Student Teaching Handbook

Undergraduate Education

School of Graduate and Professional Studies

Fall, 2010

Ursuline
VALUES·VOICE·VISION

Education Unit
Social Justice
Spirituality
Professionalism
Democratic Living

NCATE
The Standard of Excellence in Teacher Preparation
An NCATE Accredited Institution
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INTRODUCTION

The purpose of this Student Teaching Handbook is to answer any questions that cooperating teachers and student teachers may have concerning the student teaching experience. Ursuline College considers student teaching an integral part of the teacher education program. It is similar to an entry level teaching position; however, it differs in the gradual evolution into the teaching role. This experience should enable the student teacher to practice management, planning, teaching and evaluation skills that were initially learned and observed in college classroom and field experience settings.

All parties involved in the Student Teaching experience are asked to read this handbook carefully. Anyone having a question or needing assistance should contact Ursuline College, Undergraduate Education, and the specific program director responsible for student teachers in that given program. If she is not available and you need immediate assistance please call 440-646-8147, Dr. Mary Jo Cherry.

Early Childhood Licensure Program

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After you have read the handbook please sign either the form/letter found in Appendix H or Appendix I and have it returned to the college supervisor as soon as possible. All forms are due by the third student teaching seminar. We thank you for your cooperation.
EDUCATION UNIT CONCEPTUAL FRAMEWORK

VISION AND MISSION OF THE INSTITUTION AND UNIT

Ursuline College Vision Statement

Focusing on women, Ursuline college welcomes all candidates into an academically challenging and values-based environment that fosters life-long learning of the total person, and prepares leaders in the local and global communities.

Ursuline College Mission

The mission of Ursuline College is to offer undergraduate and graduate education within a Catholic tradition marked by the Ursuline heritage of educating women. Emphasizing academic excellence, the values-based curricula provide the foundation for liberal arts and professional programs. Respecting a diverse student population, Ursuline offers varied approaches to learning for the growth of the whole person. Ursuline College prepares students for further education, careers, leadership, and service to society while encouraging the search for wisdom.

Ursuline College Philosophy

Ursuline College helps students achieve their educational and career goals by emphasizing the whole person and providing personalized attention within a liberal arts higher educational environment. While welcoming persons of all faiths, the College is Catholic in its origins, identity, and environment. Instruction and services are based on the dignity of the human person in accordance with the principles of Catholic social teaching.

In the liberal arts tradition, an Ursuline education emphasizes critical thinking; clear and graceful expression; free, mature judgment and choice; and commitment to continued learning. In addition, faithful to the contemplative heritage of the Ursuline congregation, we perceive contemplation and reflection as integral factors in our search for wisdom. Thus a distinctly
Ursuline education emphasizes a strong foundation in the arts and sciences, fosters the student-professor dialectic with its corollary of shared responsibility, respects the learning needs of the individual student, and recognizes the interrelatedness of spiritual vitality and service to the larger community.

Acknowledging that the liberal arts are life arts, we help students search for wisdom within the context of theology and philosophy, the fine arts and humanities, and the natural and social sciences. Our career programs build upon this broad foundation to prepare students to serve the community and their professions with distinction and integrity.

The primary focus of the institution is on the academic preparation of students through an emphasis on excellence in teaching and on scholarship that supports teaching. The College seeks for its faculty women and men who are professionally competent, who are committed to developing a learning community, and who can contribute to its distinctively Ursuline character. As a corollary of our emphasis on shared responsibility, the College seeks to foster a climate of collegiality in which all members have opportunity to influence and to participate in decision-making.

Today we serve students who reflect a wide range of ages, of economic, social and academic backgrounds, and of religions. We make a special effort to assess and meet the needs of our diverse clientele by providing flexible scheduling and a variety of approaches to learning. Ursuline College also serves the local community by offering programs and facilities for social, cultural, and spiritual enrichment.

In all of our services we strive for the integration of the intellectual, aesthetic, social, psychological, physical, and spiritual dimensions of life - the heart of any endeavor to initiate
and sustain a search for wisdom. Our mission then is to further this life of wisdom in contemporary society and thus contribute to the building up in history of the Reign of God.

**Ursuline College Goals (USP)**

The academic goals of the Ursuline Studies Program aim to develop certain abilities that help students to excel in academics and in life. Liberally educated persons are able to:

- **Analyze and Synthesize:** to analyze - the process of separating and examining to distinguish constituent elements
to synthesize - the combination of parts or elements into a whole
- **To Communicate Effectively:** to exchange ideas, thoughts, opinions or feelings through a common system of language, symbols, signs or gestures appropriate for everyday living
- **To Interact Socially:** to engage in behavior that permits effective relationships in both one-to-one and group situations
- **To Make Decisions Based on Values:** to make discriminations based upon the consideration of what the individual prizes as ethical, socially worthwhile, good, beautiful, and true.
- **To Respond to Beauty:** to actively integrate the cognitive and affective domains in a personal experience of the arts
- **To Solve Problems:** to find a solution to a question/situation that presents uncertainty or difficulty
- **To Take Responsibility for Society:** to accept the obligation to respond to unjust or oppressive social situations
**Unit Vision**

The Education Unit strives to graduate teachers and administrators who identify and practice social justice, personal spirituality, professionalism, and democratic principles.

**Unit Mission**

The Education Unit prepares teachers and administrators to create high quality, value-centered learning environments that foster the growth of all learners in the context of a democratic society. Ursuline’s educational programs provide the foundational knowledge from the dialectic of theory and practice that enables each graduate to succeed and grow as a professional reflective practitioner guided by values and the continuous development of her or his voice and vision.

**Unit Philosophy**

Our philosophy is grounded in the theoretical traditions of social constructivism, reflective practice, and Catholic education. The Unit draws on pragmatism (Siegfried, 1996; Dewey, 1938; Slattery, 2006) and existentialism (Greene, 1988), particularly Christian existentialism (Kierkegaard in Kneller, 1958), as guiding philosophies from which emerge our four pillars of social justice, spirituality, democratic living, and professionalism. Through these pillars, the Unit strives to complement Ursuline’s emphasis on critical thinking; clear and graceful expression; free, mature judgment and choice; and a commitment to continued learning and reflective practice.

**Social Justice**

We are living in a new century, with growing cultural and linguistic diversity, international communication, and tremendous access to information. It is also an age
characterized by enormous inequities and a lack of democratic opportunities for many people. (Nieto, 2000, p.181).

At Ursuline, we believe that all people should work together to create a just society. We recognize our social responsibility by attending to the dignity of the individual, sharing resources, and advocating for and supporting the rights and opportunities of those who are underserved by society. We believe that we, as educators, are charged to not only work to support the rights of the underserved, but to work with them in ways that enable them to see the possibilities of their own power and become critical agents of their own humanity (Friere, 1970). We believe that educational communities should engage in dialogic conversations that work to provide all students with “a sense of identity, community, and possibility” (Giroux, 1997, para.2).

We agree with Dewey (1897, Article V, para. 1) that “…education is the fundamental method of social progress and reform.” We believe that we must engage ourselves and our candidates in critical educational inquiry and be open to the unexpected that may produce discoveries that help us bridge gaps among us, that lead to empathy, and that encourage selfless action in support of the emancipation of others. By challenging and expanding the boundaries of traditional educational practices, we seek inclusive learning environments that stimulate thought, reflection, and community. By rethinking traditional teaching practices and challenging policies and practices that undermine liberatory education, we are moving toward a pedagogy that realizes that it is essential to rely on the inherent value that each individual brings to the learning community (hooks, 1994; Freire, 1970). Ursuline’s commitment to social justice and change is a legacy handed down from St. Angela Merici (1520, trans. 1993), founder of the Ursuline Sisters, who
said, “If according to the times and the needs, it is necessary to make changes or to modify certain rules, do so with prudence and good advice” (p.62).

**Spirituality**

We believe that each of us is a unique person searching for the meaning of life. Spirituality is the way we seek to gain wisdom, build meaning in our lives, and create connections with self, others, and the Divine and natural worlds. Spirituality enables us to develop a clear vision and determine appropriate action. Embracing the spirituality of St. Angela and mindful of her counsel to pray for enlightenment, direction, and guidance, our candidates are encouraged to ground their interactions and relationships in the Divine through contemplation, conversation and action (Merici, 1520). We encourage our diverse student population to develop an understanding of the “abiding human quest for connectedness with something larger and more trustworthy than our own egos – with our own souls, with one another, with the worlds of history and nature, with the indivisible winds of the spirit, with the mystery of being alive” (Wolman, 2001, p. 26).

**Democratic Living**

We recognize that, as members of a democratic society, our lives are intertwined with those whose realities intersect and travel along the same paths as ours. Our view of democracy reaches beyond the political and into the social and personal. Democratic living is fundamental to a way of life in which all persons can fully develop, allowing space for individual voice, collaboration, reciprocity, and mediation as part of everyday life. It is a “moral ideal requiring expanding opportunities for direct participation” (Carr & Hartnett, 1996, p. 233). We believe and guide our candidates to understand that our privileged status with basic freedoms requires us to act for those whose freedoms have been limited. We maintain that we have the capacity to envision and create a better social order (Dewey, 1897; Greene, 1988).
Professionalism

As professional educators, we believe we have an obligation to approach education with integrity, dignity and wisdom, to act as responsible leaders, and to work continually with the best interests of our candidates in mind. We view learning as a continuous life long process and believe that reflective practice nurtures this continual growth. We strive to model and teach reflective practice (Henderson & Gornik, 2006; Arhar, Holly & Kasten, 2001; Gornik, Henderson, & Thomas, 2004) that is informed by theory, beliefs and on-going experience to develop habits of mind that encourage an engaged commitment to open-minded and responsible educational practice. Our programs provide classroom and field-based experiences that offer opportunities for collaborative learning, self and group evaluation, and thoughtful responses to learning experiences.

Finally, the liberal arts tradition of Ursuline College provides the impetus for the achievement of a holistic approach to learning. The faculty embraces the belief that knowledge is socially and cognitively constructed (Piaget & Inhelder, 1969; Vygotsky, 1986; Pinar, 2004; Edgerton, 1996; Slattery, 2006) and that learning strengths are defined by prior experiences (Pinar, 2004; Edgerton, 1996), learning styles and multiple intelligences (Dunn & Dunn, 1992; Gardner, 1983; Piaget, & Inhelder, 1969; Sternberg, 2004). As educators we believe that we must be able to think, plan, instruct, and lead in ways that support our candidates’ construction of knowledge and address their individual learning needs. We believe that a holistic philosophy is supported by an integrated curriculum. Based upon the research of Belenky, Clinchy, Goldberger, and Tarule (1986) and substantiated by more recent studies (Slavin, 1995; Qin, Johnson & Johnson, 1995), the principles of an integrated curriculum address student learning as collaborative, subjective, inductive, active recognizing the realities of candidates’ backgrounds and experiences that have
encouraged competition, deduction, and received knowing. In the Ursuline Education Unit, innovative and integrated programs are fostered and high academic standards are maintained while attending to the range of abilities and skills of entering candidates.

UNIT GOALS

From our philosophical groundings, and resting on the four pillars of social justice, spirituality, democratic living, and professionalism, we have developed the following goals:

- To demonstrate an understanding of the nature of the learner who is a person growing in the capacities to gain wisdom, to make free choices and to relate to others with love.
- To promote the dignity and diversity of individuals, families, communities, and the broader global community.
- To demonstrate an understanding of one’s relationship to the spiritual and natural worlds through direct participation in and service to society.
- To model integrity and respect as an expression of their souls and character.
- To utilize knowledge – historical, philosophical, theoretical, psychological, experiential, pedagogical - to inform professional practice.
- To engage in reflective inquiry.
- To accept membership in the education profession as a privilege, responsibility and service to others.

KNOWLEDGE BASE

The knowledge base guiding our conceptual framework is reflective of our commitment to our four pillars of spirituality, social justice, democratic living, and professionalism and its
foundation supports the philosophy and goals of Ursuline College. Therefore, we are guided by philosophers, theologians, social theorists, as well as scholars from the field of education.

Pragmatists arrive at truth and meaning through the thoughtful and systematic evaluation of prior and new experiences (Dewey, 1938; James, 1904). Siegfried (1996) described pragmatism as an historical movement with beginnings in late nineteenth century America in Cambridge, Massachusetts, the location of the Metaphysical Club. Later, pragmatism was expanded through the work of John Dewey and the Chicago School of pragmatism. Pragmatism critiqued the lack of connection between theory and practice evident in the schools of philosophy of the time. Additionally, Siegfried noted the importance of collaborative knowing: “…knowledge is developed interactively among communities of inquirers and given conditions” (p. 4).

Bruce Kimball (1995) identified six points of pragmatism. They are:

1. that belief and meaning, even truth itself, are fallible and revisable;
2. that an experimental method of inquiry embodies all science and reflective thought; 
3. that belief, meaning, and truth depend on the context and the inter-subjective judgment of the community in which they are formed;
4. that experience is the dynamic interaction of organism and environment, resulting in a close interrelationship between thought and action;
5. that the purpose of resolving doubts or solving problems is intrinsic to all thought and inquiry; and
6. that all inquiry and thought are evaluative, and judgments about fact are no different from judgments about value.

Originating from continental philosophy, existentialism found an anchoring in American educational philosophy through the work of Maxine Greene (1995). For the existentialist, this
freedom is the result of the human dilemma in which we are left in the world without knowable or understandable absolute truths around which we can create our notions of meaningful life. Our responsibility, then, is to create a meaningful life by bringing such a life into being. With freedom comes responsibility as Greene (1988) states, “We shall be concerned with intelligent choosing and, yes, humane choosing as we shall be with the kinds of conditions necessary for empowering persons to act on what they choose” (p. 4).

Existentialist education stems from the belief that students take responsibility for their own learning and are instrumental in their own education. The roles of teacher and student are often interchangeable, and the relationship between teacher and student is one of intimacy and communion (Kneller, 1958). A social constructivist philosophy is a derivative of the notion of student-centered learning.

A social constructivist philosophy of learning suggests that individuals create meaning through their interactions with each other and with their environment. Learners build meaning based upon previous knowledge and experiences (the subjective), current information, and interactions with others (the intersubjective) (Bruner, 1990; Kim, 2001; Piaget & Inhelder, 1969; Vygotsky, 1986). We recognize that our diverse group of candidates brings to the Ursuline learning community a wealth of knowledge and experience which, when combined with intersubjective learning during their respective programs gives candidates space to construct and co-construct conceptual understanding (Vygotsky, 1986; Dewey, 1964). We believe that the extensive time our candidates spend concurrently in the field and in college classes provide a rich opportunity for the construction of new understandings through an integration of background knowledge, new experiences, and theoretical discussions (Darling-Hammond, 1992).
Social Justice

Iris Young (1990) determined that oppression in our times is not a result of tyrannical power or intentional submersion. Instead oppression is “the everyday practices of a well intentioned liberal society” (p.41). It is “systematically reproduced in major economic, political, and cultural institutions” and an integral part of society. Oppression is related to “unconscious assumptions and reactions of well-meaning people in ordinary interactions, media, and cultural stereotypes, and…the normal ongoing processes of everyday life” (p. 41). Young (1990) identified “five faces of oppression” (pp. 48-53). They are exploitation, marginalization, powerlessness, cultural imperialism, and violence. All oppressed groups experience more than one of these forms of oppression. A socially just education requires the recognition of the wealth of resources that students, families, and communities bring to the educational community (Young, 1990; Moll, Amanti, Neff & Gonzales, 1992; Delpit, 2003).

McLaren (2002) suggests that educators ask difficult questions that undermine the dominant forces that drive education and society. “Why do social classes exist? … How are racial and gender formations linked to the production of social classes? …How does the production of media apparatuses establish and sustain relations of domination?” (p.174). In addition, the following questions need to be asked. Whose interests are being served? Who is being silenced? What can be done?

Spirituality

Palmer (1998) reflected that good teachers possess the capacity for connectedness and these connections were not necessarily in creative methods but rather in the human heart which he defined in the ancient sense of heart, that is, the place where intellect, emotion, and spirit converge in the individual. The “courage to teach” then is the personal, enduring commitment
that allows teacher and student to keep one’s heart open to all of the possibilities of intellect, emotion, and spirit so as to create the fabric of a learning community (p. 11). Consequently, they will embody the Christian ethic of demonstrating faith through action.

We believe that our candidates’ spirituality is not to be held in a vacuum. As St. Angela reflected, “Realize the need you have to serve others is more important than their need to be served by you.” (Merici, 1520) They are further called to respond to the world through positive social action (Morgan, 2005; Steinfels, 2004; Fourre, 2003; Jegen, 2006) and an ethic of care forming relationships with others that make themselves and the “other” more human (Noddings, 1984, 1998, 2005, 2006). Therefore, our candidates will be able “to participate more fully in their own destinies and the destiny of the world” (Palmer, 1998, p.56).

Democratic Living

Dewey’s deep desire to see theory connected to practice caused him to think about the notion of democratic living with relationship to our American democracy and to the nature of the democratic experience within the nation’s schools. Concerned about the unraveling of democracy at the local level, Dewey sought to examine the nature of experience and its fuller expression in community through face to face communities in which inquiry into the nature of the good life might be conducted for the benefit of all (Green, 1999).

Dewey’s project became a matter of moving others toward the possibility of envisioning an end-in-view from which we might direct our current practice. Slattery (2006) expanded this idea through the notion of proleptic hope in which the past, present, and the future might all be present in the current moment such that our hope for a better future might direct our current action.
Reacting to her concerns about the sustainability of our American democratic experiment, Judith Green (1999) described the difference between a hollow formal democracy and a deep democracy that “expresses the experienced-based possibility of more equal, respectful, and mutually beneficial ways of community life and habits of the heart” (p. vi). She noted the collective loss of connection with one another and with a sense of place. This disconnectedness resulted in our desire to avoid the pain of meaninglessness through self-focused pleasure seeking which limits the very desire to participate together in the creation of a better society. Instead, she advocates for a deeper democracy:

This can be achieved only through conjoint, cross-difference, participatory democratic processes that reflect dispersed knowledge, that provide opportunities to understand differing experiences and that can bring into being the basis and the will for mutually beneficial cooperation. Such processes can be initiated, encouraged, and brought to fruition only if we start with the assumption that at least these limited first steps for developing a diverse, deeply democratic community is possible (p. 12).

Professionalism

We see education professionals as intellectuals who have personal and professional agency, who challenge the dominant view of teaching and learning, and who make choices that best support the vision of an equal and just society (McLaren, 2002; Giroux, 1997; Freire, 1970). These choices are informed by current research and by the standards of our professional organizations. When these two information bodies conflict, our graduates are able to articulate, confidently and civilly, what is best for the students they serve.
Educators are continually involved in a recursive process of reflection and action. Reflective educators make decisions based on professional and pedagogical knowledge and values and are willing to take responsibility for the choices that are made (Ross, Bondy & Kyle, 1993). A commitment to the reflective process helps educators to internalize the disposition and ability to study their practice and to become more effective over time. In doing so, they develop a commitment to responsible, continued professional development (Dewey, 1897; Greene, 1995; Henderson, 2000; Schon, 1983; Thomas, 2005). Reflective practice assures that our candidates, as education professionals, have the tools to build meaningful and enriching learning environments, to engage in authentic informed decision-making, and to solve problems using thought and integrity. Rooted in student experiences offered by the Ursuline College Education Unit’s programs are the following aspects of reflection, as proposed by Ross et al. (1993):

- to identify and analyze problems and situations in terms of significant educational, social and ethical issues; The ability
- A willingness to take responsibility for educational ideas;
- The ability to view situations from multiple perspectives.
- The ability to gather, organize, interpret, and evaluate information;
- The ability to make intuitive, creative interpretations and judgments;
- The ability to take action based on a personal decision and to monitor the effects of these actions.

In order for candidates to pursue the ideals of social justice, spirituality, democratic living, and professionalism, it is essential that they first demonstrate their competencies in their fields of practice. Professional standards, established by theory and research, guide the pedagogical competencies developed within our teacher candidates and the INTASC (1993) standards serve as the foundational core. From this standard making body, we expect a variety of competencies from teacher candidates as they complete our programs.

Candidates for licensure must demonstrate knowledge of their subject matter and they will be able to create learning experiences appropriate for learners. We know that a relationship exists
between teacher’s knowledge and the learning that occurs within their students (Schulman, 1986; Wilson, Schulman, & Richert, 1987). Teachers must be able to demonstrate pedagogical content knowledge (Schulman, 1986) in order to select the best possible learning experiences for students at a variety of developmental levels.

Planning for student learning based on knowledge of student needs, and selecting teaching strategies that serve to meet those needs (Good & Brophy, 2003; Marzano, 2003) are marks of well prepared candidates. Additionally, they will be able to differentiate (Tomlinson, 1999) learning experiences so that a variety of students within the same classroom might find their learning experiences appropriately challenging and meaningful.

Candidates must be able to demonstrate how children learn and develop and they will be able to provide learning experiences that support such development. Specifically, they must be able to understand and utilize constructivist practice (Piaget & Inhelder, 1969; Vygotsky, 1978; Brooks & Brooks, 1993) to promote understanding and to create experiences that will move fruitfully into future experiences (Dewey, 1938).

Effective assessment of student learning (Wiggins & McTighe, 2005; Stiggins, 2005) that provides authentic information about student performance directs the planning for student learning. Candidates must be able to plan lessons beginning with this end in mind and will, thereby, allow assessment to drive instruction. They will use assessment for the benefit of students and will be able to help students self assess in ways that promote their independence in learning.

Candidates will be able to manage the learning environment so that learners remain focused on learning. They will understand the connection between quality instruction and positive student behavior (Good & Brophy, 2003), and they will be able to create authoritative, rather
than authoritarian styles (Gill, Achtont, & Algina, 2003) that reflect their respect for learners constructing their own meaning.

Effective relationships with students, parents, colleagues, and community members promote the best interests of learners (Goleman, 1995; Noddings, 1984, 1998, 2005, 2006). In addition to building their capacity for establishing quality relationships with all stakeholders, candidates will be able to take on larger spheres of influence within the profession so that they might fully advocate for children and youth.

In conclusion, candidates prepared to serve as teachers and administrators in public, parochial, and private school settings, leave Ursuline College with a solid foundation of theory and experiences in practice that support their theoretical understandings. The knowledge base provided in this conceptual framework guides our decisions as courses are developed to enhance the knowledge, skills, and dispositions of our candidates. In the end, our commitment is to the learner who will ultimately benefit from well prepared candidates.
References


Wilson, S., Schulman, L., & Richert, A. (1987). 150 different ways of knowing:


GLOSSARY OF TERMS

CLINICAL EXPERIENCE
The Student Teaching semester.

FIELD EXPERIENCES
Experiences which are designed to assist teacher education students in making decisions about education as a career, in developing of skills in the chosen field of licensure, in managing the classroom or area of responsibility, and in applying the principles of the specific field of licensure. These occur in actual early childhood/ middle childhood/adolescent-young adult classrooms.

FORMAL OBSERVATION
The cooperating teacher confers with the student teacher prior to the lesson that will be observed. The cooperating teacher observes the lesson being taught, critiques the lesson in writing, confers with the student teacher about the lesson, reviews the written critique with the student teacher and both the cooperating teacher and student teacher sign and date the written critique. Possible forms for the critiques are found in the appendices of this handbook. (See Appendices, E and F)

MASTER TEACHER
An experienced teacher, having three years of experience, holding a current license for the field being taught and who supervises teacher education students during Student Teaching. The "master teacher" is designated by the school district or building principal upon request of the college.

NCATE
National Council for Accreditation of Teacher Education. Guidelines for preparing quality candidates.

OHIO STANDARDS FOR THE TEACHING PROFESSION
The State Board of Education adopted new teacher, principal and professional development standards in October 2005. They were developed as a guide for teachers as they continually reflect upon and improve their effectiveness as educators. http://www.ode.state.oh.us. The standards are aligned with all current SPAs, National Boards, Pathwise©, NCATE and TEAC (agencies that offer accreditation to schools for teacher preparation).

SPA
Specialized Professional Association

STUDENT TEACHING
A period of 12/16 weeks during which a student teacher gradually assumes responsibility for a classroom. Supervision is provided during this time by a “master teacher.”
UNDERGRADUATE TEACHER EDUCATION PROGRAM

Candidates in the undergraduate teacher education program must successfully complete a liberal arts core curriculum, area(s) of academic concentration, and a professional education sequence.

Programs reflect the Ohio Standards for the Teaching Profession, standards of the specialty areas (NCATE and SPAs) and the expectations in content and format of the PRAXIS II and PRAXIS III/Pathwise© assessments.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>GATE 2 (ENTRANCE TO CLINICAL PRACTICE)</th>
<th>GATE 3 (EXIT FROM CLINICAL PRACTICE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate general and content knowledge by achieving:</td>
<td>a. cumulative GPA of 2.5 or higher</td>
<td>1. Demonstrate general and content knowledge by achieving:</td>
</tr>
<tr>
<td>2. Demonstrate professional knowledge by achieving:</td>
<td>b. Content GPA of 2.75 or higher.</td>
<td>a. cumulative GPA of 2.5 or higher</td>
</tr>
<tr>
<td>3. PRAXIS II content and PLT at Ohio qualifying score</td>
<td>a. Professional GPA of 2.75 or higher</td>
<td>b. content GPA of 2.75 or higher.</td>
</tr>
<tr>
<td></td>
<td>b. Minimum grade of C (2.0) in each professional education course.</td>
<td>2. Demonstrate professional knowledge by achieving:</td>
</tr>
<tr>
<td></td>
<td>3. PRAXIS II content and PLT at Ohio qualifying score</td>
<td>a. Professional GPA of 2.75 or higher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Minimum grade of C (2.0) in each professional education course.</td>
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<tr>
<td></td>
<td>4. Demonstrate professional skills (attendance, punctuality, voice intonation, effective use of time, etc.)</td>
<td>3. Demonstrate knowledge of planning by Average score of 2.0 for Pathwise © Domain A, criteria 1, 2, 3</td>
</tr>
<tr>
<td></td>
<td>a. obtaining minimum score of 13 from the coop’s final evaluation of fieldwork (Professional Skills section) in the program’s curriculum methods course</td>
<td>4. All Key assessments that are applicable</td>
</tr>
<tr>
<td></td>
<td>b. score of 24 from end of semester student assessment rubric (in semester in which curriculum course is taken), skill criteria.</td>
<td>5. Demonstrate professional skills by achieving average score of 2.0 for Pathwise © Domain A, criteria 4, 5, and Domains B and C</td>
</tr>
<tr>
<td></td>
<td>5. Demonstrate proficiency at planning and implementing lesson plans by:</td>
<td>6. All Key assessments that are applicable</td>
</tr>
<tr>
<td></td>
<td>a. obtaining an average score of 1.5 on Pathwise © assessment rubric (Domains A, B, C) used by college supervisor during observation of lesson in curriculum course during fieldwork;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. obtaining minimum score of 21 from the coop’s final evaluation of fieldwork (Pedagogical Skills section).</td>
<td></td>
</tr>
<tr>
<td>Dispositions</td>
<td>6. Exhibit appropriate professional dispositions (enthusiasm, self-direction, ethical behavior, etc.): a. obtaining minimum score of 32 from the coop’s final evaluation of fieldwork (Professional Dispositions section); b. average score of 14 from end of semester student assessment rubric (in semester in which curriculum course is taken)</td>
<td>7. Exhibit appropriate professional dispositions by achieving average score of 2.0 for Pathwise © Domain D, criteria 1, 2, 3</td>
</tr>
</tbody>
</table>

Candidates permitted to begin the Student Teaching experience must meet the following requirements:
- Completion of professional sequence
- Validation of completion of field hours
- Completion of Value-Added assignments
- Recommendation of the undergraduate education department stating that candidate has met the requirements for student teaching
- Submit a resume of personal and professional goals for the student teaching semester
- Passed PRAXIS© II content area test and PLT, Principles of Learning and Teaching.

FIELD AND CLINICAL EXPERIENCES

The State of Ohio requires a diversified range of field experiences prior to licensure. Ursuline College has designed a program in which the teacher education candidate begins her/his field work immediately upon enrollment in the Introduction to Education course. These field experiences build and increase in length of time and involvement throughout the program. Prior to the Student Teaching semester, the candidate has had an opportunity to observe, tutor individuals, instruct small groups and/or whole classes, and evaluate herself/himself and peers. The candidate has also experienced a variety of grade levels in culturally, racially, and socio-economically diverse settings.

THE STUDENT TEACHING SEMESTER

The Student Teaching semester is a significant and exciting time in the life of the candidate. This experience is the culmination of an intense four year preparation program prior to initial licensure; as such, it should be planned carefully and seriously. The success of the Student Teaching experience will affect the candidate’s ability to secure a teaching license and position. Therefore, it is to everyone's benefit to plan for a meaningful experience.

The 12/16 week Student Teaching semester at Ursuline College offers the following experiences:
1. **Early Childhood (PreK- grade 3)** If a candidate is seeking licensure in grades PreK-3, she/he will complete the Student Teaching semester in Kindergarten or one of the primary grades (1-3). The level chosen is based upon the level in which the 50-hour placement for EDE 380 is completed.
2. Middle Childhood (grades 4-9) If a candidate is seeking licensure in grades 4-9, she/he will spend the entire school day for 16 weeks in a middle school under the supervision of a “master teacher(s)” in the fields of licensure sought.

3. Adolescent/Young Adult (grades 7-12) If a candidate is seeking licensure in grades 7-12, she/he will spend the entire school day for 16 weeks in a secondary school under the supervision of a "master teacher" in the field of licensure sought.

4. All-Level (K-12) If a candidate is seeking licensure in an all-level field such as art or special education, she/he will divide the 16 week period between the early childhood/middle childhood level and the Adolescent/Young Adult level.

SUPERVISION

Supervision is a critical part of the student teaching process. It is clear from studies completed, that the cooperating teacher plays the most significant role in supervision. College supervisors also play a vital role in this process through school visitations, conferences, and seminars.

As a descriptive profile, effective supervisors were described by themselves and others as flexible, cooperative, hard-working, humorous and able to work with others. They also viewed themselves as pressed for time and overburdened with other responsibilities. Supervisors believed that their greatest impact was in the personal dimension.

Models of supervision are abundant. In order for any model to be successful, it is imperative that it be used systematically. One model that seems to be particularly effective is the Clinical Supervision Model by Cogan and Goldhammer. Clinical Supervision takes its principal data from the events of the classroom. The analysis of this data and the relationship between teacher and supervisor form the basis of the program, procedures, and strategies designed to improve the student learning by improving the teacher's classroom behavior. This model seems to be the most productive way to get teachers to analyze and change how they teach through involvement of the teacher in the analysis process.

Clinical supervision varies in its number of steps from author to author, but in essence the process is the same. The following four steps describe the process in its simplest form using the student teacher-cooperating teacher titles.

STEP 1 - Pre-observation Conference.
The student teacher and cooperating teacher decide together what aspect of the student teacher's performance will be targeted. This area is then behaviorally defined in terms of its components. Next, a goal stated in measurable terms is established.

STEP 2 - Observation and Data Collection. The cooperating teacher views the lesson and collects data pertinent to the goal. The cooperating teacher might operate a videotape camera in order to assure that the episode is expertly recorded. The tape can then be used later for analysis. Ideally, both the student teacher and cooperating teacher will tabulate and analyze data
independently for later comparison, discussion and evaluation.

STEP 3 - Analysis of Data. Whatever the situation is regarding data collection, the most essential aspect is that the cooperating teacher be an astute observer. Examination of the data, either independently or cooperatively, should reveal patterns, which in turn, suggest underlying meanings. The cooperating teacher needs to be certain that thorough analysis does occur and that the implications are translated into appropriate teaching strategies.

STEP 4 - Post-observation Conference. The cooperating teacher and student teacher compare their respective analyses and implications. Considerable attention should be given to probing underlying meanings together and discussing promising strategies. A new target or goal should be agreed upon and the student teacher should be made responsible for developing a plan to reach it.

This initiates a new cycle of clinical supervision, and the cycle continues as long as it is productive in any area of teaching improvement. (Dynamics of Effective Teaching - Kindsvatter)

Because time and the constraints of the classroom do not always permit a pre-observation conference, please inform the supervisor, prior to coming to your school, of the particular aspect of the lesson on which you wish her/him to focus.

ROLES OF PERSONNEL

Student Teaching is a 12/16 week experience. During this time the student teacher takes on the role of a teacher’s aide and student teacher. S/he will become oriented to school procedures, policies, personnel, and begin to teach one subject at a time until s/he assumes full responsibility for the curriculum. In addition, the student teacher also assumes the duties normally assigned to the cooperating teacher. (e.g., bus duty, recess duty, grading of papers, bulletin boards, newsletter, etc.).

The college supervisor, in consultation with the cooperating teacher, will issue a grade AT THE END OF THE 12/16 WEEK EXPERIENCE. The grade will reflect performance as indicated on weekly evaluations and lesson evaluations from the cooperating teacher and college supervisor in addition to attendance and participation at seminars, SPA assignment, Value-Added grade and final evaluation from the cooperating teacher(s).

Responsibilities for all parties concerned follow:

Cooperating Teacher's Role

The cooperating teacher is assigned by the school district or the building principal. Teachers chosen for this role are considered master teachers, and must have completed at least three years teaching experience when the student-teaching experience begins, including one year in the field for which the service is being sought. The cooperating teacher functions in two roles: as a professional teacher and as a teacher educator. As a professional teacher, primary responsibility
is to the pupils in her/his classes. As a teacher educator, the cooperating teacher will provide the student teacher with opportunities to observe, to participate in teaching tasks, and eventually to assume full teaching responsibilities. In addition, the teacher educator will assist the candidate in developing an understanding of children, young adolescents and/or young adults, planning effectively for instruction, and functioning as a resource person in matters of instruction, management, assessment, and discipline. The teacher educator is expected to be constructively critical of the student teacher on an on-going basis and is responsible for completing and discussing the weekly evaluation form and writing a final evaluation of the student teacher's teaching performance. (See Appendices A, B, B-1, and C.)

Preparations for the Student Teacher

The following steps will help to establish an atmosphere in which the student teacher can learn and grow professionally:

A. Preparation of the Classroom Students
   Student teachers might be thought of as less than professionals by pupils. A brief discussion with classroom students will help them to be prepared for the student teacher's arrival. A useful approach would be to refer to the student teacher as a "teacher" rather than as a student.

B. Communication to Parents
   The parents of students should be informed that a student teacher will be participating in the school's instructional program. A newsletter approach may accomplish this purpose by announcing the arrival of the student teacher and by listing the values of having a student teacher. Some of these values include:
   1. providing new ideas in the classroom;
   2. allowing innovative approaches to instruction;
   3. providing teaching assistance;
   4. enhancing the pupil: teacher ratio.

Many times it is assumed that parents understand the student teaching process. This assumption is often false. Parents, through increased understanding, can offer support for a college's Student Teaching program.

C. Initial Conference
   In some respects working with student teachers is like working with pupils in a classroom. The maturity and experience of the cooperating teacher in understanding the needs of the student teacher are essential for a successful experience. Early discussion will allow for discovery of the student teacher's strengths, interests and weaknesses, so that goals and expectations can be clarified and mutually agreed.

   It is very important that the student teacher understand:
   1. the master teacher's working style;
   2. the relationship expected between master teacher and student teacher;
3. classroom management and discipline strategies expected;
4. the requirement of daily lesson plans;
5. other pertinent activities related to the classroom.

D. Materials
It would be very helpful if, on the first day, the candidate received a packet of materials designed to ease the transition into a new school. Facts of school life which have become second nature to the master teacher, such as the physical arrangement of the building, the school schedule, school routines, parking regulations, the meaning of various bells, and even the location of restrooms, need to be discussed. Having a folder of schedules and regulations available will help the student teacher understand the school environment and will increase her/his security. (See Appendix G)

The student teacher also needs a place in the classroom to keep books, supplies and other teaching materials. Try to provide a desk or table, or clear a desk drawer or cabinet space for her/him. If the master teacher has an office, the student teacher should be invited to share this space. Audio-visual/technological equipment, school supplies, and copier should be as available to the student teacher as they are to the master teacher. Proper procedures for using this equipment should be discussed with the student teacher.

The cooperating teacher who devotes time and energy to a student teacher can expect to receive a major reward as the student teacher begins to mature as a professional educator. Pre-planning helps to spur this process on to a successful completion.

In sum, the cooperating teacher is asked to:

1. Attend the orientation conducted by the college (August) or meet privately with the director of student teaching (January).
2. Introduce the student teacher to the class on the first day of attendance.
3. Acquaint the student teacher with the school facilities, policies, forms and records, curriculum, personnel, resources, supplies, schedules, etc. (See Appendix G)
4. Encourage the student teacher to explore all aspects of the school community – roles of various personnel, the parents' club, the school board, etc.
5. Provide assistance to the student teacher in planning and organization.
6. Gradually relinquish all teaching responsibilities to the student teacher for a minimum of 4 weeks in 12/16 week placement or 2 weeks in an eight week placement.
7. Require lesson plans from the student teacher in advance of her/his teaching assignment. (Appendix D for lesson plan for formal observations)
8. Observe the student teacher and provide written feedback for each formally observed lesson (5 per each 8 week experience), and verbal feedback for other lessons. Certain SPAs may require more. Please consult with the college supervisor.
9. Provide continuous feedback to the student teacher as to the strengths and weaknesses of her/his performance.
10. Assign responsibilities to the student teacher, allowing for preparation time and taking into consideration the individual proficiency and interests of the student teacher.
11. Develop a weekly schedule for consulting and planning with the student teacher.
12. Orient the student to expectations in planning.
13. Understand that the student teacher is a beginner. S/he will need to gain confidence and competence through appropriate encouragement and support.
14. Report IMMEDIATELY any unacceptable behavior or performance of the student teacher to the college supervisor.
   Dr. Mary Jo Cherry 440-646-8147 mcherry@ursuline.edu
   Dr. Virginia Marion 440-646-8149 vmarion@ursuline.edu
15. Complete and initial the weekly evaluation form and discuss each evaluation with the student teacher. (Appendices A, B, or B-1)
16. Complete a final evaluation. (Appendix C)

**Responsibilities of the Student Teacher**

1. Attend meeting of student teachers conducted by Director of Student Teaching prior to the beginning of the student-teaching semester (May or December, depending the semester during which student teaching will occur).
2. If student teaching during the fall semester, attend the orientation meeting in August conducted by the Director of Student Teaching.
3. **Immediately following the student-teaching orientation meeting conducted by the Director of Student Teaching with student teachers in May or December (#1 above),** contact the building principal and the cooperating teacher, setting up a meeting with them to discuss the Student Teaching experience. Even if the principal is unable to meet with you; please ask to be introduced to her/him.
4. Present a professional demeanor at all times in dress, speech, attendance, cooperation, confidentiality and loyalty to the cooperating teacher, children and staff of the school and to the Education Unit of Ursuline College.
5. Follow the district calendar and school policy regarding attendance at the school site for the required hours each day.
6. Contact the cooperating teacher and the college supervisor if ill.
7. Explore all aspects of school life: facilities, policies, forms and records, curriculum, personnel, resources, supplies, schedules, etc. and complete all forms as directed. (Appendix G)
8. Complete specific assignments from college supervisor.
9. Prepare daily lesson plans and present them to the cooperating teacher at least (3) teaching days prior to any lesson taught. Saturday, Sunday and free days are not counted in the 3 day rule.
10. Attend scheduled seminars on the college campus.
11. Develop an attitude of openness to suggestions and a willingness to go “above and beyond the call of duty”!
12. Become actively involved in all school activities, including parent-teacher conferences.
13. Gradually assume the full-time teaching and extra-curricular responsibilities of the cooperating teacher.
14. Complete SPA assignment – Assessment 5 for NCATE (special directions will be given per SPA standards)
15. Develop a level of competence by the end of the Student Teaching experience that mirrors the Pathwise© criteria and the Ohio Standards for The Teaching Profession.

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16. Develop a professional portfolio.

**Responsibilities of the College Supervisor**

A supervisor has been assigned by the director of student teaching in consultation with education faculty. This supervisor will work with the cooperating teacher and student teacher in ways that will assist the student teacher in becoming an effective teacher.

The college supervisor has a variety of responsibilities, one of which is informing the cooperating teacher about the Ursuline College student teaching program through an orientation meeting and private conferences or in-service programs.

It is also the responsibility of the college supervisor to discuss with the student teacher a schedule of on-site visits. The supervisor's primary responsibility is to observe and evaluate the student teacher in the teaching role and confer with the cooperating teacher and student teacher at each visit. These conferences provide a focus for the student teacher in the weeks to follow.

Finally, the college supervisor is responsible for securing the final evaluation completed by the cooperating teacher. This evaluation then becomes part of the student's credential file, which is in the Education Office.

The following responsibilities are expected from the college supervisor:

1. Attend the orientation meeting for all student teachers during the semester preceding the Student Teaching semester.
2. Attend scheduled seminars during the student teaching experience.
3. Complete a minimum of four (4) visits during the 16 week student teaching semester. Each licensure program is required to follow the guidelines of its SPA. More visits may be required by some.
4. Confer with the student teacher following the observation of each lesson.
5. Confer with the cooperating teacher at each visit.
6. Complete a written evaluation of each observation using the adapted Pathwise© form.
7. Assist any student teacher and/or cooperating teacher with any problems that may arise.
8. Provide guidance to both cooperating teachers and student teachers with respect to college policies.
9. Discuss with the cooperating teacher the final grade that will be assigned by the college supervisor.
10. Insure completion of all paperwork required by the college and State of Ohio.
11. Conduct an exit interview during which the student teacher discusses her/his Student Teaching experience and her/his performance using SPA and Pathwise© guidelines;
12. Recommend to the Director of Student Teaching” candidates for licensure.
13. Express the gratitude of Ursuline College to the cooperating teacher(s) and tell them of the forthcoming stipend when all paper work has been processed.
**Responsibilities of the Director of Student Teaching**

Provide an orientation meeting for both cooperating teachers and student teachers a few weeks before the student teaching experience.

1. Conduct regularly scheduled seminars during the student teaching experience.
2. Assist any student teacher and/or cooperating teacher with any problems that may arise.
3. Provide guidance to both cooperating teachers and student teachers with respect to college policies.
4. Review each student teacher’s file to insure completion of all paperwork required by the college and the State of Ohio.
5. Forward all eligible applications to the person responsible for signing and sending applications to the Ohio Department of Education.
6. Send letter of appreciation, survey and stipend to cooperating teachers upon verification of completion of all required paperwork.

**GENERAL POLICIES**

**Attendance**

a. **Arrival and Departure**

   Student teachers are **required** to maintain the same daily schedule as the cooperating teachers. **Requests for exceptions must be made of the college supervisor.**

b. **Absences**

   Student teachers are to follow the absence policies of the school district in which they are working. If for some reason, a student teacher is absent, she/he **must** notify the cooperating teacher and the college supervisor. Failure to do so may lead to the termination of the experience. **Students should not miss Student Teaching for any reason without first the approval of the college supervisor and then the cooperating teacher.** Candidates who miss more than (3) three days will be required to extend student teaching, withdraw, or take an incomplete for the experience (decision at the discretion of the college supervisor). If at any time a cooperating teacher or college supervisor feels that a student teacher has had excessive absences or tardiness, the experience may be terminated.

**Outside Responsibilities**

Student teachers are encouraged to become involved in after-school activities in their schools, attend meetings, etc. In most cases students are not permitted to be enrolled in courses other than Student Teaching during the Student Teaching semester. Candidates are encouraged to hold all other outside activities (including employment) to a minimum. If outside activities begin to adversely affect teaching, a student may be asked to drop those other activities or withdraw from Student Teaching. Student teachers are expected to remain at school until the time all teachers are excused at the end of the day.
General Regulations

Student teachers are guests in the schools in which they teach and serve. They must meet all regulations established by the school administration and school district. Student teachers are not to be used as substitutes in schools. Legal responsibility can only be assumed by a certificated/licensed school district employee.

Calendar

Student teachers will follow the specified schedule of the school district and not the college calendar. Student teaching seminars are conducted in the late afternoon so as not to interfere with the teaching schedule.

Lesson Plans

All lesson plans are to be submitted prior to the execution of any lesson.

a. Daily plans must be given to the cooperating teacher at least (3) three teaching days prior to the execution of the lesson. Saturday and Sunday are not counted. Three business days prior to execution of the lesson is the rule.

b. When weekly plans are required, they must be given to the cooperating teacher on the day indicated on the weekly evaluation instrument (Appendices A, B, or B-1).

If the student teacher fails to hand in lesson plans as prescribed in a and b, s/he may not teach and the college supervisor is to be informed.

Failure to follow rules a and b, may result in termination of the student teaching experience.

The cooperating teacher is expected to offer suggestions to the student teacher that should be acted upon to the extent possible. During a lesson taught by a student teacher, the cooperating teacher will make comments on her/his copy of the lesson plan. These plans are to be gathered and kept for review by the college supervisor. Every plan, long form and short form, is to be given to the college supervisor.
EARLY CHILDHOOD STUDENT TEACHING TIME FRAME

SUGGESTED TIME FRAME FOR PRE K – 3 (16 week)
STUDENT TEACHING SEMESTER

The following schedule may be amended to accommodate the given classroom.

1st and 2nd week observation and participation in activities as cooperating teacher deems feasible
- Activities should include:
  - assisting coop with the numerous managerial tasks required for opening and/or managing a classroom;
  - working with small groups;
  - teaching one or two lessons or activities;
  - assisting with recess duty and bus duty;
  - observing in specials classes.

3rd - 4th weeks plan and teach 1 or 2 subjects, assist in other areas, and continue with planned observations, small group work and team teaching.

5th - 7th weeks plan and teach 2 or 3 subjects, assist in other areas, and continue with planned observations, team teaching and small group work.

8th - 10th weeks plan and teach 3 or 4 subjects, etc.

11th – 14th weeks plan and teach all subjects, be responsible for all activities for the entire day.

15th week plan and teach 2 or 3 subjects, assist in other areas and continue with team teaching and small group work.

16th week plan and teach 1 or 2 subjects, assist in other areas and continue with small group work and team teaching.

Please feel free to adjust as needed.

SUGGESTED TIME FRAME FOR PRE K – 3 (12 week)
STUDENT TEACHING SEMESTER

1st week observation and participation in activities as cooperating teacher deems feasible. Familiarize yourself with the building, faculty and staff, school handbook, etc.

2nd - 3rd weeks plan and teach 1 or 2 subjects, assist in other areas and continue with team teaching and small group work.

4th - 5th weeks plan and teach 2 or 3 subjects, assist in other areas and continue with team teaching and small group work.
6th week plan and teach 3 or 4 subjects, assist in other areas.

7th – 10th weeks plan and teach all subjects, be responsible for all activities for the entire day.

11th week plan and teach 3 or 4 subjects, assist in other areas and continue with planned observations, team teaching and small group work.

12th week plan and teach 1 or 2 subjects, etc.

**MIDDLE SCHOOL STUDENT TEACHING TIME FRAME**

With one teacher for both content areas (Based on five teaching periods per day)

1st and 2nd weeks observation and participation in activities as cooperating teacher deems feasible, decide what subject will be taught first.

3rd and 4th weeks plan and teach one subject, for one or two periods each day, continue observing and assisting in other subject.

5th and 6th weeks plan and teach two or three periods each day, continue assisting in other areas.

7th and 8th weeks plan and teach three periods per day, assist in other areas.

9th and 10th weeks plan and teach three periods of subject one and one period of subject two.

11th - 15th weeks plan and teach both subjects, be responsible for all activities the entire day.

16th week use this week to assist/co-teach with coop.

**With two teachers. (If both teachers are on the same team)**

1st and 2nd weeks observation and participation in activities as cooperating teachers deem feasible, decide what subject will be taught first. Work in both rooms.

3rd and 4th weeks plan and teach one or two class periods of subject one.

5th and 6th weeks plan and teach two or three class periods of subject one.

7th through 9th week plan and teach all class periods for subject one (Based on premise that your coop teaches one subject area all day).

**Go to second teacher**
10th and 11th weeks plan and teach one or two class periods of subject two.
12th and 13th weeks plan teach two or three class periods of subject two.

14th through 16th week plan and teach all class periods.

With two teachers on separate teams.

1st week observation and participation in activities as cooperating teacher deems feasible.

2nd and 3rd weeks plan and teach one or two class periods each day, continue observing and assisting.

4th and 5th weeks plan and teach two or three class periods each day, continue observing and assisting.

6th through 8th weeks plan and teach all class periods.

9th week go to the second teacher and repeat schedule for weeks 1 though 8 as stated above. (1st week)

AYA STUDENT TEACHING TIME FRAME

Secondary student teachers with only one teaching field should be assigned to five classes with no more than two or three preparations. The student teacher should be given the responsibility to teach two or three classes with one preparation and one or two classes with a second preparation. Final decisions on responsibility/assisting should be made jointly by the cooperating teacher and the college supervisor. Each student teacher should have no more than two-three preparations, per day during the 16 week experience.

Time Frame

1st and 2nd weeks observation and participation, assume management responsibilities and small group work.

3rd week teach one or two lessons in teaching field.

4th and 5th weeks assume responsibility for one class in field.

6th and 7th weeks assume responsibility for two classes in field. (Same preparation)

8th & 9th weeks assume responsibility for three classes. (add a second preparation)

10th - 16th weeks assume responsibility for entire schedule.

This schedule is FLEXIBLE. Changes can be made whenever necessary or whenever the cooperating teacher sees the need.

Once the student teacher has assumed responsibility for an area of the school program, she/he will
continue it through the remainder of the teaching (if this meets with the approval of the cooperating teacher). However, some thought and planning should be given to facilitating the students’ transition back to the cooperative teacher.

MULTI-AGE VISUAL ARTS STUDENT TEACHING TIME FRAME

EARLY CHILDHOOD/MIDDLE SCHOOL

The following schedule may be amended to accommodate the given classroom.

1st and 2nd weeks  observation and participation in activities as cooperating teacher deems feasible - Activities should include:

- assisting coop with the numerous managerial tasks required for opening and/or managing a classroom;
- working with small groups;
- teaching one or two lessons or activities;
- observing in “special needs” classroom (if available).

3rd week  plan and teach 1 or 2 classes, assist in other areas and continue with planned observations, small group work and team teaching.

4th week  plan and teach 2 or 3 classes, assist in other areas and continue with planned observations, team teaching and small group work.

5th and 6th weeks  plan and teach all classes, be responsible for all activities for the entire day.

7th week  plan and teach 2 or 3 classes, assist in other areas and continue with team teaching and small group work.

8th week  plan and teach 1 or 2 classes, assist in other areas and continue with small group work and team teaching.

Please feel free to adjust as needed.

SECOND PLACEMENT IN A HIGH SCHOOL BUILDING

Adjust to building schedule.

1st (9th) week  observation and participation in activities as cooperating teacher deems feasible. Familiarize yourself with the building, faculty and staff, school handbook, etc.

2nd (10th) week  plan and teach 1 or 2 classes, assist in other areas.
3rd (11th) week  plan and teach 2 or 3 classes, assist in other areas.

4th (12th) week  plan and teach 3 or 4 classes, assist in other areas.

5th and 6th (13th, 14th) weeks  plan and teach all classes, be responsible for all activities for the entire day.

7th (15th) week  plan and teach 3 or 4 classes, assist in other areas.

8th (16th) week  plan and teach 2 or 3 classes, assist in other areas.

INTERVENTION SPECIALIST STUDENT TEACHING TIME FRAME

At the Elementary level (based on five teaching periods per day). During the eight week experience, 7 lessons/experiences must be taught, observed and evaluated:
   2 by supervising college faculty and
   5 by supervising cooperating teachers.
All lessons, including those not observed, must be written out completely even if truncated, and cleared by the cooperating teacher before they are taught. All must have the self evaluation part completed before they must be handed in to the college supervisor. “All” means those that are observed and not observed.

1st and 2nd weeks - Observation and participation in activities as cooperating intervention specialist deems feasible. Assess process of intervention decision-making and collaborative work with general educators. Get to know the general educators and their classroom procedures. Obtain parental permission to:
1. Assist in teaching their children and collaboratively work with related service providers and general educators
2. Keep a log/journal of interactions with all professional colleagues and parents
3. Attend all meetings about their children.

3rd - 5th weeks- Take over working with students.
1. Begin to assume responsibilities for their interventions and IEP goals/objectives.
2. Teach 3 lessons: 2 in small groups and (1) one-on-one with these students (OR teach 3 lessons to entire class if there is co-teaching)
3. Assess daily progress on goals/objectives
4. Keep data on this daily progress with chart
5. Use a line graph to demonstrate the results for one student
6. Continue to keep a log/journal of interactions with all professional colleagues and parents
7. Attend all meetings about the students.

6th – 8th weeks- Continue to work with students.
1. Assume all responsibilities for the students' interventions and IEP goals/objectives.
2. Teach all necessary lessons to all students
3. Assess daily progress of all students in areas on their IEPs
4. Keep data on daily progress of all students with charts as required by teacher
5. Use line graphs to demonstrate ongoing data and results for one student
6. Continue to keep a log/journal of interactions with all professional colleagues and parents
7. Attend all meetings about the students.

At the Middle or High School (AYA) level (based on five teaching periods per day).
During the eight week experience, 7 lessons/experiences must be taught, observed and evaluated:
   2 by supervising college faculty and
   5 by supervising cooperating teachers.
All lessons, including those not observed, must be written out completely, even if truncated, and cleared by the cooperating teacher before they are taught. All must have the self evaluation part completed before they must be handed in to the college supervisor. “All” means those that are observed and not observed.

9th and 10th weeks - Observation and participation in activities as cooperating intervention specialist deems feasible.
1. Assess process of intervention decision-making and collaborative work with general educators.
2. Get to know the general educators and their classroom procedures.
3. Obtain parental permission to assist in teaching their children and collaboratively work with related service providers and general educators
4. Keep a log/journal of interactions with all professional colleagues and parents
5. Attend all meetings about their children.

11th -13th weeks- Take over working with students.
1. Begin to assume responsibilities for their interventions and IEP goals/objectives.
2. Teach 3 lessons: 2 in small groups and (1) one-on-one with these students (OR teach 3 lessons to entire class if there is co-teaching)
3. Assess daily progress on goals/objectives,
4. Keep data on this daily progress on areas of their IEPs with charts
5. Use line graphs to demonstrate the ongoing data and results on one student
6. Continue to keep a log/journal of interactions with all professional colleagues and parents
7. Attend all meetings about the students.

14th -16th weeks- Assume all responsibilities for the students' interventions and IEP goals/objectives.
1. Teach all lessons required as person assuming all responsibilities
2. Assess daily progress of all students in areas on their IEPs
3. Keep data on daily progress of all students on areas of their IEPs with charts and
4. Use line graphs to demonstrate ongoing data and results
5. Continue to keep a log/journal of interactions with all professional colleagues and parents
6. Attend all meetings about the students.
PROFESSIONAL PORTFOLIO

Most student teachers have a goal of securing a teaching position immediately upon completion of the Student Teaching experience. Portfolios are beneficial for the student teacher, especially as an interview device. A credential portfolio is an individualized portrait of educational, professional, and relevant personal achievements. Relevant principles in marketing note: 1) know what you have to sell, and 2) advertise it in an appealing way. The student teacher should know what she/he has to offer, utilizing the verification of teaching competency skills (student teaching evaluations) and other related experiences with children to advertise this knowledge/skill in a professional credential portfolio. Each program will have specific requirements. Following are some general suggestions.

The following is a suggested list of items to be included in a portfolio:

1. Table of contents
2. Resume
3. Copy of transcript(s)
4. Letters of recommendation (cooperating teachers, principals, professors, etc.)
5. Copy of final evaluations from cooperating teacher(s)
6. Sample unit plan(s) lesson plans with reflections on how they demonstrate your competency. Competencies reflect SPA standards and/or Pathwise© criteria.
7. Student teacher-made test with reflection on how the given artifact demonstrates your ability to bring about learning within your students.
8. Labeled photos with reflections on these artifacts demonstrate competency of said standard/principle.
   a) bulletin boards
   b) pupil activities
   c) special events/field trips
9. Description of extra duties (clubs, coaching, yearbook, etc.) with reflections on these artifacts demonstrate competency of said standard/principle.
10. Respond to Pathwise© criteria.

TRANSFER, WITHDRAWAL, FAILURE OF STUDENT TEACHER

Prior to initial placement, reasonable attempts will be made to place student teachers in one of their choices of schools. After final placements have been made, no change will take place unless requested by the college supervisor, school district, cooperating teacher, or school principal. If a student is not satisfied with her/his placement, the student is encouraged to discuss concerns with
the college supervisor.

Student Teaching Policies

Student Teaching is the culminating learning experience in the professional education sequence required for teacher licensure. Student teachers must have opportunities to move with deliberate speed from being passive observers of the instructional process to serve as productive participants under the leadership of highly qualified cooperating teachers and college supervisors.

Since Student Teaching is a learning experience, student teachers must have opportunities to succeed without fear of failure. As a safeguard for all parties, the following should be noted:

1. Teacher education candidates will be admitted to student teaching only if they have met the published criteria as outlined by the Education Unit.
2. Student teachers will be assigned to teachers considered "master teachers" by their school district and building principal.
3. Student teachers will be supervised by qualified college faculty members.
   a) A minimum of four on-site visits will be made by the college supervisor for the purpose of working with each student teacher and the cooperating teacher to improve the student teacher's opportunities to succeed.
   b) Seminars are scheduled by the college supervisor on a regular basis affording additional opportunity for guidance by the college faculty
4. If the placement is deemed inadequate by the College, the school, or the district, a candidate can be reassigned by the college supervisor and Coordinator of Placement at Ursuline College.
5. Candidates who desire to withdraw or are removed from the Student Teaching semester will be considered on an individual basis.
6. When evidence suggests that a condition exists which may hinder a candidate's ability to complete Student Teaching successfully, the following procedures should be followed. In rare situations a particular procedure may not be feasible and the director of student teaching will make that decision. However, written documentation must always be kept in the candidate’s file describing what had transpired.

In general these are the steps to be followed.

   a) The three primary parties (candidate, cooperating teacher, and college supervisor) [The principal may choose to be present at any or all meetings.] will meet to identify the problem and to determine a plan of action. Since Student Teaching is a learning experience for the candidate, every effort will be made to develop a written plan which will encourage the candidate to attempt to improve and complete successfully Student Teaching. The plan will be kept on file by the college supervisor, with copies sent to the student teacher and the cooperating teacher.

   b) If the problem cannot be resolved or a solution determined, the director of student teaching will work cooperatively with all of the primary parties to verify the problem and/or reach a decision concerning the solution.
The process is:

(1) All parties involved must provide written documentation of their perspectives on the situation to the director of student teaching. The documentation must be signed by the candidate, cooperating teacher, and college supervisor and must include evidence of the problem and attempts to resolve it.

(2) If the decision of the college supervisor, director of student teaching and the Executive Director of Education is to dismiss the candidate, then a written set of conditions for consideration for re-application to Student Teaching will be developed immediately following the candidate's dismissal. The candidate must meet these conditions, and the Director of Field Placement must verify that these conditions were met prior to the re-application for admission to Student Teaching.

7. Students are required to receive a minimum grade of C for Student Teaching. Students who receive a D or F for Student Teaching must present evidence that the problem which caused the grade has been resolved prior to re-application for admission to Student Teaching. If the candidate is readmitted, the appropriate college supervisor will work with the candidate to develop a growth plan for improvement.

8. A candidate removed from a Student Teaching location will not be reassigned to that site when repeating Student Teaching.

9. A candidate can be removed from the student teaching site by the cooperating school or district for various reasons. Any further action concerning this student will not be made without the approval of the director of student teaching and the Executive Director of Education.

LIVING DOCUMENT

This is a living document. To keep it of value, we need input from those who use it. If you have any suggestions and/or comments, please write them on the space that follows. Please send your comments to the Undergraduate Education Department at Ursuline College or if you prefer, you may e-mail your comments to vmarion@ursuline.edu. (Do not underscore the address) Thank you.
Dear Cooperating Teacher,
Please use these guidelines when completing the student teaching weekly evaluation. Your professional assessment is imperative in the preparation of the teacher in training.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
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<tbody>
<tr>
<td>4. Exemplary</td>
<td>The student teacher is performing more like an experienced teacher than a beginning teacher. The student teacher is able to discuss her/his lessons in context of the needs of the students and requirements.</td>
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<tr>
<td>3. Above Average</td>
<td>The student teacher is performing at the level of a first year teacher, first few months of teaching. The student teacher appears a little apprehensive but is able to affect teaching and learning in a professional manner. The cooperating teacher senses that the student teacher could manage all aspects of the classroom on her/his own.</td>
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<tr>
<td>2. Acceptable</td>
<td>The student teacher is performing the assigned teaching tasks but requires some guidance. The student teacher is not proficient enough to be given many responsibilities.</td>
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<tr>
<td>1. Marginal</td>
<td>The student teacher is performing under the direct guidance of the cooperating teacher to the point that the cooperating teacher feels compelled to tell the student teacher exactly what to do every minute. The student teacher only incorporates some of the cooperating teacher’s suggestions. The student teacher displays inappropriate behavior and/or asks an inordinate number of questions. Any combination of the above mentioned characteristics would warrant a score of 1.</td>
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<tr>
<td>0. Requires action with the college supervisor</td>
<td>The student teacher does not know how to write and execute a lesson plan, has little to no classroom management skill, and fails to act in a professional manner in and out of the classroom. The student teacher fails to follow the directives of the cooperating teacher and is jeopardizing learning.</td>
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<tr>
<td>NA</td>
<td>During the first few weeks or final weeks of the experience, the student teacher may not be teaching many lessons, if any at all.</td>
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</table>
WEEKLY EVALUATION INSTRUMENT  

STUDENT TEACHER  ___________________________________  CO-OPERATING TEACHER _________________________________

PLEASE USE THIS SCALE  See additional sheet which explains the scale in more depth

<table>
<thead>
<tr>
<th>EXEMPLARY</th>
<th>ABOVE AVERAGE</th>
<th>ACCEPTABLE</th>
<th>MARGINAL</th>
<th>REQUIRE ACTION WITH THE COLLEGE SUPERVISOR</th>
<th>DID NOT OBSERVE</th>
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I. PLANNING, INSTRUCTION, ENVIRONMENT:

**PLANNING**

| 1. Preparation of goals and behavioral objectives |
| 2. Preparation of daily lesson plans |
| 3. Preparation of activities related to goals and objectives |
| 4. Logical ordering of learning experiences |
| 5. Knowledge of subject matter: Language arts, including reading |
| Franklin |
| Mathematics |
| Social Studies |
| 6. Development of evaluation/assessment techniques |
| 7. Demonstration of competence in written communication |
| 8. Lesson plans received on assigned day  NO score  only check √ |

**INSTRUCTION**

| 1. Use of anticipatory set |
| 2. Communication of lesson objectives |
| 3. Demonstration of content knowledge: Language arts, including reading |
| Franklin |
| Mathematics |
| Science |
| Social Studies |
| 4. Use of varied approaches & strategies |
### Learning Environment, Classroom Management, Discipline

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<td>7. Assessment of students’ knowledge and performance during lesson</td>
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<td>12. Use of audio-visual materials, technology, computers, video, overhead (PLEASE SPECIFY MATERIAL/S)</td>
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### Personal and Professional Qualities

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<td>1. Display of positive feeling &amp; action regarding students and peers</td>
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After discussion of EACH evaluation, please initial in the appropriate box

Cooperating Teacher
Student Teacher
College Supervisor
Thank you very much for all that you have done.
WEEKLY EVALUATION INSTRUMENT

STUDENT TEACHER ________________________________

CO-OPERATING TEACHER _______________________________________

PLEASE USE THIS SCALE  See additional sheet which explains the scale in more depth

EXEMPLARY  4  ABOVE AVERAGE  3  ACCEPTABLE  2  MARGINAL  1

REQUIRES ACTION WITH THE COLLEGE SUPERVISOR  0  DID NOT OBSERVE  NA

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### INSTRUCTION

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**LEARNING ENVIRONMENT, CLASSROOM MANAGEMENT, DISCIPLINE**

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**II. PERSONAL AND PROFESSIONAL QUALITIES:**

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After discussion of EACH evaluation, please **initial** in the appropriate box

- Cooperating Teacher
- Student Teacher
- College Supervisor
Thank you very much for all that you have done.
**WEEKLY EVALUATION INSTRUMENT**

**STUDENT TEACHER** ________________________________  **CO-OPERATING TEACHER** ________________________________

**PLEASE USE THIS SCALE**  See additional sheet which explains the scale in more depth

| EXEMPLARY 4 | ABOVE AVERAGE 3 | ACCEPTABLE 2 | MARGINAL 1 | REQUIRES ACTION WITH THE COLLEGE SUPERVISOR 0 | DID NOT OBSERVE NA |

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**LEARNING ENVIRONMENT, CLASSROOM MANAGEMENT, DISCIPLINE**

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After discussion of EACH evaluation, please **initial** in the appropriate box

- Cooperating Teacher
- Student Teacher
- College Supervisor
Thank you very much for all that you have done.
STUDENT TEACHING FINAL EVALUATION

Please type your evaluation below or attach this form to a word processed document. We suggest that you refer to the weekly evaluation instrument for specificity in these areas. Comment on outstanding strengths and/or areas of weakness.

STUDENT TEACHER ____________________________________

Please summarize the effectiveness of the student teacher in regard to:

Planning:

Instruction:

Learning environment:

Classroom management:

Discipline:

Assessment of student learning:

Personal/professional qualities:

************************************************************************************************************

Signature of the cooperating teacher __________________________  Date ______

School _______________________________________

Grade level/discipline _________________________________________

Please circle your prediction as to the success of this student teacher in the teaching profession.

EXEMPLARY 10  ABOVE AVERAGE 9  ACCEPTABLE 8  MARGINAL 7

************************************************************************************************************

I have read and discussed this evaluation with my cooperating teacher.

Signature of student teacher __________________________  Date ______
Pathwise lesson plan adapted from ETS, Educational Testing Service Instruction and Reflection Profile. APPENDIX D FOR EDA/EDE/EDM 300; EDE 379, 380; EDM 350/352/354/356; EDA 301, 302, 303, 304; EDS 303; ALL STUDENT TEACHERS

Student Teacher:                     Date:
Subject:                            Topic:                        Grade Level:             No. of students:

Instructional plan:

Goal: (Broad, long-term student learning outcome) (Ask your cooperating teacher why s/he has asked you to address this objective.)

To which Ohio Academic Content Standard/s is this objective linked? National Standards? Indicate source, e.g., NCTM/NSTA/NCSS/IRA/NCTE, and write out the standard/s.

Behavioral objective/s (observable and measurable) for: (For EDL 210, include behavior, conditions, and level of performance):

• Students not yet meeting grade-level expectations will:

• Students meeting grade-level expectations will:

• Students working beyond grade-level expectations will:

Why have you chosen to teach these objectives now? (Ask your cooperating teacher why s/he has asked you to address this objective.)
**Student grouping:**
How will you group the students for instruction?

Why is this method of grouping more effective for student learning than another type of grouping for this lesson?

**Methods:** What teaching method(s) will you use for this lesson? (Direct Instruction OR Guided Discovery, Experimentation, etc: Indirect Instruction)

Why is this method most effective for student learning?

**Materials:** What materials will you use and how will you use them?

<table>
<thead>
<tr>
<th>Material</th>
<th>Purpose</th>
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<tbody>
<tr>
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</table>
A. **Identify the learning steps of this lesson.**

B. **Code each step using one or more of the following codes:** (II)Instructional Input  (M)Modeling  (GP)Guided Practice  (CU)Checking for Understanding  (IP)Independent Practice

C. **Identify and name at the end of the Description of Step the intelligence and/or critical thinking level for a minimum of three steps.**

D. **Provide time needed for each step.**

<table>
<thead>
<tr>
<th>Code</th>
<th>Step Number</th>
<th>Description of Step</th>
<th>Time Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gain Attention</td>
<td>1</td>
<td>Review Previous Learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Motivation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Statement of Objective to Students</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The student will . . .</td>
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<tr>
<td>5</td>
<td>The student will . .</td>
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<tr>
<td>6</td>
<td>The student will . .</td>
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<td>8</td>
<td>TSW . .</td>
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<td></td>
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<tr>
<td>9</td>
<td>TSW . .</td>
<td></td>
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</tbody>
</table>
**Closure:** How will you bring closure to your lesson? Refer to the statement of your objective when bringing closure to your lesson.

**Provision for exceptionality:** What accommodations will you make for students with special needs (learning disabilities, autism, physical needs, academic talent, behavior needs)? (Look at each step of your plan, and ask yourself what students might need to accomplish the step.) **How do these accommodations allow you to differentiate instruction?**

**Assessment:**
What was your objective (address for each differentiation)? (This is what you are assessing.)

How will you determine the extent to which each student met the objective? Include a blank copy of the assessment tool and completed work samples of one student who is not yet meeting grade-level expectations, one who is meeting grade-level expectations, and one who is working beyond grade-level expectations. (During field experience, discuss with cooperating teacher options beyond worksheets whenever possible.)

**Self-evaluation: Analyze your lesson in light of Pathwise© (please use specific examples)**

**Domain A: Organizing Content Knowledge for Student Learning**

1. Becoming familiar with relevant . . .
2. Articulating clear learning goals . . .
3. Demonstrating an understanding of the connection . . .
4. Creating or selecting teaching methods . . .
5. Creating or selecting evaluation strategies . . .
Domain B: Creating an Environment for Student Learning
1. Creating a climate . . .
2. Establishing and maintaining rapport . . .
3. Communicating challenging learning expectations . . .
4. Establishing and maintaining consistent standards . . .
5. Making the physical environment . . .

Domain C: Teaching for Student Learning
1. Making learning goals and instructional procedures clear . . .
2. Making content comprehensible . . .
3. Encouraging students to extend . . .
4. Monitoring students’ understanding of content . . .

Domain D: Teacher Professionalism
1. Reflecting on the extent . . .
2. Demonstrating a sense of efficacy . . .
3. Building professional relationships . . .
4. Communicating with parents . . .
### Student Teaching Lesson Evaluation Completed by Cooperating Teacher  
**Appendix E**

<table>
<thead>
<tr>
<th>Candidate:</th>
<th>Date:</th>
<th>Score:</th>
</tr>
</thead>
</table>

**Domain A: Ability to organize content knowledge (5 points)  BEFORE LESSON TAUGHT**

1. Did the candidate use information about the students’ background (personal and academic) in constructing the objectives and procedures of the lesson? (The observer will gain this information by conversing with the candidate and reviewing the lesson plan.)
   - yes, a sufficient amount of information used to make the lesson relevant
   - not exactly, evidence could not be gleaned and/or information used was not relevant (general and not specific to this particular class)
   -  
2. Were the written objectives for the lesson appropriate for this class?
   - yes  
   - no  
   - Comment: 
3. When speaking with the candidate about this lesson, did the candidate give evidence that she/he understood the connection between this lesson, previous lessons, and future lessons?
   - yes  
   - no  
   - Comment: 
4. Are the methods, activities, instructional materials appropriate for the students and aligned with the objectives?
   - yes  
   - no  
   - Comments: 
5. Are the assessments/evaluations for the lesson appropriate for the students and aligned with the objectives?
   - yes  
   - no  
   - Comments: 

**Domain B: Creating and environment for student learning (5 points)  DURING LESSON**

1. Does the candidate treat all the students fairly? There is no favoritism. Girls and boys get equal number and quality of questions. Fairness is promoted among the students.
   - yes  
   - no  
   - Comments: 
2. Did the candidate establish and maintain appropriate rapport with the students?
   - yes  
   - no  
   - Comments: 
3. Did the candidate convey to each student challenging expectations? (No verbal or non-verbal signs given to any student that she/he cannot do the work.)
   - yes  
   - no  
   - Comments: 
4. During the lesson, did the candidate maintain the established rules/standards of behavior or establish certain standards for behavior and maintain them during the lesson?
   - yes  
   - no  
   - Comments: 
5. Does the candidate use the established physical environment effectively and/or arranges the room in a way that is safe and conducive to learning?
   - yes  
   - no  
   - Comments: 

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Domain C: Teaching for student learning (5 points)  DURING LESSON
1. Do the students understand the purpose (objective[s]) and procedure(s) of the lesson?
   ____ yes  ____ no  Comments:

2. Is the content being presented to the students comprehensible?
   ____ yes  ____ no  Comments:

3. Does the candidate encourage the students to extend their thinking? (Asks why, asks probing questions, etc.)
   ____ yes  ____ no  Comments:

4. Does the candidate check for understanding, provide feedback, and/or adjusts the lesson if deemed necessary?
   ____ yes  ____ no  Comments:

5. Was the candidate aware of time restraints, kept within the allotted time, and used the time effectively for instruction and not for non instructional tasks?
   ____ yes  ____ no  Comments:

Domain D: Teacher Professionalism (5 points)  (Information will be obtained in post observation conference.)
1. Does the candidate honestly discuss the extent to which the goals/objectives were were not met?
   ____ yes  ____ no  Comments:

2. Does the candidate accept responsibility for a student’s failure to meet the objective(s)?
   ____ yes  ____ no  Comments:

3. Is the candidate able to offer/identify strategies that could be used to assist students who have not met the objectives?
   ____ yes  ____ no  Comments:

4. Did the candidate talk with you, intervention specialist and/or other building professionals to gain information for planning this lesson?
   ____ yes  ____ no  Comments:

5. Is the candidate able to tell you one method (not the same one that was given for other lessons) for communicating with guardian(s)/parent(s) about a student’s academic status or quality of work?
   ____ yes  ____ no  Comments:

__________________________________________________________________________________
Signature of cooperating teacher  Date

__________________________________________________________________________________
Signature of candidate  Date
### Domain B: Creating an Environment for Student Learning

1. Creating a climate that promotes fairness
   - 1.0 1.5 2.0 2.5 3.0 3.5

2. Establishing and maintaining rapport with students
   - 1.0 1.5 2.0 2.5 3.0 3.5

3. Communicating challenging learning expectation to each student
   - 1.0 1.5 2.0 2.5 3.0 3.5

4. Establishing and maintaining consistent standards of classroom behavior.
   - 1.0 1.5 2.0 2.5 3.0 3.5

5. Making the physical environment safe and conducive to learning
   - 1.0 1.5 2.0 2.5 3.0 3.5

### Domain C: Teaching for Student Learning

1. Making learning goals and instructional procedures clear to students
   - 1.0 1.5 2.0 2.5 3.0 3.5

2. Making content comprehensible to students.
   - 1.0 1.5 2.0 2.5 3.0 3.5

3. Encouraging students to extend their thinking
   - 1.0 1.5 2.0 2.5 3.0 3.5

4. Monitoring students’ understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.
   - 1.0 1.5 2.0 2.5 3.0 3.5

5. Using instructional time effectively
   - 1.0 1.5 2.0 2.5 3.0 3.5

### Comments:
### Domain A: Organizing Content Knowledge for Student Learning

1. Becoming familiar with relevant aspects of students’ background knowledge and experiences

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2. Articulating clear learning goals for the lesson that are appropriate for students.

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3. Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future.

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4. Creating or selecting teaching methods, learning activities, and Instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson.

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5. Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson.

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### Domain D: Teacher Professionalism

1. Reflecting on the extent to which the learning goals were met.

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2. Demonstrating a sense of efficacy

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3. Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.

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4. Communicating with parents or guardians about student learning

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<th>2.5</th>
<th>3.0</th>
<th>3.5</th>
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</thead>
</table>

### Comments:

Candidate’s Signature: 
Date: 

College Supervisor’s Signature: 
Date: 

Cooperating Teachers Signature: 
Date:
SUGGESTED CHECKLIST FOR LEARNING ABOUT THE SCHOOL

It is suggested that the student teacher become acquainted with as many of the items below as possible. This sheet is to be submitted to the College supervisor at the completion of student teaching. If the student teacher has more than one placement, a completed sheet is required for each placement. Please check each item that you have experienced, read about or have discussed with your coop. These are simply suggested areas to be considered. If you find there are additional areas, please note them on the reverse side of this sheet.

A. TOTAL SCHOOL ENVIRONMENT
   - Philosophy
   - Academic programs
   - Resources
   - School facility
   - Faculty meetings
   - In-service/staff development
   - Open House
   - Teaching arrangements
   - Extended teacher responsibilities
   - School-sponsored activities
   - Student organizations
   - Parental involvement
   - Community involvement

B. SCHOOL POLICIES REGARDING:
   - Classrooms
   - Halls & stairways
   - Lunch room
   - Gymnasium
   - Library
   - Media Center
   - Assemblies
   - School property
   - School bus
   - Teacher and student absences
   - Tardiness
   - Fire, tornado, lock down drills
   - Discipline

C. SPECIFIC ROLES OF:
   - Principal
   - Assistant Principal
   - Department chair (where applicable)
   - Secretary
   - Classroom teachers
   - Special education teachers
   - School psychologist
   - Guidance counselors
   - Directors of special programs
   - Teacher aides
   - Other personnel-list

D. CLASSROOM ENVIRONMENT
   - Ventilation
   - Lighting
   - Bulletin Boards
   - Learning/Activity Centers
   - Computers/media/tech
   - Daily Schedule
   - Seating Plans
   - Organization and Cleanliness
   - Mobility routines
   - Distribution and Collection of materials
   - Evaluation procedures
   - Record keeping
   - Graded courses of study

E. FORMS AND RECORDS
   - Students’ permanent records
   - Health records
   - Attendance book
   - Grade book
   - Report cards
   - Intervention forms
   - Interim reports
   - Absence reports to office
   - Requisition for supplies
   - Other forms—list
Dear Student Teacher,

To facilitate better the student teaching process and to ensure all concerned parties understand the expectations of the student teaching process, we are requesting that you read the Student Teaching Handbook. To indicate that you have read the handbook and agree to support our program, please sign this paper and return it to the Education Department.

After all forms have been completed and handed in to the Education Department, a grade will be posted.

Sincerely,

The Education Department of Ursuline College

__________________________________________________  ________
Signature of the Student Teacher               Date
Dear Cooperating Teachers,

To facilitate better the student teaching process and to ensure all concerned parties understand the expectations of the student teaching process, we are requesting that you read the Student Teaching Handbook. To indicate that you have read the handbook and agree to support our program, please sign this paper and return it to the Education Department.

After all forms have been completed and handed in to the Education Department, a grade will be posted. Following the posting of grades, a small gratuity will be sent to you as a token of our great appreciation for your services.

Sincerely,

The Education Department of Ursuline College

________________________________________________         ______________
Signature of Cooperating Teacher             Date
Use this form for the two video evaluations, one evaluation for first 8 weeks and one for the second 8 weeks. Hand in the lesson plan with this evaluation.

**VIDEO LESSON EVALUATION**

Student:________________________________________            Date:____________________________

Lesson:_______________________________________________________________________________

Aspects of the lesson which were executed appropriately or behavior that supported learning.  

1.                                                                                                                 1.

2.                                                                                                                 2.

3.                                                                                                                 3.

Areas which need to be addressed in subsequent lessons which will improve teaching and learning.

1.                                                                                                                 1.

2.                                                                                                                 2.

3.                                                                                                                 3.

You are to evaluate the lesson, alone. The cooperating teacher is not to critique this lesson for you. However, s/he must approve the lesson plan.
Evaluation Sheet for Audio Tapes

APPENDIX K

Two are to be completed during student teaching, one during the first 8 weeks and one during the second 8 weeks.

Attach the lesson plan to this sheet.
This exercise will enable you to hear yourself as others hear you. It is very important that you seriously execute these evaluations and correct any weaknesses that may be present. Ask your coop to assist you.

General guidelines:
1. Set the tape recorder up in the back or at the side of the classroom.
2. Record yourself for a minimum of 20 minutes and a maximum of 40 minutes.
3. Privately listen to your tape and evaluate. Solicit the assistance of your coop in changing something that you do not like.

Name: __________________________________________ Date: ____________

CHECK YOUR ANSWER, PLEASE.

___ ___ 1. Is your voice loud enough to be heard and soft enough to command attention? yes no

___ ___ 2. Do you sound harsh /angry, even if you don't feel that way? yes no

___ ___ 3. Do you have a childlike tone? yes no

___ ___ 4. Does your tone have a nasal quality? yes no

___ ___ 5. Is your voice monotone? yes no

___ ___ 6. Are you talking very quickly? yes no

___ ___ 7. Is your speech abrupt, stop-n-go, jagged rhythms? yes no

___ ___ 8. Do you use a lot of "ahs," "uhms," and "dahs?" Are there any other words or phrases that are repetitive or distracting? yes no

___ ___ 9. Is your voice clear and do you articulate well? yes no

___ ___ 10. Are you speaking standard English? yes no

___ ___ 11. Is there something about your voice that you would like to change? yes no

Please explain your reply (i.e., reflect upon your answers). You may write in the back of this sheet.