**Defiance College/**

**Defiance Area Schools**

**Defiance City Schools**

**Ayersville Local Schools**

**Central Local Schools**

**Northeastern Local Schools**

***Cooperating Teachers Handbook for***

***DC Early Clinical Experiences Program***

***2013-2014***

Dear Cooperating Teacher,

 Thank you for agreeing to work with a DC student as part of the Defiance College/Defiance Area Schools Early Clinical Experience Program. Working collaboratively, the Defiance City Schools and the Defiance College designed this program to provide valuable educational experiences to beginning Defiance College students enrolled in its teacher education program while also providing assistance to teachers and their students. Recently, Ayersville Local Schools, Central Local Schools, and Northeastern Local Schools have agreed to join this program. This program is part of Defiance College’s Teacher Education Program designed to address the National Council for Accreditation of Teacher Education’s recommendation that clinical preparation be integrated throughout every facet of teacher education.

Your DC student is taking one or more of the four required beginning education courses: ED 202 Educational Technology, ED 221 Foundations of Education, ED 228 Education of Exceptional Children and ED 229 Educational Psychology. These courses must be completed before students may take their methods courses, and internship. Most of the students in this program are freshmen or sophomores. For some students, this may be their first school experience. For others, this may be the second or third early clinical experience. However, these students have not taken the advanced coursework to prepare them to teach lessons.

All students participating in this initiative must complete ten (10) hours of clinical experience for each of the four required education courses. It would be very beneficial for your student if his/her experiences relate to some of the major topics of the courses he/she is taking. These topics are listed on the following pages for each of the four required courses. Ask your DC student which course or courses he/she is taking so you can see the expectations of his/her course. You might also ask your DC student what his/her professors have assigned students to observe/discuss each week, so you might be able to provide reinforcing experiences.

Previous DC students and Defiance City Schools cooperating teachers have found that when the DC students are actively involved in some way, the experience is more positive for the DC student, the cooperating teacher and his/her students. I hope you will be able to actively involve your DC student in a variety of activities/experiences in the classroom as part of his/her program. Last year the Defiance City Schools teachers offered many suggestions to help achieve this greater involvement. Below is a list of those suggestions that might be helpful to you:

* The DC student and cooperating teacher can meet or email each other before the experience begins to get to know each other.
* If there are things the DC student can do to help, tell the student. Also, the student should ask you what he/she can do to help. This includes routine tasks such as taking attendance, checking homework, passing out and collecting papers, and assisting students on their class work when appropriate.
* If you feel it would benefit the DC student to see other classrooms so the student can see different teaching strategies and styles, you could arrange for the student to be with you for 6-7 sessions and then with other teachers (special education and other content teachers) for the other 3-4 sessions.
* If you feel you could involve the student to a greater degree if the student came more often but for a shorter time, discuss this with the student to see if this is possible. Some students may have their own transportation and may be able to come twice a week for five weeks instead of once a week for 10 weeks. (The disadvantage of this option is that students may not be able to observe all the items their professors are asking them to look for each week.)
* If you feel the DC student is mature, has taken previous early clinical experiences, and may be ready to try to teach a mini-lesson (10-15 minutes) as a capstone to the experience, discuss this with the student. If both of you feel this would be in the best interest of the student, have the student plan the mini-lesson with you and present it to your students as you observe.

 If you have any problems/issues (attendance, cooperation, assistance, etc.) with your DC student during the placement, please contact me and I will work with you and/or your principal to address the situation(s). If you and your DC student need to modify the day(s) and/or time(s) of the placement (as long as the total time for the placement does not change), please feel free to do so, but email me the changes so I can update the placement files.

 During this placement, your student will ask you to sign a Sign In/Sign Out sheet every time he/she reports for the placement. At the end of the experience, he/she will then turn this form into me showing that the required hours have been completed. At the end of the ten-week experience, I would appreciate your completing and returning to me an evaluation of the program and a Disposition form for the student you have been supervising. I have enclosed copies of these forms in this packet. The evaluation sheet asks you to provide input on the program and make suggestions for improvement. Your DC student may also ask you to complete a recommendation form that the Teacher Education Council reviews before students are formally admitted into the Teacher Education Program.

 Again, thank you for helping your DC student gain valuable clinical experiences in your classroom. If you have any questions, please call me at 419-783-2324 or email me at imacgregor@defiance.edu.

Sincerely,

Ian D. MacGregor

Director of Education Partnerships

**Topics Taught in Course 202 To Be Reinforced**

* Understand how diversity in culture, family structure, and school environment affect learning
* Using technology in the classroom
* Integrating technology into other tasks to help with organization and behavior management, i.e., lunch, bus, recess duty

Possible Experiences to Reinforce These Topics:

* Observe diversity in the classroom and see how diversity impacts instruction
* Interact with parents, teachers, and students and ask questions about what is involved in educating the child from different perspectives
* Observe the current use of technology in the classrooms
* Develop smart board activities to supplement lessons
* Assist teachers in creating wikis (web pages for a variety of course content, including multimedia links to audio/video resources, assignments, grading tools, and other course content)
* Assist teachers in locating resources on the internet to make lessons more interactive
* Teach mini-lessons via Skype
* Promote parent/family involvement through the use of web-based tools
* Using database and publishing software to create classroom or hallway rules, charts to track behavior

**Topics Taught in Course 221 To Be Reinforced**

* Diversity in the School
* Professionalism
* Legal and Ethical Issues
* Curricular and Instructional Issues
* What is a teacher?
* To learn how to work cooperatively in teams and in small groups
* To learn effective communication skills, both verbal and written, that are needed as a classroom teacher
* To learn how to think critically and be able to analyze and solve complex, real world problems

Possible Experiences to Reinforce These Topics:

* Observe students
* Observe Principals, Guidance Personnel, Teachers, Secretaries
* Attend a Presentation by the Curriculum Director
* Participate in a variety of activities (observe in classrooms, duty assignments – playground supervision, hallway supervision, lunch duty, bus duty, study hall)
* Tutor students either 1-1 or in small groups

**Topics Taught in Course 228 To Be Reinforced**

* Special Education Legislation
* Understand how diversity in culture, family structure, and school environment affect learning and perception of disabilities
* Diagnostic and behavioral characteristics of students with disabilities
* Teaching strategies for students with disabilities

Possible Experiences to Reinforce These Topics:

* Observe IEP meetings
* Offer 1-1 assistance to students with disabilities to encourage maximum level of participation in the least restricted environment
* Observe diversity in the classroom and see how diversity impacts instruction Interact with parents, teachers, and students and ask questions about what is involved in educating the child from different perspectives
* Observe and assist students with disabilities in the classroom
* Provide assistance in developing and implementing accommodations and modifications for various learning activities
* Observe and discuss with special education teachers how they use a variety of strategies when teaching students with disabilities
* Teach mini lessons in the classroom
* Develop smart board activities for teachers to use in the classroom

**Topics Taught in Course 229 To Be Reinforced**

* Developmental Theory – Cognitive (Piaget and Vygotsky); Psychosocial (Erikson); Moral (Kohlberg and Gilligan)
* Classroom Management
* Assessment
* Student Differences (Intelligences) and Diversity
* Learning and Thinking & Approaches to Instruction (Behaviorism, Information Processing Theory, Constructivism, Social Cognitive Theory)
* Motivation
* Age-level Characteristics
* Parenting Styles
* Art and Science of Teaching
* Reflective Teaching

Possible Experiences to Reinforce These Topics:

* Tutoring/Helping Students one-on-one or in small groups including OAA/OGT review
* Observing/Assisting/Grading in the classroom
* DIBELS progress monitoring
* Supervision (playground, cafeteria) if part of a larger classroom experience Assisting Guidance Counselors if part of a larger classroom experience
* Assisting in the Library if part of a larger classroom experience

**The Defiance College/Defiance Area Schools Early Clinical Experience Program Overview**

Defiance College and the Defiance City Schools developed an early clinical experience program for Defiance College education students. Recently, Ayersville Local Schools, Central Local Schools, and Northeastern Local Schools have agreed to join this program. Defiance College education students have many hours of clinical experience during their last two years in their programs; however, prior to this time there are few experiences during the first two years. This program is aimed at providing clinical experiences throughout a DC student’s program to support and develop the concepts being taught in education classes. To reach all education students, four required courses are used to transmit information and materials and gather data for this program. These courses are ED 202, 221, 228, and 229. Students will be expected to complete 1 hour of clinical experience/week/course or 10 hours of clinical experience/course by the end of the semester. These clinical experiences will start the week of January 27th.

Students are asked to complete a sign-up sheet identifying their top three clinical experience choices that correspond to their licensure area(s) and the goals of the education courses they are presently taking. They also list the times they are available for these experiences. The Director of Education Partnerships collects these forms, notifies the principals of the students’ wishes, and asks the principals to pair the DC students with cooperating teachers in their buildings. The Director of Education Partnerships then checks the placement times with the students’ schedules, confirms the placements, and notifies the DC students, the cooperating teachers and the DC professors of all placements.

The public school learning experiences enable DC students to observe topics they are studying in a real classroom. As some DC students have said:

* Almost everything I learned in my college classes I observed in my placement. It was a great experience.
* The terms in our textbooks came to life.
* Everything was connected to my class.

In addition, the college students are often asked to share/report their experiences with their classmates and professors in a variety of ways.

Thank you for your cooperation!

Ian MacGregor Director of Education Partnerships Dana Hall Room 12 419-783-2324 imacgregor@defiance.edu

**Defiance College/Defiance Area Schools Program**

**Contact Information**

**Defiance City Schools**

**Defiance Elementary School (3.7 miles – 10 minutes)**

**400 Carter Road, Defiance, Ohio Parking: In the front school parking lot**

Deanne Held (K-2 Principal) **School Times: 9:00 – 3:30**

 Phone: 419-785-2260 Ext. 4182

 Email: dheld@defcity.org

 Jane Myers (3-5 Principal)

 Phone: 419-785-2260 Ext. 4189

 Email: jmyers@defcity.org

**Defiance Middle School (1.5 miles – 5 minutes)**

**629 Arabella Street, Defiance, Ohio Parking: In the church parking lot**

Richard Peters (Principal) **School Times: 7:55-2:45**

 Phone: 419-782-0050

 Email: rpeters@defcity.org

**Defiance High School (3 miles – 8 minutes)**

**1755 Palmer Drive, Defiance, Ohio Parking: In the north parking lot (by the stadium)**

Robert Morton (Principal) **School Times: 7:55-2:44**

 Phone: 419-784-2777

 Email: rmorton@defcity.org

**Ayersville Local Schools**

**Ayersville High and Junior High School (6.2 miles – 13-14 minutes)**

**28046 Watson Road, Defiance, Ohio 43512 School Times: 8:00-3:04**

Jeremy Kuhlman (Principal)

 Phone: 419-395-1111

 Email: jkuhlman@ayersvilleschools.org

**Ayersville K-6 School (6.2 miles – 13-14 minutes)**

**28046 Watson Road, Defiance, Ohio 43512 School Times: 8:00-3:04**

Martin Miller (Principal)

 Phone: 419-395-1111

 Email: mmiller@ayersvilleschools.org

**Central Local Schools**

**Fairview High School (12.6 miles – 16 minutes)**

**06289 US Highway 127, Sherwood, Ohio 43556 School Times: 8:09-2:50**

Troy Merillat (Principal)

 Phone: 419-658-2378

 Email: Troy.Merillat@centrallocal.org

**Fairview Middle School (12.6 miles – 16 minutes)**

**06289 US Highway 127, Sherwood, Ohio 43556 School Times: 8:09-2:50**

Bob Lloyd (Principal)

 Phone: 419-658-2331

 Email: Bob.Lloyd@centrallocal.org

**Fairview Elementary School (13.1 miles – 17 minutes)**

**14060 Blosser Road, Sherwood, Ohio 43556 School Times: 8:19-3:00**

Collene Hill (Principal)

 Phone: 419-658-2511

 Email: Collene.Hill@centrallocal.org

**Northeastern Local Schools**

**Tinora High School (6.3 miles – 9 minutes)**

**5921 Domersville Road, Defiance, Ohio 43512 School Times: 8:09-3:12**

Phil Nofziger (Principal)

 Phone: 419-497-2621

 Email: PNofziger@tinora.org

**Tinora Middle School (6.3 miles – 9 minutes)**

**5921 Domersville Road, Defiance, Ohio 43512 School Times: 8:09-3:12**

G.Kent Adams (Principal)

 Phone: 419-497-2361

 Email: KAdams@tinora.org

**Tinora Elementary School (6.3 miles – 9 minutes)**

**5751 Domersville Road, Defiance, Ohio 43512 School Times: 8:10-3:12**

Eric Spiller (Principal)

 Phone: 419-497-1022

 Email: ESpiller@tinora.org

**Noble Elementary School (1.9 miles – 4 minutes)**

**10553 Haller Street, Defiance, Ohio 43512 School Times: 8:20-2:50**

Denise Wright (Principal)

 Phone: 419-782-7941

 Email: DWright@tinora.org

**If a problem arises, contact Ian MacGregor at Defiance College via phone or email**

Ian MacGregor (Director of Education Partnerships)

 Phone: 419-783-2324

 Email: imacgregor@defiance.edu

**Other**

* When you call the school you will get the secretary. Please introduce yourself as a Defiance College education student involved with the DC/DAS Early Clinical Experience Program. Then leave a message for the principal or the teacher you are being placed with.
* When meeting the teacher you are placed with, make sure to introduce yourself and provide him/her with your email and phone number.
* Request the teacher’s/counselor’s school email and/or phone number so you can contact him/her if needed.
* Remember, your cooperating teacher and his/her students are counting on you and your performance reflects not only on yourself, but also on the Defiance College.

**DC Student Dress Code**

Professional Dress: Candidates are expected to dress professionally at all times when they are in the field. Please observe the guidelines listed here.

* Dress professionally every day during the experience – you are a representative of Defiance College.
	+ Teachers usually dress in business casual. (Khaki pants, black pants, polo shirts, sweaters, street shoes, etc.)
	+ On your first day in the school, it is better to err on the side of formal rather than casual. Men should wear a tie on the first day.
	+ Ask your cooperating teacher about the school’s dress code and follow his or her lead.
* Cover ALL tattoos.
* Remove ALL piercings except earrings for women.
* Shoes must be clean.
* Clothes must be ironed.
* Pants should not drag on the ground or be frayed, nor should they sag at the waist.
* NO cargo pants.
* NO hats of any kind are to be worn into the building.
* NO sweat pants or pajama pants.
* NO shorts.
* NO flip flops.
* NO T-shirts
* Hair should be neatly cut, clean and styled.
* Young Women – wear dress slacks, or khakis, or skirt with a nice top
* No low revealing tops
* Special Events
	+ Defiance City Schools allows jeans to be worn on Fridays only. If you are placed in the Defiance City Schools, please feel free to wear jeans, but be sure there are no holes in them.
	+ Your school may have “funny hat” day or “pajama day”, or other such theme days related to school spirit or a special event. You are encouraged to dress and fit in with whatever the occasion may be.

**Expectations for DC Students**

* Sign-in and out of the main office each time you arrive
* Fill out your Sign-in/Sign-out sheet each time you go to your placement and have the cooperating teacher sign your form
* Wear name badges (if provided) during each experience
* You are responsible for your own transportation to and from the schools. If you do not have transportation, let Mr. MacGregor know so he can pair you with another student who has transportation.
* Dress appropriately (see the dress code above)
* Contact the cooperating teacher and Mr. MacGregor in advance if you are unable to be at your scheduled experience
* Report any discipline problems to your cooperating teacher or principal
* Stay in the area designated for your experience Do not go to another part of the building
* Do not bring students gifts (candy, presents, etc.) unless permission has been given by the principal or cooperating teacher
* Represent Defiance College in a positive way throughout your clinical experiences

**Please communicate with Mr. MacGregor and your cooperating teacher /principal about any situations that occur (not being able to show up on a particular day, change in schedule, emergencies, etc.**

**Emergency Contact Information**

In the event of a health emergency for the Defiance College student, please contact the Director of Health and Wellness Services (Judy Thrasher) at 419-783-2527 and/or the Defiance College Office of Academic Affairs at 419-783-2586 to report the emergency situation.

**DCS/DAS Early Clinical Experience Program**

**Spring Semester 2014 Calendar**

Jan. 6-10 Mr. MacGregor visits classes and sign-up sheets completed

Jan. 13-17 Principals make placements and send to Mr. MacGregor

Jan. 21-24 Mr. MacGregor notifies DC students and teachers of placements

10-Week Placement Calendar

Week 1 Jan. 27-31

Week 2 Feb. 3-7

Week 3 Feb. 10-14 (Ayersville has no school on Monday, Feb. 10th)

Week 4 Feb. 17-21 (Defiance, Ayersville, Fairview have no school on Feb. 17th because of President’s Day, but schools are open in Tinora)

Week 5 Feb. 24-28 (Defiance has no school on Feb. 24h – Waiver Day; the other schools are open)

Week 6 March 3-7

DC Spring Break (March 10-14 - If available, all the schools are open and DC students can attend their experiences)

Week 7 March 17-21

Week 8 March 24-28 – Defiance City Schools are closed for Spring Break;

 Tinora Schools are closed for Spring Break;

 Ayersville and Fairview are closed on March 24th but

 open on March 25-28

Week 9 March 31- April 4

Week 10 April 7-11

Make-Up Days April 14-17, 21, 22 (6 days – no school on April 18th – Good Friday); Fairview has no school on April 17th, and April 21st (spring break)

 Ayersville has no school on April 21st

Note: DC Students must turn in all paperwork at end of the 10 weeks.

Due date: April 11th if student does not need to make-up a missed day.

Due date: April 22nd if student needs to make-up a missed session during the make-up week.

Items to be turned in:

 Sign-In/Sign-Out Sheet

 Student Evaluation

 Teacher Evaluation (from Teacher)

 Disposition Form (from Teacher)

By April 23rd Mr. MacGregor notifies DC professors of each DC student’s Clinical Experience Performance so grades can be assigned

Clinical Experience Sign-In/Sign-Out Sheet

Directions: DC students in ED 202, 221, 228, and 229 – As you go to your clinical experiences, please take this paper with you and complete each line for each clinical experience. For example if you are assisting Mrs. Myers in an elementary classroom on Mondays from 1-2 PM, complete the blank line as shown:

Clinical Experience Date Time In Time Out Teacher Signature

Classroom Helper 1/27/2014 1:00 2:00 *Have teacher sign*

Keep your sheet and continue to fill in the blanks with your experiences. Run off additional sheets as needed. When you have completed you required hours, turn your sheet(s) into Mr. MacGregor in Dana Hall 12 (you may put the sheets in the mail box container on the door). Thank you for your cooperation.

Defiance College Student

 Print Name

Clinical Experience Date Time In Time Out Teacher Signature

**DC/DAS Early Clinical Experience Program**

 **Teacher/Administrator Evaluation**

Dear Faculty Member/Administrator,

Working collaboratively, the Defiance City Schools and the Defiance College developed the Defiance College/Defiance Area Schools Early Clinical Experience Program to provide valuable educational experiences to beginning Defiance College students enrolled in its teacher education program. This is the first school experience for many of these students. I would appreciate your input and suggestions to enable the Defiance Area Schools and the Defiance College to improve this program for the benefit of both DC Education students and the teachers and their students. Please complete the evaluation below and return it to Ian MacGregor, Defiance College, 701 N Clinton Street, Defiance, Ohio 43512 or email this form to imacgregor@defiance.edu

Thank you for your help!

 Teacher’s Name

1. The Defiance College student I worked with was .
2. The student was assigned to work with me/assist me in the following experience(s) (check all that apply, and list the total number of hours the student worked in each experience):

 Tutoring/Mentoring/Remediation hrs;

 Assisting/Observing in regular class hrs;

 Assisting with Technology in class/lab hrs;

 Assisting/Observing in Special Ed hrs;

 Assisting/Observing in PE class hrs;

 Assisting/Observing in Art class hrs;

 Assisting/Observing in Guidance hrs;

 Supervisory Activities (please list) hrs;

 Other Activities (please list) hrs;

1. If there are additional experiences (10 hours during the semester) that you believe should be added to strengthen this program, please list those experiences:
2. The most valuable aspect of the experience for the college student was:
3. The most valuable aspect of the experience for myself and/or my students was:
4. The least valuable aspect of the experience for the college student was:
5. The least valuable aspect of the experience for myself and/or my students was:
6. To improve experiences for future college students, teachers and their students, I would suggest the following changes be made:
7. Overall, I would rate this experience for myself and my students as:

a. Very Worthwhile b. Worthwhile c. Neutral d. Not Worthwhile

Defiance College

Teacher Education Program Disposition Form

DC Student’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Form Completed By (Teacher’s Name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_E-mail \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Using the scale that follows, please check the appropriate box to rate the extent to which each disposition is exhibited and provide at least one example for dispositions scored as a 1 or a 2. If an item is not applicable, check the N/O column. Suggested behaviors can be found on the disposition description document.

 ***Low High***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Disposition** | **1** | **2** | **3** | **4** | **5** | **N/O** | **Examples (For ratings of 1 or 2)** |
| **Commitment to Learning**Ex: Attends class regularly; asks meaningful questions; solicits suggestions and feedback from others demonstrating an eagerness to learn |  |  |  |  |  |  |  |
| **Commitment to Profession**Ex: Demonstrates positive attitude toward learning and teaching; establishes rapport with others; seeks opportunities to help others |  |  |  |  |  |  |  |
| **Fairness/Lack of Bias**Ex: Models respect for others; uses instructional strategies to meet the needs of diverse learners; does not make negative comments about students’ abilities to learn |  |  |  |  |  |  |  |
| **Legal/Ethical Conduct**Ex: Maintains high ethical and professional standards; no academic dishonesty; no violations of Defiance College’s code of student conduct |  |  |  |  |  |  |  |
| **Professionalism**Ex: Values others; gives consideration to what others say; interacts positively and professionally with others; does not reveal confidential information |  |  |  |  |  |  |  |
| **Interaction with Others**Ex: Actively participates in class; works effectively as a team member; offers suggestions for the good of the whole; accepts performance feedback positively |  |  |  |  |  |  |  |
| **Reliability/Dependability**Ex: On time for all responsibilities; completes tasks as requested; submits assignments by due date; attends to tasks and responsibilities without prompting |  |  |  |  |  |  |  |
| **Efficacy**Ex: Takes ownership of own behavior and works; assists in class; demonstrates a positive attitude toward learning/teaching; continues professional growth; independently implements plans |  |  |  |  |  |  |  |
| **Effective Communication**Ex: Exhibits appropriate oral and written communication skills; demonstrates care in communication with others |  |  |  |  |  |  |  |

**Defiance College Teacher Education Program**

**Dispositions to be Assessed Descriptions**

NCATE defines dispositions as: “The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development, as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice.

Defiance College teacher dispositions are based on elements of the Ohio Standards for the Teaching Profession, the 2003 Code of Ethics for the Association of American Educators, NCATE and the Defiance College Teacher Education Program Conceptual Framework.

The bulleted items are only examples to help define or clarify the intent of each of the dispositions. Each disposition includes, but may not be limited to the listed items.

1. Commitment to Learning

* Makes connections among the content of various courses and conducts independent research
* Attends and participates in class regularly with meaningful questions and making meaningful contributions
* Reacts positively to feedback about performance
* Is enthusiastic about being in class or in the field
* Solicits suggestions and feedback from others, demonstrating eagerness to continue to learn

2. Commitment to Profession

* Demonstrates a positive attitude toward the discipline and/or teaching profession
* Establishes rapport with students and actively seeks opportunities to work with them
* Actively seeks new and better ways of teaching
* Is proactive in assisting in the classroom

3. Fairness/Lack of Bias

* Models respect for students’ diverse cultures, language skills, and experiences
* Treats all students fairly and establishes an environment that is respectful, supportive, and caring
* Does not make negative comments about students’ abilities to learn or expose student's to disparagement
* Uses instructional strategies, learning activities and materials that meet the needs of diverse learners

4. Legal/Ethical Conduct

* Understands, upholds and follows professional ethics, policies and legal codes of professional conduct
* No evidence of participation in academic dishonesty
* Does nothing to violate the Defiance College Code of Student Conduct
* Does not act in a dangerous or irresponsible manner
* Deals considerately and justly with others, and seeks to resolve problems according to law and policy

5. Professionalism

* Builds relationships with students by establishing and maintaining rapport and valuing each student as an individual
* Listens to or gives consideration to what others have to say and behaves politely
* Interacts in a positive and professional manner with students, peers, teachers, college personnel, and others.
* Attends to tasks and responsibilities without prompting
* Dresses in a neat, professional manner and maintains the professional standards regarding personal appearance of the school where placed

6. Interaction with Others

* Actively participates in whole class or small group activities
* Offers suggestions for the good of the whole
* Makes concerted efforts to communicate to parents all information that should be revealed in the interest of the student
* Demonstrates an appreciation of the value of working with other professionals and works effectively as a team member
* Collaborates effectively with other teachers, administrators and school and district staff

7. Reliability/Dependability

* Candidate is on time for all responsibilities
* Lesson plans are developed and made available to the instructor or mentor in time for appropriate review
* Tasks are completed as requested and completed by due date
* Makes oneself available for discussion after class or field experience
* Lends assistance in the classroom as necessary

8. Efficacy

* Expects that all students will achieve to their full potential
* Assumes leadership
* Demonstrates effort to improve instructional practices and teaching activities
* Continues professional growth
* Takes ownership in the quality of his or her professional work and independently implements plans

9. Effective Communication

* Candidate is articulate and exhibits oral communication skills appropriate for each audience
* Candidate communicates effectively and appropriately through written media
* Demonstrates care in communication, either oral or written, with students, peers, teachers, college personnel, and others