

HUSTON-TILLOTSON UNIVERSITY

Educator Preparation Program



Cooperating Teacher Handbook 2016-2017

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Please Note

The information enclosed is accurate at the time of printing; however, policies are subject to change based on state guidelines.

Dear Cooperating Teacher:

Welcome to the Huston-Tillotson Educator Preparation Program (EPP). Your role as a cooperating teacher is of the utmost importance to the success of the student teacher, not only during the current semester, but in the years to come as the new teacher develops into an experienced, proficient, and effective professional educator.

The importance of mentoring during the student teaching experience cannot be understated. The most commonly cited goals of mentoring include the following:

- to improve teaching performance,
- to increase the retention of promising teachers,
- to promote professional and personal well being, and
- to satisfy mandated requirements.

It is during student teaching when most beginners come to grips with the reality of the "classroom" as a different world. It is critical that his/her personal and professional needs be addressed. Therefore, the beginner must be given the institution's basic information to foster adequate functioning and a sense of belonging. This is not to intimate that poor practice should not be cited and corrected, rather it is to suggest that initial and continued support be aimed at improving practice and providing for professional growth. Mentoring cannot be, or be perceived as a "feel-good" program. Emphasis must focus on both instructor practice and professional growth.

Thank you for agreeing to provide this valuable service to our students!

Best regards,

Dr. Ruth Kane
Chair, Department of Educator Preparation

Dr. E. Annette Aron
Field Education Supervisor

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Background

Huston-Tillotson University is a historically black university affiliated with The United Methodist Church and the United Church of Christ. The mission of the University is to provide its increasingly diverse student body with an exemplary education that is grounded in the liberal arts and sciences, balanced with professional development, and directed to public service and leadership. The University prepares students with the integrity and civility to thrive in a diverse society, fosters spiritual development, preserves and promotes interest in the accomplishments and experiences of the University's historic constituents and evolving populations, and creates and sustains supportive relationships which advance the Huston-Tillotson University community.

Huston-Tillotson University is the oldest institution of higher education in Austin. Tillotson Collegiate and Normal Institute opened on January 17, 1881 and Samuel Huston College opened in the fall of 1900. Huston-Tillotson College was formed when Tillotson College and Samuel Huston College merged in 1952. Huston-Tillotson University awards four year degrees in business, education, the humanities, natural sciences, social sciences, science, and technology. A multi-cultural, multi-ethnic, and multi-faith institution, the University welcomes students of all ages, races, and religions.

Huston-Tillotson University Policies

All policies contained in the *Huston-Tillotson University Bulletin, 2015-20416* apply to all candidates, student teachers, faculty, and staff of the HT EPP. The *Huston-Tillotson University Bulletin, 2015-2016* is available online at <http://htu.edu/academics/university-bulletin>.

General Information

Graduates from this program receive a degree in Education or in a specific academic major with teacher certification (Math, History, Kinesiology, Music, English, or Science). Every educator candidate must complete a bachelor's degree as well as the Professional Development sequence of educator preparation courses. Huston-Tillotson University EPP has approval from the Texas Education Agency State Board for Educator Certification to prepare candidates for teacher certification.

Student Teaching

Student teaching usually occurs at the final stage of the traditional teacher certification process. Comparable to an internship, student teaching is a full-time placement that involves working with a cooperating teacher who provides guidance about administrative tasks, instruction, assessment, classroom management, and other education-related responsibilities. A university field supervisor also provides support, feedback, and formal evaluation. Student teaching must be done at the grade level(s) and in the area of specialization sought. The length of the experience is determined by each college or university, but usually lasts an entire semester; dates are agreed upon between the cooperating school and university.

The Cooperating Teacher

Cooperating teachers undoubtedly have the most immediate impact upon each individual student. It is often said that we teach as we were taught. We also teach in the way we observe others teaching and as they direct us to teach. And so teacher candidates will be working closely with cooperating teachers, following, at least at first, their plans and expectations, and, through observations and participation, making decisions and drawing conclusions about ways in which they can use the methods and ideas of their teachers as they start to teach in earnest. We also teach who we are.

What is a cooperating Teacher?

- They expect professional growth on the part of teacher candidates and have a right to expect certain beginning competencies.
- They do not expect to find a finished, polished product, for they plan to play an important role in the process to that end themselves.
- They are willing to allow students to make mistakes, fully understanding that mistakes can be corrected and that both teacher candidates and class members will learn through the process.
- They are willing to allow students gradually to assume responsibility for teaching their classes and activities, even though in many cases they would find it much easier to do it themselves.
- They are willing to assist students in every way possible, by sharing thoughts about teaching, by providing materials and ideas, by recommending ways and places to obtain information and assistance needed.
- They are aware of their responsibility to evaluate fairly and in a balanced way the strengths and weaknesses of their teacher candidates, since they are important parts of the teacher education team which leads our students to professional status.

Responsibilities of the Cooperating Teacher

1. Prepare your students for the arrival of the student teacher.
2. Become familiar with the teaching experience background of the student teacher.
3. Encourage students and faculty to address the student teacher in the same manner that faculty are addressed (i.e. Ms. Nelson).
4. Introduce the student teacher to the class in a manner that will provide respect and acceptance.
5. Plan for the initial orientation of the student teacher.
6. Provide a desk or work area that the student teacher can utilize.
7. Provide the student teacher with a class schedule, a class list, teaching textbooks and manuals, and grade level curriculum guides.
8. Review class rules and procedures.
9. Meet with the student teacher each week to outline and discuss the specific expectations for planning and teaching lessons, small group activities, tutoring individual students, etc.
10. Demonstrate a variety of effective teaching and evaluation techniques and encourage the student teacher to use effective teaching methods, approaches, and strategies.
11. Review and provide feedback on instructional plans prior to implementation.
12. Allow the student teacher (with your guidance) to assume responsibility of teaching each subject (each class period for middle and secondary) gradually.
13. Complete a mid-semester evaluation on the progress of the student teacher.
14. Participate in the evaluation conferences with the student teacher and the field supervisor.
15. Allow the student teacher to participate in grade level planning sessions, faculty meetings, parent conferences, morning, lunch and afternoon duty, planning and attending field trips.
16. Immediately notify the field supervisor of any issues or concerns about the student teacher or the student teaching process.
17. Complete the final evaluation for the student teacher at the end of the semester.
18. Assist the student teacher with knowledge of the Code of Ethics for the State of Texas (see Appendix).
19. Align observations with the Professional Development Appraisal System (PDAS).
20. Reinforce the Interstate Teacher Assessment and Support Consortium (InTASC) Principles during planning, observation, and discussions (see Appendix).

Recommended Progression

Week 1

- Observation
- Participation
 - Assisting with lessons
 - Small group activities
 - Study sessions
 - Tutoring

Week 2 – Week 4

- Student teacher gradually assumes responsibility (with guidance of cooperating teacher) for teaching each subject for elementary and each class for middle and high school.
- All lesson ideas and activities are to be discussed with cooperating teacher.

Week 5 – Week 12

- Student teacher is responsible for planning, implementing, and evaluating the lessons and activities for each subject for elementary and each class for middle and high school.
- Cooperating teacher continues to observe and provide appropriate feedback and guidance.
- Student teacher gradually returns responsibility for teaching back to the cooperating teacher.

Teacher Development and Professionalism

Once cooperating teachers are selected, they receive training in how to coach beginning teachers and provide ongoing support throughout the student teaching semester. Types of support include, but are not limited to: establishing a trusting relationship and planning for learner-centered instruction.

Establishing a trusting relationship:

- Understanding the roles of support providers, including maintaining the confidentiality of the student teacher
- Building rapport with the student teacher
- Being an advocate for the student teacher
- Implementing effective communication with other support team members, including handling tensions that may arise in support team relationships
- Disengaging from the mentoring relationship when necessary

Planning for Learner-Centered Instruction:

- Helping the student teacher use effective practices so students will demonstrate learning, as defined in the student standards and in local district and school policies
- Helping the student teacher learn to self-assess and problem solve
- Evaluating student work with the student teacher as a basis for planning instruction and showing how to integrate instruction and assessment
- Helping the student teacher build and develop a repertoire of teaching and assessment strategies (cooperative learning groups, learning centers, portfolio assessments, teacher made tests etc.)

Mentor Coaching Tools

Mentors have three main coaching tools:

1. ***Establishing rapport***
2. ***Building trust***
3. ***Engaging in reflective questioning***

1. Establishing Rapport

Rapport is established the first moment the mentor and beginning teacher meet. Build rapport through:

- ***Posture***
- ***Gestures***
- ***Tonality***
- ***Language***
- ***Breathing***
- ***Paraphrasing***
- ***Listening***

The rapport tools are especially helpful in difficult situations. Remember, it is the mentor's responsibility to keep focused on the coaching conversation even when there are outside distractions. Knowing when to apply rapport tools:

- ***When you sense that your beginning teacher is tense or anxious***
- ***When a conversation becomes tense or anxiety-ridden***
- ***When you do not understand what the beginning teacher is saying***
- ***When you are unable to pay attention to each other***

It is important for the mentor to hear and understand what the beginning teacher is saying. Mentors need to continue to guide beginning teachers to seek their own solutions. Paraphrasing, reflective, and guiding questions are also valuable tools in working with the novice teacher.

Paraphrasing is a good way to build rapport with your beginning teacher. Remember that unless you paraphrase what you have heard and then wait to receive agreement from the speaker, you cannot be sure that you accurately understood the speaker's message.

Paraphrasing communicates that you:

- Have **heard** what the speaker said
- **Understand** what the speaker meant
- **Care** about the speaker

Paraphrasing involves either:

- **Summarizing** what you heard
- **Restating** it in your own words

Listening is the act of hearing someone and at the same time giving thoughtful attention to what **they** are saying. Unproductive listening is about **you** rather than the person you are coaching, something to avoid.

There are three types of Unproductive Listening:

- **Autobiographical comments:** When what you are listening to reminds you of an experience you had, so you want to tell your story.
- **Inquisitive:** When you are curious about what you are hearing and you want to ask more about it for your personal knowledge.
- **Solution:** When you believe you know how to solve the problem and want to give advice.

2. Building Trust

As opposed to rapport, which may be momentary, trust is about the relationship in its entirety. Trust in a relationship is based on confidentiality and consistency. Mentors need to show that they are interested in what the beginning teacher has to say and in how the beginning teacher sees the situation.

Build trust through:

- Confidentiality
- Consistency
- Interest
- Thinking
- Withholding judgment

When conversations are focused on beginning teachers' perspectives, beginning teachers are more likely to become active participants in planning for their future growth. Coaches do not offer judgments, positive or negative. Even when you give a compliment, you are moving the focus back to your own perspective.

3. Engaging in Reflective Questioning

When a relationship of trust exists, reflective questioning helps beginning teachers to think aloud about how to be more effective educators.

Reflective Questions:

- Are open-ended
- Promote a nonjudgmental process
- Encourage self-directed learning and problem solving

Reflective questions require more than a yes/no response and promote a nonjudgmental process for encouraging self-directed learning and problem solving.

Reflective questions help the beginning teacher:

- HYPOTHESIZE what might happen
- ANALYZE what did or did not work
- IMAGINE the possibilities
- COMPARE AND CONTRAST what was planned with what occurred
- EXTRAPOLATE from one situation to another
- EVALUATE the impact

Examples of some effective question stems include:

- What's another way you might..?
- What might you see happening in your classroom if...?
- What options might you consider when...?
- How was _____ different from or similar to _____?
- What sort of impact do you think...?
- What criteria do you use to...?

Coaching is not about solving someone's problems for them; rather coaching is about helping someone think about possible solutions to their challenges. Coaching is also not about giving someone your interpretations of an event; rather, it is about helping them construct their own interpretations. Consider this...

If you know the answer to the question you are about to ask, you are not coaching.

Student Teacher Substituting Policies

With the approval of Senate Bill 1, each teacher preparation program is permitted to determine its policy regarding student teachers serving as substitute teachers. Any exceptions to this policy must be approved **in advance** by the field supervisor and department chair. HT's policy, prepared in collaboration with the area school districts is outlined below:

1. Student teachers may serve as substitute teachers **only after successfully completing 6 weeks of the semester.**
2. A student teacher is not considered to be serving as a substitute if the student teacher assumes responsibility for the class while the cooperating teacher is out of the classroom for a part of the day, is in the building, or is engaged in an approved activity relating to student teaching, OR if there is a paid substitute in the classroom.
3. A student teacher is considered to be serving as a substitute when the cooperating teacher is absent from school and no paid personnel is in the classroom with the student teacher.
4. A student teacher may be used as a substitute only if he/she is willing to do so and if the **cooperating teacher and field supervisor** recommend him/her for substituting. The building principal may not arbitrarily decide it is all right for the student teacher to serve as a substitute.
5. A certified classroom teacher must be in an adjacent room and agree to assist the student teacher if needed.
6. The principal of the school or the principal's representative must be readily available in the building, must take responsibility for monitoring the student teacher when he/she is substituting, and must be responsive as a resource for discipline problems.
7. Student teachers may substitute for a maximum of five days: two days unpaid, and three days paid, as approved by the district. It is the student's responsibility to fill out the appropriate paperwork in the school district's Human Resources Department for the student teacher to receive pay.
8. If the district requires substitute teachers to attend district training, the student teacher IS NOT excused from his or her student teaching assignment to attend the training. When the student teacher agrees to attend district substitute teacher training, he or she MUST make up the missed day, regardless of the number of absences up to that time.
9. Student teachers serving as substitutes will be paid at the same rate paid to other district substitutes and the substitute's schedule must include a lunch period and a conference period.
10. Student teachers who substitute must abide by all district guidelines for substitute teachers.

Student Teacher Evaluation

Cooperating teachers and their student teachers should discuss evaluation forms at the beginning of the semester. It is critical that conversations occur frequently between the cooperating teacher and the student teacher throughout the student teaching experience. See below for information about the evaluation rubric. If the student teacher receives an unsatisfactory or developing score for two or more evaluations, the cooperating teacher should consult with the administrator and the field supervisor to determine the type of intervention needed. In most cases, student teachers will improve with the additional support provided and complete their student teaching successfully. All of the required evaluation forms are located in the appendices.

Evaluating Student Teachers

Bi-Weekly Informal Observations:

Student teachers will **meet with their cooperating teacher weekly to confer on progress**. The bi-weekly Progress Forms are designed to determine the student teacher's development and to recommend adjustments if required. The cooperating teacher may select a few areas on which to focus each week. It is not necessary for the cooperating teacher to rate the student teacher on each item every observation period. Please use the following guidelines for the bi-weekly overall progress. If by week 6 the student teacher is struggling and in jeopardy of failing, the student teacher will be placed on an intervention plan and monitored on a weekly basis in order to provide support to ensure success.

Rubric for Formal Evaluations (Mid-term and Final)

Definitions for Ratings:

Unsatisfactory: Performance *does not meet* expectations for a beginning teacher. Performance is inconsistent and incomplete. Needs significantly more development. Few descriptors met in this domain. Note: If "unsatisfactory" is marked more than two weeks consecutively in any one area, an immediate conference with the field supervisor is advised. If by week 6 the student teacher has not progressed, an intervention plan will be developed by the field supervisor and cooperating teacher.

Developing: Performance is moving toward meeting expectations but needs more practice. The student teacher is not performing at an adequate level in one or more categories. Intervention is required by the cooperating teacher and the field supervisor. The cooperating teacher is asked to contact the field supervisor when "developing" is assigned so that immediate improvement efforts are employed. A follow-up meeting may be required with the department chair.

Competent: Performance *meets expectations* of beginning teacher; completes and performs most indicators acceptably.

Proficient: Performance *exceeds all expectations* for a beginning teacher; all indicators are met or performed consistently and unusually well.

Final Evaluation Information

Bi-weekly observations provide both the student teacher and cooperating teacher with a record of progress to be considered when completing the Final Evaluation Form. **Only original forms will be accepted.** The final evaluation form will be mailed or delivered to campus administration from the HT EPP office. The final evaluation should reflect the overall picture of all the bi-weekly observations with emphasis placed on the student teacher's improvement.

Requirements for Teacher Certification

1. Pass applicable content TExES
2. Pass Pedagogy and Professional Responsibilities TExES
3. Complete student teaching successfully
4. Apply for the Standard Certificate when directed to do so by HT EPP Department Chair

Appendices

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Teacher Mentoring as Professional Development

MENTOR BENEFITS

Professional competency

As mentor teachers assist their protégées in improving their teaching, they also improve their own professional competency. Several studies have documented the positive effects of mentoring on the mentors themselves (Gordon and Maxey, 2000). The quality of teaching by mentors improves (Yosha, 1991). Mentors benefit by applying cognitive coaching skills with their students such as listening, asking inquisitive questions, providing non-judgmental feedback, and by reassessing their classroom management (Clinard and Ariav, 1998). Mentor teachers frequently characterize working closely with beginning teachers as a source of new ideas about curriculum and teaching (Ganser, 1997). In a study of 542 mentors in New York City, mentors reported that their interns helped them by giving them feedback on demonstrations and by sharing literature, teaching techniques, curriculum, and lesson plans (Mei, 1993).

Reflective Practice

Mentors report that mentoring has forced them to be reflective about their own beliefs about teaching, students, learning, and teaching as a career. It also provided them with opportunities to validate the experience they have gained over the years (Ganser, 1997). Mentors find that just as teachers learn more about their subject by teaching, so analyzing and talking about teaching is a natural opportunity to deepen teaching sensitivity and skill (Tomlinson, 1995). Critically reflective mentors find that they are more focused in their mentoring relationships; they bring expanded energy, take more informed action, and are generally more satisfied with their mentoring relationships. Reflective practice in mentoring can also provide an opportunity for renewal and regeneration necessary for all adults. The drive toward generativity is an essential antidote to the threat of stagnation in the adult years (Daloz, 1999; Stevens, 1995).

Renewal

A number of researchers have reported that mentors experience professional renewal, are re-energized, and often strengthen their commitment to the teaching profession (Ford and Parsons, 2000; Steffey, Wolfe, Pasch, and Enz, 2000).

Psychological Benefits

The benefits of mentoring are both career-related and psychological. Mentoring enhances mentors' self-esteem (Wollman-Bonilla, 1997). The experience of mentoring empowers experienced teachers and gives them a greater sense of significance in their world (Carger, 1996). Mentors derive satisfaction from helping less experienced colleagues (Scott, 1999). Mentors frequently describe their mentoring contribution as a way of giving back to the teaching profession (Boreen, Johnson, Niday and Potts, 2000).

Collaboration

Mentors report that continued contact with mentees provides some of their richest collegial interactions (Boreen, Johnson, Niday, and Potts, 2000). A number of researchers have noted the growth of veteran teachers' self-esteem as they engage in mentoring (Ford, and Parsons, 2000; Mei, 1993; Scott, 1999). Interviews with urban mentor teachers revealed that they felt a sense of increased confidence and maturity in dealing with other adults, a more clearly defined

set of beliefs about teaching and curriculum, and more objectivity in reflecting on their own teaching as a result of mentoring (Freiberg, Zbikowski, and Ganzer, 1996).

Contributions to Teacher Leadership

Mentor training and experiences can build mentors' capacity for leadership through structured professional development including training and experience in classroom observation and coaching skills. Mentors become recognized for their valuable knowledge and expertise in these areas and are sought out for various campus and district leadership roles. It is not uncommon for mentors to move into leadership positions as a result of their success as mentors, and it is often the case that they are more effective in these new positions because of the training and insights they received as mentors. For example, Freiberg found that at the end of their tenure as mentors, 100 percent of the mentors in her study were offered unsolicited positions as a result of their experience in the mentoring program, and the positions offered provided opportunities to build on what they had learned as mentors or combined elements of mentoring and teaching (Freiberg, Zbikowski and Ganzer, 1996).

Mentoring Combined with Inquiry

Working with new teachers can lead mentors to participate in university research projects or teacher research. Mentors who participate in inquiry critically examine their own practice, which can lead to a heightened awareness of the complexity of teaching (Stanulis and Weaver, 1998).

Student Teacher Attendance Log-in Sheet

Please log the dates and times you spent at your student teaching campus and have your cooperating teacher verify your attendance. **Use more than one form if necessary.**

Student teacher Name _____ HT ID _____

| Date | Time In | Time Out | Cooperating teacher Initials | Comments |
|------|---------|----------|------------------------------|----------|
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Campus I

Cooperating Teacher

Campus II

Huston-Tillotson University
Educator Preparation Program
Student teacher Absentee Form

Student teacher _____ phone _____
Cooperating teacher _____ other phone _____
date(s) absent _____ If not all day, what hours? _____

_____ **personal absence** (planned and proper notification in advance: doctor appointment, interview, etc.)

EMERGENCY Absence

to be completed the first day back to school from emergency absence

_____ **emergency absence** (unavoidable/unexpected: illness, accident, etc.)

Reason for absence

date/time Field supervisor was notified _____

date/time Cooperating teacher was notified _____

Provide this document to the field supervisor at next observation/meeting.

PERSONAL Absence

to be approved as far in advance as possible

Prior to an absence personal in nature, complete this form and obtain the necessary signatures of approval. Failure to secure approval at least 48 hours before the absence will result in a recorded absence. This absence is subject to make-up.

Reason for absence

date of student teacher request _____ signature _____

date of Cooperating teacher approval _____ signature _____

date of Field supervisor approval _____ signature _____

for use in Student Teaching semester

HUSTON-TILLOTSON UNIVERSTIY
EDUCATOR PREPARATION PROGRAM
STUDENT TEACHER CLASSROOM OBSERVATION FORM of Certified Teachers

Student teacher: _____ Date: _____

Campus: _____ District: _____

Name of Teacher Observed: _____

Subject: _____

Grade Level: _____ Beginning Time: _____ Ending Time: _____

LESSON OBJECTIVE:

1. What was presented in the lesson and what was the purpose?
2. What were the students expected to know upon the completion of the lesson?

THE LESSON

1. Was this an introductory lesson? If not, describe what led up to it in the previous lesson(s).
2. What materials were used (i.e., worksheets, maps, technology, chalkboards, etc.)?

TEACHING STRATAGIES AND CLASSROOM MANAGEMENT

1. What activities were used?
2. How were students involved in the lesson?
3. Were students on task? If not, explain.

Signature of Teacher observed: _____

Date: _____

**Huston-Tillotson University
Educator Preparation Program**

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Austin, Texas 78702

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FIELD SUPERVISOR REPORT OF STUDENT TEACHER

Student teacher:

Campus:

District:

Supervisor:

Grade Level:

Subject:

Date:

Start Time:

End Time:

Area Observed:

Large Group Instruction:

Small Group Instr:

Objective of Lesson:

Classroom Management Techniques:

Observations:

Recommendations:

Was Progress noted from prior observation?

Post Conference:

Signature indicates receipt of Report:

Student teacher Signature: _____

Field supervisor Signature: _____

Copy of Email sent can replace the signature that a receipt of observation has been received by student teacher.

Cooperating Teacher Observation of Student Teacher

Student: _____

Date: _____

Planning and Organization

Content Knowledge

Instructional Strategies

Classroom Management

Professional Behavior

Cooperating Teacher/Field Supervisor Student Teacher Mid-Term Assessment

Name of Candidate _____ Person Completing Assessment _____ Date: _____

The student teacher, cooperating teacher and field supervisor separately complete this assessment at the mid-point in the student teacher's placement. When completed, all parties meet to discuss the mid-term assessment and goals for the remainder of the placement. Copies of the assessment are distributed to all. The assessment is based on the Texas Teaching Standards for Effective Practices and describes the competencies expected of a beginning teacher at the end of student teaching.

4-Proficient – Performance *exceeds all expectations* for a beginning teacher; all indicators are met or performed consistently and unusually well.

3-Competent – Performance *meets expectations* of beginning teacher; completes and performs most indicators acceptably.

2-Developing – Performance is moving toward meeting expectations but needs more practice. Performance meets some of the indicators but not all and only at a fundamental level.

1-Unsatisfactory – Performance *does not meet* expectations of beginning teacher. Performance is inconsistent and incomplete. Needs significantly more development. Few descriptors met in this domain.

Check the box that best reflects the candidate's competency at the end of student teaching.

| Standard | Indicators | Level of Performance |
|--|--|---|
| Standard 1 – SUBJECT MATTER <i>The candidate understands the subject matter and makes it meaningful for students</i> | Grasps central concepts of discipline • Creates meaningful learning experience • Engages students in generating knowledge and testing hypotheses according to the methods and standards of the discipline • Encourages students to understand, analyze, apply, and interpret ideas from varied perspectives • Develops appropriate content | <input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory |
| Standard 2 – STUDENT LEARNING <i>The candidate understands student learning and development and teaches accordingly</i> | Uses developmentally appropriate instruction • Links new ideas to prior knowledge • Encourages all elements of discussion • Uses a student's strengths as a basis for growth and errors as opportunities for learning | <input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory |
| Standard 3 – DIVERSE LEARNERS <i>The candidate recognizes student differences in background, experience, ability, and learning style and teaches accordingly</i> | Uses strategies to support students whose first language is not English • Allows for different learning styles, abilities, cultures and experiences • Fosters respect for individual difference | <input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory |
| Standard 4 – INSTRUCTIONAL STRATEGIES <i>The candidate employs a range of instructional strategies which promote student learning</i> | Understands and implements TX Graduation Standards • Uses a variety of materials and media resources • Nurtures critical thinking/problem solving • Monitors and adjusts strategies and resources • Uses media technology effectively • Has good transitions • Conveys purpose of instruction • Makes directions and explanations clear • Follows a logical sequence in instruction • Paces lesson well | <input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory |
| Standard 5 – LEARNING ENVIRONMENT <i>The candidate structures positive learning environments that promote interaction, engagement, and self motivation</i> | Helps students work productively and cooperatively with each other • Establishes and maintains positive classroom environment • Uses a variety of motivational strategies to achieve learning • Encourages growth of self-control and independence in students • Encourages student ownership of classroom activities to foster learning • Organizes and manages time, space and activities to promote learning • Provides clear and appropriate behavioral expectations • Employs a variety of strategies to monitor behavior • Establishes desirable relationships with all students • Analyzes classroom situation perceptively and makes decisions that enhance learning | <input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory |
| Standard 6 – COMMUNICATION <i>The candidate uses effective communication to</i> | Communicates clearly and effectively • Supports and expands learner expression in speaking, writing and other media • Effectively facilitates discussion | <input type="checkbox"/> Proficient <input type="checkbox"/> Competent |

| | | |
|---|---|---|
| <i>foster student learning</i> | | <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory |
| Standard 7 – PLANNING INSTRUCTION <i>The candidate plans instruction bases on knowledge of subject, students, community and curriculum</i> | Has clear, appropriately written objectives for instruction • Instruction is related to objectives and provides for assessment which is linked to objectives • Creates instruction that accommodates different learning styles, needs and ability • Creates both short and long-range plans • Creates plans that activate prior knowledge and promote critical thinking • Is prepared to teach lesson • Shows creativity in lesson design and materials | <input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory |
| Standard 8 – ASSESSMENT <i>The candidate uses formal/informal assessment strategies to evaluate student progress and plan future work</i> | Uses appropriate assessment to evaluate stated objectives • Assesses student learning and bases future instruction on that assessed data • Uses variety of assessment tools • Implements self-assessment activities for student | <input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory |
| Standard 9 – REFLECTION AND PROFESSIONAL DEVELOPMENT <i>The candidate functions as a reflective practitioner who evaluates choices and makes decisions/plans for professional development based on reflection</i> | Uses self-assessment and problem solving strategies to improve teaching • Understands need to engage in professional practices • Reflects on experiences in the classroom and revises practices accordingly • Uses professional literature, the wisdom of colleagues and other resources to support own growth as a teacher • Understands the role of teachers within school and the purpose and contribution of education organizations | <input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory |
| Standard 10 – COLLABORATION, ETHICS, AND RELATIONSHIPS <i>The candidate interacts with families, colleagues and community to promote student learning</i> | Works collaboratively with school personnel • Is ethical and professional in practice • Consults with others to find and promote links between student home, community and school environments • Identifies and uses community resources to foster student learning • establishes productive relationships with parents/guardians in support of student learning and well-being | <input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory |

Observed Strengths:

Goals for Growth:

Action Plan:

Printed Name: _____ Signature: _____ Date: _____
 Cooperating teacher/Field Supervisor

Printed Name: _____ Signature: _____ Date: _____
 Student teacher

Return to Huston-Tillotson University ATCP, 900 Chicon Street, Austin, TX 78702

Huston-Tillotson University Educator Preparation Program
Cooperating Teacher/Field Supervisor Student Teacher Final Assessment

Name of Candidate _____ Subjects/Grade Level(s) Taught _____
 School and District _____ Student Teaching Dates _____

The following summative assessment, based on the Texas Teaching Standards, describes this beginning teacher's competencies at the end of student teaching.

4-Proficient – Performance *exceeds all expectations* for a beginning teacher; all indicators are met or performed consistently and unusually well.

3-Competent – Performance *meets expectations* of beginning teacher; completes and performs most indicators acceptably.

2-Developing – Performance is moving toward meeting expectations but needs more practice. Performance meets some of the indicators but not all and only at a fundamental level.

1-Unsatisfactory – Performance *does not meet* expectations of beginning teacher. Performance is inconsistent and incomplete. Needs significantly more development. Few descriptors met in this domain.

Check the box that best reflects the candidate's competency at the end of student teaching.

| Standard | Indicators | Level of Performance |
|--|--|---|
| Standard 1 – SUBJECT MATTER <i>The candidate understands the subject matter and makes it meaningful for students</i> | Grasps central concepts of discipline • Creates meaningful learning experience • Engages students in generating knowledge and testing hypotheses according to the methods and standards of the discipline • Encourages students to understand, analyze, apply, and interpret ideas from varied perspectives • Develops appropriate content | <input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory |
| Standard 2 – STUDENT LEARNING <i>The candidate understands student learning and development and teaches accordingly</i> | Uses developmentally appropriate instruction • Links new ideas to prior knowledge • Encourages all elements of discussion • Uses a student's strengths as a basis for growth and errors as opportunities for learning | <input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory |
| Standard 3 – DIVERSE LEARNERS <i>The candidate recognizes student differences in background, experience, ability, and learning style and teaches accordingly</i> | Uses strategies to support students whose first language is not English • Allows for different learning styles, abilities, cultures and experiences • Fosters respect for individual difference | <input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory |
| Standard 4 – INSTRUCTIONAL STRATEGIES <i>The candidate employs a range of instructional strategies which promote student learning</i> | Understands and implements TX Graduation Standards • Uses a variety of materials and media resources • Nurtures critical thinking/problem solving • Monitors and adjusts strategies and resources • Uses media technology effectively • Has good transitions • Conveys purpose of instruction • Makes directions and explanations clear • Follows a logical sequence in instruction • Paces lesson well | <input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory |
| Standard 5 – LEARNING ENVIRONMENT <i>The candidate structures positive learning environments that promote interaction, engagement, and self motivation</i> | Helps students work productively and cooperatively with each other • Establishes and maintains positive classroom environment • Uses a variety of motivational strategies to achieve learning • Encourages growth of self-control and independence in students • Encourages student ownership of classroom activities to foster learning • Organizes and manages time, space and activities to promote learning • Provides clear and appropriate behavioral expectations • Employs a variety of strategies to monitor behavior • Establishes desirable relationships with all students • Analyzes classroom situation perceptively and | <input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory |

| | | |
|---|---|---|
| | makes decisions that enhance learning | |
| Standard 6 – COMMUNICATION <i>The candidate uses effective communication to foster student learning</i> | Communicates clearly and effectively • Supports and expands learner expression in speaking, writing and other media • Effectively facilitates discussion | <input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory |
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| Standard 9 – REFLECTION AND PROFESSIONAL DEVELOPMENT <i>The candidate functions as a reflective practitioner who evaluates choices and makes decisions/plans for professional development based on reflection</i> | Uses self-assessment and problem solving strategies to improve teaching • Understands need to engage in professional practices • Reflects on experiences in the classroom and revises practices accordingly • Uses professional literature, the wisdom of colleagues and other resources to support own growth as a teacher • Understands the role of teachers within school and the purpose and contribution of education organizations | <input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory |
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Printed Name: _____ Signature: _____ Date: _____
Cooperating teacher/Field Supervisor

Printed Name: _____ Signature: _____ Date: _____
Student teacher

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Code of Ethics and Standard Practices for Texas Educators

All Texas educators are responsible for knowing the [Texas Administrative Code](#) that defines the Educators' Code of Ethics rules.

ENFORCEABLE STANDARDS

Modified 6/23/2011

I. Professional Ethical Conduct, Practices and Performance.

Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

Standard 1.2. The educator shall not knowingly misappropriate, divert or use monies, personnel, property or equipment committed to his or her charge for personal gain or advantage.

Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses or pay.

Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students or other persons or organizations in recognition or appreciation of service.

Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7. The educator shall comply with state regulations, written local school board policies and other state and federal laws.

Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students or parents of students.

Standard 1.10. The educator shall be of good moral character and demonstrate that he or she is worthy to instruct or supervise the youth of this state.

Standard 1.11. The educator shall not intentionally or knowingly misrepresent the circumstances of his or her prior employment, criminal history, and/or disciplinary record when applying for subsequent employment.

Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

II. Ethical Conduct Toward Professional Colleagues.

Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

Standard 2.2. The educator shall not harm others by knowingly or recklessly making false statements about a colleague or the school system.

Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional or citizenship rights and responsibilities.

Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

III. Ethical Conduct Toward Students.

Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2. The educator shall not intentionally, knowingly, recklessly, or negligently treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health or safety of the student or minor.

Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

Standard 3.7. The educator shall not furnish alcohol or illegal / unauthorized drugs to any person under 21 years of age or knowingly allow any person under 21 years of age to consume alcohol or illegal / unauthorized drugs in the presence of the educator.

Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) The nature, purpose, timing, and amount of the communication;
- (ii) The subject matter of the communication;
- (iii) Whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) Whether the communication was sexually explicit; and
- (vi) Whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Please see the [Texas Education Agency](#) website if you have any questions.



The InTASC Model Core Teaching Standards (April 2011) At A Glance

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content Knowledge

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Council of Chief State School Officers. (2011, April). Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards: A Resource for State Dialogue. Washington, DC: Author.

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