

YORK UNIVERSITY

TEACHER EDUCATION



EDUCATION DEPARTMENT

STUDENT TEACHER

HANDBOOK

*The mission of York University is to transform lives through Christ-centered education and to equip students for lifelong service to God, family and society.*

## **Welcome from the Office of Field Experiences**

Congratulations! You are about to be part of the York University Student Teaching Experience. Student teaching facilitates your transition from a student to a professional educator through collaboration with your cooperating teacher, University supervisor, and school administrator. During this semester, student teaching must be your primary responsibility. This handbook describes the student teaching procedures and policies of the York University Education Department. Additional policies and procedures specific to your teaching endorsement area(s) will be given to you in a separate document. After reading this handbook:

**If you have questions about student teaching, ask**

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**Thank you for reading this handbook.**

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## **1. Overview of Student Teaching**

Student teaching is the capstone field experience in the teacher education program at York University. This full-time, culminating experience is the final step in the sequence of courses and practice in the teacher education program. Research suggests that student teaching is the single most important activity in the process of becoming a teacher. Student teaching is a full-day, semester-long experience through which University students transition to being a professional educator while working under the supervision of a University supervisor and a cooperating teacher who are experienced educators. Student teachers are carefully matched to work with highly effective cooperating teachers so that professional growth can be maximized. Student teachers are placed in environments that provide them with opportunities to refine the skills and abilities necessary to become effective teachers as well as to learn new skills and perspectives. University supervisors representing York University are experienced classroom teachers who have a proven record of effective instruction and learning.

The student teacher, University supervisor, and cooperating teacher work as a team to determine the pace at which the student teacher can progress through the experience. It is essential that the three members of this team create a partnership that is based on sound communication, honesty, and support throughout the experience. Student teachers are expected to progress through the early phases of this experience to the point where they will take on the full-time responsibilities of being a classroom teacher. Then, during the last component of the experience, the student teacher will be phased out as the primary teacher and the class will be returned to the cooperating teacher.

Graduates of the York University Teacher Education program are expected to be effective teachers upon completion of the program. They are also expected to be life-long learners whose teaching continues to grow and improve throughout their lives. This expectation can only be accomplished through the integration of professional development activities with current experiences so that what is learned is applied to the graduate's own teaching.

The student teaching experience is one of joint cooperation. All partners in student teaching are expected to act professionally, responsibly, and competently. Without the assistance of quality teachers and schools, it would be impossible for effective teacher development to occur. Schools and their teachers allow the University and its student teachers to use their sites as a training ground. Student teachers and University supervisors are privileged guests in these schools. Student teachers will complement and expand student learning in school settings. They are expected to take constructive criticism from other teachers and supervisors as it is intended -- to enhance their teaching. The basic role of team members is to work cooperatively through constant communication to support, enhance, and prepare the student teacher to become a reflective professional.

## 2. Preparing for Student Teaching

### A: Admission to Student Teaching

Students who plan to student teach must complete the student teaching application form and submit it to the education departments administrative assistant, Shelby Wallick [slwallick@york.edu](mailto:slwallick@york.edu) (106, Middlebrook), by the following application deadlines:

**February 14** to student teach in the following fall semester  
**October 15** to student teach in the following spring semester

Figure 1: Admission to student teaching requires the following:

- Enrollment in a teacher education program in the York University Education Department program.
- Admission to a specific teacher education program.
- Senior standing (89 hours or more) with a minimum cumulative GPA of 2.75.
- Minimum grade point average of 2.75 in the endorsement area with no grade below a C.
- A minimum grade point average of 2.75 in pre-professional and professional education courses, with no grade below a C in pre-professional education courses, and no grade below a C in professional education courses.
- All endorsement, pre-professional and professional education course work must be completed prior to student teaching. No additional course work, other than courses associated with student teaching, can be taken during the student teaching semester unless prior approval is obtained from the Certification Officer or the Department Chair who oversees the program. In exceptional cases, up to 6 hours of general education or elective classes can be completed after the student teaching experience.
- Approval of a criminal background review completed within six months prior to the student teaching application.

### B. Criminal Background Review

Previous to student teaching, the applicant will complete the online background check from OneSource. The applicant will complete this when turning in their application to student teach. The website for this is found:

<https://onesourcebackground.com/students-2> This is a cost to the applicant.

The regulations of the Nebraska Department of Education prohibit K-12 educator certification of any person who has a felony conviction or a misdemeanor conviction involving assault, abuse, neglect or sexual misconduct. Some of the schools you'll be placed at for your student teaching experience will require you to have a criminal background review done. Students are responsible for the cost of these reviews, and will be told how to obtain a copy of their completed report.

In the event that a York University Education student is charged with any felony or misdemeanor while engaged in a practicum, student teaching, or another culminating experience, the student is required to report the offense to either the York University Education Department Head or the Certification Officer. An immediate determination will be made about whether the incident has made the student ineligible for further supervised experiences with children in schools.

### **C: Student Teaching Placements**

The placement of student teachers in schools and classrooms is a collaborative effort involving the University's Field Experience Coordinator and school administrators in school systems or other agencies that are approved by the Nebraska Department of Education. The Field Experience Coordinator has the sole responsibility of contacting school districts to seek the placement of individual student teachers.

The York University education department selects cooperating teachers who meet six essential criteria:

1. Cooperating teachers must have three years of successful teaching experience in the endorsed field of the student teacher they will be supervising.
2. Cooperating teachers must be master teachers who demonstrate innovative and effective practices, set high standards for their teaching, and whose students make expected academic progress.
3. Cooperating teachers must have a track record of strong mentorship. They must be adept at monitoring and guiding a student teacher while still letting them implement innovative educational practices and evaluate the impact of these practices on the students. Effective cooperating teachers understand the developmental stages of emerging teachers
4. Cooperating teachers must be able to share ownership of the class with the student teacher and to transfer primary responsibility of the class to the student teacher for the period of time indicated by the program.
5. Cooperating teachers must have enough flexibility in time and personal responsibilities to permit them to provide sufficient attention to the student teacher.
6. Cooperating teachers must have the approval of all appropriate school

officials.

The Field Experience Coordinator and program faculty work closely with local school districts to select cooperating teachers who meet these criteria. First, the Field Experience Coordinator contacts the school officials to secure permission to place student teachers in their district. Then, the local school officials identify the teachers on their faculty who are available to supervise student teachers and who have expressed an interest in doing so. The Field Experience Coordinator and education department faculty carefully review the candidates to verify that they meet the six criteria for cooperating teachers. Subsequently, the Field Experience Coordinator invites qualified cooperating teachers to supervise a student teacher, extending this invitation through the designated school officials of that district. If the cooperating teacher accepts the invitation, their student teacher will be asked to meet with the cooperating teacher before the end of the semester preceding the semester when he or she will student teach.

Teacher education students may request a placement location as part of the application to student teach. The field experience staff will consider these requests in addition to the criteria described above when making student teaching assignments. The educational needs of the student teacher, the fit with the cooperating teacher and school, and the needs of the school also determine the assignment of student teachers. In some cases, the student teacher will be assigned to a different school than the one requested.

Student teachers will not be placed in settings in which personal relationships could interfere with objective evaluation of their student teaching experience. Therefore, teacher education students cannot student teach in a school they attended or in a school in which a family member works or is a student.

When assignments are finalized, student teachers will be notified and contact information will be provided. Student teachers are expected to meet with their cooperating teacher before the end of the semester preceding the semester when they will student teach.

### 3. Description of Student Teaching

The successful completion of student teaching is a requirement for graduation from any program leading to teacher certification at York University. In order to become certified as a teacher in the State of Nebraska, candidates must complete a student teaching experience that is full time (Rule 20, Nebraska Department of Education, Section 005.11). *Student teachers must be registered for student teaching credit hours during the semester when they complete their experience.*

Student teaching is a full day experience for a required number of weeks. The number of weeks will vary depending upon the student teachers' program of study and the areas in which they are preparing to teach. The York University teacher education faculty has established standards describing the number of weeks required for each student teaching experience, consistent with the requirements of Rule 20. The Field Experience Coordinator will determine the beginning and ending dates of each student teaching experience based on the requirements for the student teacher's program and the schedule of the cooperating school district. Student teachers will follow the calendar of the school and district to which they have been assigned and will be present in the school on all days on which teachers are on duty. This implies that student teachers may be required to work at their assigned school during the University's term break.

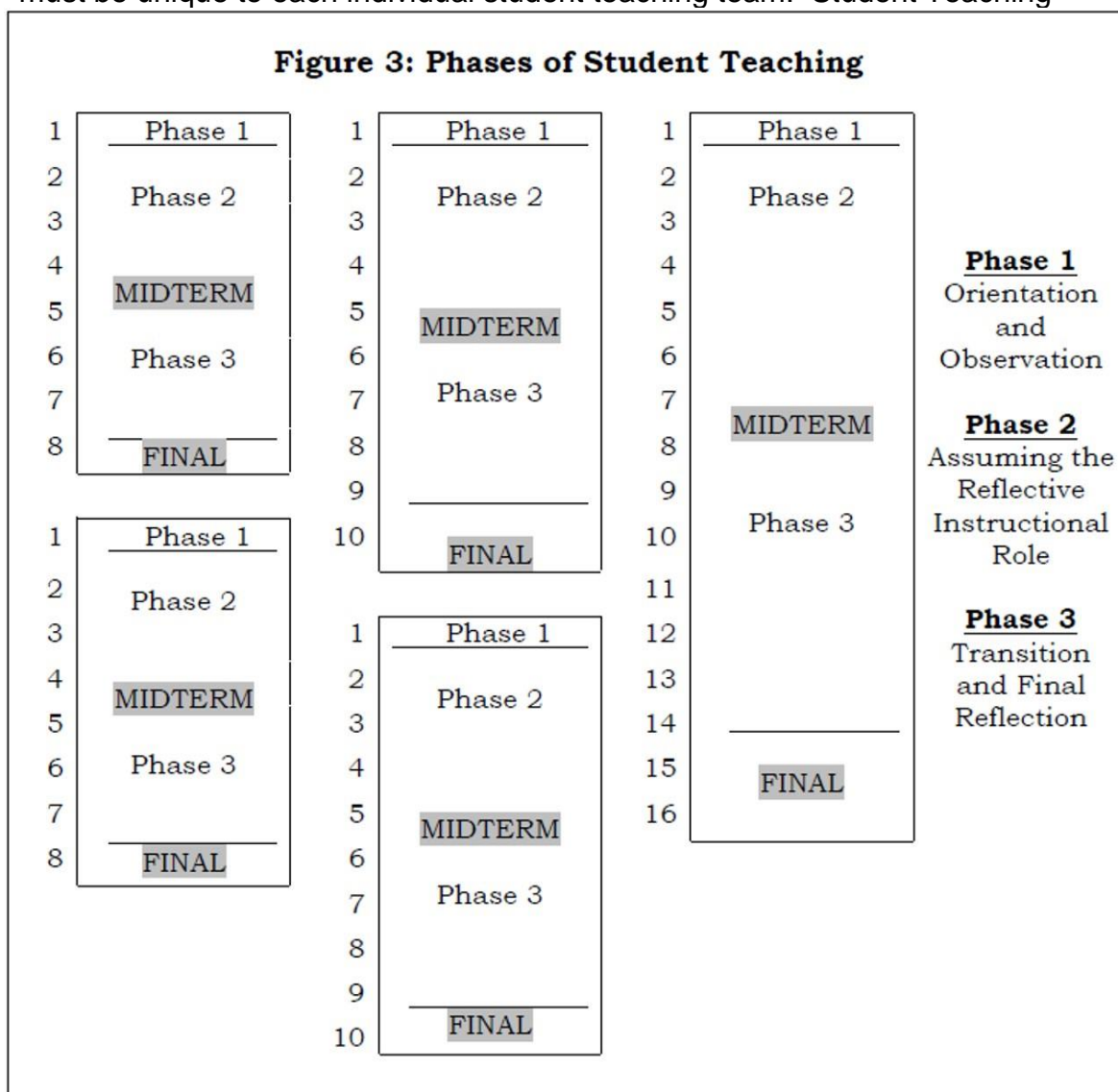
Student teaching is a full-time endeavor. It must be the student teacher's first priority. By virtue of their participation in student teaching, students have made the commitment that there will no conflicts in their daily schedule. No additional courses (other than courses associated with student teaching) can be taken during the student teaching semester, and students are strongly discouraged from working or volunteering in other settings during this semester.

Figure 3 outlines a sample placement timeline based on two 8-week sessions, two 10-week sessions, and a 16-18 week placement. Other placement assignments can adjust the allocated time accordingly. These sample placement timelines serve only as guides; the actual timeline will be determined by the student teacher's program of study and endorsement areas and by the educational needs of students in the classroom. For each student teacher, the student teaching team will collaboratively determine specific lengths and activities of each phase. The number of weeks designated by York University complies with the rules of the Nebraska Department of Education and is tied to the endorsement being earned by the student teacher. A common goal for this experience is that each student teacher has full responsibility for the instruction of students for a significant portion of their experience.

To maximize the growth of the student teacher, the student teaching experience



must be unique to each individual student teaching team. Student Teaching



Team members will collaboratively develop a written plan early in Phase 1 with the goal that the student teacher will assume full instructional responsibility for a substantial period of time. This plan should address the need for an orientation to the school and classes of students, the assumption of extensive teaching responsibilities, and the transition back to the cooperating teacher as the primary instructor. Adjustments may be made as a student teacher demonstrates his or her level of skill and knowledge.

#### **A: Phase 1 – Orientation and Observation**

In most cases, the student teachers are new to the schools to which they have been assigned. An orientation to the school and its community and to the expectations of cooperating teachers and school administrators is essential so that

student teachers can be comfortable and successful during their experience.

Ideally, the student teaching team will quickly establish an effective and positive approach to communication. At least one meeting of the student teaching team is required during this phase and the University supervisor will observe the student teacher at this time. Communication needs to be ongoing with the intent that everyone understands each other's perspectives. Talking about topics such as those listed in Figure 4 facilitates communication and begins the orientation process. These topics are examples of the kind of information that a teacher must understand to be most effective. Cooperating teachers are encouraged to share additional information that may be appropriate for their classroom.

Often, student teachers can broaden their understanding of the classroom by simply observing their cooperating teachers interact with their colleagues and students. This observation period allows student teachers to become familiar with the students and classroom environment, implementation of curriculum, and managing student behaviors. It also allows student teachers time to reflect with their cooperating teachers on practices and communicate important issues regarding expectations and responsibilities.

**Figure 4**

1. Expectations about arrival and departure times
2. Appropriate professional attire
3. Most effective ways to communicate unexpected circumstances like illness and supplying substitute lesson plans when required
4. School security requirements
5. Emergency procedures (i.e., Code Red, tornado, fire drills)
6. Student and teacher handbooks of local site
7. Classroom rules and behavioral management
8. Special needs of specific students (learning and health)
9. Socioeconomic and cultural backgrounds of individual students
10. Acceptable use of technology within the school
11. Technology use requirements & availability
12. Teacher duties associated with supervision, meeting buses, and office support
13. Availability of instructional resources (e.g., Reading Specialist)
14. Use of school and teacher resources
15. Access to student records
16. Grading policies and practices
17. System of communication with parents
18. Routines (e.g., attendance taking, lunch procedures)
19. Upcoming meetings, activities and special events
20. Available extra-curricular activities for students and potential involvement for the student teacher without impacting time in the classroom

## B: Phase 2 – Assuming the Instructional Role

The opportunity to assume full instructional responsibility is an essential aspect in the development and growth of a new teacher<sup>1</sup>. In Phase 2, student teachers will fully experience the rigor and challenges associated with planning and implementing lessons and assessing student learning. It is important that the experience of student teaching replicate, to the greatest degree possible, the ongoing daily work of a teacher.

Using the written plan developed during Phase 1, the student teacher will work collaboratively with the cooperating teacher to assume increasing responsibility for learning. This process can occur in a variety of ways. The student teacher can be integrated into instruction by working with individual students or groups of students as a part of the cooperating teacher's lesson plan. Other activities that allow student teachers to use their capabilities are maintaining attendance records, grading student work, leading a portion of a lesson, and co-teaching. (See Figure 3: Phases of Student Teaching, pg. 7).

The York University Teacher Education Department recognizes that the cooperating teacher maintains both ethical and legal responsibility for learning. Therefore, it is incumbent upon the student teacher to perform in a highly professional manner. The student teacher is to present thoroughly developed lesson plans that meet the standards of the district, cooperative teacher, and the University supervisor. The

### York University Perspective

Ideally, the student teacher will assume full instructional responsibility as soon as possible for as long as possible.

student teacher is responsible for the collection, preparation and creation of all needed instructional resources. The student teacher must maintain a focus on the standards, curricular goals, and objectives which students are expected to meet. Finally, the student teacher will assess the students' learning and adjust instruction as required. Carrying this full instructional load for several weeks is important to the development of the student teacher.

All of this is done with the guidance and support of the cooperating teacher and the University supervisor. During Phase 2, the University supervisor will observe the student teacher on four occasions. The cooperating teacher may be present in the room to offer support, co-teach, or simply watch. While sharing perspectives and ideas is very important, it is also important that the student teacher "go it alone." These observations provide the student teacher with constructive feedback from the cooperating teacher and the supervisor, including

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<sup>1</sup> In some instances, team teaching may occur, leading the student teacher and cooperating teacher to share teaching responsibilities. The student teacher must learn to "co-teach" in these settings.

suggestions on strategies and reinforcement for things done well. The Formative Assessment document will be completed to describe student teachers' performance after these Phase 2 observations.

Everyone who teaches recognizes the importance of Phase 2 of student teaching. Student teachers who work in a collaborative environment benefit greatly from the guidance offered to them. This is the time when they use their talents, skills, and knowledge in positive and productive ways to learn the work of teaching and the rewards associated with it.

Concurrent with student teaching, students are engaged in ongoing reflective activities, such as seminars or online meetings. The student teacher is expected to reflect continuously on all aspects of the teaching experience to identify ways for improvement as an individual, as a part of the school community, and as part of the teaching profession.

#### Reflection – York University Perspective

Reflection allows the student teacher to continually evaluate how choices and actions affect students and others in the learning community and actively seek opportunities to grow professionally.

### **C: Phase 3 – Transition and Final Reflection**

Once the student teacher has led instruction for a significant period of time, it is important that the student teaching team develop a deliberate plan to transfer all teaching responsibilities back to the cooperating teacher. This must be a thoughtful plan so that instruction continues seamlessly. This transition can be handled in a variety of ways. In an elementary setting, the cooperating teacher may resume instruction in one content area at a time. In middle and high schools, a student teacher may relinquish their leadership role one class at a time. As with all aspects of the student teaching experience, clear communication among team members about the transition is essential.

While this plan is likely to be unique to each team's approach, every transition plan should address the following:

- Completing all grading of students' work
- Returning all instructional resources such as school materials, security badges, parking permits
- Returning technology resources, such as laptops, email accounts, student record system access
- Helping students with the departure of their student teacher

If student teachers have not already done so, the transition plan could arrange for their observation of other faculty members, including teachers, counselors

and others working in support roles. Observations may include other grade levels or content areas.

During Phase 3 the student teaching team members should conduct the final evaluation conference. This conference should focus on the student teacher's strengths and areas for continued growth. As part of this conference, student teachers should reflect on their experiences and seek input from all others involved in their experience.

Student teaching is critical in the growth of a new teacher. However, student teachers need to recognize that no one expects them to be "a finished product." Instead student teaching sets the stage for their ongoing development as a professional educator.

## **4. Responsibilities**

### **A: The Student Teacher**

To be successful, the student teachers must:

- Read the Student Teaching Handbook.
- Uphold the policies and regulations of the school where they are placed.
- Recognize that their primary responsibility is the education of the students. No other activities should interfere with this experience.
- Prepare sound lesson plans and submit them to the cooperating teacher for approval well in advance of actual classroom teaching, and to the University supervisor as required, including substitute lesson plans needed for illness or other absences.
- Become acquainted with the instructional activities in which the teacher and students engage during the year, not merely those for which they might be directly responsible.
- Prepare each day so that they will be able to take over the class in an emergency, and so that they may continuously identify with the work of the class and of the cooperating teacher.
- Complete a formative assessment of themselves and discuss the assessment with the student teaching team.
- Act, talk, and conduct themselves professionally as an educator in the local community.
- Dress professionally as appropriate for the school culture and as a representative of the University.
- Act in accordance with sound professional ethics and the requirements of good citizenship.
- Adhere to school faculty arrival and departure times and dates. In the case of an illness or other unavoidable absence, student teachers must notify both the cooperating teacher and the University supervisor as far in advance as possible.

- Learn about each pupil as fully as possible, using observation, consultation with the cooperating teacher, school records and whatever other sources of information are available.
- Participate in professional activities such as staff meetings, parent conferences, committee, professional learning community, departmental and grade level meetings, and lunchroom and outdoor duties.
- Participate in other extra-curricular school activities whenever possible. However, this participation must not interfere with their student teaching experience.
- Learn about the various physical facilities of the school building, the resources available in the school system and the community.
- Arrange for a conference with the University supervisor after each observation to discuss the class activities observed.
- Remember that cooperating teachers are legally responsible for their students. Student teachers cannot assume authority which has not been specifically delegated by the cooperating teacher.
- Refer all parental requests for pupil data or evaluation of progress to the student's classroom teacher.
- Attend University pre-student teaching conferences and seminars for orientation and continued growth of prospective student teachers.
- Participate in open, honest communication with the cooperating teacher and University supervisor.
- Practice acceptable teacher relationships with students.
- Learn to communicate with parents through parent-teacher conferences, after school meetings, telephone calls, and other communication methods.
- Be aware of procedures regarding confidential and privileged information
- Be aware of procedures regarding behavior management. In particular, student teachers may not participate in corporal punishment or physical restraint at any time during their placement.
- Be aware of procedures for reporting suspected child abuse and neglect, and other legal reporting obligations.
- Use technology responsibly and ethically according to University and District policies.

## **B: The Cooperating Teacher**

Cooperating teachers have three primary responsibilities to their student teachers: (1) they act as role models, (2) pass on expertise and experience, and (3) encourage the developing professional to reflect on the educational process.

Effective cooperating teachers will:

- Ensure adequate instructional continuity, class contact, and supervision of the student teacher.
- Define the student teacher's role in terms of their duties and responsibilities. To accomplish this, the cooperating teacher should:
  - Provide opportunities for the student teacher to observe the kinds of methods that are appropriate to the teaching profession;
  - Help the student teacher develop a professional attitude in contacts with the school and community; and
  - Clarify the student teacher's responsibilities with respect to writing lesson plans, securing and organizing appropriate materials and other necessary activities.
- Ensure that the student teacher's transition into active teaching proceeds at an appropriate pace consistent with the Phase 1 plan.
- Make certain that the student teacher has planned adequately before being permitted to teach.
- Observe the student teacher's instruction on a regular basis and give specific feedback.
- Conduct regularly scheduled conferences to keep the student teacher informed of their progress, making suggestions and constructive criticisms as necessary.
- Allow the student teacher to use the teaching style that best fits their individual strengths and is consistent with the culture of the school environment.
- Complete a formative assessment of the student teacher and discuss the assessment as a Student Teaching Team.
- Complete a final evaluation of the student teacher in collaboration with the University supervisor. Discuss the evaluation as a Student Teaching Team.
- Ensure the student teacher understands the importance of confidentiality of records and student information.
- Participate in open, honest communication with the student teacher and University supervisor.
- Communicate immediately with the University supervisor and/or other University personnel if there are serious concerns about the performance of the student teacher.

### **C: The University Supervisor**

A University supervisor is assigned to each student teacher. The University supervisor is expected to:

- Assist the student teacher and cooperating teacher in all phases of student teaching.
- Meet with the cooperating teacher and student teacher during Week 1 or 2 of

student teaching to develop the Phase 1 written plan.

- Make a minimum of five on-site visits to the student teacher to ensure adequate supervision and evaluation. This may vary depending on the program.
- Conduct a conference with the student teacher as soon as possible following each observation.
- Hold periodic meetings with the student teacher and cooperating teacher so that issues of mutual concern may be discussed.
- Be available to consult with cooperating teachers and student teachers when necessary.
- Designate the grade (pass/no pass) for the student teacher based on the final evaluation.
- Assist the cooperating teacher in completing University forms.
- Become acquainted with the principal and inquire about his/her impression of the student teacher.
- Participate in open, honest communication with the cooperating teacher and student teacher.
- Communicate immediately with University personnel and/or the Field Experience Coordinator if there are serious concerns about the performance or conduct of the student teacher.

## **D: The School Principal / Administrator**

The principal/administrator can play a number of roles in the student teaching experience. Some take a very active role in shaping the student teacher through observations and conferences. Other principals/administrators choose to let the cooperating teacher and University supervisor take the lead and instead take the role of problem solver. Each of these roles is perfectly acceptable. Having the school principal/administrator observe and critique the student teacher will enhance the learning situation for the student teacher. We strongly encourage student teachers to initiate a conversation with the principal/administrator and request that the principal/administrator observe them and provide them with feedback.

## **5. The Evaluation Process**

Student teaching is the culminating experience for the teacher program at York University. It is a time when teacher education students use their knowledge about student learning, content, and instruction to teach in a classroom setting. It is expected that previous coursework focused on sound theories of instruction, research-based teaching practices, and practica experiences have prepared individuals to be ready to assume instructional leadership. At the same time, the cooperating teacher and the University supervisor recognize that the student teacher is an emerging professional who will benefit from sound guidance and support. The *formative assessment* process should help the student teacher be as successful as possible. Ongoing feedback from the cooperating teacher and supervisor is essential to that effort. The *final evaluation* must reflect the level of performance demonstrated by the student teacher at the end of the experience.

### **A: Observation of Lessons**

As the student teacher begins to work directly with students, the cooperating teacher should be present in the classroom and observing instruction. It is important that cooperating teachers offer constructive comments about the student teachers' approach to forming relationships, questioning skills, focus, and enthusiasm. As the student teacher assumes more instructional leadership, the cooperating teacher will have more opportunity to provide specific feedback on performance. It is important that this feedback be ongoing and candid with suggestions made about how the student teacher might use techniques and strategies to improve student learning. Generally, this feedback is informal and does not need to be documented in writing. However, if serious concerns arise about



a student teacher's overall performance, corrective feedback should be documented in writing as well as in discussions. In that case, the cooperating teacher should immediately contact the University supervisor to seek assistance so that a plan for corrective action can be developed. In addition, the University supervisor will conduct at least one observation during Phase 1.

During Phase 2 of student teaching, when the student teacher has significant instructional responsibility, the University supervisor will conduct at least four additional observations. These observations will be scheduled in advance. The University supervisor will observe an entire lesson and then provide verbal and written feedback to the student teacher identifying the strengths and weaknesses of their teaching. A copy of the written feedback will be provided to the cooperating teacher and the cooperating teacher is encouraged to participate in the post-lesson feedback session.

## **B. Formative Assessment**

Near the mid-point of Phase 2 when the student teacher has instructional responsibility, all three members of the team will complete a formative assessment of the student teacher's strengths and most significant areas for growth. Since it is formative, this assessment is not submitted to the Office of Field Experience or used for grading purposes. Therefore, candor and clarity in the assessment and discussion among team members regarding the student teacher's progress are extremely important. Critical to this formative assessment is the identification of any concerns the cooperating teacher or University supervisor have regarding the work of the student teacher. A plan of action should be developed to address concerns so that the student teacher will be fully prepared to meet the expectations of the Student Teaching Team and the University.

## **C: Final Evaluation**

At or near the completion of the student teaching experience, a final evaluation form will be completed by cooperating teacher and the University supervisor. This evaluation documents the completion of the student teaching experience and provides an assessment of the level of performance demonstrated by the student teacher. The final evaluation form can be collaboratively completed by the cooperating teacher and University supervisor or each can complete a separate form.

If the cooperating teacher and supervisor disagree on any statements made in the evaluation, they will be allowed to write separate comments concerning the performance of the student teacher. If the student teacher disagrees with any part(s) of the final evaluation, s/he will be allowed to write a rebuttal statement.

In the final evaluation, the performance of the student teacher is assessed against that expected of a professional first-year teacher. The final goal is that student teachers be prepared to work independently as new teachers starting their career. The evaluation form allows the cooperating teacher and University supervisor to designate the student teacher's proficiency, identify competencies with which the student teacher requires modest assistance, and describe aspects of the student teacher's work that is unsatisfactory.

When the final evaluation form has been completed, the Student Teaching Team will review the assessment and narrative of the evaluation. That discussion will include both generalized and specific comments. Open and constructive suggestions are critical to this last step in the student

teaching experience, and provide additional opportunities for the student teacher to grow and develop.

All assessments will be completed through Watermark Student Learning and Licensure (vialivetext.com). The supervisor of the student teacher and the cooperating teachers will complete the assessments through Watermark.

#### **D: Grading and Assessment**

Student teaching is graded on a Pass/No Pass standard. The mark received is based upon the student teacher's performance as described on the final evaluation form. In addition, the student teacher will complete a portfolio in Watermark Student Learning and Licensure with their student teaching seminar course. At the end of the student teacher experience, the student teacher will present their portfolio based on their 16-18 week professional internship.

#### **E. Unsuccessful Student Teaching Experiences**

If student teachers are receiving unsatisfactory evaluations at any point during their placement, the University supervisor will work with them to identify the difficulties and propose strategies to strengthen their progress. If the evaluations continue to be poor or if they cannot successfully complete their student teaching experience within the allotted time, the University supervisor will notify the

Field Experience Coordinator and the director will meet with the University supervisor and the student teacher to develop an improvement plan. This will be a written improvement plan that precisely describes expectations for improvement together with the time by which these improvements must be made. Student teachers who meet the expectations in their plan and improve their performance in student teaching will receive a grade of 'pass' for the experience. Student teachers who do not meet the expectations in the plan will be removed from student teaching.

Student teachers will be removed from their student teaching placement if their level of performance is unsatisfactory, or if their conduct or behavior warrants such removal. When school officials, in consultation with the cooperating teacher, determine that a student teacher's performance is inadequate, they can ask that the student teacher be removed. The Department Chair and Field Experience Coordinator will always remove a student teacher when school officials request that this be done. In some cases, school officials will make this request because the student teacher has violated important school policies. If this transgression also violates the policies of the York University Teacher Education Department, the student teacher could also be subject to discipline by the University which could include dismissal from the program. If the request was prompted by an act or performance that does not violate University policies, the student will be removed from student teaching without further discipline.

The Field Experience Coordinator will respond in one of five ways when students are removed from student teaching after an unsatisfactory experience:

1. Student teachers may be given a grade of 'I' for 'incomplete' for the semester together with an individualized plan for growth that describes the activities that the student teachers must complete to prepare them for a second semester of student teaching. Students who successfully complete all requirements of the plan will be allowed to enroll in student teaching for a second time during a subsequent semester. Students are generally not permitted to enroll in student teaching for a third time

when they have been unsuccessful in their first two experiences.

2. Student teachers who choose not to take a grade of 'I' for the semester despite receiving very poor evaluations will be given a grade of 'no pass.'
3. Student teachers who receive passing but mediocre evaluations and choose not to take a grade of 'I' for the semester may be given a grade of 'pass' but their mediocre evaluations would probably make it very difficult to secure employment in the field. In these cases, the Education Department Chair and University supervisor will frankly encourage the student to repeat their student teaching experience instead.
4. Student teachers may elect to graduate from the program without certification. Students generally choose this option when they do not expect to be successful in satisfying the individualized plan for growth. In some cases, the University supervisor and the Field Experience Coordinator may counsel students to choose this option if they believe it is in the students' best interest.
5. Student teachers maybe dismissed from the program if they commit a transgression that violates University policies.

In some rare cases, a student teacher receives poor evaluations but the University supervisor understands that limitations in the placement contributed to the unsatisfactory progress. In this event, the Department Chair and Field Experience Coordinator Experiences in consultation with the University supervisor can elect to remove the student teacher from that setting and promptly assign him or her to a different supervising teacher and/or another setting. The Field Experience Coordinator works in cooperation with the new school to ease the student teacher's transition into the new setting.

If a student teacher is cited for an incident that could lead to a misdemeanor or felony conviction, the student teacher must report the incident immediately to the Field Experience Coordinator.

## **6. Other Rules and Policies for Student Teaching**

### **A. Attendance**

- Given the professional expectations, student teachers are required to be in attendance and prepared every day, following the schedule established for the school faculty.
- Student teachers adhere to the schedule of the host school, unless otherwise arranged with the Field Experience Coordinator and the University supervisor.
- There are certain designated days when the student teacher is expected to participate in student teaching course activities at the University; these days are identified at the beginning of the student teaching experience. This includes attendance for the Student Teaching Seminar.
- The student teacher must notify the cooperating teacher and University supervisor about an absence before the absence occurs. Student teachers are to act in a highly professional manner.
- If cooperating teachers have serious concerns about a student teacher's attendance or punctuality, they should immediately notify the University supervisor. The University supervisor may in turn notify the Field Experience Coordinator.
- Excessive absence, as deemed by the Field Experience Coordinator, may result in an extended student teaching experience. In some cases, excessive absence may contribute to an unsatisfactory performance and result in the student teacher's removal from a student teaching placement.

## B. Substitute Teaching

- In some limited situations, student teachers may substitute for their cooperating teacher or another faculty member within the school who has the same endorsement being sought by the student teacher. Local substituting is generally limited to no more than ten days during the student teaching experience. In order for student teachers to serve as a substitute teacher, the Nebraska Department of Education (NDE) must certify them as a “Local Substitute Teacher”. Adherence to all of the provisions identified by NDE is required. The Field Experience Coordinator is the only person with the authority to make exceptions to this rule.

Student teachers will become a member of the Aspiring Educator. Members of this organization can apply for liability insurance, which covers student teaching. The amount of liability covered varies, but we suggest that student teachers select as close to \$1,000,000 as possible ([www.nea.org](http://www.nea.org)). Another resource would be to contact an insurance agent about adding professional liability insurance to the student teacher’s existing policy.

<https://ims.nea.org/HowToJoin/stateStudent.action?mbrType=STUDENT&sea=ne>

*Student teachers can substitute in the classroom in which they are placed for student teaching. In emergency, student teachers can substitute up to three days outside of their placement during their student teaching 16 week semester. After completion of 16 weeks, student teachers can substitute in the school district without limitations.*

Student teachers are expected to act in a prudent, responsible manner. Although there is no foolproof formula to guarantee avoidance of a lawsuit, student teachers should follow the responsibilities, rules and policies included in this handbook. As a final reminder:

- Under no circumstance will student teachers transport any student(s) in a private vehicle.
- Unless accompanied by their cooperating teacher, student teachers will not visit students in their homes or other private settings.
- Student teachers must use technology responsibly and ethically according to University and local district policies. As one very important example, student teachers should never engage with their K-12 students and parents in social networking.
- Student teachers must act in accordance with school system policies in regards to confidential and privileged information.
- Student teachers must act in accordance with school and district policies in regards to behavior management. Student teachers are not permitted to participate in corporal punishment or physical restraint with students.
- Student teachers should ask the cooperating teacher about procedures and protocols to follow concerning student behavior and emergencies.
- Nebraska law mandates reporting suspected child abuse or neglect to law enforcement or the York University Teacher Education Department. The report can be made by calling the Child Abuse Hotline at (800) 652-1999. Student teachers should also report any concerns they have about suspected child abuse or neglect to the cooperating teacher and/or principal, as well as the University supervisor.
- Student teachers should use common sense and exercise professional judgment. When in doubt, ask!

## **C: Extracurricular University Activities**

The student teaching/intern semester is designed to provide an authentic and professional teaching experience. Student teachers will be expected to follow the hosts school calendar and school day expectations. Arriving and leaving school according to the district's policy for full time faculty. Extracurricular University activities and participation in University athletics are considered secondary responsibilities to the student teaching responsibilities and need to be fully disclosed and approved by the Education Department Head and Field Experience Coordinator prior to the start of the student teaching/intern semester. **All** absences related to that extracurricular activity must be approved by: Education Department Head, Field Experience Coordinator, School Principal and Cooperating teacher. Personal absences are not permitted during the student teaching/intern semester without prior permission from the Education Department Head and Field Experience Coordinator.

## **7. Additional Information for Student Teachers**

### **A: Graduation paperwork**

Complete and submit a degree application along with the required fee to the Registrar, 101 Middlebrook by the published deadline.

### **B: Certification paperwork**

Apply on-line at: <https://teach.education.ne.gov/#/> .Student teachers who have not been a continuous Nebraska resident for the past five years can pick up fingerprint cards and instructions from the education administrative assistant, 106 Middlebrook, and send their cards to the Nebraska Department of Education.

Near the end of their experience, student teachers will complete an **evaluation form** related to the work of their University supervisor and the student teaching experience. This form will be sent to student teachers with a date by which the evaluation is to be returned to the Field Experience Coordinator.

### **C: Teacher Certification**

A Nebraska Teaching certificate is a license to teach. Any teacher who is teaching without a valid certificate is subject to prompt discharge without recourse to the due process provisions which otherwise apply to a termination.

It is your responsibility as a professional to keep your Nebraska Certificate current (valid) while you teach in Nebraska's approved public or private schools. No certification from any other state has any standing (legal validity) in Nebraska.

Certification is not automatic. Students who successfully complete the Teacher Education Program at York University will qualify for the Nebraska Initial Teacher Certificate. Application will be made during student teaching seminar class.

**Effective September 1<sup>st</sup>, 2015:** All candidates applying for certification in Nebraska must provide evidence they have taken the required content test and receive the required passing score to have the endorsement placed on their Nebraska teaching certificate. With failure to pass the required content test, the candidate will not be certified to teach and will not graduate with a bachelor of arts in education.

#### **D: Video Recording Information**

The York University Teacher Education Department makes every effort to prepare students to be reflective professionals. Student teachers are encouraged to be reflective through the use of videotaping their instructions to see themselves and evaluate their teaching.

Videotaping instruction can help students capitalize on their strengths and look for better ways to improve. This is a valuable instructional tool and can allow a student to see his/her teaching in action and better understand critiques and suggestions received. The value increases when the video is viewed with the cooperating teacher and/or University supervisor.

The videotaping of classroom activities by the cooperating teacher and/or other school district personnel is also common practice in many schools districts. Student teachers may be included in those tapes, made in accordance with the specific district policy.

Please make sure that prior to all videotaping there is an understanding of the district-specific videotaping policies and all formal paperwork and processes have been completed as appropriate.

## Student Teaching

### Action Plan

Form: \_\_\_\_\_

| Activities/Classes | Time frame (begin by, complete by) | Person responsible | Resources/materials needed. |
|--------------------|------------------------------------|--------------------|-----------------------------|
|                    |                                    |                    |                             |
|                    |                                    |                    |                             |
|                    |                                    |                    |                             |
|                    |                                    |                    |                             |
|                    |                                    |                    |                             |
|                    |                                    |                    |                             |

\* All subjects should be independently taught for a minimum of 3 weeks.

\*\* To be completed in agreement with the cooperating teacher

\*\*\* Email completed Action Plan to University Supervisor.

**York University Teacher Education**

**Student Teaching**

**Weekly Log**

Name\_\_ \_School Name\_\_ \_

Cooperating Teacher\_\_ Level/Subject\_\_\_\_\_

Week Number\_\_ From\_\_\_\_\_

1. Percent of time spent: estimate minutes per week

- Observing
- Working with individual students
- Large group instruction
- Planning materials (for self/teacher)
- Meetings
- Meeting with cooperating teacher
- Other

2. Please list two outstanding events that happened this week:

a.

b.

3. Please list a significant interaction you had this week with student/students:

4. What prior knowledge/skill did you use this week?

5. Reflection over this week's events: Please use the other side of page. (What realistic lesson did you learn this week?)



| <i>Observation Form (Formative Assessment)</i>   |  | (+)                                     | (/)                                     | (-) Not                   |
|--|--|---|---|---------------------------|
| Teacher Candidate: _____ School: _____ Grade: _____  |  | Observed<br>with<br>defined<br>evidence | Observed<br>with<br>ideas for<br>growth | observed<br>or<br>evident |
| Observation #: _____ Date: _____ Supervisor: _____   |  |   |   |                           |
| <b>Standard 1: Learner Development</b>   |  |   |   |                           |
| <ul style="list-style-type: none"> <li>• Connects lesson to students' interests, personal experiences, prior knowledge</li> <li>• Implements developmentally appropriate and challenging learning experiences</li> <li>• Modifies, adapts, or adjusts instruction and/or materials</li> <li>• Collects data about student development and effectively uses data to adjust teaching</li> </ul>  |  | Notes:                                  |   |                           |
| <b>Standard 2: Learner Differences</b>   |  |   |   |                           |
| <ul style="list-style-type: none"> <li>• Uses data gathered to differentiate instruction using flexible grouping, individualized instruction, various teaching styles, and differentiated content</li> <li>• Includes multiple levels of activities to address varied levels of students and/or provide student choice</li> </ul>  |  | Notes:                                  |   |                           |
| <b>Standard 3: Learning Environment</b>  |  |   |   |                           |
| <ul style="list-style-type: none"> <li>• Communicates, models, and positively reinforces clear task and behavior expectations</li> <li>• Provides verbal and nonverbal signals to reinforce/redirect behavior (smiles, high fives, thumbs up, gives verbal acknowledgment, praise, uses proximity, eye contact, attention getters, signals, etc.)</li> <li>• Uses strategies for transition that minimize problems and maximize instructional time</li> <li>• Exhibits awareness of classroom environment</li> </ul> |  | Notes:                                  |   |                           |
| <b>Standard 4: Content Knowledge (Accuracy of Content)</b>   |  |   |   |                           |
| <ul style="list-style-type: none"> <li>• Demonstrates a clear and direct match between activities and objective(s) throughout the lesson</li> <li>• Addresses student questions and misconceptions accurately</li> <li>• Uses the academic language of the content correctly and creates opportunities for students to practice and apply academic language</li> <li>• Provide student opportunities to practice demonstrate understanding</li> </ul>  |  | Notes:                                  |   |                           |
| <b>Standard 4: Content Knowledge</b>   |  |   |   |                           |

|   |        |  |  |
|---|--------|--|--|
| <ul style="list-style-type: none"> <li>Builds upon prior knowledge and background to initiate new learning</li> <li>Relates content to meaningful examples that provoke critical thinking</li> <li>Uses inquiry driven instruction to engage students in meaningful ways</li> <li>Uses questioning to engage students to conjecture and discover key ideas</li> <li>Synthesizes content across fields, making connections relevant to students</li> </ul>   | Notes: |  |  |
| <b>Standard 5: Application of Content</b>   |        |  |  |
| <ul style="list-style-type: none"> <li>Engages students in applying content knowledge and skills to real world contexts</li> <li>Develops students' communications skills through group work and other opportunities</li> <li>Guides student in gathering, organizing and evaluating information and ideas from a variety of resources and texts</li> </ul>   | Notes: |  |  |
| <b>Standard 6: Assessment</b>   |        |  |  |
| <ul style="list-style-type: none"> <li>Implements multiple assessments that measure lesson objectives</li> <li>Checks for student understanding throughout the lesson</li> <li>Implements required accommodation in assessments and testing conditions</li> <li>Provides a variety of opportunities to showcase learning</li> </ul>   | Notes: |  |  |
| <b>Standard 6: Assessment (Impact on Student Learning)</b>  |        |  |  |
| <ul style="list-style-type: none"> <li>Provides students clear criteria and performance standards by which their work will be evaluated</li> <li>Monitors student learning to guide instruction and to engage learners in their own progress (e.g. Goal setting, self-assessment, etc.)</li> <li>Uses data from multiple types of assessments to draw conclusions about student progress and determine re-teaching and enrichment opportunities</li> <li>Analyzes assessment data to describe patterns and/or gaps in learning</li> <li>Adjusts instruction based on student performance data and provides on-going feedback</li> </ul>   | Notes: |  |  |
| <b>Standard 7: Planning for Instruction</b>   |        |  |  |
| <ul style="list-style-type: none"> <li>Aligns objective(s) to state standards and/or district curriculum guides and resources when planning</li> <li>Connects objective(s) to lesson activities to include the opening and closure of the lesson</li> <li>Uses a model the scaffolds learning (eg. Gradual release) to support all connections to the learning objective(s) within lesson plans</li> <li>Plans, connects, and sequences learning experience and performance tasks linked to objectives</li> <li>Prepares necessary resources and materials to include technology</li> <li>Modifies/adapts lesson plans based on student performance data and student needs</li> </ul> | Notes: |  |  |
| <b>Standard 8: Instructional Strategies (Technology to Enhance Learning)</b>  |        |  |  |

|   |        |  |  |
|---|--------|--|--|
| <ul style="list-style-type: none"> <li>Engages learners in using a range of technology tools to access, interpret, evaluate and apply information related to the objective</li> <li>Offers student choice through technology to provide experiential opportunities</li> <li>Utilizes technology to form connections between content and the real world</li> </ul>   | Notes: |  |  |
| <b>Standard 8: Instructional Strategies</b>   |        |  |  |
| <ul style="list-style-type: none"> <li>Incorporates a variety of instructional strategies that match the intended learning target</li> <li>Utilizes a model that scaffolds learning (e.g. Gradual release) and pacing by varying roles within the instructional process (e.g., instructor, facilitator, coach, audience)</li> <li>Includes inquiry processes that are open-ended utilizing questions that give rise to critical thinking versus absolute responses</li> <li>Ensures content accessible to each learner</li> </ul>   | Notes: |  |  |
| <b>Standard 8: Instructional Strategies (Student Engagement)</b>  |        |  |  |
| <ul style="list-style-type: none"> <li>Creates a learning environment through organization, routine and structure for engagement and learning</li> <li>Provides expectations for growth and opportunities for students to self-evaluate learning (e.g. rubrics)</li> <li>Creates opportunities for students to demonstrate what they've learned through a variety of products</li> <li>Provides opportunities for students to engage in dialogue, share ideas, and form positive working and social relationships with peers and other adults (e.g. cooperative or collaborative learning)</li> </ul> | Notes: |  |  |
| <b>Standard 9: Professional Learning and Ethical Practice (Dispositions )</b>   |        |  |  |
| <ul style="list-style-type: none"> <li>Seeks, accepts and implements feedback from a variety of sources including students</li> <li>Responds positively and proactively by setting and implementing goals or growth based on feedback</li> </ul>  | Notes: |  |  |
| <b>Standard 10: Leadership and collaboration (Dispositions)</b>   |        |  |  |

|  |        |  |  |
|--|--------|--|--|
| <ul style="list-style-type: none"> <li>Provides ideas/input when working with colleagues, candidate seeks suggestions and strategies from other professionals to improve practice</li> <li>Collaborates with other school professionals to plan and facilitate learning to meet the needs of students</li> <li>Contributes to a positive school culture within and beyond the classroom (e.g. attends school and community functions and activities)</li> <li>Models professionalism through punctuality, dependability, preparedness, professional dress, follow through, ethical and confidential practices</li> </ul> | Notes: |  |  |
| Standard 10: Leadership and Collaboration (Dispositions)   |        |  |  |
| <ul style="list-style-type: none"> <li>Exhibits proper grammar, punctuation, sentence structure and spelling in all forms of communication and is thoughtful before speaking and writing</li> <li>Applies school policy when dealing with problems and crises</li> <li>Communicates clearly, honestly, respectfully, and professionally with parents and families</li> </ul>   | Notes: |  |  |

**Guiding questions to reflect on post observation:**

- What was the strongest part of your lesson? Explain.
- What would you change in your lesson? Why?
- How do you know your students learned? What evidence do you have?
- How do you plan to use what you learned about your students today to plan for the next lesson? (Formative assessment/impact and responsibility for student learning)
- What specific examples do you have of growing professionally?
- How have you connected and collaborated with colleagues and families outside of the classroom?

**Goal(s):** *List 1-3 standard areas from above for candidate to focus prior to your next observation*

Teacher Candidate \_\_\_\_\_ **NE Clinical Practice Evaluation Rubric**

For Office use only: CT/ TC/ CS

Evaluator's Name: \_\_\_\_\_

Evaluator's Role (Please Select): Cooperating Teacher (CT) University Supervisor (CS) Teacher Candidate (TC)

Date: \_\_\_\_\_

Select the cell in each row, which best describes performance. At midterm, the goal would be for student teachers to be performing at Developing or Proficient. If performance is scored "Below Standard," please be in communication with \_\_\_\_\_.

|  | <b>Advanced</b>   | <b>Proficient</b>  | <b>Developing</b>   | <b>Below Standard</b>   |
|--|---|--|---|---|
| <b>Standard 1</b><br>Learner Development   | Uses data about students and their development to adjust teaching and build on student strengths resulting in student learning. InTASC 1; CAEP 1.1  | Uses data about students and their development to adjust teaching. InTASC 1; CAEP 1.1  | Collects data about students and their development but does not adjust teaching. InTASC 1; CAEP 1.1 | Lacks evidence of data collection and use related to students and their development. InTASC 1; CAEP 1.1     |
| Comments:                                  |   |  |   |   |
| <b>Standard 2</b><br>Learner Differences   | Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences to include bringing multiple perspectives and cultural resources to the discussion of content. InTASC 2; CAEP 1.1 | Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences. InTASC 2; CAEP 1.1          | Identifies students' needs for differentiation. InTASC 2; CAEP 1.1                                  | Does not identify students' needs for differentiation. InTASC 2; CAEP 1.1                                   |
| Comments:                                  |   |  |   |   |
| <b>Standard 3</b><br>Learning Environments | Communicates and reinforces clear task and behavior expectations to students, develops routines that support expectations and minimizes the loss of instructional time. InTASC 3; CAEP 1.1  | Communicates and reinforces clear task and behavior expectations to students and follows routines that support expectations for the learning environment. InTASC 3; CAEP 1.1 | Communicates and reinforces clear task and behavior expectations to students. InTASC 3; CAEP 1.1    | Attempts to communicate and reinforces clear task and behavior expectations to students. InTASC 3; CAEP 1.1 |

|   |   |   |   |   |
|---|---|---|---|---|
|   |   |   |   |   |
| Comments:                                   |   |   |   |   |
| <b>Standard 4</b><br>Content Knowledge      | Communicates accurate content, uses academic vocabulary correctly, provides relevant opportunities for students to demonstrate understanding and uses knowledge of common misconceptions to create accurate understanding in the content area. InTASC 4; CAEP 1.1 | Communicates accurate content, uses academic vocabulary correctly and provides relevant opportunities for students to demonstrate understanding. InTASC 4; CAEP 1.1     | Communicates content and uses academic vocabulary, yet does not consistently provide relevant opportunities for students to demonstrate understanding. InTASC 4; CAEP 1.1 | Communicates inaccurate content, academic vocabulary and/or provides irrelevant opportunities for students to demonstrate understanding. InTASC 4; CAEP 1.1 |
|   |   |   |   |   |
| Comments:                                   |   |   |   |   |
| <b>Standard 5</b><br>Application of Content | Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline to engage learners in critical thinking. InTASC 5; CAEP 1.1  | Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline. InTASC 4; CAEP 1.1                              | Links concepts to help students make connections in the discipline. InTASC 4; CAEP 1.1  | Does not assist students in making connections in the discipline. InTASC 4; CAEP 1.1  |
|   |   |   |   |   |
| Comments:                                   |   |   |   |   |
| <b>Standard 5</b><br>Application of Content | Engages students to utilize literacy and communication skills from a variety of resources and perspectives to address targeted purposes and audiences. InTASC 5; CAEP 1.1   | Engages students to utilize literacy and communication skills by accessing a variety of resources and perspectives to show understanding of content. InTASC 5; CAEP 1.1 | Engages students in developing literacy and communication skills. InTASC 5; CAEP 1.1  | Provides few opportunities for students to develop literacy and communication skills. InTASC 5; CAEP 1.1  |
|   |   |   |   |   |
| Comments:                                   |   |   |   |   |

|  |  |  |   |   |
|--|--|--|---|---|
| <b>Standard 6</b><br>Assessment  | Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies to include designing and/or adapting interventions as a result. InTASC 6; CAEP 1.1                  | Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies. InTASC 6; CAEP 1.1 | Uses classroom formative and summative assessments that match objectives and inform instructional decisions. InTASC 6; CAEP 1.1 | Uses classroom formative and summative assessments but may not match objectives and/or inform instructional decisions. InTASC 6; CAEP 1.1   |
|  |  |  |   |   |
| Comments:  |  |  |   |   |
| <b>Standard 6</b><br>Assessment<br><br><i>Impact on Student Learning and Development</i> | Uses student performance data and knowledge of students to identify interventions that support and/or advance learning through a series of differentiated assessment practices that positively impact learning. InTASC 6; CAEP 1.1   | Uses student performance data and knowledge of students to identify interventions that support and/or advance students to positively impact learning. InTASC 6; CAEP 1.1                           | Uses student performance data and knowledge of students to identify interventions that support students. InTASC 6; CAEP 1.1     | Does not use student performance data and/or knowledge of students to identify interventions that support students. InTASC 6; CAEP 1.1  |
|  |  |  |   |   |
| Comments:  |  |  |   |   |
| <b>Standard 7</b><br>Planning for Instruction  | Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills to include using data to adjust for recurring learning needs throughout planning. InTASC 7; CAEP 1.1 | Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills. InTASC 7; CAEP 1.1  | Sequences learning experiences linked to the learning objectives, performance tasks and assessments. InTASC 7; CAEP 1.1         | Provides little or no evidence of sequenced learning experiences and/or experiences are not linked to the learning objectives, performance tasks and/or assessments. InTASC 7; CAEP 1.1 |
|  |  |  |   |   |
| Comments:  |  |  |   |   |
| <b>Standard 8</b>  | Designs or adapts relevant learning  | Provides relevant learning experiences   | Provides relevant learning experiences  | Provides learning experiences that  |

|  |  |  |   |   |
|--|--|--|---|---|
| Instructional Strategies<br>(Technology)   | experiences that incorporate digital tools and resources to promote student learning and creativity. InTASC 8; CAEP 1.1  | that incorporate digital tools and resources to promote student learning and creativity. InTASC 8; CAEP 1.1  | that incorporate digital tools to stimulate interest. InTASC 8; CAEP 1.1  | incorporate digital tools infrequently or ineffectively. InTASC 8; CAEP 1.1                         |
|  |  |  |   |   |
| Comments:  |  |  |   |   |
| <b>Standard 8</b><br>Instructional Strategies  | Uses a broad range of evidence-based strategies to support learning in the content area, poses questions that elicit student thinking about information and concepts to build critical thinking skills. InTASC 8; CAEP 1.1 | Uses evidence-based strategies to support learning in the content area and poses questions that elicit student thinking and support critical thinking skills. InTASC 8; CAEP 1.1           | Uses evidence-based strategies to support learning in the content area and poses questions that elicit student thinking. InTASC 8; CAEP 1.1 | Uses strategies and poses questions. InTASC 8; CAEP 1.1   |
|  |  |  |   |   |
| Comments:  |  |  |   |   |
| <b>Standard 8</b><br>Instructional Strategies  | Organizes and manages the learning environment for student engagement and personal accountability using strategies that provide opportunities for students to process and articulate new knowledge. InTASC 8; CAEP 1.1     | Organizes and manages the learning environment for student engagement using strategies that provide opportunities for students to process and articulate new knowledge. InTASC 8; CAEP 1.1 | Manages the learning environment for student engagement. InTASC 8; CAEP 1.1   | Attempts to manage the learning environment for student engagement. InTASC 8; CAEP 1.1              |
|  |  |  |   |   |
| Comments:  |  |  |   |   |
| <b>Standard 9</b><br>Professional Learning and Ethical Practice<br><br><i>Dispositions</i> | Invites constructive feedback, responds positively, independently sets and implements goals to improve practice. InTASC 9; CAEP 1.1  | Invites constructive feedback, responds positively, with support sets and implements goals to improve practice. InTASC 9; CAEP 1.1   | Invites constructive feedback, responds positively, but inconsistently implements goals to improve practice. InTASC 9; CAEP 1.1             | May resist constructive feedback or fail to implement goals to improve practice. InTASC 9; CAEP 1.1 |
|  |  |  |   |   |
| Comments:  |  |  |   |   |



|   |   |  |   |   |
|---|---|--|---|---|
| <b>Standard 10</b><br>Leadership and Collaboration<br><br><i>Dispositions</i> | Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations to include seeking out leadership opportunities in the school and/or community. InTASC 10; CAEP 1.1                               | Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations. InTASC 10; CAEP 1.1 | Conveys professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations. Any minor lapses have been addressed. InTASC 10; CAEP 1.1 | Conveys a lack of professional decorum when interacting. InTASC 10; CAEP 1.1  |
|   |   |  |   |   |
| Comments:   |   |  |   |   |
| <b>Standard 10</b><br>Leadership and Collaboration<br><br><i>Dispositions</i> | Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively and communicates with families through a variety of means (i.e. notes home, e-mails or websites, phone calls, conferences, meetings). InTASC 10; CAEP 1.1 | Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively. InTASC 10; CAEP 1.1                         | Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively with additional assistance. InTASC 10; CAEP 1.1                       | Demonstrates unprofessional oral, written and/or electronic communication and/or responds to people, problems and crises ineffectively. InTASC 10; CAEP 1.1 |
|   |   |  |   |   |
| Comments:   |   |  |   |   |

If you are completing this assessment for the first time, please complete training at:  
<https://sites.google.com/unomaha.edu/ndecp-assessment-training/online-training>

# York University Teacher Education Placement Service

## RECOMMENDATION FORM

This form, when completed, will be included in the candidate's credential file and may be copied for use in recommending the candidate to employing officials. Recommendations in a confidential file may not be reviewed by the candidate. Recommendations in a non-confidential file are open for candidate's review.

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### THIS SECTION TO BE COMPLETED BY THE CANDIDATE

I have requested a \_\_\_\_\_ *confidential file* \_\_\_\_\_ *non-confidential file* and understand the privileges and restrictions which accompany each type of file.

Candidate Name \_\_\_\_\_ SS# (optional) \_\_\_\_\_

\_\_\_\_\_  
Signature of Candidate

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### THIS SECTION TO BE COMPLETED BY THE RECOMMENDING OFFICIAL

Please type or print with a black pen. Please provide any information which would be helpful in evaluating the candidate.

My contact with the candidate has been: \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_ Classroom

\_\_\_\_\_ University Supervisor \_\_\_\_\_ Other

Name \_\_\_\_\_ Title \_\_\_\_\_

Institution \_\_\_\_\_ Date \_\_\_\_\_

Signature of recommending Official \_\_\_\_\_

**Return To: York University Teacher Education, Placement Service, 1125 E. 8<sup>th</sup> St., York, NE 68467-2699**

# YORK UNIVERSITY CONCERN FORM FOR STUDENT TEACHING

| District Name               | School Name       | Date                  |
|-----------------------------|-------------------|-----------------------|
|                             |                   |                       |
| Student Teacher Name        | Endorsement Area  | Supervisor Name       |
|                             |                   |                       |
| Cooperating Teacher(s) Name | Principal(s) Name | Date Plan Begins/Ends |
|                             |                   |                       |

## 1. Areas Identified for Development of Professional Practice

| No. | Areas Identified for Development | Rational/Sources of Evidence |
|-----|----------------------------------|------------------------------|
| 1   |                                  |                              |
| 2   |                                  |                              |
| 3   |                                  |                              |

## 2. Professional Learning Goals and Activities

| Area No. | Professional Learning Goals | Initial Activities | Follow-up Activities (as appropriate) | Estimated Hours | Completion Date |
|----------|-----------------------------|--------------------|---------------------------------------|-----------------|-----------------|
| 1        |                             |                    |                                       |                 |                 |
|          |                             |                    |                                       |                 |                 |
|          |                             |                    |                                       |                 |                 |
|          |                             |                    |                                       |                 |                 |
| 2        |                             |                    |                                       |                 |                 |
|          |                             |                    |                                       |                 |                 |
|          |                             |                    |                                       |                 |                 |
|          |                             |                    |                                       |                 |                 |
| 3        |                             |                    |                                       |                 |                 |
|          |                             |                    |                                       |                 |                 |
|          |                             |                    |                                       |                 |                 |

## YORK UNIVERSITY CONCERN FORM FOR STUDENT TEACHING

### 3. York University Concern Form/School Support

#### District/School Administrator Support Activities

*My signature below indicates that I have received a copy of this Student Teacher Development Plan and that I understand and contributed to its contents.*

Student Teacher \_\_\_\_\_ Date: \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ Date: \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor \_\_\_\_\_ Date: \_\_\_\_\_

Field Placement Coordinator \_\_\_\_\_ Date: \_\_\_\_\_

Education Department Chair \_\_\_\_\_ Date: \_\_\_\_\_

# YORK UNIVERSITY CONCERN FORM FOR STUDENT TEACHING

## 4. Concern for Summary

| Area No. | Demonstrated Progress | Sources of Evidence | Revisions (if applicable) | Review Date |
|----------|-----------------------|---------------------|---------------------------|-------------|
| 1        |                       |                     |                           |             |
| 2        |                       |                     |                           |             |
| 3        |                       |                     |                           |             |

*My signature below indicates that I have reviewed the information recorded in the Concern Form and that I understand its contents:*

Student Teacher \_\_\_\_\_ Date: \_\_\_\_\_

## 5. Summative Review of Concern Form

| Area No. | Professional Learning Goals | Expectations Met (Y) or Not Met (N) | Sources of Evidence | Summative Review Date |
|----------|-----------------------------|-------------------------------------|---------------------|-----------------------|
| 1        |                             |                                     |                     |                       |
| 2        |                             |                                     |                     |                       |
| 3        |                             |                                     |                     |                       |

*My signature below indicates that I have reviewed the information recorded in the Concern Form and that I understand its contents:*

Student Teacher \_\_\_\_\_ Date: \_\_\_\_\_

## Student Teacher Handbook Signature Page

**Please sign and return to Field Experience Coordinator.**

This page must be returned to Mr. DeHart before beginning your student teaching experience.

My signature indicates that I understand my responsibility for reading and following the York University Student Teacher Handbook. I will do my best to follow the policies and expectations set for my student teaching experience. I understand that not following the policies and expectations outlined may result in being pulled from my student teaching experience and resulting as a failure in this experience that would prevent me from graduating from York College and licensing as a teacher.

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Signature of the Candidate

Date

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Signature of Field Experience Coordinator

Date