

**Central Christian College of Kansas
Student Teaching Experience
Cooperating Teacher Guidelines
2023-2024**



Central Christian College of Kansas
Teacher Education Department
McPherson, Kansas 67460
2023-2024

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Cooperating Teacher Guidelines



Fall Semester: 1st day in host school – 1st duty day for teachers in August
Spring Semester: 1st day in host school – 1st duty day for teachers in January

Note: A CCCK Cooperating Teacher Stipend for a full 14-week Elementary Education/ Secondary Education student teaching placement is \$120.00 and for a 7 week Physical Education student teaching placement is \$60.00.

Information for the Cooperating Teacher

First, thank you for working with a student teacher from Central Christian College of Kansas. Your willingness to open your classroom to our institution and our students attests to your commitment to the teaching profession and underscores the seriousness with which you assume your role as a mentor and teacher educator. The learning-to-teach process is complex and demanding; deep learning on the part of student teachers depends on the rich opportunities you can provide them within your classroom to experiment, practice, apply, create, revise and question. Below are some suggestions, guidelines and basic information that we trust will support the important work you do with our students.

Welcoming the student teacher to your classroom and school

All of us who are teachers remember our own student teaching experiences and the many worries we had about our own authority, ability, and place in the classroom. To make a successful transition into the field placement, student teachers need support adjusting to the routines and norms of the classroom and school, developing relationships with students and colleagues, and establishing themselves as “real” teachers. Below are some ways you can help your student teacher enter and blend seamlessly into your classroom:

- **Talk to your students ahead of time about the second teacher who will be joining the class.** Establish expectations for their behavior and interactions with this new teacher and answer questions they might have.
- **Encourage your student teacher to learn the names and important background information** of the students as quickly as possible. Perhaps the student teacher could also have a discussion with the class and share a little about her or himself.
- **Add the student teacher’s name to the classroom door.**
- **Include the candidate in your discussions in class.** Use "we" whenever possible.
- **Provide a work area for your student teacher and a space for personal belongings.**
- **Be prepared to spend some time talking with your student teacher.** For example, share your philosophy, talk about your teaching and working style, explain particular norms and conventions of practice that undergird your classroom but may be implicit and embedded, and think aloud about the goals you have for your students that year. Share with your teacher candidate

the expectations you have for her/him. Encourage your student teacher to share in return; goals, fears, talents, and previous experience are a great place to start. Get to know one another.

- **Share with your teacher candidate:** the interests and abilities of your students, so the candidate will be able to help further the learning of all students.
- **Introduce your student teacher to other faculty and personnel in the school.**
- **Accept ideas and suggestions when they seem good and advantageous.** When suggestions are not possible, explain why.
- **Assist the candidate in writing his/her focus goals.**
- **Arrange for contact between the teacher candidate and students' parents** (conferences, home, school, etc.).
- **Acquaint your student teacher with school district goals/objectives, curricula materials, instructional supplies, teaching aids, and other available equipment or technology.**
- **Articulate the rules, regulations, and practices of the school;** share the school's mission, as well as the services and programs that are provided.
- **Discuss school policies,** such as grading, testing, attendance, report cards, observance or non-observance of holidays by members of various religious groups, tardiness, discipline, fire and tornado drills, etc.
- **Expect your teacher candidate to participate in faculty meetings, parent-teacher conferences, pertinent school functions, curriculum committee meetings, professional meetings,** etc.
- **Have your teacher candidate observe other teachers and educational situations.**
- **Don't forget to underscore confidentiality issues.**
- **Remember that teacher candidates are expected to write lesson plans for every lesson they teach using the CCCK lesson plan template.**

Gathering information and establishing channels of communication

- **Exchange phone numbers and email addresses;** discuss when and how you will communicate with one another outside school hours.
- **Review program documents and student teaching guidelines together.**

The candidate may be uncertain about what to do or not to do. Some are able to adapt quickly, and others more slowly. While we at Central Christian stress the importance of initiative, much will depend upon the techniques employed by the cooperating teacher.

Enjoy the candidate. Be pleased with the successes and empathetic with the failures. Remember, the Golden Rule is always an appropriate guide for cooperating teachers. Finally, feel good knowing that you are giving much to our profession with your willingness to help a beginning teacher.

Recommended Schedule for the Student Teaching Phases

The time the teacher candidate spends in their STE should follow a natural progression transitioning them into taking on all classroom responsibilities. The Teacher Education Department suggests the following schedule for observation and teaching:

Student Teaching Experience Phases	Pre-STE Assignment	Phase 1: School Orientation and Observation	Phase 2: Participation and Instruction with a minimum of two weeks full class instructional responsibilities	Phase 3: Transition/ Observation/Reflection
Weeks 1-14		Weeks 1 & 2	Weeks 3 through 13	Week 14

Each of these Student Teaching Phases is explained in more detail below.

First Phase for all Student Teacher Candidates

One to two weeks of observation at the beginning of the semester will enable the candidate to become familiar with the routine of the classroom, learn the students' names, review the policies and procedures of the school and observe the practices of the cooperating teaching. During this time, the candidate should become increasingly more responsible for the classroom.

Planning for teaching responsibilities will also be an important part of this early observation time. Once it has been determined which subjects the candidates will first teach, they should begin to make lesson plans and **present them to the teacher for feedback.**

Second Phase for all Secondary and Elementary Education Student Teacher Candidates

During this time the candidate should experience all the responsibilities of managing a classroom, which will include:

- a. planning for units, lessons, and activities based on state and national performance objectives
- b. collecting materials needed for teaching
- c. instructing all students
- d. demonstrating assessment strategies for all students with appropriate evaluation procedures
- e. using technology in instruction, management and communication
- f. managing and monitoring students in, and outside the classroom
- g. developing collaborative relationship with other professionals and parents to support all students' learning and well-being.

During this experience phase, the co-teaching and coaching approaches described earlier should be used as well as **allowing the teacher candidate full responsibility of the class for at least two (2) to three (3) weeks.** This includes management of students as well as teaching the whole day.

It is during that this phase that the clinical teacher will teach a full unit of study in any subject area to record in the KTWS (Kansas Teacher Work Sample) document.

Second Phase for all Physical Education Student Teacher Candidates

Each of the two PE placements are seven weeks long. During this time the candidate should experience all the responsibilities of managing a classroom, which will include:

- a. planning for units, lessons, and activities based on state and national performance objectives
- b. collecting materials needed for teaching
- c. instructing all students
- d. demonstrating assessment strategies for all students with appropriate evaluation procedures
- e. using technology in instruction, management and communication
- f. managing and monitoring students in, and outside the classroom
- g. developing collaborative relationship with other professionals and parents to support all students' learning and well-being.

During this experience phase, the co-teaching and coaching approaches described earlier should be used as well as **allowing the teacher candidate full responsibility of the class for at least two (2) weeks**. This includes management of students as well as teaching the whole day.

It is during that this phase that the student teacher will teach a full unit of study in any subject area to record in the KTWS (Kansas Teacher Work Sample) document.

Third Phase

During the last week, the candidate should be turning teaching and other responsibilities back over to the cooperating teacher.

Important Responsibilities of the Cooperating Teacher

Cooperating teachers are responsible for:

- accepting the candidate as a learner;
- accepting the candidate as a member of the educational profession;
- providing guidance and support to the candidate;
- working with the candidate to establish a time line of responsibilities;
- providing the candidate with the rules, regulations, and procedures of the classroom, school, and district;
- notifying the candidate of expectations for classroom teaching, grading of papers, attendance at extra-curricular events, helping with sponsorship of clubs and organizations, arrival and departure times, and other matters that occur;
- requiring that lesson plans be submitted well in advance of instruction and evaluating the plans before allowing the candidate to begin teaching it;
- providing formative feedback to the candidate using the College's evaluation tools according to the following schedule:
 - **3-Week check with college supervisor by end of the 3rd week**
 - **1st scoring of the K-CAT Clinical Assessment at end of week 7**
 - **Disposition Evaluation and 2nd Scoring of the K-CAT Clinical Assessment Tool end of Week 14**
- sharing all evaluations with the candidate and college supervisor.

Daily/Formal Observations

One of the most important duties you have as a cooperating teacher is observing the student and communicating what you have observed. Informal observations can occur anytime (classroom, hallway, or lounge). **Formal observations** occur when you sit

in the classroom with the specific intent of observing. Be sure to take notes as to what you see and hear or use a data collection form that helps you organize your observations. When you meet with the teacher candidate to discuss your observations, use the evidence you gathered while observing. Evidence is the factual reporting of events. It might include teacher candidate and student actions and behaviors. It might also include artifacts prepared by the teacher candidate, students, or others. It is using professional judgment and capturing what you have seen and heard. Use the data you collect to support the conclusions you share with the teacher candidate in the conference following the observation.

Conferences

Conferring with the teacher candidate about your observation is crucial. The ultimate purpose of conferencing is to enhance teaching performance and therefore have a positive impact on student learning. Be specific and set goals with the teacher candidate so that instructional progress can be made. List strengths of the lesson along with specific suggestions for improvement. Teacher candidates want as much timely feedback as possible. Conferences are extremely important in establishing open communication between the cooperating teacher and teacher candidate. Most problems and concerns can be solved with open communication. Be honest but show understanding and compassion toward the teacher candidate. It is best to confront issues and concerns with immediate attention. Emphasize student learning first. The teacher's behavior is important, but student learning is the purpose of teaching. If you are uncomfortable addressing the teacher candidate with concerns, immediately contact the college supervisor.

Fostering Reflection

Often you can "avoid telling" by asking specific questions. Asking the right questions can encourage your teacher candidate to think about how student learning can be improved, how student behavior can be changed, and how instruction can be optimized. The right questions can probe for a deep understanding of the lesson's successes or deficiencies. Target questions to goals that are achievable.

Daily conferences should occur at a routine time. Set aside some time before school, after school, or during a planning period to touch base with the teacher candidate about the schedule, planning, conversations about questions or concerns the teacher candidate might have, as well as informing her/him about meetings, e-mail, or professional development opportunities, etc.

Weekly conferences should be established to discuss planning, goal setting, and reflections on lessons. This should be about an hour in length. Other possible topics might be classroom policies and procedures, preparation of the physical environment of the classroom, teaching strategies, grading systems, teacher-made and standardized tests, classroom control, and understanding students (individual differences) just to name a few.

Suggested Conference Outline

Following are a series of questions you might ask your teacher candidate in a planning conference prior to teaching a lesson or in a post-conference after you observe a teaching episode.

Step 1. Questions about the learning objectives for students:

- What are the objectives of the lesson?
- How did you come by them?

- Why are they important for students?

Step 2. Questions about assessment/achievement:

- How will you know if the students achieve the learning objectives?
- How will the achievement be assessed?
- What should the students know and be able to do as a result of achieving the learning objectives?

Step 3. Questions about the actual lesson:

- What activities, instructional materials and resources will be used?
- What student groupings will help them acquire the knowledge and skills?
- How will instructional activities be sequenced to support individual learning goals?
- What activities need to be adapted to meet the different learning needs of the students?

(Adapted from Wiggins & McTighe.)

K-CAT

The K-CAT is the Kansas Clinical Assessment Tool, a rubric-based assessment for teacher candidates to be used during their student teaching experience. The assessment has 45 items designed to assess candidate proficiency on the ten Kansas State Department of Education (KSDE) Professional Educational Standards which align with the each of the ten Interstate New Teacher Assessment and Support Consortium (InTASC) Performance Standards. The ten standards measured by the K-CAT represent four areas of teacher candidate development.

Development Area	K-CAT Standard
The Learner and Learning	(1) Learner Development (2) Learning Differences (3) Learning Environments
Content	(4) Content Knowledge (5) Application of Content
Instruction and Practice	(6) Assessment (7) Planning for Instruction (8) Instructional Strategies
Professional Responsibility	(9) Professional Learning and Ethical Practice (10) Leadership and Collaboration

The K-CAT is designed to serve as a teaching tool – it is not to be used as the sole decision-making tool in determining licensure, a grade, or other high-stakes decision. The cooperating teacher will administer this assessment two times during the student teaching experience. It is to be administered for the first time at the midterm of the student teaching experience. This provides an opportunity to constructively evaluate the performance of the teacher candidate’s strengths and identify potential areas for growth. The K-CAT will be

administered once more upon completion of the student teaching experience. The cooperating teacher and STE supervisor complete this assessment and provide appropriate data, which will be turned in to the STE supervisor. As a general rule, the *Accomplished Candidate Practitioner – Target* level is the expected rating of typically successful student teachers at the culmination of their clinical experience.

KTWS

The KTWS is the Kansas Teacher Work Sample, a work sample requirement for initial teacher license in the state of Kansas. This document is completed by the student, who will research, prepare, implement, and reflection upon a unit of instruction during the clinical teaching experience. As a cooperating teacher, you can assist your teacher candidate with selecting a feasible timeline to complete the work sample and may recommend a subject area to base the unit upon; however, the research, planning, implantation, and reflection is the responsibility of the student.

Helpful Reminders for Task 1:

- Select a focus class for all four KTWS tasks. Make certain the class reflects a range of student diversity that includes achievement levels, exceptionalities, and cultural or language diversity.
- Responses to all four steps in task 1 are based on this class only.
- Select two focus students from this class who will be specifically addressed in steps 3 and 4.

Helpful Reminders for Task 2:

When planning Unit Design, consider:

- **Topic Selection:** Select a topic that allows for integration across content.
- **Lesson Duration:** The available time for each lesson. Lesson duration should consider content development as well as student motivation and interest.
- **Lesson Variety:** Differentiate for a range of abilities and learning styles. The lesson delivery should be both teacher-centered, and student-centered.
- **Communications Log:** Contacting/planning individuals who may be resources (*students, parents, community members, and other professionals*) during the unit. Record any contact in the Communications Log for task #4.

When selecting the two-detailed lesson plans to feature, consider:

- **Video Recording:** These lessons will be video recorded, observed, and scored.
- **Reflection:** Reflect on what occurred, including lesson design, lesson delivery, and student response to instruction.
- **Differentiated Instruction:** Target activities to the whole class, as well as to the focus students selected. Consider everyone as these lessons are planned.
- **Technology:** Purposeful use of technology in the lessons. For example, use technology to create activities and research topics, to deliver material to the students, and involve students in using technology.

When planning assessment for focus students, subgroup, and for the whole class, consider:

- **Alignment:** Assessments must align with objectives. *What* will students learn about the Unit topic?

- **Objectives:** The objectives must be measurable. *How* will student learning be measured?
- **Assessment:** Vary formative assessments using both formal and informal measures. Summative assessment should align with the content in the pre-assessment to allow for measurement of student growth (see Glossary for assessment definitions).
- **Scoring:** Any assessment must be scored in an ethical manner in order to give all students opportunity to demonstrate understanding.

Helpful Reminders for Task 3:

When analyzing unit lessons, consider...

- Completing the daily teaching reflection log each day rather than waiting for a later time to construct responses.
- Make sure it shows analysis and reflection, not just a restatement of what happened for that lesson.
- Record any communications with individuals who are resources (*students, parents, community members, and other professionals*) in the Communications Log for Task #4.

When video recording detailed lessons, consider...

- Selecting lessons where there will be teaching to observe on the video. (An assessment day where students sit quietly and take a test would not be a good selection).

When analyzing focus students, consider ...

- Utilizing the focus prompts to guide responses.
- Consulting support staff to provide additional strategies for working with these students.

When displaying assessment results for the unit, consider...

- Selecting contextual factors that make sense for the group of students.
- Select the most appropriate graphic format to display the data and present information clearly and easy to read.
- Completing a pre-assessment prior to developing the Unit plans.
- Showing how the data was analyzed and utilized.

Helpful Reminders for Task 4:

When reflecting on lessons and assessments, consider...

- The rationale for success and lack of success of student learning objectives.
- Improvements that could be made to lesson planning and future teaching.
- The impact these improvements could have on anticipated professional growth activities.

When constructing a communication log, consider...

- Completing the log as events occur as opposed to trying to construct the chart from memory.

Appendices



CCCK Cooperating Teacher Profile

Thank you for taking the time to complete this form. This information must be kept as part of our permanent records and is required for our accreditation. In the future, we may ask you to update this information. We appreciate your willingness to work with our teacher candidates and your continued support of our program.

Personal Information

Last Name _____ First Name _____ M.I. _____

Years taught in an accredited school _____

Contact Information

Mailing Address _____ City _____ Zip _____

Email Address _____ (home or work?)

Phone (home) _____ (work) _____

Academic Degree(s)

Degree	College/University	Major/Focus	City	State	Mo/Yr

Certification/Licensure

Type of License	Endorsement	Levels	Date Issued	Expiration Date

Instructional Assignments

Assignment	Grade(s)	School	District	State	From/To

Related Educational Assignments (coaching, other extracurricular activities, etc.)

Description	Location	From/To

Professional Memberships and Community Service (Office? Committee?)

Organization	Role	From/To

I, _____, verify that I have taught for a minimum of three full years in an accredited school district and that I have not, within the past 5 years, been placed on an instructional plan of assistance.

Signature

Date

Thank you for being part of our Central Christian College of Kansas team in developing great future Teachers.

Steven Smith, CCK Student Teacher Experience Supervisor



Initial Visit Checklist for CCK Student Teaching

Student: _____ STE Supervisor: _____

Cooperating Teacher: _____ Subject/Grade Level: _____

School _____ Semester/Date: _____

- _____ 1. Supervisor has made contact with building administrator.
- _____ 2. Teacher candidate has met with the principal and turned in necessary paperwork, i.e. student teaching certificate.
- _____ 3. Supervisor, Cooperating Teacher, and teacher candidate have exchanged phone numbers.
- _____ 4. School and class schedules have been given to the supervisor.
- _____ 5. Teacher candidate is maintaining an orderly file with plans, journaling, evaluations, schedules, etc.
- _____ 6. Teacher candidate has been introduced to faculty.
- _____ 7. Teacher candidate has been provided with a workspace.
- _____ 8. Teacher candidate has been provided with building/district procedures.
- _____ 9. Teacher candidate confirms an understanding of the STE requirements.
- _____ 10. Cooperating Teacher has established a regular conference for planning, evaluation, and feedback.
- _____ 11. A plan of progressive teaching integration has been developed.
- _____ 12. Lesson plan format and unit planning have been discussed.
- _____ 13. The Student Teaching Experience Handbook has been reviewed.
- _____ 14. The K-TWS Template has been reviewed.
- _____ 15. The supervisor has responded to any other questions or concerns.
- _____ 16. Three-week visit-observation date/time: _____

Student Signature

STE Supervisor Signature

Cooperating Teacher Signature



CCCK Student Teaching Experience Three-Week Progress Report
(To be completed by the College Supervisor with input from the Cooperating Teacher)

Student Teacher _____ Date _____

- Yes No Open and willing to listen and try new ideas
- Yes No Positive rapport and relationship with cooperating teacher
- Yes No Positive rapport and relationship with students including those with diverse needs
- Yes No Daily reflective journal entries present
- Yes No Goals recorded and reflected upon
- Yes No Responds to diverse learning styles
- Yes No Using verbal and non-verbal communication techniques to create a positive learning environment
- Yes No Using a variety of teacher strategies; ex – wait time, modeling, questioning, proximity, voice, inflection, etc.

_____ Allowed to continue in student teaching
_____ Allowed to continue in student teaching with reservations
_____ Unsatisfactory performance in student teaching

Requirements to be met by (date) _____ to be allowed to continue in student teaching:

Removed from student teaching for the following reasons:

STE Supervisor

Date

Cooperating Teacher

Date

Kansas Clinical Assessment Tool (K-CAT)

Central Christian College of Kansas Content Area: _____ STE Supervisor/Cooperating Teacher _____

Name of evaluator

Teacher Candidate: _____ Midterm Score: _____ Final Score: _____

KSDE Standard 1: The [candidate] understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.

InTASC Standard 1: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learner Development	Novice (1)	Apprentice-Developing (2)	Accomplished Candidate Practitioner—Target Level (3)	Exemplary (4)	Raw Score
1.1-Learner growth and development	Candidate demonstrated a minimal understanding of child development.	Candidate demonstrated an understanding of child development but did not apply it to planning for instruction.	Candidate demonstrated learner development through planned developmentally appropriate instruction, which addressed many of the individual learners' strengths, interests, and needs.	Candidate met all expectations in the accomplished practitioner- target level. As well as use appropriate methods to evaluate the vast majority of students' skill levels of performance and planned instruction accordingly.	
1.2-Individual differences in readiness for instruction	Candidate made a minimal attempt to identify the specific areas of student readiness of whole class cognitive, linguistic, social, emotional, or physical.	Candidate identified, for a limited number of the students in the classroom, cognitive, linguistic, social, emotional, or physical aspects of student readiness for learning.	Candidate identified, for most of the students in the classroom and for small groups of students, cognitive, linguistic, social, emotional, and physical aspects of student readiness for learning.	Candidate identified, for the vast majority of the students in the classroom and for small groups of students, cognitive, linguistic, social, emotional, and physical aspects of student readiness for learning.	
1.3-Assess for learning needs and performance	Candidate demonstrated unrealistic expectations for student performance.	Candidate did limited checking for understanding to assess student performance.	Candidate regularly assessed individual and group performance in order to meet most learners' needs in instruction.	Candidate maintained and analyzed assessment data collected on student performance to make data-driven decisions about instruction.	
1.4-Cultural context	Candidate displayed little awareness of culture and interests of the students and made no effort to accommodate for those differences.	Candidate showed awareness of cultural and varied interests in students but seldom differentiated to accommodate for those differences.	Candidate collaborated with families, communities, colleagues, and other professionals to design and implement developmentally appropriate, relevant, and rigorous learning experiences.	Candidate deliberately pursued knowledge about the vast majority of students' cultural heritage and family background.	
1.5-Behavior management	Candidate demonstrated little awareness of student development as tool to guide behavioral issues	Candidate was aware of behavior concerns and often took steps to deter unwanted behavior.	Candidate's knowledge of development aided in low-profile redirection, positive behavior support, teacher proximity, and student movement to engage learners.	Candidate's knowledge of development used to develop a classroom behavior management system, which facilitated effectively engaged high levels of student learning.	

KSDE Standard 2: The [candidate] uses understanding of differences in individuals, languages, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.

InTASC Standard 2: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Learning Differences	Novice (1)	Apprentice-Developing (2)	Accomplished Candidate Practitioner—Target Level (3)	Exemplary (4)	Raw Score
2.1- Understanding student learner differences	Candidate addressed only the needs of the whole group.	Candidate designed instruction that met the needs of the whole group.	Candidate accommodated instruction for the whole and small group instruction.	Candidate met all expectations in the accomplished practitioner- target level. As well as... Candidate demonstrated understanding of each student's differences, languages, cultures, and communities to design and accommodate instruction to meet the individual needs of the vast majority of students.	
2.2-Differentiation in instruction	Instructional strategies were limited to meeting the needs of the whole group. Variation is minimal.	Candidate at times showed awareness of individual differences, but often teaching to the whole group.	Candidate designed instruction, and initiated several differentiation techniques (i.e., process, product, content, environment, and affect) for most students.	Candidate designed original instruction, and initiated multiple differentiation techniques (i.e., process, product, content, environment, and affect) for the vast majority students.	
2.3-Collaboration with others to meet learner needs	Candidate worked with cooperating teacher as required. Candidate inconsistently applied suggestions.	Candidate collaborated with a few other professionals (mainly the cooperating teacher) and implemented some suggestions.	Candidate collaborated with professionals to understand student abilities, needs and interests (including learner's personal, family, and community experiences and cultural norms).	Candidate used intentional collaboration with other professionals and community resources to incorporate students' abilities, needs, and interests into instruction.	
2.4-Instruction designed to meet learner needs	Candidate had limited repertoire of instructional strategies.	Candidate implemented a few select learning strategies in an attempt to meet the needs of a variety of students.	A variety of learning modalities were incorporated and the candidate tiered instruction to accommodate student interests and/or academic abilities.	Candidate deliberately incorporated a wide range of learning modalities and designed tiered instruction to accommodate the vast majority of student interests and academic abilities to enable learners to meet rigorous standards.	

KSDE Standard 3: The [candidate] works with others to create learning environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self- motivation.

InTASC Standard 3: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Learning Environments	Novice (1)	Apprentice-Developing (2)	Accomplished Candidate Practitioner—Target Level (3)	Exemplary (4)	Raw Score
3.1-Individual and collaborative learning	Candidate and students Displayed a lack of commitment to learning students demonstrated low energy in accomplishing work. Candidate established general classroom control.	Candidate established a classroom culture that has limited commitment by the teacher and students to learning and work expectations. Candidate applied classroom management techniques to produce a positive learning environment in the classroom.	Candidate established a classroom culture in which learning is valued by all and hard work and learning are typical for most students. Candidate worked with others, pre-established, monitored, and used a variety of methods to maintain classroom expectations allowing for smooth transitions and the maintenance of momentum.	Candidate met all expectations in the accomplished practitioner-target level. As well as... Candidate created a smoothly functioning classroom environment that demonstrated a shared belief in the importance of learning with high expectations for learning for all students, supportive of student participation, mutual respect, and without fear of humiliation from the candidate or other students.	
3.2-Behavior management	Candidate demonstrated little awareness of behavioral issues/did not address issues or valued friendship of students over management of student behaviors and learning.	Candidate was aware of behavior concerns and often took steps to deter unwanted behavior.	Candidate used low-profile redirection, positive behavior support, teacher proximity, and student movement to engage learners.	Candidate developed a classroom behavior management system which, facilitated effectively engaged high levels of student learning.	
3.3-Active engagement in learning	Candidate did little to encourage respect between students and open participation of students in classroom activities.	Candidate established an environment in which students were hesitant to share opinions, ask questions, or make academic risks.	Candidate provided a classroom community where students were respected and actively engaged in the learning process.	Candidate developed a classroom environment, which promoted critical thinking and supported active participation of the vast majority of students in their learning.	
3.4-Teacher and student use of technology	Candidate used technology in a cursory way in the classroom focusing on teacher presentations. Limited student use.	Candidate used technology for instructional purposes. Student use of technology was evident but not necessarily aligned with learning tasks.	Appropriate candidate and student use of technology was used to create a positive learning environment.	Candidate actively sought and implemented available cutting edge technology effectively and promoted student use of technology to maximize learning engagement.	
3.5-Positive social interaction	Candidate's communication (verbal and/or non-verbal) at times created confusion.	Candidate demonstrated use of speaking and listening skills with limited effectiveness.	Candidate demonstrated effective interpersonal communication skills in face-to-face and/or virtual environments.	Candidate exhibited creativity and thoughtful planning in projecting effective communication skills in multiple environments and multiple forms of media.	

KSDE Standard 4: The [candidate] understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content.

InTASC Standard 4: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Content Knowledge	Novice (1)	Apprentice-Developing (2)	Accomplished Candidate Practitioner—Target Level (3)	Exemplary (4)	Raw Score
4.1-Central concepts and structures of content	Candidate displayed limited knowledge of content and stayed one lesson ahead of students. Candidate displayed some difficulty in answering student questions over content.	Candidate demonstrated rudimentary knowledge of content and relied on text and curricular materials for sequencing and pacing.	Candidate organized and logically sequenced (scaffold) instruction because of his/her knowledge of content, content standards, and college and career readiness standards, including literacy experiences.	Candidate met all expectations in the accomplished practitioner- target level. As well as... Candidate instruction extended beyond the boundaries of the classroom and integrated cross- curricular elements.	
4.2-Evaluation of content	Candidate taught lessons without identifying student prior knowledge.	Candidate used general knowledge of students and aggregated data to provide instruction for whole class with little differentiation for individual needs.	Instructional strategies and learning experiences built on prior content knowledge and supported each student in the process to construct new concepts and knowledge and connected content to student lives.	Candidate used appropriate methods to evaluate all students' skill levels of performance, established prior knowledge and designed learning activities for whole class and individuals to meet learning goals. The vast majority of students integrated new learning into their individual lives.	
4.3-Inquiry	Candidate demonstrated insufficient knowledge to convey tools of inquiry associated with the content field	Candidate used content tools of inquiry however demonstrated uneven understanding of rationale or purpose.	Candidate used and taught students the tools of inquiry per the content and demonstrated the ability to facilitate student use of content tools of inquiry.	Candidate and students used the inquiry method to foster critical thinking and to make the learning relevant to each student.	
4.4-Differentiation for accessible learning	Candidate taught to the median ability without trying to meet the needs of individual students.	Candidate was able to implement levels I and II of Multi-Tiered System of Support (MTSS) or an alternative method of tiered system of support.	Candidate adapted instruction (aligned with MTSS protocols, or an alternative method of tiered system of support) so content was meaningful and relevant for most learners.	Candidate and the students were fully engaged in the use of Multi- Tiered System of Support (MTSS) or an alternative method of tiered system of support. Candidate designed meaningful differentiation of content so that an appropriate level of mastery was attained by the vast majority of students.	

KSDE Standard 5: The [candidate] understands how to engage learners through interdisciplinary lessons that utilize concept based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking.

INTASC Standard 5: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

<u>Application of Content</u>	Novice (1)	Apprentice-Developing (2)	Accomplished Candidate Practitioner—Target Level (3)	Exemplary (4)	Raw Score
5.1- Interdisciplinary instruction with effective communication, collaboration, and critical thinking	<p>Candidate's lessons focused on the specific content area without interdisciplinary connections.</p> <p>Candidate showed little effort to use authentic learning experiences and to elicit creativity and problem solving.</p>	<p>Candidate designed lessons with the intention of cross-curricular activities (focused on local issues) that included some but not all of the following: concept-based teaching, authentic experiences, collaboration, and/or critical/creative thinking.</p>	<p>Candidate's instructional practices promoted student creativity, critical and creative thinking, collaboration and communication related to authentic local and global issues.</p>	<p>Candidate met all expectations in the accomplished practitioner-target level. As well as...</p> <p>Candidate integrated content fields to create innovative learning opportunities in a problem-based environment that extended beyond the local community.</p> <p>Students demonstrated effective communication skills and the willingness to collaborate to solve critical issues.</p>	
5.2-Lesson plans integrating College & Career Readiness Standards [(CCRS) Kansas Curricular Standards]	<p>Lesson plans showed minimal understanding of how to incorporate (CCRS) Kansas Curricular Standards in day to day activities.</p>	<p>Candidate demonstrated understanding of (CCRS) Kansas Curricular Standards however use of (CCRS) Kansas Curricular Standards in lesson plans was limited.</p> <p>Instructional planning has some alignment of (CCRS) Kansas Curricular Standards.</p>	<p>Candidate lesson plans were aligned to college and career readiness standards (CCRS) Kansas Curricular Standards.</p>	<p>Lesson plans and activities clearly demonstrated an understanding and application of college and career readiness standards (CCRS) Kansas Curricular Standards.</p>	
5.3-Concept based instruction with authentic learning experiences	<p>Learners worked individually to progress through learning experiences.</p>	<p>Candidate integrated content and curriculum in instruction and used small group work to collaborate on problem solving.</p> <p>Asked learners to think about local issues.</p>	<p>Lesson emphasized literacy, critical thinking skills and established curriculum connections by relating content to other subject areas and considered diverse social and cultural perspectives when appropriate.</p>	<p>Candidate had a comprehensive understanding of various content and curricula and promoted family literacy opportunities that showed an understanding of community diversity.</p> <p>Students demonstrated use of critical thinking skills beyond content specific instruction.</p>	
5.4-Use of technology	<p>Candidate attempted the use of technology for instruction.</p> <p>Use of appropriate technology was minimal.</p>	<p>Technology was used to present the lesson and specific information.</p>	<p>Candidate utilized technology and/or innovative resources to increase student interest, present information in a novel way, allow for increased relevance, active engagement, and the practice of college and career ready skills.</p>	<p>Candidate encouraged student use of technology to bring content alive beyond the classroom.</p>	

KSDE Standard 6: The [candidate] understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.

InTASC Standard 6: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Student Assessment	Novice (1)	Apprentice-Developing (2)	Accomplished Candidate Practitioner—Target Level (3)	Exemplary (4)	Raw Score
6.1-Multiple measures to monitor and assess	Candidate used assessments to assign grades but demonstrated little use of data to inform instructional practice.	Candidate monitored assessment for the whole group to evaluate their learning.	Candidate used formative and summative assessment to support, verify, and document learning.	Candidate met all expectations in the accomplished practitioner-target level. As well as... Candidate consistently used a variety of assessment techniques/methods and utilized data collected to inform instructional decisions.	
6.2-Learner self-assessment	Candidate relied on traditional assessments.	Candidate typically used a few assessment strategies but the students showed little understanding of how their work would be evaluated.	Candidate utilized various assessment measures to monitor student learning throughout the lesson and involved students in self- assessment of knowledge and skills.	Candidate created a culture in which self-assessment and reflection on learning was embraced. Assessment was used in a positive light to promote learning, not judge students.	
6.3-Learner awareness	Candidate assessment criteria for student work were unclear. Students demonstrated lack of clear understanding of expectations.	Students did not have a clear understanding of how to meet the assessment and learning expectations.	Candidate made students aware of assessment criteria and performance expectations.	Students demonstrated awareness of the impact of their effort on their conceptual understanding	
6.4-Feedback to students and use of data	Students received feedback in the form of a grade with little additional information.	Students received feedback but it did not indicate how to improve the learning.	Students received specific and supportive feedback from candidates.	Candidate provided individual feedback to students and used the individual data to plan further instruction and learning extensions that were specific to individual students.	
6.5-Data driven decisions	Candidate did not use assessment data to inform instructional activities.	Assessment data used to modify whole class instruction, but not tailored to the needs of individuals.	Assessment was used, for most students, to inform instruction and further student knowledge/content acquisition and application.	Assessment was used, for the vast majority of students, to inform instruction and further student knowledge/content acquisition and application.	

KSDE Standard 7: The [candidate] plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

InTASC Standard 7: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

<u>Planning for Instruction</u>	Novice (1)	Apprentice-Developing (2)	Accomplished Candidate Practitioner—Target Level (3)	Exemplary (4)	Raw Score
7.1-Instruction planning to meet learning goals	Candidate relied on curriculum guides to provide instructional activities.	Candidate instruction was aligned with the text and there was some differentiation of instruction for small groups and a few individuals students.	Candidate planned developmentally appropriate instruction that met all students' learning goals, accessed community context, and integrated learning across disciplines using conceptual understandings.	Candidate met all expectations in the accomplished practitioner-target level. As well as... Candidate planned learning opportunities that extended beyond the curriculum and school day. Students were encouraged to modify the lesson to make it more meaningful to them.	
7.2-Differentiation in instruction	Candidate demonstrated little understanding of students as learners and provided instruction designed for whole class delivery.	Differentiation of instruction was based on current performance and accessibility to some students was made based on language barriers.	Candidate modified instruction to draw upon prior knowledge, to make instruction accessible, to make language understandable, and to be relevant for individuals and groups of learners.	Candidate drew on knowledge of individual student differences to make instruction meaningful on a personal level to each student.	
7.3-Learning experiences that are cross-curricular	Instruction was text driven with little planning for experiences that related to students.	Learning experiences did not build upon prior knowledge of the individual students but considered the whole group.	Candidate created experiences allowing learners to demonstrate their knowledge/understandings.	Cross-curricular learning experiences were used in a collaborative, problem-based model that fully engaged learners.	
7.4-Learning motivation	Candidate used external motivators to encourage student attainment of content knowledge.	The whole group showed some awareness of the need to learn, but candidate did not instill internal motivation in students.	Candidate motivated students with learning experiences where students exhibited collaboration, self- governance, and self-directed learning.	Candidate utilized individual motivators for the vast majority of students, calling upon previously gained understanding of student's personal and academic achievements and students were intellectually engaged and were required to display high- level thinking in their learning.	
7.5-Use of technology	Candidate attempted the use of technology for instruction. Use of appropriate technology was minimal.	Candidate utilized the technology in the classroom to enhance whole class instruction.	Candidate and students utilized technology, which supported instruction, student learning, and increased student interest.	Candidate encouraged student use of technology to bring content alive beyond the classroom.	

KSDE Standard 8: The [candidate] understands and uses a variety of appropriate instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways.

InTASC Standard 8: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

<u>Instructional Strategies</u>	Novice (1)	Apprentice-Developing (2)	Accomplished Candidate Practitioner—Target Level (3)	Exemplary (4)	Raw Score
8.1-Instructional strategies	Candidate use whole-class instruction.	Candidate employed the use of a few instructional strategies to foster the learning goals of the whole group. Students with IEPs would have specific strategies implemented as required.	Candidate used a variety of appropriate instructional strategies and resources to meet the needs of individuals and groups of learners.	Candidate met all expectations in the accomplished practitioner-target level. As well as... Candidate planned learning opportunities that extended beyond the curriculum and school day. Students were encouraged to extend the lesson to make it more meaningful to them and to build integration across content areas.	
8.2-Assessment and monitoring	Candidate used data for the purpose of assigning a grade. Students demonstrated little understanding of the connection between instructional activity and conceptual understandings.	Candidate evaluates whole group for learning and adapts the instruction as needed for the class.	Candidate continuously monitored student learning, engaged learners in assessing their progress, and adjusted instruction in response to student learning needs.	Candidate used knowledge of individual student differences to make instruction meaningful on a personal level to each student.	
8.3-Understanding content	Candidate demonstrated little understanding of relationship between course content and other areas and was unable to help students see interconnectedness between content areas.	Candidate demonstrated that some integration of content was evident but not related to the students' individual needs. Pacing of instruction was determined by the whole group's progress.	Candidate built connections between content areas to support cognitive development of learners and depth of understanding of content areas.	Candidate integrated cross-curricular learning experiences that required reflection and closure resulting in synthesizing their learning.	
8.4-Knowledge application	Candidate relied on curriculum guide to provide instructional activity.	Candidate planned some learning experiences that were aligned to the content but did not consider relevancy to all learners.	Candidate implemented relevant learning experiences, building on learner strengths and community contexts.	Students were encouraged to apply their learning experiences to the bigger picture and to find relevancy to their lives.	

KSDE Standard 9: The [candidate] engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

InTASC Standard 9: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

<u>Professional Learning and Ethical Practice</u>	Novice (1)	Apprentice-Developing (2)	Accomplished Candidate Practitioner—Target Level (3)	Exemplary (4)	Raw Score
9.1-Professional learning	Candidate participated in required professional learning activities, however, was unable to make connections between professional learning and the classroom.	Candidate was able to articulate the importance of professional learning. Candidate did participate in required professional learning but did not always apply his/her learning to the classroom.	Candidate participated in ongoing learning opportunities and relevant, appropriate professional learning experiences to support learner and professional needs.	Candidate met all expectations in the accomplished practitioner-target level. As well as... Candidate reflected on personal professional needs and sought out opportunities for professional learning beyond those provided at the local area.	
9.2-Use of data to evaluate practice	Candidate demonstrated lack of awareness of connection between data, planning, and student learning.	Candidate collected data but did not utilize all evidence to impact teaching. Some reflection was evident.	Candidate used a variety of data to evaluate the outcomes of his/her teaching and learning, adapt planning, and reflect upon the impact of his/her practice on others.	Candidate regularly reflected on student outcomes and used the data to inform development	
9.3-Differentiation of instruction	Candidate provided whole group instruction.	Candidate made some changes to his/her practice but usually met the needs of the whole group. Some differentiation was made for a few students.	Candidate adapted practice to meet the needs of each learner.	Candidate differentiated instruction and practice to adapt to the vast majority of learners' needs as a result of self-reflection process.	
9.4-Ethical practice	Candidate was aware of the Kansas Educator Code of Conduct.	Candidate was aware of the code of conduct and served as an appropriate role model for students.	Candidate modeled the Kansas Educator Code of Conduct.	Candidate exhibited the Kansas Educator Code of Conduct within the school community, college/university community, and the larger community. Candidate modeled ethical behavior in day-to-day activities and relationships.	

KSDE Standard 10: The [candidate] seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, support staff, and community members to ensure learner growth, and to advance the profession.

InTASC Standard 10: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Leadership & Collaboration	Novice (1)	Apprentice-Developing (2)	Accomplished Candidate Practitioner—Target Level (3)	Exemplary (4)	Raw Score
10.1-Leadership and student learning	Candidate needed cooperating teacher's guidance in lesson plan development and classroom management procedures.	Candidate was engaged in the learning process in the classroom, exhibited knowledge of being responsible for the learning of each student, and exhibited knowledge of classroom management procedures.	Candidate took an active role on the instructional team, giving and receiving feedback on practice, examining learner work, incorporating multiple measures, analyzing data from multiple sources, and sharing responsibility for decision-making and accountability for each student's learning. Candidate effectively utilized cooperating teacher's classroom management procedures to maintain an environment conducive to student learning.	Candidate met all expectations in the accomplished practitioner-target level. As well as... Candidate interacted with colleagues and community constituents to create and implement learning activities beyond the classroom and school day. Candidate demonstrated responsibility for establishing classroom management to produce an environment conducive to student learning.	
10.2-Learning community	Candidate taught to the common denominator of student needs.	Candidate demonstrated more work in isolation and less collaboration with other school professionals to meet student needs.	Candidate worked with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners and to advocate on their behalf.	Candidate engaged community organizations in working to meet the needs of diverse learners.	
10.3-Collaboration	Candidate generally enforced building-wide/district-wide rules, policies, and goals.	Candidate worked collaboratively with a few teachers. There was some awareness of the school vision and culture and how it impacted classroom goals.	Candidate engaged collaboratively in the school-wide effort to build a shared vision and supportive culture, identified common goals, and monitored and evaluated progress toward those goals.	Through PLC and staff meetings, the candidate helped in planning and developing the identity of the institution; provided input on a strategic plan.	
10.4-Context of learners	Candidate engaged with families as required in the daily operations of the classroom or as required by district policy.	Candidate made contact with some families about their learner to discuss learning outcomes and goals.	Candidate worked collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.	Candidate actively engaged the learners' families in ventures that foster positive communication and lead to stronger families, family literacy.	
10.5-Technology	Candidate attempted the use of technology for instruction. Use of appropriate technology was minimal.	Candidate utilized the technology in the classroom to enhance whole class instruction.	Candidate used technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.	Candidate encouraged student use of technology to bring content alive beyond the classroom.	

K-CAT Observation Notes on CCK Student Teacher Candidate

Teacher Candidate: _____ STE Supervisor/Cooperating Teacher: _____

Lesson(s): _____ Date(s): _____

Learner Development	Std 1.1 -Learner growth & development	
	1.2 -Individual differences in readiness instruction	
	1.3 -Assess learning needs & performance	
	1.4 -Cultural context	
	1.5 -Behavior management	
Learning Differences	Std 2.1 -Understanding learner differences	
	2.2 -Differentiation in instruction	
	2.3 -Collaboration w/others to meet learner needs	
	2.4 -Instruction designed to meet learner needs	
Learning Environments	Std 3.1 -Individual & collaborative learning	
	3.2 -Behavior management	
	3.3 -Active engagement in learning	

	3.4-Teacher & student use of technology	
	3.5-Positive social interaction	
Content Knowledge	Std 4.1-Central concepts, structures of content	
	4.2-Evaluation of content	
	4.3-Inquiry	
	4.4-Differentiation for accessible learning	
Application of Content	Std 5.1-Interdisciplinary instruction w/effective communication, collaboration & critical thinking	
	5.2-Lesson plans integrating College and Career Readiness Standards	
	5.3-Concept based instruction w/authentic learning experiences	
	5.4-Use of technology-candidate & student	
Student Assessment	Std 6.1-Multiple measures to monitor & assess	
	6.2-Learner self-assessment	
	6.3-Learner awareness	
	6.4-Feedback to students & use of data	
	6.5-Data driven decisions	

Planning for Instruction	Std 7.1 -Instruction planning to meet learning goals	
	7.2 -Differentiation in instruction	
	7.3 -Learning experiences that are cross-curricular	
	7.4 —Learning motivation	
	7.5 -Use of technology-candidate and student	
Instructional Strategies	Std 8.1 -Instructional strategies	
	8.2 -Assessment & monitoring	
	8.3 -Understanding content	
	8.4 -Knowledge application	
Professional Learning and Ethical Practice	Std 9.1 -Professional learning	
	9.2 -Use of data to evaluate practice	
	9.3 -Differentiation of instruction	
	9.4 -Ethical practice	

Leadership and Collaboration		
	Std 10.1-Leadership & student learning	
	10.2-Learning community	
	10.3-Collaboration	
	10.4-Context of learners	
	10.5-Technology-candidate & student use	



CCCK FIELD EXPERIENCE/STE DISPOSITION EVALUATION

Teacher Candidate's Name _____
 Grade Observed _____

Date of Evaluation _____
 School _____

Characteristics	Unsatisfactory (1 pt.)	Basic (2 pts.)	Proficient (3 pts.)	Exemplary (4 pts.)	N A
COMPETENT: Dependability and Reliability Points _____	Candidate is absent or tardy for inappropriate reasons (too tired, needed to do something else, headache, etc.) or fails to inform the school/supervising teacher. Candidate frequently changes the scheduled time.	Candidate is usually on time and consistently shows up as scheduled. Absences and tardies are consistently made known to the school/supervising teacher. Frequent changes to the schedule are made.	Candidate rarely misses or is tardy with the exception of appropriate reasons (personal tragedy, illness, serious injury etc.) and informs the school/supervising teacher before the absence.	Candidate has not missed more than once, is always on time and often early. Candidate is prepared to work with students. Candidate rarely changes the scheduled time.	
Completes tasks in a timely manner Points _____	Constant reminders are needed to complete assigned tasks.	Candidate usually completes tasks in a timely manner but frequent reminders are needed to do so.	Most tasks are completed on time and without reminders.	Candidate consistently completes tasks on time without reminders.	
Appropriate attire Points _____	Candidate fails to meet school dress requirements or is immodest or inappropriate in appearance (reveals undergarments or skin inappropriately, inappropriate jewelry or sloppy appearance etc.)	Candidate's attire is appropriate but prevents ability to engage with students in normal helping postures.	Candidate is dressed comfortably and professionally for the full range of tasks required.	Candidate is attired and groomed professionally so as to be a role model for students.	
COMMITTED: Demonstrates a passion for teaching Points _____	Candidate's body language exhibits a lack of motivation.	Candidate's body language indicates interest.	Candidate is friendly and eager to work with children and do assigned tasks.	Candidate is an eager and excited classroom member with a contagious passion for teaching.	
Takes initiative, goes beyond basic tasks Points _____	Candidate fails to follow through with requested tasks.	Candidate performs tasks on request.	Candidate takes initiative and performs needed tasks without being asked.	Candidate is always looking for more to do or for ways to improve things after needed tasks have been completed.	
COMPASSIONATE: Interacts in a positive, professional manner Points _____	Candidate interacts positively with some, but not all, students.	Candidate interacts in a positive manner with all students.	Candidate interacts positively and professionally with all students and staff.	Candidate goes out of his/her way to interact positively with all.	
Sensitive to student differences, needs Points _____	Candidate discriminates or shows bias: race, gender, cultural...	Candidate treats everyone the same. Candidate has a cookie-cutter approach to students.	Candidate takes an interest in each student's uniqueness and makes adaptations for each.	Candidate celebrates each student's accomplishments and uses diversity as an opportunity for enrichment.	
Demonstrates a caring, servant attitude Points _____	Candidate refuses to help when asked. Helps only when receiving recognition. Candidate is aloof and seems anxious to leave each day.	Candidate helps when asked. Candidate is pleasant but is in a hurry to leave each day.	Candidate gives needed help without being asked. Candidate is pleasant and willing to serve others.	Candidate discerns the existence of a need and responds appropriately to it. Candidate smiles often and demonstrates a sincere desire to serve others.	

