

# Cooperating Teacher Training



College of EDUCATION  
*and* HUMAN SCIENCES

University of NORTH ALABAMA

Purpose: The cooperating teacher training, along with the handbook, will serve as a reference tool and guide during the student internship experience. Please take the opportunity to carefully read through the presentation in order to gain an understanding of the university's policies and procedures. The University Supervisor and Office of Clinical Experiences promises to support you in this crucial role throughout the placement. Please contact us at anytime should you need assistance.

# Welcome Letter



Hello,

I want to begin with a heartfelt **“thank you”** from the University of North Alabama College of Education and Human Sciences. Your guidance, influence, innovation, and mentoring will prepare our teacher candidates to begin their careers! Below are a few announcements to review before your **intern arrives on Monday (January 10<sup>th</sup>). Second placement interns will be arriving March 7<sup>th</sup>.**

## **Reminders:**

- The internship handbook will provide all the procedures and rules associate with internship. The handbook is linked in this training.
- All intern assessments are completed in TK20 (UNA Database system). You will receive an email containing a link to their assessments. I'll be in touch when they are sent out. See page 29 of the internship handbook for due dates.
- Interns will follow your schedule. If you are expected to be face-to-face, virtual, or on campus, they are expected to do the same. If schools return to all virtual, they will stay with you and work virtually.
- The university supervisor will be by to visit you during the first two weeks.

## **Action Items:**

- Be sure to work through this entire presentation. There are several items for you to complete.
- **Please have the trainings completed by January 21<sup>st</sup>.**

## **Zoom Chats:**

I will offer Zoom chats again this year. They will take place at 3:30 on each date listed below. Although they are not mandatory, your participation is appreciated. Please add these to your calendar.

- **February 2<sup>nd</sup>**
- **March 2<sup>nd</sup>**
- **April 6<sup>th</sup>**

During placement, if you have any concerns with the intern, please notify the university supervisor. We want you to have a great experience! Your guidance will help us insure that we graduate high quality teacher candidates. Thank you again for investing in our students!

I appreciate each of you!

*Ms. Christy Waters, Ed.S. '13 | [256.765.4482](tel:256.765.4482)*

*Director, Clinical Experiences*

Educator Preparation

# How to get off to a great start!

## ○ What an Intern Needs:

- Last semester, several of you asked me to outline what an intern needs from their cooperating teacher. I have listed a few suggestions below based off speaking with interns over the years.
- Feedback (positive and constructive) Please don't be afraid to be honest. This can be done verbally, with sticky notes, or formally using our field assessments form.
- Weekly planning time. Set aside a block of time each week to plan. An intern's plans are submitted to us the week before they teach any content. This allows you and the supervisor time to correct errors.
- A separate space from you for their items (small desk area, etc.)
- Communication—if you are not happy with management, attitude, etc. Speak up and let them know! Then, work together to find a solution that works for both of you.
- Remember—they are a novice teacher. Our students usually complete around 120 hours in the classroom prior to internship, your intern has only completed around 50 due to Covid. Help them through the mistakes, don't expect them to teach or know the content like you, and train them to be the next generation of teachers!

# Quick Review of the Internship Handbook

A full copy of the handbook can be view at this link:

[HANDBOOK LINK](#)

The University of North Alabama  
College of Education and Human Sciences



Internship Handbook

- Interns are to exhibit dispositions at all times in the classroom setting.
- Notification of an absent should be submitted by 7:00 AM. **All absences must be reported through an email to the supervisor, cooperating teacher, and Christy Waters.**
- Interns should not request to leave early for employment reasons.
- Interns must be well dressed and groomed at all times.
- **Interns are not allowed to teach any content without pre-approval of lesson plans from the cooperating teacher and supervisor.**
- Interns are not the teacher of record and cannot be left alone as the substitute teacher.
- Interns should attend professional development with you. PD days are not off days for interns.
- Interns are required to attend school events outside of the regular school day (PTO, open house, parent conferences, etc...)

## Internship Timeline Spring 2022 (Tentative)

*Interns follow school calendars for holidays not UNA's schedule  
Check edTPA timelines for specific due dates and trainings*

**January 10<sup>th</sup> – March 4<sup>th</sup> first placement      March 7<sup>th</sup> – April 29<sup>th</sup> second placement**

### January:

4th	Orientation meeting	SH Auditorium	8:30-12:30
5th	ARI training (everyone)	East Campus	Elementary/Secondary 8:30-10:30 ECE 11:00-1:00
5th	edTPA training (Elem only)	East Campus	1:00-4:00
6th	edTPA Task 4 (Elem only)	East Campus	8:30-11:30
6th	A.L.I.C.E training	East Campus	Secondary 8:00-12:00 Elem/ECE 1:00-5:00
7th	edTPA training (ECE)	East Campus	8:30-11:30
7th	edTPA training (Secondary)	East Campus	1:00-4:00
10th-14th	Orientation days in schools	Assigned School	Full school day

### February:

1 <sup>st</sup>	First Seminar	Stevens Auditorium	3:30-5:30
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### March:

1 <sup>st</sup>	Second Seminar	Stevens Auditorium	3:30-5:30
7 <sup>th</sup>	edTPA submission/second placement begins		

### April:

5 <sup>th</sup>	Third Seminar	Stevens Auditorium	3:30-5:30
19 <sup>th</sup> or 21 <sup>st</sup>	Educational Industry Tours	Shoals Area	7:45-4:00
20 <sup>th</sup>	Educational Recruitment Day	Banquet Halls	12:30-3:00
29 <sup>th</sup>	Internship placement ends		

### May:

6th	Graduation Reception/Ceremony	GUC/Flowers	
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# Internship Calendar

Internship Handbook Page: 5

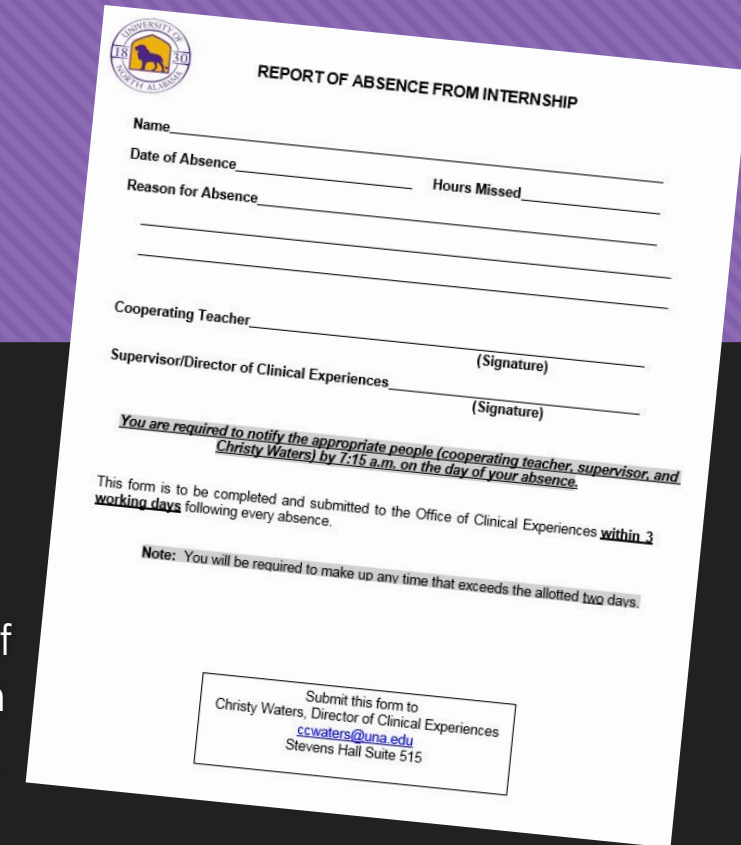
- Interns follow the school's calendar and not UNA's calendar
- Interns should share edTPA dates/times with you.
- Interns must return to campus for mandatory meetings and seminars

# Absences From Internship

## Internship Handbook Page: 7

- Attendance during the internship is vital to the success of all interns. Each intern is expected to be in attendance everyday throughout the entire period of the internship.
- **Internship is designed as a “no cut” experience**; however serious personal illness of the intern or death of an immediate family member may require an absence from placement. **These absences must be documented through the Director of Clinical Experiences, university supervisor, and cooperating teacher.**
- **Tardy Policy:** Interns are expected to be in their assigned classrooms every day at the same designated time as the cooperating teachers. A tardy is considered an absence. If illness or an emergency makes it necessary for you to be tardy from the internship assignment., notify the cooperating teacher/school prior to the beginning of the school day.

**A form of absence is required anytime the intern misses time from the classroom. This form is shown above and must be signed by you. Please report to the University Supervisor if any of the procedures are not being followed correctly.**



The form is titled "REPORT OF ABSENCE FROM INTERNSHIP" and features the University of North Alabama logo in the top left corner. It includes fields for "Name", "Date of Absence", "Hours Missed", and "Reason for Absence". Below these are signature lines for the "Cooperating Teacher" and "Supervisor/Director of Clinical Experiences", each followed by "(Signature)". A bolded instruction states: "You are required to notify the appropriate people (cooperating teacher, supervisor, and Christy Waters) by 7:15 a.m. on the day of your absence." Below this, a note specifies: "This form is to be completed and submitted to the Office of Clinical Experiences within 3 working days following every absence." A final note reads: "Note: You will be required to make up any time that exceeds the allotted two days." At the bottom right, a box contains the submission instructions: "Submit this form to Christy Waters, Director of Clinical Experiences, [cwwaters@una.edu](mailto:cwwaters@una.edu), Stevens Hall Suite 515".



# Solo Teaching Days

Interns are required to solo teach 10 consecutive days and maintain full responsibilities of the classroom at least 20 days.

- **Split Placements:** Early Childhood, Collaborative, and P-12 majors (PE, Band, Choral)--10 days per placements for a total of 20
- **Full Semester Placements:** Elementary, Secondary, Some Band—10 consecutive days and 10 flex days (flex days do not have to be consecutive and represent days the intern is teaching for the full school day)

# Solo Time—Question/Answer

- What is solo teaching? Interns are required to solo teach as part of their graduation and certification requirements in Alabama. Solo teaching provides the opportunity for an intern to have full responsibility of planning, managing, and teaching in the classroom setting under the guidance of a cooperating teacher.
- While the intern is soloing, is it required that I leave the classroom? No, our students are guest in your classroom and each teacher can make that decision. Cooperating teachers should check with their building administrator for further guidance. We do ask that an intern not be left for extended periods of time.
- Does solo teaching mean I am unable to step in as needed or teach along side my intern? No, you are always welcome to step in or correct content errors. We request that it is done in a respectful and constructive way. If the university supervisor is observing, we ask for you not be involved in the lesson.
- What needs to be done if the intern is overwhelmed and unable to solo teach? The first few days of solo teaching can be difficult for an intern to manage and may require additional support from the cooperating teacher. Interns are novices teachers and will need consistent constructive feedback after mistakes are made. If the intern's soloing teaching is negatively affecting student learning, we ask that immediate contact is made with the university supervisor. As a team, we will co-construct a remediation plan and provide extra supervision. In extreme cases or at the request of the cooperating teacher, the intern will be removed from the placement.



# Special Circumstances

## Departmentalize Teachers


- Elementary interns are being certified in all subject areas and must have experience in each content area. The University Supervisor will provide assistance in working out the best plan for rotating among the other team members. Only the cooperating teacher assigned to the intern must hold a masters degree and three years of teaching experience.

## Last Period Planning-Leaving Early

- Interns are never permitted to leave placement before the end of the school day. They should not stay in the classroom if the cooperating is off campus. Interns can either move to common work areas (workroom, library) and finish planning or rotate to another teacher's classroom within their content area.

# Internship Experience Checklist

Interns will work with their cooperating teacher to complete the Internship Checklist. Please be sure all expectations are set during orientation week. A copy of the checklist can be found in the internship handbook on [page 25-27](#).



## Internship Experience Checklist

Teacher Candidate's Name: \_\_\_\_\_

Placement Location: \_\_\_\_\_ Grade/Content: \_\_\_\_\_

University Supervisor: \_\_\_\_\_

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

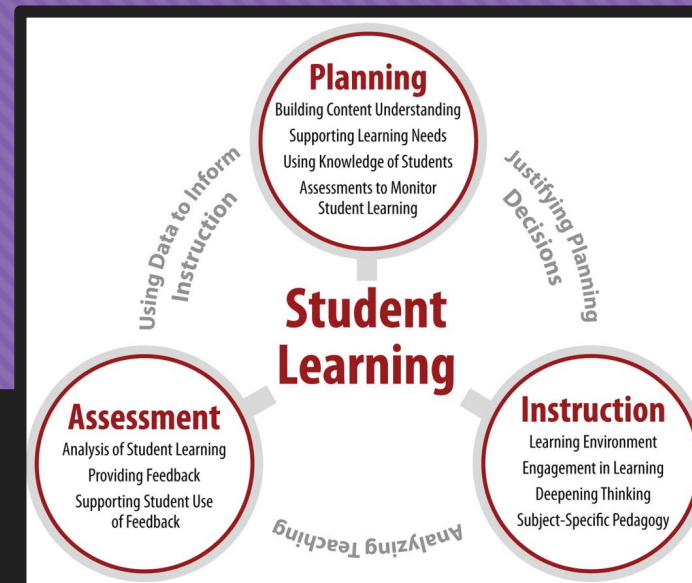
<i>The teacher candidate should establish and facilitate meetings during orientation week with the cooperating teacher and supervisor. The goal is to gain an understanding of expectations outline within this form.</i>	Date	Cooperating Teacher Initials	Teacher Candidate Initials
<b>Orientation</b>			
Meet building personnel • Secretary/Office Staff • Principal • Team/Partner Teachers • Other/Special Area • Support Staff (Custodians, Nurse, Counselor, Library Aides)			
Tour Building			
Visit the following classrooms for observations • Music / Band • Title I / Interventionist • ESL or ESOL • Special Education			
Review regulations regarding parking, faculty restroom, lunch, and space for personal items			
Discuss other supervisory duties • Hall Area • Playground Area • Study Hall Area • Lunchroom Area • Before/After School (Bus/Car duty)			
Introduction to class—Review introduction letter to be sent to parents			
Share contact information for questions or concerns			
Procedures if/when student teacher may be tardy or absent (see handbook policy)			
Expectation of when lesson plans will be due Date: _____ Time: _____			
Expectation of when to arrive _____ and leave _____ each day			
Share internship and edTPA timeline			
<b>Review School Policies (District, Building, &amp; Classroom)</b>			
Locate and read school handbook/Code of Conduct			
Review room policies regarding discipline, illness, injuries, absences, student referrals			

# What is edTPA?

*Internship Handbook Page 14*

*Interns will provide and discuss an additional handout*

*First placement only*



- edTPA is a performance-based assessment that provides evidence that teachers beginning their careers are ready to teach
- edTPA focuses on three areas critical to effective instruction: Planning, Instruction, and Assessment
- edTPA **is consequential for licensure** in Alabama beginning fall of 2018
- To learn more please visit: [edTPA Site](#)

# Lesson Plan Template

Internship handbook  
page 22

**\*\*University Supervisors and Cooperating Teachers must approve all lesson plans prior to the content being taught in the classroom. Under no circumstances is an intern allowed to teach without an approved lesson plan. \*\***

**\*\*The lesson plan template represents the minimum categories for lesson planning in the P-12 classroom setting. All interns must use the template shown for all lessons. \*\***



## University of North Alabama Lesson Plan Template

*This template will serve as the official lesson planning document for the college. The categories within the template represent the minimum requirements of a lesson plan and the rubric score will be based off those categories. Additional categories may be added by faculty, staff, or the cooperating teachers.*

Lesson Title:	Grade:
CCRS Standard(s):	Date:
Individual Education Plan/504 Goal(s) and Benchmarks specific to this lesson (as directly indicated on the plan):	
	Strategies
Daily Lesson Objective(s) Objectives are measurable and aligned with the standard.	
Introduction to Lesson/ Activating Thinking ***Use knowledge of students' academic, social, and cultural characteristics to meet diverse needs.	
Body of Lesson/Teaching Strategies Body of Lesson/ Teaching Strategies	
Materials/Technology	
Closure/ Summarizing Strategies:	
Assessment/ Evaluation	<b>Reminder: Assessment plan must align with objective(s)/standard(s).</b>
Reflection	

# Grading Procedures for Internship

- Upon completion of the internship, supervising faculty will issue a letter grade for each half of the internship semester.
- Internship grades will be based on the chart below unless otherwise communicated by the supervising professor. Cooperating teacher evaluations are factored in the final grade.

First Half of Semester	Second Half of Semester
<b>Faculty Evaluations, 50%</b> <b>edTPA Completion, 30%</b> <b>Dispositions/Professionalism, 20%</b>	<b>Faculty Evaluations, 50%</b> <b>Teacher Work Sample, 30%</b> <b>Dispositions/Professionalism, 20%</b>

- NOTE: If an intern has not completed all requirements assigned by the Office of Clinical Experiences, they will receive an Incomplete in their Internship until all outstanding requirements are satisfied.



# Candidate Disposition Referral Form

Teacher candidates who are not progressing or adequately meeting the expectations outlined in the disposition referral may be required to complete a formal remediation plan. The referral should be issued to a teacher candidate if concerns arise during the internship placement. Please follow the procedures for issuing a referral and contact the university for support.

## Teacher Candidate Referrals, Due Process, and Appeals:

All University of North Alabama students seeking teacher certification are informed that the College of Education and Human Sciences Education (COEHS) Preparation Program establishes dispositions for prospective teachers. The field and clinical teaching program is a collaborative relationship between UNA, cooperating school districts, mentor teachers, and the teacher candidate. The COEHS routinely monitors the professional dispositions throughout the program for all teacher candidates. Those candidates who are not progressing or adequately meeting the expectations outlined in the disposition referral (Form A) may be required to complete a formal remediation plan. Occasionally, there are circumstances that warrant the candidate's removal from the field or clinical teaching experience. The COEHS prescribed specific steps to be followed for intervention or possible removal of the teacher candidate. Such steps are detailed below. All cases of intervention or possible removal of teacher candidate(s) will be referred to the Professional Ethics Committee (PEC). The PEC will consist of six members as follows: Associate Dean, Director of Teacher Preparation, and four faculty representatives. A minimum of four members shall constitute a quorum. A quorum must be present at meetings for proceedings to be valid.

### Reasons for Intervention or Possible Removal

1. Mutual consent and agreement for withdrawal (reasons of illness, injury, or other unforeseen circumstances).
2. Failure by the candidate to establish and maintain a professional relationship with the mentor teacher and instruction and management.
3. Failure by the candidate to abide by the policies and procedures of the cooperating school district.
4. Breach of Alabama Code of Ethics.
5. Other reasons as determined by UNA.

### Due Process Procedures for Intervention or Possible Removal of Teacher Candidate

Withdrawal of the field or clinical assignment of a teacher candidate for the reasons previously stated in numbers 2, 3, 4, or 5 should follow these prescribed steps:

1. The teacher candidate shall be informed by the cooperating teacher and university supervisor of any unsatisfactory performance. This shall be done through written evaluations, personal conferences, and/or written documentation (Form A) of any infractions of school district policy, UNA policy, professionalism, or violations of state or federal law.
2. An intervention plan will be crafted through the collaboration of the university supervisor, cooperating teacher, Director of Teacher Preparation, and teacher candidate.
3. If UNA determines that a teacher candidate does not follow through with prescribed verbal and written suggestions for improvement documented within the intervention plan or a third referral is issued, the university supervisor and Director of Teacher Preparation shall initiate a hearing in front of the Professional Ethics Committee (PEC). The teacher candidate will be removed from the P-12 classroom setting until future notice.
4. The teacher candidate will be given notice (Form B) of the hearing through university email within three (3) working days of removal from the P-12 classroom setting. The teacher candidate can have a university advisor of their choosing present at the hearing (as defined in UNA Student's Procedural Rights). The PEC will be assembled for the meeting to

The disposition referral procedures are found in the handbook on **page: 10**. This document will provide step-by-step instructions for using the referral form.



## Candidate Disposition Referral Completed by faculty, staff, and cooperating teachers

Candidate Name:	Course Name:
<input type="checkbox"/> Elementary	Date:
<input type="checkbox"/> Secondary (content area):	

Purpose: The University of North Alabama students seeking teacher certification are informed that the College of Education and Human Sciences establishes dispositions for prospective teachers. The COEHS routinely monitors the professional dispositions of our pre-service teachers. The dispositions are directly tied to the Alabama Educator Code of Ethics ([https://www.alsde.edu/secde/Documents/Alabama\\_Educator\\_Code\\_of\\_Ethics.pdf](https://www.alsde.edu/secde/Documents/Alabama_Educator_Code_of_Ethics.pdf)). The purpose of this referral notice is to be informative of expectations not being met. (Dispositions meet CAEP standards 1, 3, 4)

- ☐ The candidate demonstrates commitment to professional responsibility. (UTASC 1.2, 3.4, 5.6, 7.8, 9.10) (CF 1)
- ☐ The candidate demonstrates commitment to ethical standards. (UTASC 9.10) (CF 1)
- ☐ The candidate demonstrates commitment to continually evaluate his/her practice to meet the needs of all learners. (UTASC 1.2, 3.4, 5.6, 7.8, 9.10) (CF 1, 2, 6)
- ☐ The candidate demonstrates commitment to using current technology for improving student learning and enriching professional practice. (UTASC 1.2, 3.5, 7.8, 9.10) (CF 1, 4)
- ☐ The candidate demonstrates commitment to deepening his/her understanding of cultural, ethical, gender, and learning differences with the goal of building stronger relationships and creating more relevant learning experiences. (UTASC 1.2, 3.4, 5.6, 7.8, 9.10) (CF 1, 2, 5)
- ☐ The candidate demonstrates commitment to collaborate with learners, families, colleagues, other professionals, and community members in order to ensure learner growth and advance the profession. (UTASC 1.2, 3.4, 5.6, 7.8, 9.10) (CF 1, 3)
- ☐ Other

Dispositions apply to the university, schools, courses, practice, progressing or adequately meeting the expectations outlined in the Disposition Referral Procedures document. Provide any other

### Recommendations of the Evaluator:

Candidate Signature:

Evaluator Signature:

Department Chair Signature:

Administrative Notes:

Please submit a copy to the Office of Clinical Experiences-Christy Waters [cwaters@una.edu](mailto:cwaters@una.edu)

REVISED 3/17

The candidate disposition referral form is located in the handbook on **page: 24**. Please be sure to read through all procedures and ask questions if needed. It is imperative that teacher candidates are made aware of classroom expectations that are not being met.



# What Assessments do I complete as a Cooperating Teacher?

All internship evaluations will be completed in Tk20. A link to your intern's assessments will be sent to your email within the first three weeks of placement. The chart to the right contains the due dates for assessments. It is located in the handbook on page 29.

The link for rubric training is located in the email – please sure to work through the training.



## Cooperating Teachers Forms and Evaluations

All evaluations are completed in TK20 (UNA Database). A direct link to the intern's assessments will be sent out from [lpittington@una.edu](mailto:lpittington@una.edu) at the beginning of the placement. Please check junk/spam folders. If you are unable to locate your links, please email [tk20@una.edu](mailto:tk20@una.edu) to have them resent. The cooperating teacher training must be completed before rubrics can be scored. The training will be provided at the beginning of the semester by the Director of Clinical Experiences.

### Hosting first placement only (January 10<sup>th</sup>-March 4<sup>th</sup>)

- ❖ Two Field Experience Rubrics-Completed during weeks 1-4 & 5-8
- ❖ Survey of University Supervisor
- ❖ Education Disposition Assessment (EDA)
- ❖ Teacher Summative Evaluation

\*Assessments/Surveys are due March 4<sup>th</sup>

### Hosting second placement only (March 7<sup>th</sup>-April 29<sup>th</sup>)

- ❖ Two Field Experience Rubrics-Completed during weeks 1-4 & 5-8
- ❖ Survey of University Supervisor
- ❖ Education Disposition Assessment (EDA)
- ❖ Teacher Summative Evaluation

\*Assessments/Surveys are due April 29<sup>th</sup>

### Hosting full semester (January 10<sup>th</sup>-April 29<sup>th</sup>)

- ❖ Two Field Experience Rubrics-Completed during weeks 1-4 & 5-8—Due March 4<sup>th</sup>
- ❖ Two Field Experience Rubrics-Completed during weeks 9-12 & 13-16—Due April 29<sup>th</sup>
- ❖ Survey of University Supervisor—Due April 29<sup>th</sup>
- ❖ Education Disposition Assessment (EDA)—April 29<sup>th</sup>
- ❖ Teacher Summative Evaluation—Due April 29<sup>th</sup>

# **\*\*Rubric Training for Cooperating Teachers\*\***

Please copy and paste the link in your browser.

[https://docs.google.com/presentation/d/17\\_aD8GjTIPa1zMKxa-HI7W2ZnS9b9rPAc-s1W4KkukE/edit?usp=sharing](https://docs.google.com/presentation/d/17_aD8GjTIPa1zMKxa-HI7W2ZnS9b9rPAc-s1W4KkukE/edit?usp=sharing)

**All cooperating teachers are required to work through the rubric training.**

Instrument	When Utilized	Administered By	Data Collected
Field Experience Observation Rubric	Field Experiences embedded in courses & Internship	Supervisors and cooperating teachers	TK20
Summative Evaluation	Internship	Supervisors/Cooperating Teachers	TK20
Ethics Assessment (EDA)	Admission to TEP & Internship	EPP Office TEP admission Supervisors Cooperating Teachers	TK20

# Educational Disposition Assessment (EDA) Training

- Educational Disposition Assessment (EDA)  
Refresher training for everyone [Link to the Dispositional Assessments annual refresher training.](#)
- All passwords are case sensitive and contain no spaces. *The password for the course is: DA*
- *Once inside the site, select EDA Refresher radio button on the left hand side (be sure to click the actual button and not just the word), scroll down and play the video, the password to enter the training is **EDA***
- The EDA Rubric Handout is on next slide
- If you have trouble accessing the training, additional directions are posted in the training section.

# EDA Rubric

## Educator Disposition Assessment

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Directions: Please use the following numbers to rate the individual on each disposition based on the following scale by marking the corresponding number in the cell. Please note that italicized constructs are further explained in the technical manual. Indicators for each disposition are found in the cells. Scores for each of the nine dispositions will be averaged to calculate an overall composite score. Lastly, please add comments to support ratings as needed.

0=Needs Improvement: minimal evidence of understanding and commitment to the disposition

1=Developing: some evidence of understanding and commitment to the disposition

2=Meets Expectations: considerable evidence of understanding and commitment to the disposition

Disposition	Associated Indicators		
1. Demonstrates Effective Oral Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Does not consistently demonstrate professional oral communication skills as evidenced by making major errors in language, grammar, and word choice.  <input type="checkbox"/> Does not vary oral communication to motivate students as evidenced by monotone voice with viable lack of student participation.  <input type="checkbox"/> Choice of vocabulary is either too difficult or too simplistic.	<input type="checkbox"/> Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors.  <input type="checkbox"/> Strives to vary oral communication as evidenced of some students demonstrating a lack of participation.  <input type="checkbox"/> Occasionally uses vocabulary that is either too difficult or too simplistic.	<input type="checkbox"/> Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment.  <input type="checkbox"/> Varies oral communication as evidenced by encouraging participatory behaviors.  <input type="checkbox"/> Communicates at an age appropriate level as evidenced by explaining content specific vocabulary.

Disposition	Associated Indicators		
2. Demonstrates Effective Written Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Communicates in tones that are harsh or negative as evidenced by fostering negative responses.  <input type="checkbox"/> Demonstrates major spelling and grammar errors or demonstrates frequent common mistakes.	<input type="checkbox"/> Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses.  <input type="checkbox"/> Demonstrates common errors in spelling and grammar.	<input type="checkbox"/> Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses.  <input type="checkbox"/> Demonstrates precise spelling and grammar.

Disposition	Associated Indicators		
3. Demonstrates professionalism	Needs Improvement 0	Developing 1	Meets Expectations 2
Danielson: 4f, INTASC: 9(p)	<input type="checkbox"/> Does not respond to communications and does not submit all assignments.  <input type="checkbox"/> Fails to exhibit punctuality and/or attendance.  <input type="checkbox"/> Crosses major boundaries of ethical standards of practice.  <input type="checkbox"/> Divulges inappropriate personal life issues at the classroom/workplace as evidenced by uncomfortable responses from others.  <input type="checkbox"/> Functions as a group member with no participation.	<input type="checkbox"/> Delayed response to communications and late submission of assignments.  <input type="checkbox"/> Not consistently punctual and/or has absences.  <input type="checkbox"/> Crosses minor boundaries of ethical standards of practice.  <input type="checkbox"/> Occasionally divulges inappropriate personal life issues into the classroom/workplace, but this is kept to a minimum.  <input type="checkbox"/> Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation.	<input type="checkbox"/> Responds promptly to communications and submits all assignments.  <input type="checkbox"/> Consistently exhibits punctuality and attendance.  <input type="checkbox"/> Maintains professional boundaries of ethical standards of practice.  <input type="checkbox"/> Keeps inappropriate personal life issues out of classroom/workplace.  <input type="checkbox"/> Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes.

Disposition	Associated Indicators		
4. Demonstrates a positive and enthusiastic attitude	Needs Improvement 0	Developing 1	Meets Expectations 2
Montana: 29	<input type="checkbox"/> Often complains when encountering problems and rarely offers solutions.  <input type="checkbox"/> Resists change and appears offended when suggestions are made to try new ideas/activities.  <input type="checkbox"/> Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions.	<input type="checkbox"/> Seeks solutions to problems with prompting.  <input type="checkbox"/> May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed.  <input type="checkbox"/> Overlooks opportunities to demonstrate positive affect.	<input type="checkbox"/> Actively seeks solutions to problems without prompting or complaining.  <input type="checkbox"/> Tries new ideas/activities that are suggested.  <input type="checkbox"/> Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues.

Disposition	Associated Indicators		
5. Demonstrates preparedness in teaching and learning	Needs Improvement 0	Developing 1	Meets Expectations 2
Danielson: 1e, 3e, 4a; INTASC: 3(p)	<input type="checkbox"/> Rejects constructive feedback as evidenced by no implementation of feedback.  <input type="checkbox"/> Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve.  <input type="checkbox"/> Comes to class unplanned and without needed materials.  <input type="checkbox"/> Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed.	<input type="checkbox"/> Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions.  <input type="checkbox"/> Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement.  <input type="checkbox"/> Comes to class with some plans and most needed materials.  <input type="checkbox"/> Aware that lesson is not working but does not know how to alter plans to adjust.	<input type="checkbox"/> Accepts constructive feedback as evidenced by implementation of feedback as needed.  <input type="checkbox"/> Learns and adjusts from experience and reflection as evidenced by improvements in performance.  <input type="checkbox"/> Comes to class planned and with all needed materials.  <input type="checkbox"/> Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits.

Disposition	Associated Indicators		
6. Exhibits an appreciation of and value for cultural and academic diversity	Needs Improvement 0	Developing 1	Meets Expectations 2
Danielson: 1b, 2a, 2b; Montana: 36, 39; INTASC: 2(m), 2(n), 2(p), 3(a), 9(m), 10(a)	<input type="checkbox"/> Demonstrates inequitable embracement of all diversities.  <input type="checkbox"/> Is challenged to create a safe classroom as evidenced by ignoring negative behaviors by students.	<input type="checkbox"/> Goes through the expected and superficial motions to embrace all diversities.  <input type="checkbox"/> Strives to build a safe classroom with zero tolerance of negative behaviors towards others but needs further development in accomplishing this task.	<input type="checkbox"/> Embraces all diversities as evidenced by implementing inclusive activities and behaviors with goals of transcendence.  <input type="checkbox"/> Creates a safe classroom with zero tolerance of negativity to others as evidenced by correcting negative student behaviors.

Disposition	Associated Indicators		
9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability	Needs Improvement 0	Developing 1	Meets Expectations 2
Montana: 37, 38	<input type="checkbox"/> Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues.  <input type="checkbox"/> Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily.  <input type="checkbox"/> Demonstrates insensitivity to feelings of others as evidenced by a lack of compassionate and empathetic social awareness.	<input type="checkbox"/> Demonstrates level of maturity to self-regulate after initial response is one of overreaction to sensitive issues.  <input type="checkbox"/> Demonstrates perseverance and resilience (grit) most of the time.  <input type="checkbox"/> Demonstrates sensitivity to feelings of others most of the time.	<input type="checkbox"/> Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues.  <input type="checkbox"/> Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations.  <input type="checkbox"/> Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness.

# Training Record—Final Step

- When you have completed the cooperating teacher training and EDA refresher course, please complete the Google form as a recording of your trainings.

<https://forms.gle/ixrb1U1ScG8ph6MT7>

# Thank you for participating in the training session!

**Questions**

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