inst. time due to effective routines/procedures. ST's management of instructional grps and/or materials/supplies is consistently successful. W/ minimal prompting, sts follow routines.</p> <p><b>2:</b> Some lost of instructional time due to partially effective routines/procedures. Inconsistent management leading to some disruption of learning. W/ regular guidance/prompting, sts follow routines.</p> <p><b>1:</b> Much instructional time is lost due to inefficient routines/procedures. Little/no evidence of ST managing grps, transitions, and/or materials/supplies effectively. Little evidence that sts know/follow routines.</p>
<p><b>2d: Managing Student Behavior Elements:</b></p> <ul style="list-style-type: none"> <li>Expectations</li> <li>Monitoring of and response to behavior</li> </ul> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>Clear conduct standards</li> <li>Absence of acrimony/fairness</li> <li>ST's awareness of st conduct</li> <li>Preventive action by ST when needed</li> <li>Absence of misbehavior</li> </ul>	<p><b>4:</b> Behavior entirely appropriate. Sts actively monitor own/others' behavior. ST's monitoring of behavior is subtle/preventive. ST's response to misbehavior is sensitive to individual needs/respects dignity.</p> <p><b>3:</b> Behavior is generally appropriate. ST monitors behavior against established standards. ST's response to misbehavior is consistent, appropriate, respectful to sts, and effective.</p> <p><b>2:</b> Conduct standards have been established, but implementation is inconsistent. ST tries, w/ uneven results, to monitor/respond to st behavior.</p> <p><b>1:</b> No apparent established standards; little/no ST monitoring of behavior. Sts challenge the standards. Response to misbehavior is repressive or disrespectful of st dignity.</p>

<p><b>2e: Organizing Physical Space Elements:</b></p> <ul style="list-style-type: none"> <li>• Safety/accessibility</li> <li>• Furniture arrangement and use of physical resources</li> </ul> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Pleasant, inviting atmosphere</li> <li>• Safe environment</li> <li>• Accessibility for all sts</li> <li>• Furniture arrangement suitable for learning activity</li> <li>• Effective use of physical resources, including technology by sts and ST</li> </ul>	<p><b>4:</b> Safe; lng is accessible to all sts, including those w/ special needs. Effective use of physical resources, including technology. T ensures physical arrangement is appropriate to lng activities. Sts contribute to use or adaption of physical environment to advance lng.</p> <p><b>3:</b> Safe; sts have equal access to lng activities; ST ensures furniture arrangement is appropriate to learning activities and uses physical resources, including technology, effectively.</p> <p><b>2:</b> Safe; essential lng is accessible to most sts. ST makes modest use of physical resources, including technology. T attempts to adjust furniture for lesson or, if necessary, adjusts lesson to furniture, w/ limited effectiveness.</p> <p><b>1:</b> Unsafe or lng not accessible to many. Poor alignment between furniture arrangement and resources, including technology, and lesson activities.</p>
<p><b>DOMAIN 3: INSTRUCTION</b></p>	
<p><b>3a: Communicating w/ Sts Elements:</b></p> <ul style="list-style-type: none"> <li>• Expectations for learning</li> <li>• Directions and procedures</li> <li>• Explanations of content</li> <li>• Use of language</li> </ul> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Clarity of purpose</li> <li>• No content errors; clear explanations</li> <li>• Clear directions/procedures</li> <li>• Correct/imaginative language</li> </ul>	<p><b>4:</b> Instructional purpose/explanations linked to st interests; clear directions/procedures; anticipates misunderstandings. Thorough/clear explanations; artful scaffolding. Sts contribute to extending content and help explain concepts to classmates. ST's language is expressive; finds opportunities to extend sts' vocabulary.</p> <p><b>3:</b> Clearly communicates instructional purpose, including broader context; clear directions/procedures. Well-scaffolded explanation – clear, accurate, and connects w/ st knowledge/experience. ST invites st intellectual engagement. Language is clear/correct; vocab. is appropriate to sts' ages/interests.</p> <p><b>2:</b> Explanation of instructional purpose has limited success, and/or directions/procedures must be clarified after st confusion. Minor errors; some portions clear, others difficult to follow. Monologue-type explanation; no invitation for intellectual engagement. ST's lang. is correct; however, vocabulary is limited/not appropriate to age/background of sts.</p> <p><b>1:</b> Unclear instructional purpose; confusing directions/procedures. Major errors in explanation. Lang. contains grammar/syntax errors. Vocab. is inappropriate, vague, used incorrectly, leaving sts confused.</p>
<p><b>3b: Using Questions/Prompts/Discussion Techniques Elements:</b></p> <ul style="list-style-type: none"> <li>• Quality of questions/prompts</li> <li>• Discussion techniques</li> <li>• Student participation</li> </ul> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Questions of high cognitive challenge, formulated by both sts and ST</li> <li>• Questions w/ multiple correct answers, or multiple approaches w/ single correct response</li> <li>• Effective use of student responses/ideas</li> <li>• Discussion in which ST steps out of central, mediating role</li> <li>• High levels of st participation</li> </ul>	<p><b>4:</b> ST uses variety or series of questions/prompts to challenge sts cognitively, advance high-level thinking/discourse, and promote meta-cognition. Sts formulate many questions, initiate topics, make unsolicited contributions. Sts themselves ensure all voices are heard.</p> <p><b>3:</b> While ST uses some low-level questions, he/she poses questions designed to promote thinking/understanding. ST creates a genuine discussion, providing adequate time for sts to respond and stepping aside when appropriate. ST successfully engages most sts in discussion, employing a range of strategies to ensure that most sts are heard.</p> <p><b>2:</b> Questions lead sts along single path of inquiry, w/ answers seemingly determined in advance. Or, ST attempts to frame some questions designed to promote thinking/understanding, but only a few sts are involved. ST attempts to engage all sts in discussion and to encourage them to respond to one another, w/ uneven results.</p> <p><b>1:</b> ST's questions are low level, w/ single correct responses, and asked in rapid succession. Interaction between ST and sts is predominantly recitation style, w/ ST mediating all questions/answers. A few sts dominate discussion.</p>
<p><b>3c: Engaging Sts in Learning Elements:</b></p> <ul style="list-style-type: none"> <li>• Activities and assignments</li> <li>• Grouping of sts</li> <li>• Instructional materials/resources</li> <li>• Structure and pacing</li> </ul> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Tasks aligned w/ lesson goals</li> <li>• St enthusiasm, interest, thinking, problem-solving</li> <li>• Tasks require high-levels of st thinking and are aligned w/ lesson objective</li> <li>• Sts are highly motivated and are persistent even w/ challenging tasks</li> <li>• Sts actively working, rather than watching ST work</li> <li>• Suitable pacing w/ time for closure and st reflection</li> </ul>	<p><b>4:</b> Virtually all sts are intellectually engaged in challenging content through well-designed lng tasks and suitable scaffolding. lng activities are fully aligned w/ instructional outcomes. Evidence of some st initiation of inquiry and st contributions to exploration of important content. Lesson has clearly defined structure; pacing provides time for sts to intellectually engage w/ and reflect upon lng, and to consolidate understanding. Sts may have some choice in how to complete tasks and may serve as resources for others.</p> <p><b>3:</b> Activities are aligned w/ instructional outcomes and designed to challenge thinking, resulting in active intellectual engagement by most sts, w/ important and challenging content, scaffolded by the ST to support engagement. Lesson has clearly defined structure; pacing is appropriate, providing most sts time to be intellectually engaged.</p> <p><b>2:</b> Activities are partially aligned w/ inst. outcomes but require minimal thinking, allowing most sts to be passive or merely compliant. Although lesson has recognizable structure, pacing may not provide time for intellectual engagement.</p> <p><b>1:</b> lng activities, materials, resources, instructional grps, and technology are poorly aligned w/ instructional outcomes, or require only rote responses. Lesson has no clearly defined structure, or pace is too slow or rushed. Few sts are intellectually engaged or interested.</p>

<p><b>3d: Using Assessment in Instruction Elements:</b></p> <ul style="list-style-type: none"> <li>• Assessment criteria</li> <li>• Monitoring of st learning</li> <li>• Feedback to sts</li> <li>• St self-assessment/monitoring of progress</li> <li>• Lesson adjustment</li> </ul> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Pays attention to evidence of st understanding</li> <li>• Poses questions specifically created to elicit evidence of st understanding</li> <li>• Circulates to monitor st lng and to offer feedback</li> <li>• Sts assess own work against criteria</li> <li>• Adjusts instruction in response to st understanding</li> </ul>	<p><b>4:</b> Assessment is fully integrated into instruction through extensive use of formative assessments. Sts appear to be aware of criteria w/ some evidence of st contribution. Sts self-assess/monitor own progress. Variety of feedback from ST and peers; is accurate, specific and advances learning. Questions/prompts/assessments are used regularly to diagnose lng; instruction is adjusted/differentiated to address individual st misunderstandings.</p> <p><b>3:</b> Assessment is regularly used through ST/st monitoring, resulting in accurate/specific feedback that advances lng. Sts appear to be aware of assessment criteria; some engage in self-assessment. Questions/prompts/assessments are used to diagnose lng; adjustment to instruction is made to address misunderstandings.</p> <p><b>2:</b> Assessment is sporadically used through some ST and/or st monitoring of lng. Feedback is general; sts are only partially aware of assessment criteria; few assess own work. Questions/prompts/assessments are rarely used to diagnose lng. Adjustment in response to assessment is minimal/ineffective.</p> <p><b>1:</b> Little/no assessment/monitoring of st lng; feedback is absent or poor of quality. Sts do not appear to be aware of assessment criteria and do not engage in self-assessment. No attempt to adjust lesson based on assessment.</p>
<p><b>3e: Demonstrating Flexibility and Responsiveness Elements:</b></p> <ul style="list-style-type: none"> <li>• Lesson adjustment</li> <li>• Response to sts</li> <li>• Persistence</li> </ul> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Incorporation of st interests/daily events into lesson</li> <li>• Adjustment of instruction in response to st understanding</li> <li>• Seizing teaching moment</li> </ul>	<p><b>4:</b> ST seizes opportunity to enhance lng, building on spontaneous event or sts' interests, or successfully adjusts/differentiates instruction to address individual st misunderstandings. ST persists in seeking effective approaches for sts who need help by using extensive repertoire of instructional strategies and soliciting additional resources from school/community.</p> <p><b>3:</b> ST successfully accommodates sts' questions/interest. Drawing on broad repertoire of strategies, ST persists in seeking approaches for sts who have difficulty lng. If impromptu measures are needed, ST makes minor adjustment to lesson and does so smoothly.</p> <p><b>2:</b> ST accepts responsibility for st success but has limited repertoire of strategies. Adjustment of lesson is minimal/ineffective.</p> <p><b>1:</b> ST ignores sts' questions; when sts have difficulty lng, T blames them or home environment. T makes no attempt to adjust lesson, even when sts don't understand content.</p>

## Ongoing Components

Element/Indicator Highlights	Rubric Highlights
<p><b>1a: Demonstrating K of Content /Pedagogy Elements:</b></p> <ul style="list-style-type: none"> <li>• K of content/structure of discipline</li> <li>• K of prerequisite relationships</li> <li>• K of content-related pedagogy</li> </ul> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Plans reflect important discipline concepts</li> <li>• Plans accommodate prerequisites among concepts</li> <li>• Clear/accurate classroom explanations</li> <li>• Accurate answers to sts' questions</li> <li>• Feedback to sts furthers learning</li> <li>• Interdisciplinary connections in plans/practice</li> </ul>	<p><b>DOMAIN 1: PLANNING AND PREPARATION</b></p> <p><b>4:</b> ST has extensive K of discipline – ways concepts relate to one another and to other disciplines. Plans/practice: reflect understanding of prerequisite relationships among concepts; provide link to cognitive structures needed to ensure st understanding; reflect familiarity w/ wide range of effective approaches, anticipating st misconceptions.</p> <p><b>3:</b> ST has solid K of discipline and ways concepts relate to one another. Plans/practice: reflect accurate understanding of prerequisite relationships among concepts; reflect familiarity w/ wide range of effective approaches.</p> <p><b>2:</b> ST is familiar w/ concepts but lacks awareness of how they relate. Plans/practices indicate some awareness of prerequisites, although K may be inaccurate/incomplete; reflects limited range of approaches to discipline/sts.</p> <p><b>1:</b> ST makes content errors or does not correct st errors. Plans/practices display little understanding of prerequisite relationships important to lng. ST displays little/no understanding of range of pedagogical approaches suitable to st lng of content.</p>
<p><b>1b: Demonstrating K of Sts Elements:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> K of child/adolescent development</li> <li><input type="checkbox"/> K of learning process</li> <li><input type="checkbox"/> K of sts' skills, knowledge, lang. prof., interest/culture</li> <li><input type="checkbox"/> K of sts' special needs</li> </ul> <p><b>Indicators:</b> (for use in planning)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Formal/informal st info gathered by ST</li> <li><input type="checkbox"/> St interests/needs learned by the ST</li> <li>• T participation in community cultural events</li> <li>• T-designed opport. for families to share heritages</li> <li><input type="checkbox"/> Database of sts w/ special needs</li> </ul>	<p><b>4:</b> ST actively seeks K of sts' levels of development, backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. Information is acquired for individual students.</p> <p><b>3:</b> ST understands active nature of st learning and attains information about levels of development for grps of sts. Purposefully seeks K from several sources of sts' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this K about grps of sts.</p> <p><b>2:</b> ST indicates importance of understanding how sts learn and sts' backgrounds, cultures, skills, lang. proficiency, interests, and special needs, and attains this K about class as a whole.</p> <p><b>1:</b> ST demonstrates little/no understanding of how sts learn and little K of sts' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.</p>
<p><b>1c: Setting Instructional Outcomes Elements:</b></p> <ul style="list-style-type: none"> <li>• Value, sequence, and alignment</li> <li>• Clarity</li> <li>• Balance</li> <li>• Suitability for diverse sts</li> </ul> <p><b>Indicators:</b> (Outcomes...)</p> <ul style="list-style-type: none"> <li>• Of a challenging cognitive level</li> <li>• Statements of st lng, not st activity</li> <li>• Central to discipline; related to other disciplines</li> <li>• Permitting st assessment</li> <li>• Differentiated for sts of varied ability</li> </ul>	<p><b>4:</b> All outcomes: represent rigorous/important lng in discipline; are clear, written in the form of st lng and permit viable methods of assessment; reflect several types of learning and, where appropriate, represent opportunities for coordination/integration; takes into account varying needs of individual sts.</p> <p><b>3:</b> Most outcomes represent rigorous/important lng. All outcomes are clear, written in st lng, and suggest viable assessment methods; reflect different types of lng and opportunities for coordination; take into account needs of grps of sts.</p> <p><b>2:</b> Outcomes represent moderately high expectations/rigor. Some reflect important lng and consist of outcomes and activities. Outcomes reflect several types of lng, but ST has made no attempt at coordination/integration. Most outcomes are suitable for most sts in accordance w/ global assessments of st lng.</p> <p><b>1:</b> Outcomes represent low expectations for sts; lack of rigor; not all reflect important lng; are stated as activities rather than st lng; reflect only one type of lng and only one discipline; suitable for only some sts.</p>



<p><b>1d. Demonstrating knowledge of resources</b> <b>Elements:</b> (Resources...)</p> <ul style="list-style-type: none"> <li>• For classroom use</li> <li>• To extend content K and pedagogy</li> <li>• For sts</li> </ul> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Materials provided by district</li> <li>• Materials provided by professional organizations</li> <li>• Range of texts, Internet resources, guest speakers</li> <li>• Ongoing participation in professional ed courses/groups</li> </ul>	<p><b>4:</b> ST displays extensive K of resources through school/district/community, and through professional organizations/universities and Internet—for classroom use, for expansion of own K, and for sts.</p> <p><b>3:</b> ST displays awareness of resources through the school/district and through external sources, including Internet—for classroom use, for the expansion of own K, and for sts.</p> <p><b>2:</b> ST displays basic awareness of school/district resources available for classroom use, for expansion of own K, and for sts, but no knowledge of resources available more broadly.</p> <p><b>1:</b> ST is unaware of school/district resources for classroom, for the expansion of own K, or for sts.</p>
<p><b>1e. Designing Coherent Instruction</b> <b>Elements:</b></p> <ul style="list-style-type: none"> <li>• Learning activities</li> <li>• Instructional materials and resources</li> <li>• Instructional grps</li> <li>• Lesson/unit structure</li> </ul> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Lessons support outcomes, reflect important concepts</li> <li>• Instructional maps indicate relationship to prior learning</li> <li>• Activities that represent high-level thinking</li> <li>• Opportunities for st choice</li> <li>• Use of varied resources</li> <li>• Thoughtfully planned lng grps</li> <li>• Structured lesson plans</li> </ul>	<p><b>4:</b> ST coordinates in-depth content K, understanding of sts' needs and resources (including tech.), resulting in activities designed for high-level cognitive engagement, differentiated for individual learners. Instructional grps are varied appropriately w/ some opportunities for st choice. Clear plan structure that provides different pathways for diverse st needs.</p> <p><b>3:</b> ST coordinates K of content, sts, and resources to design lng experiences aligned to outcomes and suitable to grps of sts. Lng activities have reasonable time allocations and represent significant cognitive challenge, w/ some differentiation for different grps of sts. Plan has clear structure w/ appropriate and varied use of instructional grps.</p> <p><b>2:</b> Some activities/materials are suitable to outcomes and represent a moderate cognitive challenge but w/ no differentiation for different sts. Instructional grps partially support outcomes, w/ an effort at providing some variety. Plan has recognizable structure; progression of activities is uneven, w/ most time allocations reasonable.</p> <p><b>1:</b> Lng experiences are poorly aligned w/ outcomes and do not represent a coherent structure. Activities are not designed for intellectual activity and have unrealistic time allocations. Instructional grps do not support outcomes and offer no variety.</p>
<p><b>1f. Designing Incorporating St Assessments</b> <b>Elements:</b></p> <ul style="list-style-type: none"> <li>• Congruence w/ instructional outcomes</li> <li>• Criteria and standards</li> <li>• Design Use of formative assessments</li> <li>• Use for planning</li> </ul> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Plans indicate aligned assessments and outcomes</li> <li>• Assessment types suitable to style of outcome</li> <li>• Variety of performance opportunities for sts</li> <li>• Modifications available for individual sts as needed</li> <li>• Clear expectations w/ performance level descriptors</li> <li>• Formative assessment designed Checking for understanding incorporated for min.-to-min. decision-making during inst.</li> </ul>	<p><b>4:</b> Assessment is fully aligned w/ outcomes and has clear standards showing evidence of st contribution to development. Assessments adapted for individual sts, as needed. Well-developed formative assessment <i>Well-planned checking for understanding</i> methods that include st and ST use of assessment info. Assessment results intended to plan future inst. for individual sts.</p> <p><b>3:</b> Assessment plan is aligned w/outcomes; assessment methods may have been adapted for grps of sts. Clear assessment criteria/standards. Well-developed <i>Well-planned strategy</i> for using formative assessment <i>checking for understanding</i> w/ particular approaches. Assessment results intended to plan for future instruction for grps of sts.</p> <p><b>2:</b> Some outcomes are assessed through proposed approach, but others are not. Assessment criteria/standards have been developed, but they are not clear. Approach to formative assessment <i>checking for understanding</i> is rudimentary, including only some outcomes. Assessment results intended to plan future instruction for the class as a whole.</p> <p><b>1:</b> Assessment procedures are not congruent w/ instructional outcomes; proposed approach contains no criteria or standards. No plan to incorporate formative assessment in lesson/unit, or to use results in designing future instruction.</p>
<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b>	
<p><b>4a: Reflecting on Teaching Elements:</b></p> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Use in future teaching</li> </ul> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Accurate reflections on lesson</li> <li>• Citation of adjustments to practice that draw on repertoire of strategies</li> </ul>	<p><b>4:</b> ST makes thoughtful/accurate assess. of lesson's effectiveness and extent to which outcomes were achieved; many specific examples from lesson cited w/ strengths of each. Drawing on extensive repertoire of skills, specific alternative actions are offered, w/ probable success.</p> <p><b>3:</b> ST makes accurate assessment of lesson's effectiveness and extent to which outcomes were achieved; general references cited to support judgment. A few specific suggestions of what could be tried when lesson is taught again.</p> <p><b>2:</b> ST has generally accurate impression of lesson's effectiveness and extent to which outcomes were met. General suggestions about how lesson could be improved.</p> <p><b>1:</b> ST does not know whether lesson was effective or achieved its outcomes, or profoundly misjudges the success of a lesson. No suggestions for how a lesson could be improved.</p>
<p><b>4b. Maintaining Accurate Records</b></p>	<p>This component is typically not under the control of STs; therefore, is not measured</p>
<p><b>4c. Communicating w/ Families</b></p>	<p>This component is typically not under the control of STs; therefore, is not measured</p>
<p><b>4d. Participating in a Professional Community</b> <b>Elements:</b></p> <ul style="list-style-type: none"> <li>• Involvement in a culture of professional inquiry</li> <li>• Service to the school</li> <li>• Participation in school/district projects</li> <li>• Relationships w/ university/campus colleagues</li> <li>• Participation in university/campus events/meetings</li> </ul> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Participation w/ peers and supervisor in professional discussions</li> <li>• Participation w/ CT/campus staff to plan instruction</li> <li>• Participation in university/supervisor seminars, initiatives, meetings, trainings</li> <li>• Participation in planning/faculty mtgs/PLCs, as appropriate</li> </ul>	<p><b>4:</b> T's relationships w/ colleagues characterized by mutual support/cooperation; takes initiative in assuming leadership among faculty; takes leadership role in promoting culture of professional inquiry; volunteers for school events/district projects, making substantial contributions and assuming leadership role in at least one aspect of school/district life.</p> <p><b>3:</b> ST's relationships w/ colleagues characterized by mutual support/cooperation; actively participates in culture of professional inquiry. Volunteers for school/university events and school/district/university projects, making a substantial contribution.</p> <p><b>2:</b> ST maintains cordial relationships w/ colleagues to fulfill duties required by school/district/university. Participates in school's/university's culture of professional inquiry when invited to do so. Participates in school/district/university events/projects when specifically asked to do so.</p> <p><b>1:</b> ST's relationships w/ colleagues/CT/supervisor are negative or self-serving. Avoids participation in professional culture of inquiry, resisting opportunities to become involved. Avoids becoming involved in school/district/university events/projects.</p>

<p><b>4e. Growing and Developing Professionally Elements:</b></p> <ul style="list-style-type: none"> <li>• Enhancement of content K and pedagogical skill</li> <li>• Service to the profession</li> <li>• <i>Receptivity and responsiveness to feedback</i></li> <li>• <i>Improvement/growth in performance</i></li> </ul> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Frequent course/workshop attendance; regular academic reading</li> <li>• Participation in Inq networks; freely shared insights</li> <li>• Participation in professional organizations supporting academic inquiry</li> <li>• <i>Active exploration/solicitation for challenge solutions.</i></li> <li>• <i>Response to feedback through acknowledgement, active listening/consideration/implementation</i></li> <li>• <i>Self-generated goals for ongoing improvement</i></li> <li>• <i>Completion of assigned tasks in timely/quality manner</i></li> </ul>	<p><b>4:</b> T seeks out opportunities for PD and makes systematic effort to conduct action research. Seeks out feedback from supervisors and colleagues. Initiates important activities to contribute to the profession.</p> <p><b>3:</b> ST seeks opportunities for PD to enhance content K and pedagogical skill. Welcomes feedback from colleagues—either when made by supervisor or when opportunities arise through professional collaboration. Participates actively in assisting other educators.</p> <p><b>2:</b> ST participates in professional activities to a limited extent when they are convenient. Accepts, w/ some reluctance, feedback on performance from supervisors/colleagues. Finds limited ways to contribute to profession.</p> <p><b>1:</b> ST engages in no PD activities to enhance knowledge or skill. Resists feedback on performance from supervisors or more experienced colleagues. Makes no effort to share K w/ others or to assume professional responsibilities.</p>
<p><b>4f. Showing Professionalism Elements:</b></p> <ul style="list-style-type: none"> <li>• Integrity and ethical conduct</li> <li>• Advocacy</li> <li>• <i>Equitable service to all students</i></li> <li>• <i>Sound judgment and decision-making</i></li> <li>• Compliance w/ <i>university/campus/district regulations</i></li> </ul> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Trustworthy reputation; used as sounding board</li> <li>• Frequently reminds others during committee/planning work that sts are highest priority</li> <li>• Supporting sts, even in face of difficult situations or conflicting policies</li> <li>• Challenging practices in order to put sts first</li> <li>• Consistently fulfilling district policies/ procedures</li> <li>• <i>Adherence to university professionalism guidelines</i></li> <li>• <i>Supporting st Inq/behavioral needs through researching characteristics/strategies, and designing differentiation</i></li> <li>• <i>Consistent adherence to university/supervisor/CT's expectations (including assignments and work ethic)</i></li> </ul>	<p><b>4:</b> T takes leadership role; highest standards of honesty/integrity/confidentiality. Highly proactive in serving sts, seeks out resources when needed. Concerted effort to challenge negative attitudes/practices to ensure all sts, particularly the underserved, are honored. Takes leadership role in team decision-making; helps ensure decisions are based on highest standards. Complies fully w/ school/district/university regulations, <i>including dress code. Highly productive work ethic w/ forecast planning and submission of assignments usually ahead of deadlines.</i></p> <p><b>3:</b> ST displays high standards of honesty, integrity, and confidentiality in interactions w/ colleagues, sts, and public. Active in serving sts, working to ensure that all sts receive a fair opportunity to succeed. Maintains an open mind in team/departmental decision-making. Complies fully w/ school/district regulations, <i>including dress code. Work ethic is productive w/ timely submission of assignments.</i></p> <p><b>2:</b> ST is honest in interactions w/ colleagues, sts, and public. Attempts, though inconsistently, to serve sts. Does not knowingly contribute to some sts being ill served by the school. Decisions/recommendations are based on limited but genuinely professional considerations. Complies minimally <i>or inconsistently w/ school/district/university regulations and requirements</i>, doing just enough to get by.</p> <p><b>1:</b> ST displays dishonesty in interactions w/ colleagues, sts, and public. Not alert to sts' needs and contributes to school practices that result in some sts being ill served by the school. Makes decisions/recommendations based on self-serving interests. Does not comply school/district regulations.</p>

**TEXAS LUTHERAN UNIVERSITY STUDENT TEACHING**

FFT = Framework for Teaching

**Observation Form for Cooperating Teacher**

Based on the Danielson Framework for Teaching - *A Standard Experience requirement for supervisors*

NOTE: Gray highlights indicate FFT areas in which the student teacher has little control and/or responsibility. Therefore, no observations/comments are required for these areas. Texas State modified components are in italics.

**Student Teacher:**

**School:**

**Date:**

**Observation Number: 1 2**

**Grade:**

**Beginning Time:**

**Observer:**

**Subject/Lesson Observed:**

**Ending time:**

**Proficiency Ratings:**

**1 = Unsatisfactory**

**2 = Basic**

**3 = Proficient**

**4 = Distinguished**

**Sequence / Script of Lesson Activities**

### Observable Components (Domains 2 and 3)

Observation Summary by Component	Suggestions/Recommendations
<p><b>Domain 2: CLASSROOM ENVIRONMENT</b></p> <p>2a: Creating an Environment of Respect and Rapport <b>Evidence:</b></p> <p>2b. Establishing a Culture for Learning <b>Evidence:</b></p> <p>2c: Managing Classroom Procedures <b>Evidence:</b></p> <p>2d: Managing Student Behavior <b>Evidence:</b></p> <p>2e: Organizing Physical Space <b>Evidence:</b></p>	<p style="text-align: center;"><b>Rating</b></p> <p>_____ 2a</p> <p>_____ 2b</p> <p>_____ 2c</p> <p>_____ 2d</p> <p>_____ 2e</p>
<p><b>Domain 3: INSTRUCTION</b></p> <p>3a. Communicating with Students <b>Evidence:</b></p> <p>3b. Using Appropriate Questioning and Discussion Techniques <b>Evidence:</b></p> <p>3c. Engaging Students in Learning <b>Evidence:</b></p> <p>3d. Using Assessment in Instruction <b>Evidence:</b></p> <p>3e. Demonstrating Flexibility and Responsiveness <b>Evidence:</b></p>	<p style="text-align: center;"><b>Rating</b></p> <p>_____ 3a</p> <p>_____ 3b</p> <p>_____ 3c</p> <p>_____ 3d</p> <p>_____ 3e</p>

## Ongoing Components (Domains 1 and 4)

Comment Summary by Component	Suggestions/Recommendations
<p><b>Domain 1: PLANNING AND PREPARATION</b></p> <p><b>Rating</b></p> <p>1a. Demonstrating Knowledge of Content and Pedagogy <b>Evidence:</b> _____</p> <p>1b. Demonstrating Knowledge of Students <b>Evidence:</b> _____</p> <p>1c: Demonstrating Ability to Set Instructional Outcomes <b>Evidence:</b> _____</p> <p>1d. Demonstrating Knowledge of Resources <b>Evidence:</b> _____</p> <p>1e. Demonstrating Ability to Design Coherent Instruction <b>Evidence:</b> _____</p> <p>1f. Demonstrating Ability to Design <i>Incorporate</i> Student Assessment <b>Evidence:</b> _____</p>	<p>1a</p> <p>1b</p> <p>1c</p> <p>1d</p> <p>1e</p> <p>1f</p>
<p><b>Domain 4: PROFESSIONAL RESPONSIBILITIES</b></p> <p><b>Rating</b></p> <p>4a. Reflecting on Teaching <b>Evidence:</b> _____</p> <p>4b. Maintaining Accurate Records _____</p> <p>4c. Communicating w/Families _____</p> <p>4d. Participating in a Professional Community <b>Evidence:</b> _____</p> <p>4e. Demonstrating Professional Growth and Development <b>Evidence:</b> _____</p> <p>4f. Demonstrating Professionalism <b>Evidence:</b> _____</p>	<p>4a</p> <p>4b</p> <p>4c</p> <p>4d</p> <p>4e</p> <p>4f</p>
<p><b>Additional Comments:</b></p>	

# Texas Lutheran University

## Post-Observation Conference

(To Be Completed Collaboratively By Cooperating Teacher / Student Teacher)

**Student Teacher:**

**School:**

**Date:**

**Observation Number: 1 2**

**Grade:**

**Beginning Time:**

**Observer:**

**Subject/Lesson Observed:**

**Ending time:**

**Date of Post-Observation Conference:** \_\_\_\_\_

**Conference Details (The university supervisor should discuss the following with the student teacher.)**

Reflection section of lesson plan...

D.1 After gathering and analyzing/ reviewing student work products from the lesson and any other evidence of students' understanding, respond to the following prompts.

- What were the strengths of this lesson?
- What did not go well with this lesson?
- What evidence was there that this lesson was engaging for the students?
- What evidence do you find to indicate how well students learned the content and skills of the standards?
- Based on that evidence, what instructional steps might you take next?
- What did you learn about your lesson planning/design from the analysis of student work and other evidence of student learning?
- How can you improve the flow and connectedness of your lesson?

- D.2 Discuss potential revisions that would strengthen:
- Alignment to the standards
  - Alignment to the appropriate level of Bloom's Taxonomy
  - Students' attainment of the criteria
  - Classroom logistics and management

Based on this discussion, identify adjustments and revisions that would improve the plan.

**Additional Areas of Discussion:**

**Signatures:**

*(The signature below notes that the individual received a copy of this observation and participated in the post-observation conference.)*

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

Cooperating/Mentor Teacher \_\_\_\_\_ Date \_\_\_\_\_

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

# Student Teacher Final Evaluation

Updated August 1, 2018

Based on the Danielson Framework for Teaching

NOTE: Gray highlights indicate areas in which the student teacher has little control and/or responsibility; therefore, no rating is required in these areas. Some wording of the FfT components has been added or modified by Texas Lutheran University to more appropriately align with the student teacher role. Adjustments appear in italics.

Student Teacher \_\_\_\_\_ Date of Evaluation \_\_\_\_\_ Grade or Subject \_\_\_\_\_

School/District \_\_\_\_\_ Supervisor \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_

**Key:** The final evaluation rubric (below) measures the student teacher as a “student” and not as a teacher already in the field. In order to successfully complete and receive credit (CR) for student teaching, a student teacher must receive a rating of “2” or higher on each of the final evaluation components.

- **Ad (4) = Advanced** – Displays: a strong understanding of the component; highly effective implementation of the component with no need for guidance and/or support; a significant level of independence; growth that is often self-generated. *Performing independently at FfT Proficient level.*
- **E (3) = Effective** – Displays: a solid understanding of the component; generally consistent and effective implementation of the component with some need for guidance and support; growing independence; adequate and/or steady progress and growth. *Performing with growing independence at FfT high Basic to low/mid Proficient level.*
- **Ac (2) = Acceptable** – Displays: a lack of full understanding of the component; inconsistent or partially successful implementation; the need for moderate guidance and support; moderate level of dependence; the need for more growth, although improvement has been shown. *Performing with moderate levels of dependence, guidance, and support, mainly at the FfT Basic level.*
- **DNMS (1) = Does Not Meet Standard** – Displays: little to no understanding of the component; very limited to no successful implementation of component; frequent errors and a lack of judgment within the context of the component, even with continual guidance and support; a high level of dependence; a need for significant improvement. *Performing with high levels of dependence at FfT Unsatisfactory level.*
- **NA=Not Applicable**

## Domain 1: Planning and Preparation

### The Student Teacher:

Components and Elements	Ad (4)	E (3)	Ac (2)	DNMS (1)	NA	Score
1a. Demonstrates knowledge of content and pedagogy. - Knowledge of content and the structure of discipline - Knowledge of prerequisite relationships - Knowledge of content-related pedagogy						
1b. Demonstrates knowledge of students - Knowledge of child and adolescent development - Knowledge of the learning process - Knowledge of students’ skills, knowledge, and language proficiency - Knowledge of students’ interests and cultural heritage - Knowledge of students’ special needs						
1c. Demonstrates ability to set instructional outcomes. - Value, sequence, and alignment - Clarity - Balance - Sustainability for diverse students						
1d. Demonstrates knowledge of resources. - Resources for classroom use - Resources to extend content knowledge and pedagogy - Resources for students						
1e. Demonstrates ability to provide coherent instruction. - Learning activities - Instructional materials and resources - Instructional groups - Lesson and unit structure						
1f. Demonstrates ability to <u>design</u> incorporate student assessments. - Congruence with instructional outcomes - Criteria and standards - <u>Design</u> Use of formative assessments ( <i>incorporates strategies to check for understanding</i> ) - Use for planning						
<b>Comments for Domain 1:</b>						



## Domain 2: Classroom Environment

### The Student Teacher:

Component and Elements	Ad (4)	E (3)	Ac (2)	DNMS (1)	NA	Score
2a. Creates an environment of respect and rapport. <ul style="list-style-type: none"> <li>- Teacher interactions with students, including both words and actions</li> <li>- Student interactions with other students, including both words and actions</li> </ul>						
2b. Establishes a culture for learning. <ul style="list-style-type: none"> <li>- Importance of the content and of learning</li> <li>- Expectations for learning and achievement</li> <li>- Student pride in work</li> </ul>						
2c. Manages classroom procedures. <ul style="list-style-type: none"> <li>- Management of instructional groups</li> <li>- Management of transitions</li> <li>- Management of materials and supplies</li> <li>- Performance of non-instructional duties</li> </ul>						
2d. Manages student behavior. <ul style="list-style-type: none"> <li>- Expectations</li> <li>- Monitoring of student behavior</li> <li>- Response to student misbehavior</li> </ul>						
2e. Organizes Physical Space <ul style="list-style-type: none"> <li>- Safety and accessibility</li> <li>- Furniture arrangement and use of physical resources</li> </ul>						
<b>Comments for Domain 2:</b>						

## Domain 3: Instruction

### The Student Teacher:

Component and Elements	Ad (4)	E (3)	Ac (2)	DNMS (1)	NA	Score
3a. Communicates with students. <ul style="list-style-type: none"> <li>- Expectations for learning</li> <li>- Directions and procedures</li> <li>- Explanations of content</li> <li>- Use of oral and written language</li> </ul>						
3b. Uses appropriate questioning and discussion techniques. <ul style="list-style-type: none"> <li>- Quality of questions/prompts</li> <li>- Discussion techniques</li> <li>- Student participation</li> </ul>						
3c. Engages students in learning. <ul style="list-style-type: none"> <li>- Activities and assignments</li> <li>- Grouping of students</li> <li>- Instructional materials and resources</li> <li>- Structure and pacing</li> </ul>						
3d. Uses assessment in instruction. <ul style="list-style-type: none"> <li>- Assessment criteria</li> <li>- Monitoring of student learning</li> <li>- Feedback to students</li> <li>- Student self-assessment and monitoring of progress</li> <li>- Lesson adjustment</li> </ul>						
3e. Demonstrates Flexibility and Responsiveness <ul style="list-style-type: none"> <li>- Lesson adjustment</li> <li>- Response to Students</li> <li>- Persistence</li> </ul>						
<b>Comments for Domain 3:</b>						

## Domain 4: Professional Responsibilities

### The Student Teacher:

Components and Elements	Ad (4)	E (3)	Ac (2)	DNMS (1)	NA	Score
4a. Reflects on teaching. - Accuracy - Use in further teaching						
4b. Maintains accurate records. - Classroom student completion of assignments - Classroom student progress in learning - Non-instructional records						
4c. Communicates with families. - Information about the instructional program - Information about individual students - Engagement of families in the instructional program						
4d. Participates in a professional community. - Relationships with <i>University and campus placement</i> colleagues - Involvement in a culture of professional inquiry - Service to the school - Participation in school and district projects - <i>Participation in University and campus placement events/meetings/trainings</i>						
4e. Demonstrates professional growth and development - Enhancement of knowledge and skills - Service to the profession - Receptivity and responsiveness to feedback - <i>Improvement/growth in performance</i>						
4f. Demonstrates professionalism. - Integrity and ethical conduct - Advocacy - <i>Equitable</i> service to <i>all</i> students - <i>Sound judgment</i> and decision-making - Compliance with <i>university/campus/district</i> regulations						
<b>Comments for Domain 4:</b>						

Cooperating Teacher's Summary Comments:

Supervisor's Summary Comments:

\_\_\_\_\_  
Student Teacher's Signature/Date

\_\_\_\_\_  
Cooperating Teacher's Signature/Date

\_\_\_\_\_  
Supervisor's Signature/Date

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