

**EDINBORO UNIVERSITY OF  
PENNSYLVANIA**

**CAEP UNIT**

**STUDENT TEACHING  
GUIDEBOOK**



*One of the 14 universities in Pennsylvania's State System of Higher Education*

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## **QUICK REFERENCE WHAT TO DO IN CASE OF:**

**SITUATION -** Illness, family emergency, funeral, etc.

**ACTION -** Telephone your Cooperating Teacher, and University Supervisor

**SITUATION -** Change in daily school schedule (for example, special assemblies or standardized testing)

**ACTION -** Telephone/text your University Supervisor immediately

**SITUATION -** In-service day, Back to School Night, parent conferences, field trips

**ACTION -** Attend with cooperating teacher if the principal permits

Telephone your University Supervisor

**SITUATION -** Faculty strike/ District Strike

**ACTION -** Telephone your University Supervisor

**SITUATION -** Inclement weather

**ACTION -** Listen to designated radio or television reports which announce whether the school is open, closed or delayed.

## **IMPORTANT TELEPHONE NUMBERS**

Coordinator of Field Experiences \_\_\_\_\_

Student Teaching and Certification Office \_\_\_\_\_

University Supervisor #1 \_\_\_\_\_

University Supervisor #2 \_\_\_\_\_

Cooperating Teacher #1 \_\_\_\_\_

Cooperating Teacher #2 \_\_\_\_\_

School Office #1 \_\_\_\_\_

School Office #2 \_\_\_\_\_

**Note:** ALWAYS check with the cooperating teacher and University Supervisor regarding proper procedure.

# INTRODUCTION

Pre-professional field experiences are vital ingredients of any teacher preparation program. Such experiences provide the prospective teacher with opportunities to perform under the guidance of a highly skilled, experienced cooperating teacher and University supervisor and to apply the knowledge and repertoire gained through both general and professional education coursework to actual classroom situations. The teacher candidate then receives meaningful feedback and guidance from both the cooperating teacher and University supervisor regarding the quality and style of his/her teaching in order to achieve and demonstrate satisfactory teaching performance.

The School of Education at Edinboro University is making a strong effort to assure that its teacher education majors have positive experiences in each of these areas.

Since pre-professional experiences in teaching are conducted in a wide variety of school settings, it is imperative for the teacher candidate preparation institution to provide policies and guidelines to each cooperating teacher. This guidebook outlines policies and procedures to assist cooperating teachers in structuring experiences which promote systematic growth and provide opportunities to make and evaluate decisions in a classroom on a daily basis thereby providing more meaningful pre-professional field experiences in education.

Student Teaching is the culminating experience for the education majors at Edinboro University of Pennsylvania. It involves hundreds of professional educators working together each semester to provide positive experiences for teacher candidate.

**CHAPTER 1**

**TEACHER CANDIDATE**

# TEACHER CANDIDATE POLICIES

## Teacher Candidate Requirements

The preparation of teacher candidate has many components affecting both the individual and the public schools. While the direct responsibility of the University is to prepare its students for successful careers in education, the primary responsibility of all personnel in education is the welfare of the learners. Therefore, certain requirements must be fulfilled before a student is permitted to begin his or her student teaching assignment in a live classroom with real students.

At Edinboro University these prerequisites include:

1. Formal acceptance into the Teacher Education Program through Teacher Candidacy with a minimum quality point average, of 2.8
2. Registration into the LiveText computer program, FEM, used by the School of Education.
3. Initial attempt/proof of registration for all Praxis 2 and PECT Examinations.
4. Sufficient course work that will make graduation possible in the year the student teaching assignment is completed. This normally is interpreted to be 96 semester hours of credited work toward the Baccalaureate Degree.
5. Successful completion of the prescribed course(s) in methods of teaching for the field(s) in which the student teaching will be done including the Level 3 field experience course with a grade of C or better.
6. Mandatory attendance at a student teaching orientation meeting scheduled in the spring of each year, prior to your experience.
7. All clearances must be updated and valid for the entire student teaching experience. See School of Education webpages for up-to-date information on which clearances are required. (Tuberculosis testing with negative results, Act 34, Act 151, Act 114, Act 126, Act 24 and professional liability insurance clearances)

## Assignment of Teacher Candidate

Assignment of teacher candidate is the direct responsibility of the Office of Student Teaching and Certification at Edinboro University. All assignments are made as far in advance of the beginning of the semester as conditions permit. Students complete an application during the student teaching orientation meetings held during the spring semester for the following calendar year experiences. The students' records are subjected to an academic review to determine eligibility to participate in the student teaching experience. In reviewing the candidates' prior field placements, all candidates will be assigned placements in urban settings and/or schools with diverse populations.

## Use of the Teacher Candidate as a Substitute Teacher

It is recognized that the teacher candidate is more familiar with daily classroom activities than a substitute teacher. According to the affiliation agreement with the school district, the student teacher is NOT permitted to be the teacher of record. A properly certified teacher or

substitute teacher must be present during the activities assigned to the teacher candidate when the contracted cooperating teacher is absent from the building.

### **Conduct of Teacher Candidate**

The teacher candidate must govern him or herself by the morals acceptable in the district in which he or she is teaching. Conduct should, at all times, be in keeping with the highest standards of the teaching profession. The teacher candidate's conduct must always be above reproach. If violations of such standards occur, the University supervisor should be contacted in a timely fashion.

### **Removal of a Teacher Candidate from a Placement**

In rare instances, it may become necessary to remove a teacher candidate from a placement. If this occurs, there are several steps that must be followed in order for the removal and/or transfer to benefit the teacher candidate, the classroom from which he/she is being removed, the personnel at the school district, and the University.

First, the cooperating teacher must contact the University supervisor immediately. The supervisor should be at the school when this occurs if possible. Once the supervisor is contacted, the supervisor should contact the director of student teaching.

Second, the cooperating teacher should arrange for a meeting with the teacher candidate and the supervisor. At this meeting, the reason for the removal should be discussed and the cooperating teacher and the supervisor should suggest the resolutions to the removal.

Third, the cooperating teacher should inform the school principal of the intent to remove the teacher candidate and the reason for the removal. At this time, the cooperating teacher would have some ideas for resolution and the principal can be assured that the best intentions of all involved would be met.

Fourth, the director of student teaching must be informed of any resolutions to the removal. Resolutions may include removal from student teaching or a change to a more appropriate placement. If the teacher candidate is removed from student teaching the director of student teaching and the dean of education will meet with the candidate and provide written documentation of the reason for removal. A plan of remediation and the steps required for the candidate to continue in the program will be documented. In any case, no change of placement should take place without informing the director of student teaching.

### **Absences**

During the semester the teacher candidate assumes both the technical and professional duties of the teaching profession and any laxity in attendance and participation will be considered indicative of a less than commendable professional attitude. If an absence is unavoidable, the candidate is required to notify the public school office and their University supervisor of his/her impending absence before the beginning of the school day. A doctor's



report will be expected for the absence. **Absences in excess of three days may result in an extension of the student teaching experience or in the removal of the candidate from the assignment. Tardiness will not be tolerated.**

### **Snow Day Policy**

Teacher candidates should be informed by cooperating teachers of established policies in their respective school districts regarding the closing of school during weather emergencies. Generally, this involves participation in telephoning procedures or being informed by radio and television of school closures.

### **Strike Policy**

It is the policy of the University that teacher candidates not be expected to enter sites where a work stoppage has been declared.

1. If a work stoppage occurs in a school district or other field placement site where an Edinboro University student has been placed, the student will be withdrawn from the site for a period not to exceed five working days.
2. In the event that a work stoppage continues beyond the aforementioned five day period, the student will be reassigned to another site.
3. In the event work stoppage is not resolved in ten working days, the student will receive a permanent alternate field placement site for the student teaching experience.

### **Release of Teacher Candidates for Professional Recruitment**

Whenever possible, the teacher candidate seeking professional recruitment interviews and visitations should do so after normal school hours. However, when this becomes impractical, consideration may be extended for teacher candidates, with the approval of their cooperating teacher and University supervisor, to attend professional placement interviews or job fairs during the school day. Such absences from student teaching should be kept to a minimum and in no case should exceed three absences. If the allotted three absences have been used for illness or emergency, teacher candidates may not exceed this number to attend interviews.

### **Dress**

The teacher candidate is to dress professionally at all times. Although the candidate will want to observe the mode of dress of the professionals with whom he or she works, he or she will not necessarily want to adopt a similar style of dress. The candidate should remember that he or she is attempting to build an image. That “image” can often make a significant difference in the candidate’s success in managing his/her classroom.

## **Professionalism**

Throughout the semester, the teacher candidate should strive to develop skills necessary to be professional in all aspects including communication, responsibilities, punctuality, appearance, and self-confidence for effective teaching. The Grading Criteria provides detail about the components of professionalism necessary to be successful as a teacher candidate. The teacher candidate should be mindful of suggestions given by the cooperating teacher and the University supervisor regarding professional expectation and performance.

# **ROLES AND RESPONSIBILITIES**

## **Responsibilities of the Teacher Candidate**

Teacher candidates are placed in classrooms on a full-time basis so they are able to experience the total life of a teacher. This means they are responsible for devoting their time and energy to the teaching experience.

1. Assume a professional role in the school by being punctual, prepared, and appropriately dressed.
2. Submit all lesson plans and instruction materials to cooperating teachers at least 48 hours in advance of teaching.
3. Initiate arrangements for observations of teachers and all other course assignments.
4. Prepare written lesson plans for all lessons taught.
5. Write diagnostic self-evaluations following every lesson taught.
6. Maintain a student teaching binder with lesson plans, all course materials, and have the binder available every day at school.
7. Complete the Instructional Assessment Plan online in LiveText.
8. Inform cooperating teacher of unavoidable absence, inform University supervisor of schedule changes as soon as possible.

# **EFFECTIVE INTERACTION**

The roles of the University supervisor, the cooperating teacher, and the teacher candidate should be well-defined if appropriate interaction is to take place and successful results achieved. These are interacting roles, and the role of each can often change because of these interactions.

Although the teacher candidate has had other field experiences, none approach the significance of the student teaching field experience. The candidate is encouraged to meet with the cooperating teacher before the actual assignment begins to initiate a smooth adjustment to the teaching assignment.

During the first week of the experience, the candidate will be involved in an intensive orientation in which he or she will become familiar with school policies, teacher policies, student behaviors, and, in general, begin to become a functioning part of the educational team of which he or she is a member. Much of this initial time will be spent observing the cooperating teacher

and other teachers to begin the development of a clear understanding of the teaching-learning situation. Such observations should be coupled with assisting the cooperating teacher with classroom activities. The teacher candidate should initiate arrangements for school visitations and assisting with other curricular activities. The teacher candidate is encouraged to blend into the classroom setting as quickly as possible so that learners accept him/her as part of the teaching team.

Within a few days, the candidate will be given the first opportunity to teach. This will usually become the candidate's class for which he or she has the responsibility until the culmination of the experience. As the teacher candidate demonstrates ability, additional classes and lessons will be added to the schedule.

In relation to the teaching-learning process, the candidate will maintain a binder for each subject taught throughout the semester. These folders/notebooks will contain the following:

1. Lesson plans - In the binder there must be a copy of the lesson plan used for each class taught as well as a copy of each test and work sheet constructed. As stated previously, all lesson plans, tests, and work sheets must be approved and initialed by the cooperating teacher 48 hours in advance.
2. Other pertinent learning materials - Unit plans, reports of bulletin board displays, study guides constructed, etc. must be in the binder for easy reference.

The binder is to aid the cooperating teacher and the University supervisor in systematically evaluating and offering constructive criticism regarding the teacher candidate's preparation and classroom procedures. It is to be made easily available to the University supervisor when he or she visits the classroom.

It is expected that, as the semester progresses, the teacher candidate will take on an increasing number of the cooperating teacher's duties including taking attendance, managing homeroom, study halls, assisting with co-curricular activities, attending in-service workshops, meeting with parents, and in general, becoming comprehensively involved in the appropriate activities of the school.

### **Lesson Planning Expectations**

The teacher candidate is expected to have a written lesson plan for every lesson taught. There is a degree of flexibility inherent in all planning which may cause a variation in format to meet the needs of a particular situation. However, all plans must have stated specific instructional objectives that specify precisely what the learner is to learn. Plans must include a list of procedures to be implemented by the teacher candidate. The procedures should lead toward the achievement of the stated objectives. Plans may also include a section stating motivational techniques and a section listing materials to be used. In many cases these two latter sections are included in the procedures section. Please refer to the end of this chapter for sample lesson plans. However, teacher candidates and cooperating teachers are not restricted to using these formats.

All lesson plans must be dated and initialed by the cooperating teacher at least forty-eight hours in advance of the day on which the lesson is to be taught. All related tests, worksheets, etc. must also be initialed by the cooperating teacher forty-eight hours in advance. Such advance preparation is not only good planning but also allows the cooperating teacher to have input into the lesson plan and can help to broaden the teacher candidate's perspective of the local curriculum and effective instructional techniques.

## EVALUATION CRITERIA & INSTRUMENTS

Evaluation that is offered positively, honestly, and concisely should lead to professional growth. Criteria of evaluation that are mutually understood by all parties are more apt to bring rapport to a working team relationship than those that are vague and not effectively communicated. Teacher candidates should be open to receiving constructive criticism.

Teacher candidates need specific feedback regarding their successes in the classroom as well as areas that are in need of improvement. Verbal "pats on the back" are essential; however, written statements tend to bring about more behavioral changes as the teacher candidate is recommended for initial certification.

### Weekly Self-Analysis

Each teacher candidate is also expected to engage in a written weekly self-analysis of his/her student teaching progress. This can be done individually and looked over with cooperating teacher or it can be done with your cooperating teacher. The self-analysis should address the following:

1. The most successful class (es) this week were: (state reason)
2. The class (es) this week that were in need of improvement were: (state reason)
3. Goal(s) for next week will be to:

Teacher candidate should keep in mind the following items as they perform the weekly self-analysis:

1. Identify those classes that you felt you did your best teaching.
2. Identify those items or situations that you feel need to be improved in the immediate future, i.e., discipline, grammar, over-use of words, variety
3. Specific goals to improve professional competencies.

### Classroom Diversity Observation

The Diversity Observation will appear as an assessment in FEM. This assessment has general directions and the rubric self-assessment. When complete, UPLOAD your Diversity Observation into FEM using the "Attachments" function. For FULL directions, please see "Classroom Diversity Observation" in your LiveText account.

## **Instructional Assessment Plan**

The IAP will appear as an assessment in FEM. This assessment has general directions and the rubric for self-assessment. When complete, UPLOAD your IAP to FEM using the “Attachments” function. For FULL directions for the IAP, please see “Instructional Assessment Plan Directions” below.

## **PDE 430 Signature Form**

The PDE 430 Signature Form will appear as an assessment in FEM. Once your PDE 430 form is completed by your University supervisor in LiveText, please review and electronically sign the form and submit in LiveText.

# **INSTRUCTIONAL ASSESSMENT PLAN & LESSON PLAN FORMS**

## **Instructional Assessment Plan**

### **General Directions**

During your student teaching placement, you will create, teach, and evaluate an instructional plan. You must first conference with your cooperating teacher as to an appropriate concept of study. A decision about the concept for your plan must be emailed to your university supervisor as soon as possible. (The instructional plan must run for at least one week. The instructional plan must include at least 5 lessons. All documentation for the instructional plan should be submitted via LiveText and divided by appropriate sections as defined below. You may use this document as a template. You will need to make a copy of this document in order to be able to edit each section. Once you have made a copy of it, simply click on the edit option for each section and make the necessary changes. Once you have inserted your information, delete the directions as they are no longer needed, and share the instructional plan with your university supervisor as a REVIEWER.

### **Title**

*Instructions:* The title should reflect the central concept of the instructional plan. This instructional plan is simply a week of instruction. For example, it may be a week-long instructional plan for math. This would mean you would plan instruction for math following the regular classroom curriculum. The title reflects the instruction for the week. For example, if you were going to introduce geometry, the plan could be entitled "Exploring Geometric Shapes". Insert the title of the plan below and then delete these instructions. Be sure to Save this section and click on Finish to view the changes.

### **Contextual Factors**

*Instructions for Contextual Factors:* In this section, you should explain why you chose the concept. Discuss relevant factors and how they may affect the teaching-instructional process.

- School Factors
  - Address school population- identify social-economic profile and race/ethnicity
  - Describe the school environment-departmentalized, self-contained, number of classroom per grade level
- Classroom Factors
  - Address physical features, availability of technology, equipment, and resources, and the extent of parental involvement – You might also discuss other relevant factors such as classroom roles and routines, grouping patterns, scheduling and classroom arrangement
- Student Characteristics
  - Address student characteristics you might consider as you address instruction and assess learning include factors such as: age, gender, race, ethnicity, special needs, achievement, developmental levels, culture, language, interests, learning styles, modalities, or student skill levels. In your narrative, make sure you address student skills and prior learning that may influence the development of your learning objectives, instruction and assessment.
- Instructional Implications
  - Address how contextual characteristics of the classroom and students have implications for instructional planning and assessment. Include specific instructional implications for at least two characteristics and any other factors that will influence how you plan and implement the instructional plan. Based on the characteristics of your students and the classroom describe two instructional limitations or considerations that you will need to address as you plan and implement your instructional plan. (i.e. whole group- how to modify- departmentalized- homogeneous grouping, students with special needs)

**PLEASE NOTE:** This section should be typed and saved as a MS Word document. This section should be no longer than two double-spaced pages. You will need to attach the document in this section by simply clicking on the edit link in the attachment area below. Be sure to include the following in this text box to alert the university supervisor that an attachment has been added: Click on the attachment below to view the contextual factors.

### **Learning Objectives**

*Instructions for the Learning Objectives:* Provide and justify the learning objectives for the instructional plan.

List the learning objectives (not the activities) that will guide the planning, delivery and assessment of your instructional plan. These objectives should define what you expect students to know and be able to do at the end of the instructional plan. The objectives should be

significant, challenging, varied and appropriate. Number or code each learning objective to reference later. (No more than 3)

- Show how the objectives are aligned to Pa. Academic Standards
- Describe the type and level of your learning objectives (Domains of learning- Cognitive, Affective, Psychomotor) Blooms taxonomy – include higher order thinking)
- Discuss why your learning objectives are important in terms of development, prerequisite knowledge, skills and other student needs. This should reflect back to the contextual factors.

**PLEASE NOTE:** This section should be typed and saved as a MS Word document. This section should be no longer than two double-spaced pages. You will need to attach the document in this section by simply clicking on the edit link in the attachment area below. Be sure to include the following in this text box to alert the university supervisor that an attachment has been added: Click on the attachment below to view the learning objectives. The academic standards can be inserted in the next section. Simply click on the edit button for the Standards section and search for the appropriate standards relevant to the instructional plan. You will need to reference the standards in the learning objectives as well.

### **Assessment**

*Instructions for Assessment:* Design an assessment plan to monitor student progress toward learning objectives. Use multiple assessment modes and approaches aligned with learning objectives to assess student learning: before, during, and after instruction. These assessments should authentically measure student learning and may include: performance based tasks, paper and pencils tasks, or personal communication. Describe why your assessments are appropriate for measuring learning

- Provide an overview of the assessment plan
  - Using a table, chart, diagram or other visual organizer and align each learning objective with an appropriate assessment and show adaptations to meet the individual needs
- Describe the pre and post assessments aligned to your learning objectives
  - Each item on your pre/posttest needs to be numbered and aligned to that particular learning objective
    - Include criteria you will use to determine if the students' performance meets the learning objective
    - Include copies of the assessment, criteria for judging student performance (scoring rubric, checklists, test blueprint, answer key)
- Discuss your plan for formative assessment that will help you determine student progress during the instructional plan
  - Describe the assessments you plan to use to check students' progress and comment on the importance of collecting that information. This evidence may include such things as: worksheets, journal entries, student work samples
- Keep all assessments –student work samples for evidence

**Example of Assessment Plan: Grade 5**

<b>Learning Objectives</b>	<b>Assessments</b>	<b>Format of Assessments</b>	<b>Adaptations</b>
Objective 1 Students will be able to identify a good beginning, middle, and end when writing a sonnet and will implement all three into a writing sample.	Pre-Assessment  Formative Assessment  Post-Assessment	Informal discussion, analyze samples to identify beginning, middle and end.  Small group meetings, rough draft.  Rubric to evaluate writing sample.	Encourage students to participate, highlight beginning, middle and end.  Provide student with visuals of rough draft to follow during discussion. Discuss components one-on-one.

**Example of Assessment Plan: Kindergarten**

<b>Learning Objectives</b>	<b>Assessments</b>	<b>Format of Assessment</b>	<b>Adaptations</b>
Objective 1  Example: The student will be able to place animals with their habitats.	Pre-Assessment  Formative Assessment  Post-Assessment	Checklist: game with animal masks and centers representing habitats (tree, lake, burrow, cave)  Animal puppets and habitats (e.g. bird and nest) anecdotal records, question and answer, picture journals.	Repeat and modify instructions, as needed. Demonstrate and assist with cutting, gluing, etc... Provide model of a mask and model how to move to habitat centers. Keep all activities high-interest and brief.  Provide concrete models and assistance with fine motor tasks, as needed. Provide multiple explanations and model performances. Process writing (i.e. dictations) when needed, Provide verbal cues and plenty of wait time for question and answer.



Learning Objectives	Assessments	Format of Assessment	Adaptations
		Checklist: game with animal masks and centers representing habitats	

**PLEASE NOTE:** This section should be typed and saved as a MS Word document. This section should be no longer than two double-spaced pages. You will need to attach the document in this section by simply clicking on the edit link in the attachment area below. Be sure to include the following in this text box to alert the university supervisor that an attachment has been added: Click on the attachment below to view the assessment plan.

**Materials, Resources, Technology**

*Instructions for Materials:* List the materials and resources that will be used to plan and teach this instructional plan as well as any technology used (e.g. calculators, web site, software applications, etc).

**Vocabulary/Word Bank**

*Instructions for Vocabulary:* Identify the important words that students will need to know to facilitate understanding. (For younger students it is important to create visuals of these words for reference, older students might record the words in a vocabulary journal

**Scope of the Instructional Plan**

*Instructions for Scope of the Instructional Plan:* The instructional plan should include multiple lesson plans that address the objectives for a period of at least one week. If writing samples or project work is to be done, a rubric will need to be designed to fully evaluate their work.

- **PLEASE NOTE:** Lesson plans should be typed and saved as a MS Word document. Be sure to include the following in this text box to alert the university supervisor that an attachment has been added: Click on the attachments below to view the lesson plans.

**Analysis of Student Learning**

*Instructions for Analysis of Student Learning:* Analyze the assessment data to explain progress and achievement toward learning objectives demonstrated by your whole class.

- To analyze the progress of the class, create a table that shows pre and post assessment results on every student on every learning goal. Be sure to code each student by using a number or letter system to identify each student. DO NOT use student names to display and report the data collected. All samples collected for evidence should also use the same coding system and not the student name for identification.
- Create a graphic summary that shows the extent to which your students made progress from pre to post toward the learning criterion that you identified for each learning goal in the assessment plan section.

- Summarize what the graph tells you about your students learning in this instructional plan. (i.e. The number of students that met the criterion)

**PLEASE NOTE:** This section should be typed and saved as a MS Word document. The actual charts and/or graphs may be created using MS Excel. Be sure to include the following in this text box to alert the university supervisor that an attachment has been added: Click on the attachments below to view the assessment analysis.

### **Reflection and Self Evaluation**

*Instructions for Reflection and Self-Evaluation:* Reflect on your performance as a teacher and link your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth Self-reflections should be written after each lesson and also at the end of the instructional plan. Identify the strengths and weaknesses, areas for future modification, and student achievement.

- Select the learning goal where your students were most successful. Provide 2 or more possible reasons for this success, consider your objectives, instruction, and assessment along with student characteristics under your control
- Select the learning goal where your students were least successful. Provide 2 or more possible reasons for this success; consider your objectives, instruction, and assessment along with student characteristics under your control. Discuss what you could do differently or better in the future to improve your students' performance.
- Identify two specific teaching/instructional strategies that you would modify or revise to effect student achievement. (i.e. loss of instructional time, limited visuals, organization of lesson) Then describe two specific steps you will take to improve performance in the critical areas you have identified.

**PLEASE NOTE:** This section should be typed and saved as a MS Word document. Be sure to include the following in this text box to alert the university supervisor that an attachment has been added: Click on the attachment below to view the reflection and self-evaluation.

This instructional plan is an opportunity to demonstrate your ability to design and implement long range planning, and assessment is an essential component for teacher candidacy and evaluation PDE 430.

### **Evaluation Summary for Instructional Plan Assessment**

**TARGET:** Consistently displayed the competency which one expects of a highly proficient or distinguished teacher

**ACCEPTABLE:** Is ready to work independently as a teacher beginning a professional career (competency achieved)

**DEVELOPING:** May need modest guidance and practice as the teacher continues to grow to full professional competence

**UNACCEPTABLE:** Will need regular guidance and practice in order to grow toward professional competence

## UNIT OVERVIEW

(Provide as a cover sheet to a set of lessons.)

**Title** — Concisely name the theme or enduring idea for the unit

**Contextual Factors** — In a paragraph describe the following:

School Factors (school population and environment)

Classroom factors (physical features, scheduling, and classroom management)

Student Characteristics (grade level, age, gender, race/ethnicity, special needs, and modalities)

Instructional Implications (rationale)

**Goals and Standards** — Develop four goals, one for each of the domains in the PA Academic Standards for the visual arts.

**Content** — Describe the content for this specific unit. In a paragraph summarize the knowledge and skills that are to be taught in this unit and how it relates to the preceding and following units.

**Vocabulary/Word Bank** — Identify and define comprehensible to the audience the words, term, or key concepts that will be needed to facilitate understanding.

**Materials/Resources/Technology** — List the necessary materials and resources that will be used to teach this unit including technology.

Artists/artworks (specify names, dates, media, etc.)

Teacher resources

Student materials and tools

**Summative Assessment Plan** — Describe how students will be assessed at the end of the unit for each of the goals listed above. Provide a rubric in the appendix.

## SCOPE OF THE INSTRUCTIONAL PLAN

(Begin each lesson plan at the top of the page.)

**Lesson Title** — Provide a name to distinguish and identify this lesson content from other lessons in the unit.

**Day** — Number the position of this lesson as a part of a sequence. For example “1 of 5.”

**Objectives/Assessments/Adaptations** — List two or three objectives for the day’s lesson that are goal oriented. Include the standards that are being covered in each lesson. Use the following example table for one objective to develop two to three objectives aligned with standards, assessments, and adaptations. Use a separate table for each objective

Objective	Assessments	Format of Assessment	Adaptations
Objective 1: Students will analyze how we look at others and how others look at us as per “Wigs” (1994) by Lorna Simpson.	Pre-assessment	Students list a minimum of five words to describe hair and discuss contemporary hairstyles through pair and share	Repeat and modify instructions as needed. Demonstrate and assist with descriptive word examples.
Art Standard: 9.3.B.8. Analyze and interpret specific characteristics of works in the arts within each art form.	Formative Assessment	Students complete a questionnaire designed to think about their personal, family, and cultural associations with hair.	Provide concrete ideas and assistance as needed. Process writing through dictation if needed.

### Lesson Body

**Anticipatory Set** — State how you will gain student attention, what the purpose of the lesson, and why. This introduction must be motivational.

**Procedures** — Hierarchically outline each step in a logical order as a script with detail. Each step must be objective oriented and include behaviors that model and demonstrate interactive methods, different types of practice, and a variety of teaching strategies. Include ways to check for understanding.

**Closure** — Summarize and review key points of the lesson. Describe to students how this lesson is oriented to unit goals and explain extension activities. Recognize student accomplishments.

**Clean-up** — Explain necessary procedures for managing media and resources

**Independent Practice** — List and describe any homework and supplemental activities for this lesson.

**Safety Considerations** — Discuss physical and emotional considerations for safety.

## APPENDIX

(Attach to the end of the unit as needed.)

**Rubric** — Evaluation of student performance based on unit goals.

**Supplemental Instructional Tools** — Test, quizzes, worksheets, etc.

**Self-reflection** — After teaching the lesson, assess student achievement with the intended goals and objectives. Describe the evidence. Explain the strengths and weaknesses including ways to improve the unit.

## Rubric for Student Teaching Instructional Assessment Plan

### Purpose

**The instructional assessment plan provides credible evidence of a teacher candidate's ability to facilitate learning by creating, implementing and assessing instructional strategies that meet the needs of diverse learners and are aligned with the INTASC standards.**

Student Teaching Instructional Assessment Plan Performance Assessment					
	Instr. Plan Element	Target (3 pts)	Acceptable (2 pts)	Developing (1 pt)	Unacceptable (0 pts)
<b>Knowledge of School and Classroom Factors (3%)</b> INTASC-10.A INTASC-10.K INTASC-3.D INTASC-3.E INTASC-3.I INTASC-7.B	Contextual Factors	Teacher candidate displays a comprehensive understanding of the characteristics of the school and classroom that may affect learning.	Teacher candidate displays some knowledge of the characteristics of the school and classroom that may affect learning.	Teacher candidate displays limited knowledge of the characteristics of the school and classroom that may affect learning.	Teacher candidate displays minimal, irrelevant, or biased knowledge of the characteristics of the school and classroom.
<b>Knowledge of Characteristics of Students (3%)</b> INTASC-3.D INTASC-3.H INTASC-3.O INTASC-5.J	Contextual Factors	Teacher candidate displays general and specific understanding of student differences (e.g. development, interests, culture, abilities/disabilities) that may affect learning.	Teacher candidate displays general knowledge of student differences (e.g. development, interests, culture, abilities/disabilities) that may affect learning.	Teacher candidate displays limited knowledge of student differences (e.g. development, interests, culture, abilities/disabilities) that may affect learning.	Teacher candidate displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g. development, interests, culture, abilities/disabilities)

<b>Knowledge of Students' Varied Approaches to Learning (3%)</b> INTASC-2.D	Contextual Factors	Teacher candidate displays general and specific understanding of the different ways students learn (e.g. learning styles, learning modalities) that may affect learning.	Teacher candidate displays general knowledge about the different ways students learn (e.g. learning styles, learning modalities).	Teacher candidate displays limited knowledge about the different ways students learn (e.g. learning styles, learning modalities).	Teacher candidate displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn.
<b>Implications for Instructional Planning and Assessment (3%)</b> INTASC-1.I INTASC-2 INTASC-2.G INTASC-3.F INTASC-3.G INTASC-7.A INTASC-7.G INTASC-8.G	Contextual Factors	Teacher candidate provides specific implications for instruction and assessment based on student individual differences and school and classroom characteristics.	Teacher candidate provides general implications for instruction and assessment based on student individual differences and school and classroom characteristics.	Teacher candidate provides minimal implications for instruction and assessment based on student individual differences and school and classroom characteristics.	Teacher candidate does not provide implications for instruction and assessment based on student individual differences and school and classroom characteristics OR provides inappropriate implications.
<b>Significance, Challenge and Variety (3%)</b> INTASC-4.A INTASC-4.G	Learning Objectives	Objectives reflect several types of levels of learning and are significant and challenging.	Objectives reflect several types of levels of learning but lack significance or challenge.	Objectives reflect one type of levels of learning or lack significance and challenge.	Objectives reflect only one type or level of learning.
<b>Clarity (3%)</b> INTASC-4.F	Learning Objectives	All of the objectives are clearly stated as learning outcomes.	Most of the objectives are clearly stated as learning outcomes.	Some of the objectives are clearly stated as learning outcomes.	The objectives are not stated clearly and are activities rather than learning outcomes.
<b>Appropriateness for Students (3%)</b> INTASC-2.A INTASC-2.B INTASC-2.C INTASC-3.K	Learning Objectives	All of the objectives are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.	Most of the objectives are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.	Some of the objectives are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.	Objectives are not appropriate for the development; pre-requisite knowledge, skills, experiences; or other student needs.
<b>Alignment with State Standards (3%)</b>	Learning Objectives	All of the objectives are aligned with state standards.	Most of the objectives are aligned with state standards.	Some of the objectives are aligned with state standards.	Objectives are not aligned with state standards.
<b>Alignment with Learning Objectives and Instruction (3%)</b> INTASC-2.F	Assessment Plan	Each of the learning objectives is assessed through the assessment plan; assessments are congruent with the learning	Most of the learning objectives are assessed through the assessment plan; assessments are congruent with the learning	Some of the learning objectives are assessed through the assessment plan; assessments are congruent with the learning objectives in	Content and methods of assessment lack congruence with learning goals or lack cognitive complexity.

		objectives in content and cognitive complexity.	objectives in content and cognitive complexity.	content and cognitive complexity.	
<b>Clarity of Criteria and Standards for Performance (3%)</b> <b>INTASC-8.B</b>	Assessment Plan	Assessment criteria are clear and are explicitly linked to the learning objectives.	Assessment criteria have been developed but they are not clear or are not linked to the learning objectives.	Assessment criteria have been developed but they are not clear and are not explicitly linked to the learning objectives.	The assessments contain unclear criteria for measuring student performance relative to the learning goals.
<b>Multiple Modes and Approaches (3%)</b> <b>INTASC-2.F</b> <b>INTASC-2.H</b>	Assessment Plan	The assessment plan includes multiple assessment modes (including performance assessments, projects, journal entries, etc.) and assesses student performance throughout the instructional sequence.	The assessment plan includes multiple modes but are all either pencil/paper based (i.e. they are not performance assessments) or do not require the integration of knowledge, skills and reasoning ability	The assessment plan includes two assessment modes but are all paper/pencil based (i.e. they are not performance assessments) and they do not require the integration of knowledge, skills and reasoning ability.	The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction.
<b>Technical Soundness (3%)</b> <b>INTASC-8.B</b>	Assessment Plan	Assessments appear to be valid; scoring procedures are explained; all items or prompts are clearly written; directions and procedures are clear to students.	Assessments appear to be valid; most scoring procedures are explained; most items or prompts are clearly written; most directions and procedures are clear to students.	Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students.	Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.
<b>Adaptations Based on Individual Needs of Students (3%)</b> <b>INTASC-1.B</b> <b>INTASC-3.B</b> <b>INTASC-3.L</b> <b>INTASC-3.M</b>	Assessment Plan	Teacher candidate makes adaptations to assessment that are appropriate to meet the needs of all students.	Teacher candidate makes adaptations to assessment that are appropriate to meet the needs of most students.	Teacher candidate makes adaptations to assessment that are appropriate to meet the needs of some of the students.	Teacher candidate does not make adapt assessments to meet the needs of students or these assessments are inappropriate.
<b>Alignment with Learning Objectives (3%)</b> <b>INTASC-1.H</b> <b>INTASC-7.J</b>	Design for Instruction	All lessons are explicitly linked to learning objectives. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design.	Most of the lessons are explicitly linked to learning objectives. Most learning activities, assignments and resources are aligned with learning goals. Most of the learning goals	Some of the lessons are explicitly linked to learning objectives. Some learning activities, assignments and resources are aligned with learning goals. Some of the learning goals are	Few lessons are explicitly linked to learning objectives. Few learning activities, assignments and resources are aligned with learning goals. Few of the learning goals are covered in the design.

			are covered in the design.	covered in the design.	
<b>Accurate Representation of Content (3%)</b> <b>ACEI-3 ACEI-3.a INTASC-1.A INTASC-1.B INTASC-1.C</b>	Design for Instruction	Teacher candidate's use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.	Teacher candidate's use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline.	Teacher candidate's use of content appears to be somewhat accurate. Shows a beginning awareness of the big ideas or structure of the discipline.	Teacher candidate's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.
<b>Lesson Structure (3%)</b> <b>INTASC-1.J INTASC-4.I</b>	Design for Instruction	All lessons within the instructional plan are logically organized and appear to be useful in moving students toward achieving the learning objectives.	Most of the lessons within the instructional plan are logically organized and appear to be useful in moving students toward achieving the learning objectives.	The lessons within the instructional plan have some logical organization and appear to be somewhat useful in moving students toward achieving the learning objectives.	The lessons within the instructional plan are not logically organized or sequenced.
<b>Use of a Variety of Instruction, Activities, Assignments and Resources (3%)</b> <b>INTASC-1.D INTASC-1.H INTASC-1.I INTASC-1.K INTASC-4 INTASC-4.B INTASC-4.C INTASC-4.G INTASC-5.M</b>	Design for Instruction	Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.	Some variety in instruction, activities, assignments, or resources but with limited contribution to learning.	Limited variety in instruction, activities, assignments, or resources with limited contribution to learning.	Little variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g. worksheets).
<b>Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources (3%)</b> <b>INTASC-1.G INTASC-1.K INTASC-3.A INTASC-3.K INTASC-3.L INTASC-3.P INTASC-4.G</b>	Design for Instruction	All instruction has been designed with reference to contextual factors and preassessment data. All activities and assignments appear productive and appropriate for each student.	Most instruction has been designed with reference to contextual factors and preassessment data. Most activities and assignments appear productive and appropriate for each student.	Some instruction has been designed with reference to contextual factors and preassessment data. Some activities and assignments appear productive and appropriate for each student.	Instruction has not been designed with reference to contextual factors and preassessment data. Activities and assignments do not appear productive and appropriate for each student.
<b>Clarity and Accuracy of Presentation (3%)</b>	Analysis of Student Learning	Presentation is very easy to understand and contains no	Presentation is easy to understand and contains few	Presentation is somewhat easy to understand and contains some	Presentation is not clear and accurate; it does not accurately reflect the data.

		errors of representation.	errors of representation.	errors of representation.	
<b>Alignment with Learning Objectives (3%)</b> <b>INTASC-4.F</b>	Analysis of Student Learning	Analysis is fully aligned with learning objectives and provides a comprehensive profile of student learning for the whole class.	Analysis is partially aligned with learning objectives and provides a comprehensive profile of student learning for the whole class.	Analysis is partially aligned with learning objectives and/or fails to provide a comprehensive profile of student learning for the whole class.	Analysis of student learning is not aligned with the learning objectives.
<b>Interpretation of Data (3%)</b> <b>INTASC-2.E</b> <b>INTASC-4.F</b>	Analysis of Student Learning	Interpretation is meaningful, and appropriate conclusions are drawn from the data.	Interpretation is somewhat meaningful, and some appropriate conclusions are drawn from the data.	Interpretation is technically accurate, but conclusions are missing or not supported by data.	Interpretation is inaccurate, and conclusions are missing or unsupported by data.
<b>Evidence of Impact on Student Learning (3%)</b> <b>INTASC-8.D</b>	Analysis of Student Learning	Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.	Analysis of student learning includes some evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.	Analysis of student learning includes little evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.	Analysis of student learning fails to include evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.
<b>Interpretation of Student Learning (3%)</b> <b>INTASC-9.A</b>	Reflection and Evaluation	Uses evidence to support conclusions drawn in "Analysis of Student Learning" section. Explores multiple hypotheses for why some students did not meet learning goals.	Provides some evidence to support conclusions drawn in "Analysis of Student Learning" section. Explores multiple hypotheses for why some students did not meet learning goals.	Provides some evidence to support conclusions drawn in "Analysis of Student Learning" section, but does not provide multiple hypotheses for why some students did not meet learning goals.	No evidence or reasons provided to support conclusions drawn in "Analysis of Student Learning" section.
<b>Insights on Effective Instruction and Assessment (3%)</b> <b>INTASC-2.F</b>	Reflection and Evaluation	Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.	Identifies successful and unsuccessful activities and assessments and provides some plausible reasons (based on theory or research) for their success or lack thereof.	Identifies successful and unsuccessful activities and assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).	Provides no rationale for why some activities or assessments were more successful than others.



<b>Alignment Among Objectives, Instruction and Assessment (3%)</b> INTASC-4.H INTASC-8.D INTASC-8.F	Reflection and Evaluation	Logically connects learning objectives, instruction, and assessment results in the discussion of student learning and effective instruction.	Connects learning objectives, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.	Somewhat connects learning objectives, instruction, and assessment results in the discussion of student learning and effective instruction; misunderstandings or conceptual gaps are present.	Does not connect learning objectives, instruction and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.
<b>Implications for Future Teaching (3%)</b> INTASC-8.J INTASC-9.D INTASC-9.I	Reflection and Evaluation	Provides ideas for redesigning learning objectives, instruction, and assessment and explains why these modifications would improve student learning.	Provides some ideas for redesigning learning objectives, instruction, and assessment and somewhat explains why these modifications would improve student learning.	Provides ideas for redesigning learning objectives, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides no ideas or inappropriate ideas for redesigning learning objectives, instruction and assessment.

#### Standards

INTASC.1.A	K: The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
INTASC.1.B	K: The teacher understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.
INTASC.1.C	K: The teacher can relate his/her disciplinary knowledge to other subject areas.
INTASC.1.D	D: The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.
INTASC.1.G	D: The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.
INTASC.1.H	P: The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.
INTASC.1.I	P: The teacher can represent and use differing viewpoints, theories, 'ways of knowing' and methods of inquiry in his/her teaching of subject matter concepts.
INTASC.1.J	P: The teacher can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
INTASC.1.K	P: The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
INTASC.1.L	P: The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.
INTASC.2	STANDARD: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
INTASC.2.A	K: The teacher understands how learning occurs--how students construct knowledge, acquire skills, and develop habits of mind--and knows how to use instructional strategies that promote student learning.
INTASC.2.B	K: The teacher understands that students' physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions.

INTASC.2.C	K: The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.
INTASC.2.D	D: The teacher appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.
INTASC.2.E	D: The teacher is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.
INTASC.2.F	P: The teacher assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.
INTASC.2.G	P: The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.
INTASC.2.H	P: The teacher accesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.
INTASC.3.A	K: The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as the basis for growth.
INTASC.3.B	K: The teacher knows about areas of exceptionality in learning--including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.
INTASC.3.D	K: The teacher understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.
INTASC.3.E	K: The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.
INTASC.3.F	D: The teacher believes that all children can learn at high levels and persists in helping all children achieve success.
INTASC.3.G	D: The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of 'individually configured excellence.'
INTASC.3.H	D: The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.
INTASC.3.I	D: The teacher is sensitive to community and cultural norms.
INTASC.3.K	P: The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.
INTASC.3.L	P: The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.
INTASC.3.M	P: The teacher makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.
INTASC.3.O	P: The teacher seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).
INTASC.3.P	P: The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.
INTASC.4	STANDARD: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
INTASC.4.A	K: The teacher understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated.
INTASC.4.B	K: The teacher understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).

INTASC.4.C	K: The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).
INTASC.4.F	P: The teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests).
INTASC.4.G	P: The teacher uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help student assume responsibility for identifying and using learning resources.
INTASC.4.H	P: The teacher constantly monitors and adjusts strategies in response to learner feedback.
INTASC.4.I	P: The teacher varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.
INTASC.5.J	D: The teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.
INTASC.5.M	P: The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.
INTASC.7.A	K: The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.
INTASC.7.B	K: The teacher knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences.
INTASC.7.G	P: As an individual and a member of a team, the teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).
INTASC.7.J	P: The teacher creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.
INTASC.8.B	K: The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.
INTASC.8.D	D: The teacher values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.
INTASC.8.F	P: The teacher appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.
INTASC.8.G	P: The teacher solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.
INTASC.8.J	P: The teacher monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.
INTASC.9.A	K: The teacher understands methods of inquiry that provide him/her with a variety of self- assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.
INTASC.9.D	D: The teacher is committed to reflection, assessment, and learning as an ongoing process.
INTASC.9.I	P: The teacher seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.
INTASC.10.A	K: The teacher understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which s/he works.
INTASC.10.K	P: The teacher can identify and use community resources to foster student learning.

**EARLY CHILDHOOD  
EARLY CHILDHOOD/SPECIAL EDUCATION  
LESSON PLANS**

Name:

Content Area:

Grade Level:

Date:

**Big or Essential Question:**

What should students know, understand, and be able to do? What big ideas are worthy of understanding and implied in the established goals? What provocative questions are worth pursuing to guide student inquiry into these big ideas? What specific knowledge and skills are targeted in the goals and needed for effective performance? (i.e. How do I know that a number is larger/smaller?)

**Curriculum Standards:**

Identify desired results: Use Curriculum Standards. (Write out the complete standards and use its proper notational reference.)

**Lesson Objectives:**

Enduring understanding/essential questions: What key knowledge and skills will students acquire as a result of this lesson? (These are listed as lesson objectives. The student will be able to...)

**Assessment:**

Determine acceptable evidence. You need to determine the evidence that will show that students understand... This is the assessment part of the plan and a variety of assessments include: performance tasks, concept map, project, quiz, oral presentation, work sample, interview, checklist, observation.

**Materials and Resources:**

**Anticipatory Set:**

Lead activity (introduce desired results: ask essential question; connect with student experience)

**Procedures:**

Student-centered learning steps (Detailed sequencing of lesson; specify formative assessment during practice and summative assessment in conclusion.

Plan learning experience and instruction. List the procedures, describe the activities or tasks and provide a sequence of learning experiences. (What teaching and learning experiences will equip students to demonstrate the desired understandings?).

**Adaptations:**

- (How specific needs will be met) Identify the adaptive audience, for example: Hearing impaired children will... or Perceptually impaired children will...
- Seven types of specific needs include: Specific learning, developmentally challenged, behavior disorders, language disorders, attention deficit disorders, English as a Second Language, and gifted.

**Closure:**

Revisit essential question

- Summarize and/or review key points of the lesson. How will you tie the lesson together at the end?
- Explain extension activities and/or homework (if applicable).
- Provide transition to the next lesson or activity.

**Lesson Evaluation/Reflection:**

At the end of the lesson,, you need to write a lesson evaluation and teacher reflection.

The following questions should be addressed:

- A. What happened during my lesson (what did the students and I say and do)? How effective was my lesson design and teaching?
- B. What evidence can I show about my students' learning (e.g. student work)? How effective was my assessment plan for getting information about my students' learning?
- C. How did I do in meeting my desired results for this lesson? What are my next steps to improve student learning?

**EARLY CHILDHOOD  
EARLY CHILDHOOD/SPECIAL EDUCATION  
LESSON PLAN FORMAT**

Name:  
Content Area:  
Grade Level:  
Date:

Big or Essential Question:

Curriculum Standards:

Lesson Objectives:

Assessment:

Materials and Resources:

Anticipatory Set:

Procedures:

Adaptations:

Closure:

Lesson Evaluation/Reflection:

=====

**ATTENTION STUDENTS**

It is mandatory that a self-evaluation be completed for each lesson plan immediately following the teaching of the lesson. The self-evaluation should be divided into the following three areas:

(1) Did the students accomplish the objectives?

Explain in detail how you know whether they neither did nor did not. Did you check their papers? Did you assign homework? Did they make a visible product? Did you have to keep explaining the assignment? Why?

(2) What were the strengths of the lesson? What did you do well?

(3) What areas of the lesson need to be improved? What would you do differently another time?

The self-evaluations can be hand-written on the plan or typed (this may vary with each supervisor) and attached to the plan. Please date the self-evaluation.

Students must complete the three-part lesson plan evaluation following the teaching of every lesson. This is mandatory! Failure to evaluate lessons plans by the next day may result in the student's final grade being lowered.

# MIDDLE/SECONDARY EDUCATION - PLANNING A LESSON

Using the current theories on lesson planning is very important. The following lesson plan is beneficial for planning lessons in the classroom. The backward design process as written below from Wiggins & McTighe begins with the end in mind. You can view a power point presentation about this information at the following site:<http://www.cloquet.k12.mn.us/Assets/9294.ppt#5>

Backward Design Template

IDENTIFY DESIRED RESULTS	
What overarching understandings are desired? (academic standards)	What are the overarching "essential" questions?
↑ ↓	↑ ↓
What are student understandings as a result of this lesson/unit?	What "essential" and unit questions will focus this lesson/unit?
DETERMINE ACCEPTIBLE EVIDENCE	
What evidence will show that students understand . . .	
Performance Tasks, Projects	
Quizzes, Tasks, Academic Prompts	
Other evidence (e.g. observations, work samples, dialogues)	Student Self-Assessment
PLAN LEARNING EXPERIENCE AND INSTRUCTION	
Given the targeted understandings, unit goals, and assessment evidence identified, what knowledge and skills are needed? (List procedures)	
Students will need to know. . .	Students will be able to do. . .
What learning experiences will equip students to demonstrate the targeted understandings?	

If the template (graphic organizer) is confusing, the template can also be expressed as the following framework.



PLANNING FRAMEWORK FOR TEACHING CONTENT USING UNDERSTANDING BY DESIGN

Stage 1: Identify Desired Results	Stage 2: Determine Acceptable Evidence	Stage 3: Plan Learning Experiences and Instruction
Standards Enduring understanding Essential questions	Assessment tool Brief description of the tool	Sequence of Learning Experiences and Instruction

Name:

Grade level/period:

Timeline:

Date:

Content Area:

Stage 1. IDENTIFY DESIRED RESULTS. Use Curriculum Standards: (Write out the complete standard and use its proper notational reference.)

Enduring understanding/Essential Questions: What key knowledge and skills will students acquire as a result of this lesson? (These can be listed as lesson objectives. The student will. . .)

Stage 2. DETERMINE ACCEPTIBLE EVIDENCE. You need to determine the evidence that will show that students understand . . . . This is the assessment part of the plan and you can use any of the following assessments: Performance Tasks, Concept map, Projects, Quizzes, Oral Presentation, Lab Report Other Tasks, Academic Prompts, Portfolio, Other evidence (e.g. observations, interview, work samples, dialogues) and Student Self-Assessment. List (chronological order) assessments that will prepare students to develop and demonstrate the desired understandings

**Description: This is a depiction of the actual instrument/tool. (If you are using a performance task, what does the task look like? If you are using an interview or a prompt, then provide the question(s)?)**

Stage 3. PLAN LEARNING EXPERIENCE AND INSTRUCTION. List the procedures. Include safety procedures, especially for the science classrooms. Describe the learning activities or tasks and provide a sequence of learning experiences: (What teaching and learning experiences will equip students to demonstrate the desire understandings?) Be sure to include before-during-after reading strategies if they are a part of the lesson. Materials and Resources are to be listed in stage 3.

**At the end of the lesson, you need to write a Lesson Evaluation and Teacher Reflection. The following questions will be helpful: How was this lesson effective? How do you know it was effective? How would you change this lesson for teaching it again? What were your students doing and learning? Why did your students find the lesson meaningful and worth completing? OR Why did your students not find the lesson meaningful and worth completing?**

# Health and Physical Education Lessons Plans

Name:  
Lesson:  
Duration:

Date:  
Grade:

## LESSON PLANNING

	Fitness and Health Academic Content	Intentional Fitness Related Activities	Motor Skill Development	Social, Emotional, Safety
<b>Learning Target</b>				
<b>Essential Question:</b>				

## LESSON INSTRUCTIONAL STRATEGIES

<b>State Standards/ CCSS</b>	<b>Opener/ Warm-Up:</b>
<b>Lesson Check:</b> Circle all that apply for above activities - <b>Academic / Fitness / Motor Skill / Social, Emotional, Safety</b>	
<p><b>State Standards/ CCSS</b></p> <p>10.4. Physical Activity 10.4.3. GRADE 3 A. Identify and engage in physical activities that promote physical fitness and health. E. Identify reasons why regular participation in physical activities improves motor skills. F. Recognize positive and negative interactions of small group activities.</p> <ul style="list-style-type: none"> <li>• roles (e.g., leader, follower)</li> <li>• cooperation/sharing</li> <li>• on task participation</li> </ul> <p>10.5. Concepts, Principles and Strategies of Movement A. Recognize and use basic movement skills and concepts. locomotor movements (e.g., run, leap, hop)</p>	<b>Content/Focus:</b>

non-locomotor movements (e.g., bend, stretch, twist) manipulative movements (e.g., throw, catch, kick) relationships (e.g., over, under, beside) combination movements (e.g., locomotor, non-locomotor, manipulative) space awareness (e.g., self-space, levels, pathways, directions) effort (e.g., speed, force)	
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**Lesson Check:** Circle all that apply for above activities - **Academic / Fitness / Motor Skill / Social, Emotional, Safety**

<b>State Standards/ CCSS</b> 10.3. Safety and Injury Prevention 10.3.3. GRADE 3 D. Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down).	
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**Lesson Check:** Circle all that apply for above activities - **Academic / Fitness / Motor Skill / Social, Emotional, Safety**

### LESSON SUPPORT

<b>Vocabulary</b>	
<b>Assessment</b>	
<b>Equipment</b>	
<b>Safety</b>	

Goal:

Objective:

Objective:

## **CHAPTER 2**

# **PLACEMENT COOPERATING TEACHER**

# ADMINISTRATION AND POLICIES

## School Administrators

The school administrator is primarily responsible to the local community. However, since he or she administers local policy that may affect the teacher candidate, he or she has several responsibilities associated with the student teaching program. The administrator is asked to:

1. Recommend periodically to the University those teachers under his or her supervision who are qualified, capable, and desirous of working with a teacher candidate.
2. Advise the University officials concerning assignments of teacher candidates and the approval of such assignments.
3. Insure the continuity of all educational programs, including student teaching as it relates to the classroom.
4. Advise University officials of any problem that may affect the school program, the teacher candidate, or the public school students.
5. Act as a counselor or professional advisor to those teacher candidates who may approach him or her for help.
6. Advise the University as to the overall effectiveness of the teacher preparation program and offer suggestions for its improvement.

It is hoped that they will avail themselves of opportunities to visit classes taught by University teacher candidates. Constructive observations or suggestions made as a result of these classroom visitations will be welcomed.

## Contractual Agreement

Edinboro University enters into Affiliation Agreements with the local school districts in order to host teacher candidates. According to these affiliation agreements, the cooperating teachers must also sign a cooperating teacher agreement form prior to hosting a teacher candidate. The agreement also mandates that the cooperating teacher agree to abide by the policies and procedures of the student teaching program pertaining to observation and evaluation of the teacher candidates.

## Selection of Cooperating Teachers

Cooperating teachers are selected jointly by the University and the local school authorities. The local administrator is best informed concerning a teacher's quality of instruction as well as his or her professional attitude and potential influence upon a teacher candidate. Since the University places a major emphasis upon the student teaching program, it is imperative that the most competent and professionally minded teachers be selected to participate in the program.

The School Code of Pennsylvania states the following minimum qualifications for a cooperating teacher:

1. Baccalaureate degree;
2. A valid teaching certificate (this may be an Instructional I or Instructional II);
3. Three years of successful experience in an approved school.

In addition, a cooperating teacher must have been recommended by the administration of his or her school, and he or she must have indicated willingness to work with a teacher candidate. These two positive factors help to assure the University that the teacher candidates will be welcomed as professionals and will be accorded appropriate privileges and courtesies. To a great extent the effectiveness of the teacher candidate program depends upon the compatibility of the cooperating teacher and his or her assigned “apprentice.” This desirable rapport, based on mutual respect and sympathetic understanding, is an important consideration when making cooperating teacher assignments.

## **ROLES & RESPONSIBILITIES**

### **Responsibilities of the Cooperating Teacher**

Providing effective supervision is the most important responsibility of the cooperating teacher. Supervision requires that the teacher work one-on-one with the teacher candidate, providing honest communication concerning strengths and areas needing improvement.

1. Supervise the teacher candidate throughout each school day and during appropriate extracurricular activities.
2. Communicate daily, verbally and/or in writing, with the teacher candidate.
3. Communicate with the University supervisor, as appropriate.
4. Complete appropriate paperwork including lesson observations, weekly analysis, midterm and final evaluations, and evaluation summary.
5. Submit appropriate evaluations and evaluation summary to LiveText as per the semester calendar.

## **EFFECTIVE INTERACTION**

The roles of the University supervisor, the cooperating teacher, and the teacher candidate should be well-defined if appropriate interaction is to take place and successful results achieved. These are interacting roles, and the role of each can often change because of these interactions.

The cooperating teacher has voluntarily accepted the task of directing the experience of a teacher candidate in such a manner that optimum teacher growth can result. The cooperating teacher does this by assigning tasks through a process that is challenging, yet attainable, for the teacher candidate. He or she serves as a role model, mentor, counselor, and many times, as a friend.

It is recognized that the cooperating teacher is always responsible for the learners in the classroom. Early recognition of the University student as a teacher candidate and not a student is essential to a successful field experience. The easiest way to accomplish this is to regard the teacher candidate as a co-teacher from the beginning and to introduce the candidate to the students as a co-teacher and not as a student from Edinboro University. This co-teacher role is significant for a number of reasons:

First, the recognition of the teacher candidate as a co-teacher will help to relieve initial apprehension so prevalent among most teacher candidates. Early in the field experience, the teacher candidate can become involved in performing management tasks such as taking roll, making announcements, or assisting students with homework assignments.

Second, the cooperating teacher should begin to elicit the opinions about classroom matters from the candidate in an attempt to share the decision-making role. The open initiation of this process in the classroom can help to expedite the candidate's transition into the teaching process. Learners tend to be more willing to accept the candidate's role when the transition into the classroom decision-making process is supported by the cooperating teacher.

Third, during the early weeks of the assignment, the teacher candidate is required to undertake many professional tasks that can be completed outside the classroom. These might include studying student records, doing research in the library, duplicating materials, tutoring individuals, conducting co-curricular activities, etc., which are occasionally required of the cooperating teacher. Learners can easily become accustomed to someone passing into or out of the room at odd moments and soon learn to accept the occasional absence of either the cooperating teacher or the teacher candidate as a normal procedure.

Fourth, the gradual shifting of responsibility in a cooperative teaching effort presents the opportunity for professional assessment of teaching competencies. If the teacher candidate is unsure of himself/herself, the cooperating teacher should make comments or suggestions during a presentation to, for example, guide a digressed discussion back to the intended instructional purposes at the proper moment without demeaning the candidate's stature before the group.

The cooperating teachers' responsibilities include the following:

1. Provide a full range of experiences, based on teacher candidate competencies, which cover all classroom responsibilities.
2. Write one or two classroom observations in LiveText each week to the teacher candidate including strengths and areas to improve.
3. Arrange a scheduled sit-down conference time each week.
4. Submit written mid-point and final evaluations by the specified due dates in LiveText.
5. Whenever a problem arises that the supervisor should deal with or know about when the supervisor is not in the building, the cooperating teacher should contact the supervisor at home or the contact the Office of Student Teaching and Certification.

### **Guiding the Teacher Candidate**

The teacher candidate learns by doing, and his/her competencies should grow to meet a gradually expanding role. A cooperating teacher's positive attitude at this time is of prime importance. To facilitate the development of cooperative teaching rapport, every effort should be made to include the candidate in one or two teacher tasks almost immediately upon his/her arrival. Examples of these initial tasks are:

1. Classroom procedures such as attendance.
2. Grading and scoring papers.
3. Assigning books and supplies.
4. Recording test and homework results.
5. Tutoring individuals or small groups.
6. Study of diagnostic and cumulative records.
7. Designing and producing a bulletin board display.

Success at these initial tasks generates a feeling of satisfaction for the candidate and should promote a desire to become more comprehensively involved with the classroom tasks. Part of this involvement should be directed toward information regarding general procedures, planning, scheduling, school policies, and the school calendar. In the early days of the assignment, the candidate should be introduced to other faculty, the administration, related building personnel, and of course, the students. Seating charts should be made available to the candidate so that he or she may learn student names quickly. The candidate should be familiar with

school practices regarding the use of the faculty room, parking, duplicating facilities, library use, and school supplies.

The initial teaching experience might involve the candidate in developing a unifying theme in which he or she feels particularly competent. The cooperating teacher should lead the candidate into the teaching schedule gently as he or she feels the candidate is capable of handling the load. In most cases a candidate will begin teaching his/her first class after 3 or 4 days of observation and assisting. As the candidate gains expertise and confidence, the cooperating teacher will add classes one at a time until the candidate has had the opportunity to teach a two-thirds to a full load of classes for the final one or two weeks of the assignment period.

## **Methods and Classroom Management**

Although the teacher candidate will have had considerable instruction in both methods and classroom management at Edinboro University, such instruction has not been in the practical environment of the public school classroom. It is the responsibility of the cooperating teacher to assist the candidate in making this transition from theory to practice. Often the teacher candidate will emulate the cooperating teacher's instructional methods. Initially, this does not usually create a problem, but the candidate should be encouraged to develop his/her own teaching style and methods of classroom management. The candidate is required by the University to self-evaluate, in writing, the effectiveness of these developing techniques both on the lesson plan and in a weekly report on the "Student Teaching Weekly Goals" form on LiveText

The cooperating teacher, in turn, is required to do written analyses of the candidate in order to provide encouraging comments and constructive criticism. These write-ups allow the candidate to perceive strengths and weaknesses and give him/her an opportunity to assess his/her progress. These written evaluations should be done at least on a weekly basis, on LiveText and reviewed with the candidate. Further discussion of the evaluation process is included below.

# **EVALUATION CRITERIA & INSTRUMENTS**

## **Grades**

Teacher candidates at Edinboro University have the option of electing to be graded on either a conventional letter grade or satisfactory-unsatisfactory basis. The teacher candidate must exercise such an option by the end of the ADD period. Those teacher candidates electing to be graded on a satisfactory-unsatisfactory receive a conventional letter grade, which is converted by the University Registrar's Office to Satisfactory-Unsatisfactory. Achievement of a letter grade of a C or better is necessary for conversion to a satisfactory grade.

The final grade should be a joint decision of the cooperating teacher(s) and the University supervisor; however the ultimate responsibility for assigning the grades rests with the University supervisor. The letter grade system for teacher candidates in student teaching is as follows: **A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F**. The criteria for each grade are described in the next section.



## Evaluation Summary (previously known as the Final Recommendation)

Both the cooperating teacher and the University supervisor will complete an Evaluation Summary. This form is an important part of the student teaching program because this document becomes a part of the teacher candidate's placement credentials, which are forwarded to prospective employers upon request.

The Evaluation Summary can be accessed on the Student Teaching website, then will need to be uploaded into your FEM account. When completing this form, the teacher candidate should be rated and described for his/her probable success as a beginning teacher, as indicated by the teacher candidate's performance during the student teaching semester.

The descriptive statement must be based on the competencies listed on STPE. If the teacher candidate has been ranked on "target" in an area on the STPE, it is important to support the rating in the written Evaluation Summary. Additionally, general comments may be made at the end of the structured statement.

A great deal of care should be exercised in completing the STPE and the evaluation summary in order to have them portray something significant about the teacher candidate's levels of competence. It is also important that the forms be submitted to the Office of Student Teaching in accordance with the University deadlines (see calendar). Cooperating teachers are encouraged to keep personal copies of these forms. Many times, prospective employers will contact cooperating teachers regarding the level of achievement of teacher candidates. Numerous school personnel will view the recommendation statement as the teacher candidate seeks employment. Please type the statement and submit it with a professional appearance.

It is important to note that it is the policy of Edinboro University not to ask cooperating teachers to write additional letters of recommendation for teacher candidates beyond those required as outlined above.

## Classroom Observations

All classroom observations will be completed in LiveText FEM. Please use the assessments labeled "Classroom Observation 1-7" for this purpose. One observation per week should be completed. Comments can be completed in the box at the top or within the rubric itself. When you **submit** your observation it will be immediately available to the student teacher and University supervisor to review and use in discussions.

## Student Teacher Performance Evaluation (STPE)

This is a comprehensive evaluation of the student teacher based on Danielson's Framework to be used at the end of each placement. The assessment appears in LiveText FEM. Complete the evaluation using the "STPE 1<sup>st</sup> placement" or "... 2<sup>nd</sup> placement", accordingly. **Submit** the evaluation and it will immediately be available to the student teacher and University supervisor to review.

## Weekly Teacher Candidate Analysis

This weekly assessment appears as a rubric in LiveText FEM to be opened and completed by the cooperating teacher. **Submit** the assessment once a week and the results will be immediately available for use in your weekly discussion with your student teacher.

The format for this analysis will address the following questions:

1. The best teaching skills which were demonstrated in the class (es) are:
2. The class (es) next week that need improvement are: (cite specific suggestions)
3. Conference outcomes; specific goal(s) for next week are:

#### 4. Evidence of student achievement

This type of written communication is essential to provide timely feedback to teacher candidate at regular intervals. Some suggestions to keep in mind as the cooperating teacher writes such weekly analyses are:

1. Write statements to the teacher candidate on the competencies that were demonstrated in quality fashion.
2. Write specific suggestions on items, actions, or issues that need improvement; share your expectations openly with the candidate.
3. Suggest one or two specific goals to be given special attention in the immediate future.
4. Arrange for a confidential conference with the candidate to discuss all of the items identified as either strengths or areas in need of improvement.

#### **Daily Progress Assessment**

Cooperating teachers should engage in the following on a daily basis in order to meaningfully evaluate the teacher candidate:

1. Provide written reports of supervision regarding the teacher candidate's strengths and weaknesses. Attempt to provide written feedback of at least 10% of the teacher candidate's lessons.
2. Observe the personal traits of the teacher candidate, i.e. punctuality, dress, grooming, relationships with students, faculty, and administration.
3. Analyze the students' reactions to the teacher candidate.
4. Notice the teacher candidate's relationship with staff and students beyond the classroom.
5. Offer verbal suggestions.

# **CHAPTER 3**

## **UNIVERSITY SUPERVISOR**

# ADMINISTRATION AND POLICIES

## Director of Student Teaching

The Director of Student Teaching is the University official who has the primary responsibility for the organization and administration of the student teaching program. The complexity of this program has increased considerably from the time when a campus laboratory school was the primary student teaching facility to the present time when teacher candidates are placed in many of the schools in Northwestern Pennsylvania. Specifically, the duties and responsibilities of the Director of Student Teaching include:

1. Assignment of teacher candidate to school districts.
2. Administration of the overall student teaching program.
3. Maintaining a constant monitoring of the student teaching program in cooperation with the University supervisors, cooperating teachers, and other public school officials.
4. Assignment of University supervisors and the coordination of their efforts.
5. Direction of in-service training for cooperating teachers.
6. Conferring with University supervisors and teacher candidates regarding specific problems encountered by candidates.
7. Maintenance of wholesome professional relationships between the University and participating schools.

## ROLES & RESPONSIBILITIES

### Responsibilities of University Supervisor

As a liaison between the University and the participating schools, the University supervisor's role is to foster the development of a positive experience for all participants.

1. Visit the teacher candidate a minimum of five times per a 7.5 week placement. The first visit is an introductory visit followed by a minimum of three formal written observations. The final visit should be to conduct the evaluation conference and determine the teacher candidate's grade.
2. Included in the five visits you must conduct a minimum of three written observations during each half of the semester.
3. Write observation reports of the teacher candidate, noting strengths, and offering suggestions for improvement where appropriate.
4. Conduct conferences with the teacher candidate and cooperating teacher immediately following, or as soon as possible thereafter, all lessons observed.
5. Confer with the cooperating teacher concerning letter grade and evaluation report. As a liaison between the University and the participating schools, the University supervisor's role is to foster the development of a positive experience for all participants.
6. Complete the evaluation of the teacher candidate using the online STPE Student Teacher Performance Evaluation and/or final evaluations based upon academic discipline. The STPE and final evaluations are due by the Friday following the end of the semester.
7. Using the PDE430 forms evaluate the teacher candidate for each placement and submit to the Office of Student Teaching by the Friday following the end of the semester.
8. Complete the Evaluation Summary for each teacher candidate by the Friday following the end of the semester.

# EFFECTIVE INTERACTION

The roles of the University supervisor, the cooperating teacher, and the teacher candidate should be well-defined if appropriate interaction is to take place and successful results achieved. These are interacting roles, and the role of each can often change because of these interactions.

The University supervisor is the liaison between the University campus and the public school classroom. He or she facilitates the transition of the teacher candidate from a University student to a public school teacher and he or she will work more closely with the teacher candidate than any other member of the University faculty. The University supervisor is expected to visit and/or observe the teacher candidate every two to three weeks during the semester. The supervisor's role includes the following:

1. Providing group leadership and guidance to the teacher candidate by means of seminars for the discussion of common problems and the continuing development of teaching skills.
2. Providing individual guidance for the teacher candidate by means of:
  - a. Personal observation and written feedback of his/her activities in the classroom and school facility.
  - b. Individualized conferences to provide analysis and insight into the problems encountered.
  - c. Conferences with individual cooperating teachers.
  - d. Group conferences, as necessary, with the cooperating teacher, teacher candidate, and director of student teaching.
3. Providing the cooperating teachers as a group or as individuals with:
  - a. An understanding of the University program.
  - b. An understanding of the purposes of field experience.
  - c. Information about the teacher candidate's academic background.
  - d. Suggested solutions for problems encountered.
4. Providing feedback to the University on the effectiveness of field experience assignments and activities.
  - a. Providing cooperating teachers with the necessary evaluation forms.
  - b. Following up on all messages concerning problems as soon as possible.

## EVALUATION CRITERIA & INSTRUMENTS

### Grades

Teacher candidates at Edinboro University have the option of electing to be graded on either a conventional letter grade or satisfactory-unsatisfactory basis. The teacher candidate must exercise such an option by the end of the ADD period. Those teacher candidates electing to be graded on a satisfactory-unsatisfactory receive a conventional letter grade, which is converted by the University Registrar's Office to Satisfactory-Unsatisfactory. Achievement of a letter grade of a C or better is necessary for conversion to a Satisfactory grade.

The final grade should be a joint decision of the cooperating teacher(s) and the University supervisor; however the ultimate responsibility for assigning the grades rests with the University supervisor. The letter grade system for teacher candidates in student teaching is as follows: **A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F**. The criteria for each grade are described in the next section.

## **Evaluation Summary (previously known as the Final Recommendation)**

Both the cooperating teacher and the University supervisor will complete an Evaluation Summary. This form is an important part of the student teaching program because this document becomes a part of the teacher candidate's placement credentials, which are forwarded to prospective employers upon request.

The Evaluation Summary can be accessed on the Student Teaching website, then will need to be uploaded into your FEM account. When completing this form, the teacher candidate should be rated and described for his/her probable success as a beginning teacher, as indicated by the teacher candidate's performance during the student teaching semester.

The descriptive statement must be based on the competencies listed on STPE. If the teacher candidate has been ranked on "target" in an area on the STPE, it is important to support the rating in the written Evaluation Summary. Additionally, general comments may be made at the end of the structured statement.

A great deal of care should be exercised in completing the STPE and the evaluation summary in order to have them portray something significant about the teacher candidate's levels of competence. It is also important that the forms be submitted to the Office of Student Teaching in accordance with the University deadlines (see calendar). Cooperating teachers are encouraged to keep personal copies of these forms. Many times, prospective employers will contact cooperating teachers regarding the level of achievement of teacher candidates. Numerous school personnel will view the recommendation statement as the teacher candidate seeks employment. Please type the statement and submit it with a professional appearance.

It is important to note that it is the policy of Edinboro University not to ask cooperating teachers to write additional letters of recommendation for teacher candidates beyond those required as outlined above.

## **Instructional Assessment Plan (IAP)**

The student will upload their IAP into the "Attachments" section of FEM. Use the "Student Teaching Instructional Assessment Plan" rubric to evaluate the attachment. Submit the evaluation and it will immediately be available to the Student Teacher and Cooperating Teacher.

## **Classroom Diversity Observation:**

One Diversity observation will be completed by the student teacher per placement and they will upload their observation to FEM to the "Attachments" section. Use the Classroom Diversity Observation 1st placement or 2nd placement accordingly for evaluation. Submit the evaluation. It will be available immediately for the student teacher to review.

## **Classroom Observations**

All classroom observations will be completed in FEM. Please use the assessments labeled "Classroom Observation 1-4" for this purpose. Comments can be completed in the box at the top or within the rubric itself. When you submit your observation it will be immediately available to the student teacher and cooperating teacher to be used in your discussions.

## **Student Teacher Performance Evaluation (STPE)**

This is a comprehensive evaluation of the student teacher based on Danielson's Framework to be used at the end of each placement. The assessment appears in FEM. Complete the evaluation using the STPE 1st

placement or 2nd placement accordingly. Submit the evaluation and it will immediately be available to the student teacher and cooperating teacher for review.

### **PDE 430 Scoring Form**

The scoring rubric will be in your FEM account. Choose a scoring level for each criteria and leave all comments in the rubric. When it is complete, submit the evaluation and it will immediately be shared with the student. Discuss the evaluation with your student and have him or her completed the electronic signature page in FEM.





## **CHAPTER 4**

# **STUDENT TEACHING GRADING CRITERIA**

# STUDENT TEACHING GRADING CRITERIA

The faculty of the School of Education has approved the following grading criteria in order to provide increased communication and consistency in the student teaching grading process. Cooperating teachers and University supervisors should seriously consider the criteria when engaging in the evaluation of teacher candidates.

All teacher candidates are required to demonstrate competency in the following:

## Communication Skills

- communicates effectively;
- uses acceptable oral and written English;
- articulates correct pronunciation of terms and names from the subject matter;
- possesses no speech patterns which adversely affect communication;
- uses non-verbal communication positively and effectively;
- displays appropriate levels of speech modulation, intonation, pitch, and tone;
- avoids repetitious colloquialisms and fillers;
- models respect and good listening skills.

## Professional Ethics

- displays ethical and professional behavior at all times;
- displays respect for confidentiality in classroom;
- assumes responsibility for enforcing rules of the school;
- follows correct procedures according to professional ethics when problems arise;
- responds positively to cultural differences of students and/or colleagues;
- selects materials and gives presentations free of cultural/gender/racial bias.

## Personal Characteristics

- completes tasks assigned by the University supervisor and/or cooperating teacher in a timely manner;
- consistently displays punctuality (with regard to activities/assignments, both at the University and the school);
- consistently presents an appearance which is appropriate and professional;
- possesses no distracting/objectionable mannerisms which adversely affect teaching;
- responds positively to constructive criticism and initiates suggested remediation;
- maintains a working relationship with the University supervisor, the school administration and the school staff;
- avoids allowing personal considerations to interfere with student teaching.

**Grade of A:** has consistently demonstrated competency in all areas of B and B+ levels and in addition has met the following competencies:

## Knowledge of Subject

- demonstrates exemplary knowledge of content and the creative application thereof;
- fosters an appreciation of good scholarship and high academic standards in students;
- teaches students good research and/or study skills when applicable;
- demonstrates appropriate problem solving strategies;
- asks appropriate questions of others to advance personal knowledge and understanding.

### Planning

- writes objectives in correct behavioral format on a variety of cognitive levels for all domains;
- consistently prepares purposeful and meaningful learning activities for each set of lessons;
- consistently prepares activities adaptable to all members of the group;
- consistently presents fully developed lesson plans, including anticipated student questions, in correct format, on time;
- completes a reflective self-analysis of the lesson which includes diagnostic assessment when appropriate and projects actions to be implemented in the next lesson;
- develops sequential lessons which build on prior learning.

### Instructional Techniques

- uses question scaffolding effectively to aid students to think critically and independently;
- uses appropriate collaborative learning techniques;
- demonstrates enthusiasm toward material taught and toward students;
- consistently individualizes instruction to accommodate the learning styles and special needs of students;
- independently identifies and utilizes appropriate instructional media sources frequently;
- assists students frequently and effectively with reading in the content area, when appropriate;
- develops an alternative plan to teach the concept and adapts lesson for unseen contingencies;
- uses positive reinforcement techniques such as praise, non-verbal cues, and encouragement.

### Evaluation of Student Progress

- uses a variety of evaluative methods such as quizzes, tests, portfolios, developmental checklists, holistic scoring, and journals;
- evaluates frequently enough to be effective;
- consistently returns corrected evaluations promptly and keeps each student assessed of his/her progress by providing individual feedback;
- uses unbiased evaluative techniques adaptable to all students, especially those with special learning or physical needs.

### Communication Skills

- Communicates effectively at an exemplary level of proficiency.

### Discipline

- is aware of problems occurring during the lesson and handles them without losing control of the content or of the class behavior;
- consistently establishes an atmosphere of cooperation with students and maintains a non-threatening atmosphere conducive to learning;
- makes appropriate decisions in implementation of discipline plan.

### Personal Characteristics

- enjoys a high level of appropriate interaction with students and encourages appropriate student interaction;
- explores new and creative opportunities for self-improvement.

**Grade of B+** has demonstrated competency in all areas of the B, C+, and C levels, and, in addition, has met the following competencies:

### Knowledge of Subject

- shows mastery of knowledge of appropriate content for grade level.

### Planning

- writes objectives in correct behavioral terms on a variety of cognitive levels;
- consistently presents fully developed and correctly implemented plans;
- completes a self-evaluation following each lesson which includes a diagnostic assessment;
- consistently presents fully developed daily plans and presents long-range plans on time.

### Instructional Techniques

- consistently uses a variety of teaching techniques which are appropriate to achieve the instructional objectives;
- uses question scaffolding to help students think independently;
- individualizes instruction to accommodate the learning styles and special needs of students;
- identifies and utilizes appropriate instructional and media resources frequently and well.

**Grade of B:** has demonstrated competency in all areas of the C and C+ levels and in addition has met the following competencies:

### Knowledge of Subject

- Displays competence in knowledge of subject with any minor exceptions taken as a challenge to be self-remediated immediately.

### Planning

- writes complete lesson plans in correct behavioral format which includes introductory sets and closures, which are consistent with the curriculum goals of that school district, and which indicate both long and short term planning;
- prepares a variety of purposeful and meaningful learning activities for each set of lessons;
- prepares activities adaptable to all members of the group;
- consistently presents fully developed daily lesson plans on time;
- completes a self-evaluation with reflective analysis following each lesson.

### Instructional Techniques

- uses teaching techniques which are appropriate to achieve the instructional objective;
- consistently leads students to analyze, synthesize, and think critically through skillful questioning techniques;
- clarifies the daily lesson objectives for students;
- provides smooth transition between activities;
- incorporates collaborative learning strategies in lessons;
- consistently demonstrates enthusiasm toward material and toward the teaching process;
- demonstrates knowledge of learning styles and individualizes instruction to accommodate the particular needs of students;
- identifies and utilizes appropriate instructional and media sources frequently;
- creates/provides and utilizes appropriate visuals and manipulatives;
- demonstrates competency in the use of computers;
- assists students with reading in the content area.

### Discipline

- establishes an atmosphere of cooperation with students and maintains a non-threatening atmosphere conducive to learning;
- develops and implements a well-written discipline plan congruent with the established classroom policy;
- takes prompt action when class control problems arise;
- displays an understanding of current educational thought concerning discipline;
- maintains and uses eye contact and other non-verbal strategies as an effective disciplinary tool.

### Communication Skills

- uses the vocabulary of the subject skillfully;
- communicates effectively with all learners;
- projects a positive attitude toward students using non-verbal communication.

### Personal Characteristics

- encourages students to communicate openly;
- responds to constructive criticism, and exceeds the expected levels of
- remediation.

**Grade of C+:** has demonstrated competency in all areas of the C level, and shows promise in achieving many of the B competencies with experience.

**Grade of C:** has met the minimal level of competency listed below:

### Knowledge of Subject

- is competent in knowledge of many areas of content with some exceptions.

### Planning

- consistently prepares written daily lesson plans which delineate clear
- objectives and procedures, but lack some elements;
- consistently presents fully developed lesson plans at least 24 hours prior to the lesson;
- prepares long range plans;
- demonstrates enthusiasm toward the material taught;
- identifies and utilizes appropriate instructional and media resources;
- attempt to assist the students with reading in the content area;
- uses assessment of the lesson for planning purposes.

### Discipline

- deals fairly with all students;
- attempts to establish a relationship with students that is conducive to learning.

### Management Techniques

- handles efficiently all routine matters of organization;
- maintains accurate records.

**Grade of D:** The grade of D indicates that there is a consensus of opinion among the University supervisor, the director of student teaching, and the cooperating teacher that the recipient has not met the minimum competencies, as identified for the grade of C.

**Grade of F:** The grade of F indicates that there is a consensus of opinion among the University supervisor, the director of student teaching, and the cooperating teacher that the recipient of the grade is incapable of successfully entering the teaching profession at this time.

## **SATISFACTORY/UNSATISFACTORY GRADING SYSTEM**

The University through action of the University Senate has provided that student teaching is evaluated on a letter grade basis unless the student elects during the **ADD** period to receive a satisfactory/unsatisfactory grade. Failure to request the S/U grade will result in letter grading. We would like the student to be aware of the specific rule so that he or she may make his/her decision accordingly:

“Students wishing to exercise the satisfactory/unsatisfactory option must do so during the registration period (specifically, during the period for adding courses). After opting for satisfactory/unsatisfactory, students may **not** then elect to receive a letter grade in that course.”

The University supervisor will discuss these options with the student during his/her professional seminar. The student will then be required to complete a request for evaluation either by letter grade or satisfactory/unsatisfactory grade. If the student would have any additional concerns or questions regarding these options, the supervisor would be most willing to help him/her or he or she may contact our office.

Following are some of the specific guidelines of the University satisfactory/ unsatisfactory grading system.

1. The satisfactory-unsatisfactory option will be open to any undergraduate student who at the beginning of the semester is in good academic standing and has more than thirty-one (31) earned semester hours.
2. Students wishing to exercise the S/U option must do so during the “ADD” period of registration, as established each semester by the University, or during the first two days of each summer session. The student must file a proper request with the coordinator of records. After opting for an S/U in a course, the student may **NOT** reverse the option and elect to take a regular letter grade in the course.
3. A student will receive a final grade of S (satisfactory) for C or better work or U (unsatisfactory) for D or below D level, for a course taken under the S/U standard where a dual grading system exists.
4. Courses for which a satisfactory grade is earned will count toward graduation. The grade will not affect the student’s quality point average. Courses for which an unsatisfactory grade is received will not count toward graduation. The grade will not affect the student’s quality point average.
5. Departments may, with the appropriate committee and University Senate approval, offer courses that are graded entirely according to the satisfactory-unsatisfactory standard. All other courses are optional S/U courses in which students will receive a grade according to the standard for which they are registered.
6. **Student teaching will be graded on a letter grade basis unless the student elects, during the ADD period, to receive an S/U grade. Failure to request the S/U grade will result in letter grading.**

7. No student may exercise the satisfactory/unsatisfactory option in more than four (4) courses in which a dual grading system is utilized, as part of their undergraduate degree program. A maximum of one course each semester and one each summer may be taken on a satisfactory/unsatisfactory basis.
8. No students will be permitted to use the S/U option for any courses that are required for their major, unless the course has been approved for grading on the S/U basis as established in Item Five (5) above.
9. In courses with some students on the traditional grading system and others electing the course S/U, the instructors will not know which students are taking the course S/U. The traditional final grade for the courses will be recorded and submitted by the professor to the Office of Records and Registration. The Office of Records and Registration will convert the traditional grade to either S or U for inclusion on the student's record.
10. Only those courses, which are offered solely on an S/U basis, may be repeated under the satisfactory-unsatisfactory option.
11. A student who elects a course or courses under the S/U option and who then transfers to a major for which that course or courses are required will be allowed to transfer S/U courses for credit. Such transfer will be at the discretion of the dean of the school into which they are transferring and after consultation with the appropriate department chairperson.
12. Any course that is not offered on a continuing basis, i.e., once in every three semesters, is identified in the schedule with a recommendation that students enrolling in such a course should have a minimum QPA of 2.00 and/or be alerted to using the S/U option (since it may be impossible for a student to repeat such a course). Students are cautioned that the S/U option is not applicable for any course required for their major.