Supervising Professor
and
Cooperating Teacher
Handbook

Spring 2024 Illinois College Student Teaching Calendar

Date	Activity	Time	Place
January 8, 2024	Student Teaching Orientation	4:00-5:30ish	Becker 101
OR			
January 15 (Monday)	Student Teaching Orientation	9:30-11:30ish	
January 16 (Tuesday)	**First Official Day in Student Teaching Classroom**	Full School Day (Defined by District)	Assigned Placement
Week 1: January 17 (Wednesday)	Intro to the ST semester ● Student and Cooperating Teacher Meeting	4:00-5:30 pm	Zoom
Week 2: January 24	Student Teaching Seminar ● Classroom Context ● Intro to the Teaching Task and Professionalism Portfolio ● Professional Development Expectations	(A) 4:00-5:00 pm (B) 5:15-6:15 pm	Becker 101
Week 3: January 31	Student Teaching Seminar Speaker: Susie Drake	(A) 4:00-5:00 pm (B) 5:15-6:15 pm	Becker 101
Week 4: February 7	Student Teaching Seminar Speaker: Ginger Payne	A. Combined Session	Parker?
Week 5: February 14	Student Teaching Seminar ● 1st Professional development reflection due ● Discuss the "Practice" teaching task video	(A) 4:00-5:00 pm (B) 5:15-6:15 pm	Becker 101
Week 6: February 21	**NO CLASS** **Critique peer videos**	(A) 4:00-5:00 pm (B) 5:15-6:15 pm	
Week 7: February 28	Student Teaching Seminar ● Teaching Task planning w/ Kell	(A) 4:00 - 5:00 pm (B) 5:15 - 6"15 pm	Becker 101
Week 7, 8, or 9	***Ideal Weeks to teach your teaching task*** Teaching Task: Planning Commentary and LP must be approved prior to teaching.		
Week of March 4-8 *(This is week 8.)*	**Illinois College Spring Break: No Seminar**		
Week 9: March 13	Student Teaching Seminar: ● Ethics Case Studies in class ● Ethics Essay due	(A) 4:00-5:00 pm (B) 5:15-6:15 pm	Becker 101

Week 10: March 20	Student Teaching Seminar ● Teaching Task Work Time	(A) 4:00-5:00 pm (B) 5:15-6:15 pm	Becker 101
Week 11: March 27	**NO SEMINAR CLASS** ● Individual Zoom Meetings about Task ● 2nd Professional Development Reflection due	(A) 4:00-5:00 pm (B) 5:15-6:15 pm	Professional Development time
Week 12: April 3	**NO SEMINAR CLASS** ● Individual Zoom meetings about Task	(A) 4:00-5:00 pm (B) 5:15-6:15 pm	Professional Development Time
Week 13: April 10	Student Teaching Seminar Speaker: Prof. Eric McClarey **What EVERY New Teacher Needs to Know About Money:** Will I make enough money as a teacher to make ends meet? What is the difference between a 403B, 457B, and an IRA? What is a pension? What do I need to know about money as I transition from student to teacher? Teachers often struggle with money. While teachers SHOULD earn a higher salary, money trouble usually stems from a lack of financial literacy, not a modest salary. This workshop for soon to be teachers will cover financial concepts that will not only keep you away from financial struggles, but jumpstart you on your path to building wealth. Bring a notebook, an open mind, and any questions you have regarding money.	(A) 4:00-5:00 pm (B) 5:15-6:15 pm	Becker 101
Week 14: April 17	Student Teaching Seminar ● Professional Development Plan Work Day ● 3rd Professional Development Reflection due	(A) 4:00-5:00 pm (B) 5:15-6:15 pm	Becker 101
Week 15: April 24	Student Teaching Seminar ● Portfolio Workday	(A) 4:00-5:00 pm (B) 5:15-6:15 pm	Becker 101
April 26 (Friday)	**Last Day In Student Teaching Classroom**	Full School Day (Defined by District)	Assigned Placement
Week of May 1 **Only required to attend one day	Professionalism Portfolio and Oral Presentation Due	TBA	TBA

Student Teaching: Semester at a Glance!
(Suggested timeline)*

Week 1 (Ideal) & 2:   3-Way Introductions between Student teacher/Cooperating
                          Teacher/Supervising Professor

Week 3 & 4:   First Informal Observation

Week 5:   Pre-teaching task video should be recorded

Week 6:   Pre-teaching task video should be submitted on GoReact for Peer review

Week 7 or 8:   First formal Observation
                          Requires:
                          1) lesson plan turned in at least 48 hours prior to the lesson
                          2) pre-conference with Supervisor with completed PathWise Form Documenting
                          Domains 1 & 4: The Lesson Plan (Appendix C.1)
                          3) completion of PathWise Reflection Form prior to #4
                          4) Post conference meeting with Supervisor

                          Mid-term 3-way Conference (Meeting with Coop, ST, and Supervisor with each
                          completing The PathWise form: "Assessment of Teaching Practice" and (self)
                          assess Student Teacher on all domains.

Week 7, 8, or 9:   Teaching Task Taught

Week 10/11:   Second Informal Observation

Weeks 12-15:   Full-time Teaching if not done earlier (at **LEAST** two (2) full weeks are required.)

Week 14 or 15:   Second Formal Observation (See requirements for formal observations in
                           week 7/8)
                          Final 3-way Conference (See week 7/8 for description)

Week 15/16:   Finish Professionalism Portfolio and Portfolio Presentation

- Please note: this is a ***guideline not an absolute calendar*** to help supervisors and student
  teachers stay on top of the requirements of the student teaching semester. Every student
  teacher has a different situation which may result in the need to adjust the timeline. Specific
  due dates for edTPA proposal, tasks, and final submission are on the preceding calendar.

Weekly Requirements: Student teacher must submit a **weekly reflection** AND a **weekly schedule** of their teaching EVERY week. This is best submitted on Sunday evening.

General Information about the Student Teaching Semester

Student Teaching Courses

The Illinois College Student Teaching Semester consists of four separate courses which connect with the PathWise Domains (based on the Charlotte Danielson method). A description of the Pathwise Domains is included in Appendix A of this document.

These courses area as follows:

ED 431- Organizing Content Knowledge for Student Learning (4 credits)

This student teaching course focuses on how teachers use their understanding of the community, the school, the students and subject matter to decide on learning goals, to design or select appropriate activities and instructional materials to sequence instruction in ways that will help students to meet short- and long-term curricular goals; and to design or select informative evaluation strategies

(PathWise Domain 1)

ED 432- Creating an Environment for Student Learning (4 credits)

This student teaching course addresses issues of fairness and rapport, of helping students to believe that they can learn and can meet challenges and the issues of establishing and maintaining constructive standards for learning and behavior in the classroom. It enables candidates to consider all environmental factors that impact student learning, ranging from the physical setting to the subgroups and learning needs of individual students

(PathWise Domain 2)

ED 433- Teaching for Student Learning (4 credits)

This student teaching course focuses on the act of teaching and its overall goal: helping students to learn. Candidates are expected to make learning goals and instructional procedures clear to students, encourage students to extend their thinking, monitor students' understanding of content through various forms of assessments, design and implement effective instruction, and use time effectively

(PathWise Domain 3)

EDUC 434- Teacher Professionalism (4 credits)   (CAPSTONE: MUST be passed for graduation)

In this student teaching course, candidates are assessed on their abilities to reflect on and analyze the extent to which learning goals were met, their demonstration of a sense of efficacy, their professional relationships with colleagues, their communication with parents and families, their professional conduct, and their ability to develop plans for self-improvement. Participation in all department-sponsored seminars.

(PathWise Domain 4)

Student Teacher Evaluation

The college supervisor seeks and values input from the cooperating teacher; however, the college supervisor has responsibility for assigning the final course grade. The final assessment is based primarily on the teacher candidate's improvement and performance at the end of the professional semester, and on his/her final performance on the PathWise Observation Framework not necessarily on early performances. Preponderance of evidence will be used in making the determination of the final course grades.

The following are important requirements during student teaching that you, as the cooperating teacher, should be aware of. Please contact the supervisor or Dr. Jaime Klein (jeklein@ic.edu or 217 245-3485 (office) or 217 370-3001 (cell) if you have any concerns.

- **Attendance at School Placement:** Teacher candidates must be in the school each day for the hours scheduled for the cooperating teacher by the assigned district. With the exception of those dates scheduled for on-campus student teaching work days, candidates are to follow the calendar of the district of placement. **Teacher candidates who arrive late, leave early, or are absent without prior notification are subject to removal from the school setting**. Illinois College student teachers are to adhere to the cooperating district's/school's regulations governing teacher behavior and the Code of Ethics for Educators in Illinois.
- **Absences**: There should be no absences during student teaching. **If absences are necessary due to emergencies or illness, the school, the cooperating teacher, the college supervisor, and the Education Department MUST BE NOTIFIED at the earliest possible time via phone or email**. The teacher candidate will schedule appointments or other business so as not to interfere with the school day.

    > WARNING: Absences (even those meeting the above criteria) totaling three days or more require review of the teacher candidate's placement and may result in cancellation of the student teaching experience. Candidates are required to make up all of the time missed.

- **Professional Attitude and Behavior**:   The teacher candidate is expected to adhere to the Profession's Code of Ethics at all times. The teacher candidate should become knowledgeable of and adhere to the district's/school's policies and procedures, including the regulations governing teacher attire and behavior, and respect the boundaries of the profession when working with students, colleagues, and families.
- **3-Way Conferences**: After each formal evaluation, ideally at midterm and during the final week of student teaching, the college supervisor, the cooperating teacher, and the student teacher will schedule a conference to discuss the candidate's performance. The PathWise form: Assessment of Teaching Practice (Appendix B1.1, 1.2, 1.3, 1.4, 1.5) should be used to assess the student teacher individually prior to the 3-Way Conference.

    At the conference, the three individuals (the cooperating teacher, the student teacher, and the supervising teacher) will discuss their thoughts and the group will come to a consensus about the student teacher's score on each area. The supervisor will record the data and document the conference.

Professionalism in attitude, behavior, and communication is expected throughout the evaluation process.

- **Cooperating Teacher Evaluations of Candidate**: Teacher candidates are informally observed by the cooperating teacher throughout the semester. *The cooperating teacher should take special care to communicate any concerns to both the student teacher and to the college supervisor immediately.*
    - o The cooperating teacher should *ideally* conduct at least one formal observation of the student teacher. The teacher candidate and cooperating teacher should use the forms that are provided by the college supervisor (Evidence Collection forms, Appendix B2.1, 2.2, 2.3, 2.4) or the forms used by the building administrator to evaluate the cooperating teacher.

Further Information about the Role of the Cooperating Teacher

While each teacher and each classroom are unique entities, basic ground rules for the role that the cooperating teacher assumes as "mentor" are helpful in order that the college supervisor, the cooperating teacher and the teacher candidate may work together with clarity and goal direction.

The cooperating teacher is regarded as the daily role model for the teacher candidate. The cooperating teacher provides solid examples of how to do the following:

Organize content knowledge for student learning, including, but not limited to, the following:

- Becoming familiar with relevant aspects of students' background knowledge and experiences.
- Articulating clear and appropriate standards-based learning goals for the lesson/unit.
- Demonstrating an understanding of the connections between the content that was learned previously, the current content and the content that is to be learned.
- Creating or selecting appropriate teaching methods, learning activities, materials and resources
- Creating or selecting evaluation strategies, which are, appropriate for the students and aligned with the goals of the lesson.

Create and maintain a climate that promotes student learning, including, but not limited to, the following:

- Creating a climate that promotes fairness. Establishing and maintaining rapport with students.
- Communicating challenging learning expectations to each student.
- Establishing and maintaining consistent standards of classroom behavior.
- Making the physical environment as safe and conducive to learning as possible.

Teach for student learning, including, but not limited to the following:

- Making learning goals and instructional procedures clear to students. Making content comprehensible to students.
- Encouraging students to extend their thinking.
- Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning and adjusting learning activities accordingly. Using instructional time effectively.

Exhibit professionalism, including, but not limited to, the following:

- Reflecting on the extent to which learning goals were met.
- Demonstrating a sense of efficacy.

- Building relationships with colleagues to share insights and coordinate learning activities.

In order to impart both knowledge and experience to the teacher candidate, a cooperating teacher should attempt to meet the following objectives as the mentor of the teacher candidate:

- Get to know the teacher candidate as an individual.
- Help the teacher candidate build on her/his assets.
- Assist in overcoming any deficiencies.
- Learn of his/her hobbies, special skills, previous experiences and current interests may contribute to the teacher candidate's capabilities during the professional semester.

- Allow the teacher candidate to be the Co-Teacher from the first week. The Education Department at Illinois College has transitioned from the traditional phase-in and phase-out model of student teaching to the Co-Teaching model of student teaching developed, implemented, and researched at St. Cloud State University College of Education by Dr. Nancy Bacharach and Dr. Teresa Heck. Co-teaching as defined by Dr. Teresa Heck in an October 2007 newsletter, is two teachers working together with groups of students; sharing the planning, organization, delivery and assessment of instruction as well as the physical space. (Heck, Teresa, "Co-Teaching in Student Teaching," St. Cloud University College of Education Newsletter, October 2007)

Implementing the co-teaching model of student teaching allows our candidates and co-cooperating teachers to share the students and the classroom using co-teaching strategies, true team teaching, and solo teaching throughout the professional semester to increase student achievement. Illinois College teacher candidates need to observe only for the purpose of gathering specific observational information on students or the instructing (teacher). Reviewing records and other sources of information about the students is important and should be accomplished on an as need to know basis.

Why Co-Teach? Co-Teaching enables the teacher and the teacher candidate to focus on teaching for student learning by reducing the student to teacher ratio and increasing instructional choices to better meet the diverse needs of the classroom community of learners. In addition, applying the Co-Teaching model improves and strengthens classroom management, allows for greater student participation and active engagement, as well as, developing and enhancing collaboration skills. (Heck, 2008)

Schedule daily conferences with the teacher candidate during which the mentor gives attention to appropriate topics such as these:
- Reviewing activity plans
- Analyzing instructional delivery
- Discussing progress
- Brainstorming for new ideas and methods to utilize in working with students
- Making short and long range planning
- Improving classroom management
- Working with parents
- Meeting diverse student needs
- Explaining your expectations
- Evaluating student learning
- Becoming familiar with building policies.

- ✔ Communicate immediately with the college supervisor and/or the Director of Student Teaching, if the teacher candidate appears deficient in ability, responsibility, or maturity in his/ her teaching performance.

- ✔ Assuming the candidate is growing and improving, expect the teacher candidate to assume a greater role in the co-planning and co-teaching responsibilities each week.

- ✔ Allow the teacher candidate to express his/her individuality while keeping within previously established guidelines. When the teacher candidate tries something new, it should be evaluated carefully and sympathetically. Encourage appropriate risk-taking.

- ✔ Expect the teacher candidate to attend professional meetings, IEP and 504 meetings, faculty meetings, committee meetings, professional learning communities, etc. and to take advantage of any professional development opportunities offered within the school, district, region, and/ or state.

- ✔ Collaborate with the student teacher and college supervisor to design a plan that takes into account the due date for the Teacher Performance Assessment and yet allows the student teacher to move toward full-time teaching responsibilities.

Some Spring Semester 2024 requirements (instead of edTPA prep and writing)

✔ **Weekly calendar and reflection journal** entries which should be emailed to their supervising professor.

✔ **Professional Development Activities**:

Throughout the semester, student teachers will be asked to participate in professional development activities. These will be PD activities of the individual's choice, ideally free and online.

After participating in the professional development activity, the student teacher will write a one-page reflection about the activity, identifying what they learned from it and at least one specific thing they would like to remember/take with them.

Toward the end of the semester, the student teacher will be required to put together a list of professional development goals that they have for their first years as a teacher, including specific things they intend to do to meet that goal.

This activity is designed to help the student teachers start to think about how they might continue to grow professionally.

✔ **Teaching Task**:

The teaching task is a mini-edTPA, graded only on campus. It will include a full lesson plan centering around a specific focus that the student teacher has been teaching with commentary, a 10-minute video from the instruction of one of your lessons with commentary, and an analysis of an assessment completed during these lessons, with commentary.

There will be a required earlier teaching video that is considered a practice opportunity for the teaching task video.

Please help us encourage the student teachers to get permission to video forms from students' guardians early in the semester.

✔ **Professionalism Portfolio and Presentation**

Throughout the semester, the student teachers will be expected to gather artifacts that show evidence of them working towards meeting the Domain 4 (Professionalism) rubric (see rubric in this handbook). Much of the above requirements can be used for artifacts but there are also opportunities that you can help provide your student teachers with, including communication with parents and working with fellow teachers and school events.

Appendix A: SUMMARY OF PATHWISE DOMAINS

Domain 1: Organizing Content Knowledge for Student Learning

Domain 1 focuses on how teachers use their understanding of students and subject matter to decide on learning goals, to design or select appropriate activities and instructional materials, to sequence instruction in ways that will help students to meet short- and long-term curricular goals, and to design or select informative evaluation strategies.

Knowledge of relevant information about the students themselves is an integral part of this domain. How the teacher thinks about the content to be taught is evident in how the teacher organizes instruction for the benefit of the students.

Domain 2: Creating an Environment for Student Learning

Domain 2 relates to the social and emotional components of learning and focuses on the human interactions in the classroom. These interactions include teacher to student, and student to student. Domain 2 addresses issues of fairness and rapport, of helping students to believe that they can learn and can meet challenges, and of establishing and maintaining constructive standards for behavior in the classroom. It also includes the physical learning environment or setting. All behavioral standards and teacher-student interactions should be grounded in a sense of respect for students as individuals.

Domain 3: Teaching for Student Learning

Domain 3 focuses on the act of teaching and its overall goal: helping students to connect with the content. Content refers to the subject matter of a discipline and may include knowledge, skills, perceptions, and values in a domain: cognitive, social, artistic, physical, etc. Teachers monitor learning, making certain that students assimilate information accurately and that they understand and can apply what they have learned. Teachers must also be sure that students understand what is expected of them procedurally during the lesson and that class time is used to good purpose.

Domain 4: Teacher Professionalism and Professional Responsibilities

Domain 4 focuses on the teachers evaluating their own instructional effectiveness in order to plan specific future lessons and to improve their teaching over time. They should be able to discuss the degree to which different aspects of a lesson were successful in terms of instructional approaches, student responses, and learning outcomes. Sharing appropriate information with other professionals and with families in ways that support the learning of diverse student populations is also an important criterion to this domain.

Pathwise (ETS)

Student Teacher, Cooperating Teacher and **Supervisor**

Complete this form prior to midterm and final conference. Evaluate the student teacher's ability across all domains.

☐ **Midterm**
☐ **Final**

Assessment of Teaching Practice

Feedback Form

Teacher _____   Observer(s) _____

Grade Level(s) _____   Subject(s) _____   Date _____

DIRECTIONS:

With the teacher, examine all the evidence generated by the lesson.

Look jointly at the Levels of Performance by component for each domain. Highlight or circle the relevant part(s) of the statements. Together, review the Domain Summaries and develop suggestions for future practice.

Summary of Teaching Performance

Areas Needing Improvement

Suggestions / Next Steps

DOMAIN 1: PLANNING AND PREPARATION

COMPONENT	LEVEL OF PERFORMANCE			
	UN-SATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
1a: Demonstrating Knowledge of Content Pedagogy *Teacher's planning and practice reveals…*	content errors, little understanding of content, prerequisite relationships, and/or appropriate pedagogy.	limited awareness of important content/prerequisites, and/or appropriate pedagogy.	solid knowledge of content, prerequisite relationships, and/or a wide range of effective pedagogical approaches.	extensive knowledge of content, connections, and/or a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
1b: Demonstrating Knowledge of Students *Teacher recognizes and displays…*	little or no understanding of students' developmental or learning characteristics, skills, abilities, special medical or learning needs, and/or cultural heritage.	partial, whole-class understanding of students' developmental or learning characteristics, skills, abilities, special medical or learning needs, and/or cultural heritage.	current, accurate, whole-class and group understanding of students' developmental or learning characteristics, skills, abilities, special medical or learning needs, and/or cultural heritage.	extensive understanding of individual students' developmental or learning characteristics, skills, abilities, special medical or learning needs, and/or cultural heritage.
1c: Setting Instructional Outcomes *Outcomes represent…*	low expectations for students, one type of learning/strand, a lack of suitability for class, or does not permit viable methods of assessment.	moderate expectations for students, suitability, clarity, and measurability, several types of learning, no attempt at integration.	appropriate expectations and suitability for the whole class, clarity, measurability, some opportunities for integration, and/or individualization.	a consistently high degree of expectation and suitability for individual students, clarity, measurability, and regular opportunities for different types of integration.
1d: Demonstrating Knowledge of Resources *Teacher displays…*	lack of awareness of school/district resources for classroom, student or pedagogical use.	awareness of school/district resources for classroom, student or pedagogical use; no knowledge of broader resources.	awareness of school/district resources for classroom, student or pedagogical use; some knowledge of broader resources.	extensive knowledge of school/district and broader resources for classroom, student or pedagogical use.
1e: Designing Coherent Instruction *The elements of the instructional design…*	are not suitable for students, nor rigorous or coherent; do not support the outcomes, and/or time allocations are unrealistic.	are partially suitable, with minimal rigor and support of the outcomes. The lesson has a recognizable structure; most time allocations are reasonable.	are fully suitable, rigorous, coherent, support the outcomes, and are differentiated; time allocations are reasonable.	are highly suitable, rigorous, and coherent, showing evidence of student input, and providing for differentiated pathways to learning.
1f: Designing Student Assessments *Student assessments…*	are not congruent with outcomes and/or contain no criteria or standards; have no formative elements, and teacher has no plans to use results in designing future instruction.	measure only some outcomes, have unclear criteria/standards, contain a rudimentary formative approach, and results are intended to be used to plan for the class as a whole.	measure all outcomes, have clear criteria, may have been adapted for groups of students, contain well-developed approaches to formative assessment; results are intended to be used to plan for groups of students.	measure all outcomes, are adapted for individuals, reflect student input, contain clear criteria. Formative assessment results are used by teachers and students to guide individual learning.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

COMPONENT LEVEL OF PERFORMANCE

	UN-SATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: Creating an Environment of Respect and Rapport *Teacher interactions with students and student-student interactions…*	are characterized by conflict, negativity, sarcasm, disrespect, or put-downs.	are generally appropriate for student age and culture with occasional inconsistencies. Classroom interactions reveal a minimal level of respect.	reflect genuine warmth and caring; are respectful of the age and culture of groups of students.	reflect genuine respect and caring both for individuals and groups. Students monitor and correct each other's interactions with high levels of civility.
2b: Establishing a Culture for Learning *Teacher and/or student attitudes…*	are negative toward the content, outcomes, or activities; convey low expectations for at least some students; and students show minimal pride in work.	reflect minimal value of the content, outcomes, or activities; modest expectations for student learning; and students show minimal acceptance of the responsibility to do good work.	show enthusiasm for, and commitment to, the content, outcomes, and activities; convey high expectations for most students who accept the importance of high-quality work and take pride in that work.	show that students have internalized high expectations for learning and value of the content by taking ownership of their work and initiation of improvements to it.
2c: Managing Classroom Procedures *Routines, procedures, and transitions are…*	nonexistent or inefficient, with considerable loss of instructional time; poor use/function of instructional groups and/or numerous students off-task.	established and function moderately well, with some loss of instructional time, limited use/function of instructional groups, and some students off-task.	established and function smoothly, with most students productively on-task and little waste of instructional time.	established and function seamlessly, with no loss of instructional time, all students on-task with students assuming responsibility for smooth and efficient operations.
2d: Managing Student Behavior *Standards for student conduct…*	appear to have not been established or students are unaware of them; are not monitored nor responded to effectively.	exist and most students are aware of them; are monitored and/or responded to with uneven results, or there are no major rule infractions.	are clear to all students; are monitored consistently and responded to appropriately, successfully, and respectfully, or student behavior is generally appropriate.	are clear to all students, were prepared with student input; are monitored subtly, effectively, and preventively by both teacher and students. Teacher response to misbehavior is highly effective and sensitive to individual needs, or student behavior is entirely appropriate.
2e: Organizing the Physical Space *The physical environment is…*	unsafe and/or learning is not accessible to all; the furniture arrangement hinders learning, and/or the teacher makes poor use of physical resources.	safe, and learning is accessible to all; furniture adjustment is partially effective, and teacher uses physical resources adequately.	safe, and learning is accessible to all; furniture arrangement is a resource for learning, and teacher uses physical resources skillfully.	safe, and students ensure that learning is accessible to all students. Students adjust the furniture to advance their learning, and teacher and students use physical resources skillfully.

DOMAIN 3: INSTRUCTION

COMPONENT   **LEVEL OF PERFORMANCE**

	UN-SATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: Communicating with Students *The teacher's purpose, directions, procedures, and/or explanations…*	are unclear or confusing to students; teacher's communication contains errors and/or is inappropriate.	are somewhat clear to students, represent use of standard English but with limited or inappropriate vocabulary, and are sometimes in need of further clarification.	are clear to students, situated within the learning, and connect with students' knowledge and experience. They conform to standard English, and are appropriate.	are clear, correct, and extend student knowledge and thinking. Content explanations are imaginative, anticipate misconceptions, and/or reflect student input.
3b: Using Questioning and Discussion Techniques *Teacher's questions…*	are of low-cognitive challenge; allow no or limited wait time; are recitation style with teacher mediating all responses; are answered by a few students.	are a mixture of low- and high-cognitive challenge, with limited wait time; reflect an attempt at genuine discussion with all students, with uneven results.	are of high-cognitive challenge with appropriate wait time; successfully involve all students in genuine discussion, with teacher stepping aside when appropriate.	are of uniformly high quality, with students formulating many questions, assuming responsibility for the success of the discussion, and/or ensuring all voices are heard.
3c: Engaging Students in Learning *Students' intellectual involvement with the content is…*	absent or minimal, due to inappropriate activities, groupings, materials/resources, pacing, or lesson structure.	uneven, due to varying appropriateness of activities, groupings, and/or material/ resources. Pacing and/or lesson structure is inconsistently maintained.	consistently maintained due to appropriate activities, assignments, groupings, and/or materials/resources. The lesson has a clearly defined structure, and pacing is appropriate.	rigorous for all students, due to the active role students play in initiating, adapting, and facilitating activities and projects. Pacing is appropriate, allowing for reflection and closure.
3d: Using Assessment in Instruction *The students…*	are not aware of the criteria/performance standards; do not engage in self-assessment or monitoring of progress; do not receive timely, consistent, high-quality teacher feedback.	know some of the criteria/performance standards and use them occasionally to assess their work against them; receive whole-class teacher feedback that varies in timeliness.	are fully aware of criteria/performance standards, and frequently self-assess against them; receive teacher feedback that is consistent, timely, and based on limited diagnostic data.	are fully aware of and may have contributed to the criteria/performance standards and/or frequently use them to self-assess; consistently receive and use high-quality teacher feedback based on diagnostic data.
3e: Demonstrating Flexibility and Responsiveness *The teacher…*	adheres rigidly to a lesson plan. When a change is indicated, ignores or brushes aside student questions, and gives up or blames the student, home environment, or others when a student has difficulty learning.	attempts to adjust a lesson when indicated, with partially successful results; attempts to accommodate student questions/interests with resulting pacing disruptions; accepts responsibility for the success of all students, but has a limited repertoire of instructional strategies.	makes a smooth, minor lesson adjustment, successfully accommodates students' questions/interests, and persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	successfully makes a major, needed lesson adjustment, seizes a major opportunity to enhance learning, and persists in seeking effective approaches for students who need help, by using an extensive repertoire of strategies, and/or soliciting additional resources from the school.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

COMPONENT   **LEVEL OF PERFORMANCE**

	UN-SATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Reflecting on Teaching *Teacher reflection on lesson…*	does not accurately assess the lesson's effectiveness, the degree to which outcomes were met, and/or has no suggestions for how a lesson could be improved.	is a generally accurate impression of a lesson's effectiveness, the degree to which outcomes were met, and/or makes general suggestions about how a lesson could be improved.	accurately assesses the lesson's effectiveness/degree to which outcomes were met, and can cite evidence to support the judgment; makes specific suggestions for lesson improvement.	accurately, thoughtfully assesses the lesson's effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills.
4b: Maintaining Accurate Records *The teacher's system for maintaining information on…*	student completion of assignments, student progress in learning, and/or non-instructional activities are either absent or in disarray.	student completion of assignments, progress in learning, and/or non-instructional activities is rudimentary, and/or requires frequent monitoring for accuracy.	student completion of assignments, student progress in learning, and/or non-instructional activities are fully effective.	student completion of assignments, progress in learning, and/or non-instructional activities is fully effective, and students contribute to their maintenance and/or interpretation.
4c: Communicating with Families *Teacher provides…*	little/no information to families about the instructional program and/or individual students; communication with families is insensitive or inappropriate to the culture of the families, and/or makes no attempt to engage families in the instructional program.	minimal and/or occasionally insensitive communication/responses to family concerns; partially successful attempts to engage families in the instructional program.	frequent, culturally appropriate information to families about the instructional program, student progress, and responses to family concerns; frequent, successful efforts to engage families in the instructional program.	frequent, culturally appropriate information to families with student input; successful efforts to engage families in the instructional program to enhance student learning.
4d: Participating in a Professional Community *Teacher's relationships with colleagues…*	are negative or self-serving; teacher avoids participation in a culture of inquiry, and/or avoids becoming involved in school events, and/or school and district projects.	are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events, and/or school/district projects when asked.	are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events, and school/district projects, with teacher making substantial contributions.	are characterized by mutual support, cooperation, and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.
4e: Growing and Developing Professionally *Teacher engages in…*	no professional development activities, and/or resists feedback on teaching performance, and/or makes no effort to share knowledge with others or to assume professional responsibilities.	professional activities to a limited extent and/or accepts, with some reluctance, feedback on teaching performance, and/or finds limited ways to contribute to the profession.	seeking out professional development opportunities, welcomes feedback on performance, and participates actively in assisting other educators.	seeking out opportunities for professional development and making a systematic effort to conduct action research, seek out feedback, and initiate important activities to contribute to the profession.
4f: Showing Professionalism *Teacher's professional interactions are characterized by…*	questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations.	honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations.	honesty, integrity, confidentiality, and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with school/district regulations.	the highest standards of honesty, integrity, and confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, and in ensuring full compliance with school/district regulations.

Supervisor or
Cooperating Teacher
Complete when observing the student
teacher teach a lesson.

![ETS Pathwise logo]

Evidence Collection Record
Observer Notes

Teacher _____   Observer(s) _____

Grade Level(s) _____   Subject(s) _____   Date _____

Domain 1: Planning and Preparation
Component Level Evidence

1a Demonstrating Knowledge of Content and Pedagogy
Knowledge of: Content and the structure of the discipline • Prerequisite relationships • Content-related pedagogy

1b Demonstrating Knowledge of Students
Knowledge of: Child and adolescent development • The learning process • Students' skills, knowledge and language proficiency • Students' interests and cultural heritage • Students' special needs

1c Setting Instructional Outcomes
Value, sequence and alignment • Clarity • Balance • Suitability for diverse learners

1d Demonstrating Knowledge of Resources
Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students

1e Designing Coherent Instruction
Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

1f Designing Student Assessments
Congruence with instructional goals • Criteria and standards • Design of formative assessments • Use for planning

Domain 2: The Classroom Environment
Component Level Evidence

2a Creating an Environment of Respect and Rapport
Teacher interaction with students • Student interactions with other students

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2b Establishing a Culture for Learning
Importance of the content • Expectations for learning and achievement • Student pride in work

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2c Managing Classroom Procedures
Management of: Instructional groups • Transitions • Materials and supplies • Performance of noninstructional duties • Supervision of volunteers and paraprofessionals

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2d Managing Student Behavior
Expectations • Monitoring of student behavior • Response to student misbehavior

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2e Organizing Physical Space
Safety and accessibility • Arrangement of furniture and use of physical resources

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Domain 3: Instruction
Component Level Evidence

3a Communicating with Students
Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language

3b Using Questioning and Discussion Techniques
Quality of questions • Discussion techniques • Student participation

3c Engaging Students in Learning
Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing

3d Using Assessment in Instruction
Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress

3e Demonstrating Flexibility and Responsiveness
Lesson adjustment • Response to students • Persistence

Domain 4: Professional Responsibilities
Component Level Evidence

4a Reflecting on Teaching
Accuracy • Use in future teaching

4b Maintaining Accurate Records
Student completion of assignments • Student progress in learning • Noninstructional records

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4c Communicating with Families
Information about the instructional program • Information about individual students • Engagement of families in the instructional program

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4d Participating in a Professional Community
Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects

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4e Growing and Developing Professionally
Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession

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4f Showing Professionalism
Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations

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