



**A  
HANDBOOK  
for  
PROFESSIONAL SEMESTER  
STUDENT TEACHERS,  
COOPERATING  
TEACHERS, AND  
UNIVERSITY MENTORS  
ROCKHURST UNIVERSITY  
DEPARTMENT OF EDUCATION**

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*According to Peter Hans Kolvenbach, the Superior General of the Society of Jesus, "Jesuit education is value oriented. There is no aspect of education, not even the so-called hard sciences, which is neutral. All teaching imparts values" (p.14).*

*Callahan, S.J., John J., (1999) First Principles: The Jesuit Tradition in Higher Education.*

## **HANDBOOK FOR STUDENT TEACHERS, COOPERATING TEACHERS, AND ROCKHURST MENTORS**

This handbook provides information to participants in the professional semester of the Rockhurst University Teacher Education Program. The information herein will help make the professional semester productive and meaningful for students, cooperating teachers, and Rockhurst mentors. Included are basic policies and suggested procedures. Student teachers in ED 4800, ED 4850, ED 7800 and ED 7850 benefit from the continuous guidance, planning, and evaluation provided by experienced mentors.

### **THE ROCKHURST UNIVERSITY TEACHER EDUCATION PROGRAM**

The Rockhurst University Teacher Education Program provides prospective teachers a solid background in their chosen field of study. We prepare teachers to be knowledgeable and competent in the craft of teaching, and bring well-informed perspectives on educational policies and practices. This foundation has two major components: 1. a strong liberal arts education required of all Rockhurst University graduates and 2. a thorough, professional, inquiry-based preparation. We develop teacher leaders who are actively engaged in educational matters as reflective practitioners. The liberal core component of a Rockhurst education assures exposure to, and appreciation of, a broad spectrum of the liberal arts. This core provides the opportunity to develop an understanding and analysis of varied perspectives and diverse theories of education.

The professional semester emphasizes informed classroom teaching practice and its connections to a pluralistic society. Professional coursework is strongly interwoven with field experiences in schools. The Bachelor of Arts in Education and the Master of Education programs provide solid ground in choices for instructional practice, the theories that led to their development, and the rationales for their application. Both programs call upon students to analyze alternatives in curriculum, teaching methodology, and assessment, and to consider the implications of such alternatives for a multicultural, democratic society.

The program's emphasis on critical literacy connects these two components. We believe the ability to listen, speak, read, and write critically is crucial to all learning and essential in our reach toward excellence in teaching.

### **ROCKHURST CONCEPTUAL FRAMEWORK**

#### **Teacher Preparation in the Jesuit Tradition**

Rockhurst University, one of the 28 Jesuit institutions of higher education in the United States, provides a distinctive context for the professional preparation of teachers. Jesuit higher education is rooted in the philosophy of the founder of the Jesuit order, Ignatius of Loyola (1491-1556), who devoted his adult life to advancing the teachings of Jesus. It aims to prepare men and women for "service to others" through a comprehensive liberal education. It is only in service to others, according to the teachings of St. Ignatius, that one becomes more fully human and hence, more fully divine. The Department of Education at Rockhurst University is committed to the preparation of teachers in this tradition. Thus, our programs emphasize three interrelated themes of Jesuit education: a focus on moral reflection, teaching for social justice and the liberal treatment of subject matter. The themes of Jesuit education and their significance for our programs will be described below.

#### **A Focus on Moral Reflection**

One theme of Jesuit higher education is its emphasis on the development of values. According to Peter Hans Kolvenbach, the Superior General of the Society of Jesus, "Jesuit education is value oriented. There is no aspect of education, not even the so-called hard sciences, which is neutral. All teaching imparts values" (1999, p. 14). Jesuit higher education is decidedly explicit about the values it promotes and the faculty is urged to make these values transparent and pervasive in our work. For example, Jesuit higher education embraces the dignity and worth of each individual, the prizing of the whole person, the promotion of social justice, and intellectual freedom. In forming men and women in service to others, Father Kolvenbach noted that the aim "is to challenge our students to reflect upon the value implications of what they study, to assess values and their consequences for human beings." (14). For the Jesuits, values are cognitive, affective, and direct action. In other words, values are not mere contemplations but are anchored in the head, heart, and hand. Values provide motives for actions and without them, "one floats, like driftwood in swirling waters" (14).

This emphasis on values is doubly important for students who are preparing to become teachers. Teachers cannot be of service to others unless they, themselves, have reflective value commitments and an understanding of how their decisions necessarily promote some values and inhibit others. As noted above, values provide the basis for purposeful action. Dewey (1938) pointed out that the alternative to a life directed in this way is enslavement to either the whims of an external authority or internal whim, neither of which provides a basis for professional teaching.

Historically, teacher education as an institution has not given emphasis to the deliberation of values. Teacher education and its political context have changed little since Rugg (1952) reflected that historically, “the standard pattern of teacher education taught that the school was to pass on the social heritage; it was not to appraise the social order, let alone try to change it” (22). Teacher education in this apparently value-neutral tradition contributes to the phenomenon that Lortie (1975) called “reflexive conservatism,” in which teachers unreflectively reproduce the practices in place in schools. Lanier and Little (1986) describe the very practical “show-me/tell-me” orientation of teacher candidates, who are anxious to master the technical aspects of their craft. All too often, the processes of schooling and the curriculum as it exists are assumed to be true and natural and the teacher’s job is to acquire technical skill alone.

In our teacher education programs which reflect the Jesuit tradition, this traditional perspective toward schooling is rejected as fundamentally miseducative. Teacher preparation for service to others cannot obscure the value-laden nature of all education or the importance of values inquiry for the teacher. As students deliberate, they may well make choices that are different from the ones that we would make. We steadfastly embrace as one of our values a respect for diversity in perspectives and independent thought. In accordance with the mission of the college, however, we promote inquiry into the larger social and moral consequences of teaching practice and discourage the view that teaching is a merely technical activity.

We also recognize that there are different methods of reflection, ranging from the Aristotelian model which relies on the analysis of practical arguments (see, for example, Fenstermacher, 1986) to Dewey’s work in *How We Think* (1910), which describes what he called “a complete act of thought.” The Department of Education embraces a pluralistic approach to reflection, but we agree that the development of values and moral inquiry are a key emphasis of our programs. While some research in teacher education has supported the idea that values issues are a “mature” concern of learning to teach and that technical and practical concerns must be addressed first, we posit morals, values, and ethics as the professional foundation of technical and practical decision-making.

The implications of this emphasis on moral reflection in our coursework are twofold. First, the faculty articulates their own value positions, as they direct our coursework and discuss our relationships with students. Course syllabi, the structure of programs, the kinds of questions we ask in class, the relationships we have with students, are all manifestations of our own values. We strive to make clear that these practices reflect our values that we continually engage in reflection regarding the consequences of our choices for others and our values are subject to reconstruction. In short, we model the kind of moral reflection we seek in our students.

Second, the content of our coursework gives emphasis to reflection on values and the moral embeddedness of teaching. In other words, values themselves are at the center of inquiry, although they do not exhaust inquiry. Again, Father Kolvenbach notes, “Each academic discipline, when honest with itself, is well aware that the values transmitted depend on assumptions about the ideal human person and the ideal human society which are used as a starting point.” (1999, p. 14). Indeed, these questions form the foundations of study in the discipline of educational studies. In methods coursework, emphasis is given to issues such as gender equity, as well as the significance of diversity for the classroom. Instructional methods cannot be considered apart from an analysis of the differential impact they may have on individual learners. In short, the Education faculty is committed to cultivating values and moral reflection which unite the head, heart, and hand in teaching practice.

### **Teaching for Social Justice**

Teaching for social justice is a second theme of Jesuit higher education that informs our teacher education programs. Father Arrupe, who served as Superior General of the Society of Jesus 25 years ago, wrote, “Just as we are never sure that we love God unless we love our fellow human beings, so we are never sure that we have love at all unless our love issues in works of justice” (1999, p. 11). According to Father Kolvenbach, “The

service of faith through the promotion of justice remains the Society's major apostolic focus." (1999, p. 14). He explained that the Ignatian perspective calls upon all of us "to educate all--rich, middle class and poor-- from a perspective of justice" (15). With a special emphasis on serving the poor, Kolvenbach called for Jesuit institutions to challenge their students "to use concern for the poor as a criterion, so that they make no significant decision without first thinking of how it would impact the least in society" (15).

Although no specific conception of social justice is advanced by the church, Father Arrupe set forth the following propositions regarding education from a social justice perspective. First, "we must have a basic attitude of respect for all men and women" (1999, p. 11). This attitude of dignity and respect prohibits using persons as means to personal profit. Human life is an end in and of itself and not an instrument of any other person or of the State. A second principle is a commitment to not use power and privilege to one's own benefit. Finally, the Ignatian world view demands "a decision to work with others toward the dismantling of unjust social structures so that the weak of this world may be set free to grow as complete human beings." (1999, p. 11). While charity is an important component of service to others, it does not fulfill the obligation to service.

The idea that teachers have a role to play in social transformation has a history in this country dating back to the Depression era. During the 1930s, the curriculum tradition known as social reconstructionism advanced the idea that teachers should play a leadership role in advancing democratic social reform. Social reconstructionism never became a dominant curricular force in teacher education or in the public schools. More recently, however, scholarship in the sociology of education, multicultural education, gender studies, critical educational theory, as well as other fields, provides insight into the structural mechanisms within the institution of education through which social inequality is maintained and/or exacerbated. While the education faculty at Rockhurst does not expect its graduates to remediate society's inequities, the department does expect its candidates to think of the poor first, and practice basic pedagogical principles of teaching for social justice. For us, teaching for social justice includes the following principles, which are drawn from the work of Cochran-Smith (1999).

1. **Engage all students in significant intellectual study.** This principle stipulates that our teacher candidates need to hold high expectations for, as well as support, the intellectual accomplishments of all of their students. According to Cochran-Smith (1999), "student teachers who enable significant work assume that all students are makers of meaning and all are capable of dealing with complex ideas. They have high expectations for their students and provide opportunities for them to learn academically challenging knowledge and skills" (119). Setting high expectations for learning, with an emphasis on intellectual understandings and inquiry, is the first step in expanding opportunity to learn. Teacher candidates need to know how to help students meet those expectations. They need to know their subject matter, principles of curriculum design, models of teaching, and sound assessment practices. In particular, they need to develop specialized knowledge related to teaching students of low socio-economic status (see for example, Knapp & Shields, 1991).
2. **Teach for critical literacy.** This principle signifies that our teacher candidates need to view their learners not as empty vessels to be filled with information and skills, but rather as makers of meaning engaged in interpretation. Critical literacy approaches encourage students to not just learn to read, but to place what they are reading in context and to be able to extract meaning from text. Critical literacy approaches focus on the social construction of knowledge, ideological and technological biases in the mass media and textbooks, and developing an accurate interpretation of one's social reality.
3. **Develop curriculum responsive to students' interests, concerns, and resources.** In short, teacher candidates should develop curriculum that builds on the students' home languages, firsthand experiences, and interests and view these as resources in curriculum making. Teacher candidates need to exploit the knowledge that students bring with them to school. Again, Cochran-Smith (1999) points out that "it is important to construct curriculum that is multicultural and inclusive so that students can connect meanings in their own lives to innovative as well as traditional curriculum" (p. 122).

**4. Work with families and communities.** Teacher candidates manifest respect for their students when they support the families and communities to which their students belong. This principle stipulates that teacher candidates learn about the communities in which they teach. In concert with the Jesuit mission of Rockhurst University, they need to seek out resources that support the needs of children of low socio-economic status in particular. “Particularly important here is that the teacher demonstrate that she or he is connected to, rather than disengaged from, or (worse) afraid of, her or his students as individuals and as members of groups or larger communities,”(127) according to Cochran-Smith. Rockhurst’s literacy center is a manifestation of this effort to be supportive of families and serve the needs of the local community.

**5. Develop a commitment to professional growth and affiliation.** Teacher candidates who are men and women “for others” need to critically understand the history of their own occupation and the institutional realities which shape their work. Nearly 40% of all teachers defect from the profession within the first five years of teaching. Statistics such as these are indicative of the importance for teachers of seeking out like-minded peers and professional organizations that support their efforts. They need to learn to reach out to teachers at different levels and across specializations who share their commitment to service and growth.

### **The Liberal Treatment of Subject Matter**

Emphasizing the humanities, the Jesuit tradition in higher education “cultivates the mind, develops the imagination, and enlarges the spirit” (1999, p. 48). Jesuit education places a high value on inquiry and critical thinking, as well as the practical application of knowledge in service to others. Several important premises of Jesuit education point to the priority placed on rigorous intellectual study. First, according to St. Ignatius, God is found in all things. According to Father Callahan, “Since God is found in every thing, in every circumstance, in every movement of the heart, seeking to know ourselves and the world becomes a religious act...In Ignatian spirituality, teaching the humanities, science, and technology is teaching about God’s partnership with human beings in creating an ever better and more just world” (1999, pp.41-42). In the Jesuit tradition, there is no conflict between reason and faith. Second, a search for knowledge and understanding of the world is the foundation upon which service to others must be grounded. Social problems can only be understood through rigorous disciplinary perspectives and inquiry. As Fr. General Kolvenbach warned, Jesuit education “judges slipshod or superficial ways of thinking unworthy of the individual, and more important, dangerous to the world he or she is called to serve” (1989, 6).

Rockhurst University manifests its commitment to rigorous liberal arts education at the undergraduate level in part through “the core,” a set of general education requirements that all undergraduate students must fulfill. What is distinctive about the core is that it is organized around the idea of “modes of inquiry.” The seven modes of inquiry are the artistic mode, the historic mode, the literary mode, the scientific-causal mode, the scientific relational mode, the philosophical mode, and the theological mode. The courses that satisfy the distribution requirements for “the core” are designed to introduce students to the epistemological foundations of the various liberal arts disciplines and to sensitize students to the different ways in which knowledge claims can be justified.

While “the core” provides a substantial portion of teacher candidates’ liberal arts education, liberal study continues through their coursework in the department of teacher education. Our coursework is continuous with “the core” in a number of ways. First, as in most liberal arts education, the subject matter of our courses is treated as a basis for reflection and inquiry, rather than as information to be memorized or de-contextualized skills to be acquired. The emphasis on the grounds of knowledge claims continue through the student teaching semester, as we link their educational studies to the idea of the modes of inquiry. At the graduate level, the Department of Education requires a 14-hour core curriculum which “ensures a consistency and continuity of experience and provides a broad foundation in the theoretical and practical matters involved in teaching and learning” (1). The graduate core curriculum requires study in the psychological and social foundations of education, as well as an introduction to classroom research, teaching, and literacy studies.

We expect student teachers at the undergraduate and graduate level to manifest an understanding of the major concepts and sources of justification in their discipline and qualify knowledge claims, make the sources of claims explicit, and articulate an appreciation for the tentative nature of knowledge. In these ways, teachers manifest a sophisticated knowledge of subject matter (see Rath, 1999) that serves the Jesuit mission well.

## **THE ROCKHURST UNIVERSITY TEACHER EDUCATION PROGRAM**

### **Purpose of the Professional Semester**

The purpose of the professional semester is to provide pre-service teachers with the experience of full but guided responsibility for the preparation, implementation, and evaluation of curriculum and instruction. This teaching experience takes place in an elementary, middle, or secondary school classroom under the close supervision of an experienced teacher and the Rockhurst mentor. The professional semester consists of 14 weeks of meaningful interactive field experiences where students serve as interns in local schools and work closely with cooperating teachers to experience, firsthand, responsibility for planning and implementing instruction in their major content field. Prior to the professional semester, undergraduates must have an overall grade point average of 2.5 or higher, and graduates must have an overall grade point average of 3.0 or higher. All content area courses needed for certification, all general education requirements, or the College Basic Academic Subjects Examination (College BASE), if applicable, and all pedagogy classes have been completed prior to the professional semester. Additionally, all students will have passed the content area Praxis exam and undergraduates will have passed the College BASE.

### **Student Teacher Assignments**

Each Rockhurst University student teacher usually has two assignments during the professional semester. Each placement is usually a minimum of seven weeks at one site, but this can vary from five to nine weeks for each assignment with a total of fourteen weeks for the semester. During this semester the student also has a four credit hour seminar class, ED 4900 or ED 7900, Integrated Student Teaching Seminar. The purpose of the seminar is to give student teachers an opportunity to reflect on the challenges they encounter in the areas of instruction, planning, and assessment, and to further develop their expertise in these key areas.

### **The Student Teacher**

Student teachers are expected to be in attendance for all activities at the school for which the cooperating teacher is required to attend, except for times when student teachers are required to report to the Rockhurst campus. The student teacher follows the calendar for the school in which the student teacher is assigned. In the beginning of each experience, the student teacher observes classroom procedures and, if possible, participates in lesson planning and limited instruction for the first few days of the placement. The student teacher should take notes during these first few days regarding curriculum, discipline, and methodology and be prepared to discuss these observations with the cooperating teacher. The student teacher should then gradually take on the responsibility of increased teaching with the goal of teaching all classes by the end of the placement, if appropriate. The exact schedule will be determined through consultation with the student teacher, the cooperating teacher, and the Rockhurst mentor. A graduate student teacher not under contract with a school district may substitute for the student's cooperating teacher but **cannot** receive remuneration for this substitution. The cooperating teacher must arrange for a certified teacher in the building or an administrator to be responsible because of liability issues.

### The student teacher is expected to:

- contact the cooperating teacher prior to the assignment, and report to the school on the day assigned to begin student teaching;
- become familiar with, and respect school policies and regulations;
- hold in confidence information concerning pupils, staff, and general school matters;
- attend professional meetings such as P.T.A., faculty, and department meetings as determined appropriate by the cooperating teacher;
- assume responsibility for any absences by notifying the cooperating teacher **and the Rockhurst mentor, and the Director of Field Experiences** before the start of the school day. The student teacher must have plans prepared ahead of time and **must make arrangements to make up the missed day(s)**;
- develop and implement long-term curriculum planning by utilizing objective-driven lesson plans which display the application of what has been learned, the ability to reflect upon larger educational and social issues, and the use of technology as a resource and a vital research tool to the learner;
- interact with students in less formal settings;
- submit a lesson plan to the student teacher's Rockhurst mentor via e-mail one day before the mentor is scheduled to observe the student teacher in the classroom, including objectives and Show-Me-Standards addressed in the lesson;
- assure that a feedback session with the Rockhurst mentor occurs following each observation either on-site, on campus, via telephone, or through e-mail;
- connect theory to practice in the student portfolio so that MOSTEP Standards are addressed as well as the Rockhurst University expectations and criteria;
- provide meaningful assessment that drives instruction.

### Professionalism

Professionalism during the student teaching semester is imperative and will be reflected in the final grade. In the field, the student teacher will not only represent him or herself, but also the Rockhurst University Department of Education. Thus, it is essential that the student teacher exercise professional practices and demeanor while teaching. The Rockhurst University Department of Education mandates the following from every student teacher:

- **Punctuality:** Always arrive at the agreed upon time and have all work ready at the assigned time. This includes all work needed for the student teaching assignment, ED 4900/7900, and the portfolio.
- **Respect:** Disagree with a person's thoughts and ideas, but not the person;
- **Integrity:** Decide what professional values are important and act in a way that demonstrates those values.
- **Scholarly work:** Each child deserves the best, so plan, instruct, and assess with that in mind. Everything created for the classroom should be worthy of display in the portfolio.

- **Responsibility:** Take responsibility for actions and what is said during student teaching. If a mistake is made, admit it and work toward correcting it. Mature student teachers reflect on the consequences of actions and modify behaviors accordingly.
- **Cooperation:** The cooperating teacher and university mentor are tremendous resources. Realize this opportunity and take advantage of the expertise each one possesses.
- **Dress:** Again, each child deserves the best. Appearance is important; professional appearance will reflect upon the student teacher and Rockhurst University. Therefore, dress in a manner that sends a message of respect to the cooperating teacher, students and host school. Follow the school dress code. Do not wear jeans even if your cooperating teacher wears them. Clothing should not advertise alcohol, drugs, suggestive slogans, or profanity. Clothing should be clean and in good repair. Shorts, shirts with no collar, flip flops and camisoles should not be worn.
- **Personal Habits:** Please be aware of your personal cleanliness. Be aware that perfumes and colognes could cause some students difficulties because of allergies so do not overuse these products.
- **Telephone and Computer Use:** The use of the telephone, cell phone and computer for personal use should occur ONLY before or after school or during a plan period when approved by the cooperating teacher. At no time are personal long distance calls allowed using school district phones.
- **Facebook and My Space Websites:** Be aware that postings on personal websites can be viewed by staff, parents and students from your building. Exercise good judgement and moderation when doing so. Under NO circumstances should you discuss your students or school which would breach confidentiality.
- **School District Technology:** The use of school district computers should be done with your cooperating teacher's supervision and permission. You should assume that nothing you do on the computer is private as the computers are district property and should be used for district related purposes.
- **Professional Attitude:** While it is appropriate to be friendly with students, student teachers should conduct themselves with professionalism and maintain a level of maturity at all times. Be ecstatic about teaching! The student teacher is making a difference.
- **Communication:** All of the people who rely on the student teacher need to be informed of any extenuating circumstances. This includes absences. Conscientious work habits are expected. Any time the student teacher is late or absent, contact must be made to cooperating teacher, university mentor, and the Director of Field Experiences. All absences must be made up in full at the end of the semester.
- **Preparedness:** Once again, each child deserves the best. To give the best, classroom organization and preparation are expected. This includes having all the proper materials, a well constructed lesson and assessment, and being mentally and physically ready when class begins.

- **Special Functions/Meetings:** It is our expectation that if your cooperating teacher is going to attend a school related function (concert, back to school night, conferences, PTO meeting, etc.) then you must attend. If in question, ask your cooperating teacher. If even your cooperating teacher may not attend a school function, you should. It is a very good way to build rapport with students and families.

If, for any reason, a student teacher has excessive absences and/or acts in an unprofessional manner, the student teacher may be withdrawn from the school site, from the professional semester, the Department of Education and and/or the program. A doctor's excuse may be required for excessive absences. If you are asked to leave a student teaching site by either the school where you are placed or by Rockhurst personnel for unprofessional behavior or excessive absences, you will receive a grade of F for that placement. If you receive a grade of F for your first placement, a Rockhurst panel will determine if you will be allowed to participate in a second placement. If it is determined that you will not continue in a second placement, you will be administratively withdrawn from both student teaching and the seminar course. The Director of Field Experiences and the Department of Education Chair will make the final decision regarding dismissal.

### **The Cooperating Teacher**

Rockhurst University requests placement of student teachers in cooperating school districts for the purpose of student teaching. The district or school assigns the cooperating teacher who is usually recognized as a mentor teacher within the district. The cooperating teacher possesses the traits of collaboration, initiative, guidance, creativity, organization, and the ability to effectively interact with students, colleagues, teachers, parents, district administrators, and Rockhurst representatives. Every cooperating teacher should demonstrate enthusiasm for teaching. The role of the cooperating teacher is crucial to the preparation of quality teachers. This person is the day-to-day mentor and on-site advisor for the student teacher. The cooperating teacher should demonstrate effective teaching techniques. Regular conferences between the student, the cooperating teacher, and the Rockhurst mentor are important vehicles for analyzing and assessing the student teacher's performance.

### ***Before Student Teaching Begins***

#### **The cooperating teacher will:**

- acquaint himself with the background and qualifications of the student teacher (All districts are sent autobiographies, transcripts, and resumes of the student teachers);
- make contact with the student teacher before student teaching begins to answer any questions or concerns, to acquaint the student teacher with the curriculum, texts used, student discipline code, faculty handbook, IEP's and 504 Plans;
- prepare the class by briefing pupils on the student teacher's background and interests in anticipation of the student teacher's arrival;
- give the student teacher a real desk or work area the student teacher can call "home";
- treat the student teacher as a colleague as well as a student;
- introduce the student teacher to other faculty, administrators, and resource personnel, secretarial, and custodial staff, and include the student teacher in functions and meetings;
- acquaint the student teacher with school policies and procedures regarding such areas as administrative tasks, records, libraries, AV and technology facilities, and dress; and
- acquaint the student teacher with the educational philosophy of the school, along with the duties and the responsibilities of student teaching.

### ***During the Student Teaching Experience***

#### **The cooperating teacher will:**

- assist the student teacher in handling routine procedures (attendance, lunch money, locker checks, etc.);
- record formal and informal conferences, and observations;
- assist the student teacher in long-range planning for the entire placement including goals, organization of content material, classroom procedures, necessary materials, parent/teacher conferences, and an understanding of the evaluation methods;
- demonstrate effective lessons which teach to the stated objective(s), stimulate active participation, and model clear, concise examples to further student understanding;
- give responsibilities to the student teacher in a staggered sequence, the time allotment being determined by the demonstrated competence of the student teacher in meeting the demands of the various situations;
- grant, in time, full responsibility for planning and teaching;
- help the student teacher develop effective classroom management strategies;
- review different methods and strategies for pupil evaluations;

- confer with the student teacher after observing the student teacher's teaching, providing written/verbal feedback on the strengths and weaknesses of the lesson observed;
- acquaint the student teacher with school or district extra-curricular opportunities and encourage the student teacher to participate in them;
- help develop the student teacher's ability to self-evaluate, analyze instruction, and seek self-improvement;
- evaluate the student teacher's performance through discussions with the student and Rockhurst mentor and through the evaluation form. Midterm and final evaluation forms will be mailed with a business reply envelope or given to the student teacher to deliver to Rockhurst University;
- review and discuss the student teacher's working portfolio to promote reflective practice;
- involve the student teacher in all job-related activities such as faculty meetings, department/grade level team meetings, standardized test preparation, curriculum committees, and professional development events;
- inform student teachers of diverse educational needs represented in the classroom, and determine what activities and interactions the support personnel should have with the student teacher;
- give guidance in all aspects of instruction for which the cooperating teacher is responsible;
- encourage the student teacher to use those methods of teaching which were taught in the teaching methods courses and which the student teacher is most successful in using, so the student teacher develops their own professional style;
- acquaint the student teacher with regulations on school discipline and have an agreement on how to handle the discipline cases;
- encourage the student teacher to show an interest in the progress of each individual learner;
- hold conferences frequently with the student teacher;
- develop a spirit of understanding and constructive helpfulness so the student teacher can develop to their full potential, review daily lesson plans prepared by the student teacher;
- arrange for teacher observations outside of your classroom and an administrator observation, and
- set up appointments with special services teachers, (i.e., the learning disabled, behavior disabled, occupational therapist, physical therapist), gifted or enrichment teachers, counselors, and psychologist, school nurse, other community resource personnel.

### *Conferences and Evaluations*

#### **The cooperating teacher will:**

- ◆ evaluate the student teacher's work in a constructive, continuous, and comprehensive manner;
- ◆ make use of many sources of evaluative information, i.e., Rockhurst mentor, student teacher, pupils, and other evaluative sources;
- ◆ construct the final evaluation as a well-organized and comprehensive summary of the student teacher's placement;
- ◆ maintain communication with the Rockhurst mentor to monitor the student teacher's progress. The Rockhurst mentor will usually visit the student at least two times during the first site experience and at least twice during the second experience in addition to an initial triad visit at the beginning of the placement. Feel free to contact the Rockhurst mentor at any time, and also contact Carol White, Director of Field Experiences, via telephone at 816-501-4342 or via email at [carol.white@rockhurst.edu](mailto:carol.white@rockhurst.edu) if you desire additional visits; and
- ◆ keep the principal and Rockhurst mentor informed to better assist the student teacher if problems develop. Be sure to document problems, including absences by the student teacher.

#### ***Personal Qualities To Be Emphasized to a Student Teacher:***

- ◆ be flexible
- ◆ be open to change
- ◆ work to build relationships with others (staff, students and others-certified and classified)
- ◆ be fair and democratic when working with pupils
- ◆ be prompt, thorough, and punctual when assuming delegated responsibilities
- ◆ maintain the dignity of the pupils in all matters (discipline and academic achievement)
- ◆ be accepting and tolerant of differences in others

#### **Elements of effective instruction to be shared with student teachers:**

- elements of lesson design
- motivational strategies
- higher level thinking
- facilitating retention and transfer of knowledge
- active, meaningful participation for students
- classroom management strategies

## **The Rockhurst University Mentor**

The Rockhurst University mentor provides close contact with the student teacher during the professional semester. The student teacher will be visited a minimum of four times by the Rockhurst mentor. The frequency of these visits depends upon needs identified by the cooperating teacher, the student teacher, and the Rockhurst mentor. Rockhurst mentor visits will usually include observation of a complete lesson. This will be followed by a post-observation conference either at the school site, on the Rockhurst campus, or by telephone or e-mail. Student teaching is seen as an extension of campus work. The mentor continues to be a teacher, working with students to help develop skills, knowledge, and attitudes.

### **The Rockhurst mentor's responsibilities:**

- serve as a liaison between the cooperating teacher and the Rockhurst University student teacher;
- observe the student teacher in the classroom and provide feedback about curriculum, instruction, planning, classroom management, and evaluation;
- help the student teacher develop the skills of analysis of instruction, self-evaluation, and improvement;
- meet separately with the cooperating teacher to monitor overall progress of the student teacher; and
- instruct and reinforce skills and concepts previously introduced and/or presented on campus.

## Evaluation

The evaluation of a student teacher is a continuous process undertaken by the cooperating teacher, the Rockhurst mentor, and the student teacher. Evaluation occurs both formally and informally. An important vehicle for formal evaluation is the post conference where progress and problems are discussed.

### Components of Post-Observation Conference

1. Student teacher and observer reflect on the observation and conference process.
2. The observer listens and asks questions to clarify.
3. The observer shares observation data.
4. The student teacher compares strategies and behaviors with what was planned.
5. The student teacher reflects on how the objective of the lesson or experiment was achieved.
6. The student teacher reflects on what was done well and what will improve or change in future lessons.
7. What will be the next step or follow up to this lesson?

### These conferences may assume a variety of formats, including the following;

- student teacher and Rockhurst mentor;
- student teacher and cooperating teacher;
- the cooperating teacher and the Rockhurst mentor;
- all three parties together.

The student teacher will become increasingly able to engage in self-evaluation and analysis of instruction during these conferences. In addition to evaluation conferences, cooperating teachers will be asked to complete an evaluation form both at the mid-point and the end of the student teaching experience. Cooperating teachers are required to share their completed evaluation forms with their student teachers. All written evaluations must be signed by the student teacher and the cooperating teacher. Rockhurst mentors will also be asked to complete an evaluation form after each visit. The student teacher should have at least two evaluations at the initial student teaching site and two evaluations at the second placement site by the Rockhurst mentor. The Rockhurst mentor is responsible for submitting each formal, typed observation signed by the student teacher and the mentor to the Director of Field Experiences within one week after each completed visit.

**The best gift we can bestow on others is a good example.**  
**- Charles Morell**

## STUDENT TEACHER FORMATIVE FEEDBACK

(Name of Student Teacher)

(Date of observation)

**I saw good evidence of:**                      **This area needs refinement**

<b>Classroom Management</b>		
<b>Active engagement of students</b>		
<b>Effective use of Instructional time</b>		
<b>Formal/informal Assessment</b>		
<b>Content Knowledge</b>		

**Comments:**

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**University mentor's signature**

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**Date**

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**Student teacher's signature**

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**Date**

Please return to Carol White in the Business Reply Envelope

**ROCKHURST UNIVERSITY STUDENT TEACHER  
MOSTEP/NCATE/TEAC FORMAL EVALUATION FORM**

**FOR ED4800, ED4850, ED7800 and ED7850**

(Please return to Carol White the business reply envelope provided. The address is Rockhurst University, Van Ackeren 303A, 1100 Rockhurst Rd., Kansas City, MO 64110)

STUDENT: \_\_\_\_\_ DATE: \_\_\_\_\_

COOPERATING TEACHER: \_\_\_\_\_

GRADE/SUBJECT: \_\_\_\_\_

ROCKHURST MENTOR: \_\_\_\_\_ SCHOOL DISTRICT: \_\_\_\_\_

**EVALUATION SCALE**

**3=STANDARD MET BEYOND EXPECTATIONS (=A)**

**2=STANDARD MET (=C)**

**1=STANDARD NOT YET MET (=F)**

**\*Insufficient Evidence of Standard will be noted under comments.**

<i>MOSTEP Indicators</i>	<i>SUBJECT</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>COMMENTS</i>
<b><u>1.1.2.1</u></b>	<b>STD 1 <u>Subject Matter</u></b>				
1.1.2.1.1	Knows the discipline applicable to the area(s) of certification or endorsement				
1.1.2.1.2	Presents the subject(s) in multiple ways				
1.1.2.1.3	Uses student's prior knowledge				
1.1.2.1.4	Engages students in methods of inquiry used in the discipline				
1.1.2.1.5	Creates interdisciplinary learning				

<i>MOSTEP Indicators</i>	<i>SUBJECT</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>COMMENTS</i>

<b><u>1.1.2.2.</u></b>	<b>STD 2</b> <b><u>Human Development and Learning</u></b>				
1.1.2.2.1	Knows and identifies child/adolescent development				
1.1.2.2.2	Strengthens prior knowledge with new ideas				
1.1.2.2.3	Encourages student responsibility				
1.1.2.2.4	Knows theories of learning				

<b>1.1.2.3</b>	<b>STD 3</b> <b><u>Individualization and Diversity</u></b>				
1.1.2.3.1	Identifies prior experiences, learning styles, strengths, and needs				
1.1.2.3.2	Designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs				
1.1.2.3.3	Knows when and how to access specialized services to meet students' needs				
1.1.2.3.4	Connects instruction to students' prior experiences, family culture, & community				

<b><u>1.1.2.4</u></b>	<b>STD4</b> <b><u>Curriculum/Performances</u></b>				
1.1.2.4.1	Selects and creates learning experiences appropriate for curriculum goals, relevant to learners and based upon principles of effective instruction				
1.1.2.4.2	Creates lessons/activities recognizing individual needs				
1.1.2.4.3	Evaluates plans relative to long/short – term goals & adjusts as needed				

<b><u>1.1.2.5</u></b>	<b>STD 5</b> <b><u>Instructional Strategies</u></b>				
1.1.2.5.1	Selects alternative teaching strategies, materials, & technologies to achieve multiple instructional purposes & to meet student needs reflected by assessment data				
1.1.2.5.2	Engages students in active learning that promotes development of critical thinking, problem solving, and performance capabilities				

<b><u>1.1.2.6</u></b>	<b>STD 6</b> <b><u>Motivation and Management</u></b>				
1.1.2.6.1	Knows motivation theories & behavior management strategies and techniques				
1.1.2.6.2	Manages time, space, transitions, & activities effectively				
1.1.2.6.3	Engages students in decision making				

<b><u>1.1.2.7</u></b>	<b>STD 7</b> <b><u>Communication Skills</u></b>				
1.1.2.7.1	Models effective verbal and non-verbal communication skills				
1.1.2.7.2	Demonstrates sensitivity to cultural, gender, intellectual & physical ability differences in classroom communication				
1.1.2.7.3	Supports and expands learner expression in speaking, writing, listening & other media				
1.1.2.7.4	Uses a variety of media communication tools				

<b><u>1.1.2.8</u></b>	<b>STD 8</b> <b><u>Assessment</u></b>				
1.1.2.8.1	Uses a variety of formal & informal assessment techniques to enhance, monitor and evaluate student progress and to modify instruction				
1.1.2.8.2	Uses assessment strategies to involve learners in self-assessment activities and plans				
1.1.2.8.3	Evaluates the effect of class activities on individuals and class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work				
1.1.2.8.4	Maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly to appropriate audiences				

<b><u>1.1.2.9</u></b>	<b>STD 9</b> <b><u>Professional Development</u></b>			
1.1.2.9.1	Applies a variety of assessment and problem-solving strategies for reflecting on practice, influences on students' growth and learning, and the complex interactions between them			
1.1.2.9.2	Uses resources available for professional development			
1.1.2.9.3	Practices professional ethical standards			
<b><u>1.1.2.10</u></b>	<b>STD 10</b> <b><u>Partnerships</u></b>			
1.1.2.10.1	Participates in collegial activities designed to make the entire school a productive learning environment			
1.1.2.10.2	Talks with & listens to students, is sensitive and responsive to signs of distress and seeks appropriate help as needed to solve students' problems			
1.1.2.10.3	Seeks opportunities to develop relationships with parents and guardians of students			
1.1.2.10.4	Identifies and uses appropriate school personnel and community resources to help students			

<b><u>1.1.2.11</u></b>	<b>STD 11 <u>Technology</u></b>				
1.1.2.11.1	Demonstrates an understanding of technology operations and concepts.				
1.1.2.11.2	Plans and designs effective learning environments and experiences supported by informational and instructional technology.				
1.1.2.11.3	Implements curriculum plans that include methods and strategies for applying informational and instructional technology to maximize student learning.				
1.1.2.11.4	Applies technology to facilitate a variety of effective assessment and evaluation strategies.				
1.1.2.11.5	Uses technology to enhance personal productivity and professional practice.				
1.1.2.11.6	Demonstrates an understanding of the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and applies that understanding in practice.				

<b><u>1.1.2.12</u></b>	<b>STD 12 <u>Conceptual Framework</u></b>				
1.1.2.12.1	Demonstrates the ability to be a reflective practitioner promoting inquiry into the larger social and moral consequences of the teaching practice.				
1.1.2.12.2	Demonstrates the awareness that teaching for social justice includes an attitude of dignity and respect for all students.				
1.1.2.12.3	Promotes a rigorous academic environment engaging all students in significant interdisciplinary study of subject matter.				

**PROFESSIONALISM**

<p><b>PREPAREDNESS</b> Thorough, preparation for lessons, meetings, other tasks. Lesson plans presented in a timely manner.</p>				
<p><b>PUNCTUALITY/ATTENDANCE</b> Complies with professional schedule and has regular attendance. Notifies appropriate personnel when absent.</p>				
<p><b>DRESS/DEMEANOR</b> Appropriate dress, speech, and actions</p>				
<p><b>RELATIONSHIPS</b> Interacts positively/appropriately with students, colleagues, parents/guardians</p>				
<p><b>COMMUNICATION</b> Ensures a post-conference occurs in a timely manner. Responds to VM and email in a timely manner</p>				
<p><b>OPEN TO SUGGESTIONS</b> Open to and implements suggestions for improvement</p>				

**COMMENTS:** (Add additional pages as needed)

(Add additional pages as needed)

**Evaluator's Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student Teacher's Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **RUBRIC FOR THE MOSTEP/NCATE/TEAC EVALUATION FORM**

**Standard 1:** The pre-service teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of the subject matter meaningful for students.

*Performance Indicators:* The pre-service teacher

1.2.1.1 knows the discipline applicable to the certification area(s);

1.2.1.2 presents the subject matter in multiple ways;

1.2.1.3 uses students' prior knowledge;

1.2.1.4 engages students in the methods of inquiry used in the discipline;

1.2.1.5 creates interdisciplinary learning.

<p align="center"><b>Exceeds the Standard</b></p> <p align="center"><b>3</b></p>	<p align="center"><b>Meets the Standard</b></p> <p align="center"><b>2</b></p>	<p align="center"><b>Does Not Meet the Standard</b></p> <p align="center"><b>1</b></p>
<p>The pre-service teacher demonstrates a strong knowledge of relevant central concepts, tools of inquiry and structures of the discipline(s) as evidenced by performance in college content coursework as well as lesson preparation, instruction, and ability to make connections among the content, other disciplines, and student background and life experiences.</p>	<p>The pre-service teacher demonstrates an adequate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) as demonstrated through their work in college content courses, lesson preparation and instruction, and ability to make connections among the content, other disciplines, and students' interests and lives.</p>	<p>The pre-service teacher demonstrates only a basic knowledge of the discipline(s), possibly only exhibiting the knowledge or skills of a discipline rather than the central concepts that unify the discipline or the tools of inquiry used in the discipline. The pre-service teacher's work, however, may demonstrate flaws or gaps in disciplinary understanding. There is little or no evidence of teaching content in a meaningful context that connects to students' interests and lives or to connect subject matter within and across disciplines.</p>

**Standard 2:** The pre-service teacher understands how students learn and develop, and provides learning opportunities that support intellectual, social, and personal development of all students.

*Performance Indicators:* The pre-service teacher

1.2.2.1 knows and identifies child/adolescent development;

1.2.2.2 strengthens prior knowledge with new ideas;

1.2.2.3 encourages student responsibility;

1.2.2.4 knows theories of learning.

<p align="center"><b>Exceeds the Standard</b></p> <p align="center"><b>3</b></p>	<p align="center"><b>Meets the Standard</b></p> <p align="center"><b>2</b></p>	<p align="center"><b>Does Not Meet the Standard</b></p> <p align="center"><b>1</b></p>
<p>The pre-service teacher consistently applies knowledge of how students learn and develop to create developmentally appropriate learning opportunities that not only strengthen prior knowledge and encourage student responsibility, but also strongly support the intellectual, social, and personal development of all students.</p>	<p>The pre-service teacher applies knowledge of how students learn and develop to create developmentally appropriate learning opportunities that strengthen prior knowledge and encourage student responsibility, that generally support the intellectual, social, and personal development of all students.</p>	<p>The pre-service teacher demonstrates a basic knowledge of theories and principles of human development and learning (e.g. paraphrases the most major developmental and learning theorists). However, there is little or superficial evidence of using this knowledge to create developmentally appropriate instruction.</p>

**Standard 3:** The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

*Performance Indicators:* The pre-service teacher

1.2.3.1 identifies prior experience, learning styles, strengths, and needs;

1.2.3.2 designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs;

1.2.3.3 knows when and how to access specialized services to meet students' needs;

1.2.3.4 connects instruction to students' prior experiences and family, culture, and community.

<p align="center"><b>Exceeds the Standard</b></p> <p align="center"><b>3</b></p>	<p align="center"><b>Meets the Standard</b></p> <p align="center"><b>2</b></p>	<p align="center"><b>Does Not Meet the Standard</b></p> <p align="center"><b>1</b></p>
<p>The pre-service teacher demonstrates the strong ability to adapt instruction and assessment to meet the diverse physical, intellectual, and cultural needs of individual students. Based on high expectations, activities connect with and build upon students' individual strengths, prior experiences, family, culture, and community heritages. The candidate demonstrates strong knowledge of when and how to access specialized services.</p>	<p>The pre-service teacher demonstrates an adequate ability to adapt instruction and assessment to meet the diverse needs of learners. High expectations are generally present in classroom activities, with the candidate having knowledge of students' strengths, prior experiences, family culture, and community heritage. Specialized services are frequently accessed.</p>	<p>The pre-service teacher demonstrates a recognition that students differ in their approaches to learning but offers only occasional or narrow evidence of the ability to implement even the most basic adaptations to meet the needs of individual learners. Alternatively, the pre-service teacher may assert a belief in the individuality of learners (possibly considering only ability differences), but instruction appears predominately designed for the whole class. Overt knowledge of when and how to access specialized services is superficial or absent.</p>

**Standard 4:** The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.

*Performance Indicators:* The pre-service teacher

- 1.2.4.1 selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired);
- 1.2.4.2 creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance;
- 1.2.4.3 evaluates plans relative to long and short-term goals and adjusts them to meet student needs and to enhance learning.

<b>Exceeds the Standard 3</b>	<b>Meets the Standard 2</b>	<b>Does Not Meet the Standard 1</b>
The pre-service teacher is aware of state, district, and national standards and consistently considers those, as well as student needs, when planning lessons. Instructional planning and implementation consider individual student learning styles and are constructed to build student skills in developmentally appropriate ways. During implementation, the pre-service teacher demonstrates flexibility by evaluating and changing long-and short-term goals and/or instruction to meet student needs.	The pre-service teacher is aware of local, state, and national standards and considers those, along with student needs, when planning short- and long-range curricular goals. Instructional planning and implementation consider individual learning styles and are constructed to build student skills in developmentally appropriate ways. Reflection on the need to constantly evaluate goals and instruction to meet the changing needs of students is usually present.	The pre-service teacher demonstrates the ability to create and implement short-term classroom curriculum without providing evidence of either the ability to set and/or to work toward long-term curricular goals or the ability to evaluate the impact of delivered curriculum. Although lessons plans may include references to state knowledge and performance standards, references tend not to be reflected in what K-12 students were actually asked to do. Lessons tend to focus on whole-class instruction.

**Standard 5:** The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

*Performance Indicators:* The pre-service teacher

1.2.5.1 selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs;

1.2.5.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities.

<p align="center"><b>Exceeds the Standard</b></p> <p align="center"><b>3</b></p>	<p align="center"><b>Meets the Standard</b></p> <p align="center"><b>2</b></p>	<p align="center"><b>Does Not Meet the Standard</b></p> <p align="center"><b>1</b></p>
<p>The pre-service teacher consistently uses and subsequently evaluates the impact of a variety of instructional strategies, materials, and technologies to meet individual student needs and to encourage students' development in critical thinking, problem solving, and performance skills. Artifacts reveal the use of a variety of strategies, and reflections clearly establish the candidate's ability to match specific strategies with the content and/or skills to be taught. The candidate uses student work in the evaluation of a strategy's impact on student learning.</p>	<p>The pre-service teacher uses and subsequently evaluates the need for a variety of instructional strategies, materials, and technologies to meet students' needs. Lessons usually reflect critical thinking, problem solving, and performance skills. Although artifacts reveal the use of a variety of strategies, reflection may not always clearly establish the candidate's ability to match specific strategies with the content and/or skills to be taught.</p>	<p>The pre-service teacher uses a limited set of instructional strategies, materials, or technology to create lessons mostly at the recall/recognition level; the candidate may not distinguish multiple activities using the same strategy from using different strategies. There is little or no evidence of either the ability to create learning opportunities that encourage students' development of critical thinking, problem solving, and performance skills or the ability to align instructional strategy with content and/or skills to be taught. The candidate reveals only limited evidence of the ability to engage each student in active learning; rather, instructional artifacts emphasize a frequently teacher-centered, whole-class approach to instruction. The candidate tends to assert the positive impact of a strategy rather than provide evidence via student work.</p>

**Standard 6:** The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

*Performance Indicators:* The pre-service teacher

1.2.6.1 knows motivation theories and behavior management strategies and techniques;

1.2.6.2 manages time, space, transitions, and activities effectively;

1.2.6.3 engages students in decision making.

<p align="center"><b>Exceeds the Standard</b></p> <p align="center"><b>3</b></p>	<p align="center"><b>Meets the Standard</b></p> <p align="center"><b>2</b></p>	<p align="center"><b>Does Not Meet the Standard</b></p> <p align="center"><b>1</b></p>
<p>The pre-service teacher provides strong evidence of not only knowing but also applying motivation theories and behavior management strategies and techniques to create a collaborative, participatory, and individualized learning environment that encourages positive social interaction, active engagement in learning and self motivation. The pre-service teacher demonstrates the capacity to actively engage students in their own learning and the effort to encourage all students to set, monitor, and adjust their learning goals and behavior.</p>	<p>The pre-service teacher provides evidence of knowing and applying motivation theories and behavior management strategies and techniques which creates an environment of collaboration, participation, and individualized learning. Positive social interaction and active engagement in learning and self-motivation are usually present. The pre-service candidate helps students set, monitor, and adjust their learning goals and behavior.</p>	<p>The pre-service teacher may recount the principles (or theorists) of individual and group motivation and behavior management but offers little or no evidence of the ability to design and implement a collaborative, participatory, or individualized learning environment that encourages positive social interaction, active engagement in learning and self-motivation. Maintaining control may be emphasized over student empowerment.</p>

**Standard 7:** The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

*Performance Indicators:* The pre-service teacher

1.2.7.1 models effective verbal and non-verbal communication skills;

1.2.7.2 demonstrates sensitivity to cultural, gender, intellectual and physical ability differences in classroom communication;

1.2.7.3 supports and expands learner expression in speaking, writing, listening and other media;

1.2.7.4 uses a variety of media communication tools.

<p align="center"><b>Exceeds the Standard</b></p> <p align="center"><b>3</b></p>	<p align="center"><b>Meets the Standard</b></p> <p align="center"><b>2</b></p>	<p align="center"><b>Does Not Meet the Standard</b></p> <p align="center"><b>1</b></p>
<p>The pre-service teacher uses clear and articulate verbal, nonverbal, and media communications tools in all interactions with students, parents, colleagues and the community. The candidate uses these communication tools and techniques to support the learner's development of effective communications skills and to foster active inquiry, collaboration, and supportive interaction in the classroom. Use of communication/media technology is appropriate and varied.</p>	<p>The pre-service teacher uses good verbal and nonverbal communication skills and presentation techniques with students, parents, colleagues and others. Media communication is a part of most lessons. Use of communication /media technology is appropriate and varied. The pre-service teacher understands and demonstrates how effective communication skills foster active inquiry, collaboration and supportive interaction in the classroom.</p>	<p>The pre-service teacher demonstrates mediocre personal, oral, and written communication skills, and presentation techniques, including limited media communication. The candidate can describe how these might be used to develop learners' skills or to foster active inquiry, collaboration, and supportive interaction in the classroom without actually demonstrating the ability. Interactions with students tend to treat them as all being the same.</p>

**Standard 8:** The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and physical development of the learner.

*Performance Indicators:* The pre-service teacher:

1.2.8.1 uses a variety of formal and informal assessment techniques (e.g., observation, portfolio of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests) to enhance, monitor, and evaluate student progress and to modify instruction;

1.2.8.2 uses assessment strategies to involve learners in self-assessment activities and plans;

1.2.8.3 evaluates the effect of class activities on individuals and class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work;

1.2.8.4 maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly to appropriate audiences.

<p align="center"><b>Exceeds the Standard</b> <b>3</b></p>	<p align="center"><b>Meets the Standard</b> <b>2</b></p>	<p align="center"><b>Does Not Meet the Standard</b> <b>1</b></p>
<p>The pre-service teacher understands and consistently uses formal and informal traditional and performance-based assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. These strategies show a clear understanding of state knowledge/performance standards and their assessment. This candidate consistently uses data from assessment activities to plan instruction and to provide constructive and specific feedback to students, parents, and colleagues. The candidate consciously encourages and supports students' self-assessment as a means to enhancing their own learning and achievement. Student work samples verify candidate's strong assessment knowledge and skills.</p>	<p>The pre-service teacher demonstrates a good knowledge of formal and informal assessments for intellectual, social, and physical development. Evidence of knowledge of state knowledge/performance assessment strategies is present in most lessons. The candidate generally uses information generated from assessments to plan for instruction to foster student growth and for feedback to students, parents, and colleagues. Student work verifies the candidate's knowledge of assessment strategies</p>	<p>The pre-service teacher demonstrates a basic knowledge of formal assessment strategies for a variety of purposes; alternately, the candidate may reveal only a narrow range of even formal assessment strategies, tending to focus on whole class knowledge testing. The candidate provides little or no evidence of knowledge of state knowledge/performance standards or their assessment. There is little or no evidence that the candidate uses information generated from assessments to plan for instruction or to foster student self-assessment or growth. There is little or no evidence of the ability to maintain useful records of student performance and/or to communicate constructive and specific feedback to students, parents, or other colleagues. Knowledge and skills tend not to be supported by student work samples</p>

**Standard 9:** The pre-service teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.

*Performance Indicators:* The pre-service teacher

1.2.9.1 applies a variety of assessment and problem-solving strategies for reflecting on practice, influences on students' growth and learning, and the complex interactions between them;

1.2.9.2 uses resources available for professional development

1.2.9.3 practices professional ethical standards

<p align="center"><b>Exceeds the Standard</b></p> <p align="center"><b>3</b></p>	<p align="center"><b>Meets the Standard</b></p> <p align="center"><b>2</b></p>	<p align="center"><b>Does Not Meet the Standard</b></p> <p align="center"><b>1</b></p>
<p>The pre-service teacher is a reflective practitioner who demonstrates the capacity and the inclination to consistently examine and assess the effects of choices and actions on self and others. Candidate reflections analyze the impact of actions on student learning (vs. merely describing what transpired). The candidate offers strong evidence the he or she consciously applies professional ethical standards within this reflective process. This reflective practitioner seeks out opportunities to grow professionally.</p>	<p>The pre-service teacher exhibits the ability to think about and articulate own learning, choices, and actions and the effects they have on student learning. The candidate articulates and applies professional ethical standards. Reflections on actions and choices generally yield refinements in leaning and practice and help him/ her grow professionally.</p>	<p>The pre-service teacher does not consistently exhibit the ability to think about and articulate the quality of own learning, choices and actions on student learning. There is evidence that this candidate articulates and applies professional ethical standards to situations posed to her/her; alternately, there may be no evidence that the individual has considered ethical standards. Candidate reflections are primarily descriptive of what occurred. If reflection is used at all, it yields, at most, only minor refinements in learning and practice.</p>

**Standard 10:** The pre-service teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.

*Performance Indicators:* The pre-service teacher

- 1.2.10.1 participates in collegial activities designed to make the entire school a productive learning environment;
- 1.2.10.2 talks with and listens to students, is sensitive and responsive to signs of distress and seeks appropriate help as needed to solve students' problems;
- 1.2.10.3 seeks opportunities to develop relationships with parents and guardians of students;
- 1.2.10.4 identifies and uses appropriate school personnel and community resources to help students.

<b>Exceeds the Standard 3</b>	<b>Meets the Standard 2</b>	<b>Does Not Meet the Standard 1</b>
The pre-service teacher actively seeks opportunities to develop caring, professional, and productive relationships with school colleagues, parents, and educational partners, both formally and informally. The candidate consistently seeks opportunities to access specialized services. The candidate consistently attends school and district activities without being asked to do so.	The pre-service teacher knows colleagues, parents, and educational partners in the school and larger community and has begun to form relationships with each. The relationships are more formal than informal. He/she has some developed relationships with some students. The candidate has knowledge of and often seeks access to specialized services. The candidate attends an occasional school or district activity.	The pre-service teacher confines activities to the classroom and to interactions with the cooperating teacher. There is little evidence of building relationships with students. The candidate shows no evidence of going beyond the classroom to connect with others to support students learning, including, but not limited to, parents and colleagues or attending school and district activities. Knowledge of when and how to access specialized services is not evident.

**Standard 11:** The pre-service teacher understands the theory and application of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students.

**Performance Indicators:** The pre-service teacher

1.2.11.1: demonstrates an understanding of technology operations and concepts.

1.2.11.2: plans and designs effective learning environments and experiences supported by informational and instructional technology.

1.2.11.3: implements curriculum plans that include methods and strategies for applying informational and instructional technology to maximize student learning.

1.2.11.4: applies technology to facilitate a variety of effective assessment and evaluation strategies.

1.2.11.5: uses technology to enhance personal productivity and professional practice.

1.2.11.6: demonstrates an understanding of the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and applies that understanding in practice.

<p><b>Exceeds the Standard</b></p> <p><b>3</b></p>	<p><b>Meets the Standard</b></p> <p><b>2</b></p>	<p><b>Does Not Meet the Standard</b></p> <p><b>1</b></p>
<p>The pre-service teacher demonstrates continual growth in the uses and troubleshooting of current and emerging computer technologies to run software; to access, generate, and manipulate data; and to publish results</p> <p>Models and teaches legal and ethical practice related to technology, information, and software resources, as well as the safe and healthy use of technology resources.</p> <p>Applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities, including facilitating equitable access to technology resources for all students.</p>	<p>The pre-service teacher uses technology resources to engage in ongoing professional development and lifelong learning.</p> <p>Continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning.</p> <p>Uses technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning and to conduct research and to solve problems.</p>	<p>The pre-service teacher does not use technology resources as a means to empowering learners with diverse backgrounds, characteristics, and abilities; does not overtly consider the issue of equitable access to technology resources for all students.</p> <p>Demonstrates at most a basic (or very limited) knowledge of computer technologies with little recognition of the need to stay abreast of evolving technologies.</p>

**Standard 12:** The pre-service teacher understands that teaching is necessarily a value-laden activity and can reflect on the moral consequences of instructional and curricular decisions. The pre-service teacher:

- 12.1 demonstrates the ability to be a reflective practitioner promoting inquiry into the larger social and moral consequences of the teaching practice.
- 12.2 demonstrates a capacity to teach for social justice which includes treating all students with dignity and respect.
- 12.3 promotes a rigorous academic environment engaging all students in significant interdisciplinary study of subject matter.

<b>Exceeds the Standard 3</b>	<b>Meets the Standard 2</b>	<b>Does Not Meet the Standard 1</b>
<p>The pre-service teacher actively seeks opportunities to promote analytical skills and critical thinking in service to others and values open inquiry and liberal education. The candidate consistently seeks opportunities to access differential instructional methods that are value laden. The pre-service teacher is capable of constructing arguments about their teaching grounded in the ideas and principles of the Rockhurst University Department of Education Conceptual Framework and the MoSTEP Beginning Teacher Standards. He/she can place current instructional practices in broader historical and social context.</p>	<p>The pre-service teacher knows curricular practices and promotes life-long learning. The candidate has knowledge of and often seeks access to the department's Conceptual Framework in order to be leaders in the service to others. Demonstrates some application of interdisciplinary study. Occasionally demonstrates reflection on decisions and consequences.</p>	<p>The pre-service teacher confines activities to the classroom and to interactions with the cooperating teacher and avoids the complexity of the importance of issues that confront teachers daily. The candidate shows no evidence of going beyond the MoSTEP Beginning Teacher Standards. The pre-service teacher engages in little reflection of decisions and consequences.</p>

## **HONORARIA**

Rockhurst University is very appreciative of the professional educators who so willingly share their expertise and knowledge with our pre-service teachers. Therefore, Rockhurst donates a modest honorarium for each student teacher to the school district. The school district determines how this honorarium is to be distributed. Sometimes the school district will add the donation to the cooperating teacher's paycheck; in other instances the school district will use it to supplement resources for professional development opportunities for district employees. When there are two or more cooperating teachers per student teacher, the money is divided proportionally by the district.

## **RESOURCES AVAILABLE**

The Rockhurst University Director of Field Experiences oversees all facets of student field experiences. The Director of Field Experiences will answer any questions from the student teachers, Rockhurst mentors, cooperating teachers and district administrators. If at any time the need arises for additional courses, workshops or discussion sessions to help any of the given parties for the professional semester, do not hesitate to contact the Director of Field Experiences, Carol White, at 816-501-4342 or [carol.white@rockhurst.edu](mailto:carol.white@rockhurst.edu).

My signature below indicates that I have read and understand all of my responsibilities relating to the professional semester. I agree to comply with all expectations stated in this handbook. I further understand that non-compliance with these expectations could result in dismissal from the professional semester and/or the Rockhurst University Department of Education.

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**Student teacher signature**

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**Please print your name**

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**Date**