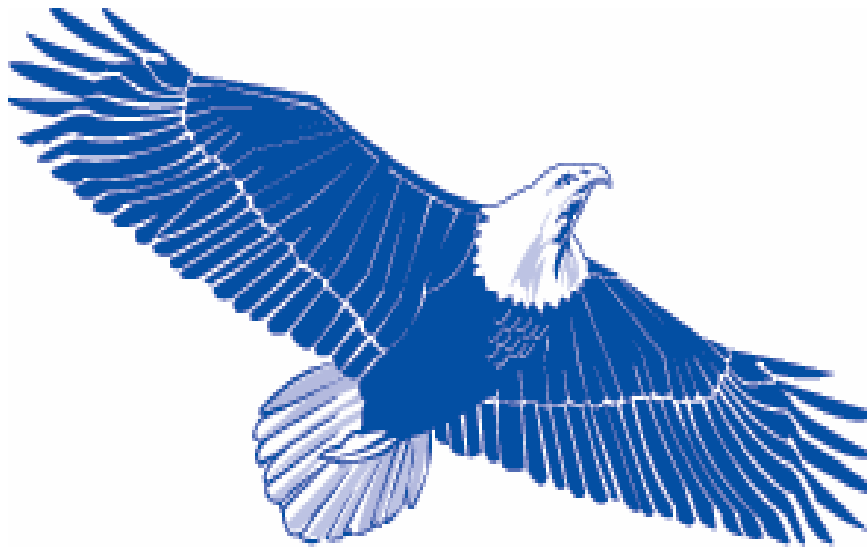


TOUGALOO COLLEGE
**The Division of Education
Supervision and Instruction**



Tougaloo
College

**Cooperating Teacher/
Mentor Handbook**

500 West County Line Road
Tougaloo, MS 39174
601.977.7744 (Office)
601.977.6165 (Fax)



TOUGALOO COLLEGE
Division of Education, Supervision and Instruction
Tougaloo, MS 39174
(601) 977-7744 (Division Office)
(601) 977- 6165 (Facsimile)

Dear Cooperating Teacher

Thank you for serving as a cooperating / mentor teacher for the Tougaloo College Division of Education, Supervision and Instruction. We have prepared this handbook as a point of reference for you to use throughout the student teaching clinical field-based experience. It details our vision and conceptual framework, provides assessment and evaluation forms and other materials that you will find useful as we work together in a collaborative effort.

A college supervisor will make several visits throughout the semester in order to effectively evaluate our pre-service teacher. You can always call the following numbers (601) 977-7744 – the division office or (601) 977-7745 – dean’s office, if you have any questions or comments.

Once again, I sincerely appreciate your efforts in helping Tougaloo College provide quality teachers.

Sincerely,

Dr. Pamela Russ
Dean, Division of Education, Supervision and Instruction
Tougaloo College
500 West County Line Road
Tougaloo, MS 39174
(610) 977-7744
(610) 977-6165 (Fax)
Email: pruss@tougaloo.edu

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I. DIVISION OF EDUCATION VISION, MISSION, PHILOSOPHY, AND CURRICULUM MODEL

Vision

The Division of Education faculty and staff envisions a teaching and learning environment committed to providing future teachers with an education that develops reflective, effective, active and decisive scholars and practitioners who use theory, scholarly research, and best practices in their work with children and youth. Faculty and students come together to foster a community of teaching and learning that promotes inquiry, leadership, and advocacy for P-12 children, families, and communities.

Mission

The mission of The Division of Education, Instruction and Supervision at Tougaloo College is to prepare and support caring, reflective pre-service teachers as life-long learners and to succeed as professional educators in the teaching community. The Division of Education through teaching, scholarly research, and service is dedicated to preparing future teachers with the knowledge base, dispositions and skills necessary to become successful and effective educators in a complex, rapidly changing global society.

Philosophy

The Division of Education, Supervision and Instruction embraces the philosophy that prospective teachers must engage in a cycle of thought and action which produces inquiry, which leads to theory into practice, enabling them to eventually become reflective teachers who will share the full range of their knowledge and experiences in and beyond the classroom with their students. Arends (2009) states that the art of professional practice is learnable and it is experienced, coupled with careful analysis and reflection that produces learning. Reflective teaching emphasizes reflective inquiry and self-awareness. Therefore, **reflective** teachers analyze their own behavior and consider the factors that make their teaching effective (Ornstein & Lasley, 2004).

The philosophical rationale of the Division of Education at Tougaloo College is characterized by a belief that prospective teachers must possess and demonstrate a body of knowledge and skills needed to promote student achievement and to meet the needs of learners in schools of this multicultural and diverse society. Prospective teachers must be well informed by exhibiting intellectual accomplishment of subject matter, as well as professional knowledge, thus becoming **effective** teachers who are able to carry out their responsibilities. Effective teachers demonstrate behaviors of planning, management of subject matter content, verbal and nonverbal communication, counseling, awareness of individual differences, consistent rules, questioning skills, classroom management, and assessment techniques (Parkay & Hardcastle, 1990).

Faculty in the Division of Education view themselves as active teachers and encourage prospective teachers to be **active** teachers. Active teachers are those who are active in their profession; teachers who are active in their communities; teachers who are politically and socially active in our society; teachers who are proactive, rather than reactive; teachers who are active educational leaders in our communities. Prospective teachers are committed to service and actively creating an intellectual environment wherever and however they serve (Brophy & Good, 1986, Goodlad, 1990).

Additionally, the teacher education program in the Division of Education, Supervision and Instruction focuses on a strong knowledge-based curriculum combined with sound behavioral management strategies and curriculum decision-making skills that guide pre-service teachers in making instructional decisions, and/or decisions that have legal implications. Pellicer and Anderson (2004) inform us that an understanding of legal principles can help the pre-service teacher make informed decisions thus effectuating the **decisive** teachers (Ryan & Cooper, 1992).

The Division of Education supports a broad background in the basic disciplines (humanities, natural sciences, and social sciences) of human knowledge and the study of traditional educational practices as well as, those practices which foster innovative and scholarly research-based approaches which are necessary for reflective, effective, active and decisive teachers (Walberg, 1990; Wilson, 1990).

Conceptual Framework

Tougaloo College, Division of Education conceptual framework guides the professional unit in achieving its mission for the College and Teacher Education Program. The conceptual framework establishes shared vision, as well as the Division of Education efforts in preparing teaching candidates to work effectively in P-12 schools. In addition, the conceptual framework is knowledge-based, articulated, shared, coherent, and committed to professionalism, diversity, technology, and teaching professional standards.

The Division of Education's conceptual framework is based on the assumption that candidates must have proficient knowledge, skills and dispositions in order to be effective, highly-qualified teachers. Therefore, the conceptual framework has been developed through collaborative efforts among the students, faculty, administration, teacher education advisory council, and the professional community. This conceptual framework also addresses assessment, diversity, clinical field-based experiences and best practices as modeled by faculty qualifications. The vision of Tougaloo College is reflected in each component of the conceptual framework. The main goal is to produce the R.E.A.D. (reflective, effective, active, decisive) teachers for the classrooms of Mississippi and the global community. Tougaloo College's Teacher Education Program intends to prepare students who are self-directed learners and self-reliant persons capable of working effectively with individuals, challenges and issues.

The objectives of the Teacher Education Program at Tougaloo College is to prepare competent teachers who demonstrate both academic excellence and professional knowledge while providing distinctive leadership and service to those they teach. The Division of Education believes that the four core areas in our conceptual framework support our goals and provide the basis for the objectives of our Teacher Education Program.

Reflective Educator

The Division of Education seeks to provide experiences that will enable the teacher candidate to:

1. Have personal qualities that allow them to develop authentic human relationships with their students, parents, and colleagues and to create democratic, socially just classrooms for children and adolescents (Arends, 2009).
2. Apply critical thoughts to all areas of life. Communicate verbally and nonverbally instructional modalities, including speaking effectively for the sake of performing, explaining and creating (Arends, 2009).
3. Acquire and process information including listening effectively in various arenas of life, reading with discrimination and observing accurately in academic and nonacademic environments.
4. Demonstrate knowledge of content subject matter area, critical analysis and thinking skills and creating inquiry for problem solving.

Effective Educator

The Division of Education seeks to provide appropriate opportunities and instructions for the student to acquire knowledge, skills and dispositions, so that they may:

1. Acquire and demonstrate basic knowledge of the humanities, natural sciences, and the social sciences and integrate this knowledge into the total education process.
2. Have a positive disposition toward knowledge with command of at least three broad knowledge-based areas that deal with the subject matter, human development and learning, and the pedagogy. Teaching candidates use this knowledge and dispositions to guide the science and art of their teaching practices.
3. Effective teachers have a repertoire of teaching practices known to stimulate student motivation, to enhance student achievement of basic skills, to develop higher-order thinking skills, and to produce self-regulated learners.
4. Select and implement teaching models, teaching strategies and appropriate educational materials that complement and enrich the individual learning styles and levels of students.

Active Educator

The Division of Education seeks to provide experience for the development of active leadership skills by providing opportunities:

1. Participate in activities and experiences that promote service to the community.
2. Become familiar with and use professional journals to complement theory to practice.
3. Read and interpret research data and apply its findings and analysis to enhance their service to community and their profession.
4. Demonstrate knowledge of the goals and functions of professional organizations related to the field.

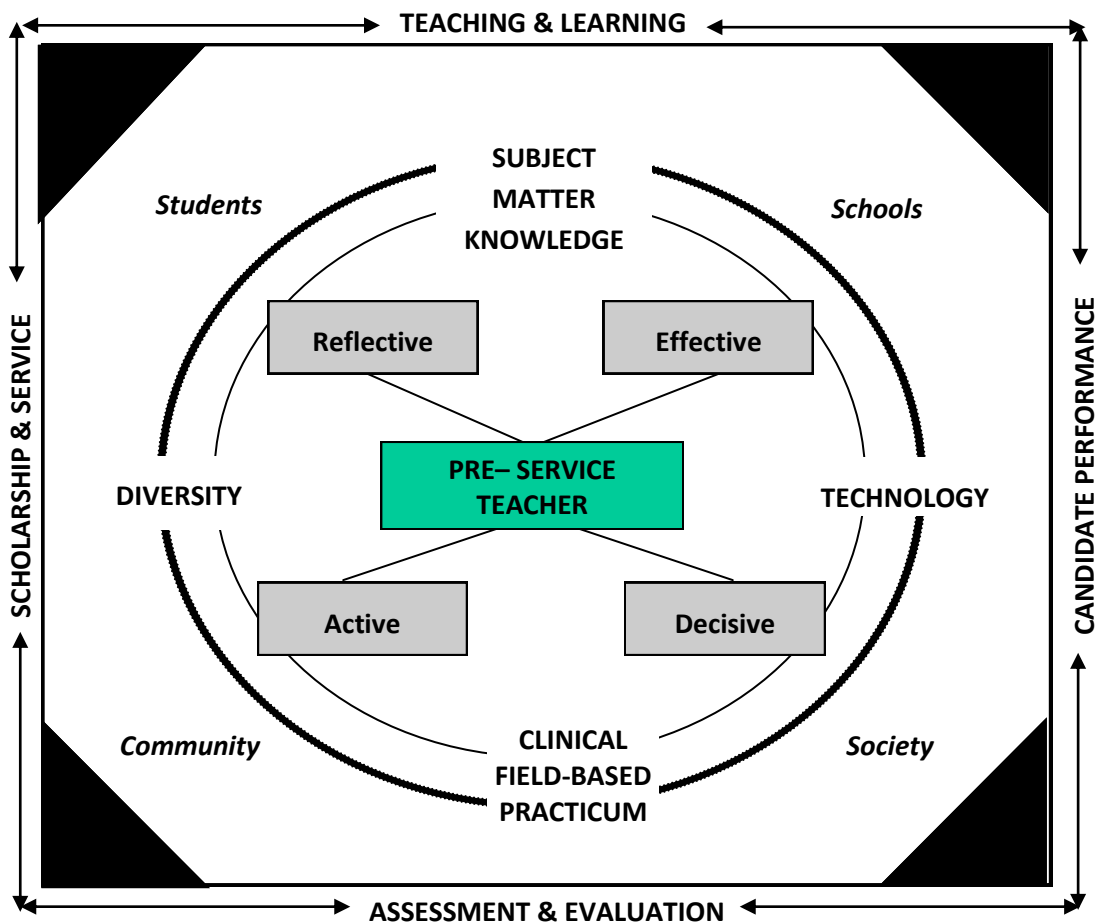
Decisive Educator

The Division of Education seeks to promote personal and cultural development of the teaching candidate to result in:

1. Providing leadership in a democratic society and changing world.
2. Demonstrate a service-oriented attitude that enhances the school, home, and community relationships.

3. Developing and demonstrating personal values, recognizing differences in individuals with respect to their beliefs, culture, and values.
4. Empowering pre-service teachers to be committed to social justice and equity in order to serve as advocates for underserved children in our community.

The diagram reflected below, describes the Division of Education conceptual framework, which gives meaning to the Division operations through an articulated, share, and coherent model that provides directions for programs, courses, teaching and learning, candidate performance, faculty and students' scholarship and service, and accountability for the Division of Education. The R.E.A.D. teaching model undergirds the professional base knowledge of the Division's teacher education program model. The knowledge bases are centered on a reflective, effective, active, and decisive self (the pre-service teacher), subject matter content knowledge, and clinical field-based experiences. In addition to preparing pre-service teachers for working in schools with diverse populations in an ever-changing cultural and global society that requires today's teachers who are caring and nurturing in a reflective, active, effective, and decisive way.



Technology

Incorporated in the conceptual framework is the use of technology in the classroom. Research has shown that when information is processed by more than one memory, it strengthens the learning potential. Additionally, research as suggested that visuals used in conjunction with lecture materials increases comprehension and retention of information (Joyce, Weil, & Showers, 2006).

The generalization, based on research, that in a learning environment, materials that were presented in a visual, auditory, and/or tactile manner would have the greatest chance of being processed and retained by students. Thus, technology in the classroom allows students to see, touch, feel, analyze, explore, and experience many other useful and meaningful challenges in their learning endeavors. The Division of Education, Supervision and Instruction encourages infusion of technology into all of its courses as mandated by national standards.

Teaching candidates will demonstrate mastery of the following objectives based on ISTE National Education Technology Standards (NETS):

1. Demonstrate basic operations and concepts as they related to technology.
2. Demonstrate a sound understanding of the nature and operation of technology systems.
3. Demonstrate proficiency in the use of basic technology.
4. Discuss social, ethical and human issues relative to technology.
5. Practice responsible use of technology stems, information and software.
6. Develop and demonstrate positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits and productivity.
7. Use technology tools to enhance learning, increase productivity and promote creativity.
8. Design developmentally appropriate lesson plans infusing national technology standards.
9. Identify and locate technology resources and evaluate them for accuracy and suitability.
10. Use technology to support learner-centered strategies that address the diverse needs of students.
11. Apply technology in assessing student learning of subject matter using a variety of assessment techniques.
12. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practices and maximize student learning.

Diversity

To respond effectively to the society, Tougaloo College, Division of Education strives to provide an academic atmosphere that is free of racial and ethnic biases. The Division of Education Teacher Education Program is committed to students as R.E.A.D. scholars and leaders who understand and appreciate the diverse nature of learners in their culture.

The Division of Education Teacher Education Program at Tougaloo College recognizes the continuing role that teachers and schools play in fostering acceptance and celebration of diversity, both individually and collectively.

II. STUDENT TEACHING INFORMATION

INTRODUCTION

Student teaching is the culminating clinical field-based experience for students enrolled in Teacher Education Programs at Tougaloo College. Student teachers make practical application of the philosophical and theoretical concepts, which have been a part of the academic prerequisites through clinical field-based observational experiences. The emphasis is on the skills, understandings, and competencies necessary for successful teaching.

The student teaching experience affords an opportunity for the student teacher to utilize current teaching-learning research to create well function classroom environments where children interact and learn the state-adopted academic content standards together.

The Office of the Dean of Education coordinates the effort to provide professional experience in a clinical observation setting for pre-service teachers in a cooperative atmosphere. This is done in the interest of developing and enhancing the learning processes of children in the school setting. The College Supervisor works out of the Office of the Dean of Education and coordinates with the Cooperating Teacher / Mentor the student teaching experiences and the monitoring and assessment of student teachers.

CONTACT INFORMATION: PROBLEMS OR QUESTIONS

You may contact the Office of the Dean at 601.977.7744 or jhorton@tougaloo.edu

ADDITIONAL STUDENT TEACHING INFORMATION

Fall Semester Student Teaching

Fall Semester student teaching usually begins in mid-August and ends in mid-December. The Office of the Dean will inform cooperating teachers / mentors of the exact dates.

Spring Semester Student Teaching

Spring Semester student teaching usually begins in mid-January and ends at the beginning of May. The Office of the Dean will inform cooperating teachers / mentors of the exact dates.

PROCESS FOR ASSIGNING STUDENT TEACHING PLACEMENTS

During the last semester in the teacher education program, candidates receive an email from the Office of the Dean listing the dates, times and locations for the **Student Teaching Orientation** and containing an attached **Application for Student Teaching**. Candidates who do not receive this email should contact the Office of the Dean.

Orientation for Student Teachers

Student teacher, college supervisor, and the supervising teacher meet to discuss and clarify roles, to become familiar with the evaluation procedures, and to discuss expectations.

Assignment of Placement

The Office of the Dean assigns the candidate to a school and cooperating teacher for the Student Teaching clinical field-based work. The goal is to place each student as close to his or her city of residence as possible. Those who fail to meet the application deadline or have not completed all requirements are not assigned for that semester and must reapply to student teach in another semester. Student teachers are encouraged to prepare for their assignment by completing the **Exploration and Investigation of a Community** prior to the start of his or her school placement (see Appendix B - Exploration and Investigation of a Community).

Notification of Placement and Cooperating Teacher / Mentor

Generally, candidates are notified two weeks prior to the start of the placement of the school and cooperating teacher for their assignment. (Students who meet the Late Registration deadline may have less time between the notification and start of the placement). Candidates will be informed of their placement by email (to the Tougaloo College email account).

Candidates who are not placed in a student teaching assignments because they failed to meet the requirements to student teach will be notified.

Code of Ethics for School Visits and Student Teaching

Teaching candidates must follow the policies and procedures of the school. As representatives of Tougaloo College, and the teaching profession, Student Teachers are expected to adhere to National Association of Education (NEA) Code of Ethics. This code governs the professional conduct of educators in Mississippi.

Professional Dress Code

The Teacher Education Program requires all students to dress professionally for all field work in the Program. Most schools in which our students complete observations and student teaching require teachers to “dress professionally.” Most school districts have a stipulated dress code for its faculty, to which student teachers who work in their district must also adhere. Students in the Teacher Education Program are required to dress professionally for visits to schools and student teaching, regardless of whether or not the school has a stipulated dress code.

- No jeans
- No sweat pants
- No tank tops
- No leggings
- No shorts
- No crew-neck or T-shirts


-No bulking jewelry -No sneakers -No shoes over 4" inches

Procedure for Use of the Student Concern Profile Form

Careful documentation should support the use of this form. Documentation should include absences, tardies, and anecdotal information which support your concern.

- Step 1: Discuss behavior privately with the student.
- Step 2: If the student behavior(s) persist, complete the Student Concern Profile Form and submit to the Department Chair's office.
- Step 3: If Student Concern Profile Forms are received from two faculty members, the Department Chair will call a meeting of the faculty submitting concerns to clarify the concerns and discuss possible remediation.
- Step 4: The Department Chair, in consultation with the faculty members who submitted the Student Concern Profile Forms, will meet with the student to write an improvement plan.
- Step 5: If the behavior persists after the implementation of the Improvement Plan or new concerns arise, the Department Chair will submit this information to the program's Selection and Review Committee with appropriate documentation. The student may choose to be present for this meeting or at the student's discretion their interest maybe represented by the ASI Student Advocate or designee at this meeting.

It should be emphasized that this form is to allow and support corrective action on the part of the student. Such intervention seeks to keep promising students within the programs and avoid the necessity of proceedings leading to dismissal from the programs.

	<p>TOUGALOO COLLEGE Division of Education, Supervision and Instruction Teacher Education Program</p> <p>Student Teacher Concern Profile Form</p>
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To: Department Chair

Student ID# _____

Student _____

Course _____ **Semester** _____

Step 1: Issue was privately discussed with student on _____.

Area of Concern	Evidence
1. Professional Attitude	
2. Attendance	
3. Late Assignments/Unpreparedness	
4. Academic Integrity	
5. Professional Conduct	
6. Appropriate Professional Appearance	
7. Effective Communication	

 Faculty Signature

 Date

 Student Signature (Signature does not indicate agreement or disagreement)

 Date

The student has ten (10) days to submit in writing any comments pertinent to this matter to the Department Chair.

III. COOPERATING TEACHER / MENTOR INFORMATION AND INSTRUCTIONS

INTRODUCTION

We would like to take this opportunity thank you again for your time and effort in working with our student teachers. We appreciate the critical role of the cooperating teacher / mentor in the teacher education process. Your student teacher will be with you for fifhtteen weeks. The following information is provided to help you understand the requirements and responsibilities of being a cooperating teacher.

The timeline is offered as a suggestion to help you and your student teacher; however, as each student teacher is different, please modify the timeline as necessary. Copies of the three forms that you will be using are attached to this letter. Your student teacher is in your classrooms to learn about all parts of the teaching experience. Therefore, he/she should shadow you in all things that you do (yard duty, teacher meetings, student study team meetings, etc.).

Your student teacher may be used only as your substitute teacher and only if he/she has the State-required credential that authorizes service in your district. The student teacher has the complete Policy on Substituting Teaching in her/his Student Teaching Manual.

Each student teacher will be assigned a College Supervisor who will serve as a liaison between you and Tougaloo College. It is also his/her goal to help you and your student teacher have a productive learning experience. It is not necessary to limit discussions only to observation days. If it is helpful to you, the College Supervisor will be more than happy to talk with you on the phone or set additional times and places to meet. Should you have serious doubts concerning the student teacher's competence or professional behavior, you should contact the College Supervisor immediately rather than wait until later in the student teaching experience.

Please feel free to telephone the college supervisor or the College Office of the Dean of Education (601-977-7745) at any time.

COOPERATING TEACHER PROCEDURES AND TIMELINES

This table gives a summary of what the Student Teachers should be doing at each stage of the student teaching placement. It also gives the anticipated dates for visits by the College Supervisor (actual dates may vary).

WEEK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
ACTIVITY	Observe	Observe/ Teach Groups	Teach Groups				Co-Teach				Guided Solo		Solo		Phase-out Work on TPA
SUPER. VISITS	1 Orientation		2		3		4		5		6	7	8	9	10 check out
FORMAL OBSER- VATION			1		2		3		4		5	6	7	8	
Suggested STIAI Completion							1							2	

WEEKS 1-2: Observations and Beginning of Teaching - The college supervisor will meet with you and your student teacher prior to or during the first week of the placement to orient you to the requirements for the program. There are two main goals for these first two weeks:

1.1 Observations in Various Grade Levels - The student teacher is to observe in your classroom and across grade levels. She/he is to spend time observing your procedures but also spend time in other classrooms in the school observing other teachers, especially in grades substantially different from the grade of the student teaching assignment. For the first two weeks, student teachers should observe at least one lesson per day in classrooms other than the room of assignment.

1.2 Begin Limited Teaching – The student teacher may gradually move from observations to the assumption of a limited teaching role during these weeks, such as reading a book to students, doing an opening activity or helping students complete assignments. In the second week the student teacher may begin assuming responsibility for teaching a group, such as a reading or math group.

At the end of the second week, you will complete the **Preliminary Student Teacher Evaluation**. The Cooperating Teacher should reflect honestly on this form, as the form is use as an early warning indicator. A conference must be held with the student teacher and supervisor to discuss the form. This original form is to be given to the College Supervisor or faxed to Tougaloo College at (601) 977-6165.

WEEKS 3-6: Assumption of First Teaching Experiences - The student teacher should assume a regular teaching load. One way is to have the student teacher assume responsibility for one reading group and/or math group. You should do most of the planning or plan together with the student teacher. The student teacher should provide detailed written lesson plans for each lesson for which he/she plans. During these weeks, regular positive feedback from you to the student teacher will be helpful. You may leave the classroom occasionally for short periods of time so that the student teacher can begin to take responsibility for classroom management.

WEEKS 7-10: Co-Teaching – During these weeks, the student teacher can assume responsibility for teaching two or three subjects. He/she continues to provide detailed lesson plans for your review and approval.

At the end of the seventh week, you will complete the formative evaluation for the student teacher using the **Student Teacher/Intern Assessment Instrument** form. At this point, it is expected that the student should meet only a few of the competencies listed on this form. A conference must be held with the student teacher to discuss the form. This original form is to be given to the college supervisor. It is also time to set goals for the last part of your student teaching experience.

WEEKS 11-12: Guided Solo Teaching – During these weeks, the student teacher is responsible for lesson planning, instruction, and assessment of students for all subjects. However, you are requested to stay in the classroom and monitor the teaching. You may even wish to continue to teach groups but with the student teacher being responsible for the lesson planning. The student teacher continues to provide detailed lesson plans for your approval. You should hold daily conferences with the student teacher to review the day and plan for the next day. Specific and positive feedback is very important to the growth of the student.

WEEKS 13-14: Solo Teaching - The student teacher is responsible for all classroom activity during these two weeks including lesson planning, instruction, and assessment of students. Lessons should be discussed and approved by you in advance. Classrooms should be run as if the teacher were there, including the incorporation of parent helpers, paraprofessionals, and other educators who would normally be in the classroom during that week. You should hold daily conferences with the student teacher to review the day and plan for the next day. If school policy permits it, you should leave the classroom for extended periods of time to allow the student teacher to be totally in charge of the classroom.

At the end of the fourteenth week, you will complete the summative evaluation of the student teacher using the **Student Teacher/Intern Assessment Instrument**. To obtain credit for student teaching, the student teacher must have a passing score on the competencies in all areas on the Student Teacher/Intern Assessment Instrument form. A conference will be held with the student teacher to review the evaluation given in this form. Do not forget to sign forms. This form is given to the college supervisor to be taken to the Office of the Dean of Education.

WEEK 15: Phase Out - During the last week of the placement the student teacher is "phased out" and you assume normal teaching responsibilities. During this week, the student teacher may work on any competencies that are still weak. The student teacher is also to observe other exemplary teachers at this or other school sites, particularly at grades that are vastly different from the grade of student teaching.

At the end of the fifteenth week, the cooperating teacher is to complete the **Cooperating Teacher Program Evaluation** form and turn into the College Supervisor or faxed to Tougaloo College at (601) 977-6165.

Forms to Use

The three forms attached to this letter, **Preliminary Student Teacher Evaluation, Student Teacher/Intern Assessment Instrument** and the **Cooperating Teacher Program Evaluation** are the only forms that you are required to complete. However, written feedback to the student teacher about his/her teaching is always encouraged or the use of the Student Teacher Concern Profile Form. You may choose to use the same form used by the supervisor uses to document lesson observations to provide this feedback (available on our website).

Observations

The Cooperating Teacher is encouraged to make regular observations of the student teacher. The student teacher will benefit from:

- Acknowledgment of his/her strengths
- Encouragement to learn from mistakes
- Support for trying new strategies and techniques
- Prompt follow-up critiques
- Concise written comments on lesson plans

Student Teacher - Cooperating Teacher Conferences

Orientation Conference - In the first week of placement, you will have a conference with the student teacher and college supervisor. In this conference, the college supervisor will explain to you and the student teacher the timelines and expectations for the student teaching placement. At this point, you may wish to modify the suggested timelines for the student teaching placement to accommodate vacation times or required state testing.

Daily Conferences – You and the student teacher need to have a daily conference to discuss the day’s lessons, and plan for the next day. We recommend that you provide the student teacher positive reinforcement and constructive suggestions. You should give your student teacher special assignments and provide regular assistance.

Assessment of Student Teaching -You are to have formal assessment conferences at weeks 7 and 14 of the placement with the student teacher to discuss the Student Teacher/Intern Assessment Instrument form. Do not forget to sign the form. This form is to be turned in to your college supervisor immediately upon completion.


The college supervisor will meet with the student teacher once every other week during the first nine weeks and weekly for the last seven weeks. The supervisor will do eight formal observations. This may be increased as necessary. The supervisor will generally have a pre-conference just prior to the lesson to go over the lesson plans; he/she will then observe the full lesson, and then meet with the student teacher for a post-conference. The cooperating teacher may need to assume teaching duties immediately before and/or after the observation so that the student teacher and college supervisor can meet.

Observation by Administrator and Letter of Recommendation

If the student teacher would like a formal observation conducted by your principal or other administrator, your assistance in making the arrangements would be appreciated.

Program Forms are at the back of this Handbook.

Forms for Cooperating Teachers

	<p>TOUGALOO COLLEGE Division of Education, Supervision and Instruction Teacher Education Program</p> <p>PRELIMINARY STUDENT TEACHER EVALUATION</p>
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Name of Cooperating Teacher _____

Semester: _____ Year: _____ School: _____ Grade Level _____

This evaluation is completed by the **Cooperating Teacher** by the end of the second week and turned in to the College Supervisor or faxed to Tougaloo College at 601.977.6165. Please reflect honestly, as we use this as an early warning indicator.

DIRECTIONS: Please check the column under the number that best corresponds to your rating of this student teacher using the scales provided below.

4=Outstanding/Exceeds Expectation 3 =Above Average/Standard Practice
 2 =Safe to Practice/Acceptable 1 =Ineffective/Unacceptable Practice

The Student Teacher:

	4	3	2	1
1. Uses correct verbal and written grammar.				
2. Speaks in a clear and distinct manner and is easily understood.				
3. Provides clear verbal and written instructions.				
4. Demonstrates subject area competence.				
5. Models, demonstrates, and maintains appropriate classroom management and discipline.				
6. Promotes capable interpersonal relationships with cooperating teacher and other colleagues.				
7. Demonstrates warmth, friendliness and personal enthusiasm with students.				
8. Demonstrates patience, empathy, sensitivity, and understanding toward learners and colleagues.				
9. Effectively performs non-instructional duties (i.e. grading papers, taking attendance).				
10. Is punctual with written work, including lesson plans.				
11. Submits lessons plans which meet program and district standards.				
12. Is punctual and faithful with attendance.				
13. Accepts guidance and critiques in a positive manner.				
14. Knows and follows district policies and procedures.				
15. Dresses in appropriate attire and consistent with school practice.				

STRENGTHS:

CONCERNS:

OVERALL COMMENTS:

Cooperating Teacher _____ Date _____

Student Teacher _____ Date _____

STUDENT TEACHER/INTERN ASSESSMENT INSTRUMENT

Name: _____ Semester/Year: _____

Check one: 1st Placement: _____ 2nd Placement: _____ Grade Level/Subject: _____

Evaluator: _____ Check one: Classroom Mentor Teacher ___ University Supervisor ___

I. PLANNING AND PREPARATION

*Items 1-9 should be assessed from written plans.

1. Selects developmentally appropriate objectives for lessons based on state frameworks and best practices. (1, 7)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Objectives based on state frameworks and best practices are not present OR are not stated as performance outcomes and/OR inappropriate for student learning.	Objectives based on state frameworks and best practices are stated as performance outcomes and are appropriate for student learning.	Objectives, based on state frameworks and best practices, are stated as performance outcomes and are planned for different instructional levels and individual needs (DOK Levels, Bloom's, Understanding by Design, etc.).	In addition to acceptable , objectives, which are appropriate for student learning, are aligned with assessments.
Formative Assessment →	Score:	Summative Assessment →	Score:
<u>Comments on Effectiveness</u>			
Formative Assessment:		Summative Assessment:	

2. Plans appropriate teaching procedures. (2, 4, 7)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
No procedures are included, OR procedures are not referenced to objectives.	Procedures are referenced to objectives and are appropriate for students.	Procedures are sequential, clearly referenced to objectives, and appropriate for students.	In addition to acceptable , procedures are both learner-centered and teacher-centered.
Formative Assessment →	Score:	Summative Assessment →	Score:
<u>Comments on Effectiveness</u>			
Formative Assessment:		Summative Assessment:	

3. Selects a variety of appropriate materials and technology for lessons. (1, 2, 6, 7)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Materials and technology are not specified OR are limited to textbooks and worksheets.	Materials and technology other than textbooks and worksheets are specified and related to procedures.	Various types of materials and technology are appropriately integrated and are used effectively to enhance lessons.	In addition to acceptable, materials and technology show initiative and creativity in original development.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

4. Prepares appropriate assessment procedures and materials to evaluate learner progress. (7, 8)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Assessment procedures and materials are not specified in the plans OR are inappropriate for students OR are not matched to objectives.	Assessment procedures and materials in plans are related to objectives and appropriate for students.	Multiple assessment procedures and materials are included in plans where needed and assessments directly correlate to objectives and are appropriate for students.	In addition to acceptable, informal (performance) and formal assessments and materials are planned including rubrics/checklists.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

5. Uses assessment information (ex. – pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiated learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not use assessment information to plan instruction accommodating differences in developmental and/or educational needs of students.	Uses assessment information to plan instruction accommodating differences in developmental and/or educational needs of some students.	Uses assessment information to plan instruction accommodating differences in developmental and/or educational needs of most students.	Uses assessment information to plan instruction accommodating differences in developmental and/or educational needs of all students.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

6. Uses knowledge of students’ backgrounds, interests, experiences, and prior knowledge (e.g., pretests, learning styles inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful. (1, 2, 3, 5, 7)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not use knowledge of students’ backgrounds, interests, experiences, and prior knowledge to make instruction relevant and meaningful.	Demonstrates some understanding of students’ background, interests, experiences, and prior knowledge, but does not effectively use the information in developing learning experiences that are relevant and meaningful.	Demonstrates understanding of students’ background, interests, experiences, and prior knowledge and effectively uses this knowledge in developing learning experiences that are relevant and meaningful.	Demonstrates a thorough understanding of students’ background, interests, experiences, and prior knowledge and effectively and consistently uses this knowledge in developing learning experiences that are relevant and meaningful.
Formative Assessment →	Score:	Summative Assessment →	
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

7. Integrates knowledge from several subject areas in lessons. (1, 7)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Provides instruction that relates to only one subject and focuses on specific skills.	Instruction includes integration of content areas but lessons maintain a discipline centered focus and offer limited assistance in helping students make connections across disciplines.	Instruction includes effective integration of content areas clearly establishing connections across disciplines.	In addition to acceptable , creates innovative lessons which include activities that assist students in making connections across multiple disciplines.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

8. Incorporates diversity, including multicultural perspectives, into lessons. (3)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not incorporate diversity or multicultural perspectives into lessons.	Ineffectively incorporates diversity into lessons.	Incorporates diversity, including multicultural perspectives, into lessons.	Uses aspects of the world as well as the class make-up to purposefully and effectively incorporate diversity, including multiculturalism, into lesson.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

9. Uses a variety of strategies to introduce and close lessons. (1, 6)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
No introductions and/or closures to lessons.	Inconsistently or inappropriately uses introductions and/or closures to lessons.	Consistently and appropriately uses a variety of strategies to introduce and close lessons. Strategies to introduce lessons motivate students and closures accurately summarize the lessons.	In addition to acceptable, introductions and closures are creative and innovative.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

II. COMMUNICATION AND INTERACTION

10. Uses acceptable written, oral, and nonverbal communication. (6)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not use standard written, oral, and non-verbal communication.	Uses standard written, oral, and nonverbal communication with multiple errors.	Uses acceptable written, oral, and nonverbal communication with minimal errors.	Uses acceptable written, oral, and nonverbal communication proficiently .
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

11. Provides clear, complete written and/or oral directions for instructional activities. (4)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
No written and/or oral directions for instructional activities are provided.	Provides written and/or oral directions for instructional activities that are vague and/or confusing.	Provides clear, complete written and/or oral directions for instructional activities.	In addition to acceptable, uses concrete examples to model and clarify tasks and concepts.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

12. Communicates high expectations for learning to all students. (3)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not communicate high expectations for learning to all students.	Inconsistent in communicating to all students that they are capable of meeting learning expectations.	Consistent in communicating to all students that they are capable of meeting learning expectations.	In addition to acceptable , provides a supportive, risk free environment.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

13. Conveys enthusiasm for teaching and learning. (1, 5)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not convey enthusiasm for the content being taught.	Conveys limited interest and enthusiasm for the content being taught.	Motivates students by conveying enthusiasm and interest for the content being taught.	In addition to acceptable , the motivation, enthusiasm, and interest in the content are evident through students' attitudes, questions, and ability to stay focused on tasks and activities.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

14. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (2, 5, 6)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not provide opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.	Involves the students in interactive learning activities.	Involves students in teacher-planned cooperative group activities in which students are working toward a common goal.	In addition to acceptable , frequently plans instruction to include situations for students to work cooperatively on projects/activities of their choice.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

15. Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.). (10)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not establish opportunities for communication with parents and/or guardians.	Initiates communication with parents and/or guardians through an introduction.	In addition to emerging, maintains communication with parents and/or guardians.	In addition to acceptable, consistently communicates with parents and/or guardians for a variety of purposes and in a variety of ways.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

III. TEACHING FOR LEARNING

16. Demonstrates knowledge of the subject(s) taught. (1)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not demonstrate basic knowledge of the subject(s) taught.	Demonstrates adequate knowledge of the subject(s) being taught.	Evidence of thorough subject(s) knowledge is exhibited through minimal reliance on written notes and ability to lead effective class discussions.	In addition to acceptable, challenging questions and/or activities relating to subject(s) are included in lessons that demonstrate depth of understanding and knowledge of subject(s).
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

17. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) (4)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not use a variety of teaching strategies.	Ineffectively uses a variety of teaching strategies.	Effectively uses a variety of appropriate teaching strategies.	In addition to acceptable, teaching strategies are both teacher-centered and learner-centered.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment	

18. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., learning styles, multiple intelligences and enrichment/remedial needs). (2, 3, 4)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not provide learning experiences that accommodate differences in developmental and individual needs of diverse learners.	Inconsistently provides learning experiences that accommodate the developmental and individual needs of diverse learners.	Consistently provides learning experiences that accommodate the developmental and individual needs of diverse learners.	Consistently and effectively provides learning experiences that accommodate the developmental and individual needs of diverse learners.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

19. Provides opportunities for students to apply concepts in problem solving and critical thinking. (4, 6)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
No opportunities are provided for students to apply concepts in problem solving and critical thinking.	Provides opportunities for students to recognize and identify problems.	In addition to emerging, provides opportunities for students to propose and test solutions.	In addition to acceptable, provides opportunities for students to analyze and evaluate their solutions and to present findings.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

20. Responds to and elicits student input during instruction. (6)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not respond to or elicit student input during instruction AND/OR uses negative words or actions to discourage students from giving responses and asking questions.	Inconsistently responds to and/or elicits student input during instruction.	Consistently and appropriately responds to and elicits student input during instruction.	In addition to acceptable, provides appropriate prompts to elicit expanded student responses.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

21. Allows sufficient and equitable wait time to encourage students to expand and support their responses. (2, 4)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not allow sufficient and equitable wait time to encourage students to expand and support their responses.	Inconsistently allows sufficient and equitable wait time to encourage students to expand and support their responses.	Allows sufficient and equitable wait time to encourage students to expand and support their responses.	In addition to acceptable, probes and encourages students to expand and support their responses.
Formative Assessment →	Score:	Summative Assessment →	Score:
<u>Comments on Effectiveness</u>			
Formative Assessment:		Summative Assessment:	

22. Uses higher-order questions to engage students in analytic, creative, and critical thinking. (1, 4, 6)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not use questioning to engage students.	Asks questions at the lowest level, gathering and recalling information (knowledge and comprehension).	Asks questions which are designed to apply knowledge, analyze, compare/contrast, or classify data (application, analysis).	In addition to acceptable, asks questions which encourage students to think intuitively, creatively, and hypothetically, to use their imaginations, to identify a value system; or to evaluate judgments (synthesis and evaluation).
Formative Assessment →	Score:	Summative Assessment →	Score:
<u>Comments on Effectiveness</u>			
Formative Assessment:		Summative Assessment:	

23. Uses family and/or community resources (human or material) in lessons to enhance student learning. (10)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not use family or community resources in lessons.	Limited use of family or community resources in lessons to enhance student learning.	Effectively uses family and community resources in lessons to enhance student learning.	In addition to acceptable, encourages the students' effective use of family and community resources in lessons to enhance student learning.
Formative Assessment →	Score:	Summative Assessment →	Score:
<u>Comments on Effectiveness</u>			
Formative Assessment:		Summative Assessment:	

IV. MANAGEMENT OF THE LEARNING ENVIRONMENT

24. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning. (5)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not monitor or adjust the classroom environment.	Demonstrates an awareness of the social relationships and motivational strategies within the classroom, but does not always make adjustments to enhance learning.	Monitors and makes adjustments that are effective in enhancing social relationships, motivation, and learning.	In addition to acceptable, monitors students' participation and interpersonal interactions in learning activities and encourages students to develop self-monitoring skills.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

25. Adjusts lessons according to individual student cues, professional reflections, and group responses. (2, 4)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not adjust lessons.	Ineffectively or inconsistently adjusts lessons according to individual student cues, personal reflections, and group responses.	Effectively adjusts lessons according to individual student cues, personal reflections, and group responses.	In addition to acceptable, takes advantage of teachable moments to enhance lessons.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

26. Attends to or delegates routine tasks. (5)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not attend to or delegates routine tasks.	Seldom attends to and delegates routine tasks.	Attends to and delegates routine tasks.	In addition to acceptable, has a set plan which includes delegating appropriate responsibilities to students who complete these tasks efficiently.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

27. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (5)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not attend to inappropriate student behavior.	Inconsistently uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.	Consistently uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.	In addition to acceptable, uses a variety of strategies that promote cooperation and learning.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

28. Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment. (5)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not demonstrate fairness and supportiveness in order to achieve a positive, interactive learning environment.	Inconsistently demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment.	Consistently demonstrates fairness and supportiveness in the treatment of students and actively encourages fairness among students.	In addition to acceptable, creates a positive, interactive learning environment.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

29. Uses instructional time effectively.(5)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not use instructional time effectively - Substantial instructional time is spent in non-instructional activities and/or time is wasted during transitions.	Overall pacing and transitions are smooth; however, there are minor problems with effective use of instructional time.	Pacing is appropriate, transitions are smooth, and there are no unnecessary delays or undesirable digressions.	In addition to acceptable, students are on-task and engaged in meaningful learning activities.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

V. ASSESSMENT OF STUDENT LEARNING

30. Communicates assessment criteria and performance standards to the students. (8)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not communicate assessment criteria and performance standards to the students.	Ineffectively communicates assessment criteria and performance standards to the students.	Effectively communicates assessment criteria and performance standards to the students.	In addition to acceptable, various strategies are used to communicate assessment criteria AND/OR student input is sought in developing assessment criteria.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

31. Develops and uses a variety of informal assessments (ex. – pretests, quizzes, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not use a variety of informal assessments to accommodate differences in developmental and/or educational needs of students.	Occasionally uses informal assessments to accommodate differences in developmental and/or educational needs of some of the students.	Uses a variety of informal assessment information to accommodate differences in developmental and/or educational needs of most students.	Consistently plans and uses informal assessment information to accommodate differences in developmental and/or educational needs of all students.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

32. Develops and uses a variety of formal assessments (ex. – pretests, quizzes, unit tests, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not use a variety of formal assessments to accommodate differences in developmental and/or educational needs of students.	Occasionally uses formal assessments to accommodate differences in developmental and/or educational needs of some of the students.	Uses a variety of formal assessment information to accommodate differences in developmental and/or educational needs of most students.	Consistently plans and uses formal assessment information to accommodate differences in developmental and/or educational needs of all students.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

33. Provides timely feedback on students' academic performance and discusses corrective procedures to be taken. (8)


Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not provide feedback.	Provides timely feedback on students' academic performance and occasionally discusses corrective procedures.	Consistently provides timely feedback on students' academic performance, discusses corrective procedures, and purposefully uses reinforcement and praise.	In addition to acceptable , encourages student conferences and reflections for self-evaluation.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

34. Maintains records of student work and performance and appropriately communicates student progress. (10)

Unacceptable (0)	Emerging (3-4-5)	Acceptable (6-7-8)	Target (9-10)
Does not maintain records of student work or performance.	Maintains limited records of student work and performance and attempts to communicate student progress.	Maintains adequate records of student work and performance and communicates student progress in a timely manner.	Maintains detailed records of student work and performance, communicates student progress and helps students develop self-evaluation processes.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

Teacher Intern: _____

FORMATIVE ASSESSMENT		SUMMATIVE ASSESSMENT	
DATE:	TOTAL SCORE:	DATE:	TOTAL SCORE:

	<p>TOUGALOO COLLEGE Division of Education, Supervision and Instruction Teacher Education Program</p> <p>COOPERATING TEACHER PROGRAM EVALUATION</p>
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Cooperating Teacher _____ Date _____

Grade _____ Semester/Year _____ Number of Years as a cooperating teacher _____

Please check one	Yes	No
1. Did you attend the Pre-session Orientation with college supervisor and student teacher?		
2. Did you see evidence of lesson plan development in a consistent, on going manner (i.e. weekly)?		
3. Did the student teacher discuss the case study research assignment with you?		
4. Did you collaborate, in any manner on this research? (if yes, explain briefly below)		
5. Are you willing to become part of a K-6 or 7-12 classroom research consortium?		
6. Did you have ample opportunity to plan units and lessons with the student teacher on a weekly basis?		
7. Did you have ample opportunity to provide feedback to the student teacher on a weekly basis?		

What, if any classroom projects research did you and the student teacher work on this semester?

Please give at least two qualities you look for in a student teacher? What issue of professionalism can be stressed to further refine the prospective teacher candidate?

How has your involvement in this mentor relationship affected your teaching? Please be specific.

In your view what are some of the strength of the Student Teaching Program at Tougaloo College? What are some of the weaknesses?

What suggestions do you have to improve and/or enhance the Student Teaching Program at Tougaloo College?

ADDITIONAL COMMENT