

University of Houston College of Education
Student Teaching Handbook

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Welcome to Student Teaching at the University of Houston!

We are pleased and honored that you have chosen to be a part of our teacher education program!

The University of Houston has a long-standing commitment to excellence, and the College of Education, in particular, believes that our well-developed program will continue our tradition of excellence in preparation of tomorrow's teachers.

Student teaching is the capstone experience for a novice teacher. It is critical, challenging, and rewarding to all involved and a time of great professional growth. The student teaching experience typically has a lasting effect upon a teacher's outlook toward teaching and, as a consequence, greatly affects future generations of teachers and students.

As a **Student Teacher**, you will be putting into practice all that you have learned through your coursework and field experiences, while at the same time learning from two other sets of expertise—those of your Cooperating Teacher and University Supervisor.

As a **Cooperating Teacher**, we know that you give in so many ways of your time and effort to our candidates as they begin their professional lives, and for this we are deeply appreciative. Without your support and guidance, our program could not provide that vital link to real school contexts so necessary in beginning a career in today's schools. We know that at times it can be a challenge to stop and explain everything that you do, but we also hope that it can become a time for renewal and rededication to the profession for you.

As the **University Supervisor**, we know that you will provide the highest quality of evaluation, guidance, and dialogue. Your supervisory expertise provides the foundation necessary for guiding the efforts of both Student teachers and Cooperating Teachers.

It is absolutely essential that Student Teachers, Cooperating Teachers, and University Supervisors function effectively as a team during this student teaching experience. Good communication is vital to ensuring a positive experience for all involved. Ask good questions about your teaching, try new things, and study your environment . . . good teachers never stop being good learners!

Our best wishes for a powerful semester of learning as our graduates become the next generation of professional educators!

Dr. Melissa Pierson, Associate Dean for Undergraduate Studies and Teacher Education

Dr. Amber Thompson, Teacher Education Coordinator

and the entire Teacher Education Team

Information for All Student Teaching Participants

The ultimate goal of the Student Teaching experience is the preparation of an effective, skilled, independent educator. Student teachers teach a total of 10 formal, full-class, observed lessons, 5 during each of the two Student Teaching semesters.

Student Teaching Time Commitment

We consider student teaching to be a full-time endeavor. You are asked to make a commitment to this profession beginning now. We recognize that student teaching is a disruption to family life, work schedules, and leisurely habits; other professions with less import admittedly require less time and fewer requirements outside coursework. However, we make no apologies for the rigor and the time commitment—we are preparing you for one of the most demanding professions, as well as some of the most meaningful work that can be done.

You will be in coursework or in the field full time, Monday through Friday, for the entire semester. If you have approved coursework (by degree plan or petition) that is offered during the daytime, or coursework in the evening, your full-time field hours may be lowered by the number of clock hours that you are in class. Depending on your level, content area, degree plan, etc., your schedule may look different than that of another student teacher. Your advisor will help you to estimate your daily schedule; specific weekly schedules will be provided at the Student Teaching Orientation.

You are expected to be present and on time every day in your assigned classroom, during the teacher contract hours for that district—teachers work extensively before and after school. If you are absent on any required day, you will be required to make this day up at the end of the semester. If more than 3 full days are missed (or other equivalents, such as 6 half-days, or several tardies), you will not have completed the semester successfully and will be required to repeat the student teaching semester in order to be eligible to be recommended for certification.

Field Experiences in Student Teaching 1 and 2

Student Teaching 1 and 2 require you to be immersed in the profession of teaching at your target grade range. You will be placed in a classroom assigned to a cooperating teacher for two full semesters, and will be engaged in planning, teaching and assessing lessons for small and large groups of students, preparing materials, meeting with other teachers or parents, completing practice teaching requirements assigned by your courses, and otherwise assisting the cooperating teacher in ways that provide experience with the complex work of teaching. In addition, you will spend significant time developing the ability to reflect on what you are learning by documenting your learning in various ways.

How Candidates are placed with our Partner School Districts

Our ability to place you with an effective cooperating teacher so that you can learn your profession depends on our strong relationships with dozens of local school districts. These districts also place teacher candidates from other institutions, so it is vital that we communicate with the district representatives in a timely and organized manner.

Our schools and cooperating teachers accommodate teacher candidates on a voluntary basis, so various grade levels or specializations may or may not be available on a particular campus during any given semester. Also, district partnerships occasionally change, even at the last minute; if this happens, you will be notified as soon as possible so that you can make the necessary arrangements. Note that for a variety of reasons, you cannot be placed at a school where any relative of yours is employed or is attending.

The purpose of field experiences in the Teacher Education Program is to provide authentic observational experiences and structured teaching practice in school settings. The goal, first and foremost, is for you to gain experience in performing the professional dispositions required of teachers in Texas. So, for example, if you happen to be placed in an 8th grade English class when you really planned to teach high school, or

you are placed in a district in which you wouldn't have previously considered teaching, know that you can still be successful in accomplishing your goal of learning to be an effective teacher. You might even be surprised to find that you enjoy this new grade level or setting! Remember that *flexibility* is one of our Professional Attributes, and with a positive attitude toward your learning, you can make the most of any situation.

To respect our relationship with our partner districts who have asked us to communicate with them through consistent district representatives, it is our policy that **you cannot contact school districts or individual schools directly to request a placement for yourself**. Even if you happen to know a principal, and she has said she wants you to come teach for her, we must work through the district protocols. We are guests in our partner schools, and their normal and effective operation will be impaired if our candidates swamp them with individual requests.

Your ability to complete the program—and your degree—in a timely manner is important to us. Therefore, candidates who apply to a Teacher Education component late, or who have not completed all required benchmarks, may still be eligible to be placed if they are able to complete all benchmarks by an extended deadline. However, it is likely that they will not be placed in the district of their choice. Our district partners make plans well ahead of time for how many teacher candidates they can accommodate, balancing UH candidates with those from other institutions. After the application deadline, we provide each district with a final placement list so they can make the necessary arrangements. Following that deadline, we then work with a very small number of districts who have agreed to accept late applicants. It behooves you to adhere to all deadlines and requirements so that you have the best chance possible to learn in the school setting of your choice!

The University of Houston – Co-Teach Model

The prevailing philosophy for decades about the best way to prepare student teachers has been to have them begin the semester by observing only, and then, in a very planned, organized sequence, to gradually take over the planning and instruction for one period or subject each week until the student teacher was teaching the full day. The final vital component in the process was to have the student teacher teach “solo” for several weeks, preferably with the cooperating teacher not even present in the room.

At the University of Houston, we have now come to believe that this artificially isolated approach is not the most effective way to prepare 21st century teachers. For educational reasons, requiring that the cooperating teacher leave the classroom means that the main instructional model available to our students is not present. This deprives the student teacher from ongoing support, examples, and guidance. For professional purposes, teachers are regularly required to collaborate and reflect on issues of planning and student progress. Student teachers, therefore, must experience varied levels of that collaborative process. And, for practical reasons, today's focus on accountability and testing in schools means that cooperating teachers are held responsible for their students' performance. Understandably, then, cooperating teachers are often reluctant to leave their students in the hands of a novice teacher, meaning many of our greatest cooperating teacher partners opt instead to not host a student teacher. We respect the cooperating teacher's investment in remaining involved and informed with the progress of his or her students.

So, we now view the entire student teaching experience as a collaborative process between our student teacher and the school community. Although it is informative to see if a student teacher can function independently, our experience has shown us that the strongest preparation for our novice teachers is not time alone but rather constant modeling by an experienced cooperating teacher. Experience with lead or solo-teaching should not be interpreted to mean that the cooperating teacher must exit the room, nor should they be seen as a time for the cooperating teacher to disengage from the educational process.

As the student teacher becomes increasingly more involved in the planning and implementation of instruction, he or she will be more able and confident to teach independently. When the student teacher is actively teaching, the cooperating teacher is most instructive when he or she continues to observe, give advice, and provide feedback, and to look for opportunities for co-teaching and co-planning. In addition to co-teaching the same lesson, this is an ideal time for the cooperating teacher to parallel teach, working with centers or workstations, or pulling small groups or individual students for additional remediation or

enrichment. Whether it is called “team” teaching, “partner” teaching, or “co-teaching” teaching, we have found the most academic success for students, as well as the most benefit—and even enjoyment—for both cooperating teachers and student teachers, when both members in the teaching partnership are active.

The “co-teaching” model offers some helpful definitions of how the cooperating teacher and student teacher might work together to share the planning, organization, delivery, and assessment, as well as the physical space:

- **One Teach, One Observe:** ST is on her/his feet, a visible presence to students, actively observing the CT and student behavior in the learning environment
- **One Teach, One Drift:** CT has primary instructional responsibility; ST works the room, actively engaging with students, responding to questions, facilitating classroom communication, and assisting learners; when both are comfortable doing so, roles should be switched
- **Station Teaching:** Co-teachers divide instructional content and run stations or “jigsaw” groups for a defined period of time; both co-teachers are primary instructors at their stations
- **Supplemental Teaching:** Co-teachers divide class as appropriate to instruct same content; co-teachers use different teaching strategies to differentiate the instruction as appropriate for their group
- **Team Teaching:** Co-teachers implement a well-planned team-taught lesson to whole class; there is no clearly defined lead teacher but rather fully collaborative and shared instruction, making full use of the classroom space and all appropriate instructional media; there is no sequential order or hierarchy to the Co-Teaching strategies.
- **Parallel Teaching:** On occasion, student learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both covering the same information, but they divide the class into two groups and teach simultaneously.

It is important to note that the CT—the teaching professional—maintains the authoring in pacing. When beginning a field experience, some Co-Teaching strategies are more appropriate than others. The cooperating teacher decides when to use which strategies. Once both co-teachers are comfortable working with each other, the co-teachers are encouraged to vary the strategies and roles, as appropriate (Carpenter, 2010, Montana State).

Although class situations vary, one rationale for a full-year student teaching is the flexibility to allow novice teachers to develop in their expertise over a longer period of time. However, as a general rule, student teachers will progress through the first semester of student teaching, gradually leading more of the planning and instruction so that by the last month of the first semester, he or she is the primary lead for most of the day, again maintaining the co-teaching presence of the cooperating teacher. It is expected that this leadership will continue throughout the entire second semester of student teaching. At the discretion of the cooperating teacher, the student teacher should seek out opportunities to visit other classrooms and grade levels to expand his or her vision of teaching.

Teacher Education Philosophy on Lesson Planning

The Teacher Education program views the planning of lessons, and the larger act of designing curriculum, as an exciting, complex, and vitally important part of the work of a teacher. Planning an effective learning experience for your students is an integral part of the teaching process, and will ultimately determine whether your students effectively master learning objectives.

Lesson planning is a *process*, not a product. It is an exercise in *problem solving*, rather than in filling in boxes. The “problem” is your teaching objective—what you are trying to accomplish with your students. The process of lesson planning requires that you solve that problem by providing a roadmap to ensure each of your students achieves mastery level on the objectives. To this end, how you choose to match instructional strategies to the stated learning objectives (TEKS) will decide how effective your teaching is. Beyond imparting content knowledge, it is important to creatively engage students, to inspire them, and to connect learning to real and concrete experiences so students will take those lessons with them through life. Lesson

planning at this advanced stage of your teacher preparation program requires you to synthesize what you have learned previously about content, pedagogy, and technology. You will further receive instruction during Student Teaching 1 about effective lesson design, and your supervisor will evaluate your lesson plans using a rubric prior to you teaching all observed lessons. Effective lesson planning is a required element of your preparation, and no candidate unable to produce a quality lesson plan will be recommended for certification by the University of Houston.

You are required to complete and submit to your cooperating teacher written lesson plans for every lesson you teach during both semesters of student teaching; your supervisor will receive written lesson plans for all of the required observed lessons. There are countless varieties of lesson plan formats, although most share common features (e.g., introduction, content, practice, assessment, closure.). You have been introduced to several formats (e.g., Madeline Hunter, 5 E, discovery lesson) throughout your program for the purpose of breadth of comparison and contrast. During both student teaching semesters, you will use the approved *UH Lesson Plan template* for all required observed lessons. This template provides a scaffolded learning and practice opportunity for effective lesson planning, yet allows the flexibility to accommodate different planning terminology. Even if your placement district has an approved lesson planning format, or your Cooperating Teacher has one that fits his or her teaching style, you will use the approved *UH Lesson Plan template* for the observed lessons. For lessons other than the required observations, you may use the approved district format, or another format recommended by your CT, provided you have prior approval of your supervisor, including a conversation about how you will address any missing required elements in the alternate form. (Details on specific sections of the *UH Lesson Plan template* are discussed in the Student Teaching 1 and 2 syllabi, e.g, meeting content and technology standards, and differentiating planned instruction to address the needs of English-language Learners, students with special abilities, and gifted and talented students.)

You might notice that your cooperating teacher does not produce lesson plans as long or thorough as those required of this program, or may not have any plans other than what is in the teacher's guide. Remember that your teacher has more experience than you do, and many of the important considerations a teacher makes in planning a lesson happen at an automatic level in her mind. (You certainly don't follow directions for how to drive a car, right?!) As a novice teacher, it is important to go slowly and be thorough as you learn those vital lesson components.

You will find that there are many lessons already designed that you can use as a resource—online, from colleagues, in the teacher's guide. It is true that this wealth of ideas means you should not have to start planning with a blank slate. However, it is imperative that you become a critical consumer of lesson plans. Know how to find a relevant lesson and how to judge its quality, and remember that you will ALWAYS need to customize anything you find to meet your teaching goals and your students' needs. Remember that for the purposes of UH Student Teaching, you will also ensure that any idea or plans that you use are incorporated into the required *UH Lesson Plan template*. Finally, be prepared and flexible! Lessons rarely go as planned, so always have Plan B and C ready to use!

Student Teaching Instruction and Evaluation Plan

Student teachers are evaluated in a variety of ways including classroom performance, written assignments, participation in action research, analyzing data, and professional attributes.

All forms related to documenting the assessment of student teachers are included in this handbook and described here, so as to be helpful to the university supervisors and cooperating teachers. All forms are also available in electronic form on the UH Teacher Education website. Details on the other assignments requiring primarily student teacher work can be found in the Student Teaching 1 and 2 syllabi, as well as in Blackboard Learn.

Assessment of the performance of a student teacher is a collaborative process engaged in by the cooperating teacher, the university supervisor, and the student teacher as a team, based on a series of formative and summative assessments. The *Student Teaching Instructional and Evaluation Plan* summarizes the **performance assessments and participants**, with the evaluation forms listed in italics. *Note: This plan should be used as a guide for the semester and may be amended as needed, especially to accommodate field/methods rotations. Any modifications will happen only with the approval of the supervisor.

Student Teaching Instructional and Evaluation Plan

Wk		Instructional Activities	Evaluation Activities
	pre	Student teacher (ST) makes contact with Cooperating Teacher (CT); downloads TEKS for assigned grade level; finds out which district and statewide tests are given in the grade level; downloads and reads student teaching handbook.	Initial Goal Statement <i>Student Teacher Progress Report</i> (updated for every visit) <i>Weekly Formative Assessments</i> (weekly/bi-weekly)
1 2 3	obs. #1	ST observes; assists; begins reviewing lesson plans and other instructional material; learns students' names and policies; receives feedback; takes initiative;	Lesson #1 (video): <ul style="list-style-type: none"> ▪ Lesson plan assessment (<i>UH Lesson Plan Assessment Rubric</i>) ▪ Written feedback (<i>UH Teaching Assessment Rubric</i>) ▪ Post- conference ▪ Lesson Reflection
4 5 6	obs. #2	ST co-teaches; co-plans; begins teaching in one to two subjects or periods; solo teaching with CT; pulls small groups CT advises on teaching and management;	Lesson #2 (live): <ul style="list-style-type: none"> ▪ Lesson plan assessment (<i>UH Lesson Plan Assessment Rubric</i>) ▪ Written feedback (<i>UH Teaching Assessment Rubric</i>) ▪ Post- conference ▪ Lesson Reflection
7 8	obs. #3	All teaching and assessment, duties and responsibilities should be collaborative between ST and CT. Second placement begins for STs with dual placement. Repeat cycle from week 1.	Lesson #3 (live): <ul style="list-style-type: none"> ▪ Lesson plan assessment (<i>UH Lesson Plan Assessment Rubric</i>) ▪ Written feedback (<i>UH Teaching Assessment Rubric</i>) ▪ Post-conference ▪ Lesson Reflection Midterm Professional Attribute Assessment Midterm Goal Review Midterm Formative Conference
9 10 11	obs. #4	ST taking lead role in co-planning and co-teaching; learns from modeling of cooperating teacher; teaches whole units or whole days, weeks; continued feedback from CT.	Lesson #4 (live): <ul style="list-style-type: none"> ▪ Lesson plan assessment (<i>UH Lesson Plan Assessment Rubric</i>) ▪ Written feedback (<i>UH Teaching Assessment Rubric</i>) ▪ Post-conference ▪ Lesson Reflection
12 13 14	obs. #5	ST has opportunities to observe in other classrooms; co-planning for possible whole week(s) of teaching, with cooperating teacher giving feedback.	Lesson #5 (live or video, per supervisor): <ul style="list-style-type: none"> ▪ Lesson plan assessment (<i>UH Lesson Plan Assessment Rubric</i>) ▪ Written feedback (<i>UH Teaching Assessment Rubric</i>) ▪ Post-conference ▪ Lesson Reflection
15-17 (ST1)	post	ST continues co-planning and co-teaching; Thank cooperating teacher, principal, team members with whom you worked. Research symposium on UH campus.	Final Professional Attribute Assessment Final Goal Review Final Formative Conference Final <i>Student Teacher Progress Report</i> and Recommendation <i>Evaluation of Cooperating Teacher and Evaluation of Supervisor</i> <i>Evaluation of Supervisor</i>

Reporting Child Abuse

Abuse of a child can be mental, emotional, physical or sexual. If a child confides in you that he or she has experienced abuse, or you suspect abuse has happened, you must report it.

Texas law states:

anyone having cause to believe that a child's physical or mental health or welfare has been or may be adversely affected by abuse or neglect MUST report the case immediately to a state or local law enforcement agency or the Texas Department of Family and Protective Services (DFPS). A person who reports abuse in good faith is immune from civil or criminal liability. DFPS keeps the name of the person making the report confidential. Anyone who does not report suspected abuse can be held liable for a misdemeanor or felony.

Furthermore, current law requires that professionals such as teachers, doctors, nurses, or child daycare workers must make a verbal report within 48 hours of hearing of the abuse. Although you are not yet a certified teacher, we recommend following the same 48-hour guidelines in this situation.

Because you are not a certified teacher, our program would like to support you in your efforts to comply with this law and to help children. Therefore, if you suspect abuse or have had abuse reported to you, report it to your supervisor immediately, and within the 48-hour timeline. Your supervisor can provide moral support to you as you make the report to DFPS. Your supervisor will also inform the school's administration of the report.

You are urged to locate a copy of district's written policy concerning DFPS reporting and submit it your supervisor first week of semester.

Requirements and Recommendations for Student Teachers

Preparing Yourself

- Read your *UH Student Teaching Handbook* carefully and review any questions with your University Supervisor.
- Make arrangements for full-time commitment to student teaching. Student Teaching I and 2 are a full-time, daytime commitment, and you are urged to consider it as full-time employment in order to give this semester the appropriate time allocation. This is the capstone event in your preparation, so do not sabotage your success by attempting to do too much. You are strongly encouraged to avoid taking classes, other than those required on your degree plan, or working at another job during these challenging and rewarding semesters. However, if you choose to work, you may do so if approved by your supervisor and if it allows for completion of the required field time (i.e., work that requires you to leave during the day will not be permitted.). Work will not be accepted as an excuse for not completing required field placement elements. Plan now for YOUR success by making all arrangements possible to provide yourself with time to succeed.

Collaborating with your University Supervisor

- By the end of the first week, give your university supervisor a schedule of your public school class days as well as a typical daily schedule for your placement class. The schedule should also show the grade level for each period (for secondary), the conference period, and lunchtime. (See the *Sample Weekly Schedule* in the Appendix).
- Send a scan or photo of the *Student Teaching Attendance Log* to your supervisor weekly.
- Submit lesson plans to your university supervisor on a schedule established by the Supervisor—some ask for them weekly and others prefer them according to another schedule. Lesson plans for required observations must be sent at least 24 hours in advance on the *UH Lesson Plan Template*.
- Your supervisor has other student teachers at other schools, and you will likely need to be flexible with when you schedule your observed lessons. Know that your supervisor is quite experienced in the operations of schools and understands that scheduling a lesson is tricky and must be worked out with your cooperating teacher.

Collaborating with your Cooperating Teacher

- Make sure that your cooperating teacher has your biography.
- Introduce yourself in person and do your best to show that you WANT to be there and WANT to be a teacher.
- Communicate the days that you will be in your cooperating teacher's classroom; give your CT a calendar showing these days. It is especially important that you take responsibility for remind your CT frequently when you will be there and when you will not. He or she will not have your schedule at the top of their minds, yet it is vital that they know where you are.
- Remember that you are a guest in this classroom, and your cooperating teacher's policies, habits, and wishes always apply. You will have your own classroom soon enough!
- Have a thorough discussion with your cooperating teacher regarding school and classroom policies. Consider that this will be an ongoing discussion throughout the semester as you learn enough to ask better questions. It is better not to assume anything—if you don't know—ask!
- Arrange with you cooperating teacher for working and storage space in the classroom. Again, don't assume that you can put your personal belongings anywhere you like.
- Make sure your cooperating teacher has all of your contact information, including multiple emergency contacts. Ask the best method in which to contact your cooperating teacher in an emergency—text, email, call.

Familiarizing yourself with the School

- Review school and district websites.
- Make a trial run to your campus before the first day you are required to be there.
- Get the policy handbooks of the school and district and read them.
- Follow the dress code of the school; clothing should be neat and professional. See the dress code policy on the main UH Teacher Education Handbook online.
- Introduce yourself to the front office staff and make efforts to communicate with them regularly and pleasantly.
- Identify where resource materials are located in your school. During the first several days, plan to visit these places and familiarize yourself with the various materials and technology available.

Taking Initiative

- Discuss housekeeping responsibilities with your cooperating teacher. Find out if there are duties you could perform starting the first week—some cooperating teachers will ask you to do these things and others will wait for you to volunteer. Show you want to be there!
- Ask for a class roster and memorize each student's name.
- Pay attention to clues about each student's academic progress, interests, ways to engage, and frustration points.
- Become familiar with all textbooks used in your classroom. Ask if you could take them home some weekend and sit down and read them. Do the same with curriculum guides.
- Find out about any extracurricular activities you will be expected to attend.
- Set aside time to confer daily with your cooperating teacher (and get your attendance log signed at that time). Ask for feedback!

Other Requirements:

- If not already passed, file for the official TExES Exams as soon as possible after passing the benchmark versions of the exams.
- Complete all assignments required in the student teaching courses.
- Stay healthy, seek positive people in your life, work hard, and remember the people and reasons that inspired you to be a teacher!

Schedules

- Student Teaching is considered a full-time experience. Your syllabus will provide a calendar of dates for student teaching related events—these events are all **required** elements of your preparation. You do not have a day off, just as teachers in the classroom do not. Prepare your own planner for the semester, based on the semester calendar provided in the syllabus. Mark required events, scheduled meetings, and planned teaching periods. Keep it up to date.
- Follow the particular field experience calendar you have been given for the semester; do not follow your friend's calendar because it may not be the same.
- Report to your assigned school for teaching responsibilities each required school day for the contract hours for teachers in that district. You are expected to check with the front office to sign in upon arrival and sign out at time of departure from the school (this means you will not sign out at the time of arrival, for convenience. It is vital that we have accurate records of your field attendance.)
- Your daily schedule for your days in the field will follow that of your Cooperating Teacher's schedule.
- Each student teacher is expected to participate in all activities in the school and the district, and to take part in after-school programs, special programs, PTA meetings, faculty meetings, and any other activities of the school.

- Student teachers follow the academic calendar of the assignment public school district, and so will observe only those holidays scheduled by the district. Any exceptions to this will be noted in the calendar in the syllabus.

Absences or Schedule Changes

- Student teachers who are unable to report to the school due to a serious illness or other circumstances must contact the cooperating teacher and the university supervisor at least by the morning prior to their scheduled arrival time at the school.
- In the case of unavoidable absences (illness or accident) the student teacher will be required to continue in the assignment until the required number of field days have been completed.
- Student teachers are expected to notify their university supervisor anytime there is a change in plans due to early dismissal, assembly program, PTA meetings, unscheduled holidays, or any unforeseen event. University supervisors occasionally stop by unannounced and must always know where student teachers will be.
- Student teachers must make up all absences incurred during the semester.
- Student teachers incurring more than 3 absences (without appropriate documentation) that have not been made up prior to the deadline to turn in grades to the University of Houston will receive an "I" in the course and will need to repeat the student teaching semester.

Rule on Substitution

As a rule student teachers may not serve as substitute teachers. Quoting from House Bill 339:

... a student teacher may not be required to serve as a substitute teacher. A student teacher is not considered to be serving as a substitute if the student teacher assumes responsibility for the class while the supervising teacher is out of the classroom for part of the day but is in the building or is engaged in an approved activity relating to student teacher teaching, including conferring with a university supervisor.

But there is one exception to this rule: According to Dr. Richard Swain, former Assistant Commissioner for Professional Development with the Texas Education Agency, the student teacher may teach and allow the Cooperating Teacher one released day under the following limitations:

- The student teacher has been in that student teaching assignment for a minimum of 15 school days;
- The supervising teacher, the principal of the school, and the university supervisor agree that the student teacher is capable of handling successfully the teaching responsibilities;
- A certified classroom teacher in an adjacent room or a member of the same teaching team as the student teacher is aware of the absence of the supervising teacher and agrees to assist the student teacher if needed; and
- The principal of the school or the principal's representative is readily available in the building.

However, a student teacher may not be paid for any service rendered while serving as a substitute teacher. Additionally, the school principal and the University of Houston student teaching supervisor must approve the substitute day in advance.

Recommendations for the Cooperating Teacher

Preparing before your student teacher arrives

- Prepare for the student teacher's arrival. (Share biographical information and anything else you would like for your student teacher to know.) Make sure that the student teacher understands that he/she has authority in your class.
- Allow your student teacher to participate in planning a "proper" welcome with the class (bulletin boards, posters, biographical letters from students, etc.).
- Make arrangements with school personnel for the arrival of the student teacher. Is there a place to sign in? Is a parking sticker necessary?
- Plan to provide the student teacher with a place to call "home" in your room (a work area, access to class materials, supplies, etc.).
- Explain sign-in procedures at the school.

Providing necessary information

- Provide the student teacher with an orientation packet containing parking information, class schedules, student and teacher handbooks, district and school calendars, class rolls and seating charts, and lesson plans for first few days.
- Make arrangements for the student teacher to have access to textbooks, curriculum guides, and teacher's guides.
- Explain administrative procedures, professional expectations, classroom rules, management systems, and rules regarding office equipment (e.g. copy machine). Tell the student teacher how to obtain teacher resources.
- Provide the student teacher with information concerning what has been done up to this point and what is planned for the remainder of the year. Reviewing lessons plans, curriculum guides, district scope and sequence, syllabi, and other plans will help the student teacher to prepare.

Making introductions

- If it hasn't already been done by the principal, arrange a time for the student teacher to meet with the principal and key staff people.
- Introduce the student teacher to other teachers and include him/her in conversations with faculty members. The student teacher is expected to attend all faculty meetings and other school events.
- Take time to tour the building with the student teacher (this may be a good opportunity for introductions to teachers and staff.)
- Introduce your student teacher to your class as a "teacher," NOT as a "student teacher;" students understand hierarchy and if you introduce your student teacher as "just a student" or anyone with less importance than yourself, your students will pick up on the discrepancy in authority. Introducing your student teacher as a "teacher" will ensure a more positive working relationship with your students. The more you show professional collaboration with your student teacher—as a true teaching partner—the more respect your students will have for him/her.
- Assist the student teacher in arranging some brief observations in other classrooms so he or she can see a variety of teaching styles and contexts. This is typically done toward the end of the semester, but can be arranged whenever it will be helpful. Any change in arrangements that would require the student teacher to spend more than a brief visit with another teacher should be discussed with the university supervisor so that we can ensure an appropriate placement.

Explaining expectations

- Review this handbook to familiarize yourself with the program expectations.

- Outline the duties and responsibilities you will assign to the student teacher during the course of the teaching experience. Reiterate to the student teacher that these duties and responsibilities, especially those which involve additional time before and after school hours, such as tutorials, parent nights, PTO meetings, etc., are part of the normal job of a teacher. They need to see that the job of a teacher does not end at 3:00 p.m.
- Review the student teacher's semester schedule so that you have an idea of when he/she will be in your room.
- Establish your preferences, habits, attitudes, and ways of doing things. The student teacher is a *guest* in your classroom—we have told him or her that—and therefore we expect him or her to adapt to the way you run your class.
- Be a professional role model at all times.

Establishing good communication

- Encourage the student teacher to ask questions. Set aside a few minutes each day for a conference with your student teacher.
- Share your educational philosophy with the student teacher.
- Express an interest in the student teacher as a person and try to establish a feeling of camaraderie.
- Share the concerns that you had when you "student taught." This might allow the student teacher to see that he/she is not alone.
- Be careful about expressing every frustration you have. Teaching is a complex profession with plenty of opportunity for challenge. We hope that our novice teachers' optimism is informed by reality this semester, but not squashed by pessimism.

How do I facilitate the student teacher's movement into the instructional phase?

- Refer to the *Student Teaching Instructional and Evaluation Plan* for details. Please use this as a guide only.
- The student teacher should give you a copy of the semester calendar. Some student teaching schedules involve a rotation of field time and methods course times—your student teacher should be able to explain this to you. If he or she cannot, it is not up to you to explain. Please refer him or her back to the supervisor or to the course syllabi.
- In general, the sooner a student teacher is able to jump in and get involved, the more experience he or she will gain.
- Encourage the student teacher to begin learning students' names. Provide the student teacher with a background of your students, including any relevant academic, personal, social, or other information.
- Focus the student teacher's attention on your daily routines and procedures.
- Allow the student teacher to become involved gradually in classroom activities. Initially plan simple tasks which do not require advanced planning on the student teacher's part, i.e., attendance, grading papers, assisting individual students, etc.
- Work with the student teacher to identify the first lesson to teach. (Guide the decision and recommend that the student teacher use your plans for the first lesson).
- Provide positive feedback, as well as specific guidelines for improvement, based on the *UH Teaching Assessment Rubric*.
- Help the student teacher with lesson planning, especially introducing any specific requirements. Student teachers are required to use the *UH Lesson Plan Template* for the five required lesson observations each semester; however, they are permitted to use other lesson plan formats that you might recommend for other lessons taught, provided that they meet first with their supervisor for permission and possible other inclusions.

- Share teaching and classroom management strategies and techniques as the opportunity arises.
- Encourage the student teacher to use and share any and all of your resources, especially visual aids and technology support (video clips, power points, etc.).
- Encourage the student teacher to try new ideas.

How do I help the student teacher assume responsibility?

- As a general rule, student teachers will progress through the first semester of student teaching, gradually leading more of the planning and instruction so that by the last month of the first semester, he or she is the primary lead for most of the day, again maintaining the co-teaching presence of the cooperating teacher. It is expected that this leadership will continue throughout the entire second semester of student teaching. At the discretion of the cooperating teacher, the student teacher should seek out opportunities to visit other classrooms and grade levels to expand his or her vision of teaching.
- Although the ultimate goal of the student teaching experience is the preparation of an effective, independent educator, we view the entire student teaching semester as a collaborative process. As the student teacher becomes increasingly more involved in the planning and implementation of instruction, he or she will be more able and confident to teach independently. **However, periods of solo-teaching should not be interpreted to mean that the cooperating teacher must exit the room, nor should it be seen as a time for the cooperating teacher to disengage from the educational process. Although it is informative to see if a student teacher can function, our experience has shown us that the strongest preparation for our novice teachers is not time alone but rather constant modeling by an experienced cooperating teacher.**
- During "solo-teaching," the cooperating teacher is most instructive when he or she continues to observe, give advice, and provide feedback for solo-teaching, and to look for opportunities for co-teaching and co-planning. In addition to co-teaching the same lesson, this is an ideal time for the cooperating teacher to parallel teach, working with centers or workstations, or pulling small groups or individual students for additional remediation or enrichment. Whether it is called "team" teaching, "partner" teaching, or "co-teaching" teaching, we have found the most academic success for students, as well as the most benefit—and even enjoyment—for both cooperating teachers and student teachers, when both members in the teaching partnership are active. Further, in this age of increased accountability for the classroom teacher regarding student achievement, we respect the cooperating teacher's investment in remaining involved and informed with the progress of his or her students.
- Be sure to incorporate the university supervisor's visits into the plan. In general, the supervisor can be flexible, keeping in mind that they have other student teachers they are also trying to schedule.
- Allow the student teacher to experience all aspects of a teacher's responsibility (including interaction with parents, extra duty, tutoring sessions, recording in grade book, etc.).
- Make allowances for a "novice" teaching style, still in development, and a likely young personality who may not feel comfortable bringing questions to you.
- Continue to promote open, two-way communication.

How do I help with formative evaluation of the student teacher?

- Initial the *Student Teaching Attendance Log* at the start and end of each day. This seems an onerous task, but allows the program to track our student teachers' time as closely as possible.
- Schedule a weekly conference with the student teacher to complete the *Weekly Formative Assessment*. It is your student teacher's responsibility to bring this to you each week to complete. Offer suggestions and constructive criticism, which will help guide the student teacher towards having a positive teaching experience. You'll also interact through short, informal discussions that usually occur throughout the normal school day.
- Share your feedback with the university supervisor so that you can work together with the student teacher on strengths to maintain and areas to improve.

- **Pre-Observation Conference:** Allow student teacher to clarify the objectives of the lesson and how he/she plans to achieve them.
- **Observation:** Observe and record classroom behaviors of the student teacher during all formal observations using the *UH Teaching Assessment Rubric*. The University supervisor and cooperating teacher are recommended to script the lesson to preserve details and then use that script to complete the teaching assessment. Having the details of what was said and how students responded will assist with helping the student teacher analyze performance.
- **Post-Observation Conference:** Encourage student teacher to review the lesson and analyze what went well and what did not. Ask the student teacher to reflect on how he/she might have handled things differently. Guide the reflective process using the *UH Teaching Assessment Rubric*. Finally, give the student teacher specific goals to work on for the next lesson.
- Complete the *Midpoint/Final Assessment* form and the *Professional Attributes Assessment* at midterm and final. Use these forms as discussion points with the consultations with the student teacher and the supervisor.

Student Teachers Express Appreciation

You matter to our students! The cooperating teacher is an important figure in the professional (and sometimes personal) life of a student teacher. Many have expressed appreciation for the help they received from their cooperating teachers.

- "My Cooperating Teacher was a true partner. He allowed me to be a part of the team."
- "My Cooperating Teacher took time out for me to ask questions and just to talk to me about what I had on my mind."
- "My Cooperating Teacher guided me but yet let me 'grow' and discover on my own."
- "She always took the time to talk to me and evaluate any work/teaching done in a positive and constructive manner."
- "My Cooperating Teacher showed me how to be a professional, efficient, and creative teacher."
- "My Cooperating Teacher and I had an excellent communication system that was open and honest. I knew he was trying to guide me, yet also respected my judgment and opinions."
- "My Cooperating Teacher was very helpful. She helped me design lesson plans. This will enable me to be more creative when I am a teacher."
- "My Cooperating Teacher gave me very specific, positive feedback."
- "My Cooperating Teacher took time every day to talk with me about my teaching and he always gave feedback with idea and suggestions. My school was open and helpful to me from the first day."

You as the cooperating teacher play an important and critical role in the development of our future teachers. Your time, expertise, patience, and guidance are invaluable, and we sincerely appreciate you.

Recommendations for the University Supervisor

The university supervisor is the liaison between the University of Houston, the student teacher, and the faculty in the public schools. The supervisor carries a shared responsibility with the cooperating teacher for the student teacher's induction into the role of a successful teacher.

Preliminary

- Contact the cooperating teacher **before** the student teacher goes to the school. Provide a copy of the *UH Student Teaching Handbook* with the cooperating teacher (or a link if the cooperating teacher prefers), and be sure important points are stressed.
- If there is a dual placement, contact the second cooperating teacher a week prior to the starting date.
- Ask the cooperating teacher to provide a brief biography to the cooperating teacher prior to student teacher teaching.
- Direct the cooperating teacher to the online Cooperating Teacher Training.

Schedule

- Make **five** formal observations of student teacher each semester: the first by co-reviewing a video-recorded lesson, the next three as live observations, and the final lesson as either video or live, based on your appraisal of what is needed by the student teacher. In double placements, the general rule would be at least two observations at each placement and the last in either, to be determined by the supervisor based on student teacher progress. While most observations will be scheduled with the candidate, **unscheduled observations and/or a additional visits may be included, as necessary.**
- Communicate weekly with student teachers to discuss the teaching experience.
- Ask to see lesson plans on a regular basis. It is your preference whether you would like to see them weekly or some other pattern. You must see the lesson plans for the five required lessons at least 24 hours in advance. Lesson plans for the five required lessons must be completed using the *UH Lesson Plan template*. Student teachers may use other lesson plan formats—something required by the district or preferred by the cooperating teacher, provided they are 1) written, and 2) discussed with you first to see if there are any features of our required template that must be included.
- Attend any scheduled training programs and meetings scheduled for supervisors during the semester.

Communication

- Remain in communication with cooperating teachers and student teachers regarding progress.
- Keep the Director of Student Teaching aware of problems or performance below expectations. Early intervention can save a semester, so document any concerns and intervene in a timely manner.
- Submit the final *Progress Report* and grade recommendation for each student teacher, and "backup" documentation on any student teachers who have struggled, either those with whom you have spoken informally or those who have formal growth plans.
- Retain individual student folders for one calendar year as required by the University, in the event that the CUIN Department requests it (e.g., if a grade is contested or a candidate requests a letter of recommendation)

Evaluation

- Keep an individual folder on each student teacher containing an accurate record of class schedules, evaluations, teaching evaluation forms, and any missed meetings, tardiness, or absences.

- Complete the *Student Teacher Progress Report* to log every visit, including dates and times, and keep this form in the student teacher's folder. Submit the final *Progress Report*, including a recommendation, at the end of the semester and have it signed by the student teacher after discussion.
- Review the lesson plan for each of the five required observations prior to the lesson, using the *UH Lesson Plan Rubric*.
- Complete the *UH Teaching Assessment Rubric* after each classroom observation and conference with the student teacher regarding the observed lesson. Leave a copy of this form in a folder at the school.
- Complete the *Midpoint/Final Assessment* form and the *Professional Attributes Assessment* midway through the placement and at the end.
- Facilitate a Midterm Formative Conference with the student teacher and the cooperating teacher in which the student teacher reviews goals and is given a clear evaluation of his/her performance up to that time with specific guidelines for completing the semester successfully; facilitate a Final Formative Conference with the student teacher and the cooperating teacher in which the student teacher reviews goals and is given a clear rationale for final recommendation.
- Review and respond to assignments as outlined in the assignment descriptions and point values listed in the student teaching syllabus and Blackboard Learn. The syllabus is a contract between the student and the university. Information included in the syllabus, including due dates, requirements, and point values for assignments, must be followed. Check with the course instructor for each student teaching course with any questions.

Guidelines for Assigning Grades and Reporting Observations

Grade of A: Exceptional performance in student teaching; student teacher is predicted to excel as a teacher, can be recommended to an employer without reservation, and has the highest quality of performance in teaching-related assignments such as collaboration, lesson planning, technology and management.

Grade of B: Competent performance during student teaching has been demonstrated; student teacher is predicted to succeed as a teacher with continued improvement, and can be recommended to an employer.

Grade of C: Adequate performance during student teaching has occurred; student teacher has potential for improvement, is predicted to have average success as a teacher and can be recommended to an employer with the reservation that special assistance may need to be provided during the first year.

Grade of D: Inadequate performance during student teaching has occurred; student teacher has need for improvement, is predicted to have below average success as a teacher and cannot be recommended to an employer. Performance of teacher-related assignments has been inadequate.

GRADE of WD: Failure to comply and follow outline procedures will result in WD from student teaching as determined in conference with Director of Student Teaching, University Supervisor and student teacher.

When Student Teachers Encounter Difficulties

We find that not only is this the most rewarding year in your preparation, but it is also the experience through which the most candidates encounter difficulties with the juggling of professionalism, academic and teaching requirements, and personal responsibilities. Student teachers are supported through a team comprised of the cooperating teacher, the university supervisor, university faculty members, and the teacher education staff.

Student teachers exhibiting specific difficulties with the professionalism, academic, and teaching requirements will follow a tiered set of stages of intervention with the goal of supporting all student teachers toward program success, to the extent possible.

Informal Stage

The preparation of strong and effective professional educators is the mission of the Teacher Education program; therefore, the Professional Attributes are a regular part of the content and assessment of all Teacher Education courses. Just as we instruct our teacher candidates on the art of ongoing assessment, Teacher Education instructors and staff are constantly alert and responsive to teacher candidates' strengths and needs, be they academic, behavioral, personal, emotional, or otherwise in nature.

When issues with teacher candidate behaviors are observed (as outlined by the list of Professional Attributes), whether in courses, in school settings, in the Undergraduate Studies office, or through electronic communication, faculty, supervisors, facilitators, and program staff will consult and advise the teacher candidate, identifying both the problem and recommended solution. Teacher candidates can seek, and are offered, assistance in many informal ways on a daily basis. It is assumed that most inappropriate behaviors or other concerns can be remediated at the informal stage.

Formal Stage 1

Teacher Education faculty and staff regularly communicate about student strengths and needs. Concerns that are chronic or particularly troubling are reported to the program so that they can be monitored as a candidate progresses through the program. Written documentation includes a description of the concerning behaviors or instances and their context, as well as supervisor and faculty recommendations. It is expected that any student issue that is reported has already been addressed with the individual student and continues to be a problem.

For most concerns that are noted in one course or by one instructor or staff member only, the policy is to continue to monitor the behavior, watching for trends or ways in which the program can intervene for a candidate's success.

Formal Stage 2

Once a similar concern or set of concerns is reported for a teacher candidate by more than one instructor or for more than one semester, or when a behavior is especially egregious, that student may be contacted to attend a meeting with a small team of members of the Teacher Education Student Success Task Force. Coordinators of various program components may also submit in writing to the task force recommendations for a teacher candidate, based on interventions that have previously been attempted.

Likely outcomes of such a meeting with the task force might include recommendation of resources (e.g., online, within the University of Houston, or in the community), recommendation that the candidate consult with other professionals, as necessary, or the placement of the teacher candidate on a growth plan. Growth plans are used by the program to formally document concerning behaviors and recommended actions on the part of the teacher candidate and the program. The teacher candidate will receive written notification of the task force's decision, including copies of a growth plan, if created.

Formal Stage 3

Any candidates who have met with members of the Teacher Education Student Success Task Force will be continually monitored throughout the rest of the program. If the behavior or conditions improve, a growth plan can be deemed satisfied.

Persistent lack of professionalism, academic, and/or teaching requirements, or the contingencies of a growth plan not being met, can result in the task force meeting to discuss the best course of action for that particular candidate. The task force will consist of any relevant faculty members, teacher candidate supervisor, coordinators for various components of the program, and the Teacher Education Program Coordinator.

The outcomes of such subsequent meetings can range from modified growth plans with additional requirements to a recommendation for dismissal from the Teacher Education program and subsequent denial of the certification process. In more severe cases, to include instances when the outcome is recommendation for dismissal, a hearing will be scheduled with the student and the task force to discuss the candidate's situation, the recommendation, and options. Both written and oral evidence may be submitted at the hearing or in writing by the teacher candidate or by task force members. Written records of any formal task force student hearings will be maintained. A hearing will not be conducted with two or fewer task force members present.

If the recommendation for dismissal from the program stands as a result of the hearing, the task force will inform the candidate and the Associate Dean for Undergraduate Studies in writing of the outcome. The teacher candidate may file a written appeal of any Teacher Education Student Success Task Force decision to the Associate Dean for Undergraduate Studies and Teacher Education within ten working days of notification from the decision.

Candidates must complete all coursework, field placements, and benchmark requirements, and have good professional attributes ratings, in order to be eligible to be recommended for certification by the University of Houston. **However, all teacher candidates who are in good academic standing but who have been dismissed from the Teacher Education program, or those who elect to not pursue teacher certification, are permitted to complete their degree.** These candidates should see their advisors to submit a "Graduating without Certification" petition. They will then work with their instructors to substitute alternate assignments in place of assignments that require time spent in school field placements.

Appendix: Student Teaching Evaluation Forms

Note on management of forms: The university supervisor will keep copies of all evaluation forms in the student teacher's official file, to be submitted to the Teacher Education Program at the end of the semester. Copies of all evaluation forms will also be left in a school file, stored either with the cooperating teacher or in the school office. The student teacher should keep copies of all forms in his or her own personal files. Note that sample forms are included in this handbook, but electronic versions are available to download from Blackboard Learn so they can be filled in on the computer.

Placement Info./Sample Weekly Schedule; Outside Work/Coursework Schedule

These forms are completed by the Student Teacher as informational pieces for the University Supervisor. Any concerns about these schedules (e.g, a work schedule that might interfere with teacher contract hours) should be discussed with the program leadership immediately.

Student Teaching Attendance Log

The student teacher brings this form to the cooperating teacher to initial and record the time at the beginning and end of every day in the field. It should remain in the student teacher's official file.

Weekly Formative Assessment

This form is filled out weekly by both the student teacher and the cooperating teacher independently, and then discussed together in the weekly conference. A copy should be placed in the school file and another saved for the university supervisor for the official file. It is the responsibility of the student teacher to bring this form to the cooperating teacher each week.

Student Teaching Progress Report

This form is filled out by the university supervisor at every visit. It should remain in the student teacher's official file, maintained by the supervisor, and submitted to the program at the end of the semester.

UH Lesson Plan Template

This is the required lesson plan format for the five required observations each semester of student teaching. (Note that a sample form is included in this handbook. The electronic version of this form is available to download from Blackboard Learn so that it can be modified.)

UH Lesson Plan Assessment Rubric

This form is used by the supervisor to review the lesson plan submitted 24 hours in advance of a scheduled observed lesson.

UH Teaching Assessment Rubric

This form is completed out by the university supervisor and the cooperating teacher for the **5** required formal observations. This form will be the basis of discussion at the post-conference. One copy should be placed in the official file, one copy is for the school file, and a last copy is for the student teacher.

Student Teaching Midpoint/Final Assessment

This form is completed by the cooperating teacher, university supervisor, and student teacher independently at midterm and at the end of the semester, and used for formative and summative discussion purposes.

Professional Attributes Assessment

This form is completed by the cooperating teacher, university supervisor, and student teacher independently at midterm and at the end of the semester, and used for formative and summative discussion purposes.

Evaluations of Cooperating Teacher and Supervisor

At the end of the semester, the student teacher will evaluate the cooperating teacher and the university supervisor, and the cooperating teacher will evaluate the university supervisor. These evaluations are printed and submitted at the Research Symposium to be placed in the official file. Evaluations of cooperating teachers are shared for planning purposes with school principals. (Note: evaluation forms will be submitted online—these are provided here as examples only.)

Placement Information and Sample Weekly Schedule

Student Teacher's Name: _____

Home Phone: _____ Cell Phone: _____

E-mail address: _____

School: _____ District: _____

Cooperating Teacher: _____

CT Phone: _____ CT Email: _____

Principal: _____

School Phone: _____ School Hours: _____ Room Number: _____

Cluster: _____

My complete class schedule at my student teaching assignment is:

Period/Time	Monday	Tuesday	Wednesday	Thursday	Friday

The space provided below is for important holidays, in-service days, or any other time when class will not be held in my school:

Complete this schedule and give it to your University Supervisor at the end of the first week.

Outside Work and Coursework Schedule

You are strongly encouraged to avoid taking classes or working at another job during student teaching. We consider student teaching to be a full-time job, and given that this is the capstone of your preparation as a teacher, you will want to have your strongest performance this semester. You are expected to participate in **all** activities in the school and the district, and to take part in after-school programs, special programs, PTA meetings, faculty meetings, and any other activities of the school. Part-time or full-time employment is not to interfere with student teacher activities. Each student teacher will be in the classroom or teaching area a full day, five days a week, except for required student teaching seminars or district holidays.

Work is not considered a valid excuse for missing school or school requirements. If you must work or take classes, be sure this sheet reflects your schedule accurately so that your university supervisor will be informed.

Student teacher's name: _____ Date: _____

Home Phone: _____ Cell Phone: _____

E-mail address: _____

☐ **I am not enrolled in any extra coursework beyond that which is required for this semester.**

☐ I am currently enrolled in _____ hours above and beyond the hours required on my degree plan this semester.

Initial: _____ I assure that this coursework has been approved by petition.

I have been approved for the courses and times listed below:

☐ **I will not be working during student teaching.**

☐ I will be working in addition to student teaching.

Initial: _____ I understand that my work hours may not interfere with daytime field experience or coursework.

These are the location, hours, and days I will be working:

Print this report and submit to your supervisor during the first day of orientation. Submission of this form does not constitute program approval of additional coursework or outside work.

Student Teaching Attendance Log

Student Teacher _____ Semester _____ Cluster _____

School Campus _____ Campus Duty Hours _____

Cooperating Teacher: Please initial to verify your student teacher's attendance on campus at the actual time written **each morning** when your student teacher comes on campus **and again at end of each day** when he/she is leaving. **Each day's "in" and "out" time entries cannot both be filled in at the beginning of the day.** Times written are required to be an accurate indication of the student teacher being on time each day and leaving at the end of the full duty day. **This form becomes part of the student's official file.**

Student Teacher: Make a copy of this form and keep it handy every single day of the semester. Record the calendar week date beneath the semester week every Monday. **Every week of the semester must be recorded in this log.** Therefore, on weeks that you are on campus at UH, please record "campus week" on the appropriate week's row in the log. If attending a required student teaching function (e.g., ARK, symposium, etc.), that must be recorded on the log as well. Take a picture of the form (or scan it) and email it to your supervisor EVERY FRIDAY before leaving. Make sure the time and initial are legible. **You are expected to maintain the same contract hours as your CT. Outside work or coursework is not allowed during these contract hours, unless otherwise approved by petition.**

WEEK		MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
		IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT
Wk 1	Time/ CT initial										
Wk 2	Time/ CT initial										
Wk 3	Time/ CT initial										
Wk 4	Time/ CT initial										
Wk 5	Time/ CT initial										
Wk 6	Time/ CT initial										
Wk 7	Time/ CT initial										
Wk 8	Time/ CT initial										
Wk 9	Time/ CT initial										
Wk 10	Time/ CT initial										
Wk 11	Time/ CT initial										
Wk 12	Time/ CT initial										
Wk 13	Time/ CT initial										
Wk 14	Time/ CT initial										
Wk 15	Time/ CT initial										
Wk 16	Time/ CT initial										
Wk 17	Time/ CT initial										
Wk 18	Time/ CT initial										

Additional comments or explanation, as needed:

Weekly Formative Assessment

Student Teacher: _____ Cooperating Teacher: _____

School: _____ District: _____ Grade/Subject: _____

Cooperating Teacher: Please complete this information on a weekly basis regarding your Student Teacher, including days absent, strengths, and areas to grow. It is the student teacher's responsibility to bring this form to you each week.

Week	Days Absent	Highpoints	Working On	CT Initials
Wk 1 *				
Wk 2 *				
Wk 3 *				
Wk 4 *				
Wk 5 *				
Wk 6 *				
Wk 7 *				
Wk 8 *				
Wk 9 *				
Wk 10 *				
Wk 11 *				
Wk 12 *				
Wk 13 *				
Wk 14 *				
Wk 15 *				
Wk 16 *				
Wk 17 *				
Wk 18 *				

Final Comments:

Cooperating Teacher Signature: _____ Date: _____

Student Teaching Progress Report

Student Teacher: _____ Cooperating Teacher: _____

School: _____ District: _____ Grade/Subject: _____

University Supervisor: Please complete this information for each visit to your Student Teacher, including specific beginning times, and the duration of the actual observation, exclusive of conference time. Keep this form as the cover sheet for the Student Teacher's Official File.

Date	Visit Beginning/ Ending Time	Observation Duration	Purpose of Visit	Comments

Final Recommendation Comments:

Final Grade Recommendation: A B C D F

University Supervisor Signature: _____ Date: _____

UH Lesson Plan Template

Note: Instructional suggestions for each section are provided in blue text. Delete all blue text and replace it with your own.

First and Last Name	Your name
----------------------------	-----------

Lesson Overview	
Lesson Title	A creative lesson name
Lesson Description	A concise overview of your lesson that would help a teacher to make decisions about teaching it.
Unit Title	List the unit(s) into which the lesson fits.
Real world applications/connections	List any practice links to students' lives in small or broad contexts.
Content Area Standards Alignment	Include all content TEKS that your Lesson targets.
Technology Standards Alignment	Include all technology TEKS that your Lesson targets.
Objectives	Include all objectives for student learning, written in proper, measurable objective format.
Grade Level	Indicate the main grade level for which the lesson is designed. Tell how this lesson is developmentally appropriate for this age student.
Estimated Time Needed for this Lesson	Example: One 50-minute class period

Resources/Materials/Tools	
Terms/Vocabulary	List any new terms or vocabulary words students will learn.
Technology resources (hardware, software, websites, Technology-Enhanced Lesson Supports), and rationale for why each is vital for instruction:	List all specific technology tools needed, including any preparation, development, or checkout procedures needed required. For each resource, present the rationale for why each is vital to support learning (i.e., why this technology for this TEK in this way?)
Non-Technology resources and rationale for why each is vital for instruction:	List all specific materials needed, including any preparation, development, or checkout procedures needed required. For each resource, present the rationale for why each is vital to support learning (i.e., why this resource for this TEK in this way?)

Lesson Procedures			
Stage of Lesson	Step-by-Step Lesson Sequence	Lesson Management	Resource Management
This template is built on the traditional "Madeline Hunter" type of lesson structure. The format can also be used with 5 E . . . or another lesson plan scheme . . .this is where you can customize to fit your purpose.	A step-by-step description of the scope and sequence of lesson activities, with estimated time on task noted in parentheses for each step. In other words, completely describe the flow of the lesson, the content to be presented, and the strategies to be used. The more detailed you make this description, the more likelihood you will anticipate any challenges or teachable moments that might occur. Include actual words you will use and questions you will ask students. Consider items such as: parts of the lesson that might be difficult, and how you will know whether you can go on; how to ensure that students completely understand directions before releasing them to work independently; and what students will do if they finish their work early.	Describe how each stage of the lesson will be managed, including role of teacher and learners (who is doing what at each point), location (e.g., classroom, computer lab, outside), and any special considerations, such as for differentiated instruction.	Cite specifically what resources for this activity (non-technology and technology) will be used, and describe in detail how they will be used. Note who will be using the tool and in what ways. Note any safety considerations needed.
Focus/ Anticipatory Set <i>(motivational hook)</i>			
Content Input <i>(could include content outline, presentation format, questioning, modeling, examples)</i>			
Guided Practice <i>(identify students who failed to master lesson objectives)</i>			
Independent Practice <i>(vertical expansions of lessons; re-teaching and enrichment)</i>			
Closure			
[add or delete rows as needed]			

Plans for Differentiated Instruction/Accommodations

Special Education Students	Identify specific strategies you will use, such as modified requirements, differentiated instruction and assessment, extended work time, guiding templates, support structures, and school personnel with who you may need to consult. The more specific you get here—for specific kids' needs, and for this specific lesson content—the better.
English Language Learners	Identify specific strategies you will use, such as researching Internet sites and other resources in students' native language, allowing alternate ways to demonstrate their learning, support personnel with who you may need to consult, gaining the help of peers. The more specific you get here—for specific kids' needs, and for this specific lesson content—the better.
Gifted and Talented Students	Identify specific strategies you will use to extend instruction, such as more challenging tasks, extensions that require in-depth uncoverage of content, expanded investigation in related topics of the learner's choice, open-ended tasks or projects. Remember that planning for children who finish work early may be different than planning for students who are working at a higher academic level. The more specific you get here—for specific kids' needs, and for this specific lesson content—the better.
Other	

Potential Challenges/Plan B

Rarely do lessons go exactly as planned. Think through the challenges you might face in this particular lesson (e.g., students not understanding, materials not working, the pace being too quick or too slow), and then propose several "Plan B" scenarios so you can be as prepared as possible.

Assessment

A description of the assessments you will use throughout and after the lesson to ensure that students have learned, including the context and specific procedures for evaluating student learning. Based on the learning objectives, assessment can occur through interview, observation, journals, essays, quizzes, tests, final products, and lots of other ways. Assessments can be conducted by the teacher, peers, and/or the students themselves. If you have a specific rubric, link it or paste it.

Notes and Credits*

There are many lesson plan ideas available, from other teachers, curriculum guides, and online. You are free to use whatever information you find to inspire your lesson planning, provided:

1. You properly cite your sources;
2. You fit the information into this required lesson format, meaning you will need to add additional information to complete the lesson; and
3. You modify the lesson to fit your objectives and student needs (You will almost never teach any lesson as is – even those found in your teacher's guides. You will always know best what the individual learners in your classroom will respond to.)

UH Lesson Plan Assessment Rubric

Performance Expectation	Beginning	Developing	Proficient	Comments
Standards	Some standards are listed, but may be incomplete.	Related content and/or technology standard(s) are listed.	Related content and technology standard(s) are detailed and TEKS identified.	
Objectives	Lesson objective(s) lack clarity and/or measurability; connection to standard not apparent.	Lesson objective(s) are somewhat clear and measurable; partial connection to standard.	Lesson objective(s) are clear, measurable, and specific to standard; lesson is developmentally appropriate.	
Resources, Materials, Use of Technology	List of materials, vocabulary, and use of technology is given limited attention.	List of materials, vocabulary, and/or use of technology is incomplete or inaccurate. Teacher resources, websites, materials needed and any special preparation is not included.	List of materials, vocabulary, and/or use of technology is provided for both teacher and students. All teacher resources, websites, materials needed and any special preparation are included in the procedures, including a rationale for why each is vital to support learning..	
Lesson Sequence	There is inadequate sequence to the lesson plan, or there may be some logical steps missing.	Provides a step-by-step description of the scope and sequence of lesson activities.	Provides a step-by-step description of the scope and sequence of lesson activities, including actual wording and questions that will be used. Clear alignment between all instructional activities and the stated objective is evident. Lesson shows evidence that teacher understands the content and the learning processes, and that instruction is planned to be engaging. Consideration is given for parts of the lesson that might be difficult, ensuring student understanding, and what students will do if they finish their work early. Effective lesson closure occurs.	
Lesson Management	Does not describe how the lesson will be managed.	Describes lesson management in general terms.	Describes how each stage of the lesson will be managed, including role of teacher and learners (who is doing what at each point), location, and any special considerations, such as for differentiated instruction.	
Resource Management	The teacher does not have a plan to effectively manage student and/or teacher resources.	Resources that are planned are listed.	Resources that are planned are listed and how they will be used is described in detail, including who will be using the tool and in what ways.	
Differentiation/ Accommodation	Includes no modifications or accommodations.	Includes only general modifications/accommodations for special needs students, English Language Learners, and gifted and talented students.	Includes strategies and modifications for diverse learners: special needs students, English Language Learners, gifted and talented students, and others; strategies are specific to the lesson content.	
Assessment	Assessment provided for the lesson but doesn't measure, or inaccurately measures the objective(s).	Assessment provided for the lesson but incompletely measures the objective(s).	Formative and/or summative assessment is developed, age-appropriate, and has clear relationship to the lesson objective(s).	

UH Teaching Assessment Rubric

Student Teacher: Subject Area: Topic of Lesson: Grade Level: Date:	Supervisor: ID: Beg. Time: Duration: End Time:
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CREATING A POSITIVE, PRODUCTIVE CLASSROOM ENVIRONMENT

<i>Classroom Climate</i>				
Basic (0-2)	Developing (3-7)	Proficient (8-10)	Evidence for Rating	Rtg.
The Student Teacher creates a positive, productive classroom environment that <ul style="list-style-type: none"> <input type="checkbox"/> utilizes cooperation and collaboration; <input type="checkbox"/> uses random questioning strategies (e.g., the Go-Around Cup); <input type="checkbox"/> arranges physical. Safety. 	and...the Student Teacher creates a classroom environment that <ul style="list-style-type: none"> <input type="checkbox"/> features mutual respect and positive relationships among students; <input type="checkbox"/> establishes nurturing and caring relationship with each student; <input type="checkbox"/> addresses students' emotional needs and respects students' rights and dignity. 	and...the Student Teacher creates a classroom environment that <ul style="list-style-type: none"> <input type="checkbox"/> respects and uses as an asset diversity of all types; <input type="checkbox"/> uses a variety of means to convey high expectations for all students. 		

<i>Learning Environment</i>				
Basic (0-2)	Developing (3-7)	Proficient (8-10)	Evidence for Rating	Rtg.
The Student Teacher <ul style="list-style-type: none"> <input type="checkbox"/> provides clear expectations and routines to organize learning actions and guide student behavior; and <input type="checkbox"/> holds students accountable for adherence to school and/or class rules. 	and...the Student Teacher <ul style="list-style-type: none"> <input type="checkbox"/> schedules activities and manages time in ways that maximize student learning (e.g., strategies to gain attention, pace lessons, and manage transitions); <input type="checkbox"/> manages materials, supplies and technology; and <input type="checkbox"/> coordinates the performance of non-instructional duties (e.g., taking attendance) with instructional activities. 	and...the Student Teacher <ul style="list-style-type: none"> <input type="checkbox"/> effectively arranges learning in various grouping sizes; <input type="checkbox"/> promotes students' ability to work together cooperatively and productively; <input type="checkbox"/> encourages students to assume responsible active roles; <input type="checkbox"/> emphasizes collaborative skills and individual accountability. 		

<i>Behavior Management</i>				
Basic (0-2)	Developing (3-7)	Proficient (8-10)	Evidence for Rating	Rtg.
The Student Teacher reinforces standards for behavior by using <ul style="list-style-type: none"> <input type="checkbox"/> rewards (extrinsic and intrinsic); <input type="checkbox"/> praise; <input type="checkbox"/> consequences (fixed and responsible), as appropriate. 	and...the Student Teacher <ul style="list-style-type: none"> <input type="checkbox"/> continually monitors student conduct; <input type="checkbox"/> redirects off-task and minimally disruptive behavior in ways that allow the lesson to continue. 	and...the Student Teacher <ul style="list-style-type: none"> <input type="checkbox"/> responds consistently and respectfully to manage disruptive behavior, if evident. 		

IMPLEMENTING EFFECTIVE, RESPONSIVE INSTRUCTION AND ASSESSMENT

Communicating Effectively

Basic (0-2)	Developing (3-7)	Proficient (8-10)	Evidence for Rating	Rtg.
The Student Teacher <ul style="list-style-type: none"> □ clearly states the objective for the lesson and the rationale for the objective at the beginning of the lesson; □ uses clear, accurate communication with language that is appropriate to students' ages, interests and backgrounds; □ uses instructional materials that are accurate and appropriate for the lesson being taught. 	and...the Student Teacher <ul style="list-style-type: none"> □ breaks down concepts into instructional parts and teaches each part using appropriate, effective strategies; □ communicates directions, explanations and procedures effectively; □ uses strategies for adjusting communication to enhance student understanding; □ engages in questioning and leads student discussions; □ includes appropriate wait time. 	and...the Student Teacher <ul style="list-style-type: none"> □ uses strategies for adjusting communication to enhance student understanding (e.g., by providing examples, simplifying complex ideas, using appropriate communication tools); □ fosters active student inquiry, higher-order thinking, problem solving and productive, supportive interactions, □ engages in skilled questioning □ leads effective student discussions. 		

Appropriate Instruction

Basic (0-2)	Developing (3-7)	Proficient (8-10)	Evidence for Rating	Rtg.
The Student Teacher <ul style="list-style-type: none"> □ presents an appropriate instructional sequence (e.g., anticipatory set, guided practice, closure); □ employs various instructional techniques (e.g., discussion, inquiry, problem solving); □ links to students' prior knowledge and experience. 	and...the Student Teacher <ul style="list-style-type: none"> □ uses various strategies to promote student engagement and learning (e.g., by structuring lessons effectively, using flexible instructional groupings, pacing lessons flexibly in response to student needs, including wait time); □ provides focused, systematic, differentiated instruction that targets all students, including ELL, special education, and gifted. 	and...the Student Teacher <ul style="list-style-type: none"> □ varies teacher and student roles in the instructional process; □ provides instruction that promotes intellectual involvement and active student engagement; □ engages in continuous monitoring of instructional effectiveness; □ employs effective motivational strategies. 		

Content

Basic (0-2)	Developing (3-7)	Proficient (8-10)	Evidence for Rating	Rtg.
The Student Teacher presents content that is <ul style="list-style-type: none"> □ accurate. □ relevant and meaningful. 	and...the Student Teacher presents content <ul style="list-style-type: none"> □ in multiple ways to promote student understanding; □ that is developmentally appropriate (e.g., representational, concrete, abstract). 	and...the Student Teacher <ul style="list-style-type: none"> □ presents content with strategies specific to promoting understanding of the particular content. 		

Technology				
Basic (0-2)	Developing (3-7)	Proficient (8-10)	Evidence for Rating	Rtg.
The Student Teacher <input type="checkbox"/> uses available technology to facilitate classroom instruction, as appropriate to the lesson; <input type="checkbox"/> manages location and placement of equipment in the classroom environment to minimize distraction or disruption.	and...the Student Teacher <input type="checkbox"/> employs strategies and procedures to ensure that students have equitable access to available technology; <input type="checkbox"/> monitors the use of available technology in the classroom; <input type="checkbox"/> provides smooth transitions into and out of technology components of the lesson; <input type="checkbox"/> manages time to ensure efficient distribution and usage of technology equipment by the teacher and/or the students.	and...the Student Teacher <input type="checkbox"/> uses available technology to enhance student learning; <input type="checkbox"/> uses technology to develop knowledge, skills, and creativity; <input type="checkbox"/> provides engaging and motivating learning experiences using technology; <input type="checkbox"/> includes a pre-planned and prepared "Plan B" if technology equipment fails.		

Performance and Achievement				
Basic (0-2)	Developing (3-7)	Proficient (8-10)	Evidence for Rating	Rtg.
The Student Teacher uses assessments that are <input type="checkbox"/> aligned to instructional objective; <input type="checkbox"/> age appropriate.	and...the Student Teacher <input type="checkbox"/> monitors instruction against student performance and makes real-time adjustments; <input type="checkbox"/> Uses appropriate language and formats; <input type="checkbox"/> provides students with timely, effective feedback that is accurate, constructive, substantive and specific.	and...the Student Teacher <input type="checkbox"/> responds flexibly to various situations (e.g., lack of student engagement in an activity, the occurrence of an unanticipated learning opportunity); <input type="checkbox"/> adjusts instructional approaches based on ongoing assessment of student performance.		

Areas of Strength	Goals for Next Lesson	Avg. Rtg.

Student Teaching Midpoint/Final Assessment

Student Teacher:

Date:

Cooperating Teacher:

Grade/Subject:

University Supervisor:

Midpoint/Final

Semester: Spring/Fall

DESIGNING INSTRUCTION AND ASSESSMENT TO PROMOTE STUDENT LEARNING.			
Human Development - The student teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.			
Indicator Keywords: Developmentally Appropriate, Instrument Matches Assessment, Customized Plans to the Standards.	Beg.	Dev.	Prof.
Comments:			
Student Diversity - The student teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.			
Indicator Keywords: Accommodations, Varied Learners	Beg.	Dev.	Prof.
Comments:			
Effective Instruction - The student teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.			
Indicator Keywords: TEKS, Pre-Assessment, Data, Logical Sequence of Lessons	Beg.	Dev.	Prof.
Comments:			
Learning Process - The student teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.			
Indicator Keywords: Questioning, Reteaching, Anticipates Problem Areas, Plans for Direction	Beg.	Dev.	Prof.
Comments:			
CREATING A POSITIVE PRODUCTIVE CLASSROOM ENVIRONMENT			
Classroom Climate - The student teacher knows how to establish a classroom climate that fosters learning, equity and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.			
Indicator Keywords: Routines, Rapport, Humor	Beg.	Dev.	Prof.
Comments:			
Learning Environment - The student teacher understands strategies for creating an organized and productive learning environment.			
Indicator Keywords: Use of instructional time, transitions, engagement, time on task, routines, Use of materials.	Beg.	Dev.	Prof.
Comments:			
Behavior Management - The student teacher understands strategies for managing student behavior.			
Indicator Keywords: Behavior expectations, Redirect Inappropriate Behavior, Disruptive Behavior	Beg.	Dev.	Prof.
Comments:			

IMPLEMENTING EFFECTIVE RESPONSIVE INSTRUCTION AND ASSESSMENT			
Communicating Effectively - The student teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.			
Indicator Keywords: Clear Language, Questioning, Directions, Whole group, Small group	Beg.	Dev.	Prof.
Comments:			
Appropriate Instruction - The student teacher provides appropriate instruction that actively engages students in the learning process.			
Indicator Keywords: Anticipatory Set, Follows plans, Sequence, Manage People, Manage Resources	Beg.	Dev.	Prof.
Comments:			
Content - The student teacher provides accurate and developmentally-appropriate content.			
Indicator Keywords: facts, resources, knowledge.	Beg.	Dev.	Prof.
Comments:			
Technology - The student teacher incorporates the effective use of technology to plan, organize, deliver and evaluate instruction for all students.			
Indicator Keywords: Rational use for technology	Beg.	Dev.	Prof.
Comments:			
Performance and Achievement - The student teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.			
Indicator Keywords: Formative and Summative Assessments, Age Appropriate, Re-teaching, Use of Assessment in planning	Beg.	Dev.	Prof.
Comments:			
FUFILLING PROFESSIONAL ROLES AND RESPONSIBILITIES			
Professional Knowledge and Skills - The student teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community in participating in various types of professional activities.			
Indicator Keywords: Supportive and cooperative relationships, Life-long learner	Beg.	Dev.	Prof.
Comments:			
Legal and Ethical Requirements - The student teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.			
Indicator Keywords: student information, confidential	Beg.	Dev.	Prof.
Comments:			

Cooperating Teacher's Signature:

Date:

Student Teacher's Signature:

Date:

Professional Attributes Assessment

Student Teacher: _____ Cooperating Teacher: _____ University Supervisor: _____
 Grade/Subject: _____ Date: _____ midpoint/final Spring/Fall 20 _____

This evaluation assesses the professional attributes, characteristics, and behaviors of student teachers. It does not address teaching performance, scholarship, or achievement criteria. The **Student Teacher**, **Cooperating Teacher**, and **University Supervisor** all complete this form independently at midterm and at the end of the semester, and then discuss ratings together at the Midterm Formative Conference and Final Summative Conference. Following the conference, the Supervisor will place a copy in the Student Teacher's Official File, place one in the School File, and give one to the Student Teacher.

5 – Exceptional 4 – Strong 3 – Adequate 2 – Marginal 1 – Unsatisfactory NA - Not Applicable

	1. Health and Ableness: The candidate has the physical and mental characteristics, sufficient motor coordination and energy, adequate visual and auditory acuity, and otherwise good health needed to effectively and independently implement the instructional and managerial duties associated with teaching the levels and fields for which the candidate is being prepared.
	2. Appearance: The candidate takes pride in his or her personal appearance and presents him/herself in manner of dress and hygiene professionally appropriate to the age students being taught.
	3. Cooperation: The candidate works cooperatively with peers, site teachers, and faculty; contributes constructively to group objectives; disagrees courteously, avoids sarcasm, makes constructive suggestions; accepts suggestions and constructive criticism; and modifies behavior appropriately.
	4. Tactfulness: The candidate recognizes the implications of words and actions upon others and avoids situations which offend institutional and community mores.
	5. Flexibility and Patience: The candidate displays a willingness and ability to adapt to changes in events, conditions, activities, and tasks, and an overall patience for circumstances and human interactions.
	6. Organization: The candidate monitors and controls time, materials, and product expectations.
	7. Enthusiasm: The candidate displays energy and enthusiasm and responds appropriately to humor.
	8. Creativity: The candidate synthesizes theory and practice into new personalized adaptations and applications.
	9. Initiative and Risk-Taking: The candidate displays independence and motivation in undertaking activities and assignments.
	10. Responsibility: The candidate undertakes and completes assigned tasks, meets University and program requirements and deadlines, anticipates problems and plans ahead, and adapts to professional standards and policies.
	11. Attendance and Punctuality: The candidate is present and punctual for class and appointments; arranges ahead of time with all necessary individuals for unavoidable delays or absences; and does not solicit exceptions for any but very special and legitimate circumstances.
	12. Maturity: The candidate displays poise in task completion and personal interactions, acknowledges his or her own responsibility and culpability, and does not attempt to transfer fault or blame to others or to rationalize his or her own inadequate or missing performance.
	13. Oral Communication: The candidate's oral communication reflects appropriate voice and speech delivery; clarity, fluency, and grammatical correctness; use of standard English and understandable accent; appropriate formality to any situation; and verbal flexibility allowing rephrasing or translating of ideas or questions until instruction is clear to students.
	14. Written Communication: The candidate's written products reflect appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage; and demonstrate organization and composition that effectively communicate ideas, directions, explanations, lesson plans, messages, and other teaching-related written products.
	15. Demeanor: The candidate demonstrates positive attitudes in interactions with other professionals; collaborates with peers; relates easily and appropriately to those in authority; complies with rules and reports problems with school and university operations with reference to specific evidence and reasonable courtesy.
	16. Rapport: The candidate relates easily and appropriately to children, youth, and others responsible to him or her, providing leadership or direction while involving others and listening to and incorporating their desires and concerns.
	17. Awareness of Individual Differences: The candidate recognizes and empathizes with human differences in ethnicity, gender, physical ability and intellectual ability, and demonstrates sensitivity to social expectations in varied environments.
	18. Professionalism: The candidate recognizes, seeks, and applies the best theory, research, and practice in professional activities, is proud to assert his or her intention of becoming a teacher, and demonstrates a commitment to education as a career.
	19. With-it-ness: The candidate exhibits simultaneous awareness of all aspects of the learning environment.
	20. Reflectivity: The candidate reflects and evaluates professional experiences with constructive criticism.

Student Teacher _____ University Supervisor _____ Cooperating Teacher _____ Date _____

Cooperating Teacher Evaluation of University Supervisor

Cooperating Teacher: _____ Semester (Circle): Fall Spring 20____

University Supervisor: _____ Grade/Subject: _____

School: _____ District: _____

Please help us in obtaining feedback on the quality of the university supervision we provide our student teachers by completing the brief questionnaire below. Please check the appropriate response.

[Note: this form is provided as an example only. It will be submitted online.]

1. The University of Houston Supervisor was cooperative and communicated well with public personnel.

____ Yes ____ No

Comments:

2. Meetings with the Supervisor were purposeful and constructive. ____ Yes ____ No

Comments:

3. I would prefer ____ more ____ fewer ____ the same number of meetings.

Comments:

4. I would like to work with this Supervisor again: ____ Yes ____ No

Comments:

5. The Supervisor visited ____ times. A typical visit lasted ____ minutes.

The Supervisor observed ____ lessons.

Comments:

Student Teacher Evaluation of University Supervisor

Student Teacher: _____ Semester (Circle): Fall Spring 20____

University Supervisor: _____ Grade/Subject: _____

Please help us in obtaining feedback on the quality of the university supervision we provide our student teachers by completing the brief questionnaire below. Please check the appropriate response.

[Note: this form is provided as an example only. It will be submitted online.]

My University Supervisor . . .

1. Was accessible when I made my needs known and kept appointments as agreed.

Seldom **Often** **Consistently** _____

2. Watched me teaching in ____ (number of) classes.

Comments:

3. Worked effectively with my Cooperating Supervisor and me.

Seldom **Often** **Consistently** _____

Comments:

4. Provided descriptions of my teaching behavior and made suggestions to improve my instructional effectiveness.

Seldom **Often** **Consistently** _____

Comments:

5. Kept me informed of my progress.

Seldom **Often** **Consistently** _____

Comments:

6. Would be a great benefit to other student teachers in the future.

Yes **No** _____

Comments:

Student Teacher Evaluation of Cooperating Teacher

Cooperating Teacher: _____ Semester (Circle): Fall Spring 20____

School: _____ District: _____

Student Teacher: _____ Grade/Subject: _____

[Note: this form is provided as an example only. It will be submitted online.]

1. My Cooperating Teacher took time each day to have formal and informal conferences concerning my teaching.
Yes ____ No ____ Comments: _____
 2. My Cooperating Teacher allowed me to observe class for a short period of time and then followed a logical sequence from observation to guided practice to independent practice.
Yes ____ No ____ Comments: _____
 3. My Cooperating Teacher helped me become familiar with duties that teachers perform such as record keeping, procedures, faculty meetings, special events, and parent conferences.
Yes ____ No ____ Comments: _____
 4. My Cooperating Teacher encouraged me to develop my own ideas and teaching techniques.
Yes ____ No ____ Comments: _____
 5. My Cooperating Teacher provided me with information about district, building, and grade level policies and procedures.
Yes ____ No ____ Comments: _____
 6. My Cooperating Teacher provided me with help in planning, selecting materials and methods, and in evaluating learning.
Yes ____ No ____ Comments: _____
 7. My Cooperating Teacher and I analyzed my teaching behaviors regularly and developed plans to improve my teaching effectiveness.
Yes ____ No ____ Comments: _____
 8. I would recommend my Cooperating Teacher to new student teachers.
Yes ____ No ____ Comments: _____
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Teaching and Learning Professional Attributes Policy

A key benchmark of the Teacher Education program is the ongoing tracking of your Professional Attributes. This list describes affective characteristics and behaviors expected of a professional educator. You have been introduced and assessed on Professional Attributes in Pre-Teaching and Developing Teaching. In Student Teaching, the Professional Attributes will be used for evaluation purposes. The expectation is that all candidates will exhibit these Professional Attributes in all courses and field experiences throughout the program.

This expanded list of the Teacher Education Professional Attributes provides additional detail to guide implementation and evaluation.

CRITERIA 1: Physical Characteristics

1. **Health and Ableness:** The candidate has the physical and mental characteristics, sufficient motor coordination and energy, adequate visual and auditory acuity, and otherwise good health needed to effectively and independently implement the instructional and managerial duties associated with teaching the levels and fields for which the candidate is being prepared.

Implementation: University and school personnel will observe the candidate's ability to perform the physical requirements normally associated with the teaching position sought. A candidate's ability to move about safely on the university and/or school campus, to manipulate various teaching tools, and to perform other special movements associated with the duties of a particular teaching position are necessary. A candidate's functioning in normal situations requiring an individual response, interaction with others, meeting obligations, and handling problems will be considered, as will a candidate's attendance record and the number of medical excuses submitted. Insurmountable limitations may be grounds for denial of admission to and continuation in Teacher Education and of recommendation for certification. A teacher candidate who experiences chronic difficulties will be encouraged to seek medical help.

2. **Appearance:** The candidate takes pride in his or her personal appearance and presents him/herself in manner of dress and hygiene professionally appropriate to the age students being taught.

Implementation: The personal appearance of candidates as well as their personal management of the learning environment will be observed by both university and public school personnel. A pattern of poor body hygiene, sloppy dress, inappropriate attire, visible tattoos or piercings, or other dress code violations will be cause for concern.

CRITERIA 2. Personality Characteristics

3. **Cooperation:** The candidate works cooperatively with peers, site teachers, and faculty; contributes constructively to group objectives; disagrees courteously, avoids sarcasm, makes constructive suggestions; accepts suggestions and constructive criticism; and modifies behavior appropriately.

Implementation: Evidence of this attribute is obtained in a wide variety of group situations, from participation in whole class discussions and small group activities; to questioning and contributing in class, departmental, and social task-related meetings; to conversation with peers and advisors. Faculty members, school personnel, supervisors, and peers can all contribute to the assessment of an individual's effectiveness in cooperative group processes. Either continual domination or withdrawal, intimidation of or deference to others, and aggression or resistance, will be evidence of problems in this area.

4. **Tactfulness:** The candidate recognizes the implications of words and actions upon others and avoids situations which offend institutional and community mores.

Implementation: Because the teacher candidate serves as an important model to students and a key representative of the school and the university, a prospective teacher's ability to handle a variety of situations with a variety of adult and child individuals in appropriate ways is extremely important. The candidate will be aware of and compensate for the feelings and self-esteem of others.

5. **Flexibility and Patience:** The candidate displays a willingness and ability to adapt to changes in events, conditions, activities, and tasks, and an overall patience for circumstances and human interactions.

Implementation: The unexpected is the norm in teaching, so evidence of this attribute will be a candidate's response to the unexpected—changes in schedule, unexpected requirements, or unplanned challenges, such as a team member not completing his or her portion of a project. Responses that can be observed and measured include facial expressions, conversational tone with teachers, facilitators, supervisors, and peers, as well as written responses like emails and reflections.

6. **Organization:** The candidate monitors and controls time, materials, and product expectations.

Implementation: The organized candidate will keep a calendar so as to not be caught off-guard by due dates, have all course notes stored neatly in paper and electronic files; and come prepared to presentations or teaching episodes with all appropriate and necessary materials. Organization is a function of personality, so it is expected to take on various forms. Lack of organization will be evident in rushed and frantic responses and ill-prepared teaching performances.

7. **Enthusiasm:** The candidate displays energy and enthusiasm and responds appropriately to humor.

Implementation: It is expected that teaching candidates will be excited to be in the program and learning about their chosen profession. An enthusiastic, humorous approach to teaching leads to increased student engagement, interest, and learning. It is expected that a candidate's level of enthusiasm will be a function of his or her personality.

8. **Creativity:** The candidate synthesizes theory and practice into new personalized adaptations and applications.

Implementation: The creative teacher candidate pursues unusual, unique solutions and insights related to lesson planning, design, and presentation, organization of environment, and management of the learning environment. This attribute might be demonstrated by the integration of diverse contents in curricular strategies or by the use of unusual tools or usual tools in unusual ways or by fresh, spontaneous responses to teaching scenarios.

9. **Initiative and Risk-Taking:** The candidate displays independence and motivation in undertaking activities and assignments.

Implementation: The candidate will demonstrate this attribute by his or her readiness to step in, get involved, get up out of his or her chair, take risks, attempt the unfamiliar, and, sometimes, fail. He or she will show a willingness to assume leadership of his or her own learning rather than wait for learning to happen.

CRITERIA 3: Responsibility Characteristics

10. **Responsibility:** The candidate undertakes and completes assigned tasks, meets University and program requirements and deadlines, anticipates problems and plans ahead, and adapts to professional standards and policies.

Implementation: Evidence of the candidate's awareness of institutional requirements, rules, and schedules, and of the maturity and responsibility to meet such expectations, is obtained by noting the ease and promptness with which each candidate meets established expectations. Being familiar with handbooks and course syllabi, attending informational meetings, seeking early counsel from faculty advisors, facilitators or senior peers, and complying with stated procedures and schedules provide evidence for meeting this attribute. Frequent or continual failure to meet with or to complete procedures correctly, repeated requests for exceptions to rules, persistent violations of school policies, and the like will constitute grounds for a conclusion that this attribute has not been met.

11. **Attendance and Punctuality:** The candidate is present and punctual for class and appointments; arranges ahead of time with all necessary individuals for unavoidable delays or absences; and does not solicit exceptions for any but very special and legitimate circumstances.

Implementation: Evidence for this attribute may be obtained from every class and program related activity, including field experiences in the schools. Excessive absences with no legitimate excuse, persistent tardiness in attendance, repeated requests for exceptions, and unexplained failure to keep appointments or to attend announced meetings will be evidence that the candidate has not demonstrated this attribute.

12. **Maturity:** The candidate displays poise in task completion and personal interactions, acknowledges his or her own responsibility and culpability, and does not attempt to transfer fault or blame to others or to rationalize his or her own inadequate or missing performance.

Implementation: Evidence of this attribute is gathered from all the candidate's behaviors in his or her academic activities on campus and in his or her field-related responsibilities. The candidate who not only fails to appear or to prepare to meet a deadline or to fulfill some other responsibility but who also consistently tries to place the fault on someone else will be deemed to not have demonstrated this attribute. The closer a candidate is to completing the program and being certified to teach, the higher the level of maturity that will be expected.

CRITERIA 4: Communication Skills.

13. **Oral Communication:** The candidate's oral communication reflects appropriate voice and speech delivery; clarity, fluency, and grammatical correctness; use of standard English and understandable accent; appropriate formality to any situation; and verbal flexibility allowing rephrasing or translating of ideas or questions until instruction is clear to students.

Implementation: This attribute is evaluated in all oral interactions of the candidate, including in education courses and in formal interactions with faculty and staff as well as in the candidate's oral interaction with students in the schools. The candidate must initiate enough communication for this attribute to be assessed; hiding limitations through non-participation may also be evaluated negatively. The candidate must be able to supply either simpler or more complicated versions of the same message as the occasion requires. Candidates whose spoken language is grammatically incorrect will be so advised, remediation will be suggested, and opportunities to show improvement will be provided. However, it is the candidate's responsibility to make the improvement, and a person who cannot speak standard oral English may not be admitted to or continued in the Teacher Education program or recommended for certification.

14. **Written Communication:** The candidate's written products reflect appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage; display neat and legible
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handwriting and word-processed text; and demonstrate organization and composition that effectively communicate ideas, directions, explanations, lesson plans, messages, and other teaching-related written products.

Implementation: This attribute is evaluated through a formal test of grammar, mechanics, spelling, and diction at the beginning of the program, as well as through the continual assessment of candidates' written assignments, papers, and examinations. Information communications, such as email, are also considered a form of professional written communication and will be likewise assessed. Correctness is a basic essential, but clarity, organization, and significance of message are also necessary. Moreover, correctness must not only be recognized on a test but also in spontaneously produced writing generated by the candidate. A candidate with unacceptable writing skills will be encouraged to seek professional help either through a university program, or through a private tutor, and opportunities to demonstrate improvement will be provided. However, the responsibility rests on the candidate to make the improvement.

CRITERIA 5: Professional Relationship Skills

15. **Demeanor:** The candidate demonstrates positive attitudes in interactions with other professionals; collaborates with peers; relates easily and appropriately to those in authority; complies with rules and reports problems with school and university operations with reference to specific evidence and reasonable courtesy.

Implementation: For this attribute, good working relationships with adults at all levels should be evident. Cliques or unproductive peer relations, violent outbursts, by-passing those in authority, or the flagrant violation of rules and procedures would be grounds for faculty concern. Equally of concern would be cases where the teacher candidate was unwilling or unable to express a problem or seek assistance from a responsible administrator or faculty.

16. **Rapport:** The candidate relates easily and appropriately to children, youth, and others responsible to him or her, providing leadership or direction while involving others and listening to and incorporating their desires and concerns.

Implementation: This attribute is primarily met in field experiences related to children and youth in the public schools. However, it may also be met in professional activities in which the candidate is in a leadership role. Overlooking the reactions, needs, and involvement of those in his or her charge, finding it difficult to organize, to communicate with, or to direct the activities of a group he or she is responsible for, and failing to establish a mutually satisfying rapport with those he or she is to teach or supervise would be evidence that a candidate could not discharge the responsibilities of teaching.

17. **Awareness of Individual Differences:** The candidate recognizes and empathizes with human differences in ethnicity, gender, physical ability and intellectual ability, and demonstrates sensitivity to social expectations in varied environments.

Implementation: The candidate will be evaluated on this attribute in all interactions in the program, including coursework, meetings, and field experiences. He or she will be aware that the general expectation may require alteration of his or her customary behavior by changing that behavior to meet the expectation, whether it be in appearance, dress, language, or some other dimension of his or her social presence.

CRITERIA 6: Commitment to the Teaching Profession

18. **Professionalism:** The candidate recognizes, seeks, and applies the best theory, research, and practice in professional activities, is proud to assert his or her intention of becoming a teacher, and demonstrates a commitment to education as a career.

Implementation: Throughout the candidate's affiliation with the QUEST program, faculty and staff will observe whether the teacher candidate demonstrates behavior that reflects such

commitment. Unexcused or shoddy work, inattention, lack of participation, negative comments about children, and the like will be interpreted as lack of commitment.

19. **With-it-ness:** The candidate exhibits simultaneous awareness of all aspects of the learning environment.

Implementation: The With-it-ness attribute encompasses many intangibles required of the teaching profession. "With-it" teacher candidates are learning to "juggle," "spin plates," "think on their feet," and have "eyes in the backs of their heads." They can effectively balance all requirements of the job.

20. **Reflectivity:** The candidate reflects and evaluates professional experiences with constructive criticism.

Implementation: Good teachers constantly ask questions about their teaching and their students' learning. They review classroom data and consider what can be done differently. This attribute is demonstrated through inquiry-based coursework, conversations with Cooperating Teachers, facilitators, supervisors, and peers, and written reflections and assignments.
