Cooperating Teacher Guide
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INTRODUCTION

Student teaching is the time for student teachers to engage in teaching experiences in a collaborative environment with the leadership and direction of university and public school professionals. The role of the cooperating teacher is invaluable and has lasting effects on shaping future teachers. Shadio (1996) believed that the heart of mentorship comes from “a commitment to education, a hope for its future, and a respect for those who enter into its community.” This responsibility is a highly significant one and the College of Arts and Sciences would like to extend our sincere appreciation for your willingness to share in the growth of our students in this challenging and collaborative endeavor.

Thank you for shaping the future of teaching!

Kurt Kreassig, Ed.D.
Chair, Interdisciplinary Studies
Characteristics of the Cooperating Teacher

The role of the cooperating teacher is to supervise, model, guide and evaluate the student teacher in order to assist with the acquisition and development of teaching skills. Research supports that the influence of the cooperating teacher in the development of the student teacher is the strongest predictor in how successful and confident the future teacher will be in their early years of teaching. Head, Reiman and Thies-Sprinthall (1992) write that the “heart and soul” of mentoring grows out of the “value and worth of people and an attitude toward education that focuses upon passing the torch to the next generation of teachers.” The mentoring process extends far beyond supporting the induction of new teachers into the school system through professional guidance and encouragement. This experience is essential to the development of the student’s pedagogy and cooperating teachers provide this essential service to our profession.

Characteristics of Effective Cooperating Teachers

a. Credential and Professional Development
   • Has a minimum of three years of teaching experience as evidenced by proficient or exemplary outcomes produced by her/his school district evaluations (tenure status is recommended).
   • Certified for the teaching position and teaches in the major field of preparation for more than one year.
   • Practices effective principles of teaching, learning, and classroom management and therefore is recommended both by public school personnel and Regent University.
   • Participates in professional and educational organizations.
   • Current on educational trends and pedagogy knowledge.

b. Professionalism
   • Ability to work effectively with all constituents.
   • Demonstrates ability to effectively interact with students of diverse cultural and linguistic backgrounds.
   • Enthusiasm for profession and subject taught and willingness to share pedagogy strategies with student teacher.
   • Thorough knowledge of subject matter and understanding of state/federal testing requirements.
   • Proficient at developing effective instructional plans to address the needs of all learners and developing authentic formative/summative assessments.
Student teacher placement will be directed by the following procedures:

1. The Interdisciplinary Studies Academic Advisor and Regent faculty will only use accredited institutions and appropriately certified educators as Director of Student Teaching and cooperating teachers.

2. All partnering placement school divisions will be visited by the Director of Student Teaching or by a Regent University representative prior to placement.

4. All program handbooks (hardcopy and electronic) will be available to university faculty, Coordinator of Student Teaching, cooperating teachers, student teachers, school principals, and other school personnel.

The Interdisciplinary Studies Academic Advisor and Regent University faculty will coordinate and manage all student teaching applications, schedule meetings with student teachers and cooperating teachers to explain the requirements and expectations for placement, schedule class visits and observations of student teachers.

Supervision and Evaluations of Student Teacher

The student teacher and the cooperating teacher need to be familiar with all observation and evaluation forms. A minimum of two formal written evaluations are required during each of the 8 week placements. It is important that the cooperating teacher and student teacher conference before and after each observation and evaluation to determine the degree of success and/or goal attainment.

Roles and Responsibilities of the Cooperating Teacher

Cooperating teachers are asked to communicate with the university Director of Student Teaching on the progress and performance of the Student teacher during regular visits by the coordinator and at other times when necessary. Please do not hesitate to contact the university Director of Student Teaching at any time should you have concerns regarding the student teacher’s performance during the internship. Many of the activities below apply only to those doing traditional practical training experiences.
Whenever possible, those doing an on-the-job internship will participate in as many of the following as allowed in their setting. However, those doing an on-the-job internship are employees of their district and should abide by all rules, regulations, and expectations of that district.

Cooperating teachers are selected by the school district with guidance from the Director of Student Teaching and must be credentialed in specific endorsement to match the grade level assignment and meet the suggested characteristics of effective teachers at outlined by Regent University.

The following are suggestions designed to assist a cooperating teacher during the internship.

Preparation

1. Orient the student teacher to the building, school policies, rules of the school system, and the line of authority he/she is to follow.

2. Alert your students that a student teacher will soon begin to teach. Reassure them that no major changes will take place. Tell students that the visit is temporary. Remind them that all current rules and regulations remain in place.

3. Notify parents regarding the student teacher's involvement as a teacher in your class.

4. Provide an area with storage space that the student teacher can call his/her own.

5. Acquaint the student teacher with the curriculum, departments, grade, and building structure.

Communication

1. Provide the student teacher with copies of textbooks, guides, policy handbooks, class rolls, seating charts, and anything else you feel will be helpful for his/her internship.

2. Conduct daily conferences with the student teacher in anticipation of possible situations, such as discussions with students regarding academic progress and/or behavioral problems.
3. Indicate opportunities and encourage the student teacher to experience the whole school environment e.g., PTA meetings, faculty meetings, student assemblies, and related events.

Instruction and Management
1. Assist in the analysis and correction of problems encountered by the student teacher. Advise the student teacher in pre and post teaching conferences of the skills in planning, analyzing, and evaluating lesson plans, teaching effectiveness, classroom management and the use of data to make instructional decisions.

2. Consult with the student teacher and identify strengths and weaknesses of his/her clerical as well as teaching duties and keeping attendance registers, roll books, report cards, lunch money, field trip collections, and record-keeping procedures and other teacher administrative duties.

3. Direct the student teacher to appropriate techniques of student control and situation management by modeling as well as by discussing specific issues and solutions to various misbehavior scenarios.

4. Help the student teacher analyze and evaluate alternate teaching styles and provide the student teacher with opportunities to try different teaching approaches.
   a. The student teacher will use a variety of techniques learned at Regent University including differentiated instruction.
   b. Application of these techniques should not be thought of as rigid, but as educational tools that are applied and modified through observing your techniques.
   c. Your evaluation will further guide his/her efforts.

5. Assist the student teacher in analyzing formative and summative student assessments.
   a. Encourage the student teacher to investigate why student(s) were not successful on an assessment and begin to remediate the area of need.
   b. Explain to the student teacher how to triage student assessment scores into remediation groups based on area need and how to conduct remediation groups and reassessment strategies.
6. The cooperating teacher should review the student teacher's lesson plans and instructional materials for proper lesson plan components and articulation with curricular objectives.

7. As the student teacher's teaching experience nears the end, confer with him/her regarding a timetable for reducing their teaching responsibilities.

8. At this time, discuss with him/her any unresolved problems.

9. Relevant topics for discussion could include, but are not limited to, the following:
   a. Lesson plan objectives not completely met or mastered.
   b. Addressing students who are not demonstrating academic success and addressing the area of need.
   c. Classroom management duties not yet realized or completed.
   d. Student disciplinary issues not resolved.
   e. Projects that are incomplete.

Evaluation

All evaluation forms can be found and submitted at:
http://www.regent.edu/acad/schedu/masters-elementary-education/cooperatingteachers.cfm

Note: After completing the evaluation form online, you should print the submitted responses, discuss the evaluation with the student teacher, and have the student teaching sign and date the evaluation. An evaluation rubric is located in Appendix C. This rubric provides information to assist you with scoring.

1. Guide the student teacher in the selection, development, administration, and interpretation of a variety of formative and summative student assessment and evaluation instruments.

2. Oversee the student teacher’s written assessments, students’ daily academic progress charts and anecdotal records. These are to aid decision making for instruction and remediation groups.

3. In relation to the evaluation of the total experience (forms provided) the cooperating teacher should:
a. Keep a daily dialogue journal to analyze and evaluate the student teacher's lesson plans, teaching responsibilities, and follow-up activities.
   i. Offer suggestions for improvement.
   ii. Complete the weekly evaluation form.
b. As a cooperating teacher, your contributions are vital for making the internship a meaningful experience.
   i. Your daily involvement and constant evaluation are indispensable elements in the process of developing an educator.
   ii. You must provide regular feedback to the student teacher on what they are doing well and what areas they should improve.
c. Formally evaluate the student teacher's performance using the Internship Evaluation Midterm/Final form.
   i. Share results of the evaluations with the student teacher. When sharing the results, be honest and open. You may advise the Director of Student Teaching if you their presence at your post evaluation meetings.
   ii. Submit all evaluations to the university Coordinator of Student Teaching.
   iii. Provide feedback regarding student learning during the internships experience.
d. Complete the Cooperating Teacher Feedback form- click on link go to survey:
   
   http://www.surveymonkey.com/s.aspx?sm=0i1MoPTAtA94hX7bfHcqGw_3d_3d

e. Assist the student teacher in the development of the summative portfolio with feedback and guidance.
Cooperating Teacher’s Checklist

To assist in planning for the student teacher, the following suggestions may be helpful.

A. Before the student teacher arrives
   ______ inform the students and parents
   ______ prepare relevant materials the student teacher might use
   ______ designate a desk, a nametag or plate, and storage space for the
   student teacher
   ______ outline the rules and consequences, discipline plan, organizational
   framework and routines
   ______ consider nametags for the students to wear during the first few
   days or make a seating chart to be presented to the student teacher
   during the initial observation

B. Welcome period
   ______ orient the student teacher to the school building, other teachers,
   staff, and students
   ______ arrange a meeting with the principal and the student teacher
   ______ discuss the expectations of the student teacher in regards to:
   confidentiality, attendance, personal property, procurement of
   supplies, and her/his responsibilities
   ______ arrange for observation of other teachers
   ______ allow the student teacher to examine samples of students’ work
   ______ provide opportunities for the student teacher to become
   comfortable being in front of the class
   ______ explain the methods of testing and grading, keeping records, and
   reporting to parents
   ______ help the student teacher become familiar with the
   location/operation of equipment
   ______ provide the opportunity for the student teacher to work with
   individual students

C. Observation and evaluation assistance
   ______ explain unique characteristics of the students, learning styles, work
   habits, etc.
   ______ permit the student teacher to accept more teaching responsibilities
   ______ provide the student teacher with opportunities to observe and
   assist in conferences
D. Pre-service training
   ______ provide opportunities for the student teacher to accept full 
       responsibility for the class so s/he will be comfortable when the 
       cooperating teacher is absent from the classroom 
   ______ encourage the student teacher to develop lesson plans with less 
       assistance 
   ______ continue daily evaluations/feedback, noting strengths and areas for 
       improvement 
   ______ invite the principal to observe the student teacher 
   ______ share with the student teacher ways to critique his/her own 
       teaching 
   ______ commend the student teacher for individual strengths 
   ______ allow the student teacher freedom to try ideas and techniques; 
       provide reassurance that a failed technique is not necessarily a poor 
       judgment 
   ______ demonstrate a technique to assist the student teacher to remediate 
       areas for improvement 
   ______ allow the student teacher to participate in remediation activities 

E. Evaluating the student teacher 
   ______ develop an accepting and supporting relationship with the student 
       teacher, cultivating a positive climate necessary for giving and 
       accepting analysis of performance and growth-related suggestions 
   ______ keep the principal and the Director of Student Teaching informed 
       of the student teacher’s progress 
   ______ schedule evaluation feedback conferences with the student teacher 
       daily (use form found here: 
       http://www.regent.edu/acad/schedu/pdfs/internship/weekly-
       evaluation.pdf 
   ______ assist the student teacher in developing appropriate objectives 
       when preparing lesson plans 
   ______ use the student teacher’s lesson plans (both before and after the 
       lessons) to help her/him to teach successfully 
   ______ make notes concerning areas of strength and areas for 
       improvement while observing the student teacher 
   ______ give attention to specifics when making suggestions; assist the 
       student teacher to understand why a procedure is effective and one 
       that is less effective and/or inappropriate 
   ______ share performance highlights and areas of concerns with the 
       Director of Student Teaching on a regular basis
F. Working with the Director of Student Teaching  
_____ read all the relevant sections for clinical experience placement  
_____ arrange for an inconspicuous place for the Director of Student Teaching to sit when s/he is visiting to observe the student teacher  
_____ coordinate an appropriate place for the Director of Student Teaching to meet with the student teacher immediately after the visit for a post conference  
_____ share any concerns, notes, and questions about the student teacher’s performance  
_____ share a summary of the student teacher’s performance, including strengths and areas for improvement  
_____ compare notes while simultaneously observing the student teacher with the Director of Student Teaching  
_____ leave the classroom when the Director of Student Teaching visits occasionally  
_____ inform and coordinate with the Director of Student Teaching in all matters regarding attendance, tardiness, behaviors, and suggestions  

G. Reporting the student teacher’s performance  
_____ complete the evaluation of the student teacher using the online forms (click here to find forms:  
http://www.regent.edu/acad/schedu/masters-elementary-education/cooperatingteachers.cfm )  
_____ discuss evaluations with the student teacher before submitting
OBJECTIVES AND EXPECTED OUTCOMES

Each student teacher will:

1. Complete 16 week experience with a minimum of 500 hours, at two different and diverse setting placements in accredited schools (*upper and lower elementary grades and at least one placement in a diverse setting*).

2. Evaluate basic personal qualifications for teaching through interaction with cooperating teacher, school administrators and coordinator of student teaching.

3. Apply and test professional knowledge, understanding and skill through a variety of practical teaching experiences.

4. Participate in and assume responsibility for various teaching activities including student remediation.

5. Have direct contact with as many major phases of a school’s operation as possible.

6. Observe other practicing teachers at the assigned school site.

7. Develop and display professionalism and readiness to enter the profession.

8. Documentation of program skill application through the development of the Summative Portfolio.

**Resolving Conflicts**

Regent University and the Department of Interdisciplinary Studies is dedicated to providing quality programs in a learning environment that promotes academic excellence in students, as well as professionalism in faculty members. As in many universities, conflicts and misunderstandings are bound to arise between students and faculty.

The Department of Interdisciplinary Studies and Administration recognizes the rights of both students and faculty and strives to protect the rights of each group. To that end, the following steps are to be employed...
to resolve all misunderstandings (based on Matt. 18):

1. The student shall attempt to resolve all misunderstandings with the faculty member before taking his/her concern to the Chairperson of the Department.
2. If the student or faculty member believes that the misunderstandings have not been resolved, either one may then take his concerns to the Chairperson.
3. The Chairperson shall provide a forum in which both the student and faculty member will participate jointly in an attempt to resolve the misunderstandings.
4. If the misunderstandings cannot be satisfactorily resolved in Step 3, above, the student or faculty member may request, in writing, that the Chairperson take the problem for resolution to the Dean of the College of Arts and Sciences.

**Methods of Evaluation during Student Teaching**

During student teaching, assessment has formative and summative purposes. Formative assessment generates information that the student can use to improve performance during the student teaching experience. This information is provided to the student teacher by the cooperating teacher in the form of weekly evaluations (see page 25). Summative assessment is a final judgment on the student teacher’s performance and leads to either an A, B, or a C grade on the student’s transcript.

Effective assessment is characterized by the following principles:
- Assessment promotes growth by providing feedback that helps an individual develop strengths and minimize weaknesses.
- Assessment for developmental purposes is ongoing, cooperative, and centered on purposeful observation, reflection, and analysis.
- Identification of learning goals and objectives.
- Assessment can be focused on specific objectives or areas of concern or it can be comprehensive, utilizing various kinds of information pertinent to the question at hand.

There are three general categories of assessment conducted during the student teaching experience: regular conferences between the student teacher and the cooperating teacher which will include weekly assessments (formative), mid-term assessment (formative), and the final assessment
(summative). Supervisors will provide formative feedback during announced and unannounced visits along with a mid-term and final assessment of the student teacher.

Grades for student teaching are comprised of three scores—attendance at the student teaching seminar sessions, overall scores on the final evaluations for placement 1 and 2, and final score on the portfolio. Grades will be assigned using the following rubric and the following point range:

A: 15-12  
B: 11-9  
C: 8-7  
Below 7-Failing

A student teacher may fail student teaching if he or she does not meet the standards for a successful student teacher. A successful student teacher will:

- Earn “Satisfactory” or better for all areas on the Student Teaching Final Evaluation.
- The following rubric will be used to determine grades during student teaching:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>5</th>
<th>3</th>
<th>2</th>
<th>Needs to Repeat Student Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar Attendance</td>
<td>Attended all seminars and participated.</td>
<td>Attended all but 1 seminar and participated.</td>
<td>Attended all but 2 seminars and participated.</td>
<td>Missed 3 seminars</td>
</tr>
<tr>
<td>Internship Evaluation</td>
<td>Received 3’s and above on Final evaluations for both placements</td>
<td>Received 3’s and above on final evaluation for one of the two placements</td>
<td>Received a mixture of 3’s and 2’s on midterm evaluation but pulled up ratings by end of</td>
<td>Did not pass one or both of the placements. Scores lower than 2’s in both placements.</td>
</tr>
</tbody>
</table>
Extending Student Teaching
A student teacher may receive an “Incomplete” after completing student teaching. In this case, the student teacher will be given the chance to extend student teaching rather than fail. A remediation plan will be implemented and must be strictly followed by the student teacher. If, after the extended time is completed, the student teacher is able to meet the standards for a successful student teacher, he or she will receive a grade based on evaluations from the experience.

“Incomplete” means that the student teacher has completed all of the requirements for student teaching, but needs more time to become “Successful” in one or more of the areas on the Student Teaching Final Evaluation. In addition, the student teacher has shown growth and perseverance in troublesome areas and only needs more time to become “Successful.” The decision to assign “Incomplete” to a student is an extremely rare occurrence and will be the decision of the Chair of the Department, the Director of Student Teaching, in collaboration with the student teacher’s Cooperating Teacher and Director of Student Teaching.

Termination of Student Teaching
If a student teacher is asked to leave his or her student teaching assignment by the cooperating teacher or other school official, the student teaching experience will be immediately terminated.
A student who fails student teaching will be required to spend time in remediation as determined by Chair of the Department and the Director of Student Teaching. When the student has successfully completed remediation requirements, he or she may be allowed to repeat student teaching. If a second student teaching experience results in failing, the student will not be allowed to student teach again. Student teaching may only be repeated once. Students will then graduate with a degree but will not earn licensure status.

A student teacher who has been removed from student teaching may file an appeal with the Dean of the College of Arts and Sciences.

The Dean will review the information from both the student teacher and the Director of Student Teaching. Based on that review, he/she will determine if the student teacher’s appeal should be granted. If granted, the candidate will be allowed to have a new student teaching placement the same semester. If the semester is close to the end, a new student teaching placement will be given the following semester, at no cost to the student teacher. If the appeal is denied, the candidate will be required to sit out one semester and adhere to a remediation plan set up by the Director of Student Teaching. The candidate will also register and reapply for the repeat student teaching semester.
Just as a child does not learn to run before walking or play an instrument on the first try, a student teacher does not learn full classroom responsibility instantaneously. This process is gradual, although it will be accomplished in a relatively short period of time.

According to Piland and Anglin (1993)*, student teachers progress through four stages during their teaching experience:

1. Fear/uncertainty (characterized by fear of the unknown and questions about “how to”)
2. Socialization (in which they begin to relate to their cooperating teacher, the staff at the school, and the students)
3. Autonomy (the time during which the student teachers want to take control)
4. Self-affirmation (attained by reaching personal goals and expectations)

In order for the student teachers to have a positive experience (in which they attain autonomy and self-affirmation), it is very important that the cooperating teacher assist the student teacher in the gradual taking over of full responsibility for the classroom, rather than taking full responsibility too quickly. Therefore, this portion of the handbook will describe a gradual four-phase process for accomplishing the incremental progress toward the goal of full classroom responsibility.

Stage One: Orientation and partial responsibility (weeks 1-2)

Student Teacher
- Becomes familiar with colleagues and school facility
- Learns names of pupils and becomes familiar with their unique needs
- Observes instruction using classroom observation and overview
- Begins teaching, following lesson plans prepared by cooperating teacher
- Observes classroom routines and procedures, and describes them in writing
- Participates in classroom routine, e.g., roll-taking, recording grades
- Participates in related activities, e.g., faculty meetings, athletic events
- Tutors individual students and small groups
- Becomes familiar with content to be taught later in the semester
- Begins to develop detailed unit/daily lesson plans
- Constructs teaching activities that motivate learning
- Keeps timecard
- Asks cooperating teacher and college supervisor for specific feedback on lesson plans, classroom management, and instructional performance

Cooperating Teacher

- Maintains responsibility for planning and conducting class but involves student teacher in planning; shares long-range plans

- Involves student teacher in routine procedures, preparation of materials, and interaction with students, especially during the observation phases

- Incorporates state standards in initial lesson planning
- Sets aside a special time each day to review student teacher questions
- Provides specific feedback to student teacher frequently via weekly progress forms, etc.

- Submits all paperwork to coordinator of student teaching, e.g. progress reports and evaluations. Make sure to complete all questions on each form

Director of Student Teaching
Conducts introductory meeting with cooperating teacher and student teacher

Observes, confers, and provides written feedback to student teacher and mentor

Reinforces standards for initial lesson planning

Discusses all evaluations with student teacher and cooperating teacher

*Initial lesson plans should be quite detailed. As you become competent in carrying out plans, there may be less written detail. Generally, as you become more experienced, the amount of detail in lesson plans will decrease.

Stage Two: Partial to Full Responsibility (weeks 3-4)

Student teacher

- Identifies special class characteristics and relates instruction to individual students’ academic progress and area of need
- Manages all routine tasks and classroom procedures
- Gradually assumes full instructional responsibility for the school day, adding one subject, period or preparation every few days as teaching proficiency increases
- Develops all lesson plans with guidance from cooperating teacher
- Continues to develop instructional materials for lessons
- Participates in faculty meetings, parent/teacher conferences, PTA meetings, and staff development workshops offered through the district
- Continues to maintain timecard
- Asks cooperating teacher and Director of Student Teaching for specific feedback on lesson plans, classroom management, and instructional performance
Cooperating Teacher
• Plans instruction and remediation activities cooperatively with the student teacher
• Models a variety of instructional techniques so that student teacher develops a comfort level for a wide range of teaching activities
• Continuously assesses the student teacher’s level of competency in lesson planning, classroom management, and instructional delivery
• Completes and reviews weekly progress forms with student teacher

Director of Student Teaching
• Conducts observations and confers with the student teacher and cooperating teacher
• Confers with student teacher and cooperating teacher about evaluations
• Advises and supports cooperating teacher and student teacher as required
• Provides university with results of student teaching evaluation results

Stage Three: Full Responsibility (weeks 4-7)

Student teacher
• Sustains primary responsibility for lesson planning, preparing materials, delivering instruction, and monitoring student progress
• Implements and maintains an effective discipline plan
• Communicates with parents (via newsletters, personal notes, phone calls)
• Assumes primary responsibility for student formative and summative assessment and recommends student grades to cooperating teacher
• Provides instruction that recognizes individual student needs and remediation strategies to meet those needs
• Continues to maintain timecard
• Asks the school principal (or other building administrator, such as grade-level or department chair) to observe a lesson and provide feedback

Cooperating Teacher
• Examines, critiques, and approves student teacher’s plans for instruction and student assessment
• Assumes primary responsibility for students’ final grades
• Continues to observe and assess the student teacher’s instruction
• Occasionally models instructional strategies
• Completes and reviews weekly progress forms, midterm, and final evaluation forms with student teacher

Director of Student Teaching
• Conducts observations and confers with cooperating teacher and student teacher
• Confers with student teacher and cooperating teacher about final evaluation
• Advises and supports the cooperating teacher and student teacher

Stage Four: Giving Back the Classroom (week 8)

Student teacher
• Gradually returns the classroom to the cooperating teacher, teaching less and less over the period of a week
• Continues to prepare lesson plans and to grade students’ assignments
• Observes other teachers referred to by the cooperating teacher
• Continues to participate in classroom and school activities
• Continues to maintain timecard
**Cooperating Teacher**
- Gradually takes back the classroom, one class period or lesson at a time
- Refers the student teacher to other classrooms for observation
- Continues to model instructional strategies

**Director of Student Teaching**
- Collects weekly progress reports, midterm and final evaluations, and evaluation from the principal (or assistant principal)
- Advises and supports the cooperating teacher and student teacher
The Student Teacher

The student teacher is expected to meet specific requirements established by the Department of Interdisciplinary Studies. The student teacher also has certain responsibilities to the cooperating school system, the cooperating teacher, the staff of which he/she is temporarily a part, and the students with whom he/she is involved. Three outcomes will be produced as a by-product of the experience: reflective journals, electronic portfolio, seminar attendance and participation.

Guiding Principles

1. The student teacher works primarily under the authority and guidance of the cooperating teacher to whom he/she is assigned, as well as being under the authority of the principal or administrative head of the school and the coordinator of student teaching.

2. During the semester in which the internship occurs, the student teacher is expected to be on duty in the assigned classroom every day that the school is in session unless excused by a responsible authority.

3. The student teacher is a guest of the cooperating school and will be recognized as a representative of Regent University by students, faculty, and the community. Therefore, as a member of the teaching profession, the student teacher needs to maintain the same professional standards expected of all teaching employees of the school.

4. The student teacher is expected to assist in extracurricular activities when possible but is not to be placed in charge of outside activities unless he/she is under the supervision of the cooperating teacher or another professional educator assigned to the authority position of the activity.

5. The cooperating teacher or administrator should emphasize the importance of professional ethics. The plan is to strengthen the student teacher's understanding of ethical obligations and accountability to the students in the classroom and to the participating school district.
6. When analyzing and discussing specific educational situations observed at the site, discretion is vital, and the student teacher should use caution to not reveal names of teacher, student, staff, or class observed. Students’ personal and academic files, which are privileged information, should always be treated as such.

7. The student teacher should establish personal guidelines that will support the cooperating school's policies and reflect support for the school system.

8. The student teacher must be sure the students understand all classroom rules and regulations and should encourage a positive learning environment, reinforce positive behavior, and consistently enforce the established classroom procedures. The student teacher is expected to practice learned classroom management skills.

9. The student teacher is urged to accept every task as a potential learning experience to fulfill as effectively as possible his/her role as teacher. The student teacher should develop his/her own educational philosophy consistent with the principles of Regent University.

10. Department of Interdisciplinary Studies policy prohibits the release of the student teacher to accept a teaching position prior to successful completion of the internship. Receiving compensation for interning is not appropriate.

11. The student teacher should not transport any school student(s) in any vehicle except in an emergency situation and as authorized by the cooperating school administration per the guidelines of the specific district. This prohibition extends to field trips and overnight trips that the student teacher should attend only if accompanied by the cooperating teacher or other responsible school representatives.

12. The field placement coordinator, in consultation with the district’s office, cooperating teacher, and Director of Student Teaching can change or terminate the student teacher's assignment if necessary.
Preparation
1. Complete the Student teacher Personal Data Form and give to cooperating teacher.

2. Provide Director of Student Teaching with a schedule, map to school, and classroom location.

3. Observe at least 1 or 2 other teachers during the internship experience representing a variety of settings and teaching styles.

4. Write daily lesson plans for all lessons taught (follow university format).

5. Have copies of all lesson plans in notebook available for the coordinator of student teaching.

6. Submit lesson plans and student remediation plans to the cooperating teacher at least two days prior to instruction so the cooperating teacher has the opportunity to make any needed corrections or suggestions.

7. In the critique section of each lesson plan, answer the following questions:
   a. Did your students meet the objective(s)?
   b. What will you do for student who did not meet the objectives or were not successful on formative/summative assessments?
   c. What part of the lesson would you change? Why?

8. Present assessments to the cooperating teacher for review two days prior to the day given. Follow-up should include administering and scoring any assessments.

9. Prepare selective teaching aids and use supplemental resources.

Instruction
1. Complete a 16 week, minimum of 500 hours, experience at two placements.

2. Utilize audiovisual equipment and computer technology.
3. Assume teaching responsibilities without assistance from the cooperating teacher.

4. Work with large and small groups as well as with individuals to become aware of the total range of student motivation levels and readiness levels.

Management

1. Use positive verbal and non-verbal reinforcement for the tasks assigned within the classroom.
   a. Actively participate in team problem solving and planning.
   b. Maintain anecdotal records and monitor daily progress toward academic objectives.

2. Manage the instruction of the classroom including the start and end of each class period, subject lessons, the end of day dismissal (all transitions, etc.)

3. Address and handle discipline problems according to school and classroom guidelines.

4. Maintain grading standards and apply these standards during the grading period. In conjunction with the cooperating teacher, assume responsibility for recording grades and assisting in reporting student progress.

Professional Interactions and Responsibilities

It is important that your Director of Student Teaching and the school where the internship is being conducted are notified if you are going to be absent during the internship, e.g. due to illness.
Crisis Response:

To assist school divisions in promulgating safe school cultures and climates, Regent University Interdisciplinary Studies (IDS) faculty imparts safe school best practices to all Student Teachers. IDS faculty and staff developed crisis response protocols in the event of an emergency or crisis at a school where a Student Teacher is placed.

What is a school crisis? A circumstance or event that is a surprise to school personnel and evokes a sense of threat.

Who determines an event as a crisis? Participating school division personnel and/or Regent University faculty and administration.

Immediately following a crisis event, IDS faculty will (in cooperation with school division personnel):

1. Immediately ascertain the effect of the crisis (proximity, intensity, relation, etc.) on the Student Teacher.
   a. Interview Student Teacher (academic advisor and IDS chair).
   b. Refer Student Teacher to Regent University Psychological Services.
   c. Consider recommendations from school personnel.

2. Regent IDS chair with take one of three actions contingent on the outcome of the effect of the crisis on the Student Teacher:
   a. Remove Student Teacher from current school assignment and assign different school.
   b. Remove the Student Teacher from the current Cooperating Teacher and assign different Cooperating Teacher in same school.
   c. Remove Student Teacher from Teacher Candidate Internship without penalty.

*All Regent University Student Teachers are required to meet the minimum number student teaching hours as outlined in the IDS Student Teaching Handbook.
APPENDICES

Forms

Appendix A: Weekly Evaluation of Student teacher
Appendix B: Student Teacher Mid-term Evaluation
Appendix C: Rubric for Mid-term and Final Student Teacher Evaluations
Appendix D: Cooperating Teacher Characteristic Letter to School Personnel
Appendix E: Principal Teacher Rating Letter
Appendix F: Regent Cooperating Teacher Match Form
Appendix A

DEPARTMENT OF INTERDISCIPLINARY STUDIES
WEEKLY EVALUATION OF STUDENT TEACHER BY COOPERATING TEACHER
(FORMATIVE ASSESSMENT)

Form can be found electronically at www.regent.edu/cooperatingteachers

Student teacher's Name: __________________________ Date: __________

Cooperating Teacher: __________________________ School: __________

This form has been designed to help cooperating teacher give the student teacher frequent specific feedback. After checking the applicable items in each area, continue with the successive sections and provide specific information regarding strengths and areas for improvement. As you rate our students, please consider how they rank compared to other student teachers that you have had in your classroom.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>______ Frequently absent</td>
<td>______ Frequently late</td>
<td>______ Makes frequent usage/grammatical errors</td>
</tr>
<tr>
<td>______ Rarely absent</td>
<td>______ Generally punctual</td>
<td>______ Inarticulate</td>
</tr>
<tr>
<td>______ Exemplary attendance</td>
<td>______ Always on time</td>
<td>______ Articulate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>______ Written works demonstrate</td>
<td>______ Thoughtless: Insensitive to others' feelings and opinions</td>
<td>______ Sometimes fails to complete assigned tasks and duties</td>
</tr>
<tr>
<td>frequent misspelling and/or grammatical errors</td>
<td>______ Limited sensitivity and diplomacy</td>
<td>______ Sometimes needs to be reminded to attend to assigned tasks or duties</td>
</tr>
<tr>
<td>______ Writing is often unclear or disorganized</td>
<td>______ Perceives what to do or say in order to maintain good relations with others and responds accordingly</td>
<td>______ Responsible: Attends to assigned tasks or duties</td>
</tr>
<tr>
<td>______ Organizes and clearly expresses ideas</td>
<td>______ Highly sensitive to others' feelings and opinions: Diplomatic</td>
<td>______ Self-starter: Perceives needs and attends to them immediately</td>
</tr>
<tr>
<td>______ Frequently and effectively communicates with parents and/or administrators</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>______ Passive: Depends on others for direction, ideas and guidance</td>
<td>______ Prefers to work in isolation</td>
<td>______ No evidence of implementing pedagogical theories</td>
</tr>
<tr>
<td>______ Has good ideas, works effectively with limited supervision</td>
<td>______ Reluctant to share ideas and materials</td>
<td>______ Sometimes relates theory to practice</td>
</tr>
<tr>
<td>______ Creative and resourceful: Independently implements plans</td>
<td>______ Prefers being part of a team</td>
<td>______ Frequently bases practical work on sound pedagogical theory</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. Response to Feedback</th>
<th>11. Interaction with Students</th>
<th>12. Interaction with Faculty/Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>______ Unreceptive to feedback</td>
<td>______ Sometimes antagonistic towards student</td>
<td>______ Is sometimes antagonistic</td>
</tr>
<tr>
<td>______ Receptive - BUT doesn't implement suggestions</td>
<td>______ Shy: Hesitant to work with students</td>
<td>______ Shy: Hesitant to work with school personnel</td>
</tr>
<tr>
<td>______ Receptive - AND adjusts performance accordingly</td>
<td>______ Relates easily and positively with students</td>
<td>______ Relates easily and positively</td>
</tr>
<tr>
<td>______ Solicits suggestions and feedback from others</td>
<td>______ Outgoing: Actively seeks opportunities to work with students</td>
<td>______ Outgoing: Actively seeks opportunities to work with school personnel</td>
</tr>
<tr>
<td></td>
<td>______ Accepts responsibility for student learning</td>
<td></td>
</tr>
</tbody>
</table>

30
Summarize the proficiency level for each area listed. Identify at least two areas of instructional strength your student teacher demonstrated this week (Indicate with a "+"). Then identify at least two areas that the student teacher needs to focus on for the following week (Indicate with a "√"). After checking items in each area, please turn the page and provide more specific information.

<table>
<thead>
<tr>
<th>1. Teaching Plans and Materials</th>
<th>2. Impact on Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Plan has objectives for current lesson</td>
<td>___ Student learning is evidenced by frequent work samples</td>
</tr>
<tr>
<td>___ Plan has objectives related to appropriate SOL (if applicable)</td>
<td>___ Student learning is evidenced by active engagement in class</td>
</tr>
<tr>
<td>___ Plan is suitable for diverse learners</td>
<td>___ Student learning is evidenced by positive social interactions with peers and school personnel</td>
</tr>
<tr>
<td>___ Plan has procedures for regularly assessing student progress and making adjustments</td>
<td>___ Student learning is evidenced by high rate of correct responses and successful performance on quizzes and test</td>
</tr>
<tr>
<td>___ Plan has remediation procedures for students in need</td>
<td>___ Student learning is evidenced by student remediation data</td>
</tr>
<tr>
<td>___ Plans are given to cooperating teacher in advance</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Starts lesson from a point of engagement</td>
<td>___ Provides behavioral expectations at beginning of lesson</td>
</tr>
<tr>
<td>___ Provides objectives and establishes student's prior knowledge</td>
<td>___ Reinforces appropriate student behavior throughout lesson</td>
</tr>
<tr>
<td>___ Provides opportunities for students to be actively engaged</td>
<td>___ Quickly establishes classroom routines and procedures to mitigate behavior issues</td>
</tr>
<tr>
<td>___ Provides opportunities for students to be actively engaged</td>
<td>___ Uses instructional time effectively and efficiently to keep all students on task</td>
</tr>
<tr>
<td>___ Collects, reviews, and grades homework, and links to classroom instruction</td>
<td>Number of students off task ______</td>
</tr>
<tr>
<td>___ Begins lesson on schedule</td>
<td>___ Provides feedback to students about behavior</td>
</tr>
<tr>
<td>___ Uses student responses and questions in teaching</td>
<td>___ Quick to redirect or stop inappropriate behavior</td>
</tr>
<tr>
<td>___ Uses appropriate wait time for students after asking questions</td>
<td>___ Constantly moving around classroom and checking for student understanding and on task behavior</td>
</tr>
<tr>
<td>___ Uses effective closure or summarization techniques</td>
<td>___ Deals calmly and effectively with major classroom disruptions</td>
</tr>
<tr>
<td>___ Uses instructional time effectively and transitions are smooth</td>
<td>___ No misbehavior observed, evidence that the student teacher has grasp and knowledge of classroom management best practices</td>
</tr>
<tr>
<td>___ Content information is accurate and current</td>
<td></td>
</tr>
<tr>
<td>___ Students are asked higher order questions</td>
<td></td>
</tr>
<tr>
<td>___ Effectively incorporates technology into instruction</td>
<td></td>
</tr>
<tr>
<td>___ Effectively monitors students on task and redirects students off task</td>
<td></td>
</tr>
</tbody>
</table>

* Make sure to complete this section each week if appropriate.
Recommendations and Commendations:

Please note any element(s) of instructional competencies that need corrective action on behalf of the student teacher, provide specific examples of how the student teacher may strengthen the area(s) of need. Your recommendations should be shared with the Director of Student Teaching for additional assistance in monitoring the area(s) of need.

If there are elements of instructional competencies that the student teacher is excelling in, please provide specific examples of how the student teacher positively impacted student learning. Your commendations should be shared with the Director of Student Teaching.

Cooperating Teacher Signature
Date

In the space below, the student teacher will briefly outline plans to strengthen or improve areas noted above by the cooperating teacher.

Student teacher Signature
Date
Appendix B
STUDENT TEACHER EVALUATION
MIDTERM (M1)/FINAL (M2) (Summative Assessment)
COOPERATING TEACHER/SCHOOL PRINCIPAL

This form should be filled out online at www.regent.edu/cooperatingteachers

Name of Student teacher ____________________________
Endorsement Area ____________________________ Age/Grade ____ Level _______
Internship Dates: Began ___________ Concluded _______________
School ____________________________ District ________________ State ___
Evaluator’s Name ________________ Evaluator’s Position ________________

Please rate the student teacher’s performance according to the following rubric:

<table>
<thead>
<tr>
<th>I. INSTRUCTIONAL PLANNING AND DELIVERY</th>
<th>Outstanding</th>
<th>Above</th>
<th>Satisfactory</th>
<th>Needs</th>
<th>Unsatisfactory</th>
<th>No Opportunity to Observe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses formal and informal assessment data to make instructional decisions.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2. Plans instruction based on objectives and core curriculum demands.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3. Designs instruction that academically addresses learning style and motivation, as well as behavioral and academic area of need.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>4. Plans instruction based on diagnostic teaching and data use.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>5. Designs instruction that includes review, teacher</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
presentation, guided and independent practice, immediate feedback and delayed testing.

6. Designs and implements instruction that facilitates retention and transfer. 5 4 3 2 1 0

7. Involves students with daily visual charting of academic and behavioral performance. 5 4 3 2 1 0

8. Demonstrates effective use of instructional time. 5 4 3 2 1 0

9. Uses relevant example and demonstration to illustrate concepts and skills. 5 4 3 2 1 0

10. Makes efficient transitions between instructional activities. 5 4 3 2 1 0

11. Summarizes the main points at the end of the lesson. 5 4 3 2 1 0

12. Incorporates all language modes in instructional planning and delivery. 5 4 3 2 1 0

13. Uses signals, cues, and questioning appropriately. 5 4 3 2 1 0

14. Conducts and uses task analysis. 5 4 3 2 1 0

15. Integrates effective social skills, as well as career and vocational skills with academic curricula. 5 4 3 2 1 0

16. Uses computer technology when appropriate. 5 4 3 2 1 0

17. Uses research-based instructional approaches and techniques. 5 4 3 2 1 0

Comments on effectiveness of overall instruction and use of developmentally appropriate strategies: __________________________
## II. PART A. MANAGEMENT – BEHAVIOR

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Above Average</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
<th>No Opportunity to Observe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Utilizes predetermined set of student behavior/performance expectations (rules and procedures) and practices reinforces often (verbally and in print).</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2. Anticipates behavior problems (signals, behavioral indicators) and responds appropriately using proximity, room arrangement, preferred activity time as strategies to get student(s) back on task quickly.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3. Provides a learning environment with high time on task student behavior through effective and efficient transitions, active engagement, and appropriate corrective feedback (praise, prompt, leave).</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>4. Responds immediately to disruptive behavior with calm but meaningful body language and corrective feedback that redirects student back on task.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>5. Builds positive relationship with students and demonstrates knowledge about students to prevent behavior problems (moving student seat, telling student they care about their success, motivating students)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**Comments on student teacher’s impact on student discipline:**

**Comments on student teacher’s ability to lead the class:**
III. COMMUNICATION

1. Uses voice tone, facial expressions, and body language for emphasis, management, and expression.  

   Outstanding  Above Average  Satisfactory  Needs Improvement  Unsatisfactory  No Opportunity to Observe

2. Actively listens and appropriately responds to students, parents, teachers, administrators, and other school personnel.  

   Outstanding  Above Average  Satisfactory  Needs Improvement  Unsatisfactory  No Opportunity to Observe

3. Collaborates with parents, classroom teachers, and other school/community personnel.  

   Outstanding  Above Average  Satisfactory  Needs Improvement  Unsatisfactory  No Opportunity to Observe

4. Communicates specific information on student performance to teachers, administrators, parents, and other school professionals.  

   Outstanding  Above Average  Satisfactory  Needs Improvement  Unsatisfactory  No Opportunity to Observe

5. Chooses language appropriate to learner needs.  

   Outstanding  Above Average  Satisfactory  Needs Improvement  Unsatisfactory  No Opportunity to Observe

6. Builds an interactive learning community with students.  

   Outstanding  Above Average  Satisfactory  Needs Improvement  Unsatisfactory  No Opportunity to Observe

7. Demonstrates ability to problem solve as well as manage resistance and conflict in interactions with students and professionals.  

   Outstanding  Above Average  Satisfactory  Needs Improvement  Unsatisfactory  No Opportunity to Observe

8. Writes appropriate goals and objectives.  

   Outstanding  Above Average  Satisfactory  Needs Improvement  Unsatisfactory  No Opportunity to Observe
9. Understands and respects individual differences.

Comments on student teacher’s ability to lead the class:

IV. EVALUATION AND ASSESSMENT

<table>
<thead>
<tr>
<th>Task</th>
<th>Outstanding</th>
<th>Above Average</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
<th>No Opportunity to Observe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Examines student educational files and understands and utilizes assessment data.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2. Conducts and analyzes functional assessment of behavior.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3. Uses direct observation techniques to gather data and design behavioral interventions.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>4. Conducts diagnostic assessment for instructional purposes.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>5. Monitors daily academic progress.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>6. Provides immediate feedback.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>7. Sequences, implements, and evaluates individual learning objectives.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>


Comments on student teacher’s development and implementation of student assessments and evaluations:

<table>
<thead>
<tr>
<th>V. PROFESSIONAL AND ETHICAL BEHAVIOR</th>
<th>Outstanding</th>
<th>Above Average</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
<th>No Opportunity to Observe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plans and directs activities of classroom assistants including paraprofessionals, volunteers, and tutor.</td>
<td>5 4 3 2 1 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Modifies performance based on personal and professional critiques.</td>
<td>5 4 3 2 1 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Demonstrates flexibility.</td>
<td>5 4 3 2 1 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Demonstrates initiative in planning, management and professional interactions.</td>
<td>5 4 3 2 1 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Maintains confidentiality.</td>
<td>5 4 3 2 1 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Demonstrates effective collaboration in one-to-one and small group interactions.</td>
<td>5 4 3 2 1 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Fosters trust in relationships with students, families and colleagues.</td>
<td>5 4 3 2 1 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Receives and responds to constructive feedback.</td>
<td>5 4 3 2 1 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Narrative of student teacher’s professionalism, attitudes, and demeanor throughout the period of observation (classroom management perspective):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Narrative of lesson summary; i.e. what was topic was taught? What learning and teaching strategies were observed? What questioning strategies were used? What assessment techniques used?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Commendations:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Recommendations for instructional/pedagogy improvement (Recommendations must be verified during next Director of Student Teaching observation).

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

(Signature of Evaluator)  (Date)

________________________________________________________________________

(Signature of Student teacher)  (Date)
## Appendix C
This rubric provides more information to assist you with scoring the items listed on the mid-term and final evaluations.

<table>
<thead>
<tr>
<th>1. INSTRUCTIONAL PLANNING AND DELIVERY</th>
<th>5 outstanding (present in every lesson)</th>
<th>4 Above Average (present in almost all)</th>
<th>3 Satisfactory (present in some)</th>
<th>2 Needs Improvement</th>
<th>1 Unsatisfactory</th>
<th>0 NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses formal and informal assessment data to make instructional decisions.</td>
<td>CONSISTENTLY uses a variety of assessment tools to guide instruction (readiness, interest, learning modality)</td>
<td>REGULARLY uses assessments to guide instruction</td>
<td>OCCASIONALLY uses assessments to guide instruction</td>
<td>RARELY uses assessments to guide instruction</td>
<td>NEVER uses assessments to guide instruction</td>
<td></td>
</tr>
<tr>
<td>2. Plans instruction based on objectives and core curriculum demands.</td>
<td>CONSISTENTLY states learning outcomes that reflect key concepts of the discipline and are aligned to local and state standards</td>
<td>REGULARLY states learning outcomes that reflect topics of the discipline and are aligned to local and state standards</td>
<td>OCCASIONALLY states learning outcomes that reflect topics of the discipline and are aligned to local and state standards</td>
<td>RARELY uses outcomes that are topical based—may be loosely aligned to local and state standards</td>
<td>NEVER uses outcomes that are topical based—may be loosely aligned to local and state standards</td>
<td></td>
</tr>
<tr>
<td>3. Designs instruction that academically addresses learning style and motivation, as well as behavioral and academic needs.</td>
<td>CONSISTENTLY Uses multiple instructional strategies, activities, or adaptations that include higher levels of learning or thinking.</td>
<td>REGULARLY Uses instructional strategies, activities, or adaptations that include higher levels of learning or thinking.</td>
<td>OCCASIONALLY Uses instructional strategies, activities, or adaptations that include higher levels of learning or thinking.</td>
<td>RARELY uses instructional strategies, activities, or adaptations that include higher levels of learning or thinking.</td>
<td>NEVER uses instructional strategies, activities, or adaptations that include higher levels of learning or thinking.</td>
<td></td>
</tr>
<tr>
<td>4. Plans instruction based on diagnostic teaching and remediation grouping</td>
<td>CONSISTENTLY designs lessons that show a clear understanding of student needs—i.e. readiness, interest, or learning profile; student adjust lesson plans based on exit tickets consistently. Flexible groupings are used consistently.</td>
<td>REGULARLY designs lessons that take into account two forms of student need (readiness, interest, learning profile); flexible groups occur</td>
<td>OCCASIONALLY designs lessons that meet student needs; tend to always focus on one form—i.e. Learning profile (visual); some flexible grouping is used</td>
<td>RARELY designs lessons that meet needs of students. Whole group instruction is used consistently</td>
<td>NEVER designs lessons that meet needs of students. Teacher centered lesson plans are always in place</td>
<td></td>
</tr>
<tr>
<td>5. Designs instruction that includes review, teacher presentation, guided and independent practice, immediate feedback and delayed testing</td>
<td>CONSISTENTLY and uses a variety of methods (Madeline Hunter or the 5 E method) depending on subject being taught.</td>
<td>REGULARLY</td>
<td>OCCASIONALLY</td>
<td>RARELY</td>
<td>NEVER</td>
<td></td>
</tr>
<tr>
<td>6. Designs and implements</td>
<td>CONSISTENTLY divides key concepts into key points; reviews</td>
<td>REGULARLY</td>
<td>OCCASIONALLY provides a description of what</td>
<td>RARELY provides students with</td>
<td>NEVER provides students with</td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>Consistently Uses Time Wisely and Well During Transitions; Seamless Flow Throughout Lesson</td>
<td>Regularly Uses Time Wisely and Transitions Are Minimal for Most of the Lessons</td>
<td>Occasionally Uses Time Wisely and Transitions Are Minimal for Some of the Lessons</td>
<td>Rarely Uses Time Wisely and Transitions Are Minimal for a Significant Portion of the Lesson</td>
<td>Never Uses Time Wisely and Well During Transitions</td>
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<td>Makes Efficient Transitions Between Instructional Activities</td>
<td>CONSISTENTLY uses higher order questions that have been regularly used.</td>
<td>REGULARLY uses some questions that have been used.</td>
<td>OCCASIONALLY uses some higher order questions that have been used.</td>
<td>RARELY uses higher order questions in lessons.</td>
<td>NEVER uses questions in lessons.</td>
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<tr>
<td>Summarizes the Main Points at the End of the Lesson</td>
<td>CONSISTENTLY summarizes the main points of the lesson and links to essential questions of the lesson.</td>
<td>REGULARLY summarizes the main points of the lesson and links to essential questions of the lesson.</td>
<td>OCCASIONALLY summarizes the main points of the lesson.</td>
<td>RARELY summarizes the main points of the lesson.</td>
<td>NEVER summarizes the main points of the lesson.</td>
<td></td>
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<tr>
<td>Incorporates All Language Modes in Instructional Planning and Delivery</td>
<td>CONSISTENTLY uses all language modes in lessons.</td>
<td>REGULARLY uses all language modes in lessons.</td>
<td>OCCASIONALLY uses all language modes in lessons.</td>
<td>RARELY uses all language modes in lessons.</td>
<td>NEVER uses all language modes in lessons.</td>
<td></td>
</tr>
<tr>
<td>Demonstrates Effective Use of Instructional Time</td>
<td>CONSISTENTLY uses effective demonstrations, examples, or models to enhance learning.</td>
<td>REGULARLY uses some effective demonstrations, examples, or models to enhance learning.</td>
<td>OCCASIONALLY uses some effective demonstrations, examples, or models to enhance learning.</td>
<td>RARELY uses demonstrations or examples.</td>
<td>NEVER uses demonstrations or examples.</td>
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</tr>
<tr>
<td>Uses Relevant Example and Demonstration to Illustrate Concepts and Skills</td>
<td>CONSISTENTLY uses multiple and effective demonstrations, examples, or models to enhance learning.</td>
<td>REGULARLY uses some effective demonstrations, examples, or models to enhance learning.</td>
<td>OCCASIONALLY uses some effective demonstrations, examples, or models to enhance learning.</td>
<td>RARELY uses demonstrations or examples.</td>
<td>NEVER uses demonstrations or examples.</td>
<td></td>
</tr>
<tr>
<td>Involves Students with Daily Visual Charting of Academic and Behavioral Performance</td>
<td>CONSISTENTLY uses it consistently.</td>
<td>REGULARLY uses it regularly.</td>
<td>OCCASIONALLY uses it occasionally.</td>
<td>RARELY uses it rarely.</td>
<td>NEVER uses it never.</td>
<td></td>
</tr>
<tr>
<td>Instruction that facilitates retention and transfer.</td>
<td>provides a description of what students will know and do as a result of the lesson, link to new and old information is made but not as clear as it could be; discusses topic of lessons</td>
<td>students will know and do as a result of the lesson, link to new and old information is made but not as clear as it could be; discusses topic of lessons</td>
<td>information on what they should know or do as a result of the lesson</td>
<td>information on what they should know or do. Lesson is focused on factual recall.</td>
<td>information on what they should know or do. Lesson is focused on factual recall.</td>
<td></td>
</tr>
<tr>
<td>II. PART A: MANAGEMENT – BEHAVIOR</td>
<td>5 outstanding (present in every lesson)</td>
<td>4 Above Average (present in almost all)</td>
<td>3 Satisfactory (present in some)</td>
<td>2 Needs Improvement</td>
<td>1 Unsatisfactory</td>
<td>0 NA</td>
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<tr>
<td>1. Utilizes predetermined set of student behavior/performance expectations (rules and procedures) and practices/reinforces often (verbally and in print).</td>
<td>CONSISTENTLY reminds students of behavior and academic expectations; circulates throughout room; uses same stop signal; safety concerns are addressed in multiple methods; teacher is leader in the class consistently.</td>
<td>REGULARLY reminds students of behavior and academic expectations; circulates throughout room; uses several stop signals; safety concerns are addressed; teacher is leader for 85% of the time</td>
<td>OCCASIONALLY reminds students of behavior and academic expectations; circulates throughout room but occurs more when students are misbehaving; uses multiple stop signals; safety concerns are addressed; teacher is able to control class</td>
<td>RARELY reminds students of behavior and academic expectations; circulates throughout room; tends to stand at front</td>
<td>NEVER</td>
<td>NA</td>
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<tr>
<td>2. Anticipates behavior problems (signals, behavioral)</td>
<td>CONSISTENTLY uses only signals or cues to alert students of behavior issues; responds appropriately to get</td>
<td>REGULARLY uses signals/cues and verbal crutches to alert students of behavior issues; verbal</td>
<td>OCCASIONALLY uses signals/cues and verbal crutches to alert students of behavior issues; verbal</td>
<td>RARELY uses signals/cues; relies mainly on verbal</td>
<td>NEVER uses signals or cues; lesson falls apart due to teacher</td>
<td>NA</td>
</tr>
<tr>
<td>3</td>
<td>Provides a learning environment with high time on task student behavior through effective and efficient transitions, active engagement, and appropriate corrective feedback (praise, prompt, leave).</td>
<td>STUDENTS back on task quickly.</td>
<td>CRUTCHES less than 4 times in a 30 minute lesson, responds appropriately to get students back on task.</td>
<td>CRUTCHES occur less than 5-9 times during a 30 minute lesson, responds appropriately to get students back on task.</td>
<td>CRUTCHES which disrupts the lesson stopping to handle issues</td>
<td>CONSISTENTLY</td>
</tr>
</tbody>
</table>

| 4 | Responds immediately to disruptive behavior with calm but meaningful body language and corrective feedback that redirects student back on task. | CONSISTENTLY uses a variety of cooperative learning strategies to manage social interactions; teacher displays calm but meaningful body language; teacher uses corrective feedback. | REGULARLY uses cooperative learning strategies in lessons; tend to be the same structures used frequently (i.e. think, pair, share); teacher displays calm but meaningful body language; teacher uses corrective feedback. | OCCASIONALLY uses one-three difference cooperative learning structures; teacher uses corrective feedback. | RARELY uses cooperative learning structures; teacher uses corrective feedback. | NEVER |

<p>| 5 | Builds positive relationship with students and demonstrates knowledge about students to prevent behavior problems (moving student seat, telling student they care about their success, motivating students. | CONSISTENTLY | REGULARLY | OCCASIONALLY | RARELY | NEVER |</p>
<table>
<thead>
<tr>
<th>III COMMUNICATION</th>
<th>5 Outstanding (present in every lesson)</th>
<th>4 Above Average (present in almost all)</th>
<th>3 Satisfactory (present in some)</th>
<th>2 Needs Improvement</th>
<th>1 Unsatisfactory</th>
<th>O NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses voice tone, facial expressions, and body language for emphasis, management, and expression.</td>
<td>CONSISTENTLY uses voice levels so all can hear instruction; body language attentive and appropriate.</td>
<td>REGULARLY uses voice levels so almost all of the students can hear instruction; body language open and appropriate.</td>
<td>OCCASIONALLY uses voice levels so most students can hear instruction; body language appropriate.</td>
<td>RARELY uses voice levels that allow students to hear instructions, body language neutral.</td>
<td>NEVER</td>
<td></td>
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<tr>
<td>2. Actively listens and appropriately responds to students, parents, teachers, administrators, and other school personnel.</td>
<td>CONSISTENTLY in all situations</td>
<td>REGULARLY in most situations</td>
<td>OCCASIONALLY in almost all situations</td>
<td>RARELY</td>
<td>NEVER</td>
<td></td>
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<tr>
<td>3. Collaborates with parents, classroom teachers, and other school/community personnel.</td>
<td>CONSISTENTLY and initiates collaboration</td>
<td>REGULARLY collaborates and is easy to work with</td>
<td>OCCASIONALLY</td>
<td>RARELY</td>
<td>NEVER</td>
<td></td>
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</tbody>
</table>
August 2014

Dear Human Resource Specialist,

Each semester we look forward to working with you and your teachers as we begin to seek placements for our aspiring teachers in various elementary and middle schools. Student teaching is the time for student teachers to engage in teaching experiences in a collaborative environment with the leadership and direction of university and public school professionals. This responsibility is a highly significant one and the College of Arts and Sciences would like to extend our sincere appreciation for your willingness to ensure that selected staff serving as Cooperating Teachers for Regent University students provide expertise in instructional best practices.

As a former school principal I have a keen appreciation of the importance of matching great teachers with university students who are learning the art of teaching. The Department of Interdisciplinary Studies is asking for your assistance with matching great teachers to our student teachers. Attached is a form which asks school principals to nominate potential Cooperative Teachers who meet the characteristics outlined. Our purpose is to actively participate with you in the selection process of Cooperating Teachers and ensure that quality teachers are provided this opportunity.

Please disseminate the attached form to your school principals. All information will be shared with your department and our Regent University Director of Student Teaching to ensure your school district’s Cooperative Teacher requirements of credential and years of service are verified.

Thank you for your service to children and teachers.

Kurt Kreassig, Ed.D.
Chair, Interdisciplinary Studies
Regent University
Making the Extraordinary Our Standard
1000 Regent University Dr.
Virginia Beach, VA 23464
757.352.4372
Dear School Principal,

Each semester we look forward to working with you and your teachers as we begin to seek placements for our aspiring teachers in your elementary school. Student teaching is the time for student teachers to engage in teaching experiences in a collaborative environment with your leadership and the direction of university professionals and teachers. This responsibility is a highly significant one and the College of Arts and Sciences would like to extend our sincere appreciation for your willingness to ensure that teachers you select to serve as Cooperating Teacher for Regent University students provide expertise in instructional best practices.

As a former school principal I have a keen appreciation of the importance of matching great teachers with university students who are learning the art of teaching. The Department of Interdisciplinary Studies is asking for your assistance with matching great teachers to our student teachers. We are gathering a teacher talent pool to better serve our students and profession. Attached is a form which asks you to nominate teachers who meet the characteristics outlined. Once complete, this form can be emailed to kkreassig@regent.edu or picked up by our Director of Student Teaching. All information will be shared with your human resource department and our Regent University Director of Student Teaching to ensure your school district’s Cooperative Teacher requirements of credential and years of service are verified.

Thank you for your service to children and teachers.

Kurt Kreassig, Ed.D.
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Virginia Beach, VA 23464
757.352.4372
Please write the name of the teacher you recommend as a Cooperating Teacher and rate their effectiveness in the categories below.

Teacher Name: ____________________________________________

One indicates the lowest degree of attainment of Teacher Effectiveness and four indicates the highest degree of attainment of job criteria.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Degree of Attainment</th>
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<td>1. Consistently demonstrates effective principles of teaching.</td>
<td>1 2 3 4</td>
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<tr>
<td>2. Consistently Practices effective principles of classroom management.</td>
<td>1 2 3 4</td>
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<tr>
<td>3. Knowledge of curriculum, standards, and subject taught.</td>
<td>1 2 3 4</td>
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<tr>
<td>4. Consistently practices effective communication skills.</td>
<td>1 2 3 4</td>
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<td>5. Exhibits high expectations for student success.</td>
<td>1 2 3 4</td>
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<td>6. Willingness to mentor and share with others.</td>
<td>1 2 3 4</td>
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</table>
Dear Human Resource Specialist,

We’ve received and reviewed the Cooperating Teacher nomination forms from your school principals. We would like to place the following student teachers with your Cooperating Teachers based on their principals’ Effective Teacher Characteristic ratings.

<table>
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<tr>
<th>Cooperating Teacher/School</th>
<th>Paired with</th>
<th>Student Teacher</th>
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</table>
December 2014

Dear Human Resource Specialist,

I want to thank you and your staff for working with Regent University Student Teachers this semester and helping to pair our student teachers with skilled, caring, and passionate educators. Our student teachers report overall positive experiences; due largely in part to the qualities and expertise of Cooperating Teachers. Regent Interdisciplinary Studies students are confident and prepared to embark on a lifelong career as a teacher.

I want to reiterate the following teachers exemplified qualities expected in Cooperating Teachers:

1. 9.
2. 10.
3. 11.
4. 12.
5. 13.
7. 15.
8. 16.

Thank you for your service to children and teachers.

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