

Professional Studies in Education

Student Teaching Handbook



Eighth Edition

**VERIFICATION AND ACKNOWLEDGEMENT OF HAVING
PURCHASED AND READ THE
PROFESSIONAL STUDIES IN EDUCATION
HANDBOOK FOR STUDENT TEACHING**

1. This is to verify that I have read the Professional Studies in Education Handbook, Eighth Edition. Furthermore:
2. I acknowledge that I will be held responsible for all policies and requirements noted in the Professional Studies in Education Student Teaching Handbook.
3. I understand that submission of this signed form to Dr. Nicholson, Director of Field Placement in the Office of Teacher Education, is a requirement before beginning student teaching.

Name (print): _____

Signature: _____

Date: _____

Return to:
Dr. Laurie Nicholson
Director of Field Placement
104 Stouffer Hall

**Professional Studies In Education
Elementary Education and Early Childhood Education
Student Teaching Handbook Eighth Edition**

Table of Contents

Introduction	4
Philosophical Framework – Early Childhood and Elementary Education	4
Preparation, Professionalism, and Positive Thinking	6
Position on Ethics in Teacher Education	11
The Student Teaching Experience	17
Expectations of Student Teaching	18
Evaluation of Student Teaching	23
Conclusion	24
References	25
Student Teaching Contract	26
Appendix A Unit and Lesson Plan Formats	27
Appendix B Elementary Education Lesson Observation Form	52
Appendix C Early Childhood Education Lesson Observation Form	54
Appendix D Elementary Education Exit Outcomes and Performance Indicators	56
Appendix E Early Childhood Education Field Competencies and Performance Indicators	60
Appendix F Elementary Education Evaluation of Student Teaching	64
Appendix G Early Childhood Education Evaluation of Student Teaching	67
Appendix H Guidelines for Fifteen Weeks of Student Teaching	70
Appendix I Guidelines for the First Quarter of Student Teaching to be Followed by a Student Teaching Experience at the McKeever Environmental Center or Abroad	78
Appendix J Guidelines for the Second Quarter of Student Teaching After Student Teaching Experience at the McKeever Environmental Center	83

Introduction

Student teaching constitutes the culmination of your preparation to enter the teaching profession. Your immersion into the classroom reality demands that you exhibit mastery of the knowledge and skills as acquired through coursework and prior field experience. Equally important, your performance in the classroom serves to evidence the personal attributes required of high caliber professionals.

Because the Department of Professional Studies commits to preparing individuals personifying the very best of the teaching profession, you must meet the standards and high expectations accompanying exemplary teacher preparation programs. While your demonstration of the skills required to translate theory into best practice is a given—you are also expected to personify the values, work ethic, and interpersonal skills required to excel among teachers entering the profession. Our program expects you to embrace the realization that as a teacher, you do “make a difference” and you represent a critical variable in a child’s learning.

Philosophical Framework Early Childhood & Elementary Education

The belief system governing our early childhood and elementary education programs evolve from the following:

- The diversity of our student population and the basic principles underlying our society necessitate that teachers commit to ensuring equitable opportunity to learn. Further, we frame the issue of diversity in the broadest context. Specifically, issues of diversity involve a celebration of our similarities and differences such as those found in the areas of gender, socioeconomic status, family, race, religion, ethnicity, and mental and/or

physical challenges.

- There exists unquestionably a correlation between teacher expectation and student achievement. Rejecting the detrimental practice of “labeling” and championing the rights of **all** children must be the mission of educators.
- The quest for excellence in teaching is a life-long goal. As such, individuals need to engage in on-going reflection of their craft and commit to making informed judgments and modify teaching strategies accordingly. Through self-reflection and analysis, teachers better understand the “why” of the many decisions made resulting in refinement of instructional delivery.
- The most powerful learning environment is one in which students believe and live a role in the shaping of their learning community. To that end, teachers must explore avenues whereby students have opportunities to: think critically and creatively, challenge ideas and viewpoints, and express opinions. If learning is to be substantive, students need opportunities to construct knowledge in ways that are meaningful and relevant.
- Teachers must ensure alignment among curriculum, instructional practices, and assessment, and congruency with national and/or state standards. Equally critical, teachers must recognize the uniqueness of each child. While ever mindful of developmentally appropriate practices, teachers have an ethical obligation to consider approaches rooted in an understanding of individual personality, learning styles, differing rates of progression through various developmental stages, and familial influences. By embracing the challenge posed when seeking to meet individual needs in a reality of teaching many, teachers increase dramatically the likelihood that all students will

celebrate success in learning.

Preparation, Professionalism, and Positive Thinking

The implementation of the major content pedagogy bases is supported by the three Ps: Preparation, Professionalism, and Positive Thinking. These Ps are important to your success in student teaching.

Preparation for Teaching

It is very important for you to realize that many hours of preparation will be necessary for each day you spend in the classroom. Teaching is not easy. It requires extensive thought, planning, and preparation necessary for successful instruction of children. Children respond well to lessons that are interesting and meaningful. An important part of student teaching is demonstrating the ability to teach creative, exciting, and well-prepared lessons. You will need to discover new sources to increase your knowledge about the subject you will teach, prepare different levels of questions, create visuals and other materials of your own, and develop interesting activities that support your objectives.

Keep in mind that you are receiving 12 academic credits for student teaching. Think of the amount of work you would have to do to receive an A in four demanding courses on campus this semester. You will have to do the same amount of high quality work, or more, to be an excellent student teacher. Plan on working in the evenings and on weekends to prepare your lessons -- that is what excellent teachers do throughout their careers!

Professionalism in Teaching

Professionalism may mean many different things in the school setting. It is reflected in your attire and your interactions with and behavior around students, other teachers, and parents. Although school districts may vary in some of their expectations, students representing IUP are expected to present themselves in a professional manner at all times during the student teaching experience. This section of the handbook presents guidelines that will help you project the professional image and model for your students that will attract future employers rather than create barriers to success. You have devoted a great deal of time and hard work to becoming an excellent teacher. Making wise choices about your professionalism is a choice you will make that will unquestionably affect your professional future.

Professionalism in Dress and Appearance

While you are student teaching, you are a guest in the elementary school and a representative of IUP. As such, you should use good judgment in selecting clothing for the classroom. In most cases, men will be required to wear a shirt with a collar and a tie. Suit coats may not be required. Women should wear dresses, dress slacks, or skirts that are appropriate for the classroom. Clothes that are too short or revealing in any way are not appropriate choices in working in public schools. It is also generally not acceptable to come to school without socks or hose. Neatness is always advantageous.

All teacher candidates should remember that jeans and sneakers or athletic shoes are not considered to be professional attire by many school districts and will be deemed unacceptable in student teaching (unless it is the day of an outdoor field trip and your cooperating teacher has made the recommendation). Even if your school has a policy of “dress down day,” keep in mind

that you are at a point in your career where you should constantly strive to make a positive professional impression on teachers, administrators, and parents. All teacher candidates know that although many items of clothing may be perfect for some occasions, they may still be unacceptable for schools that are usually more conservative than the university setting to which you are accustomed. When in doubt about your clothing choice, it is suggested that you should err on the side of caution and select a different outfit.

In addition to clothing, professionalism in dress and appearance would also include appropriate personal grooming. Neatness is important and students are advised to strive to regularly present themselves in a neat and well-groomed way. Visible body piercing and tattoos may be a statement of your individuality and style, but it may also be considered a distraction in a classroom by many school districts. Students should keep in mind that school personnel (including your cooperating teacher and school administrators) have the right to expect you to be more conservative and remove or cover such adornments. Failure to do so could result in the school requesting that your placement in their classrooms be terminated due to the distracting nature of your appearance or non-compliance with its school dress code. It is advised that teacher candidates consider this before the first visit to the classroom and attempt to maintain a professional image throughout their experience. Teacher candidates should keep in mind that as teachers they are role models. The personal choices you make regarding your appearance may affect the perceptions of others and your professional future.

Professionalism in Language

Throughout the teacher preparation program at IUP, you have been encouraged to use standard English and avoid colloquialisms and slang so that you will speak professionally and

serve as a model for the children you teach. The school district will likely expect you to maintain good habits of speech and use of language at all times. Both your cooperating teacher and university supervisor will be expecting to see the professional use of language during this capstone experience.

Professionalism in Behavior

Your behavior says a great deal about not only you as a teacher, but also you as a person. Individuals should carefully select the personal items they bring to school. Certain photographs and other belongings may be viewed as inappropriate for the school setting. Teacher candidates are role models and should remember that in addition to their dress, language, and behavior, their personal possessions viewed by students, teachers, and parents also send a message regarding professionalism. In addition, teacher candidates should use good judgment and not bring valuables including large sums of money, cell phones, and jewelry to a school setting where they cannot be secured. Many of these personal items may be interesting and attractive to children.

Your students, their parents, other teachers and school personnel will view and form opinions regarding your professionalism not only because of the way you dress and speak, but also the way you act. As a teacher, you have the responsibility of always considering your actions so that you offer appropriate and mature behavior for your students to model. You have both an educational and ethical responsibility to your students. All teacher candidates should review the section of this handbook devoted to ethical behavior and strive to always influence the students with whom they work in a most favorable and positive way.

Each of you has been asked to sign a student teaching contract. This agreement acknowledges your commitment to professionalism and the availability of professional support

from your cooperating teacher and university supervisor.

Positive Thinking

What is positive thinking? It is realizing that, in the profession of teaching, problems do exist. However, many happy and successful experiences also exist. Some of the lessons you prepare during your student teaching experience may result in some real problems in delivery, or you may realize that you have made some mistakes in planning. Sometimes children may need to have directions repeated many times, and they may demonstrate on a test that they really did not learn the material you thought you had taught so well. Sometimes children may misbehave, talk when you are talking, or fail to pay attention to the lessons you have planned. This is the time for you to realize that teaching requires trying again and again to reach success with a class full of unique children. Teaching is not an easy job! Think positively as you focus on your strengths and the strengths of the students.

As you think about the three "Ps," you also must begin to think about the impact of those "Ps" on recommendations you will be seeking from professionals in the field. Student teachers often request recommendations from cooperating teachers and supervisors. If you have failed to prepare assignments in a timely manner, to implement suggestions positively, or to act professionally, strong recommendations are difficult to obtain. Your goal is to demonstrate that you are a dedicated and hard working teacher with genuine concern for your students. Student teachers who are prepared, professional, and have a positive attitude are student teachers who receive strong recommendations when they are seeking jobs.

In addition to a knowledge base in content pedagogy, we expect our graduates to exhibit ethical behavior with regard to diversity. As such, the following ethics statement was developed.

Position on Ethics in Teacher Education

The Department of Professional Studies in Education has prepared you to take a positive approach to teaching all children in all schools. Since diversity in at least some form (special needs, economic differences, racial, cultural, or language differences, gender differences) exists in all schools (rural, urban, and suburban), our department has encouraged you to reflect on possible biases or prejudices that might prevent you from meeting your ethical responsibilities to all children. Wherever you teach, it will be important for you to reflect often on the words of the Code of Ethics of the Education Profession (quoted in Strike & Soltis, 1992):

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of the freedom to learn and to teach, and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards. (p. ix)

To be an ethical educator, it will be important for you to constantly reflect on your actions and experience. Many situations that you face will be complex, and will require you to think carefully about what is right and just. Some questions you might ask yourself are, “Did I do my best for that class?” “Were my actions toward that child as helpful as possible?” or “Should I have made that comment about the family of my student to other teachers?”

Why is it Difficult to be an Ethical Teacher?

Children and their families are experiencing a great deal of stress in society. Many

children are living with single parents, and many parents (single and married) have two or more jobs just to keep their family above the poverty level. Many employment situations require parents to be away from home for long hours, so children may be spending a great deal of time alone or taking care of siblings. About 20 percent of American children are poor, and more than 50 percent of American children experience divorce or other significant family disruption during their childhood (Children’s Defense Fund, 2001). The problems of racism, sexism, and classism continue to have negative effects on children and families in society – and sometimes in school as well.

What does this mean to you as a teacher? It means that you will need to be caring and patient when children are experiencing problems in their lives – problems that may influence their current ability to behave in a positive manner and learn to their full capacity. It also means that you will need to continually look for ways to challenge and support children as they seek success in school. Your classroom, for some children, will be the safest haven and best opportunity for a good future that they experience. For all your students, your classroom needs to be a positive and caring place where human differences are respected as human growth is fostered to the greatest degree possible. You need to be willing to continually confront your own biases and ask yourself, “How can I best meet my responsibilities to these children?”

Does Being Ethical Just Mean Being Nice?

It is important to be humane and fair in your treatment of children, but ethics go much further than that. You need to be sure that you are not inadvertently harming children in any way as you work with them in schools. The Department of Professional Studies encourages you to think specifically about three kinds of ethical behavior you need to exhibit in schools:

- 1) The ethics of conceptualizing human ability and intelligence
- 2) The ethics of protecting confidential information about children
- 3) The ethics of accepting differences as you promote equal opportunity.

The following sections will help you reflect further on these three important areas of ethics in teaching.

The Ethics of Conceptualizing Human Ability and Intelligence

As a student in our program, you have been exposed to the concept of multiple intelligences and have been encouraged to recognize differences in learning styles. The children you teach will have taken (or will be taking) many tests that indicate their current levels of achievement. In some cases, children will have taken intelligence (IQ) tests and received numerical scores. (Children do not “have an IQ” – they have a score on an IQ test they took on one day of their young lives). Some children will have special education designations (learning disabled, visually impaired) while others will be placed in ability groups. As a teacher with deep respect for the developmental years of childhood, you should avoid negative assumptions about the abilities of children. Avoid talking about children in terms of their numerical scores or ability groups, and do everything possible to expect growth and success as you teach. Excellent planning and teaching on your part will make a real difference in the outcomes of schooling for every child.

WE EXPECT YOU WILL:

- Avoid discussing children in terms of labels.
- Observe and encourage growth in all children.
- Focus on the strengths and interests of children.

- Discuss IQ and other test scores in confidence.
- Work to actively find positive strengths and attributes in all children.

The Ethics of Protecting Confidential Information About Children

When you enter a classroom with the support of our department, you will gain access to personal and confidential information about children and families. This information should be shared with you (and by you) only when it helps you to better meet your ethical responsibilities to children. Children are harmed by irresponsible or unnecessary sharing of personal information that may spark prejudice or discrimination in others. It may be difficult at first for you to adjust to family problems such as incarceration, chemical dependency, unemployment, divorce, or domestic violence. It is hard for the children involved as well, so be sure not to add to their problems with gossip. Use any confidential information you hear to better plan for and meet the needs of children in the classroom.

WE EXPECT YOU WILL:

- Avoid unnecessary or unethical sharing of confidential information.
- Model a positive approach to potentially negative information about children.
- Focus on positive aspects and strengths of all children.
- Respect the strength and dignity of all families.
- Openly express a commitment to respect all children and families.

The Ethics of Accepting Differences as You Promote Equal Opportunity

Some teachers have a concept of the “ideal student” and think of all other students as “less than ideal.” This can be counterproductive for two reasons. First of all, it creates an atmosphere of rejection or failure for the countless children who are wonderfully enthusiastic and

quite capable but delayed or hampered in their behavior or learning for a wide variety of reasons.

Secondly, it places all the responsibility for school success in the qualities of the child rather than the skill, talent, and dedication of the teacher! Once you grow beyond the “ideal student” mentality, you can appreciate the fascinating challenge of continually asking yourself, “How can I best meet the needs of every child?” This question is not only ethical – it helps you to remember that the learning problems of children should be interesting and should lead to stronger and better teaching practices on your part. You may encounter a large number of differences in children: cultural, linguistic, religious, family background, economic background, ability or disability. You will need to be open to and positive about regional, cultural, and lifestyle differences not previously encountered. For example, you may need to think very carefully about gender bias and the continuing tendency of many teachers to treat boys and girls differently in the classroom. One child may need to be moving around the room all day long in order to concentrate; another may do excellent work sitting quietly at a desk. Don’t be disappointed in children and don’t disappoint yourself – address differences in a positive and productive way.

WE EXPECT YOU WILL:

- Strive continually to find a level of professional comfort with all the differences you encounter in children.
- Actively seek ways to help children feel welcome in your classroom.
- Use books that reinforce the different abilities and experiences of children in your classroom in a positive way.
- Actively encourage all your students to accept diversity and to seek to treat each other kindly and fairly.

- Seek gender equity in all lessons and activities.
- Actively avoid any discriminatory, rejecting, or hurtful attitudes and actions toward diverse children in your classroom.
- Follow the “people first” guidelines of the Americans With Disabilities Act and place the label after the personhood when you speak or write about students (“Child with a learning disability” rather than “Learning disabled child” or “Student in special education” rather than “Special needs student.”)

Summary

No child should ever be harmed in the process of education. Thus, ethical educators constantly seek to promote healthy development in the minds and hearts of children. It is not easy to be patient and compassionate on a daily basis, particularly when you need to struggle hard to help some children to be successful learners in school. Just keep asking yourself what is right, and reminding yourself that you entered education because you loved children and wanted to help to change their world for the better!

The Student Teaching Experience

Since elementary education majors possess a distinctive body of knowledge for teaching kindergarten through sixth grade, and early childhood education majors possess a distinctive body of knowledge for teaching nursery school through third grade, it is strongly recommended that each student teacher have varied experiences in a wide range of subjects/activities. The cooperating teacher and university supervisor will decide on the types of experiences depending on your competence and availability of appropriate classroom settings. They will take into

consideration previous assignments during the elementary education and early childhood education field experiences.

For students in elementary and early childhood education, teaching several subjects and/or activities constitutes a normal class load to be achieved and maintained throughout the semester. The student teaching experience will begin with observation and responsibilities that are described in the *College of Education and Educational Technology Student Teaching Handbook*. However, it is important to progress toward total responsibility of the classroom as soon as possible. To guide you, progressive plans which increase weekly responsibilities throughout the semester are included in this handbook. Choose the plan in Appendix H, I, or J which describes your student teaching situation. Work together with your cooperating teacher to construct both short and long range plans.

Guest lessons are a requirement of all student teachers. With the help of your cooperating teacher, you are to teach at least two guest lessons in grade levels other than the one that you are placed. You are also required to teach a guest lesson in physical education. This can be planned and team taught with the physical education teacher. The physical education lesson plan must be included in your electronic portfolio. Also, during your student teaching you are required to integrate the arts (art, music, and/or theater) into your teaching. This/these lesson plan(s) should be included in your portfolio, as well.

Non-instructional duties of student teachers may vary based on placement; however, we believe that all students must expand opportunities within educational contexts to include non-instructional activities such as being involved in sharing responsibility for bus duty and recess supervision, assisting in extra-curricular programs the students are involved in, participating in

parent conferences, attending professional development seminars, and attending after school activities and school-community functions.

Expectations of Student Teaching

As a teacher candidate, you will be expected to perform in three different categories: Pre-teaching, Teaching, and Portfolio Requirements.

1. Pre-teaching

Pre-teaching includes those activities in which you prepare to teach, such as preparing unit and lesson plans. It is important for unit and lesson plans to include components characteristic of effective teaching. The unit plan and lesson plan formats required by the department are presented in Appendix A. Unit and lesson plans **must be typed**.

All students are responsible for developing instructional unit plans during student teaching. You should discuss the unit plan requirement with your cooperating teacher and your university supervisor prior to beginning your work on the unit. Find out what your teacher and supervisor expect. The completed unit plan must be approved by your cooperating teacher and your university supervisor well in advance of teaching it.

There are general requirements for lesson plans, also. Lesson plans should be completed as far in advance of teaching the lesson as specified by your cooperating teacher. Advance preparation is important to enable you to receive feedback on the lesson from your cooperating teacher and to meet the planning requirements of the school administration. Some cooperating teachers are required to submit lesson plans one week in advance of teaching the lessons. Lesson plans should be organized systematically in a binder by subject for quick perusal by your

university supervisor.

2. Teaching

Your teaching will be evaluated through observation by your university supervisor and your cooperating teacher. A Lesson Observation Form is used to provide feedback on the quality of your teaching. Lesson Observation Forms differ for elementary education (see Appendix B) and early childhood education (see Appendix C) majors. The observation forms are based on the outcomes/competencies and performance indicators for the major and professional education core required by the *College of Education and Educational Technology*.

Outcomes/competencies and exit outcomes for elementary education and early childhood education appear in Appendixes D and E, respectively. Professional education outcomes and performance indicators are included in the *College of Education and Educational Technology Student Teaching Handbook*.

Although the first page of the Lesson Observation Form differs for elementary and early childhood education majors, page two is identical for both majors. Three additional areas for evaluation are included on the second page of the form. They are **areas of strength, suggestions for growth, and formative evaluation**.

All teacher candidates have positive qualities or areas in which they are particularly accomplished. Your supervisors will tell you what you have done well and areas or teaching strategies in which you have made progress. This type of information is included in the category, **Areas of Strength**.

It would be almost impossible for anyone to teach a lesson which could not be improved in some way. Your areas of difficulty should not discourage you, but only give you a clearer

focus about ways you can become an even better teacher. Respond to this feedback in a positive and professional way and be sure that you understand exactly what is expected of you. This information is included in the category, **Suggestions for Growth**.

Formative Evaluation represents a combination of your strengths and areas needed for growth on a continuum. This data on the continuum will give you a clear idea of your current teaching performance and will also give you the opportunity to assess your progress as you implement suggestions made by your cooperating teacher and university supervisor.

To help you understand how the department has defined the areas of competence, refer to the College of Education and Educational Technology Minimal Generic Teacher Education Outcomes and Performance Indicators in the *College of Education and Educational Technology Student Teaching Handbook* and the outcomes/competencies and performance indicators for your major in Appendix D (elementary education) or Appendix E (early childhood education).

General Suggestions for Responding to Observations

- Before your conference, tell your supervisor or cooperating teacher you welcome her or his suggestions.
- Take notes in a designated notebook during the conference. This will give you time to reflect carefully on suggestions before speaking.
- Repeat the main points made by your supervisor or cooperating teacher during the conferences.
- Thank your supervisor or cooperating teacher for feedback and indicate your intention to accept suggestions.

3. Portfolio Requirements

The College of Education and Education Technology (COE-ET) requires all teacher candidates to maintain and continually update an electronic portfolio following the designated format. You need to make four copies of your electronic portfolio. Retain a personal copy and submit the other three copies to:

- (1) COE-ET Teacher Education Office (with application for teacher certification)
- (2) PSE Coordinator of Student Teaching (prior to graduation)
- (3) PSE Student Teaching Supervisor (midterm and week thirteen of student teaching experience)

The electronic portfolio will be assessed by your PSE student teaching supervisor and/or other members of the college. While the electronic portfolio may not be a requirement for application for a teaching position, the portfolio does serve as evidence of your mastery of competencies required by the college and the accrediting bodies at the state and national levels. Information on building an electronic portfolio can be found at www.coe.iup.edu/pt3.

Completion and presentation of the required electronic portfolio is considered a part of your grade for student teaching.

Many teacher candidates decide to create a second portfolio to be used when they interview for a teaching position, and this portfolio, as well as the electronic portfolio, should reflect your best professional efforts. Three-ring binders with professional covers are usually the most effective format for showcasing your work. The following are some components you might consider when developing the interview portfolio:

- Completed resume and cover letter (see Career Services publication for guidelines)

- Completed philosophy statement
- Letters of reference
- Exemplary teaching theme or unit that you have developed
- Samples of best plans, including your evaluations and samples of student responses
- Assessment measures that you designed to evaluate student learning
- Photographs of teaching materials, learning centers, bulletin boards, and displays of children's work
- Completed professional readings
- Two videotapes of your teaching performance (if possible)
- Where appropriate, teacher candidates should include reflective statements that address the competencies/standards that are addressed by the various artifacts.

Videotaping is an effective tool for self-evaluation for student teachers and inservice teachers. Each teacher candidate should (if possible) videotape lessons from any content area. However, you must obtain approval before videotaping. Schedule your videotaping early in the semester. If you wait until the last minute, you may not be able to schedule the necessary equipment or complete your self-evaluation. Student teachers with split assignments should complete a videotape prior to moving to the second assignment. After videotaping, write a self-evaluation of your performance by using the Lesson Observation Form for your major (see Appendix B or C).

Evaluation of Student Teaching

Evaluation is an ongoing process conducted by the university supervisor and the

cooperating teacher. Formative or ongoing evaluation occurs daily, as well as at midterm. Summative evaluation occurs at the end of the student teaching experience. The forms for the midterm and final evaluations, Evaluation of Student Teaching, for each major are in Appendix F (elementary education) and Appendix G (early childhood education).

The purpose of the midterm evaluation is to ensure that communication takes place regarding the following: 1) in the identification of strengths and areas of growth; 2) in providing constructive instruction in appropriate techniques and planning strategies; 3) in establishing goals and procedures for the remainder of the student teaching experience; and 4) in providing counseling as necessary. When the student teacher is placed in a different setting for the second half of the student teaching experience, the midterm evaluation in the first setting serves as the closure on that segment.

The final evaluation uses the same form as the midterm evaluation. The evaluation forms and due dates are provided by the Teacher Education Office. The final grade is established, in cooperation, by the university supervisor and the cooperating teacher. The final responsibility for the grade rests with the university supervisor.

Because we believe that self-evaluation and reflecting on one's own performance are important skills for an effective teacher, it is important that the student teacher be a part of the evaluation process. At the request of your university supervisor, you may be asked to complete an evaluation form of your performance prior to the midterm and final conferences.

Although a letter grade is given at midterm, the final grade is the grade of record (except for the McKeever experience--both letter grades constitute final grades). This final grade reflects criteria related to pre-teaching, teaching, and portfolio requirements. Remember,

professionalism is an important component of all of these criteria. Additional information about student teaching grades is included in the *College of Education and Educational Technology Student Teaching Handbook*.

Conclusion

This departmental student teaching handbook addresses some specific issues relating to teaching in elementary and early childhood centers. It offers some suggestions which we hope will make your experience a rewarding one. The handbook is not meant to supply all of the information you will need in the student teaching experience. Rather, it is designed to highlight some guidelines adopted and approved by the department and to reinforce some philosophical underpinnings which the faculty believes offer a *raison d'etre* for the framework of our elementary and early childhood student teaching programs.

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STUDENT TEACHING CONTRACT

Read Carefully. Your acceptance of a student teaching placement indicates that you are prepared and willing to act as a professional at all times in the classroom. It is your responsibility to read the handbook and to be informed about all the requirements of student teaching. After you have read the handbooks, read and sign this contract. It will be kept on file with your university supervisor. Understand that the signing of this contract is an official indication of your willingness to meet all expectations, and to uphold the highest standards of personal conduct while in your field placement.

I (name) _____ accept my field placement as a student teacher with full knowledge of expectations and requirements of the Department of Professional Studies in Education. I have read the handbooks carefully and have asked my questions about requirements. I am entering the classroom as a professional, to plan and implement all lessons as expected, and to maintain a professional dialogue with both my cooperating teacher and university supervisor. I understand that my grade will be based not only on my performance in the classroom, but on the successful completion of lesson plans, unit plans, and all other requirements to be evaluated by the university supervisor in order to receive 12 academic credits for student teaching. I understand that the children I will be teaching are depending on me for excellence in instruction and for acceptance of diversities, including race, culture, gender, ability, and socioeconomic background. I intend to uphold the dedication of the Department of Professional Studies in Education to excellence in classroom teaching in all my interactions with the teachers, students, and parents in the school to which I am assigned.

Student teacher signature _____ Date _____

As cooperating teacher and university supervisor, we agree to provide professional support for the student teacher, through observation, conferences, constructive suggestions, and encouragement. We also agree to model good teaching practice and high ethical standards.

Cooperating teacher signature _____ Date _____

University supervisor signature _____ Date _____

Please read and sign your contract, and **show both your departmental handbook and the contract to your cooperating teacher** as soon as possible on the first or second day of student teaching. Give the contract with two signatures to your university supervisor on his or her first visit to your school. Your supervisor will also sign the contract and keep it on file.

APPENDIX A*

OVERVIEW OF THE UNIT PLAN FORMAT

I. TITLE PAGE - include unit title, your name, date, grade level, and course for which the unit is required (if applicable)

II. TABLE OF CONTENTS – The table of contents must specify the page number for each section.

III. RATIONALE AND BACKGROUND

Briefly explain how the unit will meet the needs of students. Address context of the classroom, relevance to students' lives and interests, student background knowledge, and student diversity. Also, include a description of your total teaching environment.

IV. STANDARDS, UNIT GOALS, AND LESSON OBJECTIVES

Unit goals flow from the standards generated by the state or school district. Lesson objectives flow from unit goals. For clarity, Standards, Unit Goals, and Lesson Objectives are presented in the same section in this appendix.

V. CONCEPTS

List the concepts which are the main points (big umbrella ideas) students should learn as a result of this unit. Concepts should be addressed in your objectives.

VI. INTEGRATED PLANNING WEB AND TIME FRAME

A. Draw a graphic organizer to show how unit experiences can be integrated into the curriculum.

B. Indicate the time frame for teaching the unit. Include the approximate number of days and number of sessions; present these in calendar format.

VII. CULMINATING EXPERIENCES

Provide an experience that will integrate and summarize student learning.

A culminating experience is one that ties all concepts and background knowledge together and focuses on how the student will use these experiences in the real world.

VIII. ASSESSMENT PLAN

Describe methods that demonstrate that students have met the outcomes. Go beyond paper and pencil activities to a focus on authentic assessments.

IX. LIST OF RESOURCES

Provide a complete list of resources including materials for building your background that supplement available textbooks and teachers' manuals. The presentation style should conform to the format specified in the *Publication Manual of the American Psychological Association - 5th edition* (referred to as APA format). This manual is on reserve at the reference desk in Stapleton Library or for sale in the Co-op Store.

X. DAILY LESSON PLANS

Include copies of daily plans that follow the required basic format.

*Note: Appendix A includes three sections: Overview of the Unit Plan Format; Detailed Description of the Unit Plan Format, and the Sample Abbreviated Unit Plan.

Samples have been adapted from the unit, Weather and Climate, developed by ELED 312 section 004, students and their instructor, Dr. Mark Twiest, during Spring 1997.

DETAILED DESCRIPTION OF THE UNIT PLAN FORMAT

- I. TITLE PAGE - include unit title, your name, date, grade level, and course for which the unit is required (if applicable)
- II. TABLE OF CONTENTS – The table of contents must specify the

page number for each section.

III. RATIONALE AND BACKGROUND

Briefly explain how the unit will meet the needs of students. Address context of the classroom, relevance to students' lives and interests, student background knowledge, and student diversity.

Also, include a description of your total teaching environment. Please share anything you feel your instructor/supervisor needs to know in order to evaluate your unit properly. Topics typically mentioned include resources available in the room, student comfort level when working in cooperative groups, school expectations in terms of curriculum, and other pertinent information that has influenced the design of your unit.

IV. STANDARDS, UNIT GOALS, AND LESSON OBJECTIVES

What are standards, goals, and objectives? Mainly, they differ in terms of specificity. A standard is the most general (state of PA), an goal is more specific (from the unit), and an objective is very specific (at the lesson level). Try to conceptualize them as a pyramid from general (standards) to most specific (objectives).

Standards (state level)

Goals (unit level)

Objectives (lesson level)

STANDARDS (PENNSYLVANIA)

Standards define what each student should know and do in specific subjects. Standards are used to measure achievement. These are state or school district generated. Standards will be presented in the unit. The website for the Pennsylvania standards is **www.pde.state.pa.us**.

Sample Standards

1. *The student will describe objects in the world using five senses. (PA Standard 3.2.4B)*

- *Recognize observational descriptors from each of the five senses (e.g., see-blue, feel-rough).*
- *Use observations to develop a descriptive vocabulary.*

2. *The student will know basic weather elements. (PA Standard 3.5.4C)*

- *Identify clouds.*
- *Identify weather patterns from data charts (including temperature, wind direction and speed, precipitation) and graphs of data.*
- *Explain how the different seasons affect plants, animals, food availability and daily human life.*

UNIT GOALS

Unit goals are used to translate standards into action. Unit goals will be presented in the unit.

Consider the three domains:

cognitive: intellectual abilities and skills

affective: attitudes, beliefs, and values

psychomotor: motor skills

(Stated as "By the completion of this unit the learner will..." Abbreviated TLW)

Sample Unit Goals

1. *TLW develop an understanding of weather, symbols, abbreviations, and codes used on weather maps through various forms of media.*
2. *TLW determine the differences between the seasons and various myths and facts associated with the seasons.*
3. *TLW develop an understanding for the difference in regional temperatures and the effects that temperature has on clothing, food, housing, transportation, animals, and plants.*
4. *TLW use information on weather to create and interpret charts and maps.*

5. *TLW recognize how to read and interpret various instruments of weather.*

LESSON OBJECTIVES

Lesson objectives are short-term, specific descriptions closely tied to the Unit Outcomes. Objectives must be two sentences followed by a level of assessment. Specific lesson outcomes will be presented in each lesson.

Sentence One - includes the learning, the concept, or the skill to be achieved followed by the related unit outcome and domain.

Sentence Two - includes how the student will demonstrate the achievement (performance indicator).

(TLW = The learner will; UG = Unit Goal; PI = Performance Indicator)

Bracketed information specifies the level of assessment [individual, small group, large group].

Sample Lesson Objectives

1. *TLW explore several different ideas that will help him/her to understand how a meteorologist thinks. (PA Standard 3.2.4B; UG #9 & 13; cognitive)*

PI: TLW discuss qualities that meteorologists possess and list those qualities on a chart. [large group and small group assessment]

2. *TLW demonstrate how to read and interpret a thermometer correctly. (PA Standard 3.2.4B; UG #19; cognitive)*

PI: TLW read the thermometer and his/her record findings in a journal. [individual assessment]

3. *TLW will form hypotheses on how rain is made. (PA Standard 3.2.4C; UG #13; cognitive)*

PI: TLW will brainstorm in a small group how rain is made. He/she will then orally state his/her hypotheses to the class. [small and large group assessment]

4. *TLW explain what condensation means. (PA Standard 3.5.4D; UG #14; cognitive)*

PI: After filling in the K-W-L chart in the “What I Have Learned Section,” students can orally explain what the word condensation means. [large group and individual assessment]

5. TLW make qualitative and quantitative observations of the clouds using all five senses. (PA Standard 3.2.10B; UG #6; cognitive, psychomotor)

PI: After going outside to observe clouds, the students will demonstrate their formations through dance. They will identify the types of clouds. [large and small group]

6. TSW identify and appreciate the skills that they already possess that are consistent with the skills that a meteorologist uses in forecasting the weather. (PA Standard 3.2.4B; UG#21; affective)

PI: TLW identify a list of these skills and explain how a meteorologist might use each skill in predicting the weather. [large group assessment]

V. CONCEPTS

Concepts are the main points (big umbrella ideas) students should learn as a result of this unit. Concepts should be addressed in your objectives.

Sample Concept

Weather affects our lives everyday. It is important for us to be familiar with the current weather patterns.

VI. INTEGRATED PLANNING WEB AND TIME FRAME

Draw a graphic organizer to show how unit experiences can be integrated into the curriculum.

Indicate the time frame for teaching the unit. Include the approximate number of days and number of sessions; present these in calendar format.

Sample Time Frame Entry

Tuesday, March 4 1. Thinking like a meteorologist

VII. CULMINATING EXPERIENCES

Provide an experience that will integrate and summarize student learning. A culminating experience is one that ties all concepts and background knowledge together and focuses on how the student will use these experiences in the real world.

Sample Culminating Activity

The students will prepare a newsletter on various aspects of weather and that they have studied. The newsletter will be distributed in school and sent home.

VIII. ASSESSMENT PLAN

Describe methods that demonstrate that students have met the unit outcomes. Go beyond paper and pencil activities to a focus on authentic assessments.

Sample Assessment Plan Component

Students will prepare a newsletter that will be evaluated using a rubric.

IX. LIST OF RESOURCES

Provide a complete list of resources including materials for building your background that supplement available textbooks and teachers' manuals. The presentation style should conform to the format specified in the *Publication Manual of the American Psychological Association - 5th edition* (referred to as APA format). This manual is on reserve at the reference desk in Stapleton Library or for sale in the Co-op Store.

Sample Resource Material

Student Resources (book)

Cosgrove, B. (1991). Weather. New York: Alfred A. Knopf.

X. DAILY LESSON PLANS

DAILY LESSON PLAN FORMAT

I. HEADING

This includes your name, date, subject, grade and time allotted.

II. RATIONALE AND BACKGROUND

Briefly explain how the lesson will meet the needs of the students. Address context of the classroom, relevance to students' lives and interests, student background knowledge, and student diversity.

III. LESSON OBJECTIVES (see Standards, Unit Goals, and Lesson Objectives)

IV. LIST OF RESOURCES

List materials you will use including audio/video aids and equipment, technology, outside speakers, student texts, materials, and teacher-made resources in reference form.

V. CONCEPTS

List briefly the most important broad learnings or concepts that will be taught to the students. These concepts should be referred to in your lesson objectives.

VI. PROCEDURES

A. Introduction and Motivation

The introduction will include

1. a motivational strategy - attention-getting device,
2. a strategy for activating prior knowledge, and
3. lesson purpose (if appropriate)

B. Lesson Body

1. Describe in sequence the experiences used to develop the lesson. Each experience should relate to your lesson objectives.
2. List the higher level questions that you will use.
3. Include plans for students who need adapted instructional plans; that is, students needing re-teaching and students needing enrichment.
4. The lesson should be sufficiently detailed so that a peer could teach the lesson without further instructions from you.

C. Lesson Closure

Include one or more of the following:

1. Application of knowledge learned to a new situation to prove that students understand beyond the knowledge level.
2. Review of main concepts through a summary statement, student participation, restatement of purpose of the lesson, or quick review of main concepts.

VII. EVALUATION

A. Student Assessment

1. Describe the plan for assessing student performance. Address formal and informal assessment, as well as assessment to be done in large group and small group settings, and for individuals. Be sure to go beyond paper and pencil activities.
2. Reflection on Assessment of Student Performance
(Complete after the lesson has been taught)

Consider the following questions as you reflect on the lesson and refer to the Performance Indicators of the Lesson Objectives:

- a. What did each and every one of my students learn?
- b. How do I know?
- c. Which students (use initials, not names) did not meet the requirements of the performance indicators? Indicate how you will assist them to meet

these requirements.

B. Self-Evaluation

(Complete after the lesson has been taught)

Reflect on your teaching experience and answer these questions:

1. What were the strengths of the lesson?
2. What areas of the lesson need improvement?
3. What would I do differently, if I were to reteach this lesson?
4. What biases, if any, existed in the materials, activities, language, or interactions with children?
5. Did anything surprise me?

**ABBREVIATED SAMPLE UNIT ON WEATHER AND CLIMATE
FOR FOURTH GRADE**

The purpose of this abbreviated unit is to provide a sample of the required components that you can use as a guide in preparing your unit. The unit you prepare should be fully developed with all components completed before submitting it to your cooperating teacher and university supervisor.

Place the information for each component (I. – X.) of the unit plan on a separate page.

WEATHER AND CLIMATE

Fourth Grade

Your Name

March 1997

TABLE OF CONTENTS

Rationale and Background.....	
Standards and Unit Goals	
Concepts.....	
Integration Web.....	
Time Frame.....	
Culminating Experiences.....	
Assessment Plan.....	
List of Resources.....	
Daily Lesson Plans.....	

RATIONALE AND BACKGROUND

Weather is a part of every child's environment. This unit focuses on several aspects of weather and climate. The purpose of this unit is to provide general information on a variety of weather topics, including weather observations, weather map interpretations, weather predictions, weather instruments, and world climate zone. This unit is designed to provide students with weather principles and skills to help them better understand this aspect of their environment.

The students have sufficient background knowledge to understand the concepts and to participate in the activities of the unit. They have a general concept of precipitation, seasons, clouds, and climates. Students can locate different continents and major water bodies of the world. Students have also had some experience in using books and resources to locate information. This unit will give the students another opportunity to practice this skill.

There is ample time to teach this unit. Science is scheduled for five periods during the week. Resources, such as thermometers and children's books, are available. Students have experience working in cooperative groups. The only constraint will be achievement testing that is scheduled for the second and third weeks of the unit. My cooperating teacher said that we could work around the testing schedule.

SELECTED STANDARDS AND UNIT GOALS

Pennsylvania Standards

The student will describe objects in the world using five senses. (3.2.4B)

- Recognize observational descriptors from each of the five senses (e.g., see-blue, feel-rough).
- Use observations to develop a descriptive vocabulary.

The student will know basic weather elements. (3.5.4C)

- Identify clouds
- Identify weather patterns from data charts (including temperature, wind direction and speed, precipitation) and graphs of the data.
- Explain how the different seasons affect plants, animals, food availability and daily human life.

Unit Goals

1. TLW develop an understanding of weather, symbols, abbreviations, and codes used on weather maps through various forms of media.
2. TLW determine the differences between the seasons and various myths and facts associated with the seasons.
3. TLW develop an understanding for the difference in regional temperatures and the effects that temperature has on clothing, food, housing, transportation, animals, and plants.
4. TLW use information on weather to create and interpret charts and maps.
5. TLW recognize how to read and interpret various instruments of weather.

SELECTED CONCEPTS

1. Weather affects our lives everyday. It is important for us to be familiar with the current weather patterns.
2. Weather varies from region to region across the United States.
3. There are many instruments to measure aspects of weather, such as a beaufort scale and anemometer.
4. Fronts are made when air masses crash into each other.
5. Information from daily forecasts helps us to lead safer and securer lives.
6. There are three major climate zones: Tropical, Temperate, and Polar.
7. Climate is the average weather in an area during a long period of time.
8. Evaporation is the transformation of liquid water to water vapor.
9. Condensation is a physical change where gas changes to liquid.
10. Communication is using descriptive, precise words.

INTEGRATION WEB

(Note: Your web can be a sketch or a computer generated web.)

SELECTED ENTRIES FOR THE TIME FRAME

The unit is an integration of concepts from all aspects of learning appropriate for fourth grade. The lessons designed for 25 students will cover 15 days. The lesson instructional time ranges from 30 to 60 minutes.

<u>Date</u>		<u>Lesson Topic</u>
Tuesday, March 4	-	1. Thinking like a meteorologist
Wednesday, March 5	-	2. Observation
Thursday, March 6	-	3. Communication
Friday, March 7	-	4. Introduction to Weather Behaviors of People
Monday, March 10	-	5. Introduction to Weather II
Tuesday, March 11	-	6. Weather Journals
Wednesday, March 12-		7. Weather Maps
Thursday, March 13	-	8. Weather Maps
Friday, March 14	-	9. Forms of Precipitation

SELECTED CULMINATING EXPERIENCES

1. The students will visit a weather station. Prior to the visit, they will generate a list of questions about weather and climate that they were unable to answer or need further clarification during the unit of study. These questions will be recorded on the class KWL chart. Following the visit, students will complete the KWL chart based on information gathered during the visit.
2. The students will prepare a newsletter on various aspects of weather and climate that they have studied. The newsletter will be distributed in school and sent home.

SELECTED ITEMS FROM THE ASSESSMENT PLAN

Students will be assessed both formally and informally.

Formal Assessment

Students will complete a quiz on the four seasons.

The teacher and students will complete rubrics and checklists on student work in cooperative groups and individual work, journals, and presentations.

The students will prepare a newsletter that will be evaluated using a rubric.

Informal Assessments: (L = large group, S = small group, I = individual)

The teacher will make informal observations of student understanding and outcome achievement during the following types of student communication.

Oral communication situations

- Answer questions during class discussion (L)
- Oral communication during presentations (L, I)
- Complete the K-W-L chart (L, I)

Oral communication with manipulation of materials

- Read a thermometer (L, S, I)
- Demonstrate how to measure wind using two different instruments (I)

Written communication situations

- Entries in journals (I)
- Design and complete temperature and precipitation chart (L, S, I)
- Complete worksheet during the rain making activity (I)

Creative arts situations

- Create a weather map and chart (S)
- Create a poem about rain, snow, or sleet (I)

SELECTED RESOURCES

A. Student resources (book)

Cosgrove, B. (1991). *Weather*. New York: Alfred A. Knopf.

McVey, V. (1991). *The Sierra Club book of weather-wisdom*. San Francisco: Sierra Club.

B. Teacher resources (book, journal, magazine)

Alexander, G., Pasachoff, J., Pasachoff, N., & Cooney, T. (1983).

Scott, Foresman earth science (teacher's ed.). Oakland, NJ: Scott Foresman.

Peterson, R. (1980). *Weather*. Boston: Houghton Mifflin.

C. Community resources

Local radio news station; local television news station

The Weather Channel

D. Audio-visual resources (film, cassette, computer software)

El-Saud, F. (Producer), & Dini, U. (Director). (1993).

Weather dynamics [Motion picture]. Pittsburgh, PA: Simms Pictures.

Figuroa, D. (1993). *Tracking weather* [Computer software]. San Diego, CA: Futuristic Services.

E. Online resources

Clouds - <http://joshua.hnet.uci.edu/td/clouds.html>

SAMPLE LESSON PLAN

Lesson 7: Weather Maps

I. HEADING

(your name)

(date you will teach this lesson)

Science/Language Arts/Social Studies

4th Grade - 24 students

Instruction Time – 40-50 minutes

II. RATIONALE AND BACKGROUND

The purpose of this lesson is to introduce students to the many aspects of weather. Students will continue to learn about the many different resources for weather forecasting. The students will also learn how weather varies in different regions of the country. The students will investigate the weather for selected cities and chart and compare their findings.

Students have sufficient background knowledge and experiences for this lesson. The students are familiar with the elements that make up the weather and the resources to use to research the forecast. They also have had some experiences with charting and comparing results.

III. LESSON OBJECTIVES

1. TLW recognize the different symbols, abbreviations, and codes used on weather maps found in the newspaper and on television (PA Standard 3.5.4C; UG #1, 10; cognitive)

PI: The students will use various symbols, abbreviations and codes on student made charts and graphs. [small group and individual assessment]

2. TLW compare and contrast different weather conditions of various regions in the United States. (PA Standard 3.5.4C; UG #8,11; cognitive)

PI: Students will cooperatively collect and record the data daily. The students will also compare their results from the different cities as well as from the various resources. The students will chart and graph this information. [small group and individual assessment]

IV. RESOURCES/MATERIALS

- Local newspapers
- Videotape recordings of the previous night's weather forecast
- Taped radio broadcast of the weather
- Television/VCR/tape player
- Rulers, posters, markers

Wells, R. (1962). *Weather forecasting as a hobby*. Maplewood, NJ: C. S. Hammond.

V. CONCEPTS

Weather affects our lives everyday. It is important for us to be familiar with the current weather patterns.

Weather varies from region to region across the United States.

VI. PROCEDURES

A. Introduction and Motivation

The students will begin class by observing a videotaped segment of the weather forecast from channel 4. This three-minute tape will be viewed by the class once and students will then be asked to identify the kinds of information they can remember being presented in the tape. We will then take a second look at the tape and identify any other kinds of data present that they missed.

The following kinds of information that is consistent with weather forecasts in all kinds of media should be identified. This information includes; temperature, wind speed and direction, sky conditions, barometric pressure, precipitation amount and intensity.

B. Lesson Body

1. Students will examine other sources of weather forecasts provided by the teacher (newspaper, TV, radio, Internet). The class will be divided into four groups with each group comparing one other source to the TV forecast. The groups will be given five minutes to look for variations between the forecasts and then report these differences to the entire class. The entire class will identify and theorize the reasons for variations in the weather reports for their region depending on the source.
2. These four groups will choose two cities other than their hometown and follow the weather patterns for each location for the next two weeks. Each student in

the group will be responsible for researching the weather in each city using a different media source. Students will each be responsible for recording findings on a group chart for temperature, wind speed and direction, precipitation, barometric pressure and sky conditions. These charts will be prepared as the data are collected during this two-week period.

3. Students will then examine ways in which they can gather this information using all four of the different types of media. Information from the television is available for all major cities on the weather channel. City forecasts are available in most newspapers and information on the Internet is also available for most cities. Radio forecasts are available only for those cities in which radio reception is available. To obtain radio forecasts for cities in which there is no local radio reception, students can turn to the Internet. A Yahoo search of radio stations indicates that 4,373 radio stations now have websites. Many of these include weather forecasts for their area.

B. Closure

Students will develop a plan of action to organize this data for presentation in a future class. I will share with the class that the only requirements for the presentation is to share how accurate the forecasts were and to see how consistent the reports were across the various media. The only other requirement is that each member of the group must play a role in the presentation of this data. I will not share specific formats students may use to share their data but would expect students to compare and contrast the information used from various locations. This will use a more constructivist approach and will allow them to think of a creative way to share their data. I would expect students to use some type of group presentation that could vary from a formal oral report with handouts to a more informal kind of skit or mock weather report.

VII. EVALUATION

A. Student Assessment

1. Assessment Plan

Students' understanding of the concepts presented will be informally assessed through teacher observation and oral questioning during group work and class discussions.

2. Reflection on Assessment of Student Performance (Complete after the lesson has been taught)

Consider the following questions as you reflect on the lesson and refer to the Performance Indicators of the Lesson Objectives:

- a. What did each and everyone of my students learn?
- b. How do I know?
- c. Which students (use initials, not names) did not meet the requirements of the performance indicators? Indicate how you will assist them to meet these requirements.

B. Self-Evaluation

(Complete after the lesson has been taught)

Reflect on your teaching experience and answer these questions:

1. What were the strengths of the lesson?
2. What areas of the lesson need improvement?
3. What would I do differently, if I were to reteach this lesson?
4. What biases, if any, existed in the materials, activities, language, or interactions with children?
5. Did anything surprise me?

APPENDIX B

INDIANA UNIVERSITY OF PENNSYLVANIA ELEMENTARY EDUCATION LESSON OBSERVATION FORM

Pre/Student Teacher _____
District/Building _____
Cooperating Teacher _____
University Supervisor _____

Date _____
Subject _____
Grade _____
Observation Time _____ to _____

In this lesson, the pre-student teacher/student teacher was able to:

1. Plan instruction appropriate to the discipline.

(focuses on long range planning around appropriate outcomes; exhibits a strong knowledge base; relates concepts to prior knowledge; provides applications to the real world; plans for a variety of instructional strategies and ongoing assessments)

2. Implement the planned lesson.

(presents a developmentally appropriate lesson in a logical and sequential manner; utilizes appropriate timing and pacing; solicits on task behavior; provides transitions between learning experiences; uses complementary materials skillfully; assesses student learning)

3. Adapt instruction, as evident in the planning and implementation of the lesson.

(accommodates diverse needs and cultures; monitors student learning and adapts instruction accordingly)

4. Establish positive rapport with and among students.

(respects students; communicates high positive expectations; uses appropriate management strategies; listens and responds effectively; creates a community of learners)

5. Empower students.

(provides opportunities for students to be actively engaged in learning through creative thinking, decision-making, questioning, and reflection)

6. Utilize effective communication strategies.

(communicates a passion for teaching; stimulates student-centered discussion that enhances learning; uses school-appropriate language; uses verbal and non-verbal techniques effectively)

7. Demonstrate professionalism.

(works collaboratively in the school setting; dresses appropriately; adheres to the departmental code of ethics; reflects on classroom experiences; continues professional growth and development; adheres to school policies)

APPENDIX C

INDIANA UNIVERSITY OF PENNSYLVANIA EARLY CHILDHOOD EDUCATION LESSON OBSERVATION FORM

Pre/Student Teacher: _____
District/Building: _____
Cooperating Teacher: _____
University Supervisor: _____

Date: _____
Subject: _____
Grade: _____
Observation Time: _____ to _____

Describe the pre-student teacher's/student teacher's behaviors as they relate to:

1. Questioning Techniques

(questions go beyond the single rote answer responses; promotes creative and critical thinking)

5. Planning

(selects goals and activities for plans that are age and developmentally appropriate; activities promote student learning-PK-K primary)

2. Knowledge of Subject Matter

(integrates across content areas using a variety of strategies and human and technological resources)

6. Communication Skills

(demonstrates the ability to speak and write using school-appropriate language)

3. Enthusiasm/Motivation/Passion for Teaching

(is animated, enthusiastic, motivated)

7. Sensitivity to Student Needs

(provides a safe, supportive and healthy environment; enhances student self-perceptions)

4. Classroom Management

(utilizes appropriate strategies to lead students to self-discipline; modifies instruction when problems develop)

8. Other

EARLY CHILDHOOD EDUCATION
LESSON OBSERVATION FORM
SUMMARY

A. Areas of Strength

B. Suggestions for Growth
Immediate Goals

Long Term Goals

C. Formative Evaluation (Mark the numeral of each category from page 1 on the line.)

_____ | _____ | _____ | _____
Less than Adequate Adequate Good Outstanding

Signature of Observer

Date

I **have had** the opportunity to discuss this observation with the observer.

Signature of Student Teacher
or

Date

I **have not had** the opportunity to discuss this observation with the observer.

Signature of Student Teacher

Date



APPENDIX D

Indiana, Pennsylvania 15705

Teacher Education

Minimal Teaching Field Outcomes and Performance Indicators for Cooperating Teachers' and Student Teachers' Reference

ELEMENTARY EDUCATION

LEARNER:

Outcome 1: **Demonstrates the ability to implement appropriate instructional techniques.**

Performance

- Indicators:
- Designs and implements developmentally appropriate instruction
 - Enriches the classroom to improve students' motivation, attention and involvement
 - Uses multi-sensory, multi-media instructional approaches, including technology
 - Uses a variety of methods to organize for learning including direct instruction, indirect instruction, cooperative grouping and independent learning
 - Supplements workbook and worksheet materials with high quality, creative visuals and activities
 - Stimulates student reflection on prior knowledge; helps students link new ideas to familiar ideas
 - Helps students to utilize multiple perspectives: their own, those of others in the class and those of diverse cultures outside of classroom norms
 - Assesses learning using multiple methods, such as observation, work samples, conferences, projects, tests and portfolios
 - Selects, constructs and uses a variety of informal and formal assessment strategies to diagnose learning outcomes and plan appropriate instruction

Outcome 2: **Demonstrates the ability to adapt instruction.**

Performance

- Indicators:
- Varies roles as instructor, facilitator, coach and audience
 - Demonstrates flexibility in addressing the individual needs of students as they grow and change
 - Provides for students who may need additional time or extra support to complete assignments
 - Uses alternate explanations and demonstrations to assist student understanding
 - Facilitates students' adaptations to familiar and unfamiliar cultures

- Identifies levels of prior knowledge and adapts instruction so students can successfully meet a common goal

Outcome 3: Demonstrates the ability to empower students.

Performance

- Indicators:
- Provides experiences that enable students to become independent learners
 - Encourages students to reflect on issues, situations and their accomplishments
 - Provides opportunities for students to construct and challenge knowledge
 - Gives students opportunities to make decisions that affect their learning
 - Provides opportunities for students to assume responsibility for their own learning
 - Provides opportunities for students to work collaboratively
 - Provides choice, when possible, in projects and assignments

COMMITMENT:

Outcome 1: Demonstrates conduct which is characteristic of a professional educator.

Performance

- Indicators:
- Shows a commitment to education and to students
 - Articulates and demonstrates a philosophy consistent with the latest research in teaching and learning
 - Seeks to establish respectful and productive relationships with parents and family members in support of student learning and well being
 - Demonstrates ethical behavior and confidentiality in interacting with students, colleagues, school personnel, parents and family members
 - Seeks out professional literature, research, colleagues, community members and other resources to support personal development as a learner and professional educator
 - Self-assesses performance using indicators from the professional education and major knowledge base
 - Reflects on classroom experiences to make informed judgments and modify strategies accordingly
 - Works cooperatively and positively as a member of a professional team
 - Commits to ensuring equitable access to and participation in the best possible education for all students
 - Shows regard for the policies and procedures in the school setting

CONTENT AND COMPETENCE:

Outcome 1: Demonstrates the ability to plan and provide instruction appropriate to each discipline.

Performance

- Indicators
- Demonstrates knowledge of subject matter
 - Provides meaningful experiences that conceptually develop vocabulary and enable students to determine meanings of words independently across the curriculum
 - Uses literature across the curriculum to build background, develop understanding and provide enjoyment
 - Provides writing experiences to enhance understanding and make connections within and between disciplines
 - Provides opportunities for students to use multiple sources of information
 - Uses manipulative materials and simulation games to teach, reinforce, and enhance concepts in all curricular areas
 - Provides problem solving and applications of concepts to real situations across the curriculum
 - Provides opportunities to enhance literary skills
 - Emphasizes critical thinking and inquiry skills such as observing, classifying, inferring, generalizing and evaluating data
 - Engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards used in the discipline
 - Creates interdisciplinary learning experiences that allow students to integrate knowledge

Outcome 2: **Demonstrates effective communication strategies.**

Performance

- Indicators:
- Stimulates discussion in different ways for particular purposes; for example, probing for learner understanding, helping students articulate their ideas and thinking processes, encouraging divergent and convergent thinking, and stimulating curiosity
 - Varies roles as instructor, facilitator and audience during discussion
 - Uses school-appropriate language in speaking and writing
 - Communicates in a professional, knowledgeable manner with parents and family members
 - Communicates students' areas of strength and needs for improvement knowledgeably and responsibly
 - Uses voice and nonverbal techniques effectively in accordance with group size and activity

COLLABORATION:

Outcome 1: **Demonstrates the ability to establish positive rapport with and among students.**

Performance

- Indicators:
- Assists students to feel valued for their potential as individuals
 - Promotes students' respect for self and others in areas of gender, disability, socioeconomic status and culture
 - Communicates high, positive expectations for learning
 - Advocates for and accommodates students of diverse abilities, needs and cultural backgrounds, as well as gender differences
 - Creates a learning community in which students assume responsibility to work collaboratively and independently, to participate in decision making, and to engage in purposeful learning activities
 - Listens and responds to students; is sensitive and responsive to clues of distress; brings these to the attention of the cooperating teacher so the situation can be investigated and resolved

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Teacher Education

Minimal Teaching Field Outcomes and Performance Indicators for Cooperating Teachers' and Student Teachers' Reference

EARLY CHILDHOOD EDUCATION

LEARNER:

Outcome 1: **Demonstrates a sensitivity to the needs of individual children and establishes rapport with children and parents.**

Performance

- Indicators:
- Helps children to be aware of their own goals and classroom goals.
 - Selects goals for emphasis based on children's interests and developmental needs.
 - Helps children learn to get along with others and encouraging feelings of mutual respect.
 - Uses formal and informal conferences to allow parents to assist in the development of acceptable classroom behavior.
 - Designs instructional plans that reflect input from parents and are safe and healthy for children.

LEARNER/COMPETENCE:

Outcome 1: **Demonstrates methods of classroom management that guide children toward independence and self-discipline.**

Performance

- Indicators:
- Anticipates problems and prevents their occurrence.
 - Reinforces appropriate behavior.
 - Modifies and adapts instruction when appropriate and when attention of children is not focused.
 - Uses appropriate child guidance strategies.

COMMITMENT:

Outcome 1: **Demonstrates commitment to the teaching profession.**

Performance

- Indicators:
- Reads, comprehends, and interprets professional materials.
 - Assumes personal responsibility for professional growth by involvement in professional organizations and other professional development opportunities.
 - Acquires knowledge and information about the services and agencies available to families and children.
 - Respects and accepts children.

CONTENT/COMPETENCE:

Outcome 1: **Demonstrates the ability to utilize a variety of developmentally appropriate techniques to teach language arts, including reading, writing, speaking, and listening.**

Performance

- Indicators:
- Applies knowledge of language acquisition to the planning and development of literature-based reading, writing, speaking, and listening.
 - Analyzes children's cognitive skills through verbal sharing, writing, and emergent reading.
 - Uses puppetry, creative dramatics, and other types of enactment to promote language development.

Outcome 2: **Demonstrates the ability to help children understand and appreciate the physical environment, the scientific process, and number concepts.**

Performance

- Indicators:
- Helps children to construct number and non-number concepts.
 - Helps children to construct prenumber concepts.
 - Helps children to understand the physical and natural world.
 - Helps children develop cognitive skills including observing, communicating, classifying, measuring inferring, and predicting.

Outcome 3: **Demonstrates the ability to integrate the curriculum including content from the social sciences, health, and the arts.**

Performance

- Indicators:
- Encourages the development of positive interpersonal behavior among students.
 - Engages students in activities that promote health and safety promotes positive life skills.
 - Integrates art, music, and movement into the content areas to enhance the understanding of concepts.

Outcome 4: **Demonstrates the ability to utilize "hands on" strategies to advance**

children's physical and intellectual competence in all content areas.

Performance

- Indicators:
- Provides proper materials, equipment and activities for children to grow and develop physically through art, movement, music, dance, and play.
 - Provides realistic models of people, places, and things that promote an understanding of home, school, and society.
 - Designs materials and instruction in all content areas that is sequential from concrete to abstract.
 - Provides alternative materials which accommodate children's differences in learning tasks and style.

COMPETENCE/COLLABORATION:

Outcome 1: **Demonstrates the ability to effectively use human and technological resources in the classroom.**

Performance

- Indicators:
- Utilizes responsible persons, including parents and other community members to participate in teaching and learning.
 - Utilizes tape recorders, cassettes, listening centers, computers, and visual aids to enhance instruction.
 - Seeks new ways to engage people and technology in the teaching/learning process.

Outcome 2: **Demonstrates a knowledge of and sensitivity to social/cultural patterns and relationships.**

Performance

- Indicators:
- Gets to know children by engaging them in informal conversation.
 - Learns different cultural patterns through personal contacts, readings, and interactions with people.
 - Engages parents of diverse cultural, social, and economic backgrounds in development and implementation of curriculum and instruction.
 - Uses supplementary materials that are nonstereotypical and that are inclusive.

COMPETENCE/LEARNER:

Outcome 1: **Demonstrates the ability to set up and maintain a safe and healthy learning**

environment.

Performance

- Indicators:
- Provides a psychologically safe environment where children function freely and securely.
 - Selects materials and equipment and arranges the room in ways that provide for mobility, flexibility, and creativity.
 - Provides balance and pacing in activities; active/quiet, indoor/outdoor.

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Teacher Education: Evaluation of Student Teaching

Student's Name _____ Social Security # _____ Date _____
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.

CONS **Demonstrates Consistent Achievement of Outcome** **DNAO** **Demonstrates No Achievement of Outcome**
PART **Demonstrates Partial Achievement of Outcome** **NOTD** **No Opportunity To Demonstrate**
MIN **Demonstrates Minimal Progress in Achieving Outcome**

Minimal Generic Teacher Education Outcomes

CONS PART MIN DNAO NOTD

- 1. Emphasizes the teaching of learning strategies over rote learning of specific facts and content and encourages active participation in the learning process.....
- 2. Applies principles of learning to classroom practice.....
- 3. Demonstrates understanding of the growth and developmental characteristics of students being taught by engaging in developmentally appropriate practices.....
- 4. Displays professionalism in all interactions within the classroom and in the community.....
- 5. Demonstrates broad understandings and affirmation of cultural, ethnic, academic, and socio-economic diversity.....
- 6. Exhibits personal involvement in teaching
- 7. Establishes a positive environment for acceptance of student ideas.....
- 8. Accepts suggestions and modifies behavior accordingly.....
- 9. Serves as a positive role model for students, colleagues and parents.....
- 10. Demonstrates firm grounding in academic subjects.....
- 11. Plans for student engagement in issues, processes, and material related to the subject matter.....
- 12. Interacts effectively with all members of the educational community.....
- 13. Encourages collaboration among students.....
- 14. Communicates effectively in oral and written form.....
- 15. Displays ability to assume total responsibility for the classroom.....
- 16. Uses appropriate techniques for assessment, both formally and informally.....
- 17. Uses well developed pedagogical skills in teaching content.....
- 18. Provides for classroom management.....
- 19. Uses a variety of teaching materials and equipment creatively and effectively.....

SUMMARY - OVERALL RATING.....

Photocopies should be provided to the following:
Student Teacher/Cooperating Teacher/University Supervisor
The original goes to: Teacher Education Office



Part II

Teacher Education: Evaluation of Student Teaching

Student's Name _____ Banner ID _____ Date _____

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

ELEMENTARY EDUCATION

Minimal Teaching Field Outcomes

	SU	S	NI	NOTA
1. Demonstrates the ability to implement appropriate instructional techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrates the ability to adapt instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrates the ability to empower students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Demonstrates conduct which is characteristic of a professional educator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Demonstrates the ability to plan and provide instruction appropriate to each discipline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Demonstrates effective communication strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Demonstrates the ability to establish positive rapport with and among students.	<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 to the following:

Student Teacher/Cooperating Teacher/University Supervisor.

Revised 9/02



Teacher Education: Evaluation of Student Teaching

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

Indiana, Pennsylvania
Part I

Teacher Education: Evaluation of Student Teaching

Student's Name Social Security # Date
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.

CONS Demonstrates Consistent Achievement of Outcome DNAO Demonstrates No Achievement of Outcome
PART Demonstrates Partial Achievement of Outcome NOTD No Opportunity To Demonstrate
MIN Demonstrates Minimal Progress in Achieving Outcome

Minimal Generic Teacher Education Outcomes

Table with 5 columns: Outcome description, CONS, PART, MIN, DNAO, NOTD. Contains 19 numbered items related to teaching strategies, professionalism, and classroom management.

SUMMARY - OVERALL RATING

Photocopies should be provided to the following:
Student Teacher/Cooperating Teacher/University Supervisor
The original goes to: Teacher Education Office



Part II

Teacher Education: Evaluation of Student Teaching

Student's Name _____ **Banner ID** _____ **Date** _____

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

EARLY CHILDHOOD EDUCATION

Minimal Teaching Field Outcomes

	SU	S	NI	NOTA
1. Demonstrates a sensitivity to the needs of individual children and establishes rapport with children and parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrates methods of classroom management that guide children toward independence and self discipline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrates commitment to the teaching profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Demonstrates the ability to utilize a variety of developmentally appropriate techniques to teach language arts, including reading, writing, speaking, and listening.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Demonstrates the ability to help children understand and appreciate the physical environment, the scientific process, and number concepts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Demonstrates the ability to integrate the curriculum, including content from the social sciences, health, and the arts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Demonstrates the ability to utilize "hands on" strategies to advance children's physical and intellectual competence in all content areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Demonstrates the ability to effectively use human and technological resources in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Demonstrates a knowledge of and sensitivity to social/cultural patterns and relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Demonstrates the ability to set up and maintain a safe and healthy learning environment.	<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 to the following:

Student Teacher/Cooperating Teacher/University Supervisor.

Revised 9/02



Teacher Education: Evaluation of Student Teaching

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 H

PROFESSIONAL STUDIES IN EDUCATION

GUIDELINES FOR FIFTEEN WEEKS OF STUDENT TEACHING

The Department of Professional Studies in Education provides three major field experiences for students. Students have a sophomore field experience where they have an opportunity to observe, interact with children, experience the environment, and assume some teaching responsibilities in the classroom. During the subsequent junior field experience, students spend four consecutive weeks in a classroom assuming significant teaching responsibilities. The department places all student teachers with the assumption that they are ready to teach when they enter the senior field placement. We thus recommend a progressive plan which increases weekly responsibilities throughout the semester. Each student teacher is required to have teaching experience in all subject areas. Schools with departmentalized programs will need to work closely with the supervisor to plan for all appropriate subject experiences required for state certification. The second quarter of student teaching should be more intensive than the first, and all student teachers should realize that expectations will increase as the semester progresses.

Our department recognizes the need for flexibility in the use of both general and specific guidelines. Rigid implementation is neither expected nor desired. This includes modification for student teachers with an assignment for one-half of the semester (see Appendixes I and J). We encourage our partners in the field to use the guidelines to support and guide our students, and we respect the judgment of our cooperating teachers as weekly decisions are made. However, when our student teachers experience consistent difficulty in the overall meeting of these guidelines, a mid-term and/or final grade lower than an A will often be indicated.

General Guidelines

The mark of a professional educator is someone who accepts responsibility necessary in all aspects of teaching. These responsibilities may extend beyond those specifically assigned. Throughout student teaching, Professional Studies in Education student teachers are expected to maximize their participation by assuming the following responsibilities:

1. Take an active role throughout all aspects of your student teaching experience; demonstrate initiative.
2. Engage in extra-curricular activities.
3. Observe in various classrooms, including the resource room.
4. Familiarize yourself with school policies and regulations.
5. Establish positive relationships with all school personnel and other student teachers.
6. Assist the cooperating teachers whenever possible; e.g., helping students, setting up materials, escorting children to other classes, etc.

7. Interact with students before school, after school as they wait for buses, and other non-instructional times.
8. Assess students informally on a continuous basis.
9. Participate in non-teaching duties such as, bus duty, playground duty, cafeteria duty, meetings to which you are invited, and student activities.
10. Prepare and post bulletin boards and learning centers.
11. Volunteer for school committees and responsibilities, as the opportunity arises; e.g., Instructional Support Team (IST) meetings, curriculum committees, grade level team meetings.
12. Participate in parent-teacher conferences.
13. Attend school/community functions.
14. Schedule a weekly meeting time with your cooperating teacher to plan in advance a schedule of lessons.
15. Obtain daily feedback from your cooperating teacher.

Specific Guidelines

This weekly guide should be useful in planning and assessment of student teaching. We ask our students to document their weekly progress in meeting these guidelines, and will use that documentation to discuss mid-term and final evaluations. The following weekly plan is recommended for student teachers with a full semester of student teaching:

FIRST QUARTER (SEVEN WEEKS) OF STUDENT TEACHING

WEEK ONE

1. Share the departmental handbook with your cooperating teacher, sign the contract, and submit it to your IUP supervisor.
2. Observe in the classroom.
3. Assist your cooperating teacher throughout the day.
4. Learn the names of all children in class(es).
5. Teach two abbreviated plans for short educational experiences.
6. Practice getting children ready and in line for transitions.
7. Plan dates for making one videotape and one audiotape this quarter, if taping is permitted by school policy.
8. Schedule regular times with your cooperating teacher to discuss future teaching plans, observations, and progress.

9. Work on 3-5 plans for the next week. Plans for Monday and Tuesday are due on a date specified by the cooperating teacher but no later than Friday.

WEEK TWO

1. Teach 3-5 full lessons or integrated lessons with plans this week.
2. Write a semester-long plan for teaching (or integrating) all subjects. These must include: Math, Language Arts (including Reading and Spelling), Science, Social Studies, Health, and Arts. Collaborate with your cooperating teacher to devise a preliminary plan for experience in all subject areas. Share the plan with your supervisor.
3. Start planning a portfolio and begin your resume for mid-term review. Consult this departmental student teaching handbook for requirements.
4. Schedule, develop, and teach two lessons in two different grades ("guest lessons") this quarter. Consult your cooperating teacher for suggestions of teachers on different levels who would welcome you for the lessons.
5. Take children to the restroom, special classes, lunch, etc.
6. Practice giving the class clear and specific directions for an educational experience developed by your cooperating teacher.
7. Submit your first report on a professional reading.
8. Discuss with your cooperating teacher the unit plan to be written and taught during this quarter. This unit plan should be directly related to the curriculum in the classroom in which you are teaching and based on the needs of students. Prepare a web for the unit plan.
9. Work on 5-7 lesson plans in at least two subjects or an integrated theme. Plans for next Monday and Tuesday are due on Friday.

WEEK THREE

1. Teach at least 5-7 lessons or integrated lessons in at least two subjects.
2. Design an authentic assessment for at least one lesson you have planned and will be teaching.
3. Identify one class management or discipline challenge you have experienced and plan a positive remediation to be approved by your cooperating teacher.
4. Create 7-10 plans for next week in at least three subjects or integrated themes. Plans for Monday and Tuesday are due Friday.

WEEK FOUR

1. Teach at least 7-10 lessons or integrated lessons in at least two different subjects.
2. Create an interactive bulletin board or learning center connected to lessons or the unit plan.
3. Design an authentic assessment for at least one lesson you have planned and will be teaching.

4. Submit your second report on professional reading.
5. Submit the unit plan to your cooperating teacher and university supervisor. Be sure the resources you list are integrated into what you are teaching.
6. Create 10-15 plans for next week in three subjects or integrated lessons. Plan to teach two ½ days. Plans for Monday and Tuesday are due Friday. (This guideline will be in place for the remainder of semester).

WEEK FIVE

1. Teach at least 10-15 lessons in three subjects or integrated themes.
2. Be sure that one videotape and one audiotape are completed by mid-term if permitted by school policy.
3. Be sure your unit is taught by mid-term.
4. Teach two ½ days.
5. Be sure guest lessons have been taught by mid-term.
6. Work on plans for at least three lessons a day next week (15 or more plans). At least three subjects should be taught or integrated into plans. Plan to teach two full consecutive days.

WEEK SIX

1. Teach at least three lessons or integrated lessons a day.
2. Complete two full consecutive days of teaching.
3. Submit your third report on professional reading.
4. Write a self-evaluation of student teaching based on the competencies in this student teaching handbook. Be prepared to share this self-evaluation during your mid-term conference.
5. Work on plans for at least three lessons or integrated lessons a day next week. Add or integrate a fourth subject.
6. Begin to make plans for the second unit which you will teach between Weeks 10 and 14. This unit plan should be directly related to the curriculum in the classroom in which you are teaching and based on the needs of students. Prepare a web for the unit plan.

WEEK SEVEN

1. Share your portfolio, including your resume, for mid-term review.
2. Teach at least three lessons a day, and teach at least four subjects throughout the week.
3. Complete teaching of your first unit plan.
4. At the mid-term conference, develop a personal action plan for meeting goals and requirements of student teaching.
5. Prepare three or more lessons a day until the end of student teaching.
6. Share your electronic portfolio with your university supervisor.

WEEK EIGHT

BEGINNING OF SECOND QUARTER OF STUDENT TEACHING

NOTE: The second quarter of student teaching brings an expectation of more advanced teaching and planning, and of greater all-around responsibility and initiative in the classroom.

1. Make plans for one videotape and one audiotape this quarter (if permitted).
2. Teach 3-5 lessons a day.
3. Identify positive remediation for class management problems you experienced during the first quarter (i.e., give better directions, clarify expectations, make a behavior guideline chart).
4. Submit your fourth report on professional reading.
5. Complete planning of the second unit by the end of next week.
6. Work on 15-25 plans for next week. Plan to teach two full consecutive days. Plans for Monday and Tuesday are due on Friday.

WEEK NINE

1. Teach 3-5 separate or integrated lessons a day.
2. Teach for two full consecutive days this week.
3. Discuss the subjects you have been/will be teaching with your supervisors to be certain that you have experience in all required subjects by the end of student teaching.
4. Continue to plan and conduct at least three authentic assessments of lessons you are teaching.
5. Make plans for five full consecutive days of teaching you are required to complete by the end of this quarter. Inform your university supervisor of the dates.
6. Submit your second unit plan to your cooperating teacher and university supervisor. Be sure the resources you list are integrated into what you are teaching.
7. Work on 15-25 plans for next week. Plans for Monday and Tuesday are due on Friday.

WEEK TEN

1. Teach 3-5 lessons a day.
2. Submit your fifth report on professional reading.
3. Complete teaching the second unit by Week 14.
4. Work on 15-25 plans for next week. Plans for Monday and Tuesday are due on Friday.

WEEK ELEVEN

1. Teach 3-5 separate or integrated lessons a day.
2. "Substitute" in another classroom for a whole day, following the plans of that student teacher or teacher. The regular classroom teacher should be present when you are teaching.
3. Work on your portfolio.
4. Work on 15-25 plans for next week. Plans for Monday and Tuesday are due on Friday.

WEEK TWELVE

1. Teach 3-5 separate or integrated lessons a day.
2. Work on your portfolio.
3. Plan five full consecutive days of teaching by the end of student teaching.
4. Be sure you have completed an interactive bulletin board or learning center related to a lesson plan or unit this semester.
5. Work on 15-25 plans for next week. Plans for Monday and Tuesday are due on Friday.

WEEK THIRTEEN

1. Teach 3-5 separate or integrated lessons a day.
2. Complete five full consecutive days of teaching.
3. Work on 15-25 plans for next week. Plans for Monday and Tuesday are due on Friday.
4. Share your electronic portfolio with you university supervisor.

WEEK FOURTEEN

1. Complete five full consecutive days of teaching, if not completed earlier.
2. Complete the remainder of student teaching requirements.
3. Continue to work on your portfolio.
4. Plan a 10-15 minute presentation of your portfolio for your final conference.
5. Write a self-evaluation of student teaching based on the competencies in this student teaching handbook. Be prepared to share this self-evaluation during your midterm conference.

WEEK FIFTEEN

1. Take full advantage of this week to complete any responsibilities not completed, teach "guest" lessons, and teach where you have had the least experience and would benefit from additional opportunities.
2. Present your portfolio with all required components.

3. Share your self-evaluation during the final conference.

CONGRATULATIONS!

Professional Studies in Education Student Teaching Matrix – Elementary Education 15-Week Plan

Week #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Week Beginning Date																C u l m i n a t i n g A c t i v i t i e s
Number of Lessons	2	3 to 5	5 to 7	7 to 10	10 to 15	15	15	15	15	15 to 25	15 to 25	15 to 25	15 to 25	15 to 25		
Number of Subjects		1	2	2	3	3	4	4	5	5	5	5	5	5		
Professional Readings Due		X		X		X		X		X						
Unit Plan Due				X					X							
Audio/Video Tape Due					X							X				
Other Responsibilities		WEB SEM	AA CM PE	AA GL BB	Teach 2 half days	Teach 2 full days SE	Mid- term review; Finish Unit; EP	CM	Teach 2 full days 3 AA		Sub in another class for a whole day	BB	Teach 5 full days EP	Finish Unit & SE 3WC EP		
Notes																

Key

WEB: Design web for unit plan
 SEM: Semester-long plan due
 AA: Design an authentic assessment
 CM: Plan a classroom management remediation
 BB: Produce an interactive bulletin board
 PE: Team teach with Physical Education Teacher

GL: Teach 2 guest lessons
 2 FD: Teach two consecutive full days
 SE: Write self-evaluation
 3WC: Schedule 3 way conference (final eval) for week 15
 EP: Electronic portfolio review

APPENDIX I

PROFESSIONAL STUDIES IN EDUCATION

GUIDELINES FOR THE FIRST QUARTER OF STUDENT TEACHING TO BE FOLLOWED BY A STUDENT TEACHING EXPERIENCE AT THE MCKEEVER ENVIRONMENTAL CENTER OR ABROAD

The Department of Professional Studies in Education provides three major field experiences for students. Students have a sophomore field experience where they have an opportunity to observe, interact with children, experience the environment, and assume some teaching responsibilities in the classroom. During the subsequent junior field experience, students spend four consecutive weeks in a classroom assuming significant teaching responsibilities. The department places all student teachers with the assumption that they are ready to teach when they enter the senior field placement. We thus recommend a progressive plan which increases weekly responsibilities throughout the semester. Each student teacher is required to have teaching experience in all subject areas. Schools with departmentalized programs will need to work closely with the supervisor to plan for all appropriate subject experiences required for state certification. All student teachers should realize that expectations will increase as the semester progresses.

Our department recognizes the need for flexibility in the use of both general and specific guidelines. Rigid implementation is neither expected nor desired. We encourage our partners in the field to use the guidelines to support and guide our students, and we respect the judgment of our cooperating teachers as weekly decisions are made. However, when our student teachers experience consistent difficulty in the overall meeting of these guidelines, a mid-term and/or final grade lower than an A will often be indicated.

General Guidelines

The mark of a professional educator is someone who accepts responsibility necessary in all aspects of teaching. These responsibilities may extend beyond those specifically assigned. Throughout student teaching, Professional Studies in Education student teachers are expected to maximize their participation by assuming the following responsibilities:

1. Take an active role throughout all aspects of your student teaching experience; demonstrate initiative.
2. Engage in extra-curricular activities.
3. Observe in various classrooms, including the resource room.
4. Familiarize yourself with school policies and regulations.

5. Establish positive relationships with all school personnel and other student teachers.
6. Assist the cooperating teachers whenever possible; e.g., helping students, setting up materials, escorting children to other classes, etc.
7. Interact with students before school, after school as they wait for buses, and other non-instructional times.
8. Assess students informally on a continuous basis.
9. Participate in non-teaching duties such as, bus duty, playground duty, cafeteria duty, meetings to which you are invited, and student activities.
10. Prepare and post bulletin boards and learning centers.
11. Volunteer for school committees and responsibilities, as the opportunity arises; e.g., Instructional Support Team (IST) meetings, curriculum committees, grade level team meetings.
12. Participate in parent-teacher conferences.
13. Attend school/community functions.
14. Schedule a weekly meeting time with your cooperating teacher to plan in advance a schedule of lessons.
15. Obtain daily feedback from your cooperating teacher.

Specific Guidelines

This weekly guide should be useful in planning and assessment of student teaching. We ask our students to document their weekly progress in meeting these guidelines, and will use that documentation to discuss mid-term and final evaluations. The following weekly plan is recommended for student teachers with a first quarter of student teaching to be followed by a student teaching experience at the McKeever Environmental Center or Abroad:

WEEK ONE

1. Share the departmental handbook with your cooperating teacher, sign the contract, and submit it to your IUP supervisor.
2. Observe in the classroom.
3. Assist your cooperating teacher throughout the day.
4. Learn the names of all children in class(es).
5. Teach two abbreviated plans for short educational experiences.
6. Practice getting children ready and in line for transitions.
7. Plan for one videotape or one audiotape with a written self-evaluation to be completed by Week 5, if taping is permitted by school policy.
8. Discuss with your cooperating teacher the unit plan to be written and taught during this quarter. This unit plan should be directly related to the curriculum in the classroom in which you are teaching and based on the needs of students. Prepare a web for the unit plan.
9. Schedule regular times with your cooperating teacher to discuss future teaching plans, observations, and progress.

10. Work on 3-5 plans for the next week. Plans for Monday and Tuesday are due on a date specified by the cooperating teacher but no later than Friday.

WEEK TWO

1. Teach 3-5 full lessons or integrated lessons with plans this week.
2. Write a plan for teaching (or integrating) all subjects during this quarter. These must include: Math, Language Arts (including Reading and Spelling), Science, Social Studies, Health, and Arts. Collaborate with your cooperating teacher to devise a preliminary plan for experience in all subject areas. Share the plan with your supervisor.
3. Begin planning a portfolio and writing your resume for review during your final conference. Consult this departmental student teaching handbook for requirements.
4. Schedule, develop, and teach one lesson in a different grade ("guest lesson") this quarter. Consult your cooperating teacher for suggestions of a teacher at a different level who would welcome you for one lesson. Be sure the lesson is taught by Week 5.
5. Take children to the restroom, special classes, lunch, etc.
6. Practice giving the class clear and specific directions for an educational experience developed by your cooperating teacher.
7. Submit your first report on a professional reading.
8. Work on 5-7 lesson plans in at least two subjects or an integrated theme. Plans for next Monday and Tuesday are due on Friday.

WEEK THREE

1. Teach at least 5-7 lessons or integrated lessons in at least two subjects.
2. Design an authentic assessment for at least one lesson you have planned and will be teaching.
3. Identify one class management or discipline challenge you have experienced and plan a positive remediation to be approved by your cooperating teacher.
4. Submit the unit plan to your cooperating teacher and university supervisor. Be sure the resources you list are integrated into what you are teaching.
5. Write a self-evaluation of student teaching based on competencies in your student teaching handbook. Be prepared to share this self-evaluation during your midterm conference for this quarter experience.
6. Create 7-10 plans for next week in at least three subjects or integrated themes. Plan for one full day of teaching. Plans for Monday and Tuesday are due on Friday. (This guideline will be in place for the remainder of the quarter.)

WEEK FOUR

1. Teach at least 7-10 lessons or integrated lessons in at least three different subjects.

2. Complete one full day of teaching.
3. Create an interactive bulletin board or learning center connected to lessons or the unit plan.
4. Design an authentic assessment for at least one lesson you have planned and will be teaching.
5. Prepare to teach your unit during Weeks 5, 6 and/or 7.
6. Submit your second report on a professional reading.
7. Share your self-evaluation during the midterm conference for this quarter experience.
8. Create 10-15 plans for next week in three subjects or integrated subjects. Plan for two full consecutive days of teaching.

WEEK FIVE

1. Teach at least 10-15 lessons in three subjects or integrated subjects.
2. Complete two full consecutive days of teaching
3. Submit your videotape or audiotape with the written self-evaluation to your university supervisor.
4. Teach your guest lesson.
5. Plan for five full consecutive days of teaching.

WEEK SIX

1. Complete five full consecutive days of teaching.
2. Complete teaching of a unit plan by Week 7.
3. Submit your third report on a professional reading.
4. Write a self-evaluation of student teaching based on competencies in your student teaching handbook. Be prepared to share this self-evaluation during your final conference for this quarter experience.

WEEK SEVEN

1. Complete teaching of the unit plan you began earlier.
2. Take full advantage of this week to complete any responsibilities not completed, teach “guest” lessons, and teach where you have had the least experience and would benefit from additional opportunities.
3. Complete and present your portfolio with all required components.
4. Share your self-evaluation during the final conference.

ENJOY YOUR NEXT EXPERIENCE!

Professional Studies in Education
 Student Teaching Matrix – Elementary Education
 First Quarter

Week #	1	2	3	4	5	6	7	SECOND QUARTER STUDENT TEACHING EXPERIENCE AT McKEEVER ENVIRONMENTAL CENTER OR ABROAD	
Week Beginning Date									
Number of Lessons	2	3 to 5	5 to 7	7 to 10	10 to 15	15	15		
Number of Subjects		1	2	3	3	3	4		
Professional Readings Due		X		X		X			
Unit Plan Due			X						
Audio/Video Tape Due					X				
Other Responsibilities		WEB Quarter Plan	AA CM SE PE	AA BB FD	Teach 2 full days GL	Teach 5 full days 3 WC SE	Portfolio review & Finish Unit EP		
Notes									

Key

- WEB: Design web for unit plan
 FD: Teach one full day
 AA: Design an authentic assessment
 CM: Plan a classroom management remediation
 EP: Electronic Portfolio Review
 PE: Team teach with Physical Education Teacher
- GL: Teach a guest lesson
 BB: Produce an interactive bulletin board
 SE: Write self-evaluation
 3WC: Schedule 3 way conference (final conference) for 7 week

APPENDIX J

PROFESSIONAL STUDIES IN EDUCATION

GUIDELINES FOR THE SECOND QUARTER OF STUDENT TEACHING AFTER A STUDENT TEACHING EXPERIENCE AT THE MCKEEVER ENVIRONMENTAL CENTER

The Department of Professional Studies in Education provides three major field experiences for students. Students have a sophomore field experience where they have an opportunity to observe, interact with children, experience the environment, and assume some teaching responsibilities in the classroom. During the subsequent junior field experience, students spend four consecutive weeks in a classroom assuming significant teaching responsibilities. The department places all student teachers with the assumption that they are ready to teach when they enter the senior field placement. We thus recommend a progressive plan which increases weekly responsibilities throughout the semester. Each student teacher is required to have teaching experience in all subject areas. Schools with departmentalized programs will need to work closely with the supervisor to plan for all appropriate subject experiences required for state certification. All student teachers should realize that expectations will increase as the semester progresses.

Our department recognizes the need for flexibility in the use of both general and specific guidelines. Rigid implementation is neither expected nor desired. We encourage our partners in the field to use the guidelines to support and guide our students, and we respect the judgment of our cooperating teachers as weekly decisions are made. However, when our student teachers experience consistent difficulty in the overall meeting of these guidelines, a mid-term and/or final grade lower than an A will often be indicated.

General Guidelines

The mark of a professional educator is someone who accepts responsibility necessary in all aspects of teaching. These responsibilities may extend beyond those specifically assigned. Throughout student teaching, Professional Studies in Education student teachers are expected to maximize their participation by assuming the following responsibilities:

1. Take an active role throughout all aspects of your student teaching experience; demonstrate initiative.
2. Engage in extra-curricular activities.
3. Observe in various classrooms, including the resource room.
4. Familiarize yourself with school policies and regulations.
5. Establish positive relationships with all school personnel and other student teachers.
6. Assist the cooperating teachers whenever possible; e.g., helping students, setting up materials, escorting children to other classes, etc.

7. Interact with students before school, after school as they wait for buses, and other non-instructional times.
8. Assess students informally on a continuous basis.
9. Participate in non-teaching duties such as, bus duty, playground duty, cafeteria duty, meetings to which you are invited, and student activities.
10. Prepare and post bulletin boards and learning centers.
11. Volunteer for school committees and responsibilities, as the opportunity arises; e.g., Instructional Support Team (IST) meetings, curriculum committees, grade level team meetings.
12. Participate in parent-teacher conferences.
13. Attend school/community functions.
14. Schedule a weekly meeting time with your cooperating teacher to plan in advance a schedule of lessons.
15. Obtain daily feedback from your cooperating teacher.

Specific Guidelines

This weekly guide should be useful in planning and assessment of student teaching. We ask our students to document their weekly progress in meeting these guidelines, and will use that documentation to discuss mid-term and final evaluations. The following weekly plan is recommended for student teachers with a second quarter of student teaching following a student teaching experience at the McKeever Environmental Center:

WEEK EIGHT

1. Share the departmental handbook with your cooperating teacher, sign the contract, and submit it to your IUP supervisor.
2. Observe in the classroom.
3. Assist your cooperating teacher throughout the day.
4. Learn the names of all children in class(es).
5. Teach two abbreviated plans for short educational experiences.
6. Practice getting children ready and in line for transitions.
7. Plan for one videotape or one audiotape with a written self-evaluation to be completed by Week 12, if taping is permitted by school policy.
8. Discuss with your cooperating teacher the unit plan to be written and taught during this quarter. This unit plan should be directly related to the curriculum in the classroom in which you are teaching and based on the needs of students. Prepare a web for the unit plan.
9. Schedule regular times with your cooperating teacher to discuss future teaching plans, observations, and progress.
10. Work on 3-5 plans for the next week. Plans for Monday and Tuesday are due on a date specified by the cooperating teacher but no later than Friday.

WEEK NINE

1. Teach 3-5 full lessons or integrated lessons with plans this week.
2. Write a plan for teaching (or integrating) all subjects during this quarter. These must include: Math, Language Arts (including Reading and Spelling), Science, Social Studies, Health, and Arts. Collaborate with your cooperating teacher to devise a preliminary plan for experience in all subject areas. Share the plan with your supervisor.
3. Begin planning a portfolio and writing your resume for review during your final conference. Consult this departmental student teaching handbook for requirements.
4. Schedule, develop, and teach one lesson in a different grade ("guest lesson") this quarter. Consult your cooperating teacher for suggestions of a teacher at a different level who would welcome you for one lesson. Be sure the lesson is taught by Week 12.
5. Take children to the restroom, special classes, lunch, etc.
6. Practice giving the class clear and specific directions for an educational experience developed by your cooperating teacher.
7. Submit your first report on a professional reading.
8. Work on 5-7 lesson plans in at least two subjects or an integrated theme. Plans for next Monday and Tuesday are due on Friday.

WEEK TEN

1. Teach at least 5-7 lessons or integrated lessons in at least two subjects.
2. Design an authentic assessment for at least one lesson you have planned and will be teaching.
3. Identify one class management or discipline challenge you have experienced and plan a positive remediation to be approved by your cooperating teacher.
4. Submit the unit plan to your cooperating teacher and university supervisor. Be sure the resources you list are integrated into what you are teaching.
5. Write a self-evaluation of student teaching based on competencies in your student teaching handbook. Be prepared to share this self-evaluation during your midterm conference for this quarter experience.
6. Create 7-10 plans for next week in at least three subjects or integrated themes. Plan for one full day of teaching. Plans for Monday and Tuesday are due on Friday. (This guideline will be in place for the remainder of the quarter.)

WEEK ELEVEN

1. Teach at least 7-10 lessons or integrated lessons in at least three different subjects.
2. Complete one full day of teaching.
3. Create an interactive bulletin board or learning center connected to lessons or the unit plan.

4. Design an authentic assessment for at least one lesson you have planned and will be teaching.
5. Submit your second report on a professional reading.
6. Share your self-evaluation during the midterm conference for this quarter experience.
7. Create 10-15 plans for next week in three subjects or integrated subjects. Plan for two full consecutive days of teaching.
8. Prepare to teach your unit during Weeks 12, 13, and/or 14

WEEK TWELVE

1. Teach at least 10-15 lessons in three subjects or integrated subjects.
2. Complete two full consecutive days of teaching
3. Submit your videotape or audiotape with the written self-evaluation to your university supervisor.
4. Teach your guest lesson.
5. Plan for five full consecutive days of teaching.

WEEK THIRTEEN

1. Complete five full consecutive days of teaching.
2. Complete teaching of a unit plan by Week 14.
3. Submit your third report on a professional reading.

WEEK FOURTEEN

1. Complete five full consecutive days of teaching.
2. Complete teaching of a unit plan you began earlier.
3. Write a self-evaluation of student teaching based on competencies in your student teaching handbook. Be prepared to share this self-evaluation during your final conference for this quarter experience.

WEEK FIFTEEN

1. Take full advantage of this week to complete any responsibilities not completed, teach “guest” lessons, and teach where you have had the least experience and would benefit from additional opportunities.
2. Present your portfolio with all required components.
3. Share your self-evaluation during the final conference.
Electronic Portfolio Review

CONGRATULATIONS!

Professional Studies in Education
Student Teaching Matrix – Elementary Education
Second Quarter

Week #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
Week Beginning Date	FIRST QUARTER STUDENT TEACHING EXPERIENCE AT McKEEVER ENVIRONMENTAL CENTER																C u l m i n a t i n g A c t i v i t i e s
Number of Lessons								2	3 to 5	5 to 7	7 to 10	15 to 25	15 to 25	15 to 25			
Number of Subjects									2	2	3	3	4	5			
Professional Readings Due									X		X		X				
Unit Plan Due										X							
Audio/Video Tape Due												X					
Other Responsibilities								WEB	Quarter Plan due	GL CM SE AA PE	FD BB AA	Teach 2 full days GL	Teach 5 full days	5 FD Finish Unit & SE 3WC EP			
Notes																	

Key

WEB: Design web for unit plan
 FD: Teach a full day
 AA: Design an authentic assessment
 CM: Plan a classroom management remediation
 EP: Electronic Portfolio Review
 PE: Team teach with Physical Education Teacher

GL: Teach a guest lessons
 BB: Produce an interactive bulletin board
 SE: Write self-evaluation
 3WC: Schedule 3 way conference (final eval) for week 15