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COOPERATING TEACHER HANDBOOK 2009 – 2010

www.iup.edu/teachereducation

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Teacher Education Framework

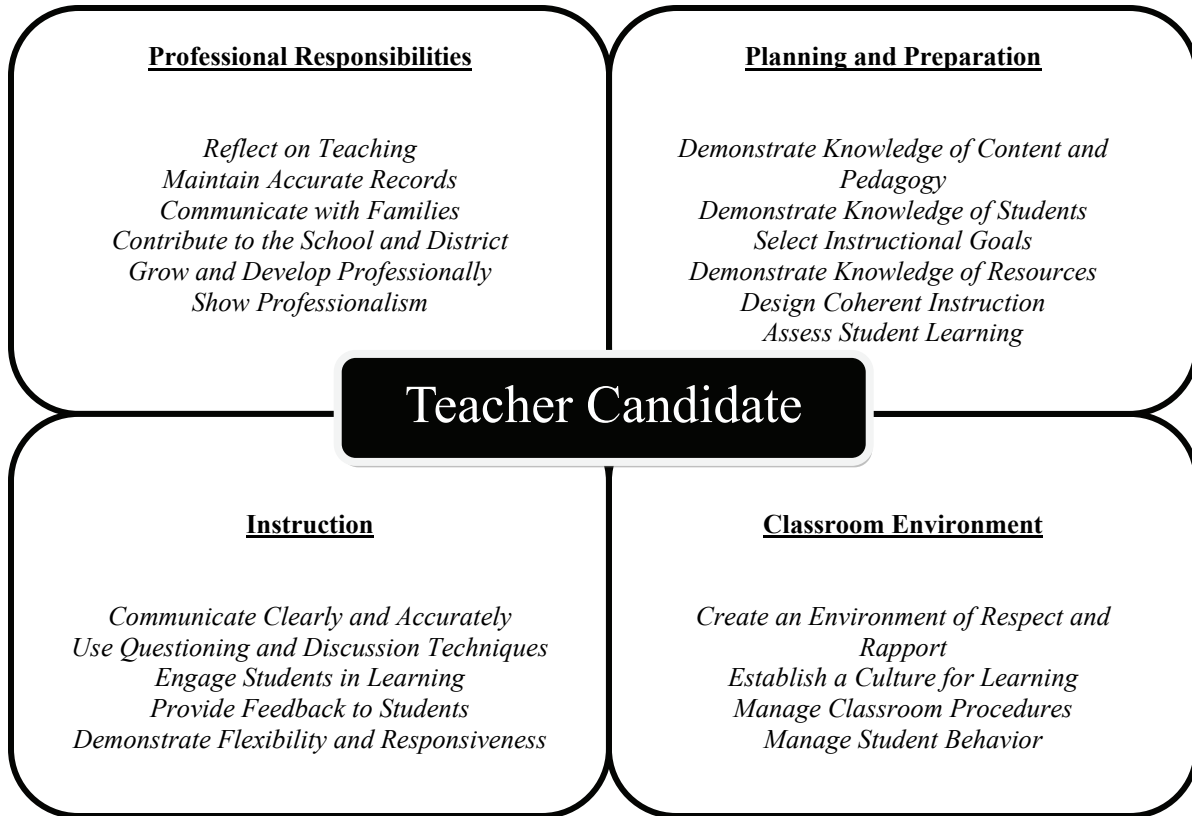


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Student Teaching - A Culminating and Integrating Experience

Modern psychological research has shown that a person is best able to influence the behavior, attitudes, and ideals of another person when they are engaged in a common task. This statement describes the crucial role that a cooperating teacher plays in the development of a student teacher. The cooperating teacher, as a positive role model, is one of the most important influences in stimulating professional growth of the teacher candidate. Student teaching is a cooperative venture, and both teacher candidate and cooperating teacher have much to share with each other.

This supervised teaching experience should be viewed as a learning opportunity. The major function of student teaching is to provide a teaching environment in which teacher candidates plan appropriate lessons, analyze student behavior and adapt teaching styles to optimize learning by all students. The integration of theory and practice should encourage student teachers to develop a philosophy of education. It encourages them to apply pedagogical principles to the science of teaching with teaching behaviors that enhance the art of teaching. Student teachers should be encouraged to develop their own ideas, apply them in an educational setting, and be reflective in evaluating their lessons. The cooperating teacher's role is one of teacher, counselor, and evaluator. The student teaching experience provides a never-ending challenge for professional excellence to the student teacher, to the cooperating teacher, and to students. The course syllabus for student teaching, EDUC 441 is located in Appendix F. However, this Handbook is designed to elaborate on the total process of student teaching from philosophical, practical, legal and best practice frames of reference.

The Teacher preparation programs at IUP follow Charlotte Danielson's Framework for Teaching Model (1996). The IUP framework incorporates Danielson's four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. These domains make up the knowledge base necessary to become a successful educator. The INTASC (Interstate New Teacher Assessment and Support Consortium) Standards used to evaluate IUP teacher candidates have been correlated to each of these 4 domains. The faculty is committed to the collaborative efforts of preparing quality educators. Through modeling and instruction, our faculty continually combine planning and preparation, instruction, classroom environment and professional responsibilities so that our teacher candidates can see that effective teaching rests on a complete set of knowledge, skills and dispositions that are interrelated and occur not only within the four walls of a classroom but also in the world that surrounds them. Teacher candidates are encouraged to become reflective practitioners, who are committed to lifelong learning. Their competence is evidenced in their ability to demonstrate successful acquisition of the INTASC Standards. Each element of the core program knowledge base is derived from program faculty's basic beliefs about the teaching/learning process, guidance from the state, federal and accrediting body standards and is supported by a rich body of professional literature embodied in the work of Danielson.

Administration of the Program

The administration of the field experiences program at IUP is a collaborative effort between the Teacher Education Office and the administrators in the public schools. All requests for field experiences are processed by the Teacher Education Office in conjunction with the designated school district or intermediate unit contact person.

The Associate Dean for Teacher Education and the Director of Field Placement

The Associate Dean for Teacher Education has the continued responsibility to develop and maintain partnerships with schools where interaction occurs between basic education personnel and IUP personnel.

The Office of the Associate Dean for Teacher Education is the center for the coordination of the entire field experiences program. The Director of Field Placement, in cooperation with the Associate Dean, is responsible for identifying field experience locations and making the official arrangements for placing pre-student teachers and student teachers through the designated district contact person. The Associate Dean for Teacher Education approves all pre-student teaching and student teaching assignments and in collaboration with the Director of Field Placement Assistance and the departmental instructor of pre-student teaching and departmental coordinator of student teaching, determines an assignment that will maximize the candidate's achievement.

CANDIDATES MAY NOT STUDENT TEACH IN THE SCHOOL DISTRICT FROM WHICH THEY GRADUATED. A PLACEMENT IN A BUILDING OR SMALL DISTRICT WHERE AN IMMEDIATE FAMILY MEMBER IS EMPLOYED IS ALSO NOT PERMISSIBLE.

Many school districts have a policy that a pre-student teacher's request is denied when it is their home district. It is the responsibility of the Director of Field Placement in cooperation with the Associate Dean to collaborate, and perhaps intercede, with the university instructor, university supervisor, departmental coordinator and/or chairpersons, and basic education administration and faculty, when problems arise.

The Teacher Education Office is responsible for providing appropriate clinical experiences for all candidates in the teacher education program. Arrangements for observations or other kinds of experiences, including participation and research, are to be made through this office.

Basic Education Administrators

School administrators are legally responsible for the efficient operation of their schools. The superintendent of a district or director of an intermediate unit is ultimately responsible for all matters which occur in the school district or program. Student teachers are responsible to the superintendent through their cooperating teachers and building principal.

Administrators will inform student teachers of school policies and procedures by sharing any available printed materials. Handbooks or information which pertain to the accepted behavior standards or dress code should be shared with student teachers during a briefing session. Cooperating teachers may also want to review policies and procedures with the student teachers.

Initial Responsibilities of Student Teaching Candidates

Once a candidate has received a confirmed assignment, the candidate must contact the cooperating teacher for specific arrangements to observe in the classroom within two weeks of receiving placement. This allows the cooperating teacher opportunity to discuss expectations and familiarize the student teacher with the surroundings and operational procedures of the classroom and the building. The candidate should expect to spend sufficient time to observe classes as well as have a conference with the cooperating teacher.

The following process should be observed:

1. Write a **PROFESSIONAL** letter to the cooperating teacher requesting a day(s) when it would be convenient to visit the classroom.
 - Include dates that are convenient understanding that there needs to be options.
 - Include a phone number as well as a return address or self-addressed, stamped envelope.
 - Send the Student Teacher Personal Data Form to the cooperating teacher.

2. When arriving at the assigned school, make a professional impression.
 - Be professionally dressed so that the impression is positive
 - Be prompt
 - Stop at the Principal's Office to introduce yourself – this will alert the school personnel of your presence in the building. You may also need to sign in, obtain a visitor's badge, and obtain directions to your cooperating teacher's classroom. Take university ID and clearances.
3. Following a conference with the cooperating teacher, have him/her sign the Cooperating Teacher-Student Teacher Signature Form. (Appendix A)

Following the observation, the prospective student teacher is expected to do the following:

1. Return the signed Cooperating Teacher-Student Teacher Signature Form to the Teacher Education Office in 104 Stouffer Hall.
2. Submit a copy of your letter of introduction to the departmental coordinator and the Teacher Education Office.

This observation should be completed as soon as possible after receiving an approved tentative assignment but **no later than two weeks before the beginning of the semester.**

The expectation of this visitation is a minimum of one-half day or three class periods, as well as time needed by the cooperating teacher to discuss plans for the semester of student teaching.

Removal from Student Teaching

Senate Minutes, October 1992

Removal of a Student Teacher from a Student Teaching Placement:

Purpose: To establish reasons or a process for removal of a student teacher from the student teaching assignment. The first two items are consistent with ACT 34, Criminal Record Check, item 3 establishes a procedure if a student's behavior is not consistent with appropriate expectations of the school, item 4 establishes a process and assures that the student teacher learns of unsatisfactory progress as early as possible, and item 5 affirms an appeal process.

Policy: Student teachers are ultimately guests of the cooperating school districts and may be removed by district officials. A student teacher may also be removed by IUP from the student teaching assignment for any of the following reasons:

1. If indicted for a felony which is covered in the School Code and ACT 34, there shall be a removal of the student teacher from the school assignment until the matter is cleared. When the student is cleared of the indictment, the student teaching assignment will be extended to cover the time missed during student teaching.
2. If convicted of a felony, which is covered in the School Code and ACT 34, the student teacher will be withdrawn from the student teaching assignment and will forfeit the time spent during the student teaching experience.
3. If the behavior exhibited by the student teacher is not acceptable to the school district, it should be documented by the School Administrator/Principal in collaboration with the cooperating teacher and the university supervisor /coordinator and Associate Dean, Teacher Education. If after discussion with the student, improvement is evidenced, no further action will be taken by the Teacher Education Office.

4. If it is determined either by the cooperating teacher or university supervisor that the teaching competency of the student is at an unsatisfactory level, based on the teaching competencies indicated on the evaluation form, or are not in the best interest of the students, a three-way conference of cooperating teacher, university supervisor, and student will be held to discuss the concern, possible outcomes, and remedial strategies. If after consultation with the University Associate Dean, Teacher Education, the student is removed from this student teaching, this action shall be done by the Associate Dean, Teacher Education and Dean, College of Education and Educational Technology. This behavior should be documented and discussed as early in the student teaching experience as possible.
5. Decisions made under this policy may be appealed to the Dean, College of Education and Educational Technology.

Once a letter of withdrawal is received by the Associate Dean, Teacher Education, the cooperating teacher, the school administrator, and the departmental coordinator will be notified in writing. The student teacher will also receive a letter confirming the withdrawal.

Guest Host Form

As a guest in any school placement (the host) the cooperating teacher or building principal may request the removal of a student teacher from placement at any time they feel it is in the best interest of the operation of the school or the students which they serve. (Appendix F)

Observations during Student Teaching

One of the first focused experiences for the student teacher is in the role of an observer. Observation is used in preparation in many professions. Observing is a process of perceiving what is happening in the classroom - what the cooperating teacher is teaching, the teaching strategies that are being used, the responsiveness and activity of the students, as well as the sequence of the lesson.

Observing experienced teachers will help the preservice teacher gain insight into teaching styles, patterns of reinforcement, presentation of content, and interaction with students of diverse backgrounds and abilities. Perceptive listening will enable the preservice teacher to determine, to some degree, the thinking skills of the students, their verbal organizational abilities, the use of past experience to logically answer questions, or the academic abilities and preparation of the students. Observations should be shared with the cooperating teacher and university supervisor.

There are many techniques that can help the observer note ideas and happenings during an observation. Several ideas follow.

1. In a class where there is interaction among teacher and students such as a discussion of a topic or checking for understanding, divide the observations into 10 minute segments such as:
 - a. During the first 10 minutes tally the times the teacher asked a question, or the prompt came from the teacher
 - b. the next 10 minutes tally the number of times a question required a higher level answer (that is, goes beyond recall to encourage critical thinking)
 - c. the next 10 minutes, tally the times the responses related to any/all of the following: content, procedural matters such as directions, and discipline, or classroom management references.

2. Use an organized format for tallying responses e.g., a table or box-like graph. In the daily log reflect on the discussion as well as on other interactions.

This type of observation will also lead the student teacher to make other generalizations about the students, e.g., the varying ability levels of students and achievement levels in the subject area, the interest levels and personal involvement of students.

3. Script an observation. Scripting is a technique whereby there is an attempt to write down everything that is said in a classroom. For example; "Teacher: " "Student: " "Another student: " When the scripting is complete, it should look like parts in a play. Read the scripting of the class and come to some conclusions about what went on during that segment, including any questions that arise about the lesson.
4. Using a blank seating chart, concentrate on the names of the students during the classroom interactions and place names in the appropriate place on the seating chart. Anecdotal comments to help remember students' names can be included. Continue to complete the seating chart as the observation continues.
5. Anecdotal records can be a means for observing students where one child is chosen for observation. In anecdotal recording, the responses and behavior of the child are noted. Following the observation, interpretation of the child's behavior is drafted.

Required Observations During the Beginning of Student Teaching

Although the pre-service teacher has had two pre-student teaching pre-clinical courses, prior to assuming any responsibility for classroom teaching, an extended period of time is to be spent in guided observations. The time will vary according to the needs of the student teacher, the nature of the teaching situation, the expectations of the IUP department, and the experience of the student teacher. A Generic Observation Guide is included in Appendix C; however, departments may require the use of specific observation guides.

Following observations, analytical discussions between the student teacher and cooperating teacher are invaluable in establishing habits of reflection. The student teacher should be helped to identify nuances of teacher and student behavior, as well as principles of teaching and learning, in the classes that have been observed. During this one week period, student teachers should learn to know the students they will be teaching, their behavior patterns, their abilities and limitations.

A summary report of observation experiences during the initial one week period should be prepared and given to the cooperating teacher at the beginning of the second week. This report will be made available to the university supervisor during the supervisor's first or second visit.

The following are the requirements of the various departments for the observation experience:

- **Art Education:** Student teachers have two experiences, one at the elementary level and one at the secondary level. Student teachers are required to observe one week at each level before they assume responsibility for classroom teaching. Summary reports of observations are given to the cooperating teacher and the university supervisor.
- **Elementary and Early Childhood Education:** Student teachers in elementary and early childhood education are required to familiarize themselves with school policy, classroom routines and school personnel and facilities. Student teachers are expected to observe the students and cooperating teacher in the assigned classroom. Although an emphasis is placed on observing during the first

week as potential teachers, the student teacher should assist the cooperating teacher by assuming classroom responsibilities. These responsibilities will vary depending upon the student teacher's initiative, previous experience and readiness, as determined by the cooperating teacher. With the assistance of the cooperating teacher, the student teacher should arrange to observe other classrooms including the instructional support room, throughout the term.

Student teachers are expected to reflect on observations and interactions with school personnel especially the cooperating teacher. Thoughtful reflections must be recorded in a journal or personal log noting the date and the context of the interactions. The university supervisor may suggest a specific format for journal entries. Share reflections with the university supervisor during supervisory visits.

- **Health and Physical Education:** Student teachers in health and physical education are to have experience at both the elementary and secondary levels. At least one-fourth of the experience must be in teaching health. Often there is little opportunity for the teaching of health at the elementary level, making it necessary to teach one-half of the secondary level in this area. The student teacher experiences as many of the responsibilities and duties of the teacher as possible and moves progressively toward taking full responsibility for the planning and teaching of the teacher's total load. The responsibility on how quickly the student teacher proceeds is determined by the cooperating teacher, the student teacher, and the university supervisor in accordance with the student teacher's readiness to do so.
- **Music Education:** Student teachers in music education spend the first week of student teaching observing the classes and activities of their cooperating teacher and becoming familiar with facilities for music instruction. Student teachers may assist the cooperating teacher by doing various tasks such as tuning instruments, filing music, or tutoring individuals or small groups. Observations in music classes and a minimum of six observations in classes other than music are made during the semester. Reports of the observations are placed in the student teacher's notebook. Experience at both the elementary and secondary levels is done.
- **Business Education:** Student teachers in business education begin their experience by observing the classes and activities of their cooperating teacher for one entire week (see details under secondary education at the end of this section). A summary report of the observation is submitted to the cooperating teacher. Student teachers assume responsibility for teaching one class after the observation period. During the fifth week, the student teacher should be teaching two classes. Shortly after mid-term, a third class will be assigned. Throughout the semester, student teachers in business education are required to make twenty observations of other teachers in secondary education. A written report of each observation will be submitted to the cooperating teacher for evaluation. The observation will be a summary of the classroom procedures observed and the insights gained as a result of the classroom visit. The observations will be returned and placed in the student's professional practicum portfolio.
- **Foreign Language Education (French, Spanish):** To the extent possible, during the semester prior to student teaching, student teachers in foreign languages should spend one entire day at their assigned student teaching sites in order to observe the students, begin to familiarize themselves with the physical facilities of the school, confer with the cooperating teacher about plans for the student teaching experience, and obtain preliminary teaching materials (text, tapes, etc). If the approval for a student teaching site is not finalized during the semester prior to student teaching, then the student teacher should try to visit the school at least a few days before student teaching begins.

Student teachers in foreign languages begin their student teaching experience by observing their cooperating teacher during the first week. During this time, they:

1. observe each class taught by their cooperating teacher;

2. assist their cooperating teacher with tasks such as taking homeroom attendance, monitoring study halls, and preparing materials;
3. familiarize themselves with the school building, facilities, and personnel;
4. begin to familiarize themselves with the students by memorizing names, taking roll, and working with students in small-group activities and/or individual tutoring; and
5. confer with the cooperating teacher regarding their preparation for the first class they will begin to teach during the second week.

Throughout the semester, student teachers in foreign languages are required to make twelve observations of other teachers in the school. To the extent possible, six of these observations should be done in foreign language classes (a variety of levels and languages) and six may be done in other content areas. Student teachers are encouraged to complete several of these observations in middle schools or junior high schools.

Prior to the beginning of the semester, student teachers are given a list of due dates for completing the observations and for submitting a written report for each. The report consists of a summary of the class procedures observed in terms of both the teacher and students. The insights gained as a result of having completed the observation should also be included. Observations should be completed over the course of the semester, as indicated by the deadlines, rather than being completed within a short period of time. This will enable the student teacher to gain more from each observation as he/she acquires new insights and obtains additional experience. Student teachers should place the written observation reports in a folder in the classroom by the designated dates. The university supervisor will pick them up at the time of each visitation. Reports will be returned to the student teacher by the end of the experience so that they may be placed in the student teaching portfolio.

- **Family and Consumer Sciences Education:** Student teachers in family and consumer sciences education spend one entire day in their assigned student teaching center prior to reporting for student teaching to observe the students, the physical facilities of the school and the department, and to confer with the cooperating teacher about plans for his/her student teaching experience. Student teachers assume responsibility for teaching one class usually during the second week. By the fourth week the student teacher should have two classes and by the sixth week possibly a third class.
- **Social Studies Education:** See Secondary Social Studies Student Teaching Handbook distributed in EDUC 455.
- **Education of Persons with Hearing Loss:** Student teachers in Education of Persons with Hearing Loss normally spend most of the first week of their first placement observing the setting in which they will be student teaching. As they are assigned specific teaching duties by their cooperating teachers, they are encouraged to use the time during which they are not teaching to continue observations of their students and others with hearing loss in various settings. In the second placement, students usually assume teaching responsibilities more quickly, but they are encouraged to use available time observing other students in various settings.
- **Education of Exceptional Persons:** Student teachers in Education of Exceptional Persons normally observe for the first full week. However, if the cooperating teacher and the student teacher feel that he/she is ready to begin some limited teaching activities during this period, he/she may do so. Students are encouraged to continue observing during times they are not teaching, including observing their students in other settings, other special education classrooms, parent conferences, and IEP meetings.
- **Speech-Language Pathology:** Student teaching in the area of Speech-Language Pathology occurs at the graduate level. Students begin each of their placements by first observing the cooperating teacher's therapy. They then start actual therapy themselves when the cooperating

teacher and the university supervisor think it is appropriate. During the semester, students are encouraged to observe other activities related to the provision of speech-language services in the schools, such as IEP and multi-disciplinary team meetings.

- **Secondary Education (other majors):** Student teachers in the various secondary fields observe their cooperating teachers in all classes and activities for a period of at least one week. Attention is focused on particular aspects and activities of the teaching-learning situation, such as motivation, strategies for engaging students in the act of learning, and student teacher summaries of what has been learned. During this period of observation, cooperating teachers usually provide student teachers with copies of unit and lesson plans to enable them to gain insight into planning. During the observation period, student teachers may assist in small activities, laboratories, or any other activity deemed suitable by the cooperating teacher.

Additional Observations during Student Teaching

In many discipline-specialty-areas, student teachers are required to make a specific number of observations in other classes, in the same subject area as well as in other subject areas and at the various grade levels. It is helpful for the student teacher to observe the students he/she teaches in different subject areas so as to enhance an understanding of them. This also enables the student teacher to observe how the students respond differently to other subjects and different teacher personalities. All observations are arranged through the cooperating teacher and/or an administrator. It is imperative that, after the initial arrangements are made by the cooperating teacher and/or administrator, that the student teacher obtains permission from the teacher to be observed well in advance of class time.

Responsibilities for the Student Teaching Program

The key personnel in the student teaching program are the departmental student teacher coordinator, the university supervisor, and the cooperating teacher.

The Departmental Student Teaching Coordinator

Student teaching placements are recommended by the coordinators in each of the discipline areas through the director of Field Placement Assistance in conjunction with the Associate Dean, Teacher Education to the contact person(s) in the school district. Recommendations for placements are based on the needs of the program matched with the strengths of the prospective student teachers.

Each department with a teacher preparation program at IUP has a designated coordinator who assists the Associate Dean and the Director of Field Placement Assistance, Teacher Education by recommending appropriate assignments. This person initially accepts and processes the applications for student teaching. This involves working with prospective student teachers, either individually or in a group session, to determine the most optimal placement for each student. Recommendations for placement are then submitted to the Teacher Education Office for processing of the requests with the contact persons in the appropriate districts.

In many instances, the departmental student teaching coordinator is responsible for teaching pre-student teaching courses and/or methods courses, thus they often know the candidates. The criteria for recommending assignments are based on quality of the teaching experience, a match of personalities (where possible), candidate request for the type of experience, or other variables inherent in the

program. The coordinator's recommendations are based on an optimal placement for both the cooperating teacher and student teacher. It is not always possible to arrange a placement that totally matches the requests of the candidates. ***Requirements for Pennsylvania certification are the primary consideration when arranging placements.***

The University Supervisor

The university supervisor is a faculty member at IUP who is assigned to supervise student teachers. The chairperson of the academic department is responsible for the assignment of faculty. Faculty who supervise student teachers are prepared in the discipline area and are qualified teachers of the discipline and/or grade level for which they are supervising.

The university supervisor generally serves the student teaching program in several ways:

- As a consultant to the center in matters pertaining to the student teaching program;
- As a liaison among the discipline-area department of the student teacher, the College of Education and Educational Technology, and the cooperating teacher;
- As the official instructor-of-record for the student teacher.

Although the Teacher Education Office provides the basic materials for the student teaching program and sends the packets to cooperating teachers at the beginning of the semester, the university supervisor may provide additional materials indicating the specific requirements for the academic-specialty area.

Once the student teacher has begun the field experience, the university supervisor will visit the center for an initial visit. The **university supervisor will also make a minimum of three additional visits (a total of four visits)**, to observe the student teacher in the classroom and to discuss the observation with the student teacher and the cooperating teacher. The university supervisor will use an appropriate observation form, and upon completion of the observation and conference with the student teacher, submit copies of the observation form to the student teacher, cooperating teacher, and Teacher Education Office for the candidate's file. A dialogue with the cooperating teacher is dependent upon many factors, but cooperating teachers should indicate to the university supervisor if they would like a more complete discussion before the university supervisor leaves the building. Any changes in the school calendar or the teaching schedule of the student teacher should be brought to the immediate attention of the university supervisor so planned observations and visits can be adjusted. The university supervisor will be able to outline the philosophy of the department as well as teaching strategies that the cooperating teacher should expect to see incorporated in the planning and executing of lessons. The university supervisor may also be able to give the cooperating teacher insight into the student teacher's background. Because of the extensive experience of most of the university supervisors, they may also be helpful in interpreting the views of both the cooperating teacher and student teacher.

At all times, the cooperating teacher should feel free to communicate with the university supervisor general feelings about and reactions to the student teaching program, particularly with regard to the overall preparation of the students for the student teaching experience.

The Cooperating Teacher

Prospective cooperating teachers are identified from recommendations by the administrator in the school district or intermediate unit. Prospective cooperating teachers are recommended in conjunction with the regulations of the district for acceptance of student teachers, but minimally the cooperating

teacher for IUP must hold Level II certification, and be teaching a subject in the certification area for a minimum of 3 years. A prospective cooperating teacher must also have taught at least one year within that district before being eligible to be a cooperating teacher.

The selection of a cooperating teacher is a mutual process, which begins with a recommendation from the administrator of the school and the acceptance by the university. It is important that the philosophy and the teaching strategies be congruent with the discipline-area pedagogy. The coordinator of the discipline-area may visit the school to talk to and/or observe the prospective cooperating teacher before a prospective cooperating teacher is selected.

Cooperating teachers who agree to share their classrooms by mentoring student teachers are a valuable resource to the IUP student teaching program. The cooperating teacher has the responsibility for providing the practical experiences for student teachers who are expected to apply the theories learned in their methods courses, to maintain a positive classroom environment by utilizing techniques of classroom management, and to plan appropriately for the developmental level of students. The cooperating teacher nurtures the novice teacher to a level of expectation or ability.

Some of the following criteria are used for the selection of cooperating teachers:

1. Personal and professional qualifications
2. Interest and willingness to mentor education majors to become effective teachers:
 - by providing time for planning, providing effective and consistent feedback, and evaluation
 - by sharing ideas
 - by making the student teacher aware of materials which are available for instruction
 - by sharing the responsibility for teaching
 - by accepting the student teacher as a team member responsible for learning
 - by helping the student teacher make the transition from college student to professional educator
3. Recommendation as an excellent teacher of students, demonstrating a command of both content and pedagogy and the ability to translate both to the student teacher.
4. An understanding of the student teacher assessment instruments and procedures.

Student teaching is designed to be a learning experience. Student teachers are students who, have experienced classroom activities in the two pre-student teaching courses, and need to continue to develop and refine skills in what and how to teach. The student teacher's role will be more professional if the student teacher is accepted as a team member and assisted in the same spirit as one would work with a new colleague. Candidates enter the student teaching assignment with considerable theoretical knowledge. Their task is to learn how to apply accepted and current educational theories in the classroom. Student teaching is the opportunity to change assumed teaching behaviors into practical, workable teaching behaviors, which culminate in student learning and achievement.

Initial Introductions

After the cooperating teacher has agreed to accept a student teacher, he/she should expect to receive a letter from the prospective student teacher which may include a Student Teacher Personal Data Form as well as a request for an appointment to observe and discuss the pending student teaching assignment. At that time, the cooperating teacher will sign the Cooperating Teacher-Student Teacher Signature Form (Appendix A) indicating the date that the candidate visited the classroom. The cooperating teacher's signature indicates final acceptance of the assignment. The prospective student

teacher will return the completed form to the Teacher Education Office in a timely manner.

Since the student teacher will be in the assignment for an extended period, cooperating teachers should encourage the student teacher to share information about his/her interests, hobbies, and special talents which may be used to enrich and supplement the curriculum. This rapport building may enhance the working relationship and allow the student teacher to express his/her talents in a manner, which is positive to the development of the student teacher, the students in the classroom, and the school. Each experience in which the student teacher participates helps the positive development of the pre-professional teacher.

Absences of the Student Teacher

A Record of Absence form for the student teacher will be included in the cooperating teachers' packet, which is mailed to each cooperating teacher at the beginning of each semester.

- The student teacher must inform the cooperating teacher and the university supervisor as soon as an absence is anticipated. This may mean an evening or early morning phone call. Personal illness and death in the family are legitimate reasons for absence. A religious holiday is a legitimate excuse but the student teacher should share this information in advance so that the cooperating teacher can plan ahead. The date and reason for each absence should be noted on the 'Record of Absence' form. Absence for job fairs or interviews should also be noted on the form. In the event of absence, the student teacher should be sure all plans, books, and materials are delivered to the school to be available to the cooperating teacher prior to the start of the instructional day.
- If a student teacher is absent more than three consecutive days due to illness, he/she must present a physician's excuse to the cooperating teacher. This medical excuse should be attached to the 'record of absence' form. This form should be filed with the final evaluation for the experience and should **be signed by the cooperating teacher, the university supervisor, and the student.**
- **Excessive absences are unacceptable. The student teacher may be expected to make up days missed or may be withdrawn from student teaching.** The decision to make-up excessive absences is a cooperative one between the university supervisor and cooperating teacher. The Teacher Education Office should be notified when more than three total absences occur. If the cooperating teacher believes there are excessive absences and desires to speak with the university supervisor before a scheduled visit, a phone call to the university supervisor or the Teacher Education Office is appropriate.
- **Snow Days and Prolonged Illness.** It may be necessary for student teachers to have their student teaching experience extended because of days missed due to prolonged illness, unexcused absences, or excessive cancellations of classes due to inclement weather or similar emergencies. Each situation is evaluated individually with recommendations forthcoming from IUP.
- Any questions about absences should be referred to the Director of Field Placement.

Absences of the Cooperating Teacher

Student teachers may teach classes in the absence of the cooperating teacher **only if a certified substitute is hired and is in full command of the classroom.** The student teacher is expected to

teach only those classes for which he/she has been assigned by the cooperating teacher, and for which he/she has prepared. Student teachers should not work with a substitute teacher for an extended period of time. If the cooperating teacher is expecting a lengthy absence, the university supervisor should be contacted. In collaboration with the Associate Dean, Teacher Education or his/her designee, a decision will be made as to an alternative placement for the student teacher. If there is a need for an alternative assignment, the cooperating teacher, and the principal and/or the district contact person will be notified.

The Beginning of the Student Teaching Experience - Orientation in the School Environment

Early in the first week of student teaching, the cooperating teacher will assist the student teacher in becoming familiar with the school. Every school district has policies and regulations regarding faculty and students. **It is imperative that the student teacher understands and follows these policies and regulations.** Orientation meetings for the student teacher are usually held by either an administrator or a cooperating teacher. Many school districts have handbooks that will be important for the student teacher to read in order to adhere to school policies. If there is no available handbook, the cooperating teacher should give the student teacher information relative to pupil guidance, library facilities, discipline practices, fire drills, civil defense, dress code, arrival and departure times, and overall presence in the school.

The **student teacher is a newcomer** to the building and to the policies of the school district. During the first few days the **student teacher needs to be made aware of the following:**

- The facilities and supplies which are available to him/her. The designation of a desk or table where the student teacher can organize materials is very important. If there are expectations as to how that space is to be maintained, it is best to discuss it at this time. The student teacher will need to know the appropriate place to keep outdoor wear and personal effects.
- Orientation to the facilities of the school which are accessible to the student teacher, the main office, the names of key personnel/staff, principal, and custodians. Student teachers should be informed of the guidelines for the use of the teachers' lounge and the library.
- The policies of the school and the district.

The principal is responsible for the building and all that occurs in it. In many instances, there is also an assistant or vice principal who may be charged with the day-to-day issues. Student teachers should take an early opportunity to meet these key people.

The cooperating teacher is responsible for all activities to which he/she has been assigned in the school district. The student teacher must be ever mindful that the cooperating teacher is fully responsible for his/her classroom and the instruction to meet the requirements of the approved curriculum of the school district. The student teacher is responsible, through the cooperating teacher, for supervising students and student activities throughout the school.

Preparation for classes both in planning an appropriate lesson as well as collecting materials to teach the lesson should be done after the conclusion of the school day. Student teachers are responsible for creating a room environment which enhances and extends the content being taught. The respect of the students is gained by having a student teacher who is well-prepared for teaching interesting lessons that will meet the learning styles of students, well-organized with logical lesson plans; enthusiastic about what he/she is teaching; is consistent in behavior management; maintains a classroom presence while teaching; and is a responsive teacher when students have problems. Although the cooperating teacher has responsibility for the classroom, it must be assumed that both the teacher and the student teacher are jointly responsible for the learning activities and behavior of the students.

The student teacher at the secondary level will be teaching students who are very close to their age. This creates potential challenges.. Students easily form emotional attachments and the student teacher must be conscious of his/her behavior which may contribute to this occurrence. In no instance should a student teacher fraternize with a student. Student teachers should maintain a friendly but firm pupil-teacher relationship and treat students equally and fairly. Student teachers must be aware that, at all times, they **represent a teacher**, and **not a friend** to students both at the elementary and secondary levels. This may involve both in school and out of school situations. The cooperating teacher will be able to advise the student teacher as to the best strategies for developing "teacher-distance" so that students respect the student teacher as a professional and not as a friend or buddy.

Student teachers should not share personal contact information, engage in e-mail, telephone, social network, or electronic communication of any type. Student teachers interactions with students are guided by and failure to comply with this may result in termination of the student teaching placement.

It is desirable for student teachers to participate in extra-curricular activities in the school district where they are assigned. These activities constitute a part of the educational program of the school and should be given the same careful preparation demanded by classroom responsibilities. The student teacher shares the same obligation to the students and the school district as the cooperating teacher. Student teachers are expected to attend in-service programs unless excused by the university supervisor and cooperating teacher.

The First Conference

The first conference that the cooperating teacher holds with the student teacher should be one in which the cooperating teacher shares his/her experience in working with the school and the students. These topics might include the following:

- Philosophy of the school and the cooperating teacher
- Appropriate teaching strategies for the subject area or the type of students
- Selection and use of appropriate illustrative materials and the procedures for obtaining those
- which are available at the school
- Appraisal of individual differences
- Routine responsibilities to be assumed
- Schedule of classes and a projection of classes for which the student teacher will be responsible
- Procedures for evaluation of students' work and probable strategies for corrective measures
- Anticipated evaluation procedures for the student teacher's progress
- Acceptable behavior management strategies

Range of Expected Experiences for the Student Teacher

The experiences and abilities of student teachers vary considerably. Teaching assignments should: facilitate maximum growth, build upon the strengths of the student teacher, and diminish the weaknesses.

For candidates in some secondary education areas, teaching two classes may constitute a normal class load to be achieved and maintained throughout the semester. However, the student teacher should begin with one class and have the second class added when the cooperating teacher determines that the student teacher is capable to teach and manage the first class. The student teacher's assigned classes may be changed periodically so that he/she gains more experience and is able to adjust to varied class sizes, abilities, and personalities. If a student teacher is successful, he/she may benefit from teaching classes of other sections or subjects. Near the end of the semester, as success and confidence are

evident, student teachers should be assigned to teach the cooperating teacher's entire schedule for a period of time, but not to exceed one week unless done in consultation with the university supervisor. **The student teacher is not expected to replace the cooperating teacher from any of his/her assigned duties.**

Student teachers in elementary and early childhood education will assume responsibility commensurate with ability, and will probably begin by teaching one class. A student teacher should maintain a reasonable schedule that will challenge him/her and be developed so that the student teacher is able to experience teaching all subjects for which the cooperating teacher is responsible.

Candidates in health and physical education, music, art, special education, and hearing loss have two student teaching assignments during the semester. Gradual initiation into each assignment is essential to ensure a successful experience at each level. An expected teaching schedule of at least two classes should be maintained. However, the student teacher should begin with one class and have the second class added when the cooperating teacher determines that the first class is being managed satisfactorily. Assignments for teaching specific classes may change to different subjects or class periods so that the student teacher experiences different class sizes, diverse abilities, and personalities. It is expected that during the semester/quarter that the student teacher has an extensive experience with each subject/class for which the cooperating teacher is responsible. **Near the end of the experience,** as success and confidence are evident, **the student teacher may teach the assigned cooperating teacher's entire schedule for up to one week** so that the cooperating teacher may critique the student teacher's ability to maintain all aspects of a teaching schedule.

It is important for student teachers to experience the variety of responsibilities of the professional teacher. Under the guidance of the cooperating teacher and university supervisor, candidates should be given opportunities to develop confidence in various aspects of the complex act of teaching. It is important that the novice teacher, who must have time for adequate preparation, is not overloaded with experiences that will detract from quality teaching. It is important that the desired outcome focuses on the **quality** of the work, **not quantity of the experiences.** All student teachers should have, in addition to their class schedules, other supervised experiences which may include assignments to the library, holiday programs, school publications, sports activities, school-community functions, inservice programs or other scheduled events. With the supervision of the cooperating teacher, the student teacher should have some experience with bus duty, lunchroom duty, or hall duty.

Planning for Successful Teaching

Quality education requires careful planning by teachers to assure that the educational objectives and long-range plans are accomplished. This planning includes not only daily plans or unit plans but also planning for the year. The schedule for a student teacher will need to be planned within the context of the existing curriculum.

Cooperating Teacher

If possible, establish a teaching schedule and a long-term tentative schedule when other classes will be assumed by the student teacher so that he/she might begin planning ahead. This projection of an appropriate schedule needs to be flexible, depending upon the competency development of the student teacher. The lesson plans of the student teacher need to be critiqued by the cooperating teacher **at least a day in advance** of the teaching so that the student teacher can make adjustments in his/her plans. We understand that the cooperating teacher is ultimately responsible for the teaching-learning process for all of the students.

Consistency of feedback for improvement of teaching is significant to the progress and the competency a student teacher achieves. It is important to find ways to communicate expectations and ideas to student teachers regularly. Knowing what one has done well can be as important as knowing what one needs to work on to improve.

Student Teacher

Planning for each class is an intensive and extensive activity. Interesting lessons contain a variety of teaching strategies as well as appropriate activities. Classroom management depends on well planned, well taught lessons that include activities for the varying learning styles of the students and the enthusiasm the student teacher brings to the subject and to the classroom. Planning, especially for the novice teacher, requires a lot of time but is vital to the success of the student teaching. Planning involves unit plans and daily lesson plans as well as plans for the organization of the classroom. It is important for the student teacher, after preparing the teaching plan, to reflect on it and focus on implementation. This requires anticipating student responses both verbal and non-verbal. Attention should be given to sequencing, pacing organization of materials and allowance for adjustments that may need to be made while teaching. These plans should be submitted well in advance of teaching as specified by the cooperating teacher.

Lesson Plans

No student teacher is permitted to teach a class without a lesson plan that has been reviewed by the cooperating teacher. Daily lesson plans are not isolated entities, but parts of the whole. Student teachers are expected to write lesson plans for each lesson for which they are responsible. The cooperating teacher will critique each plan, and the university supervisor will often review plans to determine whether there continues to be a match between theory and practice. Departments differ in expectations for lesson plans both in structure and content. Additionally, some departments may require that plans be typewritten. Student teachers will follow the procedures as established by the department.

Objectives

There is almost universal agreement that these should be written in behavioral terms - what is expected that the student will learn as a result of this class. Usually these have several facets to be included: what is to be learned; how it is to be learned; and how it is to be assessed. Considering the length of the class period, only a few objectives become the focus so that they can be attained by students and assessed by the student teacher.

Materials

List all materials that are needed to teach the lesson. This will help the student teacher prepare materials necessary for the lesson before beginning teaching so that the lesson can proceed without interruption. This should include all necessary materials such as paper; books; media; tools needed by the student teacher or the students; and resources which will be used in the class.

Procedures

a. Introduction

Describe the motivation, preparation, or anticipatory set. This is necessary to interest the students in the content of the lesson as well as to prepare them for what they will be learning. This step is dependent upon the philosophy of the school district and what is expected of the cooperating teacher when writing his/her lesson plans.

b. **Body of the Lesson**

This is a step by step detailed procedure of how the student teacher will present the content for the lesson and the activities or experiences that will be used to acquire the content

c. **Conclusion of the Lesson**

The summary, conclusion or closing assesses whether students have achieved the outcomes. It is important for the teacher to lead the students to thinking about the content that will be learned during the next class period. If students are to be responsible for additional assignments, it should be included in this step. It is important that this be allotted for concluding the lesson and student understanding of assignments, if given.

d. **Self-Evaluation**

The student teacher writes this section as soon as possible after the conclusion of the lesson. It is a time for self-reflection and evaluation. What was good about the lesson or the use of the variety of teaching strategies of the lesson? Did the students achieve the outcomes of the lesson, why or why not? What was needed for improvement of the lesson?

Unit Plans

Unit plans reflect a topic of content, which relates to the curriculum for the year. It permits educational outcomes to be organized around a central topic or problem and will vary in length from a few days to several weeks. In a unit plan the: long-range outcomes of the total unit are stated; subject matter is detailed; procedures or activities to achieve the outcomes are outlined in a general way; materials to be used are given; and assessment procedures to be used are stated. A tentative calendar of topics may be expected. One or more unit plans may be required by the academic-specialty-area department using a prescribed format.

Teacher Work Sample

In the fall of 2007, many programs within Teacher Education piloted a new form of documenting the progress of students during the student teachers instruction. The Teacher Work Sample Template and assessment Rubric may be found on-line at the IUP Teacher Education Website. The Teacher Work Sample is a requirement of all student teachers. Questions and concerns regarding this project should be directed to individual program coordinators.

Evaluation of the Student Teacher

Evaluation and provision for feedback is a necessary on-going component for the student teaching experience.

Self Evaluation

The student teacher should have an opportunity to observe him/herself by reviewing a videotape of a lesson taught (if this procedure does not violate district policy). The camera should be focused on the student teacher, not the students in the classroom. The purpose is for the student teacher to critique him/herself after teaching the lesson. At a convenient time, the student teacher and the cooperating teacher

can observe the lesson to give feedback. An extension of this activity is to encourage the student teacher to respond by sharing alternatives to some of the teaching behaviors that could be improved.

Observation and Evaluation by the Cooperating Teacher

The student teacher should be observed in many different classes and types of teaching situations. Since the student teacher is enrolled for a supervised teaching experience, the experience must be observed by the cooperating teacher so that the student teacher has the benefit of the cooperating teacher's wealth of background and experience regarding the process and the quality of the work related to the teaching situation. The cooperating teacher should document incidents as they occur, both supportive and corrective. Although the student teacher should experience all types of activities that occur during the day (e.g. classes, study halls, lunch periods, bus duty, clubs, extra curricular activities), student teachers may not be left alone or in sole charge of these types of activities.

Cooperating teachers give regular oral feedback to student teachers. However, it is crucial that written feedback be given each week. Many of the discipline-area departments have observation sheets that can be used by the cooperating teacher. The university supervisor will be able to share a copy, thereby making the form for the formal observations consistent with the observation form used by the university supervisor. Regardless of the format used for the formal observation, it is important for the student teacher to have a written record to which he/she can refer.

Conferences

Conferences serve as the primary means of communication between the cooperating teacher, the university supervisor, and the student teacher. If these conferences are to be meaningful, it is important that all participants take an active role. The student teacher should feel free to raise questions and offer opinions or appropriate suggestions that have been carefully considered. The conference setting can be two-way (between cooperating teacher and student teacher, or university supervisor and student teacher) or three-way (between cooperating teacher, university supervisor, and student teacher).

The most frequent conferences will be those between the cooperating teacher and the student teacher (discussing lessons), with the cooperating teacher providing feedback. Informal feedback sessions might be held during the cooperating teacher's free period, at the end of the day, or at a mutually convenient time. A formal written evaluation should be conducted at least once a week to review not only the lessons taught that day but a review of strengths and needed improvements so that the student teacher can plan to use these suggestions in future lessons. Consistent feedback which is both supportive and corrective is valuable in the development of the student teacher. The student teacher should be afforded the type of feedback session that faculty would expect: a quiet meeting place with freedom from interruption, a scheduled time with a few specific topics which will strengthen and improve the teaching competency of the student teacher, and specific suggestions supported by specific recommendations for change.

In conference discussions, both the cooperating teacher and the student teacher should be forthright and honest. It is important that the student teacher be self-reflective, thinking about his/her lessons noting the positive aspects of the lessons as well as the corrective aspects. The student teacher should be encouraged to reflect on the lesson of the day and to share that self-reflection before the cooperating teacher shares his/her comments. It is important that the student teacher be permitted to ask questions throughout the conference.

The University Supervisor and the Student Teacher

Following an observation the university supervisor has a conference with the student teacher for feedback.

This includes both supportive and corrective feedback so that the observation extends and/or reinforces the observations of the cooperating teacher. The student teacher should feel free to discuss with the university supervisor the student teaching experience as well as seek information relative to the department or the university.

The Cooperating Teacher, University Supervisor, and Student Teacher Three-Way Conference

Both the cooperating teacher and the university supervisor may meet with the student teacher at various times in the semester. The purpose of this type of conference is to exchange information or to review the evaluations, either mid-term or final evaluation, or both. IUP's grading scale is A to F. **The grade should be decided cooperatively between the cooperating teacher and the university supervisor.** The criteria for determining the grade is included in the next section.

Mid-Term Evaluations

An evaluation takes place during the mid-term of the assignment using the PDE Form 430. This is the responsibility of the **university supervisor**. Where student teachers are assigned for a quarter, e.g., art, health and physical education, home economics, hearing loss, special education, and music, it is advisable to conduct an informal evaluation about the fourth week of the experience. This is to assist the student teacher in being reflective as well as understanding what is expected in order to reach optimal success by the end of the quarter. This informal evaluation is to be shared with the university supervisor and student but **not** mailed to the university. For those candidates who have a semester assignment, the mid-term evaluation will take place about the seventh week of the experience using the PDE Form 430. This evaluation should contain a tentative grade and specific suggestions for improvement so that optimal success can be achieved by the end of the semester. This evaluation is to be completed and signed by the cooperating teacher, the university supervisor, and the student teacher during a three-way conference. The student teacher should be encouraged to reflect on his/her performance. A copy is to be sent to the Teacher Education Office where it will be placed in the student teacher's file. The evaluation is composed of three parts: Part I, a checklist of generic and specific competencies; Part II, a checklist of departmental competencies, and Part III, a page for narrative evaluative statements. After the checklist is completed, the student teacher should reflect on the competency sheets and the performance indicators for each of the competencies.

Final Evaluations

A final evaluation conference should be scheduled with the student teacher to review Part I, Part II and Part III of the IUP Evaluation Form. The purpose of this conference is to thoroughly review and explain the ratings as well as share strengths and suggestions for improvement. A student teacher should include a personal evaluation of his/her performance on the signed evaluation form and PDE Form 430. The signature indicates that the student teacher has read, and has had an opportunity to discuss the evaluation. The university supervisor will assist the cooperating teacher in the procedures for completing and reviewing the evaluation as well as how he/she desires the evaluation be submitted to IUP, e.g., some university supervisors are available for the final conference while some review the narrative evaluation and projected grade and request the conference be completed by the cooperating teacher and the entire evaluation packet be mailed to their university address so that the university supervisor can complete it. The university supervisor is responsible for distribution of the copies to the appropriate persons or office. The evaluations submitted to the Teacher Education Office are kept on file for a period of time -- usually five years. Family Educational Rights and Privacy Act (Buckley Amendment) prohibits IUP from mailing out any student observations or evaluations to any prospective employer without the written consent of the student teacher.

PDE Evaluation Form 430

In accordance with the Pennsylvania Department of Education (PDE), each student teacher must be observed and evaluated using the PDE 430 a *minimum* of 2 times during their student teaching experience—once at the midpoint and once at the end. For IUP Student teacher candidates the following options will be used:

1. For candidates doing one semester long experience in the same setting. One form will be completed at the midterm and one will be completed for the final conference.
2. For candidates in split assignments one form will be completed for the final conference in each placement.
3. For candidates doing a partial experience abroad or in some other type of atypical setting, both forms will be completed prior to that second placement.

The PDE has determined that these forms shall be completed and signed by the university supervisor and the student teacher. Additional forms may be completed at the request of either party.

All completed PDE 430 Forms are considered to be formative with the exception of the final form. That form is a summative evaluation of the total experience. A satisfactory rating of a minimum of (1) in each of the 4 categories on the form must be achieved in order to achieve a passing score. The certifying officer at IUP will verify that each candidate has achieved this rating as a part of the certification process.

Grades

The narrative section of the Student Teaching Evaluation includes both the cooperating teacher's grade as well as the grade given by the university supervisor. Continual and consistent communication between the cooperating teacher and the university supervisor should eliminate disagreements in most cases. If there is a disagreement about the final grade, the grade that is given by the university supervisor, as the instructor-of-record, will appear on the transcript.

Determination of Letter Grades for Student Teaching

A Evaluation should be an ongoing process for the growth and development of the student teacher. This responsibility is shared by the cooperating teacher, the university supervisor, and the student teacher. Evaluation focuses on identifying areas of strength and weakness and suggesting strategies and techniques for more effective teaching. The student teacher is then able to capitalize on strengths while eliminating the weaknesses. Goals need to be set and specific objectives established to enable the student teacher to have optimal development.

B

C Grading is the culmination of the evaluation process. A judgment is made concerning the degree to which a student has met specified goals and objectives, and the degree of attainment of both the generic and teaching field competencies. Although a grade for the experience is important, it is not the only indicator of the student's ability to teach, but grades do give a general indication of the quality of the student's performance. In assigning a grade, the following statements may be helpful:

D

- A. Represents superior teaching signifying excellence. This signifies that the candidate exhibits teaching competencies in a continuous and spontaneous manner. Student teachers who are rated **A** have achieved a "higher level" of competency. These students can be expected to develop into outstanding teachers.
- B. Represents good teaching. A student teacher receiving a **B** has achieved a "moderate level" of competency. The candidate should be expected to maintain that level of performance and perhaps even approach excellence as he/she gains experience and is mentored to facilitate continued growth.
- C. Represents minimally acceptable teaching. A student teacher rated a **C** has achieved a "low level" of competency. The student teacher is eligible for certification but may not carry a recommendation of professional competence. In a competitive market, the student may find it difficult to obtain a teaching position.
- D. Represents inadequate teaching skills indicated by not achieving the majority of competencies listed on the evaluation form. The student teacher **WILL NOT** be certified.
- E. Represents failure. No credit will be given.

The cooperating teacher should work closely with the university supervisor before deciding on a final grade for the student teacher. The university supervisor is the instructor of record and has worked with student teachers in many different settings and classroom situations -- together a mutually agreeable, objective assessment of the performance can be achieved. It is statistically unlikely and unrealistic to expect that all students will meet the competency level to receive an "A" grade. A grade of "B" is quite frequently indicated. Grades of "C" and "D" occur much less frequently. Grades must honestly and professionally reflect the competency attainment of the student teacher. Cooperating teachers should discuss their assessment of student work prior to sharing their letter grade recommendations. The letter grade is just one measure of the student's ability. Equally important to the evaluation process is the checklist of competency attainment on the evaluation form as well as the written comments, which afford the opportunity to indicate specific strengths, weaknesses, and potential of the prospective teacher.

Checklist for Cooperating Teachers

1. For discipline-area departments that require a period of observation, request that the student teacher submit the first week summary observation report no later than Friday during the second week. After reading the report for accurate perceptions and assumptions of the classroom and teaching strategies, submit the observation report to the university supervisor.
2. Critique lesson plans of the student teacher prior to the teaching of the lesson(s).
3. Complete observations and provide feedback to the student teacher. This can be done daily as anecdotal incidents are written in a notebook. Have the student teacher initial the written observations indicating he/she has read them. Encourage the student teacher to ask questions to aid improvement of teaching. It is important for the development of the student teacher that a **more formal** written evaluation be conducted each week.
4. Communicate with the university supervisor.
5. Complete a mid-term evaluation in collaboration with the university supervisor. Encourage the student teacher to be reflective in completing the appropriate narrative section. Assign a **recommended** grade.
6. Discuss with the university supervisor how the mid-term and final evaluations are to be transmitted to the Teacher Education Office for placement in the student's folder. In specialty areas, this procedure varies.

7. Complete the final evaluation in collaboration with the university supervisor who will determine how the completed evaluations are to be submitted. The absentee record is to be included with the final evaluation.

Checklist for University Supervisors

1. **Make initial introductory visit** to student teacher during first or second week of the experience. Briefly outline expectations to both the student teacher and cooperating teacher.
2. **Make a minimum of three additional visits**, at which time formal written observations should be made of the student teacher. Post observation conferences should be held with the student teacher at this time. Discussions should be held with the cooperating teacher regarding his/her perceptions of the student teacher's progress.
3. For student teachers in art, music, health, physical education, home economics, special education and hearing impaired, where two separate placements are made per semester (one each quarter), the requirements for observation and mid-term evaluation may need to be modified.
4. In collaboration with the cooperating teacher **complete a mid-term evaluation** and assign a recommended grade and complete PDE Form 430.
5. Forward all mid-term evaluation materials to the Teacher Education Office (104 Stouffer Hall).
6. Turn in a copy of all supervisor observation sheets for each student teacher to the Teacher Education Office (104 Stouffer Hall) as they are completed throughout the semester.
7. **Conduct three-way conferences** with the cooperating teacher and student teacher to clarify expectations and **seek to resolve conflicts**.
8. **Monitor student teacher attendance** through the Record of Absence. As appropriate, make recommendations for extending the student teaching experience.
9. **Monitor the student teacher's teaching load and responsibilities** through the student teacher schedule card (distributed to students through the Teacher Education Office) and discussions with the cooperating teacher.
10. **Complete a final evaluation** of the student teacher in collaboration with the cooperating teacher and **assign a final grade** (where agreement of a final grade cannot be achieved with the cooperating teacher, the university supervisor has the final word as the instructor of record).

Ethical Obligations

It is vital that student teachers understand ethical obligations relating to the students, the school district, the university, and the profession. In addition to learning the art and skill of teaching, student teachers must learn and observe professional ethics. Teachers' conduct must be above reproach at **ALL TIMES** if they are to successfully act as a positive role model for students. The Pennsylvania Code of Professional Conduct governs our practices

Student teachers should be guided by the following ethical obligations:

The student teacher:

- is a professional guest of the school and must act accordingly
- does not criticize school personnel or community in any conversations
- knows and enforces school regulations
- avoids participating in any school politics, professional negotiations or strife/strikes of any kind

(When in doubt about any circumstance, the cooperating teacher should be consulted.)

Strike or Strife in the District

In the event that the school schedule is interrupted because of strife/strike, student teachers should immediately notify the Teacher Education Office (104 Stouffer Hall – 724 - 357 – 2485) and the university supervisor or department coordinator. **Student teachers will remain neutral and be excused from student teaching until the problem has been resolved and the school is resumed on a normal basis.** Although teaching in the school under the guidance of a cooperating teacher, student teachers are not professional employees concerned about operational policies and practices. If necessary due to the length of the strife/strike, the student teacher may be reassigned. The Teacher Education Office will guide these decisions and communicate with all parties.

Relating to the Classroom

The student teacher:

- exudes an acceptable, professional appearance at all times by following the dress code as established by the school district whether it pertains to students or teachers. Professional appearance is an asset to the novice teacher.
- uses appropriate language which reflects an educated person. Abusive, inappropriate, sexually and/or suggestive language is forbidden.
- is on time, even early, for all commitments and remains in school until all school obligations are met.
- keeps in strictest confidence any information about students and colleagues. Student teachers must observe professional ethics when there is a need to discuss students' problems with parents and other teachers.
- returns all materials and equipment promptly so that other faculty can have access to equipment and materials as needed.

Relating to the Cooperating Teacher

The student teacher:

- Obtains approval from the cooperating teacher before imposing any disciplinary measures with students unless the infraction and resulting action has been discussed with the cooperating teacher beforehand.
- Notifies the cooperating teacher in a timely manner if absence from school is necessary and long before the school day is to begin. Personal illness and death in the immediate family are legitimate reasons for absence; teacher should share this information in advance so that the cooperating teacher can plan ahead.
- Makes arrangements for classroom observations of other teachers with the approval and through

the cooperating teacher. It may be the policy of the school that arrangements to observe other teachers be cleared by the principal. The student teacher is responsible, once the approval of teachers has been given, to arrange specific time for the observation with the teacher who is to be observed.

- Maintains a rapport and trust relationship with the cooperating teacher which the student teacher does not violate by discussing classroom events with others.

Relating to the Students

The student teacher:

- **Does not fraternize** with the students in school or out of school.
- **Does not touch** students especially students of the opposite sex.
The comforting or reassuring touch may be misinterpreted.
- **Does not become** involved in any dual relationship with school personnel.

APPENDIX A

Cooperating Teacher-Student Teacher
Signature Form



Indiana University of Pennsylvania

COLLEGE OF EDUCATION AND EDUCATIONAL TECHNOLOGY

Office of Teacher Education
1175 Maple Street, Room 104
Indiana, PA 15705
724-357-2485 Fax: 724-357-3294

SUBJECT: Cooperating Teacher-Student Teacher Interview
TO: Cooperating Teacher
**FROM: Keith Dils, Associate Dean
Teacher Education**

The last step in the process of finalizing the student teaching placement is for the prospective student teacher to set up an interview with the cooperating teacher. The purpose of the conference is to become acquainted with each other and to determine whether the placement will be a satisfactory one. It also enables you to discuss with the student teacher what they will be teaching, as well as giving them any books or materials they will need to prepare themselves for the first weeks of teaching.

If, as a result of the interview, you have any concerns about the placement, please contact the Teacher Education Office at (724) 357-2485.

If the assignment meets with your approval, please sign on the appropriate line and return the letter in the enclosed envelope.

We appreciate your willingness to work with IUP students and look forward to working with you during the Fall/Spring Semester.

Student Teacher (please print)

Student Teacher (signature)

Cooperating Teacher (please print)

Cooperating Teacher (signature)

Date

Please return this form to:
Teacher Education Office
104 Stouffer Hall
This will become part of your permanent file.

APPENDIX B

OBSERVATION GUIDE



Indiana University of Pennsylvania

COLLEGE OF EDUCATION AND EDUCATIONAL TECHNOLOGY

Office of Teacher Education
1175 Maple Street, Room 104
Indiana, PA 15705
724-357-2485 Fax: 724-357-3294

Observation Guide

Date: _____ Class Observed: _____

1. How did the teacher begin the lesson?

a. Arouse the student's interest?

b. Relate to previous learning?

2. How did the teacher make the purpose and relevance of the lesson apparent?

3. What procedures were incorporated into the body of the lesson?

a. Lecture _____

b. Discussion _____

c. Audiovisual presentation _____

d. Demonstration _____

e. Student research _____

f. Small group work _____

3. What materials were used in the course of the lesson?

a. Textbooks _____

b. Supplementary books _____

c. Audio _____

d. Video _____

e. Television _____

f. Concrete objects _____

g. Illustrations _____

h. Models _____

i. Computers/Software _____

j. Other (Specify) _____

5. On what was the textbook lesson based?

Did the teacher show a broad knowledge of the subject area?

Were resources beyond the textbook used?

Did he/she relate the subject matter to other content the students had studied, to current events, or to student's personal needs?

If so, how was this accomplished?

6. What provisions and/or accommodations were made for individual differences?

a. Student/Teacher Conferences _____

b. Small Group Work _____

c. Individual Assignments _____

d. Differentiated Reading Materials _____

e. Other (Specify) _____

7. What classroom management techniques did the teacher use?

a. Light Flipping _____

b. Penalty Points _____

c. Deprivation of Privileges _____

d. Student Self-Management _____

e. Other (Specify) _____

8. How did the teacher's personal qualities help advance the lesson?

a. Dressed appropriately, so that appearance did not distract from the subject matter _____

b. Displayed no distracting mannerisms _____

c. Used correct grammar _____

d. Used appropriate voice volume and pitch _____

e. Evidence of enthusiasm _____

f. Displayed genuine interest in students _____

9. How did the teacher end the lesson?

a. Summarized the day's learning _____

b. Assigned homework? If so, specify the kind of assignment _____

c. Was any work collected at the end of the period _____

d. Other (Specify) _____

10. What assessment techniques did the teacher use in the course of the lesson?

- a. Oral questions _____
- b. Written questions _____
- c. Observation of student's verbal responses _____
- d. Observation of student's application skills _____
- e. Quiz _____
- f. Recording results of conferences with the students _____
- g. Written work _____
- h. Other (Specify) _____

11. What components of Danielson's Framework for Teaching were observed? (Cite some specific examples.)

12. In a summary paragraph specify five techniques that were modeled that you plan to incorporate in your teaching. Indicate the value of each technique for enhancing learning.

APPENDIX C

GENERIC OUTCOMES & PERFORMANCE INDICATORS



Indiana University of Pennsylvania

COLLEGE OF EDUCATION AND EDUCATIONAL TECHNOLOGY

Office of Teacher Education
1175 Maple Street, Room 104
Indiana, PA 15705
724-357-2485 Fax: 724-357-3294

Generic Student Teaching Competencies and Performance Indicators (2-24-02)

Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
- The teacher understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.
- The teacher can relate his/her disciplinary knowledge to other subject areas.

Dispositions

- The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.
- The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.
- The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.
- The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

Skills

- The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students' prior understandings.
- The teacher can represent and use differing viewpoints, theories, "ways of knowing" and methods of inquiry in his/her teaching of subject matter concepts.
- The teacher can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
- The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
- The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.
- The teacher can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Knowledge

- The teacher understands how learning occurs--how students construct knowledge, acquire skills, and develop habits of mind--and knows how to use instructional strategies that promote student learning.
- The teacher understands that students' physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions.
- The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

Dispositions

- The teacher appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to helping the learner develop self-confidence and competence.
- The teacher is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.

Skills

- The teacher assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.
- The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.
- The teacher accesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Knowledge

- The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as the basis for growth.
- The teacher knows about areas of exceptionality in learning--including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.
- The teacher knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.
- The teacher understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.
- The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

Dispositions

- The teacher believes that all children can learn at high levels and persists in helping all children achieve success.
- The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."
- The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.
- The teacher is sensitive to community and cultural norms.
- The teacher makes students feel valued for their potential as people, and helps them learn to value each other.

Skills

- The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.
- The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.
- The teacher makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, and communication and response modes) for individual students who have particular learning differences or needs.
- The teacher can identify when and how to access appropriate services or resources to meet exceptional learning needs.
- The teacher seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).
- The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.
- The teacher creates a learning community in which individual differences are respected.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Knowledge

- The teacher understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated.
- The teacher understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).
- The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

Dispositions

- The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.
- The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

Skills

- The teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests).
- The teacher uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help student assume responsibility for identifying and using learning resources.
- The teacher constantly monitors and adjusts strategies in response to learner feedback.
- The teacher varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.
- The teacher develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

- The teacher can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.
- The teacher understands how social groups function and influence people, and how people influence groups.
- The teacher knows how to help people work productively and cooperatively with each other in complex social settings.
- The teacher understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.
- The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated.

Dispositions

- The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as whole.
- The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.
- The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- The teacher recognizes the value of intrinsic motivation to students' life-long growth and learning.
- The teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

Skills

- The teacher creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.
- The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal

interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.

- The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.
- The teacher maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.
- The teacher helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.
- The teacher analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.
- The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Knowledge

- The teacher understands communication theory, language development, and the role of language in learning.
- The teacher understands how cultural and gender differences can affect communication in the classroom.
- The teacher recognizes the importance of nonverbal as well as verbal communication.
- The teacher knows about and can use effective verbal, nonverbal, and media communication techniques.

Dispositions

- The teacher recognizes the power of language for fostering self-expression, identity development, and learning.
- The teacher values many ways in which people seek to communicate and encourages many modes of communication in the classroom.
- The teacher is a thoughtful and responsive listener.
- The teacher appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

Skills

- The teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).
- The teacher supports and expands learner expression in speaking, writing, and other media.
- The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.
- The teacher communicates in ways that demonstrate sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).
- The teacher knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.

Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

- The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.
- The teacher knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences.
- The teacher knows when and how to adjust plans based on student responses and other contingencies.

Dispositions

- The teacher values both long term and short term planning.
- The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.
- The teacher values planning as a collegial activity.

Skills

- As an individual and a member of a team, the teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).
- The teacher plans for learning opportunities that recognize and address variation in learning styles and performance modes.
- The teacher creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.
- The teacher creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.
- The teacher responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Knowledge

- The teacher understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.
- The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.
- The teacher understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.

Dispositions

- The teacher values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.

- The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.

Skills

- The teacher appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.
- The teacher solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.
- The teacher uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
- The teacher evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.
- The teacher monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.
- The teacher maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Knowledge

- The teacher understands methods of inquiry that provide him/her with a variety of self-assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.
- The teacher is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, and professional development activities).

Dispositions

- The teacher values critical thinking and self-directed learning as habits of mind.
- **The teacher is committed to reflection, assessment, and learning as an ongoing process.**
- The teacher is willing to give and receive help.
- The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.
- The teacher recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

Skills

- The teacher uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.
- The teacher seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.
- The teacher draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Knowledge

- The teacher understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which s/he works.
- The teacher understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning.
- The teacher understands and implements laws related to students' rights and teacher responsibilities (e.g. for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).

Dispositions

- The teacher values and appreciates the importance of all aspects of a child's experience.
- The teacher is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.
- The teacher is willing to consult with other adults regarding the education and well-being of his/her students.
- The teacher respects the privacy of students and confidentiality of information.
- The teacher is willing to work with other professionals to improve the overall learning environment for students.

Skills

- The teacher participates in collegial activities designed to make the entire school a productive learning environment.
- The teacher makes links with the learners' other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.
- The teacher can identify and use community resources to foster student learning.
- The teacher establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well being.
- The teacher talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.
- The teacher acts as an advocate for students.

APPENDIX D

EVALUATION OF THE STUDENT TEACHER



Indiana University of Pennsylvania

COLLEGE OF EDUCATION AND EDUCATIONAL TECHNOLOGY

Office of Teacher Education
1175 Maple Street, Room 104
Indiana, PA 15705
724-357-2485 Fax: 724-357-3294

EVALUATION OF THE STUDENT TEACHER

Evaluation should be an ongoing process for the growth and development of the student teacher. The Cooperating Teacher, the University Supervisor and the Student Teacher share this responsibility. Evaluation focuses on identifying areas of strength and weakness and suggesting strategies and techniques for more effective teaching. The student teacher is then able to capitalize on strengths while eliminating the weaknesses. Goals need to be set and specific objectives established to enable the student teacher to have optimal development.

Grading is the culmination of the evaluation process. A judgment is made concerning the degree to which a student has met specified goals and objectives and the degree of attainment of both the generic and teaching field competencies. Although a grade for the experience is important, it is not the only indicator of the student's ability to teach but grades do give a general indication of the quality of the student's achievement.

In assigning a grade, the following statements may be helpful:

A - Represents superior teaching signifying excellence. This signifies that the candidate exhibits teaching competencies in a continuous and spontaneous manner. Student teachers who are rated **A** have achieved a "higher level" of competency. These students can be expected to develop into outstanding teachers.

B - Represents good teaching. A student teacher receiving a **B** has achieved a "moderate level" of competency. The candidate should be expected to maintain that level of performance and perhaps even approach excellence as he/she gains experience and is mentored to facilitate continued growth.

C - Represents minimally acceptable teaching. A student teacher rated a **C** has achieved a "low level" of competency. The student teacher is eligible for certification but may not carry a recommendation of professional competence. In a competitive market, the candidate may find it difficult to obtain a teaching position.

D - Represents inadequate teaching skills indicated by not achieving the majority of competencies listed on the evaluation form. The student teacher WILL NOT be certified but will be able to graduate from IUP without certification.

E - Represents failure. No credit will be given.

Please work closely with the University Supervisor before deciding on a final grade for your student teacher. Your University Supervisor is the instructor of record and has worked with student teachers in many different settings and classroom situations -- **together a mutually agreeable, objective assessment of the performance can be achieved**. It is statistically unlikely and unrealistic to expect that all candidates will meet the competency level to receive an "A" grade. A grade of "B" is quite frequently indicated. Grades of "C" and "D" occur much less frequently. Grades must honestly and professionally reflect the competency attainment of the student teacher.

The letter grade is just one measure of the candidate's ability. Equally important to the evaluation process is the checklist of competency attainment on the evaluation form as well as the written comments which afford the opportunity to indicate specific strengths, weaknesses, and potential of the prospective teacher.

The evaluation form and performance indicators for both the Minimal Generic Teacher Education Competencies (green sheet) and the Minimal Teaching Field Competencies (yellow sheet) will assist you in your evaluation process. Work closely with your student teacher to develop the competencies and with your University Supervisor to evaluate the competencies.

MID-TERM EVALUATIONS

An evaluation takes place during the mid-term of the assignment using the PDE Form 430. Where student teachers are assigned for a quarter, e.g., art, health and physical education, home economics, hearing loss, special education, and music, it is advisable to conduct an informal evaluation about the fourth week of the experience. This is to assist the student teacher in being reflective as well as understanding what is expected in order to reach optimal success by the end of the quarter. This informal evaluation is to be shared with the university supervisor and student. For those candidates who have a semester assignment, the mid-term evaluation will take place about the seventh week of the experience using the PDE Form 430. This evaluation should contain a tentative grade and specific suggestions for improvement so that optimal success can be achieved by the end of the semester. This evaluation is to be completed and signed by the cooperating teacher, the university supervisor, and the student teacher during a three-way conference. The student teacher should be encouraged to reflect on his/her performance. A copy is to be sent to the Teacher Education Office where it will be placed in the student teacher's file. The evaluation is composed of three parts: Part I, a checklist of generic and specific competencies; Part II, a checklist of departmental competencies, and Part III, a page for narrative evaluative statements. After the checklist is completed, the student teacher should reflect on the competency sheets and the performance indicators for each of the competencies.

FINAL EVALUATIONS

A final evaluation conference should be scheduled with the student teacher to review Part I, Part II and Part III of the evaluation form. The purpose of this conference is to thoroughly review and explain the ratings as well as share strengths and suggestions for improvement. **After consultation with the university supervisor, the grade may be given to the student teacher.** A student teacher should include a personal evaluation of his/her performance on the signed evaluation form and PDE Form 430. The signature indicates that the student teacher has read, and has had an opportunity to discuss the evaluation. The university supervisor will assist the cooperating teacher in the procedures for completing and reviewing the evaluation as well as how he/she desires the evaluation be submitted to IUP, e.g., some university supervisors are available for the final conference while some review the narrative evaluation and projected grade and request the conference be completed by the cooperating teacher and the entire evaluation packet be mailed to their university address so that the university supervisor can complete it. The university supervisor is responsible for distribution of the copies to the appropriate persons or office. The evaluations submitted to the Teacher Education Office are kept on file for a period of time -- usually five years. Family Educational Rights and Privacy Act (Buckley Amendment) prohibits IUP from mailing out any student observations or evaluations to any prospective employer without the written consent of the student teacher.

APPENDIX E

EDUC 421, EDUC 431 AND / OR
EDUC 441:
STUDENT TEACHING COURSE
SYLLABUS

Course Syllabus

EDUC 421, 431 and/or 441 Student Teaching

Course Description: Experience in teaching at the elementary or secondary level; coordination and visitation by a university faculty member with daily supervision by a cooperating teacher. Efforts are made to provide opportunities for Candidates to work with students who have special needs and/or who come from diverse cultural backgrounds.

Conceptual Framework Relation

This capstone culminating experience is one that calls for the candidate with guided independence to integrate the components of the Danielson Framework-Professional Responsibilities, Planning and Preparation, Instruction, and Classroom Environment into the environment of the classroom where student teaching occurs.

Prerequisites for the Course

Candidates enrolled in student teaching have met all requirements of the first two steps of the IUP Three Step Process to Teacher Certification including:

- Admitted to the Teacher Certification Program
- Attainment of Step 2 in the IUP 3 Step Process
- Satisfactory completion of at least 91 semester hours
- Cumulative grade point average of 3.0 or higher
- Completion of liberal studies requirement courses with a "C" or better
- Completion of all required professional education courses with a minimum grade of "C" in each; these include COMM 301 or departmental equivalent, EDEX 300 or 301, EDUC 442, EDUC 242, EDUC 342, EDSP 477
- Affirmative recommendation by the student's major departmental adviser or program coordinator
- Completion of the Special Education Competency course EDEX 300/301
- Current Clearance for Act 34 and Act 151
- FBI Fingerprinting
- Liability insurance
- Negative TB Test verification

Course Outcomes

The outcomes and performance indicators listed below are the generic outcomes for all education majors. In addition to these outcomes there are separate outcomes and performance indicators for each of the 20 certification programs available at IUP.

APPENDIX F

GENERIC EVALUATION PART I AND PART III (Part II is Major Specific)



Teacher Education: Evaluation of Student Teaching

Student's Name _____ Banner ID @ _____ Date _____
 IUP Department _____ Grades Taught _____ Subjects or Program _____
 School District _____ School Building _____

Check Appropriate Blocks 1st Experience 2nd Experience Midterm Final

Based on observation of your student teacher's performance and/or examination of his/her records and other product outcomes, please assess his/her development of the following competencies as an entry level teacher. Please make heavy black marks in the squares for the rating of the competency level. Refer to the suggested list of performance indicators on the separate outcomes sheet to assist in the evaluation process. These performance indicators are not finite.

Superior (SU) — Beyond what is expected at this point in the program Needs Improvement (NI) — Less than expected at this point in the program
 Satisfactory (S) — As expected at this point in the program NOTA — No Opportunity To Assess

Minimal Generic Teacher Education Outcome

	SU	S	NI	NOTA
1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>SUMMARY - OVERALL RATING</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The original to: Teacher Education Office - 104 Stouffer Hall.

Photocopies should be provided to the following:

Student Teacher/Cooperating Teacher/University Supervisor.

Revised 03/01/04 LM



Indiana University of Pennsylvania
COLLEGE OF EDUCATION AND EDUCATIONAL TECHNOLOGY

Generic
Student Teacher Evaluation
Part III

Name:

Department:

Cooperating
Teacher:

Signature of Cooperating Teacher

Date

Recommended Grade

University
Supervisor:

Signature of University Supervisor

Date

Midterm / Final Grade

Student
Teacher:

I have had the opportunity to meet with my cooperating teacher and university supervisor to discuss this evaluation.

Signature of Student Teacher

Date

APPENDIX G

GUEST HOST FORM



Indiana University of Pennsylvania

COLLEGE OF EDUCATION AND EDUCATIONAL TECHNOLOGY

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Office of Teacher Education Student Teaching and Pre-Student Teaching

GUEST/HOST RELATIONSHIP FORM

The College of Education works with a large number of school districts each year in connection with field experiences for pre-student teaching programs and student teaching programs. In each instance, we are able to place teacher education students in a particular district because the district has invited us to place prospective teachers and has agreed to work cooperatively with us in a particular segment of the teacher education program. Consequently, both pre-student teachers and student teachers participating in field experiences activities in a school district do so as guests of the school district.

Each school district has regulations, procedures, institutional practices, and professional expectations for school district personnel, which will apply to pre-student teachers and student teachers assigned to a field experience in a school district. It is the responsibility of each pre-student teacher and student teacher to become aware of the expectations, rules and codes of conduct for teachers and student teachers.

A teacher education student enrolling in a course which requires an assignment to a field experience as a pre-student teacher and/or as a student teacher must understand that he/she will be in a school district as a guest of that district. Further, the acceptance of a pre-student teacher or student teaching assignment indicates an understanding of this guest/host relationship and an understanding that the teacher education student is expected to abide by the regulations, procedures, institutional practices, and professional expectations of the particular school district in which an assignment has been accepted.

As a teacher education student, I understand and agree to the principles governing field experiences. Further, I understand and agree that if my conduct or performance as a pre-student teacher or student teacher is not compatible with the regulations, policies, institutional practices, or professional expectations of the host school district or the university, my assignment may be terminated by the university or school district upon the request of the school district or the university.

Date: _____

Signature: _____

Please Print Name: _____

APPENDIX H

COOPERATING TEACHER
HONORARIUM FORM



Indiana University of Pennsylvania

COLLEGE OF EDUCATION AND EDUCATIONAL TECHNOLOGY

Teacher Education Office
1175 Maple Street, Room 104
Indiana, PA 15705
724-357-2485 Fax: 724-357-3294

COOPERATING TEACHER'S HONORARIUM FORM

PLEASE RETURN PROMPTLY (THIS FORM IS INTERACTIVE) YOUR STIPEND CANNOT BE PROCESSED WITHOUT THIS FORM

Check one: Fall Semester Spring Semester

Check one: Mr. Mrs. Ms. Dr.

Last Name: _____ First Name: _____ M.I. _____

SSN: _____

Home Address: _____

Home City: _____ Home State: _____ Home Zip Code: _____

Home Phone: _____ School Phone: _____

School District or Intermediate Unit: _____

School (Building): _____

School Street: _____

School City: _____ School State: _____ School Zip Code: _____

Grade: _____ Subject: _____

Teaching Experience (# of years): _____

Undergraduate Degree from: _____ Year: _____

Major: _____

Graduate Degree from: _____ Year: _____

Major: _____

IUP Cooperating Teacher Workshop since 1988: Yes No Date: _____

Name(s) of current student teachers: _____ Total number of IUP Student Teachers: _____

Signature: _____ Date: _____

Please return this form to the Office of Teacher Education at above address.

Failure to return this form by December 1st for Fall Semester and May 1st for Spring Semester will impair our ability to process your honorarium in a timely fashion.

