

Student Teaching



Manual

Updated August 2024

**Teacher Education
155 EML Hall
North Dakota State University
Fargo, ND 58108**

Introduction

The preparation of teachers has played an important role in the mission of North Dakota State University almost since its inception in 1890. NDSU prepares secondary teachers in most academic subject areas. In addition, K-12 certification is available in physical education, art and music.

Teacher Education programs at NDSU are governed by the School of Education. The School of Education is part of the College of Arts and Sciences. Inquiries about Teacher Education should be directed to Dr. Jenny Linker, Head of the School of Education, PO Box 6050 – Dept. 2625, 210 Family Life Center, NDSU, Fargo, ND 58108-6050.

Policy for Teacher Education is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the Educational Standards and Practices Board (ESPB) of North Dakota. Such accreditation helps assure that our Teacher Education programs remain of high quality and respond to recent trends in education such as working with students with special needs, multicultural education, and the use of technology in instruction.

Teacher Education students at NDSU are encouraged to join professional organizations pertinent to their areas of specialization. Students are also encouraged to join the Student North Dakota United (SNDU), an affiliate of the National Education Association (NEA).

The School of Education offers a flexible array of Master's Degrees that allow graduate students to structure programs of study ranging from educational administration to comprehensive study of education, curriculum and instruction, and combinations with most academic areas offered in the secondary schools.

Section I

Responsibilities of Student Teachers

The following serves as a reminder to student teachers about their obligations to the university, cooperating teachers, and school districts. Student teachers should:

1. Make sure all necessary forms and administrative obligations to the School of Education have been completed or fulfilled prior to the beginning of Student Teaching.
2. Provide autobiographical data to the School of Education that we can make available to the cooperating teachers prior to the beginning of the assignment. Contact the cooperating teacher(s) prior to the beginning of your assignment to ascertain schedules, receive pertinent materials, and discuss the upcoming experience.
3. Adhere to the calendar of the school to which you are assigned for Student Teaching and follow the school's vacation schedule, **not that of NDSU**.
4. Work the same hours as your cooperating teacher(s).
5. Attend in-service meetings, staff meetings, parent conferences and similar events that your cooperating teacher attends.
6. Be in their assigned classrooms every day of their student teaching experience. If a student teacher is absent because of illness or other critical circumstances, the cooperating teacher(s) and university supervisor(s) **must** be notified. Excessive absence (excused or unexcused) may result in termination or extension of the student teaching assignment. If more than 2 absences are incurred, make-up of time is mandatory.
7. Not enroll in any courses other than Education 485, 487, and 488 (or H&CE equivalents) during the semester in which you are student teaching. (Must be approved by Teacher Education.)
8. Not be employed or involved in college extracurricular activities that detract from full time student teaching experience.
9. Attend extracurricular activities of the school in which you are teaching.
10. Provide or arrange for your own transportation to and from the school you are assigned.
11. Keep conversations about school staff and students confidential.
12. Assess the current dress norms of the teachers in the building to which you are assigned and dress accordingly.
13. Familiarize yourself with school rules and procedures. Ask for a faculty and/or student handbook and talk to your cooperating teacher(s) and principal(s) about school policies.
14. Plan your lessons in accordance with the directions of your cooperating teacher(s) and your university supervisor.
15. Adhere to the Professional Code of Conduct (ESPB) and NDSU Teacher Education Candidate Conduct Code.

Section II

Responsibilities of the University Supervisors

The School of Education holds the major responsibility for the supervision of its student teachers. In addition, several academic departments provide supervision. We have listed the academic areas and their respective contact persons at the end of this section, should you ever need to call them.

According to state law, each student teacher must be observed a minimum of two times. (NDSU requires 4 visits). A member of the School of Education and/or the student's major academic department will complete the observations. The major purposes of these observations are as follows:

1. To assist student teachers in critically examining their teaching;
2. To assist cooperating teachers in the supervision of student teachers;
3. To assist in solving interpersonal communication problems that may arise between student teachers and cooperating teachers;
4. To provide feedback to student teachers either in writing or through conferences with cooperating teachers and student teachers;
5. To keep cooperating teachers abreast of current DPI regulations and noteworthy innovations in the supervision of student teachers.

In addition to the above responsibilities, the university supervisor should also act as a liaison between the university and school administration, provide basic information to interested teachers about graduate school opportunities, and gather informal feedback about the efficacy of our pre-service teacher education program and suggestions for its improvement.

North Dakota State University University Supervision Guidelines

Procedures

1. **Contact your student teacher(s)** – call or email your student teacher(s) to determine the best time to meet with the cooperating teacher and student teacher for the first visit. Your first visit should occur **within the first two weeks** of the experience. This initial visit should be used for introductions, clarification of roles and expectations, discussion of requirements, and observations (calendar, lesson plans, video/audio recording), and determining schedule for future visits.
2. **Observe the student teacher FOUR times during the semester** (2 for each assignment for K-12 certification) – formal visits can be scheduled in advance **OR** may be done without notice. Be sure to leave your contact information with the cooperating teacher and student teacher so they have a way of contacting you. A timeline of the dates when each visit should be completed will be provided. Please follow the schedule as closely as possible.
3. **Visits** – each visit should last at least one class period and be followed by a personal conference with the student teacher. This conference should cover feedback from the

observation provided in written/electronic form to the student teacher. The forms should address strengths and weaknesses observed as well as specific suggestions for improvement. The observation protocol should be submitted to LiveText within 24 hours of the observation.

Note: Be sure to speak with the cooperating teacher at some time during each visit to ensure that there are not any problems. Open communication between the student teacher, cooperating teacher and university supervisor is vital to a successful experience!

4. **Final Visit** – schedule the final visit during the last two weeks of the experience. This is a good time to talk to the cooperating teacher about the final evaluation. You can share ideas about how the student teacher should be rated. The cooperating teacher will complete the evaluation, and go through it with the student teacher. Student Teaching (Educ/H&CE 487 – 9 credits) is graded “Pass” (P) or “Fail” (F) and Applied Student Teaching (Educ/H&CE 488 – 3 credits) is letter graded.

Remediation

If a student teacher is showing **unsatisfactory progress or performance** as a teacher, the following steps must take place.

1. The cooperating teacher, university supervisor and student teacher should meet to discuss the concerns and issues involved with the student teacher’s lack of proficiency.
2. In cooperation, a **documented plan** of action/remediation should be implemented. Included in the plan should be specific areas for improvement and a timeline (date) to achieve the improvement. The student teacher, cooperating teacher, university supervisor, and Director of Field Experiences should retain a copy of the documented plan.
3. When the identified date has come, the cooperating teacher, university supervisor and student teacher must meet to discuss and review progress made during the remediation period.
4. If satisfactory progress has **NOT** been made in the prescribed timeline, a decision must be made regarding the continuation of the student teaching experience. Refer to the following steps for further action.

For students who are doing **unsatisfactory** work at any point, please follow these steps:

1. The School of Education at North Dakota State University is responsible for the governance of Teacher Education programs, including Student Teaching. In conjunction with the several areas of education, it serves to admit and retain students in the Teacher Education programs. Each educational area is responsible for assigning students to appropriate teaching internship sites and retains absolute rights regarding assignments to

cooperating teachers and school districts. The Teacher Education Council and/or an educational area may, at its discretion, remove a student teacher from a particular student teaching assignment. Students are reminded that Student Teaching and its related activities are a full-time experience.

2. Should the student teacher lack sufficient teaching skills to receive a passing grade as determined by the cooperating teacher and university supervisor, the student will be informed in writing by the cooperating teacher(s) and university supervisor(s) of the areas of concern, in accordance with Teachers' Professional Practices Commission Guideline 67-02-01-02. Any concerns regarding student progress should be brought to the University Supervisor as soon as possible. Every reasonable effort will be made to inform the student of this prior to the official drop date of the semester.
3. Before a final decision is made, the student will have seven (7) days to respond, in writing, to the reports of the cooperating teacher(s) and university supervisor(s). The student will then be informed by the Teacher Education Program Coordinator or Director of Field Experiences of the Teacher Education program's decision. Such a decision might include, but is not limited to, the following:
 1. The student teacher will be encouraged to drop or withdraw from student teaching,
 2. The student teacher will be encouraged to extend student teaching beyond the normal completion date,
 3. The student teacher may be assigned a grade of "F".
4. If a student wishes to repeat student teaching after dropping, withdrawing, or failing due to unsatisfactory student teaching performance, the student must meet with the Teacher Education Program Coordinator or the Director of Field Experiences, who may outline an individual program of study designed to remedy the previously demonstrated weakness(es). The length of time allowed for the completion of the designated remedial program and re-application for student teaching will be left to the discretion of the Teacher Education faculty. Such a program may include, but is not limited to, the following:
 1. Personal/career counseling
 2. Workshops, course work, or directed independent study

Successful completion of the entire remedial program is a prerequisite to re-enrolling in student teaching.

Additional Information

Please share any feedback you receive from the school personnel regarding NDSU policies and programming with the Director of Field Experiences. Your activities as a liaison between schools and the university is extremely beneficial in helping us to improve our programs.

Student Teacher Advisors, North Dakota State University

<u>Academic Areas</u>	<u>Contact Person</u>	<u>Phone</u>
Education	Kim Overton	231-7203
Agricultural Education	Adam Marx Brooke Thiel	231-7439 231-5839
Business	Jeanette Hoffman	231-7127
English & English/Comm	Rebecca Chatham-Vazquez	231-7928
Family & Consumer Sciences	Mari Borr	231-7968
Health Education	Justin Pieterick	231-9613
History & Social Science	Ashley Baggett Larry Napoleon	231-8654 231-7684
Math	Jeanette Hoffman	231-7127
Modern Languages	Justin Wageman	231-7108
Music	Char Moe Mike Weber	231-6165 231-7420
Physical Education	Jenny Linker	231-8676
Science	James Nyachwaya Teresa Shume Lisa Montplaisir	231-8538 231-8748 231-6155
Certification Officer	Jeanette Hoffman	231-7127

Section III

Responsibilities of the Cooperating Teacher

The role of a cooperating teacher may be broken down into four major functions: establishing relationships, orientation, and assistance in planning, and evaluation. There are, however, steps cooperating teachers can take prior to the student teacher's arrival. Worksheet III-A describes some of these.

Worksheet III-A Cooperating Teacher Checklist Steps to Take Prior to Student Teacher's Arrival

- _____ Review student teacher's autobiographical data.
- _____ Inform colleagues that you will have a student teacher.
- _____ Establish a plan for having your student teacher observe other teachers and students.
- _____ Inform students that there will be another teacher working with them.
- _____ Review NDSU's expectations regarding student teaching (found in this Manual).
- _____ Have workspace available for your student teacher.
- _____ Have additional texts, teacher's manuals or editions, and other materials ready for your student teacher.
- _____ Have your personal student teaching "handbook" ready, or assemble equivalent materials, such as:

- Seating charts
- Faculty handbooks
- Student handbooks
- Yearbooks or class pictures
- Curriculum guide(s)
- Community information
- School forms
- Staff directory
- Emergency procedures
- School philosophy
- Daily class schedule
- Your personal resume

I. Establishing and Maintaining Relationships (or “Starting off on the right foot”)

It is vital to the success of student teachers that cooperating teachers establish and maintain clear channels for communication. Student teachers typically begin their experience with an emotional mix consisting of large doses of anxiety, anticipation, and excitement. Many cooperating teachers begin the experience with similar emotions. They need to be able to communicate their concerns and expectations to the student teacher.

While establishing an effective relationship with student teachers, cooperating teachers should also assist them in establishing relationships with other staff members and, perhaps most important, with the pupils.

Worksheet III-B lists some of the people student teachers should meet. Cooperating teachers may wish to fill it out prior to the student teacher’s arrival or ask the student teacher to complete the form in his or her copy of the Manual.

Worksheet III-B
People Whom Student Teachers Should Meet

<u>Position</u>	<u>Name</u>
_____ Principal	_____
_____ Asst. Principal	_____
_____ Counselor(s)	_____

_____ Department Chair	_____
_____ Other Teachers	_____

_____ Secretaries	_____

_____ Special Education Staff	_____

_____ Support Staff	_____

II. Orientation (or “Helping them find their way”)

Student teachers encounter many new things during their student teaching experience in the school. Cooperating teachers can help ease the transition by helping student teachers become acclimated to school life. Some of the areas about which student teachers may be curious:

- The school building
- School policies and procedures
- Your personal policies and procedures
- Student, especially those with special needs
- Professional issues

Cooperating teachers may wish to use Worksheet III-C with the student teacher on a tour of the school, or you may ask that the student teacher go exploring and find as many of the locations and items on the list as possible, returning to you with any questions.

Worksheet III-C Orientation to the Student Teaching Site

Take a tour of your school and discover the locations of such things as:

- | | |
|---|--------------------------------------|
| _____ fire alarms and extinguishers | _____gymnasium |
| _____ emergency exits and routes | _____teachers’ lounge |
| _____ the principal’s office | _____teachers’ rest rooms |
| _____ attendance clerk’s office | _____a telephone for teachers’ use |
| _____ custodian’s office | _____professional library |
| _____ library or instructional materials/media center | _____ Computer Lab/Technology Center |
| _____ auditorium | _____special education classrooms |
| _____ equipment storage rooms | _____parking |
| _____ intercom (and its uses) | _____nurse’s office |

Students

Factual, unbiased information about pupils is often a great deal of help to a student teacher. For example, knowing that a problem student is particularly sensitive about something could avoid difficulties that might arise out of the student teacher's innocent remarks or questions. Knowing which students need special help, which students are on an Individual Educational Plan (IEP), how certain students' behaviors are to be rewarded, and those students who can be relied upon for tutoring help, among others, can be valuable in helping student teachers plan for instruction. It goes without saying, however, that gossip or irrelevant private information about students should never be shared with student teachers.

The Profession

Cooperating teachers can help the student teacher get a feel for the reality of teaching by encouraging him or her to:

- Investigate journals in their academic area of general interest
- Attend extracurricular school activities
- Attend PTA, PTO or related parent organization meetings
- Attend meetings of local educator groups, including the school board
- Join professional organizations
- Discuss current professional issues
- Discuss your school's master contract and the collective bargaining process

***** **Cooperating Teacher Tip!** *****

Try creating your own student teacher handbook to answer these and many related questions. Contact the School of Education, NDSU, for ideas and suggestions.

III. Planning

All good teachers plan their instructional efforts. The student teachers should work with their cooperating teacher(s) and university supervisor(s) to plan and revise their lesson plans. Here are several points to keep in mind as you assist your student teacher with their planning:

1. Student teachers have had limited experience in planning for instruction and most likely no experience in testing their plans for a 50-minute period in front of real pupils.
2. Student teachers should plan for individual pupil differences.
3. Varied instructional approaches are generally better than a singular approach.
4. Student teachers should be able to answer to the satisfaction of the cooperating teacher what is planned, why it is being done that way, and when it will be done (including the sequence of instruction, equipment, and instructional techniques).
5. Student teachers **MUST** prepare detailed daily lesson plans when they assume the teaching load.
6. Lesson Plan Template included in Appendix A.

IV. Evaluation and Feedback

“Evaluation” and “feedback” are terms often used synonymously. There are, however, important differences between the terms and important differences regarding when they are to be employed.

In this Manual, “feedback” is seen as essentially a reporting process made without judgment. Included would be a person’s reflection of how another behaved (what was done, not how well) and the reactions that behavior caused in you and others. To a great degree, feedback is designed to offer a mirror to people, allowing them to see themselves as others do.

“Evaluation,” on the other hand, suggests that a person’s behavior is being measured or judged against some criteria. Unlike feedback, it includes a determination of “good or bad,” “right or wrong,” “better or worse,” “desirable or undesirable,” and so on.

Evaluation and feedback can be distinguished further from each other when one considers when they are used. Feedback can be and probably should be used from the very beginning of the student teaching experience to the end. Student teachers need to know how their behavior affects those around them. Evaluation is a process that should be entered into gradually, so that the cooperating teacher’s relationship with the student teacher will be a positive one. It is easy to hold the threat of evaluation over a student teacher’s head, and it is difficult to reduce the anxiety surrounding evaluation. An effective supervisor will never use evaluation as a threat and will always work towards eliminating the anxiety associated with it.

Steps Cooperating Teachers Can Take to Reduce Evaluation Anxiety:

1. Make evaluation a continuous process, commencing about the third week of student teaching, or whenever your student teacher has been involved in actual teaching for a week or so, and building to the end of the student teaching experience.
2. Encourage your student teacher to engage in regular self-evaluation.
3. Be open, frank, and consistent in evaluative comments. There should be NO surprises on the final evaluation day.
4. Before giving some criticism, ask:

Is it descriptive? (Does it accurately reflect what occurred and its strengths or shortcomings?)

Is it specific? (Vagueness and generalities are of little use.)

Does it deal with changeable things? (If the student cannot alter something, e.g. a physical setting or poor equipment, why bring it up?)

Is it being solicited? (Does the student teacher want advice? If so, it’s more likely to sink in. If not, be prepared to work with the student teacher to see the value in your point.)

Will it be heard? (Is the student teacher’s state such that he or she will be able to appreciate fully what you are saying? Upset or angry persons often may have to cool down before they can rationally deal with criticism.)

Has it been said before? (Old habits are hard to break, and constant badgering usually doesn’t help.)

Would I accomplish as much by being positive? (Could you instead encourage the student teacher for what was done well while waiting for a more opportune time to deal with whatever was done poorly?)

Section IV

Q: How are cooperating teachers selected?

A: Before teachers can be considered to be a cooperating teacher, certain North Dakota Education Standards and Practices Board (ESPB) criteria must be met:

1. Teachers must have acquired a minimum of two semester hours (three quarter hours) or the equivalent Continuing Education units or in-service in the supervision of student teaching.
2. Teachers must have a minimum of three years teaching experience and have been employed in their present position for at least one year.
3. Teachers must have the recommendation of the administration of the school district.

In addition, some school districts require membership in a professional organization whose purpose it is to improve the quality of field experiences and Teacher Education.

If teachers meet the above requirements, the School of Education then tries to match requests from our student teachers and the school districts. It is not always possible to match perfectly, however, and teachers may not have a student teacher when they would like one or may be asked to take one in a semester other than one requested.

Q: How often should the cooperating teacher and student teacher confer?

A: As often as they need to. How often is that? Obviously that will vary, depending on a number of situations such as the time spent in “informal” conferences and de-briefing sessions following a lesson, the openness of the relationship, the entry skills of the student teacher, and the cooperating teacher’s supervisory skills. Once a week is probably a minimum.

It is stated elsewhere in the Manual that the student teacher’s final evaluation should not contain any surprises. In other words, evaluation is an on-going process which, if done honestly, means that the student teacher is consistently provided the cooperating teacher’s assessments regarding his or her relative strengths and weaknesses. This information can be shared with the student teacher hourly, daily or even weekly.

Q: What if the cooperating teacher is absent?

A: North Dakota ESPB regulations state that “in the event of an emergency, the student teacher may be used as a substitute teacher in the student teacher’s regularly assigned classroom for a period of time not to exceed two consecutive days.” Thereafter a substitute must be hired. Note as well that student teachers may be utilized only in their “regularly assigned classroom,” and may not be used as substitutes for another teacher.

Q: Who determines if a student teacher passes or fails?

A: The School of Education does, but the decision is based very heavily on the recommendations of cooperating teachers and university supervisors. All student teachers are enrolled in Education 485 (1 credit Pass/Fail), Education 487 (9 credits Pass/Fail), and Education 488 (3 credits graded).

Q: What do I do if the student teacher should be given a failing grade?

A: By state regulation, cooperating teachers are required to confer with university supervisors and the student teacher prior to making a recommendation.

Failing student teaching can be a traumatic experience for all of the parties involved, yet cooperating teachers are not obliged to recommend a pass for a student teacher whom they feel is seriously deficient in one or more key areas. Indeed, cooperating teachers have an ethical and professional obligation to maintain high professional standards. Please consider the School of Education's policy for working with student teachers that are showing unsatisfactory progress or performance during student teaching.

Remediation

Refer to pages 7-8

Q: What about the Final Evaluation? How is it different from a Recommendation? Should it be open or closed?

A: The cooperating teacher's final evaluation is, by law, an open evaluation. It should be completed during the student teacher's last week and, following a conference between the student teacher and cooperating teacher. Please submit to LiveText by the deadline noted.

A recommendation is different in that the candidate may elect that it be either confidential or non-confidential. While research indicates there is no significant difference in how candidates are treated on confidential versus non-confidential forms, employers tend to prefer confidential recommendations by an overwhelming margin.

Q: What is the Professional Education Seminar (EDUC 485)?

A: Professional Education Seminar (commonly known as the Student Teaching Seminar, EDUC 485) is a part of the student teaching experience and is part of Education 487, Student Teaching.

Please know this: We do not discuss specific cooperating teachers, students, administrators, or parents in this class. Such discussions are unethical and are not tolerated.

We do discuss general problems the students may be having, alternative methods of discipline, the “real” world of teaching, job prospects, current issues and practices, and related areas of interest.

The student teacher’s participation in this course is required, and your support for helping the student teacher attend is greatly appreciated.

Q: How much are cooperating teachers paid?

A: NDSU currently pays **\$400.00*** for a full-time student teacher (***\$200.00** for cooperating teachers with a split assignment). This stipend is paid at the end of the student teaching experience, after all of the required evaluations and contracts have been submitted. The stipend is paid to the school district or individual teacher, depending on what the district requires.

NDSU is committed to trying to provide adequate compensation for cooperating teachers.

Q: When can cooperating teachers expect to receive their checks?

A: Generally speaking, the School of Education pays the school district or teacher at the end of the student teaching experience. After that, it’s up to the school district how it is distributed. Please contact the School of Education if you do not receive your compensation within a month of the end of the student teaching experience.

Q: Under what circumstances may students teach out-of-town?

A: Student Teacher candidates may apply to complete their student teaching “out of area” (beyond 60 miles). The Teacher Education Council will review the application and approve or deny any requests. See the policy statement below.

Policy Regarding Student Teaching Outside the Fargo-Moorhead Vicinity

Criteria:

1. Have a minimum GPA of 3.0 in teaching specialty, a minimum GPA of 3.25 in professional education courses and demonstrate a potential for success.
2. Have a strong record of performance in pre-student teaching field experiences.
3. Have appropriate career-related reasons for the out-of-area placement.
4. Provide a list of initial student teaching sites for possible placement (to be confirmed by the Director of Field Experiences.)
5. Receive approval from the Teacher Education Council.

Process:

Attend initial student teaching meeting at least one semester before leaving campus.

Make an appointment with the Director of Field Experiences to discuss student teaching out-of-area at least one semester prior to student teaching.

Complete an Application for Student Teaching and the Request for Out-of-Area Placement and return them to the Teacher Education office. The latter form also requires a written statement of reason for the out-of-area placement.

Provide an initial list of teaching sites and university (e.g., provide contact name – school district(s), university, school, principal, etc.) on the Request for Out-of-Area Placement form. The Director of Field Experiences will establish and confirm placement. Do not contact schools.

Register and pay tuition at NDSU.

Pay any supervisory or excess cooperating teacher fees for supervision. These payments **must be paid** at the beginning of your student teaching semester. Send your check(s), payable to NDSU, to the Director of Field Experiences. Your payment will be recorded and the fee will be sent to the appropriate personnel.

Successfully complete student teaching.

Fees:

Fees for out-of-area student teaching are designed to defray the unusual expenses that the university incurs in facilitating the student teaching placement. The student is responsible to contact the Director of Field Experiences for specific fee information.

University Supervisory Fee – A fee is paid by the student for the university supervisor contracted by NDSU.

All students who are placed beyond a 60-mile radius of NDSU are required to pay a minimum of \$400 supervisory fee. **All fees must be paid prior to the first day of student teaching.**

Excess Cooperating Teacher Fee – A possible fee to be paid by the student teacher if the state/district mandates a payment to the cooperating teacher of more than the NDSU Maximum rate of \$400.

Q: What types of classroom experiences have student teachers had prior to Student Teaching?

A: This depends upon many factors, including the student’s age, major, past employment and whether he or she is a transfer student. All students at NDSU have some classroom experience prior to student teaching. Such experience ranges from observation to actual teaching. Additionally, many of our students must successfully “micro-teach” to their peers or school students in our EDUC 451 – Instructional Strategies and Planning course and EDUC 481 before student teaching.

Check the student teacher’s autobiographical data sheet for detailed information.

Q: When should the student teacher be allowed to assume full responsibility for a class?

A: There is a temptation to reply, “When he or she is ready” and leave it at that. It is tremendously difficult to generalize a response to this question. Each student teacher enters with different skills and abilities, matures at his or her own rate, and possesses varying degrees of self-confidence. Perhaps the best response to this question is to ask some questions of the cooperating teacher in return:

1. Is the student teacher acquainted with classroom procedures, e.g., attendance, seating “routines,” equipment use and storage, etc.?
2. Does the student teacher have a reasonable grasp of students’ names?
3. Is the student teacher comfortable with the material to be taught?
4. Has the student teacher had some limited opportunities to work with the students?
5. Has the student teacher expressed a desire to assume full teaching responsibilities?

If cooperating teachers cannot answer “yes” to all of these questions, then they may wish to wait until they can. Remember, these are suggestions only: To apply them rigidly would be an unfair restriction on both cooperating teachers and student teachers. It is expected that all student teachers will carry a full teaching load for a minimum of two weeks (and hopefully longer).

Q: What criteria must a student teacher meet in order to be eligible to student teach?

A: Teacher Education students must meet a variety of criteria at different points in the Teacher Education program. Initial admission to the School of Education requires that students possess a minimum, overall grade point average (GPA) of 2.75, specialty GPA of 2.75, and passed the Core Academic Skills exam. The student must also have taken the subject assessment test and the PLT. Support of the students' major academic department is also required.

Q: What legal protections are available to student teachers?

A: Student teachers are offered a variety of protections through the School of Education and North Dakota State University. Among the major forms of protection pertinent to Student Teaching are the following:

1. Professional liability coverage. All student teachers are eligible for, and required to have, coverage through Student North Dakota United (SNDU) or other comparable type of personal liability insurance before they begin student teaching.
2. Student teachers are protected from sexual harassment by university faculty or staff and cooperating teachers. Federal regulations implementing Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 define sexual harassment as:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic achievement,
 2. submission to or rejection of such conduct by an individual is used as the basis for employment decisions or academic decisions affecting such individual, or
 3. such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment.
3. Student teachers are guaranteed minimums in terms of their cooperating teacher's and university supervisor's qualifications. (ESPB Administrative Rules).
 4. Inquiries concerning these or other protections for the student teacher may be directed to the School of Education (231-7203), the University Attorney (231-7708) or the University Equal Opportunity Officer (231-7708).
 5. Student teachers are protected from arbitrary or capricious student teaching evaluations. See the policy statement which follows:

Licensure F.A.Q.

The following information is designed to assist your understanding of North Dakota regulations concerning teacher licensure. It is not meant as a substitute for the regulations themselves. Persons with questions concerning certification should contact the Education Standards and Practices Board, State Capitol Building, Bismarck, ND 58505, (701) 328-9641.

Q: What are the general criteria for licensure as a secondary teacher in North Dakota?

A: Persons wishing to be licensed as secondary teachers in North Dakota must meet the following standards:

1. They must hold a bachelor's degree with overall 2.5 GPA (NDSU requires 2.75).
2. They must have completed, with institutional recommendation, an approved sequence of education courses from an accredited college or university, including student teaching for a minimum of 10 weeks (NDSU requires 15 weeks for graduation).
3. They must have completed a college or university-approved major in a teaching field recognized by the ESPB.
4. All candidates applying for licensure in ND must pass the Core Academic Skills exam, Subject Assessment exam and Principles of Learning and Teaching (PLT) exam.

Q: When should one apply for licensure?

A: Undergraduates are urged to apply for licensure immediately upon graduation. However, the process, including fingerprinting and FBI criminal background checks, occurs prior to Student Teaching. All student teachers must submit a copy of their background clearance letter.

Q: What is the fee for licensure?

A: Currently the fee is a \$30 first-time application fee, \$70 for an initial 2-year teaching license in North Dakota, and a \$44.50 fingerprint and background check fee. Costs are subject to change.

Q: When do licenses expire? How are they renewed?

A: Initial teacher licensure is granted for a period of two years. During this two-year period, if the candidate has successfully taught for a period of eighteen months within North Dakota, he or she is eligible for a five-year renewable license. If a candidate has taught less than eighteen months, he or she is eligible for an additional two-year probationary license.

Q: Is licensure necessary to act as a substitute teacher?

A: Yes, you must hold a valid North Dakota substitute license.

Q: What about fingerprinting and FBI criminal background check?

A: All student teachers and initial applicants for licensure must have a fingerprint and FBI background check. A copy of the background clearance letter must be submitted prior to student teaching. Forms are available in FLC 210.

Appendices

The following items have been included for your information. Please note that the evaluation forms are for illustration and should not be removed from the Manual. Forms for midterm and final evaluations can be found in LiveText. We are always interested in improving the evaluation process. Please direct any comments and suggestions to Kim Overton, (701) 231-7203.

Lesson Plan Template

Appendix A

STOT Evaluation Form (mid term and final evaluation)

Appendix B

Appendix A Lesson

Plan Template

Lesson Planning Template
(use this one for visit lesson plans)

Class Title	Grade Level
Content Standards Covered	
<p>Include specific standards from the ND Common Core Curriculum State Standards (CCSS) and other state standards as they relate to a particular content area http://www.dpi.state.nd.us/standard/common_core.shtm; http://www.dpi.state.nd.us/standard/content.shtm)</p>	
Learning Objectives	
Learning Activities (label each activity with an estimated amount of time)	
Opening activity or Hook – grabbing student attention and establish relevance)	
Activities and Methods (identify what the students and teacher will do)	
Closing activity or Wrap-up (explain how the lesson objectives will be reinforced and brought to closure for the day)	
Homework (may not be applicable)	
Assessments (label with the lesson objectives that they measure; each objective should be measured)	
Materials and Resources (needed by teacher and students)	

**Additional components may be added according to your content area

Appendix B

Evaluation Forms

On the next pages are the Evaluation Form and instructions that cooperating teachers are asked to complete in LiveText concerning their student teachers. The Final Report represents the single most important factor in the future employment of the student teacher, so it is vital that it be completed accurately and fairly. Cooperating teachers have a responsibility not only to their student teachers, but also to the teaching profession and the multitude of pupils whom student teachers will potentially encounter. It is here that poor teachers who have somehow fallen through the university's network of checks need to be told "not yet." It is here that excellent student teachers need to be portrayed as such and given the best opportunity to enter the profession. And it is here that average student teachers must be reminded of those things that they do well and of those things that need improvement.

The cooperating teacher's Final Report should not contain any surprises. That is, if the cooperating teacher and student teacher have been engaged in on-going evaluation, the information contained in the Final Report should represent numerous past discussions and not rash judgments.

The cooperating teacher's Final Report should be computer-generated since it will be frequently used as part of the student teacher's credentials, files, and references.

Under the Family Education and Privacy Act (FERPA) of 1974, student teachers have the right to inspect and review this document. Their signature on the back of the form indicates that they have had an opportunity to read and discuss this Evaluation with the cooperating teacher.

ND Common Metrics-Student Teacher Observation Tool (STOT)

Teacher Candidate	Semester	Weeks	Subject/Grade Taught
School & Town	Cooperating Teacher	University Supervisor	

This assessment is based on the 10 national standards of effective practice for new teachers (InTASC). Standards 1-3 address *The Learner and Learning*. Standards 4-5 address *Content Knowledge*. Standards 6-8 address *Instructional Practice*. Standards 9-10 address *Professional Responsibility*. Under the Family Education & Privacy Act of 1974, the teacher candidate has the right of inspection and review of this document.

Directions: For each of the items below, place a rating of 1, 1.5, 2, 2.5, 3, 3.5, or 4 by the number which describes the teacher candidate as a pre-professional. **An overall average rating will be calculated by the university for each standard.* Thank you for your time and commitment to the profession.

25

InTASC Standard 1	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<i>The teacher candidate ...</i>								
Supports student learning through developmentally appropriate instruction	implements challenging learning experiences that recognize patterns of learning and development across cognitive, linguistic, social, emotional and physical areas		implements developmentally appropriate instruction that accounts for learners' strengths, interests and needs		implements grade-level appropriate instruction, but does not account for individual learners' differences		implements instruction that exceeds or does not match a developmentally appropriate level for the students	
Accounts for differences in students' prior knowledge	accesses student readiness for learning and expands on individual students' prior knowledge		accounts for individual differences in students' prior knowledge and readiness for learning		addresses students' prior knowledge as a class, but individual differences are not considered		does not account for differences in students' prior knowledge	
<i>*The overall rating will be calculated as an average of the ratings for this standard</i>								*Rating
Standard #1: Learner Development. The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.								

InTASC Standard 2	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<i>The teacher candidate</i>								
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs	anticipates individual learning needs by proactively differentiating instruction using knowledge of learners' socioeconomic, cultural and ethnic backgrounds		demonstrates thorough knowledge that learners are individuals with differences in their backgrounds as well as their approaches to learning and performance		demonstrates a basic knowledge about learners' backgrounds and how to meet their learning needs		demonstrates minimal knowledge about learners' backgrounds and how to meet their learning needs	
Exhibits fairness and belief that all students can learn	exhibits high expectations while designing and implementing instructional strategies to meet the diverse needs of all learners in a fair and respectful manner; consistently provides equitable opportunities to meet the needs of learners		exhibits respect and high expectations for each learner; communicates with diverse learners in a fair and respectful manner; consistently provides equitable opportunities to meet the diverse needs of learners		communicates with diverse learners in a fair and respectful manner; provides occasionally equitable opportunities to meet the diverse needs of learners		communicates with diverse learners in an unfair and disrespectful manner; provides inequitable opportunities to meet the diverse needs of learners	
<i>*The overall rating will be calculated as an average of the ratings for this standard</i>								*Rating
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards.								

InTASC Standard 3	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<i>The teacher candidate ...</i>								
Creates a safe and respectful environment for learners	collaborates with learners to facilitate self-reflection and ownership for ongoing improvement of the classroom community		consistently models safety and respect to encourage a positive classroom learning community that is respectful of all learners' differences, including race, culture, gender, sexual orientation, and language		models safety and respect to encourage a positive classroom learning community		ignores safe or disrespectful behaviors contributing to a negative classroom learning community	
Structures a classroom environment that promotes student engagement	develops a highly engaging learning environment, taking into account student differences and learning needs		develops a learning environment that is consistently engaging for most students		attempts to develop a learning environment that is engaging for most students		needs assistance in developing a learning environment that is engaging for most students	
Clearly communicates expectations for appropriate student behavior	communicates standards of conduct that are clear and effective		communicates clear standards of conduct		communicates standards of conduct that may not be clear		has minimal standards of conduct in place	
Responds appropriately to student behavior	teacher candidate monitors student behavior and responds appropriately on a consistent basis		the teacher candidate monitors and responds to student behavior effectively		the teacher candidate inconsistently monitors and responds to student behavior		the teacher candidate needs assistance with monitoring student behavior or in responding consistently	
Guides learners in using technologies in appropriate, safe, and effective ways	plans for and uses interactive technologies as a resource to support student learning; anticipates how information may be misused and develops guidelines for learners to use technology appropriately, safely and effectively		uses interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively		attempts to use interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively		needs assistance to use interactive technologies as a resource to support student learning; rarely guides learners in using technology appropriately, safely, and effectively	
<i>*The overall rating will be calculated as an average of the ratings for this standard</i>								
Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.								*Rating

InTASC Standard 4	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<i>The teacher candidate</i>								
Effectively teaches subject matter	displays mastery of content knowledge and learning progressions that allow flexible adjustments to address learners at their current level of understanding to either remediate or deepen the learners' understanding		instructional practices indicate understanding of content knowledge and learning progressions; practices are complete and appropriate for the content		displays basic content knowledge; instructional practices indicate some awareness of learning progressions; practices are incomplete or inaccurate for the content		displays minimal content knowledge; instructional practices indicate little awareness of learning progressions, and practices are too often incomplete or inaccurate for the content	
Guides mastery of content through meaningful learning experiences	creates an interactive environment where learners take the initiative to master content and engage in meaningful learning experiences to master the content		applies appropriate strategies designed to engage learners in meaningful experiences and guide them toward mastery of content		attempts to apply appropriate strategies in instructional practice to engage learners in mastery of content		applies inappropriate strategies in instructional practice to engage learners in mastery of content	
Integrates culturally relevant content to build on learners' background knowledge	flexibly designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences		designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences		demonstrates basic knowledge and/or ability to design learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences		demonstrates minimal knowledge of learners' cultural backgrounds and experiences, and there is no plan to design learning experiences that build on learners' cultural backgrounds	
<i>*The overall rating will be calculated as an average of the ratings for this standard</i>								*Rating
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.								

InTASC Standard 5	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<i>The teacher candidate</i>								
Connects core content to relevant, real-life experiences and learning tasks	designs and facilitates challenging learning experiences related to the students' real-life experiences and relevant core content		designs instruction related to the students' real-life experiences and relevant core content		designs instruction related to the core content but learning tasks have only superficial relationships to the students' interests or life experiences		designs instruction related to the core content but learning tasks have no relevance to the students' interests or life experiences	
Designs activities where students engage with subject matter from a variety of perspectives	embeds interdisciplinary connections and multiple perspectives into activities, allowing learners to independently relate these connections to key concepts and themes		designs activities for learners to engage with subject matter from a variety of perspectives and to develop interdisciplinary connections		designs activities for learners to engage with subject matter, from a variety of perspectives but no interdisciplinary connections are developed		designs activities related to subject matter but does so from a singular perspective and discipline	
Accesses content resources to build global awareness	seeks out new and innovative ways to access content resources, including digital and interactive technologies, to build student awareness of local and global issues		uses content resources, including digital and interactive technologies, to build student awareness of local and global issues		accesses some content resources, including technologies, to build student awareness of local and global issues		needs regular guidance to determine where and how to access content resources-to build student awareness of local and global issues	
Uses relevant content to engage learners in innovative thinking & collaborative problem solving	creates an environment that encourages higher level thinking, innovative ideas and approaches connected to relevant content		engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving connected to relevant content		engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving but skills are not connected to relevant content		instructional strategies do not promote higher level thinking or collaborative problem solving connected to relevant content	
<i>*The overall rating will be calculated as an average of the ratings for this standard</i>								*Rating
Standard #5: Applications of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.								

InTASC Standard 6	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<i>The teacher candidate</i>								
Uses multiple methods of assessment	designs and modifies multiple formative and summative assessments that align with learning targets and assessments are differentiated to meet student needs		uses multiple assessments that align with the learning targets		uses multiple assessments, but not all are aligned with the learning targets		uses limited assessment methods and items that are not aligned with learning targets	
Provides students with meaningful feedback to guide next steps in learning	provides descriptive success and next-step feedback to individual learners and involves them in self-assessment to improve their own work		provides effective feedback to learners that aids in the improvement of the quality of their work		feedback provided to learners is actionable but does not necessarily improve the quality of the work		feedback provided to students is not actionable	
Uses appropriate data sources to identify student learning needs	documents, analyzes, and interprets student assessment data gathered from multiple methods to identify student learning needs, achievement trends, and patterns among groups of learners to inform instruction		documents, analyzes, and interprets student assessment data gathered using multiple methods to identify student learning needs		uses assessment data to guide planning and identify student learning needs		uses assessments solely to determine a grade	
Engages students in self-assessment strategies	engages learners in understanding and identifying quality work. Infuses opportunities for student reflection, self-assessment, and monitoring of learning goals		engages learners in understanding and identifying quality work (models, examples, etc.). Provides opportunities for reflection and self-assessment		engages learners in understanding and identifying quality work		learners are not engaged in understanding and identifying quality work	
<i>*The overall rating will be calculated as an average of the ratings for this standard</i>								*Rating
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teachers' and learner's decision making.								

InTASC Standard 7	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<i>The teacher candidate</i>								
Connects lesson goals with school curriculum and state standards	plans demonstrate an understanding of prerequisite relationships between goals and standards and structure and sequence; proactively anticipates misconceptions and prepares to address them		plans a variety of learning experiences that are aligned with learning goals and standards in a structure and sequence designed to meet student needs		plans for learning experiences that are aligned with learning goals		lesson plans are not aligned with learning goals	
Uses assessment data to inform planning for instruction	assessments are strategically designed to inform planning and to provide multiple forms of evidence for monitoring students' progress relative to learning targets		uses pre-assessment and formative assessment strategies that align with learning targets and data are used to inform planning		pre-assessment and formative assessment strategies are not aligned adequately with learning targets, so data does not effectively inform planning		pre-assessment and/or formative assessment data are not utilized to inform planning	
Adjusts instructional plans to meet students' needs	uses information gained from assessment findings and becomes more capable of predicting, and planning ahead to customize instructional plans to meet students' needs		uses information gained from assessment findings to customize instructional plans to meet students' needs		uses assessment findings to modify instructional plans to meet students' needs		plans are not adjusted to meet student learning differences or needs	
Collaboratively designs instruction	proactively addresses student learning needs through ongoing collaboration with the cooperating teacher, other teachers, and/or specialists		plans with the cooperating teacher and/or specialists to design instruction that addresses and supports individual student learning		plans with the cooperating teacher, other teachers, or specialists but is confined to exchanging information		plans instruction individually	
<i>*The overall rating will be calculated as an average of the ratings for this standard</i>								*Rating
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.								

InTASC Standard 8	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(LS)	Underdeveloped (1)	Rating
<i>The teacher candidate ...</i>								
Varies instructional strategies to engage learners	integrates a variety of instructional approaches for all members of the classroom; considers learners' needs, interests, and goals in determining instructional strategies to engage students as both learners and teachers		varies role between instructor, facilitator, guide, and audience; considers learners' needs, interests, and goals in determining instructional strategies to engage learners		uses a variety of instructional approaches but approaches are not matched to learner needs, interests, and goals		utilizes only one instructional approach	
Uses technology appropriately to enhance instruction	engages learners in evaluation and selection of media and technology resources; uses technology appropriately to engage learners and enhance instruction		uses technology effectively to enhance instruction		uses limited instructional strategies that involve technology		identifies instructional strategies without involving technology	
Differentiates instruction for a variety of learning needs	differentiates instruction in the areas of content, process, product, or learning environment in the best interests of the students		varies instruction for individuals or small groups to create learning experiences that are well matched to student needs		varies teaching of individual or small group learning experiences, but variations are not well-matched to student needs		teaches individual or small group learning experiences without differentiating instruction	
Instructional practices reflect effective communication skills	articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts to inform, instruct, and motivate during instruction; uses multiple media and technologies; listens respectfully to decipher meaning		listens and respectfully articulates thoughts and ideas using technology as well as oral, written and nonverbal communication to connect with students during instruction		articulates thoughts and ideas using oral, written and nonverbal communication skills but over-relies on the same forms of communication during instruction; uses technology for communication in some instances; listens to others		makes frequent errors during instruction when articulating thoughts and ideas using oral, written, and nonverbal communication skills; does not use technology for communication; seldom listens	
<i>*The overall rating will be calculated as an average of the ratings for this standard</i>								*Rating
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.								

InTASC Standard 9	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<i>The teacher candidate ...</i>								
Uses feedback to improve teaching effectiveness	seeks multiple sources of feedback and takes responsibility for ongoing professional learning to address identified needs and areas of professional interest		accepts and reflects upon feedback from colleagues to evaluate and improve teaching effectiveness		accepts feedback to improve teaching effectiveness		resists feedback to improve teaching effectiveness	
Uses self-reflection to improve teaching effectiveness	reflects on thoughtful and specific indicators of effectiveness in the lesson. The lessons learned tend to improve future planning, adaptations, and instructional practice		reflects on the lesson and accurately assesses the effectiveness of instructional activities used and identifies specific ways in which a lesson might be improved		reflects on the lesson and has a general sense of whether or not instructional practices were effective and identifies general modifications for future instruction		reflects on the lesson, but draws incorrect conclusions about its effectiveness and/or identifies no areas for improvement	
Upholds legal responsibilities as a professional educator	demonstrates an understanding of the larger context of public education policy by staying appraised of changing laws and ethical standards, through literature, professional development or activities		acts in accordance with ethical codes of conduct and professional standards; complies with laws and policies related to learners' rights and teachers' responsibilities		acts in accordance with ethical codes of conduct and professional standards but demonstrates limited understanding of federal, state, and district regulations and policies		does not act in accordance with ethical codes of conduct and professional standards and demonstrates inadequate knowledge of federal, state, and district regulations and policies	
Demonstrates commitment to the profession	takes a role in promoting activities related to professional inquiry, contributes to events that positively impact school life; contributes to the district and community		participates in activities related to professional inquiry, and volunteers to participate in school events and school district and community projects		participates in activities related to professional inquiry, and when asked, participates in school activities, as well as district and community projects		purposefully avoids contributing to activities promoting professional inquiry, and/or avoids involvement in school activities and district and community projects	
<i>*The overall rating will be calculated as an average of the ratings for this standard</i>								*Rating
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals, and the learning community), and adapts practice to meet the needs of each learner.								

InTASC Standard 10	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<i>The teacher candidate</i>								
Collaborates with colleagues to improve student performance	initiates supportive and collaborative relationships with teachers, administration, support staff, and specialists that benefit the teacher and student performance		develops supportive and collaborative relationships with colleagues that improve student performance		develops cordial relationships with colleagues; attempts to improve student performance		develops relationships with colleagues that are characterized by negativity or combativeness	
Collaborates with parent/guardian/advocate to improve student performance	guides the students in development of materials to collaborate with their families about instructional programs, and all of the teacher's communications are highly sensitive to families' cultural norms		collaborates to make information about instructional programs available, and communications are appropriate to families' cultural norms		maintains a school-required grade book but does little else to inform or collaborate with families about student progress, and/or some of the teacher's communications are inappropriate to families' cultural norms		makes little or no information regarding the instructional program available to parents, limited collaboration, and/or there is culturally inappropriate communication	
<i>*The overall rating will be calculated as an average of the ratings for this standard</i>								*Rating
Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other professionals, and community members to ensure learner growth, and to advance the profession.								

Constructs, InTASC Standards, and Tagged Alignment of Items		
Construct/ Areas of Knowledge	InTASC Standard	Item#
The Learner and Learning	#1: Learner Development	1-2
The Learner and Learning	#2: Learning Differences	3-4
The Learner and Learning	#3: Learning Environments	5-9
Content Knowledge	#4: Content Knowledge	10-12
Content Knowledge	#5: Application of Content Knowledge	13-16
Instructional Practice	#6: Assessment	17-20
Instructional Practice	#7: Planning for Instruction	21-24
Instructional Practice	#8: Instructional Strategies	25-28
Professional Responsibility	#9: Professional Learning and Ethical Practice	29-32
Professional Responsibility	#10: Leadership and Collaboration	33-34