This student teaching handbook for candidates in the Art Education Program is part of a larger, unit-wide handbook. You and your cooperating teacher/mentor should read this handbook, as well. It will be online some time in August at [www.cech.uc.edu/oaci/](http://www.cech.uc.edu/oaci/). Once at the site you will click on Program Handbooks, then Art Education (PDF).
Handbook for Professional Experiences

August 2011

To Our Cooperating Teachers (Mentors):

Thank you for becoming one of the Cooperating Teachers for Art Education, School of Art, College of Design, Architecture, Art, and Planning at the University of Cincinnati.

Some of you have been our Cooperating Teachers (also called “mentors”) for years; for others this is the first time. This packet is designed to tell you about the Art Education Program as well as to give you the information you will need to feel secure in your role. Please remember you are playing a vital role in the preparation of those who will carry on our profession in the years to come. You deserve our special thanks for assuming this responsibility of having someone else in your classroom as they learn from experience, making some or all of the same mistakes we did when starting out in our profession.

The students are looking forward to their student-teaching experience with anticipation. They depend on you to help them by pointing out mistakes, strategies that may work better, or need refinement, as well as offering praise when they deserve it for doing something well. It is wonderful to see an unsure neophyte blossom into a confident art teacher, someone who knows how to function in a classroom and is able to promote real art learning in a secure and positive environment.

Your task is to make the student teacher's experience as "real" as possible. Beyond opening days (see Opening-Days Experience), the student will be with you five weeks and should begin teaching as soon as possible. (Some graduate students may be with you half-days for ten weeks due to their class scheduling.) You know your classes, so it is up to you to decide how soon, which ones, and how many you will turn over to the student teachers. All school-related activities such as playground duties, field trips, meetings, etc., are considered part of the experience. However, pressures of university responsibilities or part-time jobs often limit the student teacher’s involvement in after class activities. Since art teachers generally have very full schedules, a "real" but "human" balance for the experience is usually easy to achieve.

You also are the best one to judge how soon or how long you can "disappear" so the student teacher gets the feel of being on his/her own. Some art rooms, with anterooms are ideal. The Cooperating Teacher is nearby to quell major trouble but does not remain the central authority figure in the room. Enclosed is one example of a schedule for giving a student teacher a taste of "real" responsibility. This may help you plan how you will structure your student teacher's stay with you.

Please carefully read the sections of the packet on "Opening-Days Experience." In late August, starting when teachers report, each of our student teachers must visit both of their sites. They must observe fifteen full days of this pre-teaching experience, but the exact number of days at each site is flexible. They are directed to arrange their own exact dates with you.

A supervisor from UC will visit each of our students during the five-week or ten-week period. You will have to fill out evaluation forms for each candidate online (www.cech.uc.edu/oaci; click Assessment Forms (near top of page); click Field Experiences under Art Education.). There are two forms: Final Evaluation, Dispositions Progress Report. The Final is based on the criteria of Praxis III. Selection of these criteria is intended to help our students prepare for their professional future. NOTE: If you have more than one student assigned to you in the same placement, please refer to page 6 for information on the Collaborative Assessment Protocol.

Your compensation is a tuition remission voucher from U.C. for either $300.00 (one student placement) or $450.00 (two students in same placement) and our sincere gratitude. In accordance with the recent ruling by the Ohio Ethics Commission (June 2011), a mentor teacher’s tuition remission voucher must be distributed directly to the mentor teacher’s district. Please see your school’s office to make arrangements for the receipt of your voucher.

If you have questions, please contact the Visual Arts Education supervising professor, Dr. Kristopher Holland, or the School of Art secretary, Michelle Vink, at 513-556-2962.

Sincerely,

Dr. Flavia Bastos
Dr. Vicki Daiello
Dr. Kristopher Holland
Dr. Robert Russell

Visual Arts Education Program, School of Art
College of Design, Architecture, Art, and Planning
The University of Cincinnati

Revised August 2011
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UNIVERSITY OF CINCINNATI
College of Design, Architecture, Art, and Planning
School of Art/Art Education

ART EDUCATION AT THE UNIVERSITY OF CINCINNATI

We view art education at the University of Cincinnati as a comprehensive subject that includes creative, critical, historical, and philosophical inquiries. Moreover, the scope of art education is understood to include architecture, design, visual culture, and technologies, more broadly. Although there are important differences among these areas, they overlap in practice, allowing them to be learned in interrelated fashion.

Additional aspects of our program include an urban mission that involves teaching art from diverse cultures to diverse learners and teaching contemporary media. Art making is conceived as essentially a process of making meaning, not just the technical and formalistic tools by which this meaning is created.

All of the above is an invitation to join with us in the development and extension of these ideas for developing in-service experiences for art educators. We appreciate that your art program already has a rationale and a design for its content. We appreciate that mentoring our student teachers is an additional professional responsibility—-with token compensation. We would be grateful for whatever cooperation you can extend in allowing our students to plan and conduct their student teaching using the approaches they have learned in our program.
Handbook for Professional Experiences

UNIVERSITY OF CINCINNATI
College of Design, Architecture, Art, and Planning
School of Art/Art Education

STUDENT TEACHING DESCRIPTION
2011-2012

Student Teaching/Internship
“Student teaching” or “internship” is the culminating experience in the professional life of the future art teacher. It can range from a wonderful, rewarding experience to a painful ordeal. The difference usually lies in confusion over expectations or a lack of clear communication between student teacher and cooperating-teacher/mentor.

Have no illusions; student teaching is hard work. Student teaching is a collaborative relationship. The student teacher is a "guest" in the cooperating teacher's art room but must gain the pupils' respect and assume control of the classes. The student teacher should strive to add his or her own worthwhile art ideas but at the same time consider the "fit" of these into the overall continuing art program.

You will be at your student teaching sites for a minimum of thirteen weeks. Three weeks of opening-days experience, beginning in August, must precede your actual student teaching: See OPENING-DAYS EXPERIENCE below. You then teach five weeks at an elementary site and five at a secondary, except for graduate assistants with teaching responsibilities. Which level comes first in your experience depends on a lot of factors. Cooperating teacher's choice and school scheduling are examples of factors that can influence the assignment. You MUST teach in the order assigned.

Cooperating Teacher/Mentor
The “cooperating teacher” or “mentor” is a successful professional art educator who has agreed to provide art education majors with an opportunity to teach under his/her supervision. Typically, the cooperating teacher is employed in one of the several public school systems in the area. The cooperating teacher's responsibility is to make the student teacher's educational experience in the classroom as “real” as possible while protecting the educational expectations of the pupils. Cooperating teachers retain legal responsibilities and, ultimately, the professional responsibilities, for the conduct of the classes. The student teacher may find that the cooperating teacher's philosophy of teaching seems very like his/her own evolving view or may find it decidedly different. The student will have to adjust his/her planning to suit the art curriculum, which must continue after the student teacher has gone. The cooperating teacher is not responsible for filling in any "gaps" in the student teacher's education. Perceived flaws in preparation should be communicated to the University Supervisor or the Art Education Director of Student Teaching. This will enable the department to determine if the problem involves a general omission or an individual weakness.

Evaluation of Student Teaching
You will fill out evaluation forms online: (www.cech.uc.edu/oaci/; click Assessment Forms (near top of page); click Field Experiences under Art Education.). There are two forms: Final Evaluation, Dispositions Progress Report. The final evaluation is based on the Ohio Standards for the Teaching Profession.
Collaborative Assessment Protocol

The Collaborative Assessment Protocol is intended to promote a more collaborative approach to the student teaching experience.

Throughout your professional training, you have had many opportunities to practice teach, from Saturday School classes to field experiences in urban schools. Most of these experiences were completed in small groups. We believe that art educators must be well-versed in collaboration, ranging from the development of interdisciplinary instruction, the practice of team teaching, and simply being able to work with others to problem-solve, problem-posing, and to offer and receive feedback. The art education program’s coursework is designed to foster that kind of collaboration and promote a professional culture of deep reflection. During the student teaching experience, candidates who are partnered will work with their shared mentor in an environment of collaborative assessment that can take multiple forms:

a. Candidates can take turns delivering lessons (created by themselves or their cooperating teacher) and discuss the experience—what worked? What did not work? What personal characteristics or factors contributed to that result?

b. Candidates can develop joint lessons based on their shared observations of the classroom context and collectively collaborate in an analysis of what was successful.

c. The mentor can assign specific teaching responsibilities to the candidates based on their areas of expertise, strength, or interest.

d. Jointly with your mentor, the team can tackle a more ambitious lesson or a project that involves more complex skills or a greater individual attention.

e. Other.

All and all, the Collaborative Assessment Protocol seeks to expand opportunities for a successful student teaching experience. In this approach, there are more people invested in accomplishing good results. Importantly, this collaborative approach offers a built-in mechanism for regular feedback and support as student teachers engage in planning, preparation, facilitation, and reflection.

The Evaluation Process

Although it may be very obvious, it is probably worth observing that a sound evaluation program in student teaching involves much more than stopping at the end to "check-up." Major emphasis should be upon the continual process of growth, since a valid evaluation of progress requires continuous critical analysis of the student's competencies.

The cooperating teacher will have the most direct knowledge of the student teacher's teaching experience. The evaluation of teaching, whether it be by daily conversations, periodic assessments, or final summing up of the experience is important both for future credentials and for professional growth.

Evaluation of the student teaching experience is a cooperative process involving the cooperating teacher, the University Supervisor (from Art Education), the Art Education Director of Student Teaching, and the student. Although the final responsibility for marking a student's progress is assumed by the Art Education Director of Student Teaching, judgments are made after all interests have been consulted.

Grades in student teaching are "P" if the work has been of a quality sufficiently good to warrant recommending the student for a teaching certificate, and "F" if the work is such that the certificate is not recommended. Of course, either of these decisions is made after consulting all interested parties.
The Student Teaching Notebook

Each student teacher is **required** to keep a regular sized, loose-leaf notebook. Starting with the Opening-Days Experience, a number of necessary entries are listed below.

1. For each school a brief description of the general educational environment. This would first involve the physical environment such as community, school plant, art room, number of classes, length of classes, size of classes, art materials. Then the psychological environment should be described. This involves general pupil behavior and attitudes, class management devices, discipline rules and measures, and dress standards.

2. Addresses and phone numbers of the schools should be listed, as well as the current home phone numbers of the cooperating teachers.

3. Know your schedule (fall teachers by the first seminar, if possible, and winter teachers by the first winter meeting).

4. Eventually you will include your lesson plans in the notebook. Planning and submission of plans to the university supervisor and to the cooperating teacher for comment, suggestions, and approval are mandatory. Regardless of your ultimate opinion of plans, during the student teaching experience they provide the cooperating teacher and the university supervisor with a means for helping you to think through the experience. Remember that this is a learning experience. Plan thoroughly and extensively. The form for the written plans is enclosed below. Use it unless the cooperating teacher prefers a different form.

**General Responsibilities of Student Teacher**

You are expected to carry out all the responsibilities that would be expected of any certified teacher employed by a school district. Introduce yourself at the school office and meet the principal. Find out if there are any procedures that he/she wants you to follow.

**Prior to the First Day of Teaching**

Take inventory of supplies and equipment that will be available for you to use. Check on grade level, age, ability, and past experiences of classes. Know all emergency procedures for your school, i.e. fires, illness or injury, use of room phone, etc.

**Attendance**

Regular attendance is important in your student teaching. You are required for licensure to teach during all University of Cincinnati holidays if they are not observed at your placement. Days missed must be made up. The cooperating teacher and the university supervisor must approve absences for professional reasons beforehand. If you are going to be absent (or late) contact as early as possible the school, your cooperating teacher, and your University supervisor so that they can plan accordingly. Inform your university supervisor if there will be an irregularity in your teaching schedule.

Seminar meetings are also mandatory. Satisfactory grades (P/F) may be delayed until the attendance requirements are met.

**University Supervisor**

A member of the Art Education faculty or adjunct will be assigned to visit periodically during each of the student teaching experiences. The supervisor may notify the student teacher prior to the visit to ensure that there is something useful to observe and so that the cooperating teacher will be available for
consultation. The supervisor might also visit unannounced. The supervisor/s will be introduced at the first seminar meeting.

**OPENING DAYS EXPERIENCE**

**Opening Days Experience** (begins late August)
In late August and the first part of September, each candidate observes and assists the two cooperating teachers to whom he or she is assigned for student teaching. This experience, required for Ohio State licensure, is designed to enable the cooperating teacher and the student teacher to become acquainted and to plan the later experience. The Opening Days Experience also provides some insights into the annual opening of school and what that implies for teachers. The student teacher is in attendance for the full school day during this period. Approximately half of the time is spent in the elementary teaching assignment and the other in the secondary teaching assignment.

The law states that you must see some "opening days." So you must be at one of your sites a few days to see the opening. It will be up to you to arrange. The dates of opening days were included in the letter sent to you when your assignments were confirmed. Decide which school you will visit first in consultation with, as much as possible, both of your cooperating teachers. You can split your time any way, but you must have fifteen full days total. The cooperating teachers and the school offices must know your exact days.

During the Opening-Days Experience, the student teacher "does" whatever the cooperating teacher deems appropriate. This might range from mere observation to full-scale teaching.

As you observe, look at the whole picture, and write notes on how the teacher uses the resources that are available. You should note the resources available at both sites (human, material, temporal, and spatial). Write notes in your notebook -- they will help you when you take over the classes.

**ADVICE FOR STUDENT TEACHERS**

This advice was accumulated from years of experience with student teachers. Not all of it will apply to you but consider it all -- problems can arise in an area you least expect to cause trouble.

**Evaluation:**
Your cooperating teachers will evaluate you twice: a Final Evaluation and the Dispositions Progress Report. These evaluations are done online and go directly to CECH. Ask your mentor for copies if you want to use them as part of your reference file.

**How to Get a Good Evaluation:**
You must show some initiative to demonstrate your knowledge and skills in art and teaching art. Cooperating teachers like students who bring in things on their own that relate to the lessons they have planned together. You should make suggestions and bring in ideas for the program. You must never denigrate nor try to completely redirect the existing program, but try to add to it using your personal interests, skills, and strengths. Be assertive enough to make your presence felt. Be as "up beat" and alive as possible, but always be yourself; students detect "phonies" at once. If you are quiet and "cool" by nature, fine, but be genuinely alive, interested, and involved in what you are teaching. Show your
own work. The students relate better to teachers when they feel they know their capabilities, so bring in your best work.

During these ten weeks most of your psychic energy should be put into your teaching—put your outside job, family, love-life, etc. on the "back burner." If you have never done this, this is the time to learn. Even if you decide you hate teaching and would rather scrub floors, do not say it—the cooperating teachers are dedicated, serious art teachers and often consider such a comment as a direct criticism of them and their job choice.

It is strongly recommended that you dress as an art teacher rather than as an art student. This does not mean expensive, dressy clothes, but it does mean you dress in a professional manner that can include slacks, skirts, shirts, jackets, and dresses. Obvious taboos are see-through clothing, bare midriffs, t-shirts with slogans, jeans, jogging pants, and running shorts. When you have established your own art classroom, you can be more self-expressive in your dress. For now, save your artful, more creative looks for other than the school.

If you are very young looking, try to dress "older." Attempt to look like a teacher, not a misplaced high school student. Learn to project your voice—you must be able to be heard and command attention in a non-hostile, threatening manner. Display friendliness to the pupils, but don't be overly talkative. You have to speak clearly and watch your behavior and language—remember you have to conform to the school rules too. No gum, smoking, risqué words—find out what current terms have sexual connotations and are no-no's—in the junior high schools, this could be anything. And, remember to always use correct grammar. Be very careful that all handouts or anything you put on the blackboard contain correct spelling and grammar, and are visually appealing. Be careful not to mix upper and lower case letters, except for artistic-expressive purposes—schools are very precise.

Always go beyond the bare minimum in your efforts. Do not "begrudge" your time in the school. Remember, candidates who cheerfully perform their expected (and unexpected) chores are more likely to get hired. Never criticize your school, teacher, principal, etc. even if others do it - keep still!

Do not discuss your personal problems. Your cooperating teacher is not your therapist. There is no reason to discuss your religion, politics, or living arrangements, especially if you tend to become "heated" over any disagreement.

During these experiences you must be very responsible, punctual, and dependable. ALWAYS BE ON TIME OR EARLY - NEVER LATE! If this means you must get under way at 5:30 a.m., DO IT!

**SAMPLE SCHEDULE**

Wylie Ferguson (retired)
Art Department, Walnut Hills High School

**TIME LINE - 5 WEEK PERIOD**

**WEEK ONE - 1st Day**

**Introductions:** self, principals, counselors, teachers in department, librarians, secretaries.

**Tour:** physical set-up of classroom and storage, restrooms, lunchrooms, workrooms.

**Housekeeping:** assign personal area for coat, purse, etc., explain school dress code.

**Schedules:** explain school routine and bell system.

**Attendance:** procedure and daily bulletins; student teacher takes charge.
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Observation: seeking to know the different learning style-preferences & levels of ability
Classes: students; what kind of work is being done; who are the class clowns; who are dependable

WEEK ONE - 2nd Day
Philosophies: school policies; personal opinion.
Discipline: policies and enforcement procedure (penalties).
Lesson Planning: work with student teachers on units of work; make written plans; seek audio-visual aids to assist motivation; order from catalog.
Demonstrate: use of copiers.

WEEK ONE - 3rd Day
Assignments: bulletin board display; student teacher to work with small groups in each class; student teacher to first class (lesson plans to be prepared); cooperating teacher to complete teaching current lessons; evaluation to be done with student teacher; make mock projects of each lesson for the first unit of work.

WEEK ONE - 4th Day
Teaching: rearrange classroom furniture including teacher’s desk; student teacher takes charge of class totally (encourage); evaluate the first teaching experience; detention list.

WEEK ONE - 5th Day
Teaching: student teacher will make adjustments in teaching method or lesson; student teacher will start teaching second class; evaluate.

WEEK TWO - 1st Day
Teaching: student teacher will start third and fourth classes; evaluation; cooperating teacher should leave the room for the beginning each class.

WEEK TWO - 2nd Day
Teaching: student teacher will begin fifth class (final beginning).

WEEK TWO - 3rd, 4th, & 5th Day
Teaching: student teacher will carry full teaching load and other responsibilities (e.g., yard duty).

WEEK THREE
Teaching: cooperating teacher no longer to serve as a resource person; student teacher must move forward in planning without the help of cooperating teacher; midterm evaluation for student teacher.

WEEK FOUR
Teaching: continue to work toward goals set first week.

WEEK FIVE
Teaching: student teacher end all lessons and units of work by third day; cooperating teacher should begin to teach again on fourth day of this period; cooperating teacher to reaffirm all teaching methods and devices; evaluate student teacher.

The introductory first days can be skipped, of course, if the placement is in the autumn and the student teacher has already been introduced, moving directly from the observation of opening days.
This form is to be completed ONLINE by the mentor (cooperating teacher) at the end of the student-teaching experience. Go to www.cech.uc.edu/oaci/. The seven outcomes below are the current Ohio Standards for the Teaching Profession. The ascending, general criteria are defined as follows:

Needs Development: This outcome is not yet evident and needs to be developed.
Needs Improvement: This outcome has begun to be developed but needs to continue to be improved.
Progressing Satisfactorily: This outcome has been well developed and is being implemented to expectations.
Exceeds Expectations: This is an outcome of strength and continues to be implemented above expectations.

1. Teachers understand student learning and development and respect the diversity of the students they teach.
   - Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
   - Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.
   - Teachers expect that all students will achieve to their full potential.
   - Teachers model respect for students’ diverse cultures, language skills and experiences.
   - Teachers recognize characteristics of gifted students, students with disabilities and at-risk students In order to assist inappropriate identification, instruction and intervention.

   
   Needs Development | Needs Improvement | Progressing Satisfactorily | Exceeds Expectations

   Comments:

2. Teachers know and understand the content area for which they have instructional responsibility.
   - Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.
   - Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
   - Teachers understand school and district curriculum priorities and the Ohio academic content standards.
   - Teachers understand the relationship of knowledge within the discipline to other content areas.
   - Teachers connect content to relevant life experiences and career opportunities.

   Needs Development | Needs Improvement | Progressing Satisfactorily | Exceeds Expectations

   Comments:
3. Teachers understand and use varied assessments to inform instruction, evaluate, and ensure student learning.
   - Teachers are knowledgeable about assessment types, their purposes and the data they generate.
   - Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
   - Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
   - Teachers collaborate and communicate student progress with students, parents and colleagues.
   - Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

   Needs  Needs  Progressing  Exceeds
   Development  Improvement  Satisfactorily  Expectations

   Comments:

4. Teachers plan and deliver effective instruction that advances the learning of each individual student.
   - Teachers align their instructional goals and activities with school and district priorities and Ohio’s academic content standards.
   - Teachers use information about students’ learning and performance to plan and deliver instruction that will close the achievement gap.
   - Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
   - Teachers apply knowledge of how students think and learn to instructional design and delivery.
   - Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
   - Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
   - Teachers use resources effectively, including technology, to enhance student learning.

   Needs  Needs  Progressing  Exceeds
   Development  Improvement  Satisfactorily  Expectations

   Comments:

5. Teachers create learning environments that promote high levels of learning and achievement for all students.
   - Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
   - Teachers create an environment that is physically and emotionally safe.
   - Teachers motivate students to work productively and assume responsibility for their own learning.
   - Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
   - Teachers maintain an environment that is conducive to learning for all students.
6. Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
   • Teachers communicate clearly and effectively.
   • Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
   • Teachers collaborate effectively with other teachers, administrators and school and district staff.
   • Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

7. Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.
   • Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
   • Teachers take responsibility for engaging in continuous, purposeful professional development.
   • Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.
Dispositions are the values, commitments, and professional ethics of students in the Educator Preparation Program (Candidates) that influence behaviors toward students, families, colleagues, and communities and that affect student learning, motivation, and development, as well as the Candidate’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice (NCATE, 2001, p. 53).

Purpose of the Candidate Dispositions Progress Report: The Candidate Dispositions Progress Report is used by university faculty members and advisors, mentors, and other cooperating professional educators to share relevant information with Programs on the progress and dispositions of Candidates in the University of Cincinnati’s Educator Preparation Program. This form serves three purposes:

1. to provide regular progress reports on the dispositions of Candidates;
2. to recognize exemplary professional progress and/or dispositions of Candidates; and
3. to raise concerns regarding the progress of a Candidate and/or a Candidate’s dispositions.

After review by the Program, the Candidate Dispositions Progress Report is maintained in the Candidate’s file in the Student Services Center or in the appropriate Program office.

All information provided in Candidate Dispositions Progress Reports is maintained in accordance with the Family Educational Rights and Privacy Act (FERPA).

Documentation of Dispositions As noted, the Candidate Dispositions Progress Report Form is used for three things: as part of routine documentation of qualifications of Candidates; to recognize exemplary professional progress and or dispositions of a Candidate; and to raise concerns regarding the progress of a Candidate.

Routine Documentation: Programs may designate a specific course during which the Report is completed. In addition, a Candidate Dispositions Progress Report Form is completed as part of every Professional Experience Evaluation. Mentor teachers submit the Candidate Dispositions Progress Report Form to the University Supervisor with the Professional Experience Evaluation.

Recognition of Exemplary Progress: A Candidate Dispositions Progress Report Form can be used to recognize exemplary performance by a Candidate by an instructor, mentor, or university supervisor. In this situation the entire form does not need to be completed; the exemplary items alone can be addressed.

Raising a Concern

Initial concern: A Candidate Dispositions Progress Report Form is completed when a concern about the performance of a Candidate is raised. A concern can be raised by a faculty member (if the concern arose in the university classroom or in the field), a mentor teacher, or a University Supervisor. In such cases, the Form is submitted to the Program Chair/Coordinator. The areas of concern may be the only items completed on the form at this time. The individual completing the form normally discusses the nature of the concern with the Candidate. The Coordinator/Chair may then meet with the Candidate to discuss the concern(s), or may arrange to monitor the further progress of the Candidate. A letter, as well as a copy of the completed Form, is mailed to the Candidate whenever a Candidate Disposition Report Form noting an initial concern is received concerning the Candidate.

When a Candidate Dispositions Progress Report Form is filed to raise a concern about a Candidate’s actions/dispositions in a Professional Placement, the Coordinator, in consultation with the Coordinator of
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Professional Experiences, will discuss the matter with the University Supervisor. The Candidate will be notified of this discussion.

Continuing Concern: When two or more Candidate Dispositions Progress Reports or other similar written documents are received concerning a Candidate, a meeting is held with the Candidate. The Program Coordinator, Candidate, and anyone who has completed a Candidate Disposition Progress Report Form or who has submitted written concerns about the Candidate may attend the meeting. (The Coordinator of Field Experiences may also attend and the Candidate may bring an advocate (e.g. a friend, other faculty member, etc.) The meeting is intended to:

- share concerns,
- gather additional information, and, if appropriate,
- develop a plan to assist the Candidate in remedying the concerns.

A written record of this meeting is kept with the Candidate’s permanent professional education records and is sent to the Candidate and to the chair of the Admissions and Retention Sub-committee.

Significant Continuing Concern: A Candidate should take active steps within a reasonable period of time to remedy concerns identified in a Candidate Dispositions Progress Report Form (initial or continuing concern). Failure to remedy a concern is formally brought to the attention of the Admissions and Retention Sub-committee for its consideration and action.

The Admissions and Retention Sub-committee will meet with the Candidate concerning this matter. The student is free to bring an advocate to this meeting. The Admissions and Retention Sub-committee will recommend to the Program Coordinator specific remedial activities for the Candidate, such as additional course work, additional time spent working in school settings, and other recommended activities. The Admissions and Retention Sub-committee will set a probationary time period for the Candidate to perform the remedial activities. At the conclusion of the probationary period the Admissions and Retention Sub-committee will evaluate the professional progress/status of the Candidate. If sufficient progress has been made, the Candidate’s good professional standing will be reinstated and no further action will be taken. If considered necessary, further remedial actions may be required. The Admissions and Retention Sub-committee may also recommend the Candidate’s de-selection from the teacher education program.

If de-selection is recommended by the Admissions and Retention Sub-committee and this recommendation is supported by the Program Coordinator, the Candidate may appeal the decision through the University of Cincinnati’s Grievance Procedure.

(continues next page)
Candidate Dispositions Progress Report

Candidate’s Name: __________________________ Program __________________________

Name of Individual Completing Report: ____________________________________________

Please indicate position:  □ Faculty -Instructor  □ University Supervisor
  □ Mentor  □ Other __________________________

If completed in Field Experience, School ______________  Grade _____ Content area________

If completed during coursework, course name: _________________________________________

Signature of Individual Completing Form: _____________________________________________ Date __________________

Signature of Candidate: ____________________________________________ Date __________________

Candidate’s signature only indicates that he/she has reviewed the Report and does not imply agreement.

Teacher Professionalism (Praxis III, Domain D)

1. The Candidate demonstrates professional behavior in attendance. The Candidate:
   □ has perfect attendance record
   □ is rarely/sometimes absent
   □ is absent frequently.

2. The Candidate demonstrates professional behavior by being punctual. The Candidate is:
   □ always on time
   □ usually/generally punctual
   □ frequently late.

3. The Candidate demonstrates initiative. The Candidate:
   □ generates ideas and implements plans independently
   □ generates ideas and implements plans with limited supervision
   □ depends on others for ideas, direction, and guidance

4. The Candidate is responsible. The Candidate:
   □ attends to assigned tasks or duties on schedule without prompting.
   □ needs occasional reminder to attend to assigned tasks or duties
   □ sometimes fails to complete assigned tasks and duties
   □ usually fails to complete assigned tasks and duties

5. The Candidate is responsive to constructive feedback/supervision. The Candidate:
   □ solicits suggestions and feedback from others and is receptive and adjusts performance accordingly
   □ receptive but doesn't implement suggestions
   □ unreceptive to feedback and reacts defensively

6. The Candidate has rapport with students/peers/others. The Candidate:
   □ actively seeks opportunities to work with students/peers/others and relates easily and positively with students/peers/others
7. The Candidate is committed to high ethical and professional standards. Regarding each of the following statements about the Candidate, please indicate yes, no or unable to judge:

Yes   No   Unable
to judge

☐  ☐  ☐  a) Maintains high ethical and professional standards (e.g. respecting confidentiality)
☐  ☐  ☐  b) The Candidate cites program policies and professional practices and responds appropriately.
☐  ☐  ☐  c) The Candidate maintains a professional appearance.

8. The Candidate demonstrates a commitment to reflection, assessment, and learning as an ongoing process.

Evidence the Candidate possesses this disposition:

☐  is strong
☐  is moderate or partial
☐  shows improvement
☐  is inconsistent with, or contrary to, this disposition
☐  I am unable to judge the Candidate’s possession of this disposition

9. The Candidate is willing to work with other professionals to improve the overall learning environment for students.

Evidence the Candidate possesses this disposition:

☐  is strong
☐  is moderate or partial
☐  shows improvement
☐  is inconsistent with, or contrary to, this disposition
☐  I am unable to judge the Candidate’s possession of this disposition.

Content Knowledge and Its Organization for Learning (Praxis III Domain A)

10. The Candidate appreciates that “knowledge” includes multiple perspectives and that development of knowledge is influenced by the perspective of the "knower." Evidence the Candidate possesses this disposition:

☐  is strong
☐  is moderate or partial
☐  shows improvement
☐  is inconsistent with, or contrary to, this disposition.

11. The Candidate is dedicated to teaching the subject matter and to keeping informed and is competent in the discipline and its pedagogy. Evidence the Candidate possesses this disposition:

☐  is strong
☐  is moderate or partial
☐  shows improvement
☐  is inconsistent with, or contrary to, this disposition
☐  I am unable to judge the Candidate’s possession of this disposition.

12. In designing curriculum, the Candidate appreciates both the particular content of the subject area and the diverse needs, assets, and interests of the students. The Candidate values both short and long-term planning: the former to adjust to unexpected insights and changing circumstances; the latter to enable sequential, cumulative experiences for in-depth or "mastery" learning. Evidence the Candidate possesses this disposition:

☐  is strong
☐  is moderate or partial
☐  shows improvement
☐  is inconsistent with, or contrary to, this disposition
Creating an Environment for Student Learning (Praxis III, Domains B and C)

13. The Candidate is committed to the expression and use of democratic values in the classroom. Evidence the Candidate possesses this disposition:
- is strong
- is moderate or partial
- shows improvement
- is inconsistent with, or contrary to, this disposition
- I am unable to judge the Candidate’s possession of this disposition.

14. The Candidate takes responsibility for making the classroom and the school a “safe harbor” for learning, in other words, a place that is protected, predictable, and has a positive climate. Evidence the Candidate possesses this disposition:
- is strong
- is moderate or partial
- shows improvement
- is inconsistent with, or contrary to, this disposition
- I am unable to judge the Candidate’s possession of this disposition.

15. The Candidate recognizes the fundamental need of students to develop and maintain a sense of self-worth and that student misbehavior may be attempts to protect self-esteem. Evidence the Candidate possesses this disposition:
- is strong
- is moderate or partial
- shows improvement
- is inconsistent with, or contrary to, this disposition
- I am unable to judge the Candidate’s possession of this disposition.

16. Disposition: The Candidate believes that all children can learn and persists in helping every student achieve success. Evidence the Candidate possesses this disposition:
- is strong
- is moderate or partial
- shows improvement
- is inconsistent with, or contrary to, this disposition
- I am unable to judge the Candidate’s possession of this disposition.

17. The candidate values all students for their potential as people and helps them learn to value each other. Evidence the Candidate possesses this disposition:
- is strong
- is moderate or partial
- shows improvement
- is inconsistent with, or contrary to, this disposition
- I am unable to judge the Candidate’s possession of this disposition.

Please identify any other skills, behaviors, and/or knowledge that enhance this Candidate's successful progress.

Please identify any other skills, behaviors, and/or knowledge that interfere with this Candidate's successful progress.
Handbook for Professional Experiences

Identify actions/recommendations that you have already taken/made with this Candidate (include conference dates):