

# Cooperating Teacher

## Handbook

San Francisco State University

Mild/Moderate Teacher Education Program  
Level I



San Francisco State University  
Department of Special Education  
Burke Hall 156  
1600 Holloway  
San Francisco, CA 94132  
Tel: (415) 338-1161  
Fax: (415) 338-0566

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Dear Cooperating Teacher:

May I express our appreciation for your willingness to accept the responsibility of cooperating in the San Francisco State University Student Teaching Program. We hope that the information in this handbook will be helpful to you as you work with your student teacher. Your efforts this semester will have a profound effect upon the education of many children in years to come.

Each student teacher has been asked to meet with his/her cooperating teacher prior to the start of the semester. This visit will provide you with some insight into your student teacher's academic and personal data.

As a Cooperating Teacher you are one of the most important participants in a student teaching program. Without mutual understanding and respect any program would be ineffective. Thank you for guiding and giving direction to activities, methods and techniques used by the student teacher in her/his teaching process.

If you have any questions concerning the administration, supervision or evaluation of student teachers please contact me immediately.

Again, thank you for your cooperation and best wishes for a very rewarding experience.

Sincerely,

*Susan J. Courey*

Susan J. Courey, Ph.D.  
Mild/Moderate Program Coordinator



# Cooperating Teacher Handbook

## Teacher Education at San Francisco State University

### Purpose

This handbook provides information to support student teacher mentors in developing moral, caring, intellectual individuals who aspire to teach in a democratic society. Mentors should play a supportive role for student teachers, with the goal of improving the techniques and competencies related to successful teaching practices.

### Introduction

The teacher education program at SFSU has been developed in agreement with standards set forth by the California State Board of Education, National Council for Accreditation of Teacher Education, Council for Exceptional Children (CEC), and SFSU's Knowledge Based Theme.

These accreditation organizations recognize that San Francisco State University meets rigorous standards of excellence in teacher preparation and provides high quality preparation for effective teaching.

Supervision, like teaching, is a moral as well as an intellectual endeavor. Supervisors responsible for preparing future teachers need to use the ideals in the College of Education Knowledge Based Theme to examine their personal supervisory practices. SFSU's College of Education Theme should actively influence all cooperating teacher activities and how they respond to the challenges presented in developing the professional identity of their students.

### Theme

The College of Education at San Francisco State University has formally adopted the following *Knowledge Base* theme for its professional programs:

*Preparing reflective and innovative professionals as leaders to ensure the educational development of diverse populations within dynamic educational contexts.*

We have also developed these definitions to explicate key elements of the statement:

*Reflective and Innovative Professionals:* Those who reflect on situations from multiple perspectives, developing insight and cultivating self-evaluation and self-awareness that lead to new understandings of action situations and self as teacher (Schon, 1987, Senge, 1990).

*Diverse Populations:* Broadly defined, those exhibiting a wide range of cognitive, linguistic, cultural, social, and physical differences to include those with disabilities. Diverse populations are taken to mean social

groups (micro cultures) with cultural and behavioral patterns and values that may not be dominant in the culture shared by most of the community/society (macro culture) but which shape the identity of individuals who identify with the particular social group. Throughout the document diverse populations, educational contexts, and educational professionals are constructed in the broadest possible sense. (Pai, 1990; Nieto, 1996; Sleeter, 1996; van Keulen, Weddington, & DeBose, 1998).

*Dynamic Educational Contexts:* Those school and community environments that have experienced rapid shifts in demographics, resources, and social demands, and are in a continual state of flux. Educational professionals must value and understand the implications of change in specific practical contexts, and in the context of community and society (Fullan, 1993, 1997).

## **Responsibilities of the Classroom Cooperating Teacher**

Many of our student teachers are already teachers of record in their classrooms. These student teachers benefit greatly from your mentoring and encouragement. We also see several traditional student teachers each semester who work directly with a mentor teacher in his or her classroom. These students also gain experience from your expertise and willingness to share your classroom. In order to assist the student teacher to advance from student to teacher, the classroom cooperating teacher should:

### **If the student is a *teacher of record in his or her own classroom:***

1. Discuss with the student teacher how to define his/her role as a special education teacher in the type of classroom where he or she is working. Establish a good working relationship and ***Communicate!***
  - a) Show reinforcement through smiles and other encouraging facial expressions.
  - b) Observe as frequently as possible, with *3 formal observations over the semester* (see back of handbook for forms and related materials).
  - c) Avoid interruptions in class.
  - d) Make follow-up suggestions that emphasize on improving student learning in the classroom instead of criticizing the student teacher's performance.
  - e) Share your expertise.
2. Consider a cooperative or team teaching approach, if you have an interest in trying such an organizational structure.
3. Require a detailed lesson plan for each formal observation. Discuss with the student teacher on how to operate successfully with less **written** detail as he/she gains more expertise. Share your ideas.
4. Discuss the lesson plan with the student teacher before the lesson is taught, and again after (reflection). In the beginning, especially, observe the lesson and help the student

teacher to evaluate it in terms of whether the objectives have been met, and how it could be improved.

5. Allow the student teacher to try various teaching methods and techniques, even though these may not be the same choices you would make in your own practice.
6. Provide the student teacher with both verbal and written feedback. Identify the student teacher's basic strengths as well as areas needing improvement. Both informal and formal conferences will be beneficial.
7. Notify the university supervisor if the student teacher is unable to do required work. This should be done as early as possible, so that deficiencies may be corrected in time to allow the student teacher to have a successful student teaching experience.
8. Return SFSU evaluation forms (see back of handbook for 3 formal evaluations and related materials) and other specified materials to the assigned university supervisor or the student teacher.

**If the student is a *traditional student teacher*:**

1. Help the student teacher to be viewed and respected by the pupils as a second teacher in the classroom rather than a student or helper.
2. Aid the student teacher in quickly becoming familiar with the class curriculum; communicate your immediate goals and long-range plans and long-term objectives at an orientation conference (meeting).
3. Demonstrate good teaching techniques and methods. Help the student teacher identify what to observe and discuss specific aspects of the lesson with your mentee.
4. Involve the student teacher in activities from the first day. Start with duties such as attendance, hall supervision, etc., as well as working with individual pupils and small groups.
5. Consider a cooperative or team teaching approach, if you have an interest in trying such an organizational structure.
6. Discuss a timetable for immersion of the student teacher into full-time teaching responsibilities. For example, begin having the student teach one group or one lesson to the entire class, and then allow them to take over more daily activities as the student teacher is judged capable of assuming additional responsibilities until she/he is carrying the full teaching load.
7. Work closely with your student teacher in planning for the initial lessons in each subject area. Require a detailed lesson plan for each class assumed until the student teacher shows by his/her performance that it is possible to operate successfully with

less **written** detail. *Student teacher should start by using the University Lesson Plan Form.* If your school uses another form, please send a copy with your student teacher to the student teaching seminar class meeting.

8. Discuss the lesson plan with the student teacher before the lesson is taught, and again after (reflection). In the beginning, especially, observe the lesson and help the student teacher to evaluate whether the objectives have been met, and how the plan could be improved.
9. Allow the student teacher to try various teaching methods and techniques, even though these may not be the same choices you would make in your own practice.
10. Plan for the student teacher to assume full teaching responsibility for a period of *at least three weeks*, preferably more.
11. Provide the student teacher with both verbal and written feedback. Identify the student teacher's basic strengths as well as areas needing improvement. Both informal and formal conferences will be beneficial.
12. Notify the university supervisor if the student teacher is unable to do required work. This should be done as early as possible, so that deficiencies may be corrected in time to allow the student teacher to have a successful student teaching experience.
13. Return SFSU evaluation forms (see back of handbook for 3 formal evaluations and related materials) and other specified materials to the assigned university supervisor or the student teacher.

### **Evaluation for both student teachers who are teachers of record and those who are working directly with mentor teachers**

The full text of the **California Standards for the Teaching Profession** may be found here: <http://www.ctc.ca.gov/reports/cstpreport.pdf>. **Key elements for each of the six teaching standards are shown below.** Student teachers should demonstrate an understanding and ability to practice each standard. The formal evaluation forms are located at the end of this handbook. In addition to meeting and practicing the California Standards for Teaching, student teachers are asked to demonstrate the dispositions reflecting the standards of the Council for Exceptional Children in all program-related activities (classes, field experiences, advising meetings, etc.). The descriptions are outlined in the Professional Disposition Rubric located at the end of this handbook.

## **CA Standards for the Teaching Profession**

Key elements of each standard are listed below for each of the six teaching standards. Student teachers should be reviewed for competency for each key element of each standard:

1. **Engaging and supporting all students in learning**
  - a. Connecting students' prior knowledge, life experience, and interests with learning goals.
  - b. Using a variety of instructional strategies and resources to respond to students' diverse needs.
  - c. Facilitating learning experiences that promote autonomy, interaction, and choice.
  - d. Engaging students in problem solving, critical thinking and other activities that make subject matter meaningful.
  - e. Promoting self-directed, reflective learning for all students.
2. **Creating and maintaining effective environments for student learning**
  - a. Creating a physical environment that engages all students.
  - b. Establishing a climate that promotes fairness and respect.
  - c. Promoting social development and group responsibility.
  - d. Establishing and maintaining standards for student behavior.
  - e. Planning and implementing classroom procedures and routines that support student learning.
  - f. Using instructional time effectively.
3. **Understanding and organizing subject matter for student learning**
  - a. Demonstrating knowledge of subject matter content and student development.
  - b. Organizing curriculum to support student understanding of subject matter.
  - c. Interrelating ideas and information within and across subject matter areas.
  - d. Developing student understanding through instructional strategies that are appropriate to the subject matter.
  - e. Using materials, resources, and technologies to make subject matter accessible to students.
4. **Planning instruction and designing learning experiences for all students**
  - a. Drawing on and valuing students' backgrounds, interests, and developmental learning needs.
  - b. Establishing and articulating goals for student learning.
  - c. Developing and sequencing instructional activities and materials for student learning.
  - d. Designing short-term and long-term plans to foster student learning.
  - e. Modifying instructional plans to adjust for student needs.
5. **Assessing student learning**
  - a. Establishing and communicating learning goals for all students.
  - b. Collecting and using multiple sources of information to assess student learning.

- c. Involving and guiding all students in assessing their own learning.
  - d. Using the results of assessments to guide instruction.
  - e. Communicating with students, families, and other audiences about student progress.
6. Developing as a professional educator
- a. Establishing professional goals and pursuing opportunities to grow professionally.
  - b. Working with communities to improve professional practice.
  - c. Working with families to improve professional practice.
  - d. Working with colleagues to improve professional practice.
  - e. Balancing professional responsibilities and maintaining motivation.

## **General Information**

**Note:** The following general policies may not apply to all student teacher situations.

### **Appearance**

Appropriate dress and conduct is expected of all student teachers. As a rule, student teachers should be guided by the dress code of their assigned school.

### **Attendance**

Regular attendance is expected of student teachers. Attendance is a factor that reflects the professionalism of the student teacher. Unauthorized or lengthy absences may require an extension of the student teaching experience.

The student teacher's workday is the same as that of the cooperating teacher. Student teachers are expected to arrive early enough in the mornings to allow ample time for planning and organizing before classes begin. Likewise, they are expected to remain a short time after dismissal to allow time for planning and conferencing.

### **Absences**

When illness occurs, the student teacher has the responsibility of contacting the assigned school and the university supervisor. Procedures for reporting absences should follow the policy of the assigned school.

If a student teacher plans to be absent from school because he or she has to attend any University-sponsored activity such as a workshop or a seminar, he/she should make arrangements well in advance with the cooperating teacher for the absence.

### **Calendar**

During student teaching, student teachers are expected to follow the calendar of the school district in which they teach rather than the University calendar. Exceptions should be discussed and approved by school personnel and the university supervisor.

### **Evaluations**

The student teacher's performance is formally evaluated on three occasions during student teaching: 1) in the beginning, 2) at mid term and 3) at the conclusion of the

practicum. The mid term evaluation may be a formative evaluation and may be discussed jointly by the university supervisor, cooperating teacher, and the student teacher. Its purpose is to help the student teacher become aware of his/her progress or lack of it.

The final evaluation is summative in nature and serves to indicate the quality of the student teacher's total teaching performance. The final grade is determined by the university supervisor. It should reflect the combined judgment of the cooperating teacher and the university supervisor.

### **Observations by University Supervisor**

A university supervisor will plan to make three visits during the student teaching practicum to observe the student teacher's performance and to confer with the cooperating teacher.

After each observation the student teacher should plan to spend time in conference with the university supervisor and the cooperating teacher.

### **Observations by Student Teacher**

When possible, student teachers should have an opportunity to observe teachers in other classrooms or in other classrooms. These arrangements may be made by the student teacher in consultation with the cooperating teacher and the principal. The purpose for such observations is to broaden the student teacher's perspective as to teaching styles, classroom environments, and methods of classroom management. It also helps to acquaint the student teacher with responsibilities of other professionals at the school. Such observations are often scheduled during the final stages of student teaching experiences as the cooperating teacher resumes teaching responsibilities.

### **Outside Activities**

Attempts to work or carry on responsibilities outside of student teaching are not encouraged by the University because such activities usually mean that the long hours of preparation demanded in student teaching may not be met.

### **Seminars**

Student teachers are required to attend a weekly University-sponsored seminar. Cooperating teachers will be informed of interesting guest speakers and other special events that they may be interested in attending. Cooperating teachers are welcome at any seminar.

### **Substituting**

Student teachers, by law, are not allowed to fill the role of a substitute teacher.

### **Work Stoppage and/or Strikes**

Student teachers will assume the role of neutral persons and will maintain an uninvolved status with respect to a work stoppage. In the event that the work stoppage continues for a week or more, the University may make arrangements for an extended experience or an alternate placement in another agency.

## About San Francisco State University

San Francisco State University (SFSU) has a historic and enduring commitment to educate teachers who will be responsive to the moral and intellectual demands a democratic society places upon them. To teach in a democracy is consciously take up the burden of improving the moral and intellectual quality of our societal dialogue by including in it as many educated voices as possible. The democratic ideal unites caring and knowing: The more voices we elicit and the less fettered the mutual exchange among those voices become, the truer our convictions and conclusions will be. This is, in a way, a democratic article of “faith,” and it is why our graduates aspire to teach *everyone*, especially those on the margins, those who have been or are in danger of being excluded.

The democratic conception of education informs all aspects of teacher education at SFSU. And, the kind of teacher appropriate prepared for the challenges and rewards of teaching in a democratic society is one who can unite the moral and the intellectual aspects of teaching.

## **Mission Statement**

The College of Education will develop and maintain rigorous professional preparation in the pedagogical and clinical skills that our professionals are required to use in providing effective services to individuals and their families, especially for those residing in ethnically and racially diverse communities.

All programs are based on excellence in teaching and clinical services, with a commitment to research and scholarship, focusing on the integration of services to schools and community agencies.

### **Themes reflected in the programs & activities of the College of Education are:**

1. To prepare professional educators and service providers to effectively work with individuals of all ages, diverse cultures, languages, learning styles, abilities, sensory and physical challenges, ethnicity (ethnicities), and sexual orientations, in schools and other community settings.
2. To integrate education with community services.
3. To effectively use technology to improve education and community services.
4. To prepare educational leaders to be socially committed advocates for the people they serve.
5. To contribute to the knowledge base of the profession, with an emphasis in the area of urban education.
6. To support faculty in their discipline-focused activities, their interdisciplinary programs, their teaching, and their research.

Of the challenges facing teachers in the new millennium, none is more pressing than for them to develop and maintain a strong sense of their moral and intellectual roots—a professional identity. Toward this end, SFSU prepares teachers who have a strong sense of themselves and their mission as teachers: Through caring and knowing they realize the democratic ideal. This, along with a high level of competence in their chosen areas, makes them teachers for whom we are thankful and of whom we are proud.

We appreciate your participation in our Teacher Education Program and welcome your comments and/or suggestions for improving the preparation of our future teachers.

Thank you.

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Department of Special Education  
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1600 Holloway  
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San Francisco State University is an Equal Opportunity/Affirmative Action Institution.

## Additional Materials

### Preparing for the Student Teacher

Supervision of a student teacher requires a great deal of careful planning. Preplanning on the part of the classroom teacher can create a good learning atmosphere and alleviate many problems before they arise. The following checklist has been designed as a guide to help you prepare for the student teacher.

#### **I. Preparing My Students**

- discuss advantages of having two teachers with my class
- explain that another teacher will have the same authority as I do

#### **II. Organizing My Room**

- provide the student teacher with a well-supplied desk or work area
- provide storage space for coats and books
- compile a professional library within the classroom and/or show the student teacher where other materials are available within the building

#### **III. Locating Materials**

- provide the student teacher with a personal copy of all basic teacher's manuals when possible
- explain Fire Drill and Emergency Procedures
- provide a schedule of classes
- provide the School Policy Book for inspection
- provide a seating chart
- explain room rules established with pupils
- familiarize the student teacher with the location of supplies and materials within the room
- allow time for inspection of student folders or alert students to pupils with special concerns

#### **IV. Familiarizing the student teacher with Service Facilities**

- demonstrate the use of copying machines
- acquaint the student teacher with the location and use of audio-visual materials
- familiarize the student teacher with special rooms such as lunchroom, office, speech, first aid, etc.

#### **V. Preplanning for My Teaching**

- outline my expectations for the student teacher
- familiarize myself with the student teacher's background
- plan a tentative sequence of learning activities for the student teacher
- plan to teach varied lessons for observation by the student teacher
- identify long and short term goals for my class
- examine my own teaching techniques and behaviors, and discuss them with my student teacher

#### **VI. Planning with the Student Teacher and University Supervisor**

- provide time to develop plans jointly
- plan sufficient time for conferences
- locate an appropriate place for conferences with the university supervisor and my student teacher
- discuss and share teaching experiences

#### **VII. Other things I need to do:** \_\_\_\_\_

This form was completed by  Student Teacher  SFSU Supervisor  Cooperating Teacher

## Activities Guide

As you and your student teacher cooperatively plan the student teaching experiences, aim for a wide range of well-balanced activities and experience. You may find this guide useful for referral in planning the involvement so that key areas are not slighted, or for keeping a check on the student's accomplishments.

### **Planning**

- Daily
- Weekly
- Long Range
- Unit

### **Units**

- Planned
- Taught
- Evaluated

### **Instructive Technology**

Used:

- TV/video tapes
- Films/film strip
- Overhead
- Computer
- Assistive Technology

### **Materials**

- Teacher-made
- Used outside material
- Wise selection of material
- Previewed materials before using

### **School Curricular Activities**

- PTA
- Open House
- Faculty / Staff Meetings
- Inservice

Others:

- Clubs
- Athletic Events
- Board Meetings
- Professional Meetings

### **Pupil Progress Reporting**

- Evaluation Experiences:
- Daily assignments
- Teacher made tests
- Informal tests
- Standardized tests
- End of book tests
- Achievement tests
- Grade cards
- Staffing
- IEP Updates
- Behavior Management/Data Collection

### **Routine Tasks**

- Attendance
- Lunch Money
- Room Environment
- Library and Bookmobile visits

### **Parent Conferences**

- Prepared for
- Observed
- Participated
- Telephone Conferences
- Written notes to parents

### **Curriculum Areas**

Observed Taught

- |                          |                          |                     |
|--------------------------|--------------------------|---------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Reading             |
| <input type="checkbox"/> | <input type="checkbox"/> | Math                |
| <input type="checkbox"/> | <input type="checkbox"/> | Social Studies      |
| <input type="checkbox"/> | <input type="checkbox"/> | Art                 |
| <input type="checkbox"/> | <input type="checkbox"/> | Music               |
| <input type="checkbox"/> | <input type="checkbox"/> | Physical Ed         |
| <input type="checkbox"/> | <input type="checkbox"/> | Ind. Arts           |
| <input type="checkbox"/> | <input type="checkbox"/> | Foods/Textiles      |
| <input type="checkbox"/> | <input type="checkbox"/> | Science             |
| <input type="checkbox"/> | <input type="checkbox"/> | Health              |
| <input type="checkbox"/> | <input type="checkbox"/> | Literature          |
| <input type="checkbox"/> | <input type="checkbox"/> | Language Arts       |
| <input type="checkbox"/> | <input type="checkbox"/> | Adaptive Curriculum |

### **Resource Personnel**

- Invited resource persons
- Planned visit to use resource personnel/paraprofessionals

### **Special Teachers**

- Awareness of Roles
- Collaboration with
- Discussed other resources

### **Field Trips**

- Pre-planning
- Making the arrangements
- Permission Slips
- Follow-up teaching

## STUDENT TEACHING EVALUATION

Semester Enrolled:     Fall  Spring, Year \_\_\_\_\_

Student Teacher Name: \_\_\_\_\_

SFSU Supervisor Name: \_\_\_\_\_

School Placement: \_\_\_\_\_

Cooperating Teacher Name: \_\_\_\_\_

**This form was completed by (check one):**

Student Teacher:	<input type="checkbox"/> Beginning	<input type="checkbox"/> Middle	<input type="checkbox"/> End
SFSU Supervisor:	<input type="checkbox"/> Beginning	<input type="checkbox"/> Middle	<input type="checkbox"/> End
Cooperating Teacher:	<input type="checkbox"/> Beginning	<input type="checkbox"/> Middle	<input type="checkbox"/> End

*Student Teachers: Complete Section 1*

*Cooperating Teachers and SFSU Supervisors: Complete all sections*

### Section 1: California Standards for the Teaching Profession (CA-STP)

*Rating Scale (1-5): 5 = Outstanding Performance, 1 = Needs Improvement*

Rating	Description of Standard
	<p><b>1. Engaging and supporting all students in learning</b></p> <ul style="list-style-type: none"> <li>a. Connecting students' prior knowledge, and life interests with learning goals</li> <li>b. Using a variety of instructional strategies and resources to respond to students' diverse needs</li> <li>c. Facilitating learning experiences that promote autonomy, interaction, and choice</li> <li>d. Engaging students in problem solving, critical thinking and other activities that make subject matter meaningful</li> <li>e. Promoting self-directed, reflective learning for all students</li> </ul>
	<p><b>2. Creating and maintaining effective environments for student learning</b></p> <ul style="list-style-type: none"> <li>a. Creating a physical environment that engages all students</li> <li>b. Establishing a climate that promotes fairness and respect, social</li> <li>c. Promoting social development and group responsibility</li> <li>d. Establishing and maintaining standards for student behavior</li> <li>e. Planning and implementing classroom procedures and routines that support student learning</li> </ul>
	<p><b>3. Understanding and organizing subject matter for student learning</b></p> <ul style="list-style-type: none"> <li>a. Demonstrating knowledge of subject matter content and student development</li> <li>b. Organizing curriculum to support student of subject matter</li> <li>c. Interrelating ideas and information within and across subject matter</li> <li>d. Developing student understanding through instructional strategies that are appropriate to the subject matter</li> <li>e. Using Materials, resources, and technologies to make subject matter accessible to students</li> </ul>
	<p><b>4. Planning instruction and designing learning experiences for all students</b></p> <ul style="list-style-type: none"> <li>a. Drawing on and valuing students' backgrounds, interests, and development learning needs</li> <li>b. Establishing and articulating goals for student learning</li> <li>c. Developing and sequencing instructional activities and materials for student learning</li> <li>d. Designing short-term and long-term plans to foster student learning</li> <li>e. Modifying instructional plans to adjust for student needs</li> </ul>
	<p><b>5. Accessing student learning</b></p> <ul style="list-style-type: none"> <li>a. Establishing and communicating learning goals for all students</li> <li>b. Collecting and using multiple sources of information to assess student learning</li> <li>c. Involving and guiding all students in assessing their own learning</li> <li>d. Using the results of assessments to guide instruction</li> <li>e. Communicating with students, families, and other audiences about student progress</li> </ul>
	<p><b>6. Developing as a professional educator</b></p> <ul style="list-style-type: none"> <li>a. Reflecting on teaching practices and planning professional development</li> <li>b. Establishing professional goals and pursuing opportunities to grow professionally</li> <li>c. Working with communities to improve professional practice</li> <li>d. Working with families to improve professional practice</li> <li>e. Working with colleagues to improve professional practice</li> <li>f. Balancing professional responsibilities and maintaining motivation</li> </ul>

## Section 2: Observation Notes

<p style="text-align: center;"><b>Classroom Community</b></p> <p>Teacher-child relationship; facilitates child-child interaction / socialization; facilitates positive behavior</p>
<p style="text-align: center;"><b>Curriculum and Pedagogy</b></p> <p>Engaging; developmentally-/functionally-/age appropriate curriculum, lessons, activities, teaching strategies and modifications; appropriate assessment</p>
<p style="text-align: center;"><b>Classroom Management</b></p> <p>Organization, schedules, routines, pacing, transitions</p>
<p style="text-align: center;"><b>Additional Comments</b></p>

### Section 3: Professional Disposition Rubric

*Instructors/Supervisors: Mark each category with point score (2,1,0); any category marked with a “0” requires an action plan.*

<b>Category and Rating</b>	<b>Target (2 points)</b>	<b>Acceptable (1 point)</b>	<b>Unacceptable (0 points)</b>
<p><b>1. Professional and ethical conduct</b></p> <p>Rating: _____ (of student teacher)</p>	<p>Candidate consistently listens attentively; understands and responds to feedback by making suggested changes; is solution-oriented; models integrity and ethical conduct.</p> <p>- Candidate always is well-groomed and dresses professionally and appropriately (for field experience only).</p>	<p>Candidate listens to feedback; makes changes without being defensive; does not explain away behavior; demonstrates integrity and ethical conduct.</p> <p>- Candidate dresses appropriately and practices personal good grooming habits (for field experience only).</p>	<p>Candidate reluctantly listens to or ignores constructive feedback; does not make suggested changes; becomes defensive or argumentative and makes excuses for behavior; conduct is unethical and/or disrespectful.</p> <p>- Candidate disregards acceptable standards for professional dress/appearance and/or poor personal grooming (for field experience only).</p>
<p><b>2. Individual and cultural sensitivity</b></p> <p>Rating: _____ (of student teacher)</p>	<p>Candidate always respects and values diversity; appreciates and responds to other’s perspective; models cultural sensitivity.</p>	<p>Candidate is appropriate when expressing his/her perspective; is sensitive to other’s feelings and perspectives; is culturally aware.</p>	<p>Candidate is judgmental and inappropriate or inflexible in response to others’ feelings and perspectives; culturally naïve and/or insensitive.</p>
<p><b>3. Work habits</b></p> <p>Rating: _____ (of student teacher)</p>	<p>Candidate is consistently and independently reliable, punctual, and follows through on commitments; exhibits exemplary organization and time management skills.</p>	<p>Candidate’s work habits and follow through are consistent with minimal support; is organized and utilizes a time management system.</p>	<p>Candidate is excessively unreliable and/or disorganized; disregards time commitments, and/or fails to follow through on work assignments.</p>
<p><b>4. Effective Communication</b></p> <p>Rating: _____ (of student teacher)</p>	<p>Candidate communicates clearly in an open and respectful manner with students, peers, professionals, families, and supervisors; asks questions and seeks information appropriately; carefully considers the communication context and makes appropriate adjustments.</p>	<p>Candidate communicates with others, shares ideas, and/or asks questions appropriately, matching communication with context.</p>	<p>Candidate’s communication is unclear, closed, disrespectful, garrulous, offensive, and/or contextually inappropriate.</p>

<b>Category and Rating</b>	<b>Target (2 points)</b>	<b>Acceptable (1 point)</b>	<b>Unacceptable (0 points)</b>
<b>5. Self-reflection</b>  <i>Rating: _____ (of student teacher)</i>	Candidate is insightful in examining on his/her psychological, emotional, and professional characteristics and thinking how these characteristics impact others; takes the initiative for personal and professional growth.	Candidate reflects on his or her psychological, emotional, and professional characteristics and monitors the impact on classroom and the larger professional environment.	Candidate does not recognize the importance of self-reflection and does not show a willingness and/or ability to grow personally or professionally.
<b>6. Collaboration</b>  <i>Rating: _____ (of student teacher)</i>	Candidate initiates and participates in collaborative efforts with others; encourages input from others; participates in problem solving; shares responsibilities and is flexible in performing various roles.	Candidate is able to work in a collaborative manner and can contribute as a member of a team.	Candidate has difficulty or is rigid in working with others—individually or in teams; ineffective in group problem solving; is unable or unwilling to accept his/her share of group responsibilities.

Note: These dispositions reflect the standards of the Council for Exceptional Children and are required to be demonstrated in all program-related activities (classes, field experiences, advising meetings, etc.). The descriptions outlined in the disposition rubric are general in nature. These indicators are not an exhaustive list. Students who fail to meet any one of these required dispositions may not be allowed in the M.Ed. in Special Education program.

With my signature, I acknowledge that I have reviewed this document with my instructor/supervisor.

**Student Teacher Name** \_\_\_\_\_ **Date** \_\_\_\_\_