East Stroudsburg University

Cooperating Teacher Handbook

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Mission

The Mission of the Teacher Education Unit is to provide diverse learning experiences and dynamic collaborations that develop reflective, deliberate 21st century educators who support and extend the learning of all students in a global society.

Philosophy

The philosophy of the Teacher Education Unit is that East Stroudsburg University (ESU) is dedicated to developing beginning educators who are reflective and deliberate decision makers. To accomplish this goal, ESU will develop educators who link theory to practice, honor diversity, integrate technology, demonstrate appropriate dispositions, observe and teach in collaborative educational settings, and reflect on both their knowledge and their teaching in a global context. This philosophy, directly underpinned by the mission and vision statements, is reflected in the following commitment statements:

Goals

The Teacher Education Unit recognizes teaching as both an art and a science. As such, educators must continually evaluate their instruction in an effort to improve practice. The Teacher Education Unit's goals integrate its vision, mission, and philosophy for the purpose of continuous improvement. This begins at the student level as candidates learn, plan, teach, assess, and reflect. Their reflections serve not only as insights, but also as stimuli for improvement. Candidates use their reflections to inform future teaching.

The Role of the Cooperating Teacher

Cooperating teachers are critical to the success of our student teaching program. Your daily guidance assists our candidates as they transition from the role of student to teacher. Through modeling, collaboration and formal conferences, you will illustrate to our students that teaching is both an art and a science; you will exemplify to them that successful teaching is hard work that is fueled by a passion for student success. So, as you begin your journey as a cooperating teacher, we thank you for your hard work, dedication, and passion for all students – ours included!

Beginning Educator Outcomes

East Stroudsburg University's (ESU) Teacher Education Program is grounded in its Beginning Educator Outcomes (BEOs). These outcomes represent the knowledge and skills necessary to become a competent beginning educator. ESU believes that beginning educators must exhibit a broad and deep knowledge as well as the ability to apply that knowledge within and across many disciplines. Accordingly, all of ESU's student teaching assessments are related to our BEOs. With this in mind, a good starting point for cooperating teachers is to become familiar with ESUs BEOs. In so doing, a common set of expectations will be established for the university supervisor, the student teacher, and the cooperating teacher.

Beginning Educator Outcomes

Category A	**Content Outcomes**			
1. Demonstrate general knowledge competency	a. Describe, interpret, analyze and use specific concepts in the humanities, i.e. - the arts, literature, philosophy, and/or languages. b. Describe interactions that occur within and among scientific and mathematical systems. c. Describe interactions that occur within and among the social sciences, i.e., history, economics, political science, geography, and/or sociology.			
	Unacceptable	Developing	Proficient	Advanced
	Unable to demonstrate general knowledge competency.	Needed support to demonstrate general knowledge competency.	Demonstrates general knowledge competency.	Independently demonstrates general knowledge competency.

Category A	Content Knowledge			
2. Demonstrate subject matter competency	a. Describe, interpret, and use specific concepts in chosen field(s) of study. b. Make connections within chosen field(s) of study and among other disciplines. c. Describe and interpret the structure of chosen field(s) of study. d. Select and use tools of inquiry for chosen field(s) of study. e. Engage students in the practice of problem solving.			
	Unacceptable	Developing	Proficient	Advanced
	Unable to demonstrate subject matter knowledge competency.	Needed support to demonstrate subject matter knowledge competency.	Demonstrates subject matter knowledge competency.	Independently demonstrates subject matter knowledge competency.

Category B	Learner and Learning Environment			
3. Use their knowledge of how students learn and develop to provide learning opportunities for all students	a. Use theories of human development. b. Design and integrate developmentally appropriate non-instructional practices. c. Use sensitivity when addressing social issues and allow for a range of acceptable age-appropriate opinions/behaviors. d. Apply theories of intelligences-moral, emotional, multiple. e. Use, interpret and respond to verbal and nonverbal communication. .			
	Unacceptable	Developing	Proficient	Advanced
	Has not demonstrated the ability to adjust the learning experience to accommodate the needs of students.	In planning and while teaching the candidate was sometimes able to detect the need for and make adjustments or rarely make appropriate adjustments.	In planning and while teaching the candidate was often able to detect the need for and appropriately make adjustments.	In planning and while teaching the candidate was consistently able to detect the need for appropriately make effective adjustments.

Category B	Learner and Learning Environment			
4. Create a classroom environment that motivates and supports positive social interaction and active learning	a. Recognize the worth of all students and establish an inclusive, equitable learning environment. b. Design positive, non-threatening learning environments that enable students to learn from their mistakes. c. Provide pro-social experiences that promote respect and support cooperation in the classroom. e. Employ pro-active classroom management strategies. . .			
	Unacceptable	Developing	Proficient	Advanced
	Was able to or rarely able to (a) include most of the students in the activities of the learning environment, (b) use instructional materials to enhance learning, or (c) employ a safe learning environment.	Inconsistently demonstrated and needed coaching to (a) include most students in learning environment activities, (b) implement classroom management strategies, and (c) promote a safe and respectful learning environment.	Consistently (a) included most students in learning environment activities, (b) implemented classroom management strategies, and (c) promoted and employed a safe and respectful environment.	Consistently and creatively (a) included all students in learning environment activities, (b) implemented effective classroom management strategies, and (c) designed, promoted and employed a safe and respectful environment.

Category B	Learner and Learning Environment			
Diverse Learners: **5. Establish instructional opportunities that demonstrate the value of diverse learners.**	a. Adapt instruction to meet the needs of students with exceptionalities. b. Design developmentally appropriate learning activities that challenge students and provide for success. c. Provide learning materials and activities that reflect the dynamic diversity among cultures and people. d. Enable students to explore diversity issues.			
	Unacceptable	Developing	Proficient	Advanced
	Inadequately differentiates planning and instruction for students' diverse strengths, needs and cultural styles	Differentiates planning and instruction by considering students' diverse strengths, needs, and cultural styles, but with little adeptness.	Skillfully differentiates planning and instruction by considering students; diverse strengths, needs, and cultural styles.	Demonstrates outstanding skill in differentiating instruction by considering students' diverse strengths, needs, and cultural styles and is culturally responsive.

Category C	Teaching and Learning Process			
Instructional Strategies: **6. Use a variety of instructional strategies that engage students and foster creative and critical thinking.**	a. Plan appropriate instructional grouping arrangements. b. Design activities to help students develop in the cognitive, psychomotor, and socio-emotional domains. c. Use a variety of instructional strategies that engage students. d. Select, create, and utilize technology, media, and other instructional materials.			
	Unacceptable	Developing	Proficient	Advanced
	Only uses one or a dominating instructional strategy. Is unwilling/unable to use different strategies and does not use available technology or supplementary materials.	Needed support to use more than one strategy and/or teach to more than one learning style. Needs support to engage all students in activities.	Use several appropriate instructional and grouping arrangements. Teaches to all modalities. Able to creatively enhance instruction with technology and/or supplementary materials. Engages all students in activities.	Independently develops and creatively implements a wide variety of effective instructional strategies that engage all students. Provides multi-dimensional experiences by researching and incorporating technology and other resources that foster creative and critical thinking.

Category C	Teaching and Learning Process			
Planning Instruction: **7. Plan effective and time efficient lessons that focus on student learning of specific goals and correlate directly to state/national standards.**	a. Identify desired results based on national and state standards and district guidelines. b. Write clear and concise student learning statements. c. Develop single subject and interdisciplinary units of study or lessons, which reflect our Learning Cycle. d. Design lesson plans that include instructional strategies compativle with chosen field(s) of study. e. Match timeframe constraints to content, student learning statements, and developmental needs.			
	Unacceptable	Developing	Proficient	Advanced
	Does not incorporate the components of an effective lesson plan. Does not submit lesson plans in a timely manner. Have lesson plans that are not correlated to district/state/national standards.	Needs support to write and deliver lessons. Learning objectives can sometimes be achieved in the allotted time frame. With support, writes clear assessable learning objectives.	Writes and presents sequential series of lessons aligned with district/state/national standards. Lessons consistently engage students within the designed time period.	Independently works and presents unique creative engaging and interactive lessons and interdisciplinary units that match timeframes and student needs.

Category C	Teaching and Learning Process
Assessment: **8. Use diagnostic, formative and summative assessment to plan learning experiences that meet the continuous needs of all students.**	a. Implement a complete set of formal and informal assessment strategies congruent with student learning statements. b. Determine purpose and audience for assessment. c. Process, analyze, and interpret assessment data to adapt and differentiate instruction. d. Use assessment information to provide specific and approving or corrective feedback to promote and encourage student learning. e. Use analyses of their students' learning styles to diversify instruction according to their learning style preferences.

Unacceptable	Developing	Proficient	Advanced
Use only low-level summative assessments and is unaware of what students have learned or haven't learned from a lesson. Does not understand the role of assessment in instruction.	Needs support to assess all students and to adapt instruction from formative assessment and in choosing and implementing appropriate assessments. Does not assess all students.	Effectively uses formal and informal assessment strategies that match their lesson objectives. Effectively uses diagnostic, formative and summative assessments in lesson and units. Ensures all students are assessed appropriately. Uses assessment data to adapt instruction.	Uses assessment to differentiate instruction and respond to all students' learning styles. Involves students in the assessment process and independently develops alternative or authentic assessment tools.

Category D	Professionalism
Reflection/Professional Development: **9. Initiate and maintain an ongoing plan of reflection, continued learning and professional development.**	a. Reflect on classroom practice to inform deliberate decision-making. b. Use analyses of own learning styles to build on strengths. c. Identify areas of strength and plan for future professional development. d. Participate in ongoing professional development in their field of study by reading about research and effective practices, participating in other formal and informal educational activities.

Unacceptable	Developing	Proficient	Advanced
Unable to write reflections that inform decision-making.	Needed support to write reflections that inform decision-making.	Wrote reflections that informed decision-making and participated in some professional development activities.	Independently wrote reflections that informed decision-making, participated in ongoing professional development activities, and planned for future professional development.

Category D	Professionalism			
Involvement/Advocacy: **10. Work actively with families, professionals, and community members to increase quality of their students' education.**	a. Communicate with parents in order to enhance their involvement in the student's education. b. Communicate with other professionals in order to enhance the quality of educational services for individual students. c. Initiate and maintain active involvement in the school, local community, and the profession.			
	Unacceptable	Developing	Proficient	Advanced
	Did not communicate with parents and/or other professionals to increase the quality of their students' education.	Needed support to communicate with parents and/or other professionals to increase the quality of their students' education.	Communicated regularly with families and/or other professionals to increase the quality of their students' education. Somewhat involved in school and community.	Independently communicated with families and other professionals to increase the quality of their students' education. Actively involved in school, local community, and the profession.

Category D	Professionalism			
Professional Responsibility: **11. Demonstrate professional demeanor, ethical behavior and accountability in all activities.**	a. Utilize and effective system for documenting and assessing student performance to meet district requirements and data management. b. Maintain professional demeanor in all interactions. c. Model a high degree of professional ethics when working with students, parents, and colleagues.			
	Unacceptable	Developing	Proficient	Advanced
	Unable to demonstrate professional demeanor, ethical behavior and accountability in all activities.	Needed support to demonstrate professional demeanor, ethical behavior and accountability in all activities.	Demonstrated professional demeanor, ethical behavior and accountability in all activities.	Independently demonstrated a high degree of professional demeanor, ethical behavior and accountability in all activities.

Preparing for your Student Teacher's Arrival

Once you've reviewed our beginning educator outcomes, it's time to prepare for the arrival of your student teacher. All student teachers are required to contact their cooperating teacher before they arrive. To insure a good beginning for the clinical experience, cooperating teachers are encouraged to carefully plan for the candidates first day in the school. The following guidelines may be helpful:

a. Prepare your students by explaining that another teacher will be working with them to increase their opportunity to learn.
b. Provide a folder of informative materials including school and class schedules, building floor plan, emergency procedures, discipline procedures, routine duties, classroom rules, discipline policies, faculty and student handbooks and clerical procedures.
c. Create a work space where the candidate can work and keep materials, books, and supplies.
d. Send a letter home informing parents about the student teacher.
e. With your student teacher, produce a detailed timetable for the completion of requirements to transition the student teacher as the role of the teacher.
f. Cooperating teacher meets with the ESU supervisor who collaborates with the co-op to guide the student teacher.
g. Cooperating teacher conducts informal and formal observations of the student teacher twice or more per week.

Planning, Observation, and Feedback

Planning for instruction, informal observations, formal observations, daily feedback and review of assessments are all important elements of teaching. All of these concepts are new to the beginning educator.

Cooperating teachers should make their planning for instruction "visible" for student teachers. Explain how your plans follow the district curriculum and how this curriculum is aligned to state and national standards. Explain how assessment plays into planning. Explain why you've selected instructional methodology and grouping arrangements of students. All of these items merge the science of instruction with the art of instruction. All of this information is valuable to a beginning educator.

Informal and formal observations should take place throughout the student teaching experience. With informal observations, there doesn't necessarily have to be a structure or sequence to the observation. Cooperating teachers can provide feedback on items as they arise (if appropriate), at the conclusions of a lesson sequence, or whenever the cooperating teacher sees the need.

Formal observations, on the other hand, are accomplished when the candidate and the cooperating teacher conduct a pre-conference followed by an observation and then a post-conference. Post-conference discussion should emanate from pre-conference discussion. The candidate needs to be supported by a strong conference structure. It is in this phase of student teaching that candidates receive individual guidance from competent professionals that enables them to analyze their growing understanding of the relationship between theory and practice. Conferencing will enable candidates to organize, assimilate, synthesize the clinical experience and become a reflective practitioner. **Written reflections should be produced by the candidate to be assessed/reviewed by the cooperating teacher for goal setting and informed decision making for the next formal observation.**

Informal observation and feedback should occur daily. Formal observation should occur a minimum of three times during the student teaching quarter. Formal observations document a candidate's growth and/or maintenance of selected Beginning Educator Outcomes. Cooperating teachers are encouraged to use the TEU Classroom Observation form that is downloadable through their Tk20 account. **One formal TEU Classroom Observation should be uploaded to Tk20 during the 5th or 6th week of student teaching.**

TEU Classroom Observation

The TEU Classroom Observation is conducted three times (each quarter) by both the student teacher's University Supervisor(s) and their Cooperating Teacher. As such, student teachers receive six formal observations during their student teaching experience. Additional observations are conducted both formally and informally by cooperating teachers and academic departments. Based on the Beginning Educator Outcomes, the TEU Classroom Observation assesses a myriad of skills expected of professional educators. Each observation is followed by a post-observation conference so the student teacher can refine their skills as necessary. This observation template is outlined below:

Student Teacher _____ **Faculty** _____
Lesson Observed_____ **Class Period**_____ **Obs. #**_____

Date_____ **School**_____

A. Planning and Preparation

Lesson coherence, structure and pacing (BEO C.6, C.7) The lesson has a clearly defined instruction and learning structure around which activities are organized.

Advanced (3)	Proficient (2)	Developing (1)	Unacceptable (0)
• The lesson's structure and progression of activities is highly coherent, clear and allows for reflection, and closure. • Progression of activities is even, with reasonable time allocations. • Pacing of the lesson is appropriate for all students.	• The lesson has a clearly defined structure around which activities are organized. • Progression of activities is mostly even, with reasonable time allocations. • Pacing of the lesson is generally appropriate.	• The lesson has a recognizable structure, although the structure is not uniformly maintained throughout. • Progression of activities is uneven, with most time allocations reasonable. • Pacing of the lesson is inconsistent.	• The lesson has no clearly defined structure, or the structure is chaotic. • Activities do not follow an organized progression, and time allocations are unrealistic. • Pace of the lesson is too slow or rushed, or both.

Correlation with state and national standards (BEO C.7) Lesson objectives reflect the essential concepts and practices embedded in state and national standards.

Advanced (3)	Proficient (2)	Developing (1)	Unacceptable (0)
Lessons are developed, within a cohesive whole or unit, using objectives that are appropriately linked with, and accurately reflect, the essential concepts and practices embedded in state and national standards	Lesson objectives reflect the essential concepts and practices embedded in state and national standards (as opposed to just mimicking the same topic).	Needs support to identify objectives that reflect the essential concepts and practices embedded in state and national standards	Focuses entirely on standards as lists of topics instead of essential knowledge and skills, or is unfamiliar with concepts and practices embedded in state and national standards

Preparation (BEO C.7, D.9, D.11) Teacher candidate had the lesson approved by the cooperating teacher and had all materials ready to begin prior to the lesson.

Advanced (3)	Proficient (2)	Developing (1)	Unacceptable (0)
• Lesson plan was approved by cooperating teacher 1 to 2 days prior to teaching. • Lesson plan is of exceptional quality with evidence of personal reflection, revision, initiative and creativity. • Had all materials ready prior to lesson.	• Lesson plan was approved by cooperating teacher one day in advanced. • Lesson plan exhibits attention to detail and evidence of thoughtful analysis and adequate time allocated for planning and work. • Had most materials ready prior to lesson.	• Lesson was approved by cooperating teacher the same day that the lesson was taught. • Had some materials ready prior to lesson.	• Failed to have lesson plan approved by cooperating teacher. • Materials were not ready prior to lesson.

Additional Comments for Planning and Preparation:

B. Instruction

Clarity and appropriateness of directions, procedures and content explanation (BEO A.2, C.6) Teacher candidate's spoken and written language is clear.

Advanced (3)	Proficient (2)	Developing (1)	Unacceptable (0)
• Teacher candidate's spoken and written language is correct and	• Teacher candidate's spoken and written language is clear and	• Teacher candidate's spoken language is audible, and written	• Teacher candidate's spoken/written language is inaudible/illegible or

conforms to standard English. • Teacher candidate's directions and procedures are clear to students and anticipate possible student misunderstanding. • Teacher candidate's explanation of essential content is imaginative and connects with students' correct knowledge and experience.	correct and conforms to standard English. • Teacher candidate's directions and procedures are clear to students. • Teacher candidate's explanation of essential content is appropriate and connects with students' correct knowledge and experience.	language is legible, but some vocabulary is not appropriate to the students' ages or backgrounds. • Teacher candidate's directions and procedures are clarified after initial student confusion. • Teacher candidate's explanation of essential content is uneven; some is done skillfully, but other portions are difficult to follow.	contains errors of grammar or syntax. • Teacher candidate's explanations, directions and/or vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.

Quality of questions and student participation in discussions (BEO A.2, C.6, C.8) Teacher candidate's questions are of high quality, with adequate time provided for students to respond.

Advanced (3)	Proficient (2)	Developing (1)	Unacceptable (0)
• Teacher candidate's questions are of uniformly high quality, with adequate time for students to respond. • Students formulate many questions. • Students assume considerable responsibility for the success of the discussion, initiating topics, making unsolicited contributions, and ensuring that all voices are heard in the discussion. • Students contribute to explaining concepts to peers.	• Most of the teacher candidate's questions are of high quality. Adequate time is provided for students to respond. • Teacher candidate creates a genuine discussion among students, stepping aside when appropriate. • Teacher candidate successfully engages all students in the discussion.	• Teacher candidate's questions are a combination of low and high quality, posed in rapid succession. • Only some invite a thoughtful response. • Teacher candidate makes some attempt to engage students in genuine discussion rather than recitation, with uneven results. • Teacher candidate attempts to engage all students in the discussion, but with only limited success.	• Teacher candidate's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession. • Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. • A few students dominate the discussion.

Cognitive impact of activities and assignments (BEO C.6, B.3, B.4, B.5) Activities and assignments are appropriate to students, all students are cognitively engaged in exploring content.

Advanced (3)	Proficient (2)	Developing (1)	Unacceptable (0)
• All students are cognitively engaged in the activities and assignments in their exploration of content. • Teacher candidate initiate and/or differentiated all activities to enhance students' understanding.	• Most students are cognitively engaged in exploring content. • Teacher candidate initiate and/or differentiated some activities to enhance students' understanding.	• Some students are cognitively involved but others are not engaged. • Some activities and assignments are appropriate to students.	• Students are not cognitively engaged in lesson. • Activities and assignments are inappropriate for lesson.

Feedback and response to students (BEO C.8, B.4) Teacher candidate monitors the progress of students and provides timely feedback.

Advanced (3)	Proficient (2)	Developing (1)	Unacceptable (0)
• Teacher candidate actively and systematically elicits information from individual students regarding their understanding and monitors the progress of individual students. • Teacher's feedback to students is timely, congruent with goals of lesson and of high quality (e.g. specific approving, specific corrective) 80% or more. Feedback promotes higher order thinking skills.	• Teacher candidate monitors the progress of groups of students in the curriculum, making limited use of prompts to elicit information. • Teacher candidate's feedback to students is timely, congruent with goals of lesson and of high quality (e.g. specific approving, specific corrective)	• Teacher candidate monitors the progress of the class as a whole but elicits no information. • Teacher candidate's feedback to student is not congruent with goals of lesson, and its timeliness is inconsistent.	• Teacher candidate does not monitor student learning in the curriculum. • Teacher candidate's feedback to students is of poor quality and not provided in a timely manner.

Lesson adjustment (BEO C.6, C.8) Teacher candidate makes appropriate adjustment to the lesson and the adjustments occurs smoothly. Teacher successfully accommodates students' questions or interests.

Advanced (3)	Proficient (2)	Developing (1)	Unacceptable (0)
• Teacher candidate successfully makes a major adjustment to the lesson when needed. • Teacher candidate seizes a major opportunity to enhance learning, building on student interests or a spontaneous event (Teachable moment).	• Teacher candidate makes a minor adjustment to the lesson, and the adjustment occurs smoothly. • Teacher candidate successfully accommodates students' questions or interests.	• Teacher candidate attempts to adjust the lesson when needed, with only partially successful results. • Teacher candidate attempts to accommodate students' questions or interest, although the pacing of the lesson is disrupted.	• Teacher candidate adheres rigidly to an instructional plan, even when a change is clearly needed. • Teacher candidate ignores or brushes aside students' questions of interests.

Relationship with Students (BEO D.11, B.3, B.4, B.5) Teacher candidate used first person language throughout the lesson that conveys respect and sensitivity with students. Teacher candidate maintains appropriate confidentiality regarding professional or personal interactions.

Advanced (3)	Proficient (2)	Developing (1)	Unacceptable (0)
• Demonstrates and advocates for equitable treatment of students, including under-represented groups. • Initiates preventative methods to protect others from conditions that interfere with learning or are harmful to their physical and emotional health and safety. • Uses inclusive language in examples, demonstrations, and curricula, Inclusion style teaching, provides multiple levels of challenge, participation,	• Demonstrates respect for all individuals in the learning environment regardless of age, ability, race, sexual orientation, etc. • Intervenes when other students use negative stereotypes and language in class. • Attempts to use inclusive language in examples, demonstrations, and curricula, Inclusion style teaching, provides multiple levels of challenge, participation, and opportunities for success.	• Usually works only with those of similar backgrounds and viewpoints but generally interacts with others in a polite, courteous and professional manner. • Does not intervene when other students use negative stereotypes and language in class. • Minimal interaction with p-12 learners. Shows limited ability to listen.	• Teacher Candidate was unable to use first person language. • Participates in the use of negative stereotypes and language in interactions with students. • Does not interact with p-12 learners in an empathic and caring way.

and opportunities for success. • Interacts with p-12 learners in an empathic and caring way.	• Interacts with p-12 learners showing an ability to listen.		

Additional comments for Instruction:

C. Assessment:

Diagnostic, formative, and/or summative assessment (BEO C.8) Used diagnostic, formative, and/or summative assessment that aligned with national and/or state standard and essential content

Advanced (3)	Proficient (2)	Developing (1)	Unacceptable (0)
The teacher candidate independently designed and implemented an appropriate assessment(s) (diagnostic, formative, and/or summative) that aligned with standard and essential content.	The teacher candidate, with some assistance from cooperating teacher, designed and implemented appropriate assessment(s) (diagnostic, formative, and/or summative) that aligned with standard and essential content.	The teacher candidate failed to design and implement their own assessment but used an assessment provided by cooperating teacher.	The teacher candidate did not use an assessment.

Clarity and congruence with instructional outcomes (BEO B.5, C.7, C.8) Assessment criteria and standards are clear and congruent with the instructional outcomes.

Advanced (3)	Proficient (2)	Developing (1)	Unacceptable (0)
• Assessment criteria are clear and fully aligned with instructional outcomes and there is evidence that the candidate contributed to p-12 development. • Assessment methodologies have been adapted for individual students, as needed.	• Assessment criteria and sufficiently aligned with instructional outcomes. • Assessment methodologies have been sufficiently adapted for groups of students.	• Assessment criteria and standards have been developed, but they are not clear and/or are minimally aligned with the instructional outcomes. • Assessment methodologies may have been adapted for groups of students.	• Assessment criteria contains no criteria or standards. • Assessment procedures are not congruent with instructional outcomes. • The instructional outcomes are not assessed.

Additional Comments for Assessment:

D. Classroom Management

Emotional Maturity (BEO D.11, B.3, B.4) Teacher candidate employed effective conflict resolution strategies when necessary. Teacher candidate maintained control of emotions throughout the lesson, regardless of the teaching circumstance.

Advanced (3)	Proficient (2)	Developing (1)	Unacceptable (0)
The teacher candidate: • Maintains control of emotions regardless of circumstances throughout the lesson. • Accepts complete responsibility for actions, employing effective conflict resolution strategies.	The teacher candidate: • Maintains control of emotions, except under rare circumstances • Accepts and reflects upon alternative methods of expressing emotions, making sincere amends for rare loss of control.	The teacher candidate: • Is susceptible to losing control of emotions in isolated circumstances. • Accepts personal responsibility for his/her actions and works toward developing more appropriate responses.	The teacher candidate: • Demonstrates a pattern of losing control of emotions, showing outbursts of anger or disrespect toward peers or others. • Avoids personal responsibility for his/her emotions and behaviors, blaming others or outside

			circumstances for loss of emotional control.

Classroom Management Strategies (BEO B.3, B.4, B5) Teacher candidates implements strategies to help p-12 learners demonstrate responsible, personal and social behaviors in a productive learning environment. (i.e. implementation of cooperative learning activities, Hellison's TPSR, full-value contracts, goal setting, self-regulation strategies, self-assessment/peer-assessment, etc.).

Advanced (3)	Proficient (2)	Developing (1)	Unacceptable (0)
The teacher candidate used three or more strategies to enhance p-12 learners personal and social responsibility.	The teacher candidate used two strategies to enhance p-12 learners personal and social responsibility.	The teacher candidate used one strategies to enhance p-12 learners personal and social responsibility.	The teacher candidate failed to use at least two strategies to enhance p-12 learners personal and social responsibility.

Additional Comments for Classroom Management:

Visitations by University Supervisors

As noted above, the university supervisor will conduct a minimum of three formal observation sessions and a final evaluation session for each quarter of student teaching.

During the first two weeks, the candidate and the cooperating teacher should be developing common ground for professional discussions and reach consensus of expectations. The student teacher should begin teaching lessons as soon as possible.

During weeks 3-5 the university supervisor should conduct one formal observation. University supervisors may wish to review cooperating teacher formal observation reports to enhance their time with the candidate.

The remaining two formal observations should occur during weeks 5-7. One to two weeks would be considered an appropriate interval between university supervisor formal observation sessions.

Related Professional Activities

The candidate's experiences should not be limited to only the cooperating teacher's assignment. Cooperating teachers should arrange for the candidate to observe/participate in a variety of school-

related activities to enhance the candidates experiences related to the total school environment and those other teaching responsibilities. Parent teacher conferences, Back to School night, In-service programs, Board of Education meetings, PTO meetings and other special events are related professional activities that would display a professional commitment. Artifacts from such events should be placed in your portfolio.

TEU Clinical Assessment Summary

The TEU Clinical Assessment Summary is conducted at the conclusion of each student teaching placement by both the student teacher's supervisor and their cooperating teacher. As such, the student teacher receives four Clinical Assessment Summaries during their student teaching experience. As its name implies, the Clinical Assessment Summary represents a final evaluation of the student teacher's performance. The TEU Clinical Assessment Summary is outlined below:

Clinical Experience Assessment Summary

Please record a score for each of the listed Beginning Educator Outcomes. Remember that you have many scores and evidence to determine a final score for each Beginning Educator Outcome.

Category A Content Outcomes	**Unacceptable**	**Developing**	**Proficient**	**Advanced**
Demonstrate general knowledge competency				
Demonstrate subject matter knowledge competency				
Category B Learner and the learning Environment Outcomes	**Unacceptable**	**Developing**	**Proficient**	**Advanced**
Create a classroom environment that motivates and supports positive social interaction and active learning.				
Establish instructional opportunities that demonstrate the value of diverse learners.				
Category C Teaching and learning Process Outcomes	**Unacceptable**	**Developing**	**Proficient**	**Advanced**
Plan effective and time efficient lessons that focus on student learning of specific goals and correlate directly to state/national standards.				
Use diagnostic, formative and summative assessments to plan learning experiences that meet the continuous needs of all students.				
Category D Professionalism Outcomes	**Unacceptable**	**Developing**	**Proficient**	**Advanced**
Initiates and maintain an ongoing plan of reflection, continued				

Professional Dispositions

Understanding the impact that professional dispositions have on instructional effectiveness, East Stroudsburg University's teacher education program evaluates the dispositions of its candidates throughout its program. **During student teaching, the university supervisor, the cooperating teacher, and the student teacher complete a disposition assessment each quarter**. As such, the student teacher receives four Disposition Assessments during their student teaching semester.

Checkpoints	Early Childhood & ELED	Middle School	Secondary Education	Physical Ed & Health	SPED and ECED	SPED and Middle
Checkpoint #1: Student completes a self-Assessment	Must be completed in PSED 150	Must be completed in PSED 150	Must be completed in PSED 150	Must be completed in PSED 150	Must be completed in PSED 150	Must be completed in PSED 150
Checkpoint #2: Student completes a self-assessment and selects 2 ESU faculty to complete an assessment	Must be completed in ECED 263 Must be submitted for Screening	Must be completed in PSED 250/244 Must be submitted for Screening	Must be completed in PSED 250 Must be submitted for Screening	Must be completed in PSED 250 Must be submitted for Screening	Must be competed in ECED 263 Must be submitted for Screening	Must be completed in PSED 244 Must be submitted for Screening
Checkpoint #3: Student completes a self-assessment and requests Host Teacher from the Field & 1 ESU Faculty to complete an assessment	Must be completed in ECED 414	Must be completed in ELED 350	Must be completed in PSED 420	N/A; PETE follow their program specific guidelines for Dispositions Assessment	Must be completed in ECED 414	Must be completed in ELED 350
Checkpoint #4: Student completes a self-assessment and requests Host Teacher & 1 ESU Faculty to	Must be completed in ECED 420	Must be completed in ELED 450	Must be completed in PSED 421	Must be completed in PETE 440	Must be completed in ECED 420	Must be completed in ELED 450

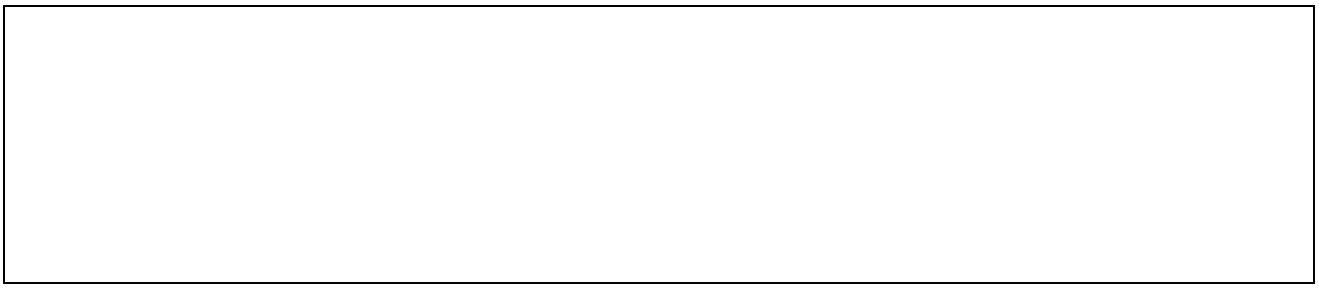
complete an assessment						
Checkpoint #5: Student completes a self-assessment and requests Cooperating Teachers (ALL) and University Supervisors (ALL) to complete an assessment	Must be completed during Student Teaching	Must be completed during Student Teaching	Must be completed during Student Teaching	Must be completed during Student Teaching	Must be completed during in Student Teaching	Must be completed during Student Teaching

– (Revised Fall 2012)

Values Life-long Learning and Knowledge			
Engagement:			
Unacceptable	Developing	Proficient	Advanced
The candidate: • Is inattentive • Rarely participates • Constantly needs to be reminded to stay on task • Intentionally distracts others from learning • Is reluctant to take initiative in field experiences, classroom activities or discussions • Fails to make-up missed work • Does not attend class on a regular basis or is late often • Displays negative attitude towards involvement	**The candidate:** • Occasionally is inattentive • Occasionally participates • May inadvertently distract others • Occasionally takes initiative in field experiences, classroom activities or discussions • Does only what is required • Avoids challenging work • Makes up missed work when reminded • Generally displays a positive attitude towards involvement	**The candidate:** • Pays attention • Consistently participates • Takes initiative in field experiences or in classroom activities or discussions • Engages in challenging work • Makes up missed work promptly • Attends class on a regular basis • Displays a positive attitude toward involvement	**The candidate**: • Intently focuses on subject matter • Actively participates which enhances the learning experience for others • Consistently shows initiative in class or field experiences • Embraces challenging work • Makes arrangements to make up assignments prior to absences and completes missed work • Displays a positive attitude toward involvement that is engaging to other participants
Self-Reflection and Critical-Thinking			
Unacceptable	Developing	Proficient	Advanced
The candidate: • Avoids self-reflection or is unable to self-reflect for growth • Reacts defensively to suggestions • Wants explicit instruction on what to do • Cannot handle ambiguity	**The candidate:** • Superficially self-reflects • Hears yet dismisses suggestions • Occasionally requests instruction on what to do • Appears interested by other points of view but has trouble acting on them	**The candidate:** • Self-reflects for growth • Responds to suggestions and acts upon them • Rarely needs to have explicit instructions • Invites and acts on multiple perspectives	**The candidate:** • Is committed to self-reflection • Seeks out suggestions for growth • Articulates multiple perspectives independently
Comments/Rationale:			

For self-reflection, if you rated yourself below "Proficient", what plan will you put in place to reach proficiency?

Values Diversity			
Relationships with Others			
Unacceptable	Developing	Proficient	Advanced
The candidate: • Avoids those who present viewpoints or experiences that differ from his/her own • Participates in the use of negative stereotypes and language in interactions with others • Acts on the belief that <u>not</u> all children can learn • Is unaware or unwilling to reflect upon own knowledge, skills and dispositions concerning diversity thereby preventing change or growth	**The candidate:** • Usually works only with those of similar backgrounds and viewpoints but generally interacts with others in a polite, courteous and professional manner • Does not intervene when others use negative stereotypes and language in interactions with others • Is conflicted about the belief that all children can learn Exhibits inconsistent or inaccurate analysis of own knowledge, skills and dispositions concerning diversity	**The candidate:** • Works constructively with others of different backgrounds and viewpoints • Voices discomfort with other's use of negative stereotypes and language in interactions with others • Believes that all children can learn Analyzes own knowledge, skills and dispositions concerning diversity to grow personally and professionally	**The candidate:** • Actively seeks opportunities to work and interact with those of different backgrounds • Confronts use of negative stereotypes and language in interactions with others and promotes pro-social behavior • Acts on the belief that all children can learn and sets challenging expectations Serves as an advocate for the benefits of diversity based on own growth
Comments/Rationale: **For self-reflection, if you rated yourself below "Proficient", what plan will you put in place to reach proficiency?**			



Values Collaboration			
Working with Individuals or Groups:			
Unacceptable	Developing	Proficient	Advanced
The candidate: • Shows little or no regard for other people or their ideas • Puts forth little or no effort to do a fair share of the work • Demonstrates no initiative within collaborative settings	**The candidate:** • Accepts ideas of others • Conforms to assigned roles, only doing the minimum required amount of the work • Demonstrates limited initiative within collaborative settings	**The candidate:** • Incorporates ideas of others to promote group success • Contributes ideas and effort to the group • Within collaborative settings, takes initiative with group responsibilities, completing them in a timely manner	**The candidate:** • Encourages the use of ideas from all to ensure success for the group • Actively promotes group goals through collaborative efforts • Takes a leadership position and promotes completion of tasks by group members
Communicating Across Groups:			
Unacceptable	Developing	Proficient	Advanced
The candidate: • Avoids conversations or is argumentative or defensive with professionals, families and/or community members	**The candidate:** • Attends to conversations with peers, professionals, families and/or community members	**The candidate:** • Willingly and consistently participates in conversations with peers, professionals, families and/or community members	**The candidate:** • Actively facilitates conversations with peers, professionals, families and/or community members
Comments/Rationale: **For self-reflection, if you rated yourself below "Proficient", what plan will you put in place to reach proficiency?**			

Values Professionalism			
Preparation:			
Unacceptable	Developing	Proficient	Advanced
The candidate: • Is unreliable and tardy in completing work • Completes the work without attention to quality, clarity or adequate preparation • Fails to notify instructor/supervisor before absence/tardiness	**The candidate:** • Is usually punctual and reliable in completing work • Completes the work to meet minimum requirements for quality, clarity or adequate preparation • Notifies instructor/supervisor before absences/tardiness	**The candidate:** • Is punctual and reliable in completing work • Creates products that exhibit attention to detail and evidence of thoughtful analysis and adequate time allocated for planning and work • Usually makes prior arrangements with instructor/supervisor when absence is necessary	**The candidate:** • Completes work before deadlines • Completes work of exceptional quality with evidence of personal reflection, revision, initiative and creativity • Always makes prior arrangements with instructor/supervisor when absence is necessary
Policies and Procedures:			
Unacceptable	Developing	Proficient	Advanced
The candidate: • Sometimes disregards known policies or restrictions • Sometimes wants exceptions to be made for himself/herself • Sometimes tries to circumvent established rules (e.g., appearance, behavior, attendance, language, etc.)	**The candidate:** • Usually follows rules and policies without having to be reminded by others • When reminded about breaches of rules or polices, accepts them and does not attempt to circumvent them	**The candidate:** • Follows rules and policies consistently and accepts responsibility for personally following them (e.g., appearance, behavior, attendance, language, etc. • Shares concern about rules with appropriate parties but honors the rules	**The candidate:** • Follows rules and policies and encourages others to respect them • Shows exemplary patterns of behavior with respect to rules and policies • Shares concern about rules with appropriate parties, facilitates dialogue for making changes and is proactive in offering solutions
Professional Development:			
Unacceptable	Developing	Proficient	Advanced
The candidate: • Shows no interest in pursuing a personal plan for professional growth • Ignores opportunities for development when they arise • Has not created a plan for professional growth	**The candidate:** • Shows limited interest in pursuing a personal plan for professional growth • Limits participation in professional development to required activities • Has created a cursory plan for professional growth	**The candidate:** • Seeks out opportunities as part of a personal plan for professional growth • Is active in professional development; for example, is an active member of a professional organization, attends professional activities, and/or volunteers for service • Has created a plan for professional growth	**The candidate:** • Maintains and continuously revisits a personal plan for professional growth • Is highly engaged in professional development; for example, provides leadership and/or is an advocate for individual students or the teaching profession • Has enacted a plan for professional growth

Values Personal Integrity			
Emotional Maturity:			
Unacceptable	Developing	Proficient	Advanced
The candidate: • Demonstrates a pattern of losing control of emotions, showing outbursts of anger or disrespect toward peers or others • Avoids personal responsibility for his/her emotions and behaviors, blaming others or outside circumstances for loss of emotional control	**The candidate:** • Is susceptible to losing control of emotions in isolated circumstances • Accepts personal responsibility for his/her actions and works toward developing more appropriate responses	**The candidate:** • Maintains control of emotions, except under rare circumstances • Accepts and reflects upon alternative methods of expressing emotions, making sincere amends for rare loss of control	**The candidate:** • Maintains control of emotions regardless of circumstances • Accepts complete responsibility for actions, employing effective conflict resolution strategies
Ethical Behavior:			
Unacceptable	Developing	Proficient	Advanced
The candidate: • Displays a pattern of dishonest or deceitful behavior • Deliberately lies for personal advantage • Betrays confidences • Does not treat others fairly and equitably • Does not exert reasonable effort to protect others from conditions that interfere with learning or are harmful to their health and safety	**The candidate:** • Is truthful and honest in dealing with others except in minor and isolated circumstances • Strives to be trustworthy and keep his/her word • Inconsistently maintains confidentiality • Usually treats others fairly and equitably • Usually exerts reasonable effort to protect others from conditions that interfere with learning or are harmful to their health and safety	**The candidate:** • Is truthful and honest in dealing with others • Shows integrity when faced with challenging situations • Maintains confidentiality • Exhibit consistent and equitable treatment of others • Exerts reasonable effort to protect others from conditions that interfere with learning or are harmful to their health and safety	**The candidate:** • Has an impeccable reputation for always being truthful and honest in dealing with others • Described as a model of integrity • Maintains confidentiality • Demonstrates and advocates for equitable treatment of others • Initiates preventative methods to protect others from conditions that interfere with learning or are harmful to their health and safety
Comments/Rationale: **For self-reflection, if you rated yourself below "Proficient", what plan will you put in place to reach proficiency**			

Using Tk20

Tk20 is an on-line data management system, you will be using for assessing your student teacher and for submission of your payment information. To access Tk20, put in your username and PID password. A Tk20 Work Aid is provided (see below) to guide you for assessing your student teacher. The forms you are required to complete will be in your student teacher's binder.

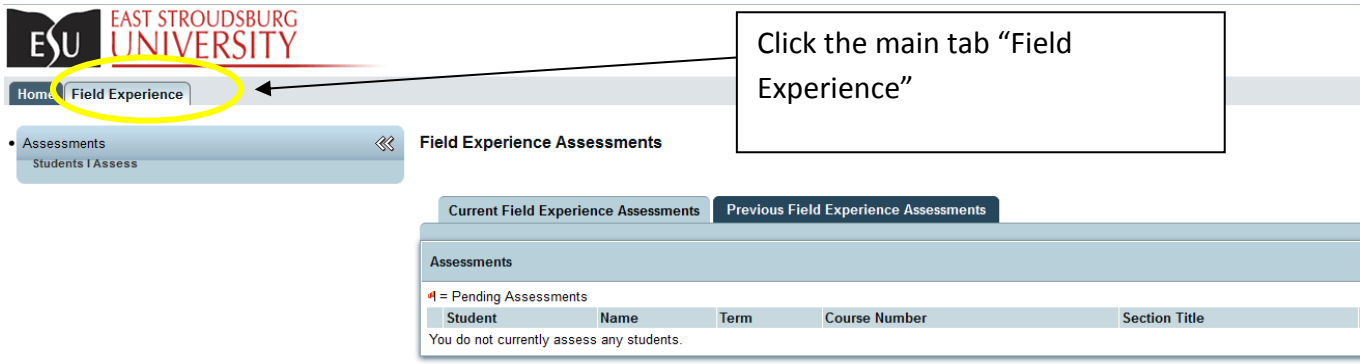
Work Aid for Cooperating Teacher: Assessing your student teachers in Tk20

I. Log In:

a. Log in to Tk20 at https://tk20-1.admin.esu.edu with your username and password.
b. After logging in, you will see the home screen of your Tk20 account by default. The home tab includes any messages that have been sent to you and any tasks that are pending.

II. Field Experience:

a. Click on the **Field Experience** tab.
b. Click on your student teacher to open their binder.



c. On the left side of the screen is the student's work and on the right side of the screen are your assessments.
d. Click on the assessment you would like to complete.
e. When you finish an assessment click save. You can always come back to it to add more.
f. When all assessment are complete you can click submit to finalize your part of the binder.

Username:_____

Temporary Password:_____

Password:_____

If you have any questions, or need your username and password, please call or email the Tk20 office.
Phone: 570-422-3033
Email: tk20@po-box.esu.edu

Requirements in Review

All student teacher assessments are to be completed using Tk20, our internet based data collection system. This system helps us track our students' performance and also ensures that they will have items needed to obtain certification. This system also helps us to evaluate and improve the quality of our program. Please note that there are dates for each form with regard to completion deadlines.

To do list

	I've Reviewed ESU's Beginning Educator Outcomes
	I've prepared my room for my student teacher before their arrival
	I've reviewed my "binder" in Tk20
	I've filled out my "payment card" in Tk20
	I've accessed Tk20 so that I can submit the required forms
	I make my instructional planning "visible" for my student teacher and provide feedback to them through informal and formal evaluations.
	I've completed at least three formal evaluations using the TEU classroom observation form and have uploaded one during 5th or 6th week of student teaching.
	I've completed one TEU Clinical Assessment Summary and uploaded it to Tk20 at the end of the student teaching experience.
	I've completed one Dispositions Assessment and uploaded it to Tk20 during the 5th or 6th week of student teaching
	I've completed the Cooperating Teacher Survey in Tk20 at the conclusion of the student teaching quarter
	I've uploaded a letter of recommendation for my student teacher to Tk20
	I've filled out and uploaded any additional forms as required by each department

Facts on Forms

For all Co-operating teachers:

You will have access to fill out a payment card, a Clinical Experience Assessment Summary, and the TEU (Teacher Education Unit) Observation form in Tk20. Please note the following information regarding these forms:

Payment Card – filled out by you and is not visible to any other users in the system except the designated staff in the Office of Field Experiences and Partnerships for processing purposes. Please fill out the payment card as soon as the binders are released, no later than **the 4th week of the quarter**. Once you click save, we will have your information for processing. Please be aware that we will continue to give Act 48 hours to our cooperating teachers as well.

TEU Observation Form – This form is intended for a single classroom observation (not a summary of all). It should be completed between the **5th and 7th weeks** of the student teacher's placement with you. There is a choice of "Not Applicable" for those criterions not observed during a particular lesson.

Clinical Experience Assessment Summary – This form is intended as a summary of all classroom observations during each placement. It should be completed at the **end** of the student teaching placement as a summary of all observations.

TEU Dispositions Rubric – This is a new assessment we have added to help our students understand that one's professional disposition is an integral part of being an effective teacher. This should be completed at the **end** of the student teacher's placement and is a summative assessment based on all observations.

Cooperating Teacher Survey – This survey is completed to ensure that we receive feedback from the cooperating teachers about where we are succeeding and where we need to make improvements programmatically. This information is anonymous and is not visible to other users. This survey should also be completed towards the **end** of the student teacher's placement.

Optional Letter of Recommendation & Additional Observations – Cooperating teachers can also upload a letter of recommendation for their student teacher and additional observations to the student's electronic binder if they so desire. If a cooperating teacher does not wish to do this, they must still open and save both items to complete the systems requirements.

Additional Forms – There may be additional forms in your binder, such as the BEO Assessment Continuum for SPED majors and various Competency forms for HLTH & PETE majors. Please complete and save all assessments that are in your student teacher's electronic binders.

Please note: any form in Tk20 should be saved once the user has started or made any changes to a form. **To save the form one is working in, he/she must click save a second time to save the form in the binder**.

The student teacher and university supervisor can view forms at any time once they've saved their work. If one needs to make changes, he/she can do so until they "Submit" the binder. Once all forms have been completed and the information is accurate, please "Submit" the forms. If a user accidentally hits "submit" and needs to change something, please contact the Tk20 office and we can unlock the binder for you.