

Wabash College

STUDENT TEACHING POLICY MANUAL FALL, 2010

*THE TEACHER AS LIBERALLY EDUCATED
PROFESSIONAL*

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I. Objectives of Student Teaching

The student teaching experience is planned to provide opportunities for the prospective teacher, under guidance, to develop and evaluate his competencies in the major areas of teacher activity in the public schools. During the student teaching experience, he should be able to:

Apply and develop instructional approaches approximate to the needs of his students.

Demonstrate professional abilities in the areas of classroom and school relationships and professional conduct.

Recognize, understand, and implement a personal style of classroom management.

Reflect and intellectualize about his daily experiences of teaching.

Use appropriate communication skills, including skills with media and computer technology.

II. General Requirements

Student Teaching Program

During the senior year, secondary student teachers participate in a professional semester, which is devoted to observation, participation and student teaching. The student is involved in eleven weeks of full-time student teaching in the public schools. Full-time student teaching is defined as a minimum of four or five classes, and we prefer that student teachers have only two different preparations. It may be defined as 2 – 3 preparations in a block situation, depending on the arrangements of the block. The student teacher should have one period for the full-based inquiry and one planning period for instruction. Individual and group conferences are scheduled as needed. Two and one-half course credits (10 semester hours) are earned for a student teaching experience.

During the early observation and participation period of the student teaching program, the student teacher becomes acquainted with the school, the school personnel, the school program, the students, and observes in as many different situations as it is possible for the cooperating teacher to arrange. Participation should largely be limited to assisting the cooperating teacher and/or working with small groups. During the second and third weeks of the student teaching assignment, the teacher should gradually be given classes to teach. Before completing the student teaching period, the student teacher should be teaching the entire normal day's program and, at times, be alone in charge of the classroom. It is important to remember, however, that student teachers need feedback from the cooperating teacher and should be periodically observed during the entire period of student teaching. During the eleventh week, the student teacher should be on site full time but will be phasing out of teaching; he will be completing his classroom-based research and portfolio.

A typical student teaching experience provides for observation, participation, full-time teaching, extra-curricular participation and community awareness.

- *1. **Observation** -- a learning experience, which includes all activities in which the student is an on-looker, such as observing:
- a. Individual students
 - b. Student's reactions to each other
 - c. Student's response to questions and directions
 - d. Details of teaching procedures
 - e. Routine and mechanics of classroom organization
 - f. The atmosphere of the class
 - g. Classroom control
 - h. Materials of instruction
 - i. Other classrooms in the assigned school
 - j. Specific assignments to allow him to begin a plan for his classroom-based research project

(*See current syllabus for exact requirements.)

2. **Participation** -- includes activity in which the student teacher is doing more than observing (but not instructing students), such as:
- a. Assisting individual pupils
 - b. Working with small groups
 - c. Helping with administrative routines
 - d. Keeping records
 - e. Preparing teaching materials
 - f. Checking student work
3. **Full-Time Teaching** -- includes all activity in which the student teacher is planning, instructing and working with students, either individually or as a group.
- a. The student teacher should assume the role of full-time teacher in terms of his readiness as determined by him and his cooperating teacher.
 - b. Through the process of "phasing in," it is expected that the student teacher will assume all or almost all of the responsibilities of the cooperating teacher no later than the fourth week.
 - c. The student teacher should be given responsibility for a normal full day program for at least five-six (preferably more) weeks during the semester. This "full day" includes the one period release for classroom-based research.
4. **Extra-Curricular, Community and School** -- includes responsibilities with which the student teacher becomes acquainted beyond the normal school day, such as:
- a. Sports or other extra-curricular programs and activities
 - b. P.T.A. or P.T.O
 - c. Faculty meetings
 - d. School board meetings
 - e. In-service meetings
 - f. Parent conferences

- g. Professional meetings
- h. Community agency meetings

Legal Status of the Student Teacher

The General Assembly of the State of Indiana enacted the following act, which concerns student teachers, and other persons assigned to a school corporation by an accredited education institution. It reads:

House Enrolled Act No. 1328

Section 1. Public School Corporations are authorized to enter into agreements with institutions of high education accredited by the Training and Licensing Commission of Indiana, for the purpose of providing teaching experience for students thereof preparing for the educational profession and for the services of persons working jointly for any such school corporation and any such institution.

Section 2. Each agreement shall set out the responsibilities and rights of such public school corporations, such institutions, and such students or other persons.

Wabash College enters into a legal contract with the school system and, through it, with the cooperating teacher in compliance with the above act.

III. Responsibilities of Cooperating Teachers

To the Cooperating Teacher:

The most influential person in the education of the student teacher is the classroom teacher to whom he is assigned. The cooperating teacher has the satisfying task of inducting the student teacher into the many activities that characterize the life and work of a teacher. You will be guiding him in his study of youth, helping him to guide the learning activities of students, introducing him to a wide range of tasks in both the school and larger community, encouraging him to continue his learning, and kindling his aspirations with understanding and guidance.

Satisfying curiosity, answering questions, inspiring confidence, guiding your student teacher through his experience in your classroom, school, and community make you an important person in teacher education. The higher the quality of this experience for both, you and the student teacher, the greater your contribution towards the preparing of the next generation of professional educators would be. Cooperating a student teacher is an invaluable contribution to the profession and to the public we serve.

Pre-Arrival Preparation

When you have agreed to work with a student teacher, you will attend an orientation regarding the student assigned to you.

1. Find time to become familiar with information on the student.

2. Try to arrange a conference with the student when you can discuss policies, practices, procedures, and responsibilities prior to the student teacher experience. The student will often request such a meeting.
3. A student teacher will often be hesitant and have considerable apprehension in this new assignment. It may be helpful if you try to plan some activities that will help him feel comfortable.

Prepare your class for the arrival of a "second teacher."

1. Explain why the student teacher is to be with them and how the two of you will work together in helping them learn.
2. Give the class some information about the student teacher and his background.
3. Encourage the class to look to the student teacher for help and instruction while he is teaching.
4. Avoid the term "practice teacher" or "student teacher." Encourage students to refer to the student teacher as "Mr. _____."

Getting the Student Teacher Oriented to the School

Familiarize the student teacher with the instructional facilities and materials in the school.

1. Take him to the resource center and/or library-media center and introduce him to the personnel. Show him the equipment and materials available to the teacher and students.
2. Show him the teachers' workroom and its equipment. Although student teachers have had some training, be sure he knows how to operate the various kinds of machines he might use in his teaching.
3. Be sure he knows the location of the supply room where he can find instructional materials.
4. The student teacher will have had, and be using, a variety of computer technology applications. Please be sure he is aware of what is available for his own instruction with students.

As quickly as possible, get the student teacher involved in classroom activity. The cooperating teacher's attitude does much to determine the attitudes of the pupils. An attitude and feeling of acceptance and warmth toward the student teacher by the cooperating teacher does not go unnoticed by the pupils and helps in assuring initial acceptance of the student teacher.

The student teacher should start to contribute the first day. He can record attendance, collect, correct and pass out papers; assist small groups; develop bulletin boards; etc. You can determine the amount of contribution during your initial conference.

Observation

The student teacher can learn a great deal about the various phases of the school program through observation.

1. During the first weeks of the student teaching period, the student teacher should conduct several observational visits within the school. He should observe all phases of the school program, instruction in other classes, guidance functions, administrative procedures, and special services. This is one of the best ways for the student teacher to gain an understanding of the school's total educational program -- philosophy, curriculum, nature of student body, professional staff, etc. (Exact requirements will be specified on the syllabus.)
2. During this same period the student teacher is to observe his cooperating teacher teaching the

classes which ultimately will become the student teacher's responsibility. If he does not have time to do this as he begins his teaching, he may be able to observe others during the eleventh week of full time at the high school.

Planning

Good planning is essential for good instruction. The cooperating teacher should expect the student teacher to present a carefully organized unit plan and detailed lesson plans for all the student teacher's classes. These plans should be kept up to date and made available to the college supervisor upon request during his or her visits in the public school.

The College recognizes that the lesson plans required of student teachers are considerably more detailed than those typical of most experienced teachers. The detailed plans are, however, necessary for persons inexperienced in long and short term planning. The plans form an important basis for judging the comprehensive coverage of important content and skill development by the student teacher. They are often the basis for evidence allowing raters to determine the competency of a pre-professional in light of the Indiana standards.

The student teacher will be asked to consult with his cooperating teacher regarding the topic and scope of his teaching units. The student teacher, under the supervision of the College instructors, then develops the units and lesson plans in detail, including objectives, materials, activities and evaluative procedures. During this procedure he is expected to continuously consult with the cooperating teacher on such matters as availability of materials and equipment, suitability of subject matter to level of pupil, etc.

There are many accepted forms for lesson plans. Generally, a good lesson plan for a student teacher contains the following elements:

- A statement of the topic, date or dates of the lesson, class periods, etc.
- Statement of student learning objectives.
- List and description of activities with estimated time each will take (handouts for lessons could be attached to the lesson).
- List of methods and materials to be used and content outline (content notes may be attached to the lesson).
- Evaluation or assessment procedures for students.
- Self assessment or reflection

A general rule of thumb is that the plans should be clear enough that a qualified substitute could teach from them and obtain the same learning results.

The College supervisor will examine the plan when she or he visits.

Helping the Student Teacher Teach

The student teacher needs to teach! At the beginning of the student teaching experience, observation by the cooperating teacher should be more frequent. Then it should taper off as each week progresses. The success of the student teaching period depends ultimately upon the rapport that exists between the student and his cooperating teacher.

The cooperating teacher can help if she/he will:

1. Avoid imposition of her/his teaching pattern on the student teacher. The student teacher must not feel that there is only one way to do something. This is "negotiable" and you should feel free to require that student teachers demonstrate their basic competence before "experimenting" with any non-standard approaches.
2. Help the student teacher recognize the pupils as individuals. Point out and discuss individual differences in terms of interests, aptitudes and attitudes. Help him work with individuals and small groups.
3. Insist on variety in teaching. The student teacher should use varied material and techniques. Discourage the exclusive use of the lecture. Encourage the use of group discussion, panels, pupil and teacher demonstrations, film, filmstrips, and other audiovisual aids, library and research, directed study, labs, etc. Methods chosen should, of course, match the nature of the subject matter and student abilities to learn effectively from the approach.
4. Encourage creativity. Let the student teacher try new approaches. However, be sure he has planned well for the students.
5. Notify the College if the student teacher fails to abide by school regulations or if his teaching is unsatisfactory. The Director of Teacher Education can be reached at 765.361.6338.
6. Strike a balance. Positive remarks are needed by all people. At the same time, student teachers need feedback on ways to improve.
7. Assist where possible, either as a supportive listener or as a co-researcher, with the candidate's classroom based research project.

Evaluation

An evaluation form for appraising the student teacher is provided by the College. This form is to be used by the cooperating teacher after the first four or five weeks of student teaching to report strengths and weaknesses, and as an aid for discussion with the student teacher and supervisors at a mid-term conference. This form can also be used to guide discussions during three-way conferences (see the following section). This form should also be used by the student teacher as a self-evaluation as well. It must be completed and returned to the College on the day of the final conference, or right after student teaching. A copy of the form is included in this Manual. An electronic copy of the form will be sent to the cooperating teacher. We encourage you to complete and send the form electronically if possible. The College supervisor will also ask you for a final grade recommendation for the student teacher. The College supervisor discusses the student teacher's performance with the Director, who arrives at the final grade.

At the conclusion of student teaching, the student teacher may ask that you complete a recommendation or other form, which will become part of his placement file. This is separate from the form described above that you will submit to the College.

Conferences

1. The student teacher needs to discuss his teaching with the cooperating teacher. He needs to evaluate his successes and his failures. He needs guidance as he plans ahead. Plan regular conference time when there will be no interruptions. There should be a short conference at the end of every day, if possible, and a regular conference of some length once a week. A minimum of one hour per week should be devoted to conferences between the student teacher and his cooperating teacher.
2. There will be a formal mid-term conference attended by the cooperating teacher(s), the college supervisor, and the student to evaluate the student teacher performance. One of these conferences should be scheduled midway through the semester. A second conference should be scheduled at the end of student teaching. The evaluation form described in the previous section can serve as the basis for discussions concerning the student teacher's strengths and weaknesses, and as a means to provide recommendations for improvement

IV. Responsibilities of Student Teachers

The following activities were designed to ensure maximum growth in the many areas of concern in public school education. It is the responsibility of the student teacher to perform these tasks and, in some cases, to keep records to be submitted for evaluation.

Guidelines

1. You are expected to be under the same rules and regulations as the teacher of the school in which you are doing your student teaching. This means you will be punctual in attendance and responsible in your duties as a teacher-to-be.
2. You should receive and read a copy of the school policy manual or handbook, calendar of the public school, and a College calendar. You are expected to follow the public school calendar on the dates indicated. This means you will be taking school breaks not Wabash breaks or holidays.
3. Notify your cooperating teacher and/or principal (as directed) and College supervisor if absence is necessary. Excessive absences may extend your student teaching assignment.*
4. Provide your College supervisor with your address and telephone number where you can be reached during student teaching and with your teaching schedule including class hours, periods you will teach, subject, room number, order you will take the classes, and beginning dates.

*It is obvious that you must take a holiday on days the school is not in session and no in-service education or other professional activities for teachers are planned.

Conduct

1. Your conduct and your personal habits must be beyond reproach. Your reputation and that of the College depends upon your performance.
2. Derogatory comments about the operation of the school and the procedures used by experienced teachers may lead to difficulty. You might have a negative opinion regarding the school, but you

should discuss problems you might have with the College supervisor only -- never in the lunchroom, teachers' room, or on the College campus.

3. If your teaching situation is unsatisfactory, report it to the supervisor **AT ONCE**.
4. You are expected to work in close cooperation with your cooperating teacher; however, the cooperating teacher still has the legal and professional responsibility for the progress of the students in the class. Much can be accomplished by working details out with cooperating teacher.
5. Personal socializing with high school students outside of school is considered highly unprofessional conduct, and will warrant a severe penalty.
6. Dress appropriately and professionally.

These guidelines and conduct rules are general expectations for you, and expectations may be also embedded in other parts of the Manual and the school's guidelines. However, past experience has shown that student teachers tend to have problems especially in the areas specified below. They are highlighted here for your own benefit as you anticipate your experience. They are very basic expectations that, if not met, could cause you to be considered for withdrawal from a student teaching experience as has happened in prior situations:

1. Number five under conduct is very seriously taken. You are a professional and your personal life is separate from the social life of high school students. Propriety about your own personal life is expected.
2. Daily attendance is required at your school teaching assignment according to the cooperating teacher's schedule and school schedule. There should be no absences without the appropriate protocol being followed for timely notification. Absences must be totally justified and must be made up unless they become too frequent to feasibly make up; withdrawal then is expected.
3. Being late to your teaching assignment will not be tolerated.
4. Dress is expected to be professional and you should follow the expectations of teachers and student teachers for the school since each school creates its own climate and image.
5. Preparation according to program and/or cooperating teacher expectations, whichever is more comprehensive, is required. You are expected to be planned ahead and to be able to show this on paper, and you are expected to produce fully developed lesson plans daily when observed or asked for them by either a college supervisor or your cooperating teacher.
6. Overall, you are expected to take on the role of the teacher. We must see clearly your transformation from college student to responsible, thoughtful beginning professional.

Conferences

1. Arrange conferences with your cooperating teacher to evaluate your progress. A minimum of one hour per week is suggested.

2. Attend faculty meetings, P.T.A./P.T.O. meetings, extra-curricular activities and any professional meetings that will give you a better understanding of the operation of the public schools and the business of being a teacher.
3. *FIND THINGS TO DO!* Show initiative. Do not make it necessary for your cooperating teacher to tell you everything that you should do. Make yourself useful to your teacher and the school. You will get out of student teaching what you put into it.

Observation Periods

It is not unusual in the professional life of a teacher that student teaching may be the last opportunity you have to observe another teacher teach. Take advantage of it and try and arrange as many observations of teachers teaching as possible. Observe before and after your teaching experience. Include a write-up on each observation in your journal or log. Your syllabus will specify required observations.

Make arrangements with your cooperating teacher to allow you to observe other teachers in other rooms to broaden your experience.

Units and Lesson Plans

Remember, you need to create, for each unit, a unit overview or general plan. Then flesh the unit out into lesson plans. There are the minimum components of a good lesson plan:

- A statement of the topic, date or dates of the lesson, class periods, etc.
- Statement of student learning objectives.
- List and description of activities with estimated time each will take (handouts for lessons could be attached to the lesson).
- List of methods and materials to be used and content outline (content notes may be attached to the lesson).
- Evaluation or assessment procedures for students.
- Self assessment or reflection

You are required to submit your unit overviews and daily lesson plans to the cooperating teacher several days in advance *or as he or she directs so that these can be examined by the cooperating teacher and returned to you in time to be revised (if necessary) and used in class.* At the conclusion of the period in which you teach the lesson, you should complete a post-analysis, or your evaluation of how the lesson went. Include this in your journal/log. At the first opportunity, discuss the lesson with your cooperating teacher. A comparison of his/her criticism and suggestions with your own post-analysis is an effective device in increasing your teaching competence.

Journal

Your College supervisor will require that you keep a personal journal of occurrences during your student teaching experience. The journal is both a running account of and your reflections on your development as a student teacher and it should include reflections on the progress of your classroom based research (CBR). There will be more explicit discussion about the journal during the seminar class which accompanies student teaching.

Evaluation

Your cooperating teacher will be asked to assess your progress and review this with you after the first four or five weeks of student teaching (mid-term conference). This assessment will be also conducted as a three-way conference. You are required to do a self-evaluation at this time. Evaluation forms will be available from the College Supervisor and/or the Director of Teacher Education as well as in the Student Teaching Manual. The final evaluation at the conclusion of the student teaching experience usually becomes a part of the permanent student record maintained by the College.

Determination of the final grade for the student teacher involves input from the cooperating teacher, education and college academic supervisors, Director of Teacher Education, and (occasionally) principal, assistant principal, and/or school department chairperson. Although grade recommendations from these sources are solicited and taken into account, the Director reserves the right to assign the final grade to the student teacher after discussion with the college supervisor. The Director also makes the recommendation of candidates for licensure.

V. Responsibilities of Others Involved in the Student Teaching Program

Director of Teacher Education

1. Coordinates the student teaching program with the entire teacher education program.
2. Receives applications for student teaching, collect the necessary information, contact school authorities relative to placement.
3. Informs student teachers as to procedures required in completing student teaching; provides information about records and reports.
4. Coordinates the work of the College and public school personnel involved in the student teaching program. Arranges and conducts meetings for participants as necessary. Assists college supervisors in completing their work.
5. Assists college supervisors in completing their work.
6. Functions as a consultant through interviews and visitation with all individuals concerned with student teaching.
7. Provides College supervision of all student teachers through necessary conferences with primary education supervisor.
8. Submits a final grade for student teaching (EDU 422), according to recommendation of Education supervisor and others, and makes the recommendations of candidates for licensure.

Education or College Academic Supervisors

1. Acquaints himself of herself with the qualifications of each student teacher with whom he or she works.
2. Acquaints himself of herself with the school programs and the instructional personnel of the schools in which he or she works.
3. Counsels individual student teachers, particularly with regard to the Classroom-based Research project.
4. Provides guidance to assigned student teachers by observing and conferring with them at least five-seven times during the student teaching period. This includes checking unit and lesson plans, observing frequently.
5. Encourages the student teacher to practice self-evaluation and helps him identify strong and weak points relevant to success in teaching.
6. Provides assistance to student teachers in locating resource materials for both classroom teaching and for classroom based research on teaching.

*Content area supervisors may visit at least once during student teaching.

Principal

1. Makes the best possible assignment of the student teacher in cooperation with the Superintendent, Director of Teacher Education, department chair and/or cooperating teacher(s). Cooperating teachers should be drawn from the better and more experienced teachers in the school; and ideally choices should be based on suggested guidelines devised by the TEAG.
2. Encourages qualified staff members to serve as cooperating teachers.
3. Assists in acquainting new student teachers with the community, the school, and the total educational system.
4. Provides adequate teaching materials, desk copies of textbooks, and other needed materials for use by student teachers.
5. Provides a calendar of events of the school for the student teacher to assist him in planning his schedule.
6. Interprets and supports the student teaching program in relationships with the central office and the community.
7. Shares information about student teaching experiences in the school with the college supervisor and makes suggestions for improving the student teaching program.
8. Observes the student teacher, if possible, and makes suggestions or comments to the student teacher, cooperating teacher, and/or College supervisor.
9. Contacts the Director of Teacher Education if there is any problem concerning a student teacher or the program, 765.361.6160.

Guidelines on Student Employment/Working During Student Teaching

Statement of Expectations

Student teaching is the capstone experience to many semesters' work leading up to the 11 weeks spent as an intern teacher in the classroom either as seniors, or right after graduation (9th Semester Program), or as a 4+1 Program student, or as a Transition to Teach candidate. Since it is a capstone experience, student teaching is a chance for the candidate to employ all the knowledge about education and subject, as well as planning skills. It must be a time when there are few distractions from the work done with students and the life he is cultivating as a well-rounded and involved teacher.

Given the extensive demands on student teachers, the Teacher Education Committee has adopted the following guidelines for working outside of the teaching assignment during student teaching:

- It is a basic expectation of the Committee that student teachers will not hold jobs outside of their student teaching assignments during those intern weeks. If students desire to, or need to work, he may be asked to submit a written rationale for his reasons for work to the Director or Chair, who will then discuss the case with the Teacher Education Committee.*
- Obvious and understandable exceptions to this include that kind of outside work that enhances candidate's teaching skill in some way (working with young people and adults through other kinds of teaching, tutoring, etc., or working with them in clubs or sports).*
- Should an outside activity or allowed work related to student teaching dilute significantly the candidate's teaching effectiveness, the Director of Teacher Education or other member of the Committee will discuss the issues with the candidate, who may be asked to give up the outside activity and/or work.*

Please feel free to contact the Chair, Director, or other faculty in education or on the Committee, with questions if you need to.

**WABASH COLLEGE
STUDENT TEACHER EVALUATION**

Student Teacher Semester School

Grade Level and/or Subjects Taught

Evaluator Position

Midterm evaluation Date

Final Evaluation Date

Rating Scale

For each item on the rating scale, indicate 1, 2, or 3 using the following notations:

1. Unsatisfactory

An “unsatisfactory” rating means that the candidate has not shown the necessary knowledge, skills, or attitudes to demonstrate even a minimally capable performance on the particular item being rated. There has been very little, or no, evidence in the candidate’s work in the classroom, or presence outside of the classroom, to verify that this pedagogical behavior has been developed in ways that will help him fulfill his classroom or school responsibilities.

2. Satisfactory

A “satisfactory” means that the candidate shows a basic and competent knowledge, a set of skills, or appropriate attitudes that demonstrate that he is a basic and competent beginning teacher. Although he needs experience and practice with the specific pedagogical knowledge, skills or attitudes he will need as a professional teacher, he shows himself to be ready to begin the process of becoming a capable professional.

3. Advanced

An “exceeds expectation” or “advanced” is a rating on an item that is reserved for a candidate’s behavior indicating professional knowledge, pedagogical skills, or attitudes beyond what skilled practitioners in the field of education might expect from a fledgling beginner in practice teaching. Instead, his knowledge, skills, and attitudes seem more similar to those of beginning teachers who are becoming proficient at their practice and in their calling (teaching).

The following outcomes are based on the five critical guiding principles of the Wabash Teacher Education program, which in turn are connected to general (INTASC) and developmental and content (SPA) teaching standards. These behaviors, attitudes, skills, and knowledge are exit criteria for teacher candidates in the Program. The five guiding principles (and subsequent candidate outcomes) represent characteristics of Wabash teachers as they continue in the field of education.

The student teaching evaluation instrument is based primarily on observed behaviors. The following pages contain an array of observable behaviors that the student teacher can demonstrate during his teaching experience. Please document as carefully as you can the behaviors supported by specific evidences from the student teacher's performance. Use the described rating criteria above for your assessment.

Please note the Program Guiding Principles, Outcomes, and Themes overlap with INTASC, EAG, AYA, and Content standards. However, because this instrument is designed to be used with student teachers only, the correlations do not exactly match those of the *Guide to the Program* or the rubric for the final program portfolio.

Also, please note that each Student Teaching Evaluation instrument is slightly differentiated with one section being devoted to content wherein we will ask for ratings on critical national (SPA) content standards for the candidate's middle and secondary teaching field.

Guiding Principle #1: Knowledge of the Content and Ability to Communicate

The teacher as liberally educated professional continually develops knowledge in his major discipline field and communicates that knowledge effectively (INTASC 1, 4, 5, 6, 7, 8; EAG 4, 5; AYA 4, 5).

Outcome #1A: Content Knowledge: Exhibits knowledge and understanding of his major (and academic discipline)

The candidate . . .

- _____ Has an in depth knowledge of his discipline beyond the level of the material being taught.
- _____ Plans lessons that integrate major concepts of his discipline with relevant concepts in other fields of knowledge.
- _____ Demonstrates knowledge of concepts and skills to be taught.
- _____ Exhibits depth of knowledge in his content area and the field of education through the range of his instructional choices and classroom practice.

Summative Comments

Outcome #1B: Oral and Written Communication: Communicates his knowledge effectively both orally and in writing to students, colleagues, and parents

The candidate . . .

- _____ Uses appropriate written, oral, and non-verbal communication with students.
- _____ Speaks clearly, distinctly, and with confidence
- _____ Enunciates well, uses variety of modulation, and is expressive, and appropriately animated.
- _____ Uses language correctly both in writing and orally
- _____ Maintains appropriate eye contact and body language.
- _____ Writes clearly, coherently, and uses grammar conventions correctly.
- _____ Communicates to students the objectives and importance of the subject being studied.
- _____ Listens attentively to students and demonstrates interest in what they are saying by responding appropriately.

Summative Comments:

Outcome #1C: Integration of Content Knowledge: Integration of Content Knowledge:

Creatively integrates his content knowledge in his teaching and understands how his discipline connects with other disciplines.

The candidate...

_____ Incorporates current events in such a manner as to reflect the relationship of the event to major concepts of the subject.

_____ Plans lessons that integrate major concepts of his discipline with relevant concepts in other fields of knowledge.

SUMMATIVE COMMENTS:

***NOTE: Additional SPECIFIC CONTENT UNDERSTANDINGS, SKILLS, AND PERFORMANCES will be evaluated using SPA standards on an additional instrument.*

Guiding Principle #2: Knowledge of the field of Education

The teacher as liberally educated professional understands the philosophical basis of education in the United States as well as the complex historic and contemporary theoretical foundations of middle and high school education (INTASC 2, 3, 9; EAG 3, 4, 8; AYA 1, 3, 6).

OUTCOME #2A: USE OF KNOWLEDGE OF FOUNDATIONS OF MIDDLE AND HIGH SCHOOL EDUCATION

Uses his understanding of the philosophical and theoretical foundations of American education (in middle and high school settings) to develop and articulate his own philosophy of education

The candidate . . .

_____ Is able to articulate a philosophy of education that shows his understanding of the overall purpose and mission of the public middle and high school.

Summative Comments**OUTCOME #2B: AWARENESS OF MISSION AND PURPOSE OF MIDDLE AND HIGH SCHOOLS AND ISSUES**

Exhibits understanding of and appreciation for the seminal historical and contemporary issues influencing American education today.

The candidate....

_____ Demonstrates an awareness of enduring and current issues that relate to the purposes, goals, curriculum of and instruction in the middle and high school settings.

_____ Is able to discuss current reforms and movements in middle and secondary education and to take an informed stance on these issues.

Summative Comments:

Guiding Principle #3: Ability to Teach Diverse Students in Diverse Settings

The teacher as liberally educated professional understands developmental and learning theories, appreciates student diversity, and is able to work creatively and sensitively with diverse students within the complex social environment of the classroom to facilitate student learning (INTASC 2, 3, 4, 5, 7, 8; EAG 1,2, 4, 5, 9; AYA 1, 2).

Outcome 3a: Impact of Adolescent Diversities on Teaching

Exhibits understanding of and appreciation for student diversity (includes ethnic, cultural, gender, socio-economic, racial diversity as well as diversity of learning styles, motivation, and experiences) and recognizes students' varying needs (cognitive, developmental, emotional).

The candidate . . .

_____ Analyzes students and overall classroom environment and plans lessons in order to enhance social relationships, student motivation, and learning.

_____ Recognizes the variety of factors achievement (e.g. gender; cultural and ethnic background; socio-economic and family background, etc.) that may influence a student's behavior and performance by planning a variety of instructional lessons/activities.

_____ Responds to individual differences among students with respect to gender, cultural and ethnic background, socio-economic and family background

_____ Applies knowledge of students' developmental and individual learning needs to his instruction, by providing learning experiences that accommodate differences in development and individual learning needs of students (e.g., various developmental levels, learning style and preferences, and multiple intelligences).

_____ Uses knowledge of students' previous experiences and personal interests to make instruction relevant and meaningful.

_____ Understands student diversity and works to create a classroom environment/climate that fosters student engagement and learning for all students.

Summative Comments

Outcome 3B: Planning and Implementing Instruction for Adolescents

Plans creative lessons (long-range and short-term) incorporating technology, literacy strategies, and other effective approaches thoughtfully.

The candidate . . .

_____ Can describe clearly rationales for his instructional, curricular, and assessment choices and these rationales are couched in current theory, wisdom of practice and effective research related to teaching.

_____ Prepares long-range (UNIT) plans for each class that includes objectives that meet curriculum/course goals for each class.

_____ Prepares DAILY lesson plans that meet unit goals and include the following components: clearly stated objectives; description with time blocked for each instructional activity; list of necessary materials and appropriately prepared handouts; list of assessments that include both formative and summative assessments (when appropriate).

_____ Shows organization, effort, and forethought in both UNIT and DAILY planning.

_____ Is able to plan and implement daily lessons of suitable length and difficulty for each class.

_____ Plans for enrichment and individualized support according to student needs.

_____ Plans for and implements a variety of teaching strategies such as: cooperative/collaborative group activities; whole-group and small group discussion; lecture; modeling; simulations/role play; independent work, among others.

_____ Plans for and uses technology in a variety of innovative ways in his teaching (e.g. electronic presentations, grade books or databases, handouts with graphics, web-sites, and other interactive media).

_____ Strives to incorporate a variety of literacy strategies to enhance student content understanding and literacy skills.

_____ Strives to incorporate methods of differentiated instruction that aim to meet the needs of ENL and special needs students.

_____ Analyzes class climate/environment and seeks to employ a multicultural education approach (es) to his teaching that address (es) student diversity.

_____ Provides creative opportunities for students to cooperate, communicate and interact with each other to enhance learning.

_____ Implements strategies that foster students' higher-order thinking skills (e.g. whole-group, small-group discussion and activities, written assignments, and other creative and research

projects).

- ___ Uses effective questioning strategies -- both in written work (e.g. tests, projects, writing assignments) and class discussion (whole, small group and individually) -- to engage students in lessons.
- ___ Shows flexibility in his teaching to adjust to novel situations (i.e. teachable moments).
- ___ Attempts to motivate and encourage students through appropriate actions.
- ___ Effectively manages classroom behavior by applying principles of effective classroom management and uses a range of strategies to promote cooperation and learning.

Summative Comments

Outcomes 3C: Assessment of Adolescent Learners

Demonstrates pedagogical knowledge of contemporary research-based teaching methods as he effectively teaches and assesses diverse learners.

The candidate . . .

- ___ Develops and uses formative and summative performance assessments that are varied based on sound pedagogical knowledge.
- ___ Provides immediate and relevant feedback to students.
- ___ Creates assessments that appropriately match lesson/unit objectives and are fair, valid, and reliable.
- ___ Uses assessment to gauge and document individual student growth and improvement.
- ___ Uses assessment to inform and adapt lessons and instructional activities.
- ___ Assesses students' participation and interpersonal interactions in learning activities and makes adjustments to instructional activities that encourage student engagement.
- ___ Assesses his pacing of lessons and use of space and materials to provide equitable engagement of students in productive tasks.

Summative Comments:

Guiding Principle #4: Moral and ethical professionals

The liberally educated professional shows enthusiasm for the profession and conducts himself as a moral and ethical professional. (INTASC 9; EAG 6, 7, 8; AYA 2, 6, 7).

Outcome #4A: Professional Relationships with Students and Colleagues

Exhibits professional and ethical behaviors such as fostering appropriate teacher-student relationships as well as relationships with colleagues and supervisors, taking responsibility for his own actions, and accepting constructive criticism.

The candidate...

_____ Models basic professional behavior: He has professional appearance; arrives at school promptly and at assigned times; and calls if unable to come due to illness or emergency

_____ Exhibits honesty and other appropriate moral and ethical characteristics as a model for the students.

_____ Handles confidential information appropriately.

_____ Takes responsibility for his actions and accepts and is responsive to instructional criticism.

Outcome #4B: Concern for Students

Shows genuine concern for every student's well-being and achievement.

_____ Shows interest in welfare and well-being of students.

_____ Exhibits qualities of fairness and consistency in dealing with students.

_____ Shows overall values of patience and models respect and tolerance to others in class.

_____ Knows and uses student names appropriately and otherwise reinforces positive self-concept and self-esteem of students.

Outcome #4C: Passion for Teaching

Exhibits passion for the art and science of teaching, bringing enthusiasm to the classroom.

_____ Is enthusiastic and energetic towards the teaching profession.

_____ Shows evidence of creativity in lesson planning and instructional activities.

_____ Creatively adjusts lessons and instructional activities in response to student feedback.

_____ Exhibits creative resourcefulness in planning and teaching.

_____ Approaches the act of teaching with thoughtfulness, initiative, passion, and creativity.

_____ Engages students in original, creative, and critical thinking in a variety of ways.

_____ Encourages students to be creative as they expand on and support their assertions.

_____ Is open to and encourages students to be creative in assignments and class activities.

Summative Comments:**Guiding Principle #5: Reflection, Collaboration and Problem-Solving**

The teacher as liberally educated professional engages in critical reflection and collaboration for individual improvement and systematic educational change, and is a creative problem-solver in his approaches to teaching and learning. (INTASC 4, 5, 6, 7, 8, 9, 10; EAG, 6, 7, 8, 9; AYA 4, 5, 6, 7)

Outcome #5A: Habitual Reflection on Instruction

Reflects on his own practice and identifies and pursues questions of practice and other educational issues aimed at improving his teaching and student learning.

___ Identifies own strengths and weaknesses of lessons taught and take measures to improve.

___ Is reflective and thoughtful about his practice and the impact his teaching has on student learning.

___ Learns from the guidance and assignments of cooperating teachers and supervisors and can go beyond their suggestions for teaching ideas.

___ Understands and applies valid research findings in education to his own teaching practice.

___ Consistently studies and evaluates his own teaching questions through formal avenues such as classroom-based research (CBR).

___ Appropriately implements the CBR project in the context of his own teaching and planning.

Outcome #5B: Emergent Philosophy

Continually reflects on his development as a teacher and articulates an emergent philosophy of teaching.

___ Accepts increasing responsibility and takes the initiative for planning and instruction independently as he grows comfortable with his teaching philosophy and identity.

___ Uses student assessment and his own responses to continuously reflect on his development as a teacher.

___ Seeks out conversations about teaching as he continues to develop his philosophy and identity.

____ Strives to enact his beliefs about teaching.

Outcome #5C: Leadership Through Collaboration

Exhibits leadership qualities by fostering collaborations with and among parents, colleagues, and students.

____ Is aware of and is willing to be involved in school-wide issues and activities.

____ Is aware of community issues.

____ Uses community resources to enhance student learning.

____ Develops rapport, but remains professional in relationships with students.

____ Establishes appropriate relationships with parents or guardians of students.

____ Establishes good working relationships with cooperating teachers, other peers, the school administration and supervisory personnel.

____ Seeks and shares new methods and materials willingly with cooperating teachers, colleagues, and supervisors.

____ Shows leadership potential in his approach to the profession, seeking out opportunities to be involved in the profession and his own growth.

Summative Comments

Narrative commentary:

In a concise narrative, express whether or not you believe the student teacher has the potential to continue to grow as a teacher and meet the above competencies in his/her future professional career.

Signature

Date

*****NOTE: You will be sent a link to complete this survey electronically.*****