# HARRIS-STOWE STATE UNIVERSITY
## COLLEGE OF EDUCATION

# Student Teaching Program Handbook

*EFFECTIVE TEACHERS FOR A DIVERSE SOCIETY*

Harris-Stowe State University
3026 Laclede Avenue
St. Louis, MO 63103

# FOREWARD

Student teaching represents the capstone of the initial teacher certification program. Our student teachers reflect the philosophy, commitment and standard of Harris-Stowe State University and the College of Education. The approval to student teach is granted by Harris-Stowe State University. Student teaching approval is an endorsement of the professional capabilities and personal characteristics of the individual student.

With the student teaching experiences, an individual begins his or her professional career as an educator. The role becomes that of a teacher rather than that of a student. Many informal and subtle changes reflect a new status as well as the obvious increase in responsibility and expectation for leadership and technical skill. Student teaching represents one of the primary opportunities for providing multicultural learning experiences in the College of Education program. Preference will be given to student teaching placements, which provide multicultural learning environments.

Student teaching is a cooperative effort between the public schools and Harris-Stowe State University. Instructors who are assigned student teachers by Harris-Stowe State University are carefully selected by the P-12 school administrators. Our goal is for the student teaching experience to be under the daily guidance of a master teacher.

The purpose of this Harris-Stowe State University Program Handbook for Student Teaching is to provide a practical and usable reference for those participating in the student teaching program. It describes the responsibilities of the student teacher, the public school cooperating teacher, the University Supervisors and the Coordinator of Student Teaching. In addition, it represents an overview of the policies of the program. It is hoped that this handbook will assist the student teacher attain the maximum benefits from the student teaching experience.

Sincerely,
Dr. LaTisha Smith,
Dean of the College of Education

**Conceptual Framework: Effective Teachers for a Diverse Society**

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**CONCEPTUAL FRAMEWORK:**
**EFFECTIVE TEACHERS FOR A DIVERSE SOCIETY**



The Harris-Stowe State University College of Education conceptual framework has three major components: (1) Content-Pedagogical Mastery, (2) Evaluation, and (3) Communication Skills. As depicted in the conceptual framework "glyph," the statements underneath each of the three major components relate to the terminology at the top where it is displayed.  For example:

- In terms of *content-pedagogical mastery*, candidates must master the knowledge, skills and dispositions related to their specific areas of matriculation.
- As effective teachers, *evaluation* allows candidates to determine their impact on P-12 student learning.
- Finally, *communication skills* are important as candidates work with families, school personnel, and the community to provide educational experiences for P-12 students.

The dotted line running through the glyph indicates that there is *constant and ongoing assessment* occurring throughout each candidate's entire program of study.

The unit identifies **11 teacher roles** and **four dispositions** of effective teachers which represent the unit's vision of the professional characteristics its candidates will develop and strengthen as they progress through the teacher preparation program.

The eleven roles are:
- **master of content**
- **deliverer of content**
- **skilled instructor**
- **user of technology**
- **inclusionary strategist**
- **organizer of learning**
- **diagnostic prescriber**
- **evaluator of student progress**
- **manager of behavior**
- **counselor**
- **communicator with parents**

These eleven teacher roles are intertwined within and demonstrated in each of the three major component areas. The dispositions: (1) **competence, (2) diversity, (3) reflection, and (4) professionalism** are equally important to supporting these eleven roles as candidates become "Effective Teachers for a Diverse Society."

Candidates demonstrate each of the dispositions within each teacher role demonstrated. For example, as a "master of content," a candidate must be *competent* in the subject matter being taught. The candidates must address the *diversity* of learners within the classroom to ensure each student's learning style and development is being addressed. In addition, candidates must demonstrate *professionalism* in their delivery of content and interactions with all P-12 students. Finally, candidates *reflect* on their teaching and make the necessary modifications needed to ensure success for all students.

# OVERVIEW OF THE STUDENT TEACHING PROGRAM

Supervised student teaching is an essential aspect of a professional educational program. This program consists of direct experiences with children and youth in the classroom, under the supervision of a professionally certified teacher and staff member from an institution of higher education. Supervised student teaching constitutes 12 semester hours of credit and involves a minimum of 15 weeks.

The goals of the student teaching experiences are reflected through the activities in which a student teacher participates during the student teaching semester. These activities offer the student opportunities to bring together knowledge, theory and practice; to learn through actual experience how these components are involved in the teaching and learning of others; and to become gradually inducted into the teaching profession.

The public schools provide a realistic setting for student teachers because they will be eventual employers of the majority of student teachers. Their responsibility for the education and development of our children and youth has become increasingly more important in our modern society. Present trends indicate that public schools will need to participate more and more in the education of teachers. This will enable potential teacher candidates to actively function in an ever-changing and challenging environment.

The cooperating teacher is the key person in providing an effective teaching-learning situation, and by accepting the responsibility of guiding and directing the student teacher, he or she makes a valuable contribution to the strengthening of the teaching profession. Additionally, the entire faculty in the cooperating school also assumes a very important professional responsibility for setting the stage for a successful student teaching experience.

Student teaching is a cooperative endeavor in which the personnel of both the University and public school need to exchange ideas, plan cooperatively for providing the best student teaching experience possible and reach a realistic understanding concerning the functions of the experiences in terms of both potentials and limitations.

## The Co-Teaching Model

Co-Teaching is defined as two teachers (cooperating teacher and teacher candidate) working together with groups of students - sharing the planning, organization, delivery and assessment of instruction as well as the physical space.

*"Both teachers are actively involved and engaged in all aspects of instruction."*

## Co-Teaching in Student Teaching

The Clinical and Field Experiences Program within Harris-Stowe State University's College of Education utilizes a co-teaching model in the college's curriculum frameworks for student teaching. This program is designed to provide teacher candidates with an understanding of professional practice that is disposition-driven, performance based centered and provides a knowledge base for clinical study that is relevant to student diversity. In essence, the goal at Harris-Stowe State University is to prepare candidates to establish a system of professional practice centered on the College of Education program's mission for the development of *Effective Teachers for a Diverse Society*.

"While co-teaching is not a new phenomenon, its application in the student teaching experience is a new area of study. Co-teaching in student teaching enables two professionally-prepared adults to collaborate in the classroom, actively engaging students for extended periods of time. The co-teaching model of student teaching allows students increased opportunities to get help when and how they need it. It affords teachers opportunities to incorporate co-teaching strategies, grouping and educating students in ways that are not possible with just one teacher. The co-teaching in student teaching model may be implemented with any content at any grade level."

## Co-Teaching Strategies & Examples

| Strategy | Definition/Example |
|---|---|
| **One Teach, One Observe** | One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors. **Example:** One teacher can observe students for their understanding of directions while the other leads. |
| **One Teach, One Assist** | An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. **Example**: While one teacher has the instructional lead, the person assisting can be the "voice" for the students when they don't understand or are having difficulties. |
| **Station Teaching** | The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations. **Example:** One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change. |
| **Parallel Teaching** | Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio. **Example**: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy. |
| **Supplemental Teaching** | This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated. **Example**: One teacher may work with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment. |
| **Alternative (Differentiated)** | Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different. **Example**: One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story. |
| **Team Teaching** | Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. **Example:** Both instructors can share the reading of a story or text so that the students are hearing two voices. |

*The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the students in the classroom.*

**Conceptual Framework: Effective Teachers for a Diverse Society**

# GOALS OF THE STUDENT TEACHER PROGRAM

The student teacher program at Harris-Stowe State University is designed to bring closure to the student's educational program through a culminating and integrating quasi-clinical experience. The goals of the program are:

- To enable the student teacher to develop excellence in the application of educational theories, principles, techniques and strategies.

- To enable the student teacher to refine his or her educational philosophy based on actual classroom situations.

- To foster the student teacher's development and use of research skills for application to classroom problems.

- To facilitate the student teacher's development and use of mentors and peers to broaden his or her repertoire of professional techniques, skills and procedures.

- To provide opportunities for the student teacher to be a contributing member of an educational team.

- To experience and respond well to diverse persons, environments and situations.

## STUDENT TEACHING POLICIES

In an effort to facilitate the placement of student teachers, the College of Education at Harris-Stowe State University has established the flowing guidelines and policies.

**Student Teaching Meetings**
Students are required to attend orientation sessions at the beginning of the semester and any other seminar meetings as scheduled by the Coordinator of Student Teaching Barbara Dwellingham.

**Grading**

The student teacher will receive a letter grade for the student teaching experience (12 hours of credit). The University Supervisor, based upon the written evaluations and recommendations of the public school cooperating teacher, assigns the grade.

**Grievance**

If the student teacher feels that his or her placement situation is becoming unsatisfactory and that it could lead to a poor experience, he or she should first discuss his or her concerns with the cooperating teacher. If this is not successful, the student may ask the University Supervisor to intercede with the intention of finding possible solutions.

If a successful solution cannot be found through these procedures, the student may then appeal to the Coordinator of Student Teaching Barbara Dwellingham. If these efforts fail, the student may

then arrange a conference with the Dean of the College of Education. Problems that cannot be resolved at this level may then be appealed through the normal procedures established by the University.

**Holidays**

For the purpose of student teaching, the student teachers are to observe only the holidays scheduled by the school system to which they are assigned. Harris-Stowe State University holidays, such as spring break, are not excused absences from the student teaching experience.

**Meetings**

Student teachers are required to attend student teaching orientation meetings and scheduled Friday seminar meetings. The coordinator schedules these meetings for student teaching.

**Placements**

The coordinator arranges placement for student teaching. Students are placed with master teachers in individual schools. Placement by the coordinator is final. Should it become absolutely necessary for a student teacher to change placement (due to irresolvable difficulties), the coordinator will then assess the situation and make any changes that are deemed necessary.

**Substitute Teaching**

Student teachers may not substitute teach during student teaching.

**Orientation**

Student teachers are required to attend an orientation at the beginning of their term for student teaching. Attendance at this orientation is mandatory and considered a requirement of the student teaching experience.

**Seminars**

Student teachers are required to return to the University campus on Fridays for meetings with their University Supervisor and for discussion of other issues related to the student teaching experience.

Adherence to these policies and guidelines will help to ensure that the student teaching experience is beneficial to the College of Education student, the classroom cooperating teacher and the public school students. Student teachers should remember that the College of Education faculty is here to assist and guide them through the student teaching experience, but the individual student teacher is responsible for the ultimate quality of the student teaching experience.

# TEACHING POLICY STATEMENTS

### A. Orientation/Class Meetings Scheduled at the University

1. Student teachers are required to attend orientation sessions scheduled at the beginning of each semester. Specific times and dates will be announced prior to the beginning of each semester.
2. Student teachers are required to attend Friday Seminars at the University.
3. Student teachers will meet with their supervisors. Activities include student participation and input centered on classroom organization, management and multicultural education.

### B. University Supervisor's Observation of an HSSU Student Teacher in His or Her Assigned Classroom

Usually, during the first week of placement, the University Supervisor will visit the assigned school to meet with school officials and the cooperating teacher in order to ensure that the expectations, documents and procedures regarding the student teaching process are compatible with all parties. Subsequent to the first week, the University Supervisor will schedule a visit to ensure that future visits will be at a time when the student will be teaching.

It is generally expected that the University Supervisor should visit with the student teacher at least biweekly throughout the placement period. <u>There should be no fewer than eight visits during the fifteen (15) weeks of student teaching.</u> Scheduled visits will consist of the observation of at least one full lesson, which will be immediately followed by a student/University Supervisor conference. This conference generally will last about 30 minutes during which the supervisor will orally critique the observed lesson and discuss any problems that the student may be encountering. The supervisor should also briefly discuss the student's progress with the cooperating teacher to ensure that the goals of student teaching are being accomplished in a manner consistent with University policy.

### C. Course Work in Addition to Student Teaching

By the beginning of the student teaching semester, the student teacher is expected to have completed all course work toward the degree or certification area. Due to the comprehensiveness, complexity and time-consuming nature of the student teaching semester, the student teacher is less likely to have a satisfying and successful experience when he or she must meet the requirements of others course work. The student teacher, regardless of his or her program of personal obligations, is expected to fulfill all requirements in reference to student teaching. If it becomes necessary to complete coursework concurrently with student teaching, a petition must be submitted. A maximum of 6-credit hours may be taken with student teaching. All petitions begin in the Office of Academic Affairs; an approved petition is necessary before a candidate is allowed to register.

# STUDENT TEACHING PLACEMENT — PLAN A

## EARLY CHILDHOOD EDUCATION MAJORS

**Early Childhood majors are:**
Placed in a preschool or kindergarten learning site,
first, second or third grade classroom.

## ELEMENTARY EDUCATION MAJORS

**Elementary School majors are:**
Placed in a first, second, third,
fourth, fifth or sixth grade classroom.

## MIDDLE SCHOOL EDUCATION MAJORS

**Middle School majors are:**
Placed in a fifth, sixth, seventh, eighth
or ninth grade classroom.

## SECONDARY EDUCATION MAJORS

**Secondary Education majors are:**
Placed in a high school ninth, tenth,
eleventh or twelfth grade classroom.

# STUDENT TEACHING PLACEMENT — PLAN B

**EDUC 0419 (12 Credits) In-Service Student Supervised Student Teaching and Professional Seminar is for students who:**

1. Already possesses a baccalaureate degree;
2. Are attending Harris-Stowe State University for State Certification only;
3. Or meet the any of the following criteria such that:

   A. Any person who is currently teaching may student teach in his or her own classroom provided: (1) the principal is a certified teacher and is willing to serve as the cooperating teacher for the student teaching semester, (2) the school is accredited, (3) HSSU has a signed agreement with the school district and (4) the classroom assignment is appropriate for the area in which certification is being sought.

   B. Any person who has been a teacher, but who is not currently teaching, will be placed in a school and will be expected to attend the initial student teacher orientation session with EDU 0402III. Then he or she will be placed in one classroom for the remaining 15 weeks. This individual is also required to attend five Professional Development Seminars during the semester.

The in-service student teacher will be assigned to a University Supervisor who will monitor the student's progress by visiting a minimum of eight times during the 15 weeks. The student will be required to prepare a portfolio and submit lesson plans for lessons observed by the Supervisor.

The purpose and course grade and course objectives are described in the course syllabi for course EDUC 0402III.

## SPRING BREAK AND OTHER HOLIDAYS

Student teachers follow the calendar of the school district to which they are assigned. For example, during the school district's Spring Break, the students will not report to the assigned school, but will be required to report to the University for any scheduled classes or seminars. The student teacher is expected to attend all school district working and training sessions which district teachers are required to attend.

## POLICY STATEMENT REGARDING ABSENCES

A student teacher's satisfactory completion of the student teaching semester rests on many factors, among which attendance is extremely important. The student teacher becomes an integral part of the school during the assigned period. Absence(s) and tardiness of the student teacher not only impact the quality of his or her performance, but also impact the school program. Student teachers are expected to report daily to their assigned schools in a timely manner.

It is recognized that emergencies may arise, but absence from the assignment may cause an unsuccessful student teaching experience. If the student teacher expects to be absent for any reason, the student teacher must contact the cooperating teacher and the University Supervisor. Excessive absences and tardiness may result in a reduced grade or unsatisfactory completion of the student teacher experience.

## ATTITUDINAL PROBLEMS

If a student teacher is removed from a placement because of a problem that he or she has created, he or she will receive a reduced grade or will be withdrawn from the program.

## HEALTH FORMS/CHILD ABUSE OR NEGLECT/CRIMINAL RECORD

Some Missouri school districts require that student teachers have the following forms completed by the appropriate personnel:

1. Tuberculin Health Examination
2. Child Abuse/Neglect/Criminal Record and/or FBI Background Check

The forms are submitted to the Coordinator of Student Teaching, Barbara Dwellingham, whose office is located in the William L. Clay Early Childhood/Development Parenting Education Building, Room 227. These forms are then sent to the district for their files. No one is assigned until the forms are on file in the College of Education.

## ESTABLISHMENT OF ELIGIBILITY FOR STUDENT TEACHING

Harris-Stowe State University makes every effort to secure placements for student teachers, which will broaden their educational and pre-service experiences in positive ways. Toward those ends, it is necessary that the HSSU student and the University verify that student teaching will occur. This early start enables the student and the University to verify the student's progress and the completion of all requirements in a timely manner. The student must complete and file the application to student teach with the College of Education, one year in advance of the student teaching semester. Secondly, the Office of

Advisement conducts an eligibility review of the student. Within the semester in which the application is filed, an informational meeting is held by the College of Education, during which, an overview of the Pre-Student Teaching Portfolio and student teaching semester is provided.

When the candidate completes all course work and other requirements needed for eligibility, the student is placed in a school district.

Finally, the student teaching semester begins with an orientation at the University. This orientation is scheduled to occur before the first day of school for the University.

## UNIVERSITY REQUIREMENTS FOR STUDENT TEACHERS

1. **Attendance and Absentee Reporting Policies and Procedures**

    A. *Daily attendance is required* of the student teacher at the assigned school. Attendance should be the same as the arrival and departure times for regular faculty or if different, indicated by the principal of the school. Be on time, enthusiastic, awake, alert and ready to work.

    B. Student teachers are to follow their assigned cooperating school's calendar regarding vacations/holidays.

    C. In the event of illness or emergency which would prevent the student teacher from reporting to school, the following are to be notified: the school, the cooperating teacher, and the University Supervisor. The student teacher must also complete the Absentee Report Form with the appropriate signatures and turn it into their University Supervisor who will turn it in to the Coordinator of Student Teaching. Failure to do so constitutes a breach of professional responsibility.

    D. The student teacher may be excused one day for the On-Campus Interview in the senior year. Notification will be given when to expect this day.

    E. The student teacher may be excused no more than one day for excused illness in order to complete the required hours of student teaching in the classroom.
       1. Failure to make up days missed will be reflected in the student's final grade.
       2. In the case of prolonged illness or extenuating circumstances, which result in extended absence, the student may possibly have his or her assignment extended. The supervisor and student teacher need to meet with the Coordinator of Student Teaching, Barbara Dwellingham to determine the possibility of extending placements, withdrawals, etc. Student teachers must complete 15 weeks/450 hours of documented classroom experience to be eligible for a license.

3. Professional Appearance/Grooming Standards: It is necessary for the student teacher to dress as an educator, not as a student, and maintain the standards of the assigned school. The student teacher is expected to exhibit employability skills during the student teaching experience. These include good grooming/cleanliness/physical hygiene and personal/professional appearance/attire, good posture (i.e., length and style of hair, beard, mustache, style of dress, etc.)

**4.** Professional Behavior/Attitude Standards: Employability skills also include professional behavior, attitude and respect of the building policies. Be prepared for the teaching assignment as if it was a job. Maintain a friendly, but professional role with students. **The use of cells phones during class time is not permitted.**

5. Ethics of Profession: The student teacher is expected to observe the ethics of the profession and recognize that the cooperating teacher is the person responsible for all that happens in the classroom.

6. Lesson Plans must be current, typed and visible for the supervisor to review at each visitation.

7. Objectives of student teaching (knowledge, skills and disposition) are to be followed.

8. Reflection by the student teacher (journal, portfolio) shall be maintained.

9. Evaluation of student teachers by the cooperating teacher and University Supervisor will be on-going and consistent.

*NOTE: The student teacher shall not serve as a substitute teacher for the cooperating school.*

## RESPONSIBILITIES OF THE STUDENT TEACHER

The responsibilities of the student teacher extend beyond classroom activities and should be considered an integral part of the student teaching experience. In all situations, the student teacher should conduct himself or herself in a professional manner. The student teacher is a representative of Harris-Stowe State University and its Teacher Education program and should act in a responsible manner that reflects his or her role as a professional.

The student teacher will be required to perform many activities in the school situation. As a general guideline, the student teacher should review and be aware of the following responsibilities:

1. Contact the principal (or designated administrator) first when reporting to the assigned school.
2. Be directly responsible to the cooperating teacher.
3. The primary objective is the education of the student.
4. Be familiar with the philosophy of the school system, the program (both curricular and extracurricular), the physical facilities and the staff. Accept and promote the philosophy of the school system and accept responsibility for professional improvement in the philosophy.

5. Do not divulge confidential information concerning the students or the school system.
6. Attend every class on time. Attend any extracurricular activities, parent-teacher conferences, faculty meetings or other functions as determined by the cooperating teacher *(A student teacher may request a pass for certain special functions.)*
7. Endeavor to maintain high standards of discipline. If difficulties arise, seek guidance from the cooperating teacher.
8. Student teachers should know the subject matter before attempting to teach it and should understand how to use any necessary equipment and visual matter.
9. Plan lessons and get the cooperating teacher's approval in advance. Plans should be detailed and typed. While progressing through the student teaching experience, some details may be planned through oral conferences.
10. Share in the evaluation of students.
11. Study the necessary cumulative records of students so that effective learning experiences can be provided. Make use of the counseling services of the school.
12. Be aware of the physical appearance and comfort of the classroom.
13. Be responsible for any assigned record keeping.
14. Help assume responsibility for such activities as playground, library and lunchroom supervision as assigned by the cooperating teacher or other school authority.
15. Practice skills necessary for effective human relations.
16. Be willing to recognize the worth of each individual and accord the person the respect he or she deserves.
17. Know the lines of authority.
18. Understand the teacher's relationship to parents.
19. Understand the principal's role in assisting the teacher.
20. Understand the importance of good relationships with the community and attempt to understand community customs. Be willing to participate in community activities concerned with school life.
21. Understand the importance of harmonious relationships with other members of the faculty.
22. Know the professional responsibilities of the student teacher and be willing to accept them. Attend evening activities sponsored by the school system.
23. Demonstrate maturity, tact, kindness, sincerity and consideration for the rights and opinions of others in all relationships with students, coworkers and parents.
24. Exhibit poise and confidence in teaching and conferences. Control emotions in and out of the classroom.
25. Be honest with yourself, students, co-workers and about the subjects being taught.
26. Use correct grammar at all times.
27. Maintain proper student-teacher relationships with students.
28. Dress appropriately and neatly. Adhere to the same standards of dress as are common to the cooperating school.
29. Demonstrate tolerance toward all persons with deficiencies or limitations.
30. Demonstrate a sense of humor.
31. Be readily available to attend professional meetings and in service programs.
32. Budget time wisely. It's possible to become involved in too many organizational responsibilities. It's better to do a few tasks very well, than to do many halfway.

## THE ROLE AND RESPONSIBILITIES OF THE COOPERATING TEACHER

The cooperating teacher is one of the most important individuals in the student teaching program because he or she is the one who works most closely with the student teacher. It is the classroom teacher who gives direction to the activities, methods and techniques utilized by the student teacher. The cooperating teacher is to:

1.      Create a supportive environment for the student teacher's development by introducing them to the faculty, administration, students and support staff.

2.      Acquaint the student teacher with the school's schedule, policies, rules and expectations for student and teacher behavior in the district.

3.      Plan a few days of observations for the student teacher to become familiar with daily procedures, classroom management techniques and lesson presentations style. The student is there to learn from your experiences. Be sure to discuss these observations.

4.      Provide the student teacher with appropriate resource materials (teacher's guide and manuals, textbooks and teaching aids).

5.      Involve the student teacher in planning lessons and evaluating students' work so they can learn from your experiences and begin preparing for intensive teaching.

6.      Support the student teacher in assuming responsibility for planning, implementing and evaluating instructional activities.

7.      Provide the student teacher with continuous feedback concerning lesson plans, classroom management, teaching behaviors and interpersonal relations with students and faculty. Conferences should be scheduled at least twice a week to include written feedback from your observations.

8.      Report any problem situations that might affect the successful completion of the student teacher to the University Supervisor and the Coordinator of Student Teaching Barbara Dwellingham. The University Supervisor, in consultation with the student teacher and cooperating teacher, may develop a plan of assistance or may recommend termination of the student teacher's placement.

9.      Develop a schedule for transition with the student teacher and the University Supervisor. The student teacher should assume full academic responsibility for planning, implementing and evaluating all classroom experiences for at least two weeks, utilizing the co-teaching model.

10.     Make regular formal observations of the student teacher and provide written feedback.

11.     Complete the midterm evaluation form on the student teacher's performance. This form is to be shared with and signed by the student teacher and the University Supervisor. Include strengths and concerns, which have been observed.

12.     Complete the final evaluation form. This evaluation should be shared with and signed by the student teacher and the University Supervisor during the final conference.

## THE ROLE AND RESPONSIBILITIES OF THE SCHOOL ADMINISTRATOR

The chief administrator holds a strategic position in determining the quality of the student teaching program in his or her school. He or she can make significant contributions to the student teacher's development in many ways. The administrator's responsibilities in the student teaching program include:

1.     Consulting with the University Supervisor on the specific assignment of the student teacher(s).

2.     Orientating his or her faculty to the student teaching programs.

3.     Locating and assigning conference space for use by the University Supervisor and the student teacher(s).

4.     Conducting an orientation meeting with the student teacher(s) during an initial visit or the first week in the building.

5.     Discussing with the student teacher(s) the roles of staff in the building, e.g., counselors, resource teachers, custodians, etc.

6.     Working with the cooperating teacher, University Supervisor and student teacher(s) to resolve problems situations and make professional decisions in the best interest of all involved.

7.     Assisting the cooperating teacher in providing a well-balanced learning situation for the student teacher(s).

8.     Allowing the cooperating teacher to permit the student teacher(s) to experiment and explore new approaches in working with children.

## THE ROLE AND RESPONSIBILITIES OF THE UNIVERSITY SUPERVISORS

The University Supervisor serves as the liaison between the University and the participating schools involved in the student teaching program. The major responsibilities of the University Supervisor are:

1.     Arranging the specific assignment of a student teacher to a cooperating teacher after consultation with school administrations.

2.     Meeting with prospective student teachers prior to the time of student teaching to get acquainted and to discuss assignments, school expectations and routine matters.

3.     Providing each student teacher with information concerning the expectations of the University Supervisor and means for communicating with him or her.

4. Orienting student teachers to the instructional programs and philosophies of the school to which they are assigned.

5. Clarifying the student teacher's role within the school to the student teacher and cooperation teacher.

6. Conducting and participating in regularly scheduled seminars on topics relevant to the student teacher's experiences in the classroom.

7. Assisting with content-oriented problems and serving as a resource person for both the cooperating teacher and the student teacher.

8. Arranging for individual conferences with each student teacher to recommend teaching techniques and procedures for enhancing his or her development.

9. Planning, scheduling and conducting three-way conferences with the student teacher and the cooperating teacher.

10. Providing feedback on a regular basis to the student teacher on his or her teaching behavior.

11. Determining the final grade for the student teaching experience, utilizing input from cooperating teachers, principals, observations and conferences.

12. Serving as a "trouble shooter" to reconcile many different points of view concerning the role of each member of the team.

13. Maintaining positive public relations with the cooperating school district.

14. Completing and submitting all forms in a timely manner.

15. Notifying the Coordinator of Student teaching, Barbara Dwellingham if there are problems with the student, the cooperating teacher, or any problem which may impede the successful completion of the student teaching experience.

## COOPERATING TEACHER QUALIFICATIONS

Cooperating teachers are a central part of the field-based supervision team. Their contribution to the development of the student as a professional is immeasurable. The University utilizes the following guidelines in addition to on-site observations of exemplary practice and the recommendations of principals for the selection of cooperating teachers.

The cooperating teacher:

1. Is interested in working with a student teacher and being involved in a cooperative teacher education program.

2. Possesses full certification in the area in which he or she is teaching or working.

3. Has a minimum of three years of teaching experience in the area he or she is supervising.

4. Demonstrates that he or she is a student of teaching by employing an analytical approach to basic professional responsibility and can communicate the rationale for his or her own approach to teaching. Objectively examines and assesses his or her own teaching in order to refine personal skills.

5. Exhibits a diagnostic-decision-making approach to resolving problems encountered in teaching; provides an early alert to developing problems.

6. Evaluates the student teacher as a student and not as an experienced teacher.

7. Displays the ability to accept and build upon the initial strengths and weaknesses of those assigned to work with him or her and is willing to work extra to accommodate the student teacher's needs.

## A MODEL COOPERATING TEACHER

Adapted from *Evaluation of Cooperating Teacher Effectiveness* by K. Conner and N. Kimer, 1995

1. Communicates openly and effectively with the student teacher and University Supervisor.

2. Is up-to-date in knowledge of current trends in education.

3. Is familiar with the University's teacher preparation program.

4. Is skilled in techniques of mentoring, counseling, conferencing and observing.

5. Serves as a positive and professional role model.

6. Has realistic expectations and states them clearly.

7. Includes the student teacher in planning.

8. Shares the classroom organization plan and grading system.

9. Provides frequent and specific feedback.

10. Shares ideas, files and materials.

11. Is receptive and supportive.

12. Helps the student teacher expand his or her content knowledge.

13. Grants the student teacher the freedom to experiment, try new things and develop his or her own style.

14.    Gives control of the classroom to pre-service teacher when appropriate.


## THE ROLE AND RESPONSIBILITIES OF
## THE COORDINATOR OF STUDENT TEACHING

The Coordinator of Student Teaching, currently Barbara Dwellingham, is the institution's faculty member ultimately responsible for the placements of the student teachers and so ensures that the needs of the student teacher and cooperating teacher and school are met by the quality of the placement.

The Coordinator of Student Teaching:

1.    Coordinates the student teachers orientation meeting prior to the beginning of the student teaching experience.

2.    Coordinates the Friday seminars.

3.    Works with school administrators in the selection of cooperating teachers and the student teacher assignments.

4.    Coordinates all University faculty involved in the student teaching program.

5.    Notifies the public school's principal (or designated administrator) of any cancellation of assignment in student teaching.

6.    Resolves any conflicts in reference to Harris-Stowe State University policy.


ENDNOTE:

*The list of responsibilities of the various members of the cooperating team is to be considered only as guidelines; the various member of the team should endeavor to work together to provide the best experience possible for the student teacher, cooperating teacher and especially the students.*

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┌─────────────────────────────────────────────────────────────┐
│              HARRIS-STOWE STATE UNIVERSITY                   │
│       SUPERVISED STUDENT TEACHING COURSE INFORMATION        │
└─────────────────────────────────────────────────────────────┘
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**Prerequisite(s)**

Prospective students will be allowed to student teach only after they have completed ALL methods courses applicable to their major or areas of certification.

**Course Description**

This course provides practical experiences in which pre-service teachers plan and implement instructional activities and work with administrators, specialized personnel, parents and student in pluralistic school settings. It includes 5 days per week in site-based classrooms and bi-weekly campus-based instruction. Modules in behavior management, school/classroom organization and multicultural/human relations in teaching and learning form the basis of instruction in an integrative capstone. Pre-service teachers are assisted in applying theoretical principles and research to their classroom practice.

**Knowledge Base**

The knowledge base of the Harris-Stowe State University Teacher Education Program fosters: (1) the development of critical thinking skills; (2) humane concern for others; (3) knowledge of human and individual development; (4) understanding of the learning process within the contexts of the humanities, the sciences and the social science disciplines; (5) the assumption of professional responsibilities; (6) the acquisition of insights into curriculum organization; (7) the creation of learning environments, which facilitate group processes and support individual differences; and (8) the knowledge of subject matter content, as well as the recognition of the interaction among the cognitive, affective and psychomotor domains. Furthermore, this knowledge base incorporates cultural diversity, the social influences of parents, the community, the social influences on the learner and implements their belief throughout the student teacher's course of study with its strong experiential component.

University personnel work with school district personnel to ensure that the student teacher's placement provides experiences with all content area disciplines appropriate to the early childhood, elementary school, middle school or secondary education curricula.

**Course Goals**

The course of study will enable student teachers to develop understanding and skills which, result in their ability to:

> Interpret major concepts, principles, theories and research to guide the design of learning experiences, which support the development, knowledge acquisition and motivation of diverse learners in a collaborative, interactive, supportive classroom environment;

Apply major concepts, procedures and reasoning processes that define the adopted, national content standards developed by the respective core subject area in order to foster students' abilities to think critically, solve problems and manage data;

Use formal and informal assessment strategies to plan, evaluate and strengthen instruction, which promotes continuous intellectual and social development of student learners;

Exhibit the "habits of mind," which depict appropriate teaching behavior, style and reactions characteristic of developing career professionals.

## Course Objectives

Student teaching is one of the most important elements in a prospective teacher's preparation. Probably no other course of experience will have a greater impact on the pre-service teacher's professional development. During this semester the student has opportunities to translate educational theory into practice in the setting of real classrooms. This enables the student teacher to experience individual teaching style and to practice some teaching strategies.

Student activities and products will reflect their ability to:

1.  Formulate instructional objectives in behavioral terms.

2.  Plan and execute lessons, using the Danielson instructional model to include Mo-STEP Standards and the Harris-Stowe State University Teacher Roles.

3.  Create and critique learning tasks, which may be used to assess the learning of students who differ in their development and approaches to learning.

4.  Select materials appropriate to subject/grade level content, the maturity levels and learning styles of students.

5.  Use multiple tools and representations of concepts, including but not limited to manipulative devices, models, charts, graphs, maps, diagrams, computers, calculators, laboratory equipment and other varied instructional tools.

6.  Use a variety of alternative assessment tools and scoring guides adaptive to diverse students.

7.  Use technology to enhance the learning experience while developing an awareness of sources for accessing teaching and learning resources.

8.  Incorporate materials, which respect diverse student populations and which assist in alleviating real or imagined anxieties.

9.  Relate to and communicate with parents.

10. Become acquainted with the operation of the school.

Additionally, the student teacher will participate in seminars, group discussions and other activities, which are designed to foster the mental integration of previously learned concepts, facts and techniques for appropriate professional applications.

## CLINICAL PRACTICE REQUIREMENTS

The student teacher is required to:

1. Write and implement behavioral objectives appropriate to the learning levels and styles of the children.

2. Develop and use well-written, typed lesson plans to guide teaching.

3. Select and organize content and learning activities, which provide for the desired learning outcomes.

4. Select and organize materials and equipment for effective instruction.

5. Use the resources of the school and community to plan units of instruction, lessons and other instructional experiences.

6. Teach and work effectively with children of diverse learning styles and varied ethnic and cultural backgrounds.

7. Effectively plan the work for large groups, small groups and individual pupils.

8. Utilize appropriate techniques for class equipment, including the use of lesson enhancers and technology.

9. Evaluate children's performance and assign grades effectively.

10. Establish and maintain a classroom environment, which promotes constructive pupil participation.

11. Develop a learning climate in which each child feels valued and encouraged.

12. Work harmoniously and effectively with the school administration, faculty, staff and parents.

13. Complete class records, forms and reports such as attendance records, film requests, field trip permission forms, etc.

14. Develop and implement classroom management techniques, which foster nonviolent conflict resolution and responsible student behaviors.

15. Maintain a professional manner, including appropriate dress and use of customs for faculty, students, staff and parents.

**The Vision**

Successful pre-service teacher candidates support learning by designing a Pre-Service Teacher Work (PTW) Sample that employs a range of strategies and builds on each student's strengths, needs and prior experiences. Through this performance assessment, pre-service teacher candidates provide credible evidence of their ability to facilitate learning by meeting the following PTW Sample standards:

1. The pre-service teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.

2. The pre-service teacher sets significant, challenging, varied, and appropriate learning goals.

3. The pre-service teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.

4. The pre-service teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

5. The pre-service teacher uses an understanding of individual and group motivation and behavior, creating a safe learning environment.

6. The pre-service teacher uses regular and systematic evaluations of student learning to make instructional decisions.

7. The pre-service teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

8. The pre-service teacher reflects on his or her instruction and student learning in order to improve teaching practice.

9. The pre-service teacher involves families in the unit of study.

**The Assignment**

The PTW Sample contains nine teaching processes identified by research and best practice as fundamental to improving student learning. Each teaching process is followed by a PTW Sample standard, the task, a prompt, and a rubric that defines various levels of performance on the standard. The standards and rubrics will be used to evaluate the PTW Sample. The prompts, or directions, clarify the extent to which the student teacher has met each standard. Student teachers are required to teach a comprehensive unit. Before teaching the unit, student teachers will describe contextual factors; identify learning goals based on the state or district content standards; create an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment); and plan the actual

instruction. After teaching the unit, student teachers will analyze student learning and then reflect upon and evaluate their teaching as related to student learning.

**Format**

Ownership: Complete a cover page that includes (1) student teacher's name, (2) date submitted, (3) grade level taught, (4) subject taught, (5) student teacher's University, and (6) course number and title.

Table of Contents: Provide a Table of Contents that lists the sections and attachments in the PTW Sample document with page numbers.

Charts and Graphs: Charts, graphs and assessment instruments are required as part of the analysis of the learning element. These should appear in the analysis and as an appendix.

Attachments: Student teachers may also want to provide additional attachments, such as student work. However, student teachers should be very selective and make sure attachments provide clear, concise evidence of their performance related to PTW Sample standards and their students' learning progress.

Narrative Length: A suggested page length for the narrative is given at the end of each component section. Student teachers have some flexibility of length across components, but the total length of the written narrative (excluding charts, graphs, attachments and references) should not exceed 20 word-processed pages, double-spaced in 12-point font, with 1-inch margins.

References and Credits (NOT included in total page length): If student teachers refer to another person's ideas or materials in their narratives, these references should be cited in a separate section at the end of the narrative under References and Credits. Student teachers may use any standard form for references; however, the American Psychological Association (APA) style is the recommended format and is explained in the manual entitled *Publication Manual of the American Psychological Association*.

Anonymity: In order to ensure the anonymity of the public school students in the student teacher's class, do not include any student names or identification in any part of the PTW Sample.

| Teaching Processes, Pre-Service Teacher Work (PTW) Sample<br>Performance, Evaluation Standards and Indicators |
|---|

**Contextual Factors**

The pre-service teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.

- Knowledge of community, school and classroom factors
- Knowledge of characteristics of students
- Knowledge of students' varied approaches to learning
- Knowledge of students' skills and prior learning
- Implications for instructional planning and assessment

**Learning Goals**

The pre-service teacher sets significant, challenging, varied and appropriate learning goals.

- Significance, challenge and variety
- Clarity
- Appropriateness for students
- Alignment with national, state or local standards

**Assessment Plan**

The pre-service teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.

- Alignment with learning goals and instruction
- Clarity of criteria for performance
- Multiple modes and approaches
- Technical soundness
- Adaptations based on the individual needs of students

**Design for Instruction**

The pre-service teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

- Alignment with learning goals
- Accurate representation of content
- Lesson and unit structure
- Use of a variety of instruction, activities, assignments and resources
- Use of contextual information and data to select appropriate and relevant activities, assignments and resources
- Use of technology

**Classroom Management**

The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages social interaction, active engagement in learning and self-motivation.

- Importance of content
- Management of transitions
- Expectation
- Monitoring of student behavior
- Consequences for misbehavior
- Motivation

**Instructional Decision-Making**

The pre-service teacher uses on-going analysis of student learning to make instructional decisions.

| Teaching Processes, Pre-Service Teacher Work (PTW) Sample Performance, Evaluation Standards and Indicators |
|---|
| • Sound professional practice<br>• Adjustments based on analysis of student learning<br>• Congruence between modifications and learning goals |
| **Analysis of Student Learning**<br>The pre-service teacher uses assessment data to profile student learning and communicate information about student progress and achievement.<br>• Clarity and accuracy of presentation<br>• Alignment with learning goals<br>• Interpretation of data<br>• Evidence of impact on student learning |
| **Reflection and Self-Evaluation**<br>The pre-service teacher reflects on his or her instruction and student learning in order to improve teaching practice.<br>• Interpretation of student learning<br>• Reflection on instruction and student learning<br>• Insights on effective instruction and assessment<br>• Alignment among goals, instruction and assessment<br>• Implications for professional development<br>• Reflection on teaching performance<br>• Accessing special services<br>• Ethical practice |
| **Family Involvement Plan**<br>The pre-service teacher involves children's families in the unit of study. A strong home/school connection is important for children's success in this unit.<br>• Family and community resources<br>• Family communication<br>• Family involvement: school-based<br>• Family involvement: home-based<br>• Family letter |

**Contextual Factors**

**The PTW Standard**

The pre-service teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.

**Task**

Discuss relevant factors and how they may affect the teaching-learning process. Include any supports and challenges that affect instruction and student learning.

**Prompt**

In the discussion, include:

Community, District and School Factors: Address geographic location, community and school population, socioeconomic profile and race/ethnicity. Student teachers might also address such things as stability of community, political climate, community support for education and other environmental factors.

Classroom Factors**:** Address physical features, availability of technology equipment and resources, and the extent of parental involvement. Student teachers might also discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling and classroom arrangement.

Student Characteristics**:** Address student characteristics that must be considered when designing instruction and assessing learning. Include factors such as age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, learning styles/modalities or students' skill levels. In the narrative, make sure to address students' skills and prior learning that may influence the development of learning goals, instruction and assessment.

Instructional Implications: Address how contextual characteristics of the community, classroom and students have implications for instructional planning and assessment. Include specific instructional implications for at least two characteristics and any other factors that will influence planning and implementing the unit.

Suggested Page Length: One to two pages

**Contextual Factors Rubric**

**PTW Sample Standard**

The pre-service teacher uses information about the learning/teaching context and student individual differences to set learning goals, plan instruction and assess learning.

| Contextual Factors Rubric | | | | | |
|---|---|---|---|---|---|
| **Rating Indicator** | **Indicator Not Met** | **Indicator Minimally Met** | **Indicator Partially Met** | **Indicator Met** | **Score** |
| **Knowledge of Community, School and Classroom Factors** | No credible evidence provided: 0 pts | Pre-service teacher displays minimal, irrelevant or biased knowledge of the characteristics of the community, school and classroom: 1 pt | Pre-service teacher displays some knowledge of the characteristics of the community, school and classroom that may affect learning: 2 pts | Pre-service teacher displays a comprehensive understanding of the characteristics of the community, school and classroom that may affect learning: 3 pts | ____ |
| **Knowledge of Charac-teristics of Students** | No credible evidence provided: 0 pts | Pre-service teacher displays minimal, stereotypical or irrelevant knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning: 1 pt | Pre-service teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning: 2 pts | Pre-service teacher displays general and specific understanding of student differences (e.g., development, interests, culture, abilities/disa-bilities) that may affect learning: 3 pts | ____ |

| | | | | | Contextual Factors Rubric | |
|---|---|---|---|---|---|---|
| **Rating Indicator** | **Indicator Not Met** | **Indicator Minimally Met** | **Indicator Partially Met** | **Indicator Met** | **Score** |
| **Knowledge of Students' Varied Approaches to Learning** | No credible evidence provided: 0 pts | Pre-service teacher displays minimal, stereotypical or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities): 1 pt | Pre-service teacher displays general knowledge about the different ways students learn (e.g., learning styles, learning modalities): 2 pts | Pre-service teacher displays general and specific understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect learning: 3 pts | ____ |
| **Knowledge of Students' Skills And Prior Learning** | No credible evidence provided: 0 pts | Pre-service teacher displays little or irrelevant knowledge of students' skills and prior learning: 1 pt | Pre-service teacher displays general knowledge of students' skills and prior learning that may affect learning: 2 pts | Pre-service teacher displays general and specific understanding of students' skills and prior learning that may affect learning: 3 pts | ____ |
| **Implications for Instructional Planning and Assessment** | No credible evidence provided: 0 pts | Pre-service teacher does not provide implications for instruction and assessment based on individual differences and community, school and classroom characteristics or provides inappropriate implications: 1 pt | Pre-service teacher provides general implications for instruction and assessment based on student individual differences and community, school and classroom characteristics: 2 pts | Pre-service teacher provides specific implications for instruction and assessment based on student individual differences and community, school and classroom characteristics: 3 pts | ____ |

Total Points: _____

**Learning Goals**

**PTW Standard**

The pre-service teacher sets significant, challenging, varied and appropriate learning goals.

**Task**

Provide and justify the learning goals for the unit.

**Prompt**

Learning Goals: List the learning goals (not the activities) that will guide the planning, delivery and assessment of the student teacher's unit. These goals should define what the student teacher expects students to know and be able to do at the end of the unit. The goals should be significant (reflect the big ideas or structure of the discipline) challenging, varied and appropriate. Number or code each learning goal so it can be referenced later.

Local, State or National Standards: Show how the goals are aligned with local, state or national standards. Identify the source of the standards.

Learning Goals: Describe the types and levels of the learning goals.

Reasoning: Discuss why the learning goals are appropriate in terms of development, pre-requisite knowledge and skills and other student needs.

Suggested Page Length: One to two pages

**Learning Goals Rubric**

**PTW Standard**

The pre-service teacher sets significant, challenging, varied and appropriate learning goals.

| Learning Goals Rubric | | | | | |
|---|---|---|---|---|---|
| **Rating Indicator** | **Indicator Not Met** | **Indicator Minimally Met** | **Indicator Partially Met** | **Indicator Met** | **Score** |
| **Significance, Challenge and Variety** | No credible evidence provided: 0 pts | Goals reflect only one type or level of learning: 1 pt | Goals reflect several types or levels of learning but lack significance or challenge: 2 pts | Goals reflect several types or levels of learning and are significant and challenging: 3 pts | ____ |

| Learning Goals Rubric | | | | | |
|---|---|---|---|---|---|
| **Rating Indicator** | **Indicator Not Met** | **Indicator Minimally Met** | **Indicator Partially Met** | **Indicator Met** | **Score** |
| **Clarity** | No credible evidence provided: 0 pts | Goals are not stated clearly and are activities rather than learning outcomes: 1 pt | Some of the goals are clearly stated as learning outcomes: 2 pts | Most of the goals are clearly stated as learning outcomes: 3 pts | ____ |
| **Appro-priateness for Students** | No credible evidence provided: 0 pts | Goals are not appropriate for the develop-ment; prerequisite knowledge, skills or experiences; or other student needs: 1 pt | Some goals are appropriate for the develop-ment; prerequisite knowledge, skills or experiences; and other student needs: 2 pts | Most goals are appropriate for the develop-ment; prerequisite knowledge, skills, and experiences; and other student needs: 3 pts | ____ |
| **Alignment with National, State or Local Standards** | No credible evidence provided: 0 pts | Goals are not aligned with national, state or local standards: 1 pt | Some goals are aligned with national, state or local standards: 2 pts | Most of the goals are explicitly aligned with national, state or local standards: 3 pts | ____ |

Total Points: _____

**PTW Standard**

The pre-service teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.

**Task**

Design an assessment plan to monitor student progress toward the learning goal(s). Use multiple assessment modes and approaches aligned with learning goals to assess student learning before,

during and after instruction. These assessments should authentically measure student learning and may include performance-based tasks, paper-and-pencil tasks, or personal communication. Describe why the chosen assessments are appropriate for measuring learning.

**Prompt**

Assessment Overview: Provide an overview of the assessment plan. For each learning goal, include assessments used to judge student performance, format of each assessment and adaptations of the assessments for the individual needs of students based on pre-assessment and contextual factors. The purpose of this overview is to depict the alignment between learning goals and assessments and to show adaptations to meet the individual needs of students or contextual factors. Student teachers may use a visual organizer such as a table, outline or other means to clearly explain the plan.

Assessment Description: Describe the pre- and post-assessments that are aligned with the learning goals. Clearly explain how the pre- and post-assessments will be evaluated or scored and include criteria that will be used to determine if the students' performances meet the learning goals. Include copies of assessments, prompts and or student directions and criteria for judging student performance (e.g., scoring rubrics, observation checklist, rating scales, item weights, test blueprint, answer key, etc.).

Plan for Formative Assessment: Discuss the plan for formative assessment that will help determine student progress during the unit. Describe the assessments for checking on student progress and comment on the importance of collecting that particular evidence. Although formative assessment may change as the student teacher teaches the unit, the task here is to predict at what points in the teaching process it will be important to assess students' progress toward learning goals.

Suggested Page Length: Two pages, plus pre- and post-assessment instruments, scoring rubrics/keys, and assessment plan table

**Assessment Plan Rubric**

**PTW Standard**

The pre-service teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.

| Assessment Plan Rubric | | | | | |
|---|---|---|---|---|---|
| **Rating Indicator** | **Indicator Not Met** | **Indicator Minimally Met** | **Indicator Partially Met** | **Indicator Met** | **Score** |
| **Alignment with Learning Goals and Instruction** | No credible evidence provided: 0 pts | Content and methods of assessment lack congruence with learning goals or lack cognitive complexity: 1 pt | Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity: 2 pts | Each of the learning goals is assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity: 3 pts | ____ |
| **Clarity of Criteria and Standards for Per-formance** | No credible evidence provided: 0 pts | The assessments contain no clear criteria for measuring student performance relative to the learning goals: 1 pt | Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goals: 2 pts | Assessment criteria are clear and are explicitly linked to the learning goals: 3 pts | ____ |

| Rating Indicator | Indicator Not Met | Indicator Minimally Met | Indicator Partially Met | Indicator Met | Score |
|---|---|---|---|---|---|
| **Assessment Plan Rubric** | | | | | |
| **Multiple Modes and Approaches** | No credible evidence provided: 0 pts | The assessment plan includes only one assessment mode and does not assess students before, during and after instruction: 1 pt | The assessment plan includes multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and or do not require the integration of knowledge, skills and reasoning ability: 2 pts | The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence: 3 pts | ____ |
| **Technical Soundness** | No credible evidence provided: 0 pts | Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students: 1 pt | Assessments appear to have some validity; some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students: 2 pts | Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students: 3 pts | ____ |

| Assessment Plan Rubric | | | | | |
|---|---|---|---|---|---|
| **Rating Indicator** | **Indicator Not Met** | **Indicator Minimally Met** | **Indicator Partially Met** | **Indicator Met** | **Score** |
| **Adaptations Based on the Individual Needs of Students** | No credible evidence provided: 0 pts | Pre-service teacher does not adapt assessments to meet the individual needs of students or these assessments are not appropriate: 1 pt | Pre-service teacher makes adaptations to assessments that are appropriate to meet the individual needs of some students: 2 pts | Pre-service teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students: 3 pts | ____ |
| **Oppor-tunities for Students to Self-Evaluate, Set, Monitor and Adjust Learning Goals** | No credible evidence provided: 0 pts | Pre-service teacher provides no evidence that students are provided opportunities to self-evaluate monitor or adjust their own learning goal or behavior: 1 pt | Pre-service teacher makes a majority of the learning decisions and provides few opportunities for students to monitor or assess their own learning goals or behavior: 2 pts | Pre-service teacher demonstrates the capacity to actively engage students in their own learning, self-evaluation and encourages all students to set, monitor and adjust their learning goals and behavior: 3 pts | ____ |

Total Points: _____

**Design for Instruction**

**PTW Standard**

The pre-service teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

**Task**

Describe how the design of the unit instruction is related to unit goals, students' characteristics and needs, and the specific learning context.

**Prompt**

Results of Pre-Assessment**:** After administering the pre-assessment, analyze student performance relative to the learning goals. Depict the results of the pre-assessment in a format that allows the detection of patterns of student performance relative to each earning goal. A table, graph or chart may be used. Describe the pattern that will guide instruction or modification of the learning goals.

Unit Overview**:** Provide an overview of the unit. Use a visual organizer, such as a block plan or outline, to make the unit plan clear. Include the topic or activity that is planned for each day/period. Also indicate the goal(s), coded from the Learning Goals section, that are being addressed in each activity. Make sure that every goal is addressed by at least one activity and that every activity relates to at least one goal.

Activities: Describe at least three unit activities that reflect a variety of instructional strategies/techniques and explain why those specific activities have been planned. In the explanation for each activity, include how the content relates to the instructional goal(s), how the activity stems from the pre-assessment information and contextual factors, what materials/technology will be necessary to implement the activity and how student learning will be assessed during and or following the activity (i.e., formative assessment).

Technology**:** Describe how technology will be utilized in the planning and or instruction. If the use of technology is not planned, please provide clear rationale for its omission.

Suggested Page Length: Three pages, plus visual organizers

**Design for Instruction Rubric**

**PTW Standard**

The pre-service teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

| Design for Instruction Rubric | | | | | |
|---|---|---|---|---|---|
| **Rating Indicator** | **Indicator Not Met** | **Indicator Minimally Met** | **Indicator Partially Met** | **Indicator Met** | **Score** |
| **Alignment with Learning Goals** | No credible evidence provided: 0 pts | Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design: 1 pt | Most lessons are explicitly linked to learning goals. Most learning activities, assignments and resources are aligned with learning goals. Most learning goals are covered in the design: 2 pts | All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design: 3 pts | ____ |
| **Accurate Represen-tation of Content** | No credible evidence provided: 0 pts | Pre-service teacher's use of content appears to contain numerous inaccuracies. Content viewed more as isolated skills and facts rather than as part of a larger conceptual structure: 1 pt | Pre-service teacher's use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline: 2 pts | Pre-service teacher's use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline: 3 pts | ____ |

| Design for Instruction Rubric | | | | | |
|---|---|---|---|---|---|
| **Rating Indicator** | **Indicator Not Met** | **Indicator Minimally Met** | **Indicator Partially Met** | **Indicator Met** | **Score** |
| **Lesson and Unit Structure** | No credible evidence provided: 0 pts | The lessons within the unit are not logically organized (e.g., sequenced): 1 pt | The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning goals: 2 pts | All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning goals: 3 pts | ____ |
| **Use of a Variety of Instruction, Activities, Assignments and Resources** | No credible evidence provided: 0 pts | Little variety of instruction, activities, assignments and resources. Heavy reliance on textbook or single resource (e.g., work sheets): 1 pt | Some variety in instruction, activities, assign-ments, or resources but with limited contribution to learning: 2 pts | Significant variety across instruction, activities, assign-ments, and or resources. This variety makes a clear contribution to learning: 3 pts | ____ |

| Design for Instruction Rubric | | | | | |
|---|---|---|---|---|---|
| **Rating Indicator** | **Indicator Not Met** | **Indicator Minimally Met** | **Indicator Partially Met** | **Indicator Met** | **Score** |
| **Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources** | No credible evidence provided: 0 pts | Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student: 1 pt | Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate for each student: 2 pts | Most instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate for each student: 3 pts | ____ |
| **Use of Technology** | No credible evidence provided: 0 pts | Technology is inappropriately used or pre-service teacher does not use technology: 1 pt | Pre-service teacher uses technology, but it does not make a significant contribution to teaching and learning: 2 pts | Pre-service teacher integrates appropriate technology that makes a significant contribution to teaching and learning: 3 pts | ____ |

Total Points: _____

**Classroom Management for Instruction**

**PTW Standard**

The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages social interaction, active engagement in learning and self-motivation.

**Task**

Develop a management plan for the PTW Sample unit that addresses strategies to manage the goals of student misbehavior, organizes students for a variety of instructional activities and an articulated written classroom management plan.

**Prompt**

<u>Attention to Detail</u>: Importance of content is conveyed by the pre-service teacher's genuine enthusiasm for the quality of student work and demonstrates this through active participation and attention to detail with lessons.

<u>Transitions</u>: Management of transitions have been planned to seamlessly occur and promote student responsibility, self-motivation and effective execution.

<u>Clearly Defined Expectations</u>: Expectations are clear and appear to have been developed with student participation and have been communicated with parents.

<u>Monitoring Student Behavior</u>: Monitoring of student behavior uses proactive and preventative verbal and nonverbal interventions. It allows students to monitor their own behavior.

<u>Consequences for Misbehavior</u>: Consequences for misbehavior focus on a variety of strategies. The pre-service teacher uses group contingency and direct consequences in developing a behavior plan. The consequences are clearly stated and shared with all stakeholders.

<u>Effective Motivational Strategy</u>: An effective motivational strategy both reinforces positive behavior and extinguishes negative behaviors. The pre-service teacher uses internal and external strategies such as self-reinforcement, praise, recognition, privileges, etc. The pre-service teacher also uses strategies to extinguish negative behaviors, such as withdrawing reinforcers, ignoring minor infractions (calling out or lacking materials for class) and timeout.

<u>Activities</u>: The pre-service teacher must produce a classroom management plan, a plan that can be shared with students and their parents or guardians. The pre-service teacher recognizes and articulates with this plan the goals of misbehavior:
  1. Attention-seeking
  2. Power-seeking
  3. Revenge
  4. Avoidance-of-failure

A seating chart will be developed for the various learning activities planned for the PTW Sample. These charts will demonstrate a design that accommodates the planned activities. For

instance, if students are to work collaboratively in threes, the seating is arranged to accommodate this activity.

Suggested Page Length: Three pages, plus classroom arrangement diagrams

**Classroom Management for Instruction Rubric**

**PTW Standard**

The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages social interaction, active engagement in learning and self-motivation.

| Classroom Management for Instruction Rubric | | | | | |
|---|---|---|---|---|---|
| **Indicator Rating** | **Indicator Not Met** | **Indicator Minimally Met** | **Indicator Partially Met** | **Indicator Met** | **Score** |
| **Importance of Content** | No credible evidence provided: 0 pts | No evidence demonstrates that the pre-service teacher commu-nicates to students the importance or commitment to the value of quality student work or work habits: 1 pt | The pre-service teacher commu-nicates the importance of quality work but with minimal conviction toward its importance: 2 pts | The pre-service teacher conveys genuine enthusiasm for the quality of student work and demonstrates that through active participation and attention to detail with lessons: 3 pts | ____ |

| Classroom Management for Instruction Rubric | | | | | |
|---|---|---|---|---|---|
| **Indicator Rating** | **Indicator Not Met** | **Indicator Minimally Met** | **Indicator Partially Met** | **Indicator Met** | **Score** |
| **Manage-ment of Transitions** | No credible evidence provided: 0 pts | No consid-erations for students to transition from one activity to another or one class to another: 1 pt | There is some evidence the transitions between activities or classes have been considered by the pre-service teacher: 2 pts | The transitions between activities and classes have been planned to seamlessly occur and promote student responsibility for effective execution: 3 pts | ____ |
| **Expectations** | No credible evidence provided: 0 pts | No standards of conduct establish student behavior: 1 pt | Standards of conduct establish minimal behavior expectations: 2 pts | Standards of conduct are clear and appear to have been developed with student participation and commu-nication with parents: 3 pts | ____ |

| Classroom Management for Instruction Rubric | | | | | |
|---|---|---|---|---|---|
| **Indicator Rating** | **Indicator Not Met** | **Indicator Minimally Met** | **Indicator Partially Met** | **Indicator Met** | **Score** |
| **Monitoring of Student Behavior** | No credible evidence provided: 0 pts | No evidence is provided that demonstrates how the pre-service teacher will monitor student behavior through verbal or nonverbal inter-ventions: 1 pt | The pre-service teacher has generally demonstrated how student behavior will be monitored using verbal and nonverbal inter-ventions: 2 pts | The pre-service teacher demonstrates that a plan for monitoring is proactive and preventative using verbal and nonverbal interventions. It allows students to monitor their own behavior: 3 pts | ____ |
| **Conse-quences for Misbehavior** | No credible evidence provided: 0 pts | No evidence that cones-quences for misbehavior have been developed as part of a discipline plan: 1 pt | Conse-quences have been developed to a minimal level. Conse-quences that are developed focus on strictly punitive actions against the student: 2 pts | The consequences for behavior focus on a variety of strategies. The pre-service teacher uses group contingency and direct consequences in developing a behavior plan. The consequences are clearly stated and are shared with all stakeholders: 3 pts | ____ |

| Classroom Management for Instruction Rubric | | | | | |
|---|---|---|---|---|---|
| **Indicator Rating** | **Indicator Not Met** | **Indicator Minimally Met** | **Indicator Partially Met** | **Indicator Met** | **Score** |
| **Motivation** | No credible evidence provided: 0 pts | No evidence of motivational strategies are in place as part of the instructional planning: 1 pt | There is minimal evidence that the pre-service teacher is providing motivational strategies that reinforce or extinguish behavior: 2 pts | The pre-service teacher provides effective motivational strategies that both rein-forces positive behaviors and extinguishes negative behaviors; uses strategies such as reinforcing positive behavior, praise, recognitions, privileges, etc.: 3 pts | ____ |

Total Points: _____

**Home/School Connection: Family Involvement Plan**

**PTW Standard**

The pre-service teacher involves children's families in the unit of study. A strong home-school connection is important for the children's success in this unit.

**Task**

Also include a family involvement plan using family or community resources, communicating with families throughout the unit, involving the families in both school and home-based activities and sending a family letter about the unit.

**Prompt**

Family and Community Resources: Ask three family and or community resources for support with student learning during the unit (for example, guest speakers, the public library, field trips, etc.)

Family Communication: Give three examples of successfully communicating with students' families before and throughout this unit (for example, a family letter, newsletters, class Web site, personal notes, etc.) At least one example must be a reciprocal, two-way communication strategy.

Family Involvement — School-Based: Tell one way to involve families during the unit in school-based activity (for example, parent volunteers during an activity, open house, parent chaperones during a field trip, etc.)

Family Involvement — Home Activity: Tell one home activity that can be suggested for families to do that would support student learning during the unit.

Family Letter: Create a letter that can be sent at the beginning of the unit. This letter should describe the unit and give a rationale for doing it, tell the goals of the unit and list the suggested home activity. The letter should be reader-friendly with large font and graphics, attractive and free of errors.

Suggested Page Length: Two pages, plus the family letter

**Home/School Connection: Family Involvement Plan Rubric**

**PTW Standard**

The pre-service teacher involves children's families in the unit of study. A strong home-school connection is important for the children's success in this unit.

| Home/School Connection: Family Involvement Plan Rubric | | | | | |
|---|---|---|---|---|---|
| **Rating Indicator** | **Indicator Not Met** | **Indicator Minimally Met** | **Indicator Partially Met** | **Indicator Met** | **Score** |
| **Family & Community Resources** | No credible evidence provided: 0 pts | Plan does not include family and or community re-sources. Resources included are only school-based: 1 pt | Plan includes one or two family and or community resources that will be used to support student learning during unit. Resources included are unrelated to unit topic: 2 pts | Plan includes three family and or community resources that will be used to support student learning during unit: 3 pts | ____ |
| **Family Commu-nication** | No credible evidence provided: 0 pts | Commu-nication examples will not meaningfully inform families about the unit: 1 pt | Plan includes one or two forms of commu-nication with families about the unit: 2 pts | Plan includes three examples of commu-nication with at least one being a reciprocal commu-nication with families about the unit: 3 pts | ____ |

| Home/School Connection: Family Involvement Plan Rubric | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Rating Indicator** | **Indicator Not Met** | **Indicator Minimally Met** | **Indicator Partially Met** | **Indicator Met** | **Score** |
| **Family Involvement: School-Based Activity** | No credible evidence provided: 0 pts | Plan does not include a school-based activity for family involvement: 1 pt | Plan states one way families can be involved during this unit through a school-based activity, but activity is unrelated to the unit or does not involve the family in a meaningful way: 2 pts | Plan states one way families can be involved during this unit through a school-based activity. Activity is meaningful to families and will support student learning: 3 pts | ____ |
| **Family Involvement Home Activity** | No credible evidence provided: 0 pts | A home activity is not included in the plan: 1 pt | A home activity is included, but directions are vague or activity requires materials not typically found at home. Home activity is not related to unit goals: 2 pts | All directions for home activity are included. Home activity does not require unusual or expensive materials/ supplies to complete. Home activity is related to the unit goals: 3 pts | ____ |

| Home/School Connection: Family Involvement Plan Rubric | | | | | |
|---|---|---|---|---|---|
| **Rating Indicator** | **Indicator Not Met** | **Indicator Minimally Met** | **Indicator Partially Met** | **Indicator Met** | **Score** |
| **Family Letter** | No credible evidence provided: 0 pts | The letter does not describe the unit activities and does not include why children are learning about this topic. Letter does not inform parents about what children will learn from the unit. Home activity is not included: 1 pt | Letter partially describes unit and or does not include a rationale for the children learning about this topic. Letter lists some goals of unit, or goals are listed in technical terms and difficult for parents to understand. Home activity is not described clearly: 2 pts | Letter describes the unit activities, provides a strong rationale for doing the unit and informs parents about the unit's goals. Letter includes a suggestion for a home activity relating to the unit topic: 3 pts | ____ |
| **Family Letter Appearance** | No credible evidence provided: 0 pts | Letter is difficult to read, has numerous errors and does not include graphics: 1 pt | Letter is plain in appearance and or has some errors: 2 pts | Letter is attractive, reader-friendly with graphics and easy to read print/font. Letter has no spelling, grammatical or typing errors: 3 pts | ____ |

Total Points: _____

**Instructional Decision-Making**

**PTW Standard**

The pre-service teacher uses on-going analysis of student learning to make instructional decisions.

**Task**

Provide two examples of instructional decision-making based on students' learning or responses.

**Prompt**

Modification of Plans: Think of a time during the unit when a student's learning or response caused the student teacher to modify his or her original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support answers to the following:
- Describe the student's learning or response that prompted the change in plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment).
- Describe what happened next and explain why this would improve student progress toward the learning goal.

Now, think of one more time during the unit when another student's learning or response resulted in modifying a different portion of the original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support answers to the following:
- Describe the student's learning or response that prompted the change in plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment).
- Describe what the student teacher did next and explain why this would improve student progress toward the learning goal.

Suggested Page Length: Three to four pages

# Instructional Decision-Making Rubric

**PTW Standard**

The pre-service teacher uses on-going analysis of student learning to make instructional decisions.

| | Instructional Decision-Making Rubric | | | | |
|---|---|---|---|---|---|
| **Rating Indicator** | **Indicator Not Met** | **Indicator Minimally Met** | **Indicator Partially Met** | **Indicator Met** | **Score** |
| **Sound Professional Practice** | No credible evidence provided: 0 pts | Many instructional decisions are not pedagogically sound or culturally appropriate: 1 pt | Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound or culturally appropriate: 2 pts | Most instructional decisions are pedagogically sound and culturally appropriate (i.e., they likely lead to student learning): 3 pts | ____ |

| Instructional Decision-Making Rubric | | | | | |
|---|---|---|---|---|---|
| **Modifications Based on Analysis of Student Performance** | No credible evidence provided: 0 pts | Pre-service teacher treats class as "one plan fits all" with little or no modifications: 1 pt | Some modifications of the instructional plan address individual student needs but aren't based on the assessment of student learning, best practice, or contextual factors: 2 pts | Appropriate modifications of the instructional plan address individual student needs. Modifications are based on the assessment of student learning/ performance, best practice, or contextual factors. Includes explanation of why the modifications would improve student progress: 3 pts | ____ |
| **Congruence Between Modifications and Learning Goals** | No credible evidence provided: 0 pts | Modifications in instruction show little or no congruence with learning goals: 1 pt | Modifications in instruction are somewhat congruent with learning goals: 2 pts | Modifications in instruction are congruent with learning goals: 3 pts | ____ |

Total Points: _____

**Analysis of Student Learning**

**PTW Standard**

The pre-service teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

**Task**

Analyze the assessment data, including pre- and post-assessments and formative assessments to determine students' progress related to the unit learning goals. Use visual representations and narrative to communicate the performance of the whole class, subgroups and two individual students.

**Prompt**

In this section, analyze the data to explain progress and achievement toward learning goals demonstrated by the whole class, subgroups of students and individual students.

Whole Class: To analyze the progress of the whole class, create a table that shows pre- and post-assessment data on every student on every learning goal. Then, create a graphic summary that shows the extent to which the students made progress (from pre- to post-) toward the learning criterion that were identified in the Assessment Plan section for each learning goal. Summarize what the graph and table say about the students' learning in this unit (i.e., the number of students met the criterion).

Subgroups: Select a group characteristic (e.g., gender, performance level, socioeconomic status, language proficiency) to analyze in terms of one learning goal. Provide a rationale for the selection of this characteristic to form subgroups (e.g., girls vs. boys; high- vs. middle- vs. low-performers). Create a graphic representation that compares pre- and post-assessment results for the subgroups on this learning goal. Summarize what these data show about student learning.

Individuals: Select two students that demonstrated different levels of performance. Explain why it is important to understand the learning of these particular students. Use pre-, formative, and post-assessment data with examples of the students' work to draw conclusions about the extent to which these students attained the two learning goals. Graphic representations are not necessary for this subsection.
*NOTE: Provide possible reasons for why these students learned (or did not learn) in the next section, "Reflection and Self-Evaluation."*

Suggested Page Length: Four pages, plus charts and student work examples

**Analysis of Student Learning Rubric**

**PTW Standard**

The pre-service teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

| Analysis of Student Learning Rubric | | | | | |
|---|---|---|---|---|---|
| **Rating Indicator** | **Indicator Not Met** | **Indicator Minimally Met** | **Indicator Partially Met** | **Indicator Met** | **Score** |
| **Clarity and Accuracy of Presentation** | No credible evidence provided: 0 pts | Presentation is not clear and accurate; it does not accurately reflect the data: 1 pt | Presentation is under-standable and contains few errors: 2 pts | Presentation is easy to understand and contains no errors of repre-sentation: 3 pts | ____ |
| **Alignment with Learning Goals** | No credible evidence provided: 0 pts | Analysis of student learning is not aligned with learning goals: 1 pt | Analysis of student learning is partially aligned with learning goals and or fails to provide a compre-hensive profile of student learning relative to the goals for the whole class, sub-groups, and two individuals: 2 pts | Analysis is fully aligned with learning goals and provides a compre-hensive profile of student learning for the whole class, sub-groups, and two individuals: 3 pts | ____ |

| Analysis of Student Learning Rubric | | | | | |
|---|---|---|---|---|---|
| **Rating Indicator** | **Indicator Not Met** | **Indicator Minimally Met** | **Indicator Partially Met** | **Indicator Met** | **Score** |
| **Interpretation of Data** | No credible evidence provided: 0 pts | Interpretation is inaccurate, and conclusions are missing or unsupported by data: 1 pt | Interpretation is technically accurate, but conclusions are missing or not fully supported by data: 2 pts | Interpretation is meaningful, and appropriate conclusions are drawn from the data: 3 pts | ____ |
| **Evidence of Impact on Student Learning** | No credible evidence provided: 0 pts | Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals: 1 pt | Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals: 2 pts | Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal: 3 pts | ____ |

Total Points: _____

**Reflection and Self-Evaluation**

**PTW Standard**

The pre-service teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

**Task**

Reflect on the pre-service teacher's performance in guiding the instructional process of the unit and link the performance to student learning results. Evaluate performance relative to the seven PTW standards to identify future actions for improved practice and professional growth.

**Prompt**

Student Learning: Reflect on instruction and student learning. Write a narrative identifying the two instructional strategies and activities that contributed most to student learning. Describe why these strategies and or activities were effective in helping the students reach the learning goals of the unit.

Improvements: Reflect on how to improve. Describe the two greatest barriers to learning for the students in this unit. Focus only on factors that can be affected by the pre-service teacher. Discuss what could be done differently or better in the future to improve student performance.

Teaching Performance: Reflect on teaching performance. Assess teaching performance in this unit relative to the seven PTW standards. How did the performance of the student teacher impact the learning of the students? Describe how the student teacher worked with school colleagues, parents and educational partners in the larger community to support student learning and well-being.

Specialized Services: Reflect on how to access specialized services. It is possible that as a part of the assessment and instruction of this unit, student(s) needed specialized services. Although the student teacher may or may not have the opportunity to follow through on this, describe fully the steps that could have been taken to access specialized services for the student(s).

Ethical Practice: Reflect upon ethical practice. Describe a time when it was necessary to consciously apply professional ethical standards while teaching the unit. In addition, describe how social, ethical or legal standards were applied when using technology in planning/teaching the unit.

Professional Development: Reflect on possibilities for professional development. Describe one or two areas of professional growth related to the PTW standards that are critical to improving the ability to facilitate student learning. Identify two professional growth activities that most likely will improve the student teacher's performance in the critical area(s) that were selected and identified.

Suggested Page Length: Three pages

**Reflection and Self-Evaluation Rubric**

**PTW Standard**

The pre-service teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

| Reflection and Self-Evaluation Rubric | | | | | |
|---|---|---|---|---|---|
| **Rating Indicator** | **Indicator Not Met** | **Indicator Minimally Met** | **Indicator Partially Met** | **Indicator Met** | **Score** |
| **Reflection on Instruction and Student Learning** | No credible evidence provided: 0 pts | Provides no rationale for why instructional strategies or activities were successful: 1 pt | Identifies successful instructional strategies or activities and superficially explores reasons for their success: 2 pts | Identifies successful instructional strategies and activities and provides plausible reasons for their success: 3 pts | ____ |
| **Barriers to Student Learning** | No credible evidence provided: 0 pts | No evidence or reasons provided to support conclusions drawn in "Analysis of Student Learning" section: 1 pt | Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in "Analysis of Student Learning" section: 2 pts | Uses evidence to support conclusions drawn in "Analysis of Student Learning" section. Explores multiple barriers to student success: 3 pts | ____ |

| **Reflection and Self-Evaluation Rubric** | | | | | |
|---|---|---|---|---|---|
| **Alignment Among Goals, Instruction and Assessment** | No credible evidence provided: 0 pts | Discussion shows no alignment among goals, instruction and assessment results: 1 pt | Discussion displays some sense of alignment of goals, instruction and assessment, but misunder-standings or conceptual gaps are present: 2 pts | Logically connects learning goals, instruction and assessment results in the discussion of student learning and effective instruction: 3 pts | ____ |
| **Implications for Future Teaching** | No credible evidence provided: 0 pts | Provides no ideas or inappropriate ideas for redesigning instruction: 1 pt | Provides ideas for redesigning instruction but offers no rationale for why these changes would improve student learning: 2 pts | Provides ideas for redesigning instruction and explains why these modifi-cations would improve student learning: 3 pts | ____ |
| **Reflection on Learning Community** | No credible evidence provided: 0 pts | Shows no evidence of working with the learning community: 1 pt | Describes relation-ships but not how to support student learning: 2 pts | Demon-strates ability to work with school colleagues, parents and educational partners in the larger community to support student learning and well-being: 3 pts | ____ |

Total Points: _____

Total Points: _____/135

Name: _____ ID: _____

Certification Area: _____

School Placement: _____ Grade: _____

Evaluator: _____ Date: _____

Comments:

# HARRIS-STOWE STATE UNIVERSITY

## GRADING SYSTEM DEFINITIONS

<u>Mastery at the Beginning Teacher Entry Level</u>: Is intellectually curious and highly intelligent in problem-solving activities; assumes responsibility for self and for the pupils, both individually and as a group; is enthusiastic, cooperative, loyal, creative, resourceful; draws upon a rich cultural background; is alert to ways for self-improvement, sensitive to the needs of pupils and quick to satisfy them; and gives strong evidence of outstanding success in teaching. (Grade of A)

<u>Proficient</u>: Usually follows a pattern well above the described for average; sometimes reaches the superior level; responds well to constructive suggestion; gives evidence of success in teaching. (Grade of B)

<u>Adequate</u>: Is a follower and does routine, clearly defined tasks rather well; endeavors to meet the day's program but loses enthusiasm midway; accepts responsibility but does not always follow through; finds teacher-pupil planning and other problem-solving activities difficult. (Grade of C)

<u>Not Acceptable</u>: Is likely to neglect long-range planning; completes details carelessly and tardily; fails to meet the needs of individual pupils with success; has almost no ingenuity or resourcefulness in the problem-solving; accepts suggestions but seldom follows them through; is not likely to become more than mediocre even with the most able and creative of supervisors. (Grade of D/F)

## GRADE POINT AVERAGE REQUIRED FOR CERTIFICATION

Candidates for initial certification and for each additional area of endorsement must have an overall grade point average (GPA) of 2.5 on a 4.0 scale and in the certificate subject area. Professional education courses must be completed with a GPA of 2.5 and no grade lower than a C. Professional education courses are defined as courses listed in the certificate requirements as: Foundations of Teaching, Teaching Methods and Techniques, and Clinical Experiences.

The Office of Teacher Certification uses the following procedures to determine the eligibility of a candidate:

1.  The GPA is computed by dividing the total quality points by the total semester hours attempted. "Totals" include all course work attempted from all universities attended.

2.  A higher grade earned in a course that was repeated at the same institution will replace the first grade in the computation.

3.  Credits earned with a "Pass/Fail" grade are not counted.

4.  If transcripts include quarter and semester hours, credits will be converted to semester hours: One quarter hour = .67 semester hours.

# POINTS ASSIGNED TO GRADES

| Grade | Percentile | Points |
|-------|-----------|--------|
| A | 100-93 | 310-288 |
| A- | 92-90 | 287-279 |
| B+ | 89-87 | 286-269 |
| B | 86-83 | 268-257 |
| B- | 82-80 | 256-248 |
| C+ | 79-77 | 255-238 |
| C | 76-73 | 254-226 |

# APPENDICES

**Appendix A**
Performance-Based Evidence for Determining the Student Teacher's Mid-Term Grade

**Appendix B**
Performance-Based Evidence for Determining the Student Teacher's Final Grade

**Appendix C**
Student Teacher Formative/Summative Evaluation Form*

\* Each program will have a formative/summative evaluation form that is specific to that program; also, program-specific content evaluations will be assessed on each student teacher candidate.

**Harris-Stowe State University**
**Department of Teacher Education**

**PERFORMANCE-BASED EVIDENCE FOR**
**DETERMINING THE STUDENT TEACHER'S MID-TERM GRADE**

Student Teacher: _____ Date: _____

| Evidence in Support of Student Teacher's Mid-Term Grade | Point Value |
|---|---|
| 1.    Professional Behaviors (Attendance,* Dress, Interactions, Relationships) ***This also includes bi-weekly seminar attendance** | /25 |
| 2.    Content Area Evaluation One (Week 3) | /25 |
| 3.    Cooperating Teacher Evaluation (Week 5) | /25 |
| 4.    Content Area Evaluation Two (Week 6) | /25 |
| **Total Points** | **/100** |

University Supervisor Signature _____ Date _____

**APPENDIX B**

**Harris-Stowe State University
Department of Teacher Education**

**PERFORMANCE-BASED EVIDENCE FOR
DETERMINING THE STUDENT TEACHER'S FINAL GRADE**

Student Teacher: _____ Date: _____

| Evidence in Support of Student Teacher's Final Grade | Point Value |
|---|---|
| 1. Mid-term Grade | /100 |
| 2. Professional Behaviors (Attendance,* Dress, Interactions, Relationships) ***This also includes bi-weekly seminar attendance** | /25 |
| 3. Content Area Evaluation Three (Week 10) | /25 |
| 4. Content Area Evaluation Four (Week 13) | /25 |
| 5. Teacher Work Sample Project Evaluation (Week 13) | /135 |
| **Total Points** | **/310** |
| | |
| The following performance artifacts must be submitted and included as part of the Final Student Teaching Performance-Based Evaluation. | |
| | |
| A. Teacher Work Sample Project | |
| B. Praxis II Documentation (Mock Exam or Formal Praxis II) | |
| C. Pre-Student Teaching Portfolio | |
| D. Evaluation Rubrics of the Teacher Work Sample Project | |
| E. Figure 4.4.B Cooperating Teacher's Classroom Observation Record of Teacher Education Candidates' Teaching Performance (Quality Indicator 1,2,9, 1.2.10) and Formative Assessment | |
| F. Figure 4.4.A University Supervisor Teacher's Classroom Observation Record of Teacher Education Candidates' Teaching Performance (Quality Indicator 1,2,9, 1.2.10) and Formative Assessment | |
| G. Forms 4.2 Instruction Plan for a Single Lesson (Quality Indicator 1.2.1, 1.2.3, 1.2.5, 1.2.6, 1.2.8, 1.2.11) (Including P-12 Students' Work Samples.) | |
| H. Professional Development Log (Form 4.8) | |
| I. Student Teacher Formative/Summative Evaluations | |

University Supervisor Signature: _____ Date: _____

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# Harris-Stowe State University
## Department of Teacher Education

## STUDENT TEACHER FORMATIVE/SUMMATIVE EVALUATION FORM*

Student Teacher: _____ Formative: _____ Summative: _____

Certification Area: _____ Grade Level: _____ Subject(s) Taught for this Evaluation: _____

School: _____ Semester: _____ Date: _____

Level of Performance: 1 = Needs Improvement          2 = Progressing          3 = Meets Expectations     4 = Exceeds Expectations

N = Not Observed (No Evidence to Support Performance Indicator)

| Roles | Dispositions | Domains | Candidate's Performance Outcomes/MoSTEP Quality Indicator (QI) | Performance Indicators | Level of Performance | | |
|---|---|---|---|---|---|---|---|
| | | | | | **Proficient 3** | **Satisfactory 2** | **Progressing 3** |
| Master of Content | Competence Professionalism Diversity Reflection | Domain 1: Planning and Preparation | Understands the central concepts, tools of inquiry and structures of discipline (Quality Indicator 1) | Infuses content with materials | | | |
| | | | | Develops objectives | | | |
| | | | | Teaches appropriate learning strategies | | | |
| | | | | Demonstrates mastery of subject matter | | | |

| Roles | Dispositions | Domains | Candidate's Performance Outcomes/MoSTEP Quality Indicator (QI) | Performance Indicators | Level of Performance | | |
|---|---|---|---|---|---|---|---|
| | | | | | **Proficient 3** | **Satisfactory 2** | **Progressing 3** |
| Deliver of Content | Competence Professionalism Diversity Reflection | Domain 3: Instruction | Understands how students differ in their approaches (Quality Indicator 3) | Uses teacher-made or commercial lesson enhancers | | | |
| | | | | Encourages questions and critical thinking | | | |
| Skilled Instructor | Competence Professionalism Diversity Reflection | Domain 3: Instruction | Used a variety of instructional strategies (Quality Indicator 5) | Utilizes a variety of methods to promote curiosity | | | |
| | | | | Encourages questions and critical thinking | | | |
| | | | | Promotes and allows for cooperative learning | | | |
| Organizer of Learning | Competence Professionalism Diversity Reflection | Domain 1: Planning and Preparation | Recognizes the importance of long-range planning and curriculum development (Quality Indicator 4) | Develops plans for management of student behavior | | | |
| | | | | Uses skills to optimize academic engagement | | | |

| Roles | Dispositions | Domains | Candidate's Performance Outcomes/MoSTEP Quality Indicator (QI) | Performance Indicators | Level of Performance | | |
|---|---|---|---|---|---|---|---|
| | | | | | Proficient 3 | Satisfactory 2 | Progressing 3 |
| | | | | Uses group processes during learning | | | |
| Diagnostic Prescriber | Competence Professionalism Diversity Reflection | Domain 1: Planning and Preparation | Understands how students learn and develop (Quality Indicator 2) | Selects curricula and materials based on individual needs | | | |
| | | | | Designs learning tasks based on students' developmental levels | | | |
| | | | | Utilizes appropriate evaluation and assessment strategies | | | |
| Evaluator of Student Progress | Competence Professionalism Diversity Reflection | Domain 3: Instruction | Understands and uses formal and informal assessment strategies (Quality Indicator 8) | Applies appropriate intervention strategies based on evaluation results | | | |
| Manager | Competence Professionalism | Domain 2: | Uses an understanding of | Accepts and | | | |

| Roles | Dispositions | Domains | Candidate's Performance Outcomes/MoSTEP Quality Indicator (QI) | Performance Indicators | Level of Performance | | |
|---|---|---|---|---|---|---|---|
| | | | | | Proficient 3 | Satisfactory 2 | Progressing 3 |
| of Behavior | Diversity Reflection | The Classroom Environment | individual and group motivation and behavior (Quality Indicator 6) | provides for individual differences | | | |
| | | | | Demonstrates cultural sensitivity in classroom management | | | |
| Counselor | Competence Professionalism Diversity Reflection | Domain 2: The Classroom Environment | Is a reflective practitioner who continually assesses the effects of choices and actions on others (Quality Indicator 9) | Listens actively to student concerns and needs | | | |
| | | | | Establishes environments and emotional sets for the classroom | | | |
| Commu-nicator with Parents | Competence Professionalism Diversity Reflection | Domain 4: Professional Respon-sibilities | Fosters relationships with school colleagues, parents and educational partners (Quality Indicator 10) | Solicits parental input and participation | | | |
| | | | | Translates assessment findings to parents in non-threatening ways | | | |

| Roles | Dispositions | Domains | Candidate's Performance Outcomes/MoSTEP Quality Indicator (QI) | Performance Indicators | Level of Performance | | |
|---|---|---|---|---|---|---|---|
| | | | | | Proficient 3 | Satisfactory 2 | Progressing 3 |
| Inclu-sionary Strategist | Competence Professionalism Diversity Reflection | Domain 2: The Classroom Environment | Is a reflective practitioner who continually assesses the effects of choices and actions on others (Quality Indicator 9) | Identifies community resources that may be of assistance to parents | | | |
| | | | | Works with other professionals to support programs for pupils of differing moods | | | |
| User of Tech-nology | Competence Professionalism Diversity Reflection | Domain 1: Planning and Preparation | Models effective verbal, nonverbal and media communications techniques (Quality Indicator 7)<br><br>Understands theories and applications of technology in educational settings (Quality Indicator 11) | Applies current research on teaching and learning with technology | | | |
| | | | | Designs and utilizes technology enhanced, learning-centered classroom strategies and activities to address the diverse needs of students | | | |

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Comments: (University Supervisor)


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Comment: (Student Teachers)


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University Supervisor: _____ Date: _____
                                    Signature

Cooperating Teacher: _____ Date: _____
                                    Signature

Student Teacher: _____ Date: _____
                                    Signature


\***Note: This is a generic Formative/Summative example.  Each certification will have a rubric that addresses their specific competencies.**