

STUDENT TEACHING HANDBOOK

University of Pittsburgh - Johnstown

Education Division

Early Childhood Education

Middle Level Education

- English/Language Arts
- Mathematics
- Science (General)
- Social Studies

Secondary Education

- Biology
- Chemistry
- Social Studies
- Earth and Space Science
- English
- General Science
- Mathematics

PREFACE

The University of Pittsburgh - Johnstown Education Division considers the student teaching experience to be one of the most important components of the teacher preparation program. During the student teaching term candidates for teaching certification have the opportunity to work under the guidance of experienced teachers and University supervisors toward integrating their understanding of the teaching/learning process and toward demonstrating proficiency in the competencies required to teach and manage a classroom of learners. The student teaching program provides a structure for future teachers to continue and to apply the learning they have acquired over several years of study and experience, and to further develop their ability to become reflective and exemplary educators.

We believe that a successful student teaching program must have guidelines to provide organization and continuity for the individuals involved in the program. The purpose of this handbook is to serve as a guide and a source of information for all parties participating in the student teaching program at the University of Pittsburgh - Johnstown. The handbook is divided into five sections: (1) The Scope of the Program, (2) Policies and Procedures, (3) The Student Teacher, (4) The Cooperating Teacher, and (5) The Administrative Personnel at the Student Teaching Site. The Appendices contain copies of the various forms referred to in the handbook.

This handbook was the collaborative effort of Education Division supervisors, cooperating teachers, and administrative personnel of area schools historically involved in the University of Pittsburgh - Johnstown student teaching program. It was written to be specific enough to provide practical guidance to all student teaching participants while being general enough to allow flexibility within the various programs. The handbook was designed to be used by persons in both the elementary and secondary student teaching programs.

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I. THE SCOPE OF THE STUDENT TEACHING PROGRAM

A. ACADEMIC PROGRAM AND FIELD EXPERIENCES LEADING TO STUDENT TEACHING

1. Introduction

The Education Division of the University of Pittsburgh - Johnstown has redesigned its programs to meet and exceed the standards for each certification specialty area as outlined by the Pennsylvania Department of Education and by appropriate professional associations. Prior to student teaching, students complete a sequence of courses designed to prepare them for the intensive nature of the classroom experiences required of them in student teaching. Many of the preparatory courses include field experiences in area classrooms. Before beginning any field experience, students must submit both criminal record and child abuse background checks to the Education Division.

2. Freshman and Sophomore Years

During the freshman and sophomore years, Pre-Education students complete the following courses related to Education: History and Philosophy of Education; Child or Adolescent Development; Educational Psychology; Students with Special Needs; Inclusion Strategies; and English Language Learners. History and Philosophy of Education includes a field experience entailing specific classroom observations and reflections on those observations. Many Pre-Education students also choose to register for one of the directed tutoring courses or directed study courses offered in collaboration with area schools or other early learning facilities, or they complete elective courses in Education that include field experiences.

3. Junior and Senior Years

Sophomores who meet a number of specific requirements are admitted to the upper-level program and complete a set of courses and sequential field practica during their junior and senior years. Each practicum is linked with specific methods courses for which the student is registered that term. Each practicum also has scheduled class meetings designed to guide students toward achieving effective learning from their observations and active participation in the classroom. The practicum experiences are described below.

- Early Childhood Education majors complete three practicum experiences in three successive semesters prior to student teaching. Practicum requirements include active participation for a six-hour day, over a period of eight weeks, in an elementary classroom or an early learning facility. Different requirements have been established for the three practicum levels in accordance with the students' levels of experience.
- Middle Level Education majors complete three practicum experiences in three successive semesters prior to student teaching. Practicum requirements include active participation for a six-hour day, over a period of eight weeks, in an elementary classroom. Different requirements have been established for the three practicum levels in accordance with the students' levels of experience.
- Secondary Education majors complete two practicum experiences in two different terms. The first field experience entails secondary or middle school students in conjunction with the "Methods I" practicum. During the term in which students complete the "Methods II" course in their respective content areas, they enroll in a separate "Pre-Student Teaching Practicum"

course that requires active participation over an eight-week period in an area secondary or middle school classroom in addition to scheduled class meetings on campus.

4. Student Teaching Term

The culminating experience for each certification program is the student teaching term wherein students earn a total of 14 academic credits for full-time participation in area classrooms under the supervision of experienced P-12 teachers and university supervisors. (Early childhood majors typically earn seven credits for their pre-primary level and seven credits for their primary level placements.) Students also attend a two-credit weekly “Student Teaching Seminar” designed to further develop their transition to professional teaching. The seminar begins at 4:00 p.m.; the day varies from term to term. Student teachers need to be given sufficient time at the end of the appropriate day to attend the seminar class on campus.

Student Teachers students may also choose to complete one seven week student teaching placement in New Zealand. Students will earn seven credits for the New Zealand placement, and will complete one half of the “Student Teaching Seminar” in New Zealand as well.

B. STUDENT TEACHING TERMINOLOGY

The following terms and their definitions may provide clarification, as needed, for the professional vocabulary used for the student teaching experience:

Student Teacher: The University student who is enrolled for the professional term

Student Teaching Experience: A full term of guided teaching during which the student teacher takes increasing responsibility for classroom/school work with a given group of learners in a cooperating school district

Cooperating Teacher: The certified, experienced teacher of students in grades P-12 who cooperates with the University in supervising student teaching, in communicating the student teacher’s progress to the student teacher and to the university supervisor throughout the term, and in providing a recommended grade and evaluation for the student teacher at the conclusion of the term

In the secondary academic program, cooperating teachers are also responsible for scheduling the distribution of their student teacher’s time between their own classroom and the classrooms of other cooperating teachers, and for arranging observation and/or participation in co-curricular activities.

Student Teaching Site: A school that is not controlled or supported by the University but that has historically provided facilities for student teaching as an established center determined by University personnel and school district administrators

University Supervisor: The University representative who is responsible for supervising a student teacher or a group of student teachers, for communicating with student teachers and their cooperating teachers about the students’ progress throughout the term, and for determining the final grade for student teachers

Director of Field Practicums & Clinical Experiences: The University faculty member who is responsible for coordinating all field experience work, including arrangements for student teaching

C. STUDENT TEACHING PROGRAM

The present form and philosophy of the student teaching experience through the Pitt-Johnstown has developed as a result of many years of experimentation and planning leading toward the goal of developing an effective program that encompasses the following basic assumptions:

1. An effective student teaching program should include the optimum amount of full-time student teaching experience.
2. An effective student teaching program will provide for involvement of students in full-time student teaching responsibilities commensurate with their abilities and specific program. Initial teaching might be on a day-at-a-time basis, but this schedule should develop into regular planning and teaching of a considerable body of content and skills.
3. An effective student teaching program will provide for a planned schedule of observation and participation (e.g., co-teaching) in a variety of school experiences in addition to teaching activities.
4. An effective student teaching program will coordinate supervisory activities of university supervisors and the school personnel at the student teaching site in guiding student teachers as they (1) reflect on and improve their teaching competencies in light of their students' learning, and (2) develop and refine their own methodological and philosophical approach to teaching. Thus, the student teaching term allows the student to design, implement, and evaluate learning experiences in light of students' needs and abilities and in conjunction with school district requirements.

In light of these assumptions, student teachers are expected to spend a full college term at their student teaching sites. Contact with university supervisors and other professors occur through the student teaching seminar, supervisory visits to the school, and other means of communication. Of primary importance to the students' development during the student teaching term is the encouragement they are given, under the guidance of cooperating teachers and the university supervisory and instructional personnel, to reflect on, experiment with, and evaluate their own ideas about teaching.

D. STUDENT TEACHING CALENDAR

In both the fall and spring terms, the beginning of student teaching coincides with the beginning of the University term or when the school district term begins if that occurs after the University's opening date. Student teachers have the responsibility to contact their cooperating teachers for specific dates. In the spring term, students are given the option of taking the University's one-week spring recess in early March, although this is strongly discouraged and few student teachers select this option. Those who do take spring break will not complete their student teaching term until one week after their peers. It is the students' responsibility to inform their college supervisors and cooperating teachers at the beginning of student teaching if they intend to be absent during the spring recess.

Student teachers follow the calendar of the student teaching site in which they are placed. They are expected to participate in all planned events during the term, including open house, inservice days, departmental meetings, parent conferences, IEP meetings, and similar activities **unless explicitly told not to attend by the cooperating teacher or a school administrator.**

II. POLICIES AND PROCEDURES

A. PROFESSIONAL ETHICS FOR STUDENT TEACHING

Student teachers serve as representatives of Pitt-Johnstown. School district personnel may judge the quality of Pitt-Johnstown's education program on the basis of the attitudes and performance exhibited by student teachers. The Education Division is committed to maintaining the positive relationship it has developed with area school districts. Therefore we expect each student teacher to strive for excellence to help ensure the continuation of this relationship.

The following professional ethics policies apply to student teaching as well as to all types of pre-student teaching field experiences. Students who violate any of these policies may be asked to withdraw from student teaching, and they will be ineligible for application for certification.

- Students are eligible to participate in student teaching only after they have submitted copies of all background clearances, TB tests, and FBI fingerprinting, and evidence of STUDENT PSEA Liability Insurance (See http://www.psea.org/students.aspx?coll_id=58). As an alternative, students may provide proof of private liability insurance (a minimum of \$1,000,000.00 per claim and an aggregate of \$3,000,000.00 per occurrence).
- Student teachers must maintain the confidentiality of any privileged, sensitive, and/or confidential information gained directly from a member of the school staff or indirectly through any other means.
- Student teachers may not make critical mention of the name of any student, teacher, administrator, or other staff member in class discussions or in any other venue.
- Student teachers may not use the name of any school student in any written assignment.
- Student teachers are required to follow the absence and punctuality policy included in the Student Teaching Handbook. (See below.)
- Student teachers must promptly return any materials that belong to their cooperating teachers or to the school.
- Student teachers must follow the Division's "Recommendations for Professional Appearance for the Observation Experience, Pre-Student Teaching Practica, Directed Tutoring, and Student Teaching" included in the Student Teaching Handbook. (See below.)

B. REQUIREMENTS FOR ADMISSION TO STUDENT TEACHING

As specified in more detail in the Education Division Handbook, Pitt-Johnstown students must meet the following requirements before being permitted to student teach:

- (1) Submission of student teaching application by stated deadline;
- (2) Successful completion of all selected courses with minimum C grades;
- (3) Successful completion of all required methods, field experience, and with minimum C grades;
- (4) Completion of 75% of the core courses (*Secondary Education only*);
- (5) Completion of a minimum of 75% of non-upper level Education courses;
- (6) Completion of a minimum of 90 credits;
- (7) Cumulative GPA of at least 3.00;

- (8) Core Course GPA of at least 2.8 for Elementary Education, Secondary Social Studies Education and English, and 2.6 for Secondary Biology, Chemistry, Earth and Space Science, General Science, and Mathematics;
- (9) Submission of current PA background checks, Federal Criminal History Record and TB test results;
- (10) Passing score on the Education Division oral language screening;
- (11) Demonstration of positive performance in pre-student teaching academic and field experiences;
- (12) Good moral character.

C. STUDENT TEACHING PLACEMENT AND TRANSPORTATION

Each term, the Director of Field Practicums & Clinical Experiences arranges for student teaching placements in area schools after consultation with University supervisors and/or other Education Division professors. In the initial contact, the schools receive information about the dates of the student teaching term and the number and types of placements desired in those schools. Cooperating teachers are selected within the schools based on the criteria outlined in Part V of this handbook. Careful professional judgment is exercised in the placement of student teachers.

Early childhood student teachers are placed in two different school districts, with one placement at the Pre-Primary Level(Pre-K, K or grade 1) and one at the Primary (grades 2, 3, 4). Secondary student teachers complete student teaching in one placement. Students pursuing more than one area of certification may be placed in more than one classroom; they also may be required to extend the length of their student teaching term.

The Education Division determines all student teaching sites; students are not granted permission to student teach in a site that has not been established by the University. Student teachers generally are not assigned to the school district from which they graduated; nor are they assigned to a district where they have relatives employed or children attending the school. Student teachers are also not assigned to school districts in which they may be employed or serve as volunteers. **Transportation to and from student teaching sites is the responsibility of student teachers.**

Early Childhood student teachers may choose to complete one placement in New Zealand. Students will be placed in either a Pre-Primary or Primary classroom near the living arrangements to which they are assigned. Secondary student teachers may also choose to complete half of their student teaching placement in a New Zealand school; they will be assigned to a secondary classroom that matches their certification area. All placements will be located near the home to which students are assigned to live. Transportation to schools will be arranged with the host family.

D. ATTENDANCE AND PUNCTUALITY

Regular and punctual attendance is **required** for student teachers. Students are to arrive at the school and be present in the school for the same time periods, within reason, as the other teachers in the student teaching site.

When absence is unavoidable, due to illness or an emergency, student teachers must notify the cooperating teacher, the university supervisor, and the school **as early as possible**. Students should obtain all necessary telephone numbers and e-mail addresses for this purpose at the beginning of the term. Student teachers are responsible for assuring that all lesson plans, textbooks, and materials needed for teaching are delivered to the school before the beginning of the school day if those materials are not already in the classroom.

Absence for reasons other than illness or emergencies **must be approved in advance** by the university supervisor in collaboration with the cooperating teacher. During the student teaching term, student teachers are permitted a maximum of two days absence for professional purposes such as participation in job fairs, scheduled interviews, competency exams, and similar types of events without having those two days added to the student teaching term. It is not permitted, however, to take these two days absence for personal reasons. Absence due to inclement weather may occur during student teaching. Student teachers must follow their school district's policy for delays and cancellations due to inclement weather.

Student teachers who exceed two days' absence for any reason may be required to extend the student teaching term to make up missed days. Decisions about extending the student teaching term rest with the university supervisor in collaboration with the cooperating teacher.

E. WITHDRAWAL FROM STUDENT TEACHING

Student Request for Withdrawal:

Once a prospective student teacher has a confirmed student teaching assignment, if for any reason, the prospective student teacher is not able to begin or continue student teaching during the assigned semester, **a letter including the reason(s) for withdrawal must be written to the Division Chair** indicating the need to withdraw from student teaching. The student teacher must discuss this with the Director of Field Practicum & Clinical Experiences. Should this occur before the semester is to begin, professional courtesy **demand**s that the student contact the cooperating teacher informing him/her of the decision to withdraw from student teaching. Failures to withdraw from the student teaching assignment in a timely manner may jeopardize re-assignment when the candidate feels that he/she is ready to student teach.

Removal of a Student Teacher from a Student Teaching Placement:

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

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

1. If indicted for a felony which is covered in the School Code and ACT 34, there shall be a removal of the student teacher from the school assignment until the matter is cleared. When the student is cleared of the indictment, the student teaching assignment will be extended to cover the time missed during student teaching.
2. If convicted of a felony, which is covered in the School Code and ACT 34, the student teacher will be withdrawn from the student teaching assignment and will forfeit the time spent during the student teaching experience.
3. If the behavior exhibited by the student teacher is not acceptable to the school district, it should be documented by the School Administrator/Principal in collaboration with the cooperating teacher and the university supervisor/coordinator and Division Chair. If after discussion with the student, improvement is evidenced, no further action will be taken by the Division.
4. If it is determined either by the cooperating teacher or university supervisor that the teaching competency of the student is at an unsatisfactory level, based on the teaching competencies

indicated on the evaluation form, or are not in the best interest of the students, a three-way conference of cooperating teacher, university supervisor, and student will be held to discuss the concern, possible outcomes, and remedial strategies. A Professional Development Plan may be implemented, if needed. If after consultation with the Division Chair, the student is removed from this student teaching, this action shall be done by the Division Chair. This behavior should be documented and discussed as early in the student teaching experience as possible.

5. Decisions made under this policy may be appealed to the Chair of the Education Division in writing. For cases of withdrawal, once a letter of withdrawal is received by the chair, the cooperating teacher, the school administrator, and the departmental coordinator will be notified in writing. The student teacher will also receive a letter confirming the withdrawal.

E. EMERGENCY TEACHING

In cases where cooperating teachers need to leave their classrooms for a brief period of time, student teachers may assume responsibility for continuing the pupils' educational program.

Nevertheless, student teachers may not be used as substitute teachers. The school district must provide approved substitute teachers in the event of cooperating teachers' absences from school.

In situations where cooperating teachers receive a request to take charge of another classroom due to an emergency, student teachers may assume temporary responsibility for the cooperating teachers' classrooms. Nevertheless, in all situations, professional teachers are responsible for students in the classrooms.

F. PROFESSIONAL APPEARANCE

The faculty members of the Education Division offer the recommendations for professional appearance listed below. Student teachers need to be aware that clothing considered appropriate and "stylish" for social events may not always be appropriate in school settings where professional dress styles are expected. In the student teaching site, student teachers are invited guests and representatives of the Education Division. Through their dress and behavior, they are expected to convey a sense of dignity and respect for themselves and for all others in the school.

1. Professional personnel are clean and well groomed with hairstyles that do not cause a disruption to the educational process.
2. Appropriate dress may include the following: dress shirts, ties, clean dress shoes, sport jackets and blazers, dress pants, dresses, pant suits, skirts, blouses, and sweaters. Appropriate dress would **exclude** jeans, sweatshirts, sneakers, T-shirts, shorts, and tank tops. Students are advised to observe the teachers at the student teaching site and use that dress as a gauge to appropriate attire.
3. For all schools, professional attire **excludes** clothing that is excessively tight or revealing, bare midriffs, or excessively short skirts.
4. Some schools object to jewelry that is worn in excessive amounts, that impedes diction (e.g., tongue piercing), that distracts students by the noise that it makes or by its placement (e.g., eyebrow piercing), or that causes a disruption to the educational process in any other way.
5. Most schools object to visible tattoos. Student teachers who have tattoos are advised to make them as unobtrusive as possible.
6. Some school districts have "dress down" days. Student teachers may participate in these "dress down" days if they wish. Appropriate jeans may be worn.

G. STUDENTS WITH DISABILITIES

Students with disabilities who require academic or environmental accommodations should notify both the Director of Health and Wellness Services and the Director of Field Experiences prior to or during the student teaching application period. Students will be expected to provide the Director of Health and Wellness Services with appropriate documentation of their disability.

The Education Division will make every effort to provide reasonable and appropriate accommodations for students with disabilities during their student teaching experience. Whether the disability can be accommodated in a student teaching situation will depend on the nature of the disability, as inherent in the role of the teacher is the ability to adequately manage an entire classroom, to control off-task behavior, and to react quickly and appropriately to a student's actions and questions. All student teachers must demonstrate that they can perform acts of instruction and classroom management both reflectively and spontaneously in a satisfactory manner.

H. PLANNING

1. Lesson Planning

Student teachers are required to write formal lesson plans throughout the entire student teaching experience unless otherwise directed by the university supervisor. Appendix A contains a sample lesson plan format to which students have been introduced. Cooperating teachers may prefer to have student teachers use the school district's format if it is comparable.

Student teachers are expected to plan teaching assignments carefully and to submit those plans to their cooperating teacher at least 24 hours in advance for guidance and approval. Student teachers should not be permitted to assume responsibility for a class until their cooperating teachers have approved the candidates' lesson plans.

2. Unit Planning

Depending on the expectations of the university supervisor and/or the cooperating teacher, student teachers may be expected to plan and implement at least one complete teaching unit. (See sample format in Appendix A.) Prior to writing the full unit, student teachers are expected to submit a comprehensive outline of their ideas for the approval of their cooperating teacher. The length of a unit may vary with the subject and grade level. Since unit planning involves a considerable level of responsibility, student teachers are encouraged to seek and accept the guidance and supervision of their cooperating teacher so that the best interests of the students and the school's program can be served.

I. EVALUATION OF TEACHING

1. Evaluation by the Cooperating Teacher

(a) Formative Evaluation -- It is essential that student teachers receive evaluation and guidance throughout the student teaching term if maximum progress is to be achieved. Cooperating teachers should provide written feedback frequently for student teachers, for example, after significant teaching experiences or at the conclusion of other important assignments. Written feedback (1) allows student teachers to reread cooperating teachers' comments for further reflection, (2) assists university supervisors in assessing the progress made by student teachers in between the supervisors' visits, and (3) provides documentation of the students'

work. The comments can be used as the basis of daily or frequent conferences between student teachers and their cooperating teachers. Feedback generally includes areas of strength and suggestions for improvement. As student teachers progress, reflective questions can replace more directive comments to help students develop the important skill of self-evaluation.

There are several effective ways for cooperating teachers to provide written evaluations of student teachers' instructional abilities. Many cooperating teachers prefer using an interactive journal wherein they comment on students' lessons and other topics needing discussion, and student teachers respond to those comments. Some cooperating teachers use the forms found in Appendix D entitled "Student Teacher Analysis" and "Student Teacher Weekly Observation/Evaluation Checklist." Other teachers prefer attaching to the student teachers' plans post-it notes or a sheet of paper with comments on the lesson.

In addition to ongoing types of formative evaluation, cooperating teachers are expected to complete the "Cooperating Teacher's Evaluation of Student Teaching Performance," found in Appendix C, at the midpoint of the students' teaching experience as well as at the end of the experience. Space has been provided on the back of the form for a descriptive analysis of the students' performance. The results are to be used at the midpoint for an in-depth conference emphasizing areas of strength and those areas needing more improvement. Early Childhood student teachers will be evaluated in this manner by each of their cooperating teachers.

- (b) Summative Evaluation – At the conclusion of the student teaching placement, cooperating teachers provide summative evaluations of their student teachers' overall performance using the same "Cooperating Teacher's Evaluation of Student Teaching Performance" (Appendix C) by which the students' midpoint progress is evaluated. As with the midpoint evaluation, cooperating teachers are to write a descriptive analysis of their student teachers' instructional and professional competencies on the back of the evaluation form or on a separate sheet of paper.

2. Evaluation by the University Supervisor

Throughout the student teaching term, student teachers will have their lessons observed on six or more occasions by their university supervisors. Supervisors complete typed or written evaluations of the observed lessons using one of the forms in Appendix E or some adaptation of those forms. The evaluations are used as the basis for conferences held between university supervisors and student teachers. Copies of the typed/written evaluations are provided to student teachers and to cooperating teachers. Additional evaluations required by the Pennsylvania Department of Education are completed by the university supervisors at the midpoint and the final point of the student teaching semester. A copy of the PDE evaluation form (PDE 430) is provided in Appendix E along with the university supervisors' formative evaluation forms.

A university supervisor will also be assigned to students completing their student teaching in New Zealand. This supervisor will also use the PDE 430 form, as well as the other formative evaluation forms. Student teachers may be asked to submit or e-mail copies of lesson plans, activities, or projects they completed to their university supervisor. They may also communicate and discuss lessons and unit plans with their university supervisor via SKYPE.

B. GRADING

The letter grades assigned to student teachers must reflect the abilities those students demonstrate for entering their own classrooms as beginning teachers. Students are to be judged, therefore, on their competence in teaching students knowledgeably and effectively, relating to students appropriately, managing a classroom in an orderly fashion, and working cooperatively and professionally with administrators, colleagues, parents, and school staff members. While motivation to teach is a crucial factor, and the development and effort students demonstrate is very important, **the most important criterion upon which students' final student teaching grades are determined is their effectiveness in the classroom.**

Cooperating teachers are asked to recommend student teaching grades (Appendix C) to university supervisors based upon the level of proficiency student teachers have reached on the criteria listed in the "Cooperating Teacher's Evaluation of Student Teaching Performance." It is advisable for cooperating teachers to refrain from sharing those grades with their student teachers since the final grade will not have been determined at that point. More than one letter grade may be recommended if cooperating teachers wish to indicate alternative grades that would be acceptable; additional lines have been provided on the grade recommendation form for that purpose. Communication (conference, e-mail, phone call) between university supervisors and cooperating teachers may be conducted at the conclusion of the term for the purpose of discussing student teachers' grades.

Determining final grades is the responsibility of the university supervisors. Grading decisions are based on supervisors' observations of students' work throughout the term, on their ongoing consultations with cooperating teachers, and on the written evaluations and grade recommendations submitted by cooperating teachers. If student teachers have received frequent and consistent feedback about their performance from cooperating teachers and university supervisors, their final grades should not be unexpected. Early Childhood student teachers receive two separate grades for the Pre- primary and Primary grade level placements. The two grades are not averaged together to produce one final grade.

Not all student teachers earn A's, and some do not earn B's. Student teachers must work diligently and demonstrate excellence in teaching to earn an A. The grade will be based on the following criteria:

1. *Planning and Preparation*: knowledge of content and pedagogical skills in planning and preparation
2. *Instructional Delivery*: knowledge of content, pedagogy, and skill in delivering instruction and in using a variety of instructional strategies
3. *Classroom Environment*: establishment and maintenance of a purposeful and equitable environment for learning
4. *Professionalism*: qualities that characterize a professional person in aspects that occur in and beyond the classroom/building

The following rubric will be used for determining the final grade:

A grade of A indicates that the student has consistently and thoroughly demonstrated the above criteria.

A grade of B indicates that the student usually and extensively demonstrated the above criteria.

A grade of C indicates that the student sometimes and adequately demonstrated the above criteria.

A grade below C indicates that the student rarely or never and inappropriately or superficially demonstrated the above criteria.

III. THE STUDENT TEACHER

Note: In addition to reading this section of the handbook, student teachers will want to read carefully section II, "Policies and Procedures."

A. THE STUDENT TEACHING EXPERIENCE

1. The Scope of the Student Teaching Experience

The student teaching experience provides an opportunity for Education students to obtain practical experience with classrooms of learners under the guidance of experienced and competent school and university personnel. Student teachers begin with a brief period of guided observation and limited teaching assignments and then move gradually into full-time teaching responsibilities. Early Childhood student teachers or student teachers pursuing two areas of certification, who may be placed in two classrooms during the term, may be expected to assume teaching and other varied responsibilities earlier in the term than secondary student teachers with one area of certification.

In addition to classroom and school building responsibilities, student teachers will be required to attend and successfully complete the Student Teaching Seminar, a two-credit course which convenes one day a week at 4:00 p.m.; the course meeting day varies from term to term. The seminar begins during the first few weeks of the term and extends throughout the remainder of the term. Students completing the student teaching placement in New Zealand will complete half of the seminar in New Zealand. Students will be required to attend meetings arranged by the provider in JCL (NZ) Ltd.

2. Employment / Extracurricular Activities During Student Teaching

Student teaching is a full-time, challenging responsibility. Students need to devote all of their energies to their student teaching duties. They will be held accountable for demonstrating an exemplary level of performance for all instructional and other responsibilities to which they are assigned. Past experience has indicated that employment and/or active participation in numerous extracurricular activities jeopardizes students' classroom performance. Student teachers are strongly discouraged from maintaining part-time or full-time employment. Student teachers are not permitted to leave their student teaching sites early to report to their places of employment or extracurricular activities during the semester. Students also should limit their participation in extracurricular activities to those for which they have a serious obligation.

B. BEGINNING THE STUDENT TEACHING TERM

1. Initial Meeting with the Cooperating Teacher

After student teaching assignments have been made, student teachers are expected to contact and meet their cooperating teacher. This initial meeting at the student teaching site also provides an opportunity for student teachers to introduce themselves to the principal of the school. Students are advised to dress appropriately for this occasion. Depending on availability of materials at this initial meeting, students might obtain available copies of teachers' manuals and other materials that will be used on a regular basis during the student teaching experience. It is the responsibility of student teachers to return all books and materials in satisfactory condition at the end of their student teaching placement in a given school.

In the initial meeting, students generally are informed about their teaching duties and other responsibilities they will have during their placement, and they are given relevant information about the school and the students. Students are advised to demonstrate initiative, enthusiasm, and a willingness to learn from and to work diligently with their cooperating teacher and other personnel at the student teaching site.

2. Period of Orientation

Each student teaching experience is unique. Teaching responsibilities will vary among student teachers depending upon their instructional abilities and certification programs, their cooperating teachers and student teaching sites, and their university supervisors.

The first week in the student teaching site will be primarily a period of orientation; however, some teaching may occur. A list of suggested activities for the orientation period follows. In discussions with cooperating teachers and university supervisors, student teachers can determine which activities are relevant to their student teaching experience.

- (a) Students who teach in the fall may be invited to participate in the inservice meetings that occur before the commencement of the school year.
- (b) Students should volunteer to do things and to make the commitment to perform those activities to the best of their ability. The orientation period is an important time for earning the trust of the cooperating teachers who will be turning over their classrooms to the student teachers.
- (c) Students should read the policy manual and other information about the student teaching site to become knowledgeable about the philosophy of the school, the general objectives of instruction for the district, and the community background of the pupils.
- (d) Students will benefit from establishing a good relationship with their cooperating teacher, discussing with them professional problems encountered during the orientation period.
- (e) Students should meet other faculty and staff members at the school including the secretary, nurse, guidance counselor, maintenance staff, and others, as appropriate.
- (f) Students should observe the teaching techniques and classroom procedures of their cooperating teacher, paying particular attention to procedures for managing homework papers, tests, quizzes, and other student work.
- (g) Students will gain valuable information from observing teachers other than their cooperating teacher. These teachers may teach the same grade/subject as the cooperating teacher or they may teach subjects and students different from the student teachers' area of certification.
- (h) Students should learn the names of all students by obtaining a copy of the classroom seating charts or by making seating charts of their own.
- (i) Students should learn the routines of record maintenance such as taking attendance, recording names of students who are tardy, keeping track of different time/bell schedules, and recording grades.

- (j) Students should learn about the school's emergency care procedures, fire drill procedures, and other procedures deemed relevant by their cooperating teacher and/or their university supervisor.
- (k) Students should discuss with their cooperating teacher pupils with Individualized Educational Programs (IEPs).
- (l) Students should become acquainted with the textbook(s), reference books, course outlines, and other instructional materials used by their cooperating teacher.
- (m) Students should familiarize themselves with resources in the library, audio-visual department, and computer/technology resource room.
- (n) In many situations, student teachers will have teaching responsibilities in the first week of the student teaching experience.

C. TEACHING RESPONSIBILITIES

1. Teaching Schedule

After a brief period of orientation, the length of which may differ by subject and grade level, cooperating teachers will give their student teachers regular teaching assignments. Policies for planning these assignments are explained in section II, "Policies and Procedures." Most cooperating teachers continue to add to these first assignments on a gradual basis leading to the student teachers' assumption of full-time teaching and full-time management of other classroom responsibilities. It is important for students to know the tentative schedule that their cooperating teachers have planned for their weekly teaching responsibilities. The actual schedule of teaching assignments that is followed, however, will depend on each student's demonstration of their readiness to assume each new responsibility.

2. Varied Responsibilities

The student teaching experience introduces students to the variety of tasks required of teachers. Students should use every opportunity to observe and participate in all the activities associated with teaching. In order to develop competency in all school tasks, student teachers ordinarily will be expected to become proficient at performing such activities as the following:

- (a) Taking attendance, collecting lunch money, recording and maintaining information on pupil records and report cards, and similar clerical duties
- (b) Preparing tests, quizzes, rubrics, and other assignments, and using these instruments to assess student development and report academic progress
- (c) Working with students who need special attention
- (d) Designing seating charts, organizing classroom seating arrangements, and managing other homeroom activities
- (e) Accepting responsibility for bulletin boards and displays
- (f) Preparing multimedia materials

- (g) Arranging and chaperoning field trips
- (h) Gathering materials for instructional purposes
- (i) Using the library effectively
- (j) Using community resources effectively
- (k) Participating in the supervision of study halls, playgrounds, and cafeterias

In addition to performing teaching activities, student teachers also will want to become familiar with the total educational program of the school. They will find it beneficial to participate in homeroom programs, co-curricular activities of various kinds, dances, assembly programs, opening exercises, PTA meetings, health services, and guidance services. Arrangements for observing and participating in these various educational experiences should be made with the cooperating teacher.

D. UNIVERSITY FORMS

1. Weekly Time Report

Each week throughout the term, student teachers are expected to prepare the “Student Teacher’s Time Report” (Appendix B) indicating their activities of the week. An accurate and complete final report (15th weekly report), a compilation of all the former time reports, is to be submitted to the office of the Education Division Chairperson on the final day of student teaching.

2. Weekly Teaching Schedule

Student teachers inform their university supervisors weekly and in advance about their teaching schedules and other events at the school so that supervisors know when it will be most profitable to visit student teachers. Some supervisors require that students submit a copy of the form entitled “Student Teaching Prospective Schedule” (Appendix B). Others prefer that students submit the schedule as an electronic mail attachment. Supervisors who prefer the e-mail attachment will provide the appropriate format to their student teachers. Regardless of the manner in which students are instructed to submit their schedules, the information must reach the supervisor prior to the first day of the week that is on the schedule. In addition, supervisors need to be informed of any changes in the teaching schedule.

E. INTERPERSONAL RELATIONS

1. Relationships with the Cooperating Teacher

It is necessary for student teachers to work closely with their cooperating teachers who wish to assist and guide students as they prepare for their teaching assignments. While class work during student teaching is a joint responsibility, cooperating teachers are the individuals who are ultimately responsible for the academic progress of their students. Close collaboration between cooperating teachers and student teachers is crucial to best serve the interests of the students in the classroom.

As guests in their cooperating teachers’ classrooms, student teachers need to be consistent in upholding and maintaining their cooperating teachers’ policies. Furthermore, it is important for

student teachers to remember that they are not in the classroom to judge their cooperating teachers; rather, it is the role of the cooperating teacher to evaluate the work of student teachers. It is important for students to develop their own style of teaching and managing a classroom, but they need to have these ideas and methods approved by their cooperating teachers before they are implemented.

2. Relationships with P-12 Students

Student teachers need to maintain a friendly, but objective, attitude toward students . Interest in students and their problems and needs is an important mark of the effective teacher. The developing relationship between student teachers and their students , however, should be professional, with student teachers remembering that they are responsible for everything that occurs in the classroom when they are in charge of the program.

3. Relationships with Faculty and Staff Members

Student teachers need to meet and interact with as many of the faculty and staff members as possible at the student teaching site. Professional acquaintances and contacts as well as informal associations are important as student teachers make the transition from the role of student to the role of teacher. Faculty rooms often are conducive to interesting and professional discussions, but student teachers are wise to be discreet when voicing their personal views there.

IV. THE COOPERATING TEACHER

Note: In addition to reading this section of the handbook, cooperating teachers will want to read carefully section II, "Policies and Procedures."

A. THE ROLE OF THE COOPERATING TEACHER

Cooperating teachers are among the most influential persons in the student teaching program. Although university supervisors provide a link with the University for cooperating teachers and student teachers, cooperating teachers are in the unique situation of consistently observing student teachers in every aspect of their development as professional educators. The planning cooperating teachers do for student teachers' learning, and the guidance cooperating teachers offer on a daily basis are essential sources of development for student teachers throughout the term.

The following section includes effective practices for working with and evaluating student teachers as suggested by experienced cooperating teachers. Statements for educational practices will need to be considered in light of different school situations and modified as necessary. A basic assumption underlying the guidelines is that the welfare of individual pupils and the class as a whole is paramount. It is the responsibility of cooperating teachers to assess the appropriateness of various suggestions and to refuse permission for student teachers to engage in activities or practices that are judged as operating against the progress of an individual, a group, or a school's philosophy or objectives. Questions about any of the guidelines or policies can be directed to the university supervisors or to the Director of Field Practicums & Clinical Experiences.

B. ORIENTATION OF STUDENT TEACHERS

1. The Initial Conference

Many cooperating teachers have stressed the importance of an early conference with their student teachers under conditions that are free from interruption and distraction. When student teachers receive written confirmation of their student teaching placement, they are instructed to seek a conference with their cooperating teacher prior to the beginning of the student teaching term.

At the initial conference, it is beneficial for student teachers to receive the following information:

- (a) A timeline of how the cooperating teacher envisions the student teacher's duties from the first days in the classroom to the point of teaching and managing the classroom on a full-time basis, provided the student is progressing as expected
- (b) The lesson and unit plan format that is preferred and a time when those plans are to be submitted to the cooperating teacher for approval
- (c) Teachers' manuals or textbooks
- (d) The school policy manual
- (e) The location of the student teacher's working space in the classroom
- (f) Written guidelines outlining the cooperating teachers' expectations for student teachers.

2. Early Observations and Activities

During the early days of the term, student teachers will profit by guided observation of their cooperating teachers' instructional techniques and classroom procedures and by becoming oriented to the school in general. Because student teachers lack the wealth of classroom experience that cooperating teachers possess, they often are unaware of specific types of observations and activities that may be of benefit to them. The list below, submitted by experienced cooperating teachers, contains ideas for early observations and activities toward which cooperating teachers can guide their student teachers. Students should be involved in these activities and in teaching assignments as soon as they are capable of doing so. Many of these situations can be used as topics for early conferences between cooperating teachers and student teachers. Some discussions may lead to more involved observations on the same topic.

- (a) Student teachers should memorize or prepare seating charts and take attendance to learn the names of the students .
- (b) Student teachers should jot down specific procedures or classroom routines when they observe their cooperating teachers.
- (c) Student teachers should observe and determine their cooperating teachers' classroom management techniques during both instructional and non-instructional times.
- (d) Student teachers should observe their cooperating teacher's lessons and outline the sequence of those lessons using one of the lesson plan formats. These observations are often heightened when the lessons are for the subjects or classes that will be the student teachers' first teaching assignments.
- (e) Cooperating teachers should introduce student teachers to other faculty and staff members and administrators in the school.
- (f) Cooperating teachers should arrange for student teachers to complete observations in other classrooms.
- (g) Cooperating teachers should arrange for students to observe homeroom activities, study halls, assembly programs, and other co-curricular activities.
- (h) Cooperating teachers should offer guidance to student teachers about appropriate speech and actions in the classroom, in the teachers' lounge, and in other school locales.
- (i) Cooperating teachers should provide opportunities for student teachers to become acquainted with the general administrative procedures of the school, with auxiliary phases such as the guidance conferences and health services, and with the physical plant, particularly the library.

3. Introduction to Teaching Activities

Initial teaching assignments ordinarily consist of duties involving only a portion of a class or relatively less complex teaching activities. Student teachers from the University of Pittsburgh - Johnstown, however, will have had several field placements and/or other teaching experiences prior to the student teaching term. Many of the student teachers will be ready to advance from simpler to more complex assignments fairly early in their term. Student teachers can advance in their instructional responsibilities as rapidly as their cooperating teachers feel that they are

prepared to do so at a minimum risk to the welfare of the students . Development cannot occur without suitable opportunities for teaching, followed by reflection on the part of student teachers and conferences between student teachers and cooperating teachers.

C. TEACHING EXPERIENCE

1. Adequate Teaching Experience

- (a) Total Teaching Time -- It is important for student teachers to have both a continuity of teaching experiences and a sufficient amount of experience during the student teaching term. They need adequate experiences with full-time teaching, observation, and reflection time in order to acquire the knowledge, skills, and dispositions essential for assuming their responsibilities as regular members of the teaching profession.
- (b) Progress Toward Full-Time Teaching -- Whether student teachers are assigned to one or two placements for the student teaching term, they should be progressing toward at least one to two weeks of full-time teaching and classroom responsibility before the end of their time in the student teaching site. The rapidity with which student teachers add new classes or subjects and other teaching responsibilities to their initial schedule depends, of course, on the progress students demonstrate. Nevertheless, cooperating teachers should have a tentative schedule of how and when their student teachers will assume all of those responsibilities, and that schedule should be shared with student teachers.
- (c) Student Teachers in Two Placements -- Student teachers who have been assigned to two placements generally are ready to assume some teaching responsibilities from the beginning of their time in the second student teaching site. Moreover, second placement student teachers can be expected to assume full responsibility for the classroom and courses/subjects more quickly than student teachers who are in their first placement. Cooperating teachers who are uncertain about whether the teaching assignments are adequate for their student teachers should discuss this situation with their student teachers and/or with the university supervisors.

2. Varying Instructional Strategies

Student teachers will benefit from experiences using a variety of instructional strategies, procedures, technology, and materials. Not only does this approach develop students' teaching creativity, but it also allows them to discover the relative effectiveness of various strategies for different types of students, content, and class sizes. Considerable freedom may be afforded to student teachers who appear to be professionally ready for it, but cooperating teachers will need to use their own good judgment in these situations based on their knowledge of their own pupils and of their student teachers' progress. At no time should such experimentation with strategies be permitted to stand in the way of students' progress since the needs of children and youth are of primary importance.

3. Conflicts Between Theory and Practice

Occasionally conflicts may develop between the educational theories that student teachers acquire in their university courses, or their interpretation of given theories, and the classroom practices in a specific student teaching site. Where conflicts appear to be developing, cooperating teachers need to prevent student teachers from becoming confused and frustrated. An informal discussion to clarify misunderstandings is often very helpful. The application of educational

theory to the classroom calls for a degree of professional insight that inexperienced student teachers often do not possess. Therefore, cooperating teachers may wish to confer with the university supervisors if problems arise regarding this matter.

4. Additional Teaching Responsibilities

Within reason, student teachers should be given the opportunity to participate in all phases of their cooperating teachers' work through actual experiences rather than only through observation. Listed below are suggested responsibilities and activities with which student teachers should become familiar.

- (a) Evaluation Techniques – Students need experience with the development and grading of rubrics, quizzes, and tests.
- (b) The Homeroom – Student teachers should observe and participate in homeroom management duties.
- (c) Clerical Duties – Students should take attendance, mark pupil records, record grades in a grade book or on the computer, and prepare report cards.
- (d) School Duties – Student teachers should assist their cooperating teachers with activities such as bus duty, lunch duty, recess duty, study hall monitoring, hall bulletin board preparation, organization of a school event, and the like.
- (e) Meetings and Events – Student teachers should accompany their cooperating teachers to the variety of meetings they attend such as interdisciplinary meetings for special needs students, PTA meetings, extracurricular activities, and professional development experiences.

D. CONFERENCES REGARDING THE PROGRESS OF STUDENT TEACHERS

1. Conferences Between Cooperating Teachers and Student Teachers

In addition to the written feedback provided to student teachers' lessons, cooperating teachers should meet with their student teachers for daily conferences at times when there will be few interruptions. The lesson or lessons evaluated during the day can be used as the basis for the conference. Student teachers should be treated in a sensitive yet professional and candid manner in the conferences.

In the beginning of the term, student teachers may need more prescriptive advice. However, as student teachers mature, they need to be guided toward self-evaluation. It is beneficial for cooperating teachers to ask guiding questions that students need to be asking themselves at some point: "Would you use the same approach/materials again with this lesson and this class? Why?" "Can you think of an alternative approach to this lesson that might be equally or more effective with this content or this group?" "I did not think that this part went well during the lesson. Why do you think there was difficulty? What else could have been done?"

Frequently, student teachers are more critical of the overall lesson than are their cooperating teachers. Some student teachers may express their lack of self-confidence through defensive attitudes. Ultimately, however, student teachers need to become reflective, insightful, and honest about their performance if they are to continue developing as professionals. This self-evaluation

is the goal that cooperating teachers and university supervisors seek in their conferences with student teachers.

2. Conferences Between Cooperating Teachers and University Supervisors

- (a) Ongoing Conferences – Throughout the student teaching term, cooperating teachers and university supervisors have the opportunity to confer about the progress of student teachers by way of personal conversations, telephone calls, written notes, and/or electronic messages. Generally, unless there are problem situations or questions that need to be answered in a timely manner, most conferences between cooperating teachers and university supervisors take place during the biweekly visits that supervisors make to observe student teachers.
- (b) Special Conferences -- If a student teacher is not making satisfactory progress, it is imperative that the university supervisor **be informed as soon as possible**, particularly if there is some question of the student teacher’s ability to complete the student teaching term. This contact is of vital importance because the successful completion of student teaching is directly related to a student teacher’s future as a professional educator. Many problems can be corrected easily if handled promptly. Cooperating teachers may wish to arrange for a private discussion with the university supervisor, or they may desire a conference involving themselves, the supervisor, and the student teacher.

It is also important to have written documentation of problem situations for future reference. The “Cooperating Teacher’s Evaluation of Student Teaching Performance” (Appendix C), completed at the midpoint and at the conclusion of student teaching, is one document that is used for a more detailed evaluation of progress during student teaching.

- (c) Confidentiality Regarding the Progress of the Student Teacher – In a situation where a student teacher is not progressing or performing as expected, the cooperating teacher is expected to maintain the confidentiality of the relationship with the student teacher by refraining from engaging in conversations about this student teacher with anyone other than the particular student teacher, the college supervisor, and the principal of the respective student teaching site. The cooperating teacher should not demean the student teacher or predispose the student to failure by discussing the student’s progress with other faculty members, staff, paraprofessionals, or other persons inside or outside the school.

E. RECOMMENDATIONS AND/OR REFERENCE LETTERS

Student teachers generally request that cooperating teachers complete a recommendation for them using the form developed by the University’s Career Services Office or on school letterhead. That form can be obtained on-line or the university supervisors can provide cooperating teachers with a computerized version of the form that can be stored on a hard drive. The completed recommendation should be given to the students who have the option of maintaining their own credential file or of submitting the references to the Career Services Office for inclusion in a career placement packet. If cooperating teachers agree to write a recommendation, it is important that the recommendation form be completed promptly so that student teachers can compile their professional documents in preparation for seeking a teaching position.

Letters of reference may address the cooperating teacher’s evaluation of a student teacher’s performance in the following areas or other areas that the cooperating teacher may wish to include:

1. Teaching effectiveness, which may include planning skills, using a variety of approaches to meet individual needs, assessing students' learning, and/or establishing an appropriate classroom atmosphere for learning
2. Management of students, materials, and time in a classroom setting
3. Communication skills and command of subject matter
4. Personal qualities relating to effective teaching including resourcefulness, initiative, openness to criticism, ability to implement suggestions, dedication, and self-reflection
5. Skill in establishing rapport with students, faculty members, administrators, staff members, and parents.

The University Career Services Office reminds reference persons that the letter of reference or recommendation form is “a personalized and thoughtful document” wherein writers offer a “professional opinion of the student’s ability and potential within the field of education.” Writers also are reminded that the letter of reference will affect the student’s future.

The Career Services Office offers the following guidelines for making reference letters or recommendation forms more effective:

1. Before writing the letter, writers may ask students how they perceive their strengths and skills. If the writer concurs, those comments can be used to accent the letter.
2. Writers should be specific when discussing skills and qualities.
3. Comments are strengthened when actual examples are used for illustration. Action words aid in giving an example (e.g., assisted, supervised, created, developed).
4. The length of the letter may vary.

F. HONORARIUM FOR COOPERATING TEACHERS

In appreciation for the professional guidance that cooperating teachers provide to student teachers during their student teaching term, the Education Division offers an honorarium to each cooperating teacher each term.

Secondary cooperating teachers guide a student teacher for an entire term and receive an honorarium of \$380.00 if they have attended a Pitt-Johnstown informational session and \$300.00 if they have not. Secondary teachers who have acted as Pitt-Johnstown cooperating teachers prior to Fall 2000 will receive an honorarium of \$380.00 whether or not they have attended an informational session.

Early Childhood cooperating teachers guide a student teacher for one-half term and receive an honorarium of \$190.00 if they have attended a Pitt-Johnstown informational session and \$150.00 if they have not. Early Childhood teachers who have acted as Pitt-Johnstown cooperating teachers prior to Fall 2000 will receive an honorarium of \$190.00 whether or not they attended an informational session.

Exception: An honorarium is not sent from Pitt-Johnstown to the cooperating teachers in New Zealand. Teachers in New Zealand are paid through the third party provider, JCL.

V. ADMINISTRATIVE PERSONNEL OF THE STUDENT TEACHING SITE

Principal/Administrator Roles and Responsibilities

School administrators foster professional norms of competence and quality learning environments for teachers and students. The Principal/Administrator does the following:

- Oversees the process for identification of quality placement classrooms for interns
- Include interns in scheduled meetings, orientation training, and staff development activities
- Serve as an intellectual resource for cooperating teachers, university supervisors, and interns
- Align organizational structures and resources to reinforce the stated goals of school (e.g., ensures that cooperating teachers have access to available technology training and application within the classroom)
- Support supervisors, cooperating teachers, and others to improve instructional outcomes
- Involve interns as part of faculty
- Ensure that mechanisms are in place to help parents participate in and understand the internship goals
- Work for continuous school improvement and the professional growth of administration, faculty, and interns

A. ORIENTATION OF STUDENT TEACHERS BY PRINCIPALS

Without the cooperation of principals and other administrative personnel, it would be impossible to develop excellent student teaching sites in which student teachers could complete their professional preparation. Principals hold a strategic position in the induction of student teachers into the field of education. The following topics may be used by principals in their introductory meeting with student teachers:

1. The philosophy, objectives, and overall organization of the school
2. The community and its significance to the program of instruction
3. The wide range of responsibilities that student teachers must accept in the school
4. The procedures and ethics in such matters as handling discipline and confidential records
5. The availability of facilities for teachers in the school
6. School district policies and state laws regarding student teachers

B. SELECTION AND QUALIFICATIONS OF COOPERATING TEACHERS

Principals of schools used as student teaching sites are responsible for selecting those individuals who will serve as cooperating teachers, subject to approval by school district superintendents. Principals select the cooperating teachers based on specific criteria. Among the criteria to consider in the selection process are the following requirements stipulated by the state: (a) cooperating teachers must have taught a minimum of three years, with at least one year's service in the building where they will be supervising student teachers; (b) cooperating teachers must be certified in the area that the student teacher is pursuing; (c) cooperating teaching must have a record of positive impact on P-12 student learning; and (d) for returning cooperating teachers, a record of positive impact on the development of student teachers is a must.

The following additional criteria have been found to be valuable in the choice of an effective cooperating teacher:

1. Commitment to the student teaching program at the University of Pittsburgh - Johnstown
2. Evidence of superior teaching skills and abilities
3. Flexibility and adaptability in the use and acceptance of various instructional approaches
4. Ability to relate well to and communicate effectively with student teachers
5. Commitment to continuing professional development
6. Willingness to attend the University's cooperating teacher seminar(s)

C. PRINCIPAL'S COMMUNICATION WITH UNIVERSITY FACULTY

Open communication needs to be maintained among principals, the Director of Field Practicums & Clinical Experiences, and university supervisors assigned to the buildings for which those principals are responsible. University supervisors and the Director of Field Practicums & Clinical Experiences welcome comments and suggestions about the University of Pittsburgh - Johnstown's student teaching program. Feedback from principals is beneficial to the University's commitment to preparing exemplary teachers for the schools. Likewise, the Director of Field Practicums & Clinical Experiences and the university supervisors appreciate the invitation offered by many principals to assist in the selection of cooperating teachers. Principals and other school district personnel are welcome to contact the Director of Field Practicums & Clinical Experiences and/or the university supervisors at any time regarding concerns that have arisen with student teachers or ideas for improving student teaching arrangements between the districts and the University.

RANGE OF EXPECTED EXPERIENCES FOR THE STUDENT TEACHER

The experiences and abilities of student teachers vary considerably. Teaching assignments should be based on expecting maximum growth, building upon the strengths of the student teacher while diminishing the weaknesses. **The Candidate Learning Framework** should guide experiences as well as best-practices within the profession and general expectations for teachers within the school.

The focus of the student teaching experience should be on **quality and not quantity** with the aim of supporting student teachers' growth toward effective educators who are able to positively impact the learning, growth and development of P-12 students.

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

The student teacher's assigned classes/subjects may be changed periodically so that he/she gains more experience and is able to adjust to varied class sizes, abilities, and personalities. If a student teacher is successful, he/she may benefit from teaching classes of other sections or subjects.

While co-teaching is encourage, near the end of the experience, as success and confidence are evident, student teachers should be assigned to teach the cooperating teacher's entire schedule for a period of time, but not to exceed one week unless done in consultation with the university supervisor. **The student teacher is not expected to replace the cooperating teacher from any of his/her assigned duties.**

Suggested Student Teaching Schedule			
	Student Teacher	Cooperating teacher/Clinical Faculty	University Supervisor
Fall or Spring Semester Weeks 1- 2	<ul style="list-style-type: none"> • Design and implement introductory activities for students/parents • Observe, assist, and begin co-teaching in classes • Plan with cooperating teacher for co-teaching • Develop lesson plans for teaching segments • Organize/respond to informal feedback from cooperating teacher • Maintain internship notebook • Participate in direct teaching with Special Needs population • Meet with supervisor • Submit weekly paperwork, reflections to US 	<ul style="list-style-type: none"> • Provide overview for semester • Review and approve introductory activities • Plan with intern for his/her role and responsibilities throughout the semester • Review internship plan with US • Model and scaffold instruction • Co-plan and co-teach with intern • Conduct at least one informal observation and one formal) • Provide frequent informal feedback to Intern for planning and teaching • Assist / guide Intern in teaching Special Needs population 	<ul style="list-style-type: none"> • Clarify procedures • Provide assistance as needed • Review reports from CT and ST and documentation in student teaching notebook • Conduct at least one formal observation (one jointly with CT) • Conduct school visits to meet with CT

<p>Weeks 3-4</p>	<ul style="list-style-type: none"> • Ongoing, direct or independent teaching of one or more lesson and small groups • Co-teaching • Develop daily written lesson plans for teaching segments • Collaborative with CT to plan and begin implementing Unit Plan • Confer with CT daily; with US as needed • Maintain internship notebook • Participate in mid-term evaluation conference • Participate in direct teaching with Special Needs population • Meet with supervisor • Submit weekly paperwork 	<ul style="list-style-type: none"> • Co-teach with Intern, gradually withdrawing from full responsibilities • Conduct at least 3 observations (2 informal & one formal) with written reports /conferences with Intern • Participate in mid-term evaluation conference • Confer daily with Intern and with US as needed • Provide frequent informal feedback to ST for planning and teaching • Assist/guide planning and implementation of Unit Plan • Assist / guide ST in teaching Special Needs population 	<ul style="list-style-type: none"> • Conduct school visits to communicate with CT • Provide assistance as requested or needed • Review reports from CT and Intern and documentation in student teaching notebook • Conduct two more observations with written reports and conferences with ST • Participate in mid-term evaluation conference
<p>Weeks 5-6 9-13</p>	<ul style="list-style-type: none"> • Independent teaching full course load Weeks 5-7 • Co-teaching and Independent teaching Weeks 9-13 • Develop daily written lesson 	<ul style="list-style-type: none"> • Meet with supervisor • Conduct at least 2 observations with written reports and conferences with Intern (1informal; 1 formal) • Confer daily 	<ul style="list-style-type: none"> • Conduct school visits to communicate with CT • Provide assistance as requested or needed • Review reports from CT and ST and

	<p>plans for teaching segments</p> <ul style="list-style-type: none"> • Confer with CT daily; with US as needed • Assist/observe in classes and resource programs • Maintain internship notebook • Participate in direct teaching with Special Needs population • Meet with supervisor • Submit weekly paperwork 	<p>with ST and with US as needed</p> <ul style="list-style-type: none"> • Provide frequent informal feedback to Intern for planning and teaching • Assist / guide ST in teaching Special Needs population • Assist Intern with analysis of student work from unit plan • Assist ST w/ selection of PEP artifacts 	<p>documentation in student teaching notebook</p> <ul style="list-style-type: none"> • Conduct at least one more observation with written reports and conferences with ST
<p>Weeks 7-14</p>	<ul style="list-style-type: none"> • Participate in final evaluation • Complete attendance report and final paperwork • Complete evaluation of CT & US 	<ul style="list-style-type: none"> • Participate in final evaluation conference • Complete report of professional growth and continuous progress (week 7) for ST changing placements • Submit all documentation to US • Verify attendance report • Complete evaluation of US 	<ul style="list-style-type: none"> • Facilitate final evaluation conference • Submit all documentation to the Field Placement Specialist promptly at conclusion of student teaching • Complete evaluation of CT

University of Pittsburgh - Johnstown Education Division Candidate Learning Framework

Commitment to Learning– Effective educators ignite students’ intrinsic motivation and curiosity for learning through practices that model the value of life-long learning.

- Standard A1.** Actively Engage All Learners in the Learning Process
- Standard A2. Support Students’ Personal and Career Development
- Standard A3. Model the Principles of Life-long Learning
- Standard A4. Support Students’ Self-Efficacy toward Learning

Reflective Practice– Effective educators purposefully seek to improve their professional practice. They seek new ideas and methodologies. Reflective practitioners evaluate results and refine their practice through continuous professional development.

- Standard B1. Value and Actively Seek Professional Development
- Standard B2. Are Responsive to Professional Feedback
- Standard B3. Use Data from His/Her Own Classroom to Evaluate His/Her Own Strengths and Areas for Improvement
- Standard B4.* Systematically Collect, Analyze, and Use Data to Refine Practice

Deliberate Instructional Planning and Implementation— Effective educators systematically and deliberately plan for student learning outcomes. They use assessment data to guide instruction and employ methodologies that are aligned with the learning needs of students.

- Standard C1.* Are Aware of Discipline Specific Concepts, Knowledge, Tools of Inquiry, and Related Pedagogical Practices
- Standard C2.** Plan in Accordance to Pennsylvania Academic Standards and Local Students’ Learning Goals
- Standard C3. Develop and Select Appropriate Instructional Goals and Objectives
- Standard C4.** Use Principles of Learner Development and Learner Diversity to Inform Instructional Planning and Assessment
- Standard C5.* Communicate Effectively Using Verbal, Nonverbal, and Appropriate Instructional Technologies
- Standard C6. Appropriately Manage Classroom Procedures, Students’ Learning and Behaviors
- Standard C7. Use Data to Inform Instructional Planning

- Standard C8.* Plan for an Inclusive, Nurturing, Stimulating and Academically Challenging Learning Environment, Including the Development of Critical Problem Solving Skills, Inquiry, and Global and Culturally Diverse Perspectives
- Standard C9. Select and Adapt and/or Create Appropriate Instructional Resources and Materials Including Technology
- Standard C10.** Plan Coherently for Short Term and Long Term Goals Based on Students' Needs
- Standards C11. Plan for Inter- and Cross-Disciplinary Instruction

Informed Flexibility– Effective educators respond intentionally to unanticipated events in their classrooms, schools, and communities. They are able to augment planning in relation to the responses of students. Effective educators are ready to take advantage of learning opportunities that ever-changing situations present.

- Standard D1. Monitor and Appropriately Adjust Instructional Practices During Teaching
- Standard D2. Monitor and Appropriately Adjust Assessment Practices During Teaching
- Standard D3. Monitor and Appropriately Adjust Classroom Management Strategies During Teaching

Teaching the Whole Student– Effective educators engage in the interactive process of understanding student diversity. Teaching the whole student involves understanding how a student's life both inside and outside the school supports overall academic and social development. Educators who teach the whole student foster effective communication with their students' families and communities.

- Standard E1.** Establish and Maintain Productive and Collaborative Relationships with Families and the Community
- Standard E2.** Are Aware of the Definitions and Procedures/Issues Related to the Identification and Placement of Students with Special Needs and English Language Learners
- Standard E3.** Understand Patterns of Social, Psychological, Emotional/Behavioral, Linguistic, and Intellectual Development among Learners, Including Students with Special Needs and English Language Learners
- Standard E4.** Are Aware of the Community, District, School, and Classroom Resources that are available and Factors that Influence Learner Development

Accountability– Effective educators uphold high standards and measure the quality of their work by the impact on student learning and development. They build a range of indicators into their instructional plans to provide themselves, their students, and caregivers with continuous feedback regarding outcomes. Effective educators prepare their students for external evaluations without compromising instructional quality.

- Standard F1.** Understand the Purpose(s) of Various Types of Assessments in Relation to Objectives and Learner Diversity
- Standard F2.** Assess Learning in Multiple Ways in Order to Monitor Learning and to Report Progress
- Standard F3.** Systematically Collect and Analyze Assessment Data to Characterize Performance of Whole Class and Relevant Sub-groups of Learners

Professionalism and Ethical Leadership–Effective educators recognize that larger political, systemic, social, economic, legal, and cultural factors impact schools and students’ learning and development. With this knowledge, they seek avenues to ensure student success by communicating a compelling vision of education, participating in school change, and leading reform.

- Standard G1. Consistently Meet Professional Expectations and Fulfill Responsibilities
- Standard G2.** Demonstrate Integrity, Ethical Behaviors, and Appropriate Professional Conduct
- Standard G3.** Establish and Maintain Productive Collaborative Relationships with Colleagues and Experts in the Field
- Standard G4.** Understand the Historical, Legal, and Political Issues of Education, in General, and as Related to Students with Special Needs and English Language Learners
- Standard G5. Espouse a Compelling Vision for Education and Student Learning
- Standard G6. Participate in School Change and Lead in Reform
- Standard G7.* Are Aware of Research Methodologies and are Able to Report on Educational Research

*Aligned with University of Pittsburgh - Johnstown's Vision of Greater Excellence in Academics.

**Aligned with the Council of Exceptional Children (CEC) standards.

The Professional Development Plan

Rationale

In the event that a candidate is rated unsatisfactory or is recognized as needing improvements by either the candidate, a supervising faculty, cooperating teacher, or a school principal, the candidate may be provided with a professional development plan. The professional development plan is designed to serve as an additional support mechanism to foster growth and represents an intervention to assist the candidate toward meeting program standards. The professional development plan is not a punitive action; however, in the event that adequate growth is not demonstrated, the candidate may be in jeopardy of dismissal from the program.

The professional development plan shall consist of clear guidelines for improvement to include, at minimum, goals, (a) rationale(s), activities, milestones, resources, and a statement of consequences in the event that evidence of growth is not adequately demonstrated.

While the professional development plan is intended for use during field practicums and clinical experiences, it may be implemented at any appropriate time during a program of study. However, if initiated by a faculty during any clinical experience, the professional development plan is typically offered no later than the mid-point of a placement.

Each professional development plan is individualized and the final approval rests with the Education Division Chair. A copy of the plan shall remain on file with the Division.

Appendix A

Lesson and Unit Plan Formats

University of Pittsburgh - Johnstown Education Division
LESSON PLAN FORMAT

LESSON PLANS

Learning Objective/outcome(s)

I. What is it that you would like students (Ss) to Know/Do/ or Be?

- a. For students with Special Needs, these may be informed by their Individualized Education Program (IEP).

Know/DO/BE		
What you want Ss to Know	Knowledge	Students will be able to <u>explain</u> the differences between primary and secondary colors.
What you want Ss to be able to Do	Skills	Students will be able to <u>draw</u> three dimensional figures.
Who you want Ss to Be	Dispositions/Attitudes	Student will <u>appreciate</u> the aesthetics of different art forms.

Note: The verbs used in your learning objectives are often actionable and measurable. See all Bloom's Taxonomy http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm

Standards

II. What professional learning standards are used to inform the learning objective(s)?

- a. Include relevant content or subject area standards when appropriate. In most cases you will use your state academic standards.

Note: For a full list of the Pennsylvania State Academic Standards, see http://www.portal.state.pa.us/portal/server.pt/community/state_academic_standards/19721

Assessment(s)

III. How will you know that students have mastered the learning objective(s) for the lesson? (Formative, Summative, Informal)

- a. Identify an activity that students will engage in to measure the mastery of the learning objective(s). Keep in mind that for every learning objective, you must have a corresponding assessment.

Ex. Students will produce a paragraph to explain the meaning of a particular symbol as it is used to communicate cultural values/perspectives in everyday life. The explanation will provide an example of usage (either in pictorial or narrative form).

b. Differentiation of assessment (if needed)

Ex. The students may produce either a pictorial or narrative explanation of the meaning of a particular symbol as it is used to communicate cultural values/perspectives in everyday life.

c. Some activities throughout the lesson may also serve as formative assessments that are used to guide instruction. In such cases, indicate the assessment purpose of these activities by writing in parenthesis next to them (formative assessment).

Materials

IV. What materials and resources are needed throughout the delivery of the lesson?

a. List all materials that the students will use to access information and to engage in activities. You do not need to list teacher materials such as white board, teacher's manual, etc.

Target or New Vocabulary (if applicable)

V. What key terminology or concepts are necessary for the students to know in order to engage in the lesson?

Methods

VI. What strategies and activities will be employed to engage all students and to foster learning to meet the learning objective(s)? How will the students utilize the materials above throughout the lesson?

a. While your instructor may require particular components for the methods section of your lesson plan (usually based on varied approaches that you will read about in your coursework), the methods section often consists of an opening, presentation of key concepts/lesson content, opportunities for students to practice, discuss, and/or critique the lesson's content, an evaluation of students' learning (see assessments above), and a closing.

Note: See Methods of Common Lesson Plan models

<http://mathcs.wilkes.edu/~rpryor/ed589/lessplns.html>

http://www.huntington.edu/dept_interior.aspx?id=2217&terms=lesson%20plans

See Sample 5E lesson plans

<http://faculty.mwsu.edu/west/maryann.coe/coe/inquire/inquiry.htm>

<http://www.lessonplanspage.com/printables/PScienceLifeCycleOfAPlant5ELesson23.htm>

Reflection/Lesson Extension

VII. What approaches will you take to extend students' learning beyond the lesson? How will you use lesson data for future planning?

- a. The lesson extension requires keen consideration of students' possible learning during the lesson based on their readiness and other learning factors. The lesson extension may consist of homework, independent projects, or key concepts that will link the current lesson with other lessons.

- b. Lesson Reflection:
 1. Where the learning objectives met? To what extent? (Provide example to substantiate analysis)
 2. What conditions informed to the outcomes?
 3. Based on the outcomes, how should student learning be supported to either meet the lesson objectives or for future lessons?
 4. What unexpected insights were gained about planning, teaching, and learning? How might you use these insights to improve your practice?

*When constructing your own lesson plans, it is not necessary to include Roman numerals. These are used here to facilitate structured classroom discussion on the elements of a lesson plan. Methods section it typically written in third person.

TEACHING UNIT FORMAT

A unit of work is a series of interrelated experiences developed around a central theme or topic. All planned activities and student assessments must be related to the learning that is to take place, i.e., the objectives of the unit.

I. COVER PAGE

Topic - State the central topic or title of the unit.

Student Population - Identify the ages or any other specific characteristics about the students for which this unit would be appropriate. Explain the learning strengths and challenges for at least three select students for whom you will eventually collect student work samples for analysis.

Goals/Rationale - State general goals or rationale for teaching this information.

Time - State total number of days/weeks needed to complete the unit.

II. PRE-UNIT ASSESSMENTS, FORMATIVE ASSESSMENTS & SUMMATIVE ASSESSMENTS

Include 5 various, differentiated assessments from this unit that provide evidence of your understanding and use of data to monitor and deliberately plan for student learning.

III. LEARNING EXPERIENCES

The main body of the unit contains a series of lesson plans or learning experiences for the days of the unit.

Initiating Activity: The initiating activity is designed to introduce the unit topic and to develop interest in the students. It may be part of the first lesson or the entire first lesson of the unit, or it may be an activity, such as a bulletin board or a video, that is used to whet the interest of the students before the unit begins.

Development of the Unit: This section contains all of the daily lesson plans that comprise the unit. Any appropriate lesson plan format may be followed.

Culminating Activity: The culminating activity is designed to conclude the unit. Generally, the students are involved in some way in order to demonstrate or highlight the learning that has taken place in the unit. The culminating activity may be part of the final lesson or the entire final lesson, exclusive of testing days, if included. It may also be a display of some type rather than part of a lesson. The culminating activity is comprised of an experience that would be an effective way to summarize, apply, and/or review the learning.

IV. BIBLIOGRAPHY – All references used to develop the unit should be listed in this section. In addition to book sources, resources might include personal interviews with community people or other teachers, videos, websites, audiotapes, and literary selections.

Appendix B

Student Teacher's Weekly Report Forms

**Student Teacher Clock Hours Form
Summary**

Student Teacher _____

Endorsement Area: (Circle all that apply)

Early Childhood (Prek-4) Elementary (K-6) Middle (4-8) Secondary (7-12) Special Ed. (PreK-8)

Use this form only if you have completed more than one placement during student teaching. Total the hours for all placements and record the total on this form. Attach this **Summary** form in front of the signed forms for each placement.

Summary Log of Hours	
Observations	
Co-Teaching	
Direct Teaching	
Direct Teaching with Special Population (a minimum of 30 hours required) Note: These hours may occur separately from other direct teaching. If not, they should not inflate the total hours.	
Conferencing and Meetings	
Routine Duties at School	
Total Hours (a minimum of 320 hours)	

-----Additional Student Teaching Clock Hour Forms Attached-----

Appendix C

Cooperating Teacher's Formal Evaluation Forms

UNIVERSITY OF PITTSBURGH - JOHNSTOWN EDUCATION DIVISION
COOPERATING TEACHER'S EVALUATION OF STUDENT TEACHING PERFORMANCE

Student Teacher _____

Academic Term: Fall ___ Spring ___ 20___ Certification Area(s) _____

School _____ Grade Level(s) _____

Cooperating Teacher _____

University Supervisor _____

Directions for Completing the Evaluation Form:

The attached evaluation form reflects the contents of the Pennsylvania Department of Education form entitled "Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice" (PDE 430, 2003). The Education Division values your professional assessment of your student teacher's performance on each of the competencies listed under the four categories of teaching performance.

This evaluation form is to be used twice during the period of time that the student teacher is in your classroom, once at the midpoint of that time and again at the end of student teaching, providing both a formative and a summative evaluation of the student teacher's performance. At the end of the form, please provide a summary of the student teacher's specific areas of strength and those areas that still need improvement. Both the competency ratings and the summary can provide content for an in-depth conference between you and the student teacher.

The evaluation form is organized into four categories of teaching performance:

- I. Planning and Preparation
- II. Instructional Delivery
- III. Classroom Environment
- IV. Professionalism

To evaluate your student teacher's performance on each competency, ask yourself the following question: **How often and to what extent is this competency demonstrated by the student teacher?**

To answer that question, use the following rubric for your rating, keeping in mind that these measures are designed to evaluate student teaching competencies and are not intended to be a measure of comparison with experienced classroom teachers:

- 3** The student teacher *consistently* and *thoroughly* demonstrates this competency.
- 2** The student teacher *usually* and *extensively* demonstrates this competency.
- 1** The student teacher *sometimes* and *adequately* demonstrates this competency.
- 0** The student teacher *rarely or never* and *inappropriately or superficially* demonstrates this competency.
- IS** I have insufficient information upon which to base an appraisal.

Performance Evaluation Scale:

- 3 The student teacher *consistently* and *thoroughly* demonstrates this competency.
- 2 The student teacher *usually* and *extensively* demonstrates this competency.
- 1 The student teacher *sometimes* and *adequately* demonstrates this competency.
- 0 The student teacher *rarely* or *never* and *inappropriately* or *superficially* demonstrates this competency.
- IS I have insufficient information upon which to base an appraisal.

I. PLANNING AND PREPARATION – “The student teacher demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. The student teacher designs plans and establishes goals based on the content to be taught/learned, his/her knowledge of students in the classroom, and the instructional context.” (PDE 430, 2003)

How often and to what extent does the student teacher demonstrate the following competencies?

	<u>Mid</u>	<u>Final</u>
a. knowledge of subject matter in lesson/unit plans	___	___
b. knowledge of appropriate teaching strategies in lesson/unit plans	___	___
c. adherence to Pennsylvania’s K-12 Academic Standards	___	___
d. planning for developmentally appropriate instruction	___	___
e. inclusion of available resources, instructional aids, teacher-prepared materials, school and community resources, and/or technology	___	___
f. appropriate sequencing of instruction	___	___
g. the ability to plan for individual student needs	___	___
h. the inclusion of appropriate and varied assessment strategies	___	___

II. INSTRUCTIONAL DELIVERY – “The student teacher, through knowledge of content, pedagogy, and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.” (PDE 430, 2003)

How often and to what extent does the student teacher demonstrate the following competencies?

	<u>Mid</u>	<u>Final</u>
a. knowledge of subject matter	___	___
b. appropriate teaching strategies	___	___
c. the communication of learning objectives to students	___	___
d. appropriate sequencing of content	___	___
e. the ability to connect new content with previously taught content	___	___
f. clear explanations of content, with appropriate and relevant examples	___	___
g. the use of varied questioning techniques to assess learning and to elicit higher levels of thinking	___	___
h. the use of appropriate instructional aids, including teacher-prepared materials, school and community resources, and technology	___	___
i. the ability to encourage the participation of all students	___	___
j. engagement of students in appropriate and active learning experiences	___	___
k. clear communication of directions and expectations	___	___
l. adaptation of instruction to accommodate the needs of individual students	___	___
m. appropriate responsiveness to students’ questions and answers	___	___
n. appropriate lesson pacing	___	___
o. appropriate use of feedback and reinforcement	___	___
p. monitoring of all students during the lesson, including when they are engaged in independent work	___	___
q. cross-curricular integration of subject matter when appropriate	___	___
r. appropriate strategies for introducing and concluding the lesson	___	___
s. the effective use of appropriate and varied assessment strategies	___	___

Performance Evaluation Scale:

- 3** The student teacher *consistently* and *thoroughly* demonstrates this competency.
 - 2** The student teacher *usually* and *extensively* demonstrates this competency.
 - 1** The student teacher *sometimes* and *adequately* demonstrates this competency.
 - 0** The student teacher *rarely* or *never* and *inappropriately* or *superficially* demonstrates this competency.
 - IS** I have insufficient information upon which to base an appraisal.
-

III. CLASSROOM ENVIRONMENT – “The student teacher establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior.” (PDE 430, 2003)

How often and to what extent does the student teacher demonstrate the following competencies?

	<u>Mid</u>	<u>Final</u>
a. strategies that stimulate students’ enthusiasm, interest, and willingness to learn	___	___
b. behaviors that indicate high and reasonable expectations for student achievement	___	___
c. the ability to provide equal opportunities for students to participate in learning experiences	___	___
d. objectivity, rationality, and sensitivity when interacting with each student and providing for his/her intellectual, personal, and social needs	___	___
e. a fostering of positive relationships among students	___	___
f. appropriate and effective routines and procedures to maximize instructional time	___	___
g. the ability to communicate clear standards of conduct	___	___
h. the ability to effectively manage student behavior	___	___
i. poise, confidence, and emotional control when responding to classroom problems and student conflicts	___	___
j. effective instruction in safety practices as they apply to classroom activities and management situations	___	___

IV. PROFESSIONALISM – “The student teacher demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.” (PDE 430, 2003)

How often and to what extent does the student teacher demonstrate the following competencies?

	<u>Mid</u>	<u>Final</u>
a. knowledge of school/district procedures and regulations concerning such items as attendance policies, maintenance of records, and communication with families	___	___
b. knowledge of school events	___	___
c. integrity and ethical behavior	___	___
d. commitment to the teaching profession	___	___
e. punctuality	___	___
f. responsibility	___	___
g. dependability in caring for instructional resources, students’ homework, test papers, and other related materials	___	___
h. appropriate grooming and professional attire	___	___
i. a high degree of written and oral language facility (i.e., usage, spelling, diction, handwriting, communication with pupils)	___	___
j. initiative in assuming classroom duties and responsibilities	___	___
k. cooperative attitudes in dealing with other members of the school community including peers, the university supervisor, other teachers, administrators, and school support staff	___	___
l. willingness to accept suggestions from the university supervisor and cooperating teacher and the ability to employ those suggestions to improve teaching skills	___	___
m. the ability to realistically analyze teaching strengths and weaknesses and develop plans for improvement	___	___

MIDPOINT SUMMARY OF STRENGTHS AND AREAS NEEDING IMPROVEMENT

Cooperating Teacher's Signature/Date

Student Teacher's Signature/Date

[Note: The student teacher's signature verifies that s/he has had the opportunity to discuss the contents of this form.]

FINAL SUMMARY OF STRENGTHS AND AREAS NEEDING IMPROVEMENT

Cooperating Teacher's Signature/Date

Student Teacher's Signature/Date

[Note: The student teacher's signature verifies that s/he has had the opportunity to discuss the contents of this form.]

**COOPERATING TEACHER'S
EVALUATION OF STUDENT TEACHER**

Cooperating Teacher's Name

Student Teacher's Name

In reaching your decision about a letter grade, please carefully consider the individual's total performance. The completed *Cooperating Teacher's Evaluation of Student Teaching Performance* should be helpful in making this determination. (See Appendix C of Student Teaching Handbook.)

Please indicate your first, second, and third choice below.

First Choice _____

Second Choice _____

CHOICES:

A+	B+	C+	D+	
A	B	C	D	F
A-	B-	C-	D-	

Comments:

Appendix D

Cooperating Teacher's Daily/Weekly Observation Forms

STUDENT TEACHER ANALYSIS

Student Teacher _____ Date _____

Subject _____ Cooperating Teacher _____

- 4 - Excellent 2 - Fair
- 3 - Good 1 - Unsatisfactory
- X - Does Not Apply

	4	3	2	1	X
1. Begins class promptly in orderly fashion					
2. Manages class effectively (discipline)					
3. Gives clear, understandable directions					
4. Exhibits enthusiasm for pupils, school, and teaching					
5. Establishes and maintains pupil involvement					
6. Clearly works toward attainment of objectives with limited and only meaningful digressions					
7. Evaluates continually whether or not pupils are assimilating the lesson					
8. Calls on pupils by first names					
9. Allows pupils to express opinions, even counter to teachers					
10. Commends efforts of pupils					
11. Asks inferential-type questions to which no one answer exists					
12. Anticipates varying degrees of success because of recognition of wide range of abilities					
13. Demonstrates a command of the English language					
14. Helps children understand purpose of all activities and evaluation					
15. Uses a variety of media					
16. Exhibits evidence of broad understanding in general knowledge					
17. Motivates effectively for specific lesson					

Comments:

Appendix E

University Supervisor's Observation Forms

and

**Pennsylvania Statewide Evaluation Form for Student
Professional Knowledge and Practice (PDE 430)**

University of Pittsburgh - Johnstown – Education Division
UNIVERSITY SUPERVISOR'S OBSERVATIONS

Student Teacher

Date

Time

Grade

Subject

Cooperating Teacher..

School

Supervisor

RATING SCALE:

E Excellent	VG Very Good
G Good	N Needs improvement
N/A Not applicable in this lesson	N/O Not Observed
 I Improvement noticed since previous observation (May be used in addition to another letter.)	

- Begins lesson with review of previously taught material and/or elicits prior knowledge
- Arouses student interest in lesson and focuses student attention on concept/skill to be learned
- Uses appropriate teaching strategies, e.g., demonstration, lecture, problem solving, inquiry, cooperative learning
- Follows a logical, sequential progression of steps to implement the lesson
- Illustrates with clear examples each component of the concept or skill to be learned
- Uses multi-media materials appropriately in the lesson
- Adjusts instruction as needed to students' demonstration of understanding
- Uses questioning to assess learning and to elicit higher levels of thinking

I. TEACHING BEHAVIORS

- Demonstrates enthusiasm
- Maintains positive attitude toward students
- Encourages students with appropriate reinforcement
- Maintains poise and composure
- Dresses professionally
- Uses standard English
- Articulates clearly and distinctly; uses appropriate voice volume and quality
- Writes legibly, with correct spelling and usage

II. PREPARATION FOR TEACHING

- Writes complete lesson plan with clearly stated objectives and instructional process
- Demonstrates command of the course content
- Selects appropriate materials and has them readily available for the lesson
- Provides necessary instruction in safety practices

III. INSTRUCTIONAL PROCESS

- Begins lesson on time
- States lesson objectives/expectations for student learning

- Provides clear directions
- Circulates among students, providing individual instruction during independent working times
- Involves students in summarizing the lesson and/or in presenting evidence of learning
- Provides additional opportunities to apply new concept or skill
- Uses full class period for learning activities consistent with stated objectives
- Uses appropriate means of assessment

IV. LEARNING ENVIRONMENT

- Uses strategies that encourage students to exhibit appropriate behavior
- Uses strategies that stimulate students' enthusiasm, interest, and willingness to learn
- Uses strategies that encourage students to work constructively, and independently of the teacher
- Uses strategies that encourage students to respond positively to the teacher and to other classmates
- Uses strategies that encourage students to participate in classroom discussion and activities

(UNIVERSITY SUPERVISOR'S OBSERVATIONS – continued)

V. GENERAL COMMENTS

Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

Student/Candidate's Last Name _____

First _____

Middle _____

Subject(s) Taught _____

Grade Level _____

This form is to serve as a permanent record of a student teacher/candidate's professional performance evaluation during a specific time period, based on specific criteria. This form must be used at least twice during the 12-week (minimum) student teaching experience.

PERFORMANCE EVALUATION

Directions: Examine all sources of evidence provided by the student teacher/candidate and bear in mind the aspects of teaching for each of the four categories used in this form. Check the appropriate aspects of student teaching, and indicate the sources of evidence used to determine the evaluation of the results in each category. Assign an evaluation for each of the four categories and then assign an overall evaluation of performance. Sign the form and gain the signature of the student teacher.

Category I: Planning and Preparation – Student teacher/candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Student teacher makes plans and sets goals based on the content to be taught/learned, knowledge of assigned students, and the instructional context.

Alignment: 354.33. (1)(i)(A), (B), (C), (G), (H)

Student Teacher/Candidate's performance appropriately demonstrates:

- Knowledge of content
- Knowledge of pedagogy
- Knowledge of Pennsylvania's K-12 Academic Standards
- Knowledge of students and how to use this knowledge to impart instruction
- Use of resources, materials, or technology available through the school or district
- Instructional goals that show a recognizable sequence with adaptations for individual student needs
- Assessments of student learning aligned to the instructional goals and adapted as required for student needs
- Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals

Sources of Evidence (Check all that apply and include dates, types/titles and number)

- | | |
|---|---|
| <input type="checkbox"/> Lesson/Unit Plans _____ | <input type="checkbox"/> Student Teacher Interviews _____ |
| <input type="checkbox"/> Resources/Materials/Technology _____ | <input type="checkbox"/> Classroom Observations _____ |
| <input type="checkbox"/> Assessment Materials _____ | <input type="checkbox"/> Resource Documents _____ |
| <input type="checkbox"/> Information About Students _____ | <input type="checkbox"/> Other _____ |
- (Including IEP's)

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently and thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually and extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes and adequately</i> demonstrates indicators of performance.	The candidate <i>rarely or never and inappropriately or superficially</i> demonstrates indicators of performance.
Rating (Indicate √)				

Justification for Evaluation

Student/Candidate's Last Name

First

Middle

Category II: Classroom Environment – Student teacher/candidate establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior.
Alignment: 354.33. (1)(i)(E), (B)

Student Teacher/Candidate's performance appropriately demonstrates:

- Expectations for student achievement with value placed on the quality of student work
- Attention to equitable learning opportunities for students
- Appropriate interactions between teacher and students and among students
- Effective classroom routines and procedures resulting in little or no loss of instructional time
- Clear standards of conduct and effective management of student behavior
- Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher
- Ability to establish and maintain rapport with students

Sources of Evidence (Check all that apply and include dates, types/titles, and number)

- | | |
|--|--|
| <input type="checkbox"/> Classroom Observations_____ | <input type="checkbox"/> Visual Technology_____ |
| <input type="checkbox"/> Informal Observations/Visits_____ | <input type="checkbox"/> Resources/Materials/Technology/Space_____ |
| <input type="checkbox"/> Student Teacher/Candidate Interviews_____ | <input type="checkbox"/> Other_____ |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently and thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually and extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes and adequately</i> demonstrates indicators of performance.	The candidate <i>rarely or never and inappropriately or superficially</i> demonstrates indicators of performance.
Rating (Indicate √)				

Justification for Evaluation

Student/Candidate's Last Name

First

Middle

Category III – Instructional Delivery - Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.

Alignment: 354.33. (1)(i)(D),(F),(G)

Student Teacher/candidate's performance appropriately demonstrates:

- Use of knowledge of content and pedagogical theory through his/her instructional delivery
- Instructional goals reflecting Pennsylvania K-12 standards
- Communication of procedures and clear explanations of content
- Use of instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs
- Use of questioning and discussion strategies that encourage many students to participate
- Engagement of students in learning and adequate pacing of instruction
- Feedback to students on their learning
- Use of informal and formal assessments to meet learning goals and to monitor student learning
- Flexibility and responsiveness in meeting the learning needs of students
- Integration of disciplines within the educational curriculum

Sources of Evidence (Check all that apply and include dates, types/titles, or number)

- | | |
|---|--|
| <input type="checkbox"/> Classroom Observations_____ | <input type="checkbox"/> Student Assignment Sheets _____ |
| <input type="checkbox"/> Informal Observations/Visits_____ | <input type="checkbox"/> Student Work _____ |
| <input type="checkbox"/> Assessment Materials _____ | <input type="checkbox"/> Instructional Resources/Materials/Technology_____ |
| <input type="checkbox"/> Student Teacher/Candidate Interviews _____ | <input type="checkbox"/> Other_____ |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently and thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually and extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes and adequately</i> demonstrates indicators of performance.	The candidate <i>rarely or never and inappropriately or superficially</i> demonstrates indicators of performance.
Rating (Indicate ✓)				

Justification for Evaluation

Student/Candidate's Last Name

First

Middle

Category IV – Professionalism - Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.

Alignment: 354.33. (1)(i)(I),(J)

Student Teacher/Candidate's performance appropriately demonstrates:

- Knowledge of school and district procedures and regulations related to attendance, punctuality and the like
- Knowledge of school or district requirements for maintaining accurate records and communicating with families
- Knowledge of school and/or district events
- Knowledge of district or college's professional growth and development opportunities
- Integrity and ethical behavior, professional conduct as stated in Pennsylvania Code of Professional Practice and Conduct for Educators; and local, state, and federal, laws and regulations
- Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators
- Ability to cultivate professional relationships with school colleagues
- Knowledge of Commonwealth requirements for continuing professional development and licensure

Sources of Evidence (Check all that apply and include dates, types/titles, or number)

- | | |
|--|--|
| <input type="checkbox"/> Classroom Observations_____ | <input type="checkbox"/> Student Assignment Sheets _____ |
| <input type="checkbox"/> Informal Observations/Visits_____ | <input type="checkbox"/> Student Work _____ |
| <input type="checkbox"/> Assessment Materials _____ | <input type="checkbox"/> Instructional Resources/Materials/Technology_____ |
| <input type="checkbox"/> Student Teacher Interviews_____ | <input type="checkbox"/> Other_____ |
| <input type="checkbox"/> Written Documentation _____ | |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently and thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually and extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes and adequately</i> demonstrates indicators of performance.	The candidate <i>rarely or never and inappropriately or superficially</i> demonstrates indicators of performance.
Rating (Indicate √)				

Justification for Evaluation

University of Pittsburgh-Johnstown

Student Teacher Handbook Signature Page

Program Policies and Procedures

I have received a copy of the Education Division's Student Teacher Handbook and understand that it is my responsibility to read and adhere to the policies and procedures outlined in the Handbook. I understand my responsibilities and rights as student teacher.

Please initial to indicate you have read and understood the following:

_____ I understand that I maintain liability insurance during student teaching.

_____ I understand that I must submit notification of instructional planning in a timely manner.

_____ I understand that I must obtain documentation of a disability before seeking accommodations.

_____ I understand that I must meet the standards of the Education Division's Candidate Learning Framework and/ or (academic standards) for program completion.

_____ I understand that I have the right to an appeal in the case of removal from a placement.

_____ I understand that this signature page will be placed in my student file.

Professional Code of Conduct

I have received a copy of the Pennsylvania Professional Educator's Code of Conduct (included in the Program Handbook). I understand my responsibility to develop and maintain professional behaviors and dispositions that are associated with career professionals in education. I also understand that my development toward the acquisition and maintenance of such professional behaviors and dispositions will be part of the Education Division's assessment process. I hereby release from liability, indemnify and hold harmless The University of Pittsburgh-Johnstown, any of its employees or agents represented or related to the University as regards to any infraction of the Pennsylvania Professional Educator's Code of Conduct during student teaching.

_____ Signature

_____ Name (Print)

_____ Date

_____ Parent/Guardian (if under 18)

