

**STUDENT TEACHING
HANDBOOK**

SCHOOL OF EDUCATION

UNIVERSITY OF EVANSVILLE

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SCHOOL OF EDUCATION VISION AND MISSION STATEMENT

The most important bequest our generation can leave the next is the assurance of the highest quality of education to help prepare future citizens to exercise their responsibilities and abilities as members of their communities, whether those communities be the family, the neighborhood, the nation, or the world. To accomplish that mission we must ensure that the people we send out to teach the young have the highest quality of education themselves. For it is they whom we will entrust to help the young build the foundation on which their future growth will rest.

The University of Evansville (UE) and its School of Education (SOE) are dedicated to bringing this vision for education to reality. The mission of the University as a whole provides the foundation for the vision of the School of Education: “The University of Evansville is dedicated to active learning and scholarship, . . . intellectual and personal growth, . . . prepar[ation of] women and men for lives of personal and professional service and leadership . . .” The University’s educational goals include developing goals for a meaningful life, realizing full personal potential, maintaining a values orientation, viewing education as a lifelong process, and functioning in an interconnected global society. The SOE proposes to prepare highly competent educators “. . . to be reflective decision-makers with appropriate professional knowledge, skills, and dispositions to help all K-12 students learn.” We expect our teacher candidates to be able to:

- integrate the knowledge and skills learned in the liberal arts/general studies program with the professional knowledge, skills and dispositions acquired in the SOE curriculum
- Adapt instructional strategies to address effectively individual differences, assume that all students can learn, adopt high expectations, and structure the learning process to ensure that all students will enjoy success and self-esteem;
- Adopt and support the concept that a school is a community of learners and that collaboration with colleagues is an integral part of a teacher’s professional life;
- Recognize, respect, and celebrate the diversity that all students bring to the learning environment;
- Accept that a teacher must adopt a life-long process of professional growth that requires reflective self-assessment and continuous acquisition of professional knowledge and skills
- Build collaborative community/school partnerships; and
- Adopt and apply values and ethical behaviors throughout their professional careers.

School of Education Mission Model

The SOE mission model helps to explain the way our shared vision and mission define our conceptual framework. Our teacher education program is dependent upon and supported by the University mission and general education curriculum. We conceptualize our program in three categories: commitment, candidate, and curriculum. Simply stated, our **commitment**, our

overriding goal, is to help K-12 students learn. Our **candidates** are reflective decision-makers with extensive professional knowledge and skills, and appropriate dispositions. Our **curriculum**, designed to develop candidates who can meet the commitment of K-12 student learning, has the three important themes of diversity, technology, and collaboration. An explanation of each of the major elements of our model follows:

Commitment: Commitment to K-12 Student Learning – Ours is an institution committed to being value-oriented in all we do. We see the training of teachers who will be educating the young to be responsible, functional members of their community as our opportunity to have a positive impact on society. The totality of our teacher education program is measured against the simple but profound standard of helping K-12 students learn. An important shift in focus from the teaching function to the learning function allows us to be ever mindful that what we do in our teacher education program has an impact far beyond the immediate effect on the candidates sitting in our classrooms.

Candidate: The Teacher as a Reflective Decision Maker - We view reflective decision-making as the fundamental, central, integrating activity of effective teaching. Teachers who are reflective decision makers are critical thinkers. They are intrinsically motivated to analyze and evaluate a situation, make plans and goals, monitor actions and results, and, most importantly, reflect on their own professional experience. Reflection is a skill necessary for candidates to make a successful transition from external evaluation by faculty members to internal, self-evaluation. If candidates reflect on the successes and failures of their efforts to help K-12 students learn, they can become self-regulating and self-correcting, characteristics that will allow for life-long learning and continuous improvement in teaching effectiveness throughout their teaching careers.

Reflection is very important; however, it is not likely to be productive unless teachers possess sufficient and appropriate knowledge, skills, and dispositions to direct their reflection and critical thinking. Substantial research evidence supports the position that both subject matter knowledge and pedagogical knowledge are crucial to good teaching and student learning. These two types of knowledge are amalgamated in the construct of pedagogical content knowledge. Pedagogical content knowledge describes the condition whereby subject matter is transformed for teaching, as teachers reflect on and interpret subject matter; find multiple ways of representing subject matter information; and adapt informational material to students' interests, abilities, characteristics, prior knowledge, and preconceptions.

In addition to having content, pedagogical, and pedagogical content knowledge, teachers must have the skills to apply their knowledge in real-life situations. Teaching skills are a central part of the SOE curriculum, with field-based experiences introduced from the very first year. Candidates have the opportunity throughout the program to put knowledge into practice, demonstrating their skills in a variety of K-12 classroom settings.

Another set of candidate characteristics affecting reflective decision-making is professional dispositions, which include professional ethics, values, and beliefs. On one level, these factors reflect general attitudes about the social and cultural significance of education and teachers, of learning and teaching. On another level, the factors operate directly to affect the performance of teachers as they strive to provide effective instruction for students. Our shared vision of a teacher as a reflective decision maker directs the UE teacher preparation program to provide multiple opportunities throughout course work and practicum activities for our students to

explore, reflect on, and develop dispositions associated with effective teaching. Specific professional dispositions that the faculty of the School of Education recognizes as values and beliefs important for effective teaching performance are included in the SOE mission. They are

- An assumption that all students can learn
- A willingness to address individual differences and to recognize, respect, and celebrate the diversity of students
- A commitment to assisting all students to enjoy both success and self-esteem
- A belief in the importance of collaboration with colleagues and community/school partners
- A life-long commitment to professional growth through reflection and continuous acquisition of professional knowledge and skills
- A willingness to apply professional values and ethical behaviors

Curriculum: Diversity, Collaboration, and Technology Themes - Our curriculum is guided by ten INTASC standards, which are a set of comprehensive performance goals describing the competencies we feel are critical for a successful education professional. From these professional standards, we have chosen three themes for emphasis throughout our curriculum: diversity, collaboration, and technology. Each theme is a part of each class and field experience.

Diversity – Our emphasis on diversity emanates from our belief in the central human values of social justice, equal opportunity, and respect for the dignity and worth of all persons, regardless of their backgrounds and individual characteristics. Our candidates must have the knowledge, skills, and dispositions to teach students of any race, ethnicity, language origin, religion, gender, and exceptionality. They must first appreciate diversity for the richness it brings to life. They must also, however, be able to create a classroom environment that encourages learning for all and be able to adapt instruction to be appropriate and meaningful for all. The UE shared vision and mission places emphasis on the understanding of diversity through activities and curricular experiences that include coursework, collaborative learning, and practicum experiences that build toward valuing all students and helping all students learn.

Collaboration – A strong belief of the faculty of the School of Education is that teaching and learning are facilitated through collaborative efforts. One long-term goal of the SOE is the reinforcement of the concepts that teaching is a collaborative activity and that collaboration can significantly improve student learning and influence life-long professional growth. Related to collaboration, service learning is an important component of our curriculum. It is a way of building relationships between a school and the community, a means of motivating learners by linking candidate and K-12 student learning to real-life community activities and resources, a way of allowing candidates to put their values into action, and a way of uniting the collaborative learning teams through a shared project.

Technology – The School of Education’s commitment to technology grows from our commitment to prepare our candidates to be able to function successfully in the 21st Century and to help all students learn. Our candidates will enter a world where an understanding of and proficiency in digital and new technologies are critical to successful functioning on both a personal and professional level. Accessibility to information and resources, individualization for student learning needs, ability to receive specific and immediate feedback, ability to experience real-world problems in the classroom, and the potential to extend the classroom beyond class hours and school personnel are important reasons for candidates to be proficient in the use of technology. The School of Education has chosen for its first level technology plan the attainment of the essential conditions for professional preparation programs as developed by the

International Society for Technology in Education (ISTE) in the National Educational Technology Standards for Teachers. This plan, with accompanying timetable, is available on our web site at <http://www2.evansville.edu/educweb/>.

INTASC Standards

The entire learning experience for School of Education students is tied together by these performance standards: they serve to organize the elements of curriculum, course objectives, course activities, and the assessment of student achievement in the areas of professional knowledge, skills, and dispositions. To ensure cohesiveness across the entire teacher preparation program, including course work, field experiences, and assessment of the students, teacher candidates are expected to meet the following INTASC standards.

Knowledge of Subject Matter

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

Human Development and Learning

Candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Diversity and Individual Needs

Candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Instructional Strategies

Candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Motivation and Management

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

Communication Skills

Candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Planning Skills

Candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Assessment of Student Learning

Candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Professional Commitment and Responsibility

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

Community Relationships

Candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

PART I

OVERVIEW

OF THE STUDENT TEACHING

EXPERIENCE

THE STUDENT TEACHER

ORIENTATION

Student teaching is the capstone practicum experience in the U of E teacher preparation program. It provides unique full-time teaching opportunities designed to enhance personal and professional growth. It supports the candidate's successful transition from the role of a student to the role of a teacher. As a capstone experience, student teaching allows for both formative and summative evaluation of the student teacher. It is the culmination of guided formal study and the beginning of professional independence.

At the University of Evansville, student teaching is defined as a "full-time, supervised, uncompensated experience conducted over a continuous sequence of 16 weeks as designated according to the students' area(s) of licensure.

Responsibilities

The student teacher's primary responsibilities are (1) to adapt to the assigned placement, (2) engage in continuous personal and professional growth, and (3) contribute to the educational achievement of students in the assigned classroom(s). The role is that of a learner and co-teacher who must demonstrate the flexibility to adapt to a school environment, become a contributing member as a team, and strive to maximize his or her opportunities for professional growth. The student teacher is expected to exhibit professional behavior at all times, realizing that he or she is a representative of the University of Evansville.

Your responsibilities as a UE student teacher include

1. Presenting yourself in a professional manner.

Your appearance, language usage, and mannerisms help to establish a professional demeanor and assist in building your credibility with your students, colleagues, school administrators, and parents. Jeans, sweatshirts, and similar unprofessional attire are unacceptable. Arrive at your school promptly. Always wear your student teaching badge while in the building. In the event of illness, or other special circumstances in which you are unable to be in your assigned school, you must notify both your cooperating teacher and your university supervisor. In case of absence, it is the student teacher's responsibility to ensure that all necessary plans and materials are made available on-site so that instruction is not disrupted. Student teachers are expected to adhere to the school calendar of their assigned school placements as opposed to following the University of Evansville calendar. Holidays and vacations will be taken according to the school system's schedule. Your students will address you as Mr., Ms., or Mrs. at all times. Avoid engaging in unprofessional criticism of your students or colleagues and always utilize personal and confidential information only in professional circumstances.

2. Becoming familiar with school policies and procedures.

One of your first responsibilities is to become familiar with the total operation of the school. Ask your cooperating teacher to provide you with a copy of the student

handbook and faculty/school policy manual. Become familiar with school rules, behavioral expectations for students, school schedules, grading procedures, fire and tornado drill procedures, and the policies, which govern the day-to-day operation of the school. In addition, you should move quickly to adopt the classroom policies, procedures, and expectations established by your cooperating teacher. Overall, you should endeavor to work within the framework of the educational philosophy of the cooperating school and the classroom(s) to which you are assigned.

3. Always coming to school prepared.

Careful preparation is a vital aspect in successful teaching. Student teachers frequently underestimate the demands placed on their time outside of the school day. Your extra-curricular activities, social life and employment should not interfere with your student teaching responsibilities. In addition to the unit plan and lesson plan preparation, set aside time each evening to reflect on the events of the day; consider what was successful and why, review those aspects of your experiences that could have been handled more appropriately, and review your teaching activities and responsibilities for the following day. You will be expected to prepare unit plans and daily lesson plans for each day of teaching or high school class period. All plans should be discussed with your cooperating teacher prior to their implementation. Begin this process by carefully observing the teacher's style and understanding the rationale behind lessons and units and the instructional strategies utilized in their implementation and evaluation. You are in the process of developing your own teaching style. Arrange to visit and conduct structured observations of other teachers' classrooms to gain knowledge of various approaches. You should take advantage of every opportunity to observe practicing professionals, make notes, reflect and subsequently modify your own teaching as a result of carefully analyzing observation data. You must be flexible and prepared to avoid any major confrontations concerning philosophical differences with your cooperating teacher.

4. Demonstrating initiative.

Do not sit back and wait to be told what to do. Study the ways in which the cooperating teacher manages the classroom and handles daily routines. Ask questions and volunteer to assist with classroom activities as soon as possible. When appropriate, ask the cooperating teacher if you can sit in on parent-teacher conferences (with parental permission) and assist the teacher with extra-curricular activities. You should also plan to attend faculty meetings to keep abreast of school issues, faculty concerns, policy discussions, and other matters affecting the operation of the school.

5. Taking advantage of every opportunity to reflect on your experiences.

Student teaching is a culminating pre-service experience and provides many opportunities for you to develop as a professional. Incorporate all that you have learned in your course work and prior practicum experience up to this point. You will be expected to demonstrate proficiency in the subject matter being taught, maintain a mature teacher-student relationship, understand and prepare to accommodate individual differences within the classroom, and be willing to accept constructive feedback in a professional manner. Throughout this experience you must learn to focus upon your personal growth as a professional. This process may be the single most important opportunity available during your student teaching experience. Reflection should become an on-going component in your professional growth, both now and throughout your career in education. Engage yourself in the continuous assessment of what worked

well and why, and on how you could have utilized an alternative strategy in those situations where the result was less than positive. Record these reflections and review them as you progress through your student teaching experience.

6. Accepting responsibility for meeting all University expectations.

During your student teaching semester you will be expected to complete successfully all requirements established by the School of Education. Your evaluation throughout the semester will be based on your ability to demonstrate competency in each of the INTASC standards (see p. 7 of this handbook).

THE COOPERATING TEACHER

ORIENTATION

Student teaching is a totally unique experience because it is in a different type of learning environment, involves several different types of instructors and is highly dependent upon the cooperation of many different personnel. The student teacher, the cooperating teacher and the university supervisor are the ones most directly involved in the student teaching experience. Others, such as the building administrator, the assistant principal, and other university faculty also have contributions to make, but usually are not directly involved in the day-to-day events. The responsibility for maximizing the student teaching experience is shared by many people. Each must accept responsibilities, recognize dependence on others, and be willing to share. Only then can the partnership truly be effective.

Responsibilities:

1. Accept the student teacher as a developing professional and a co-worker in the classroom and school.
 - a. Provide assistance in helping the student teacher to make the transition from university student to co-worker in the classroom.
 - b. Introduce the student teacher as a professional co-worker to faculty, staff, students, and parents.
 - c. Provide the student teacher with a desk and workspace within the classroom.
2. Stress the importance of the professional and ethical responsibilities of the teaching profession.
 - a. Model appropriate teacher-student relationships and a commitment to the teaching profession.
 - b. Set an example for the student teacher by maintaining a professional working relationship with colleagues, school staff, and parents.
 - c. Stress the need to keep abreast of current information involving subject matter and teaching strategies through workshops, professional meetings, and educational journals.
 - d. Stress the necessity for maintaining the confidentiality of student information.
 - e. Model exemplary behavior in fairness, honesty, and equity with all students in the classroom.
3. Emphasize the teacher's potential influence upon individual students.
 - a. Share information with the student teacher concerning remedial resources and referral procedures for special programs within the school, and additional educational resources available outside of the school, and within the communities in which the learners reside.
4. Assist the student in developing instructional strategies and classroom management techniques.
 - a. Introduce state, district, or corporate standards, educational expectations and curriculum materials and ensure that the student teacher incorporates these guidelines and requirements into his/her teaching.
 - b. Assist the student teacher in arranging for formal observation of various teaching styles and classroom environments throughout the school and district/corporation.

- c. Include the student teacher in the preparation of unit's lessons, and classroom activities.
 - d. Assist the student teacher in gradually adopting major responsibilities for teaching and learning until the full classroom load is assumed by the student teacher. In a sixteen-week placement, the following guidelines may be utilized in transitioning the class from the teacher to the student teacher and from the student teacher to the teacher. The first week is the pre-planning orientation session. During the second week, the student teacher should be observing and helping the teacher, during the third through sixth weeks the student teacher should be gradually assuming responsibility for certain parts of the day until by the seventh week, the student teacher has assumed responsibility for the entire class day. In an eight-week placement, the time periods may be adjusted accordingly. Student teachers must observe 6 other classrooms during the student teaching semester.
 - e. Regularly confer with the student teacher regarding his/her proposed units, lessons, and teaching strategies and determine whether these are effectively meeting the needs of all learners.
 - f. Assist the student teacher in the adoption of appropriate discipline and classroom management strategies to meet the needs of all learners.
5. Provide on-going evaluations of the student teacher's performance and maintain a continuing process of conferring and offering constructive feedback. (See Evaluation Procedures on page 25)
 - a. Establish a continuous process of providing prompt and constructive feedback to the student teacher.
 - b. Contact the University immediately when a serious problem or concern occurs.
 - c. Work with the university supervisor to confer and document the student teacher's progress, and assume responsibility for providing input into mid-placement and final evaluations. (Appendix G) Give form to university supervisor or to student teacher to give to Director of Student Teaching.
 - d. Provide for a formal midterm and exit interview with the student teacher and university supervisor to discuss the student's professional growth, including areas of strength as well as areas of concern.
 6. Complete and submit the program evaluation form (Form I) to the Director of Student Teaching.
 7. Attend collaborative seminars of cooperating teachers as scheduled by the University.
 8. Interview student teacher prior to student teaching.

THE UNIVERSITY SUPERVISOR

The Director of Student Teaching assigns each student a university supervisor (in some instances, adjunct personnel assume this responsibility). The university supervisor is the official representative of the University who assumes responsibility for the supervision of student teachers and who serves as the liaison between the University and the personnel of the schools through observational visits to the student teacher. The university supervisor plays a key role in the collaborative relationships established among the student teacher, the cooperating teacher, and the faculty of the School of Education.

Responsibilities:

1. Coordinate the activities of the cooperating school and the School of Education to promote the successful achievement of roles and responsibilities by all parties involved.
2. Assist the student teachers in their understanding of School of Education expectations for the student teaching experience.
3. Assists in the orientation of cooperating teachers concerning their responsibilities, School of Education expectations, phase-in activities, full-time teaching, and phase-out processes of the student teaching experience.
 - A. Student teachers are expected to student teach either eight or sixteen weeks. For those students receiving a license in two areas, a placement of eight weeks in each area is required. Those students who are majoring in only one area will student teach for sixteen weeks. Each student teacher (whether student teaching in fall **or** in spring) is asked to participate in a pre-planning orientation during the first week of school in the fall. Therefore, spring semester student teachers will have fifteen weeks of student teaching in the spring.
 - B. The following schedule is offered as a suggestion for phasing in and out of student teaching in a sixteen-week placement:
 - a. The first week is the pre-planning orientation session.
 - b. During the second week, the student teacher should be observing and helping the teacher.
 - c. During the third through sixth weeks, the student teacher should be gradually assuming responsibility for certain parts of the day until by the seventh week, the student teacher has assumed responsibility for the entire class day. In an eight-week placement, the time periods may be adjusted accordingly.
4. Observe and confer with the student teacher a minimum of three times during the placement, assessing progress and providing oral and written feedback to the student teacher. (See Evaluation Procedures on page 25)
 - A. Initial Observation:
 1. Check to be sure that the student teacher is making a satisfactory adjustment. Stress to the cooperating teacher and the student teacher the absolute necessity of pinpointing and discussing problems or potential problems early in the experience. Problems that are not ameliorated with discussion and action by the cooperating teacher, student teacher, and university supervisor should be brought to the attention of the School of Education Chair.
 2. The university supervisor's observations and rating of the student teacher should be discussed immediately following the observation, if possible. Strengths and weaknesses should be noted (stress positive aspects first). The

supervisor should prescribe, in clear terms, how to improve. This should be stated in terms of specific behaviors rather than generalities.

B. Mid-placement observation (s)

1. A mid-placement observation should be made during the first week the student teacher has full responsibility for the class.
2. A third observation should be made during the first week of full time teaching responsibility, if possible, and definitely made if the student is experiencing any difficulty in the placement.

C. Final Observation:

1. Review the process for completing the student teaching experience. Remind students what they are to turn in at the end of their placement. Forms C, G, H, and I are critical and must be turned in at the end of their placement. Other information will be given to them during the Education 435 seminars or found in the Student Teaching Manual.
 2. Review the final recommended grade with the student, the cooperating teacher, and the university content supervisor; have all parties sign form C, which reflects the recommended grade; turn in the form to the Director of Student Teaching.
 3. Thank the cooperating teacher and the building administrator for working with the students and indicate that you enjoyed working with them.
5. Work as a team member with the cooperating teacher to provide the student teacher with critical feedback on midterm and final progress reports. Appendix C, G, H, and I are due to the School of Education at the end of the placement.
 6. Serve as a liaison between the School of Education faculty and the participating school staff and faculty by facilitating the successful completion of roles and responsibilities, identifying and addressing factors that signal unsatisfactory student teaching efforts, and reporting any serious problems to the Department Chair.
 7. Ensure that the student teacher's final evaluation, forms, check sheets, and program evaluation forms are collected and returned to the School of Education.
 8. Assist in the weekly seminars that student teachers are required to attend.
 9. Assist in the placement of student teachers for the next year.
 10. Hold individual or group conferences when requested or needed.
 11. Confer with the cooperating teacher and the university content supervisor (if one has been appointed) concerning the progress of the student teacher and the recommended final grade.
 12. Report any changes in the status of your student teacher or in the status of their cooperating teacher to the School of Education.
 13. Evaluate the student teacher's observations, teaching journal/log, video tape and reflection, and Professional Employment Dossier

Evaluation:

1. The student teacher receives two formal evaluations, a mid-placement formative evaluation and a final summative evaluation. The mid-placement formative and final summative evaluations will be completed by the cooperating teacher and shared with the university supervisor. The university supervisor will provide copies of the observation forms to the student teacher at each post-observation conference. The university supervisor will also provide a copy of the INTASC assessment forms to the Director of

Student Teaching. The university supervisor is responsible for discussing the student teacher's final summative evaluation with the cooperating teacher.

2. The university supervisor and the cooperating teacher should discuss the recommended grade with the student teacher so she/he understands how to improve. The final grade, as determined by the university supervisor, should be placed on Appendix C and signed by all parties indicated. The university supervisor is responsible for securing all forms and documentation required by the University and providing copies to the Director of Student Teaching.

University Content Supervisor:

For secondary student teachers, a university content supervisor may be provided. The responsibilities of the content supervisor are

- To observe the student teacher in a teaching situation twice during the semester.
- To provide input to the education supervisor about student teacher's content knowledge and pedagogical skills.
- To help the student teacher find resources to overcome any content knowledge deficiencies.
- To submit observation information to the university education supervisor for use in determining final grade.
- In some instances the university content supervisor may be the only supervisor. In that case, all university supervisor responsibilities will be assumed by the content supervisor.

PART II

POLICIES, PROCEDURES, AND REQUIREMENTS

INTRODUCTION

All teacher preparation programs are subjected to careful scrutiny by state and federal agencies. The University of Evansville's elementary, middle school/secondary, and special education teacher preparation programs strive to maintain high standards and requirements for

prospective educators. By maintaining these high standards and enforcing entry requirements for student teaching, the University of Evansville's School of Education has been granted accreditation credentials from the Indiana Professional Standards Board (IPSB) and the National Council for Accreditation of Teacher Education (NCATE).

POLICIES, PROCEDURES, AND REQUIREMENTS

General Policies

The following policies govern the student teaching placement and activities that student teachers engage in:

1. No student teaching will occur during the University's final exam week unless the student teacher is required to make up days missed for absences or used to substitute teach.
2. The University of Evansville requires the student to teach full time a minimum of 6 weeks in a sixteen-week placement and 3 weeks in an eight-week placement.
3. All student teachers will follow the calendar of the school district or corporation to which they are assigned, not the University of Evansville's calendar.
4. During the full-time student teaching assignment, the student teacher will participate in all professional activities of the teacher to whom she/he is assigned.
5. Student teachers may be granted release time for employment interviews. Interviews should not be scheduled during the weeks when they are assuming full-time teaching responsibility.
6. University of Evansville supervisors consult with cooperating teachers in the determination of the final grade.
7. At least once a week, student teachers should check the Teacher Education Bulletin Board located on the third floor of Graves Hall on the UE campus for current information regarding schedule changes, seminars, and important events, assignments and dates to remember, and posted job openings.
8. Student teachers must wear a picture/name badge for identification purposes in the assigned placement at all times. (Suggestion: Use Miss/Mr. J. Doe – NOT first name)

Attendance

The student teacher has the same responsibility for good attendance and punctuality as that of a regularly employed teacher. Occasionally, circumstances may arise, such as illness, an accident, or transportation difficulties, which delay or prevent the timely arrival of a student teacher at school. Should this be the case, it is the student teacher's responsibility to notify the cooperating teacher and University supervisor immediately. When absence or change in schedule can be determined well in advance, the student teacher is responsible for written notification of same at the earliest possible date. Failure to properly notify the required individuals will be judged as negligence of responsibility.

Full or partial day absences due to conflicting obligations must be anticipated in advance of the actual absence. The student teacher is expected to obtain permission from the cooperating school teacher and the university supervisor. For such an absence, the student teacher is expected to plan in advance for the cooperating teacher. Lesson plans should be available to the cooperating teacher regardless of the reason for the student teacher's absence. If they are not left with the cooperating teacher, it is the student teacher's responsibility to deliver them or arrange to have them delivered prior to the planned day and time for their implementation.

School Policies

All student teachers must follow policies of the cooperating school. These policies may include:

1. Arrival and departure times.
2. Call-in procedures to report tardiness or an absence.
3. Use of the teachers' lounge.

4. Use of equipment and other supplies owned by the school.
5. Confidentiality of material (both verbal and written).

Student teachers should check with their cooperating teachers and make a list noting special policies that will govern their work in the assigned school. Failure to comply with school policies and expectations of the University of Evansville could result in termination of the student teaching placement.

Instructional Materials

Textbooks, manuals, and other instructional materials may be lent to the student teacher by either the school or University of Evansville for use during the student teaching placement period. The student teacher is obligated to keep all such materials in good condition and to return them to the appropriate sources at the end of the placement period. Materials damaged, lost, or destroyed must be repaired/replaced by the student teacher.

Accountability

When conducting any educational activities, student teachers are held accountable for student behavior whether or not the cooperating teacher is in the classroom. Since student teachers have the same liability status as their cooperating teachers, they must assume complete responsibility for their actions in the classroom at all times.

Punishment

Under no circumstances is a student teacher to administer any form of corporal punishment to students or to serve as a witness in the administration of any such punishment.

Child Abuse

With the growing instances of child abuse in our society, the student teacher must be aware of the school corporation's policy in regard to the role of the teacher in suspected child abuse cases. Although a student teacher cannot initiate any action, she/he must notify the cooperating teacher and school principal if such a concern develops.

Confidentiality

Information obtained from a conversation with a student, personal records, performance in class, parent/teacher conference, or a discussion with your cooperating teacher should be kept confidential at all times. Discussing such issues publicly is illegal and puts your professional reputation as an educator in jeopardy.

Personal Conduct

Maintaining ethical behaviors is important to all student teachers. It is imperative that student teachers refuse to engage in negative conversation about another colleague, administrator, student, or parent at any time during the student teaching placement. Remember your behavior is on continuous display whether you are in school or taking part in a community activity!

PART III

REQUIRED STUDENT TEACHING ACTIVITIES

INTRODUCTION

Student teachers have very demanding responsibilities. Planning meaningful lessons, collecting and organizing supplemental materials, creating attractive visual and hands on displays that enhance learning, and scheduling special classroom visitors and/or field trips take time. The student teacher's first responsibility is to the school and classroom to which she/he is

assigned. It is not advised that the student teachers try to work at a part-time job while student teaching or overextend themselves in social organizations.

REQUIRED ACTIVITIES

Professional Employment Dossier

During the student teaching semester, candidates may utilize the information within their PPP as they begin to develop their Professional Employment Dossier. The Professional Employment Dossier will allow candidates to develop a collection of documents that will be used to demonstrate the competencies needed to perform well in a teaching position. The Professional Employment Dossier will provide a vehicle for candidates to showcase their expertise to a prospective employer.

Attendance at University Professional Development Seminars (Education 435)

During the semester of student teaching, all student teachers are expected to attend weekly meetings of Education 435, Student Teaching Seminar. Seminar topics are relevant to all students, regardless of level or area(s) of certification. The first seminar addresses early concerns that student teachers have about their placements and the procedures to be followed in the Handbook. The following weeks will address issues of placement file credentials, certification procedures, progressive discipline, interviewing, and legal responsibilities. Each student teacher will also have an opportunity to evaluate the preparation each has received in teacher education at the University of Evansville and the student teaching experience. All seminars provide a forum for discussion and reflection between and among students and university supervisors.

Weekly Teaching Schedule

Student teachers are expected to student teach either eight or sixteen weeks. For those students receiving a license in two areas, a placement of eight weeks in each area is required. Those students who are majoring in only one area will student teach for sixteen weeks. Each student teacher is asked to participate in a pre-planning orientation the first week of school in the fall. Therefore, spring semester student teachers will have fifteen weeks of student teaching in the spring. Students, who have two placements, will collaborate with their university supervisor to decide which placement will serve as the pre-planning orientation assignment.

The following schedule is offered as a suggestion for phasing in and out of student teaching in a sixteen-week placement:

- The first week is the pre-planning orientation session.
- During the second week, the student teacher should be observing and helping the teacher.
- During the third through sixth week, the student teacher should be gradually assuming responsibility for certain parts of the day until by the seventh week, the student teacher has assumed responsibility for the entire school day. In an eight-week placement, the time periods may be adjusted accordingly.

Teaching and Non-Teaching Times

It is the student teacher's responsibility to keep a record of time spent doing non-teaching activities and teaching in a classroom setting. Six official observations are required during the student teaching process. Three observations should be made in classrooms other than the

student teachers content area. Non-teaching time refers to the time spent watching others directing learning activities and/or time a student teacher spends observing student(s) taking part in a variety of classroom activities. Teaching time refers to the time spent by the student teacher directing learning activities of one or more students, and participating in the work of a teacher (i.e. taking attendance, lunch count, recording grades etc.)

Non-teaching and teaching time should be documented daily in a Daily Plan Book. At the mid-point and culmination of the student teaching placement, the non-teaching and teaching times should be tabulated separately and included in the cooperating teacher's assessment of the student teacher's performance. See **Appendix C** for an example of a student teaching summary sheet. All forms must be approved by the University supervisor.

Observations

Student teachers should spend a major portion of the first week of their placement observing. The first week spent in observation affords the student teacher opportunities to become familiar with school policies, special schedules and procedures, and enables him/her to learn more about the cooperating teacher and the students.

It is suggested that the student teacher also spend a portion of time during the final week of the placement again observing the cooperating teacher and learners and completing a reflective comparative analysis. Observations conducted during the remainder of the experience are designed to afford the student teacher opportunities to view additional teaching styles utilized by teachers at the same grade level. Data to be included in these observations should follow the outline provided for you in **Appendix D**. Remember that observations are not evaluations. The data reported should reflect an accurate picture of the events that take place in the lesson. Observing and reporting such data assists the student teacher in developing his/her own personal repertoire of teaching strategies.

Three written observations are to be submitted and approved by your university supervisor.

Record Keeping

Student teachers are expected to learn how to keep accurate and useful records of their students' progress and attendance. The student teacher is expected to utilize the record keeping procedure(s) of the cooperating teacher. This maintains a sense of consistency in student expectations and eliminates confusion that may arise when questions about a grade need to be answered. The student teacher is responsible for acquiring his/her own gradebook and planbook. (Some cooperating teachers use computer-generated gradebooks and planbooks.)

Reflective Journal

Student teachers are expected to maintain a reflective journal during their student teaching experience. Journals will be reviewed by the student teacher's university supervisor.

Experience + Reflection =Growth

As the equation suggests, we do not actually learn from experience as much as we learn from reflecting on experience. In your field experience, reflective thinking will allow you to act in deliberate, intentional ways, devise new ways of teaching rather than being a slave to tradition, and interpret new experiences from a fresh perspective. Your reflective journal and other activities in which you engage are merely tools to facilitate reflective thinking about your field experience.

In most journal entries, the student teacher should try to state what he/she wanted to accomplish in a particular lesson or incident, identify problems encountered, indicate a follow-up plan, and summarize what was learned. This last point is the most important. You may have learned what does not work in a particular situation. If so, describe what you have concluded. Furthermore, you might use your journal as an opportunity to note questions arising during your field experiences that you want to discuss with your supervisor or bring up at your next seminar. Please note: Always include in your journal data regarding parental contact, phone calls, significant student misbehavior, etc.

Video Taped Lesson and Reflective Critique

One of the most effective ways to improve your teaching performance is to observe yourself teaching a lesson and then reflect on your performance. **All student teachers are required to video tape and reflectively critique one of their own classroom lessons.**

Guidelines for this process are found in **Appendix F** of this Handbook. Since your videotape will most likely picture students, written permission of parent(s)/guardian(s) allowing this taping is required. A parental Permission Release Form can be found in **Appendix F2** of this Handbook. The completed video tape and critique are to be handed in with your dossier at the culmination of your student teaching experience.

Mid-placement Formative Evaluation

The purpose of the mid-placement formative evaluation is to provide an evaluation at a time that can permit change, improvement, or continued development. The cooperating teacher will have primary responsibility for this evaluation but will confer with the university supervisor with regard to the student teacher's progress. The cooperating teacher's comments and suggestions about the student's performance will be used as a working tool for improvement by the student. Samples have been provided in **Appendix G**.

Final Evaluation

The final grade a student teacher receives is based upon consideration of the evaluations of the cooperating teacher, other university professors, and the university supervisor. The final grade in student teaching is determined by the university supervisor.

Program Evaluation

Each student teacher is to complete the Student Program Evaluation/Exit Form, see **Appendix H**, which may be completed on-line at the end of the student teaching semester.

PART IV

EVALUATION OF STUDENT TEACHERS

INTRODUCTION

Professional educators are always under some form of performance evaluation system. Throughout your student teaching placement you will be periodically observed and evaluated by your cooperating teacher and University of Evansville supervisor. The building or program administrator may also participate in the observation and evaluation process. Student teachers should not feel threatened by this process. The primary purpose of the observations and evaluations is to help each student teacher become the best possible classroom teacher.

Cooperating teachers will talk to their student teachers about their teaching and planning skills. Learn to ask mature questions about what the cooperating teacher observed and how you can improve. At all times show the cooperating teacher that you have listened to his/her suggestions. If no feedback is offered to the student teacher, it is the student teacher's responsibility to initiate a dialogue/discussion.

EVALUATION PROCEDURES

Cooperating Teacher's Evaluations

A cooperating teacher will complete one mid-placement formative evaluation and a final summative evaluation of the student teacher based on his/her accomplishment of INTASC standards (see form in **Appendix G**) Discussion of the evaluation will assist the student teacher in developing further as a professional educator.

University Supervisor's Observations and Evaluations

Student teachers will be observed and evaluated a minimum of three (3) times per placement by their assigned university supervisor. Observations should be unannounced, and the student teacher is expected to be following the schedule she/he submitted to the supervisor for that particular week. (See the university supervisor's section for complete information).

Classroom observations range from 45 minutes to an hour. Following each observation, a conference between the student teacher and university supervisor should be held. If the student teacher is scheduled to teach directly after the observation, an appointment with the University supervisor should be scheduled as soon as possible following the observation. Failure to arrange a conference will be regarded as negligence on the part of the student teacher. A copy of the observation forms shall be provided to the student and the Director of Student Teaching. A copy of the INTASC student teacher assessment will become a permanent part of the student teacher's file.

Final Grade Assignment

Final grades will not be given in student teaching or seminar until all requirements have been met, and all materials have been returned to the cooperating school and University of Evansville's Multimedia Center. The checklist in **Appendix J** will help remind all student teachers of these requirements.

Student's Rights and Responsibilities

General University Policies on Academic Rights and Responsibilities:

1. The professor in the classroom and in the conference shall encourage free discussion, inquiry and expression. Student performance shall be evaluated primarily on an academic basis and not on opinions or conduct in matters unrelated to academic standards.
2. Protection of Freedom of Expression. Students shall be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of course of study for which they are enrolled.
3. Protection Against Improper Academic Evaluation. Students shall have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining the standards of academic performance established for each course in which they are enrolled. It shall be the

responsibility of the instructor to maintain reasonable objective criteria and data in grading and evaluation processes.

4. Grade Appeals. Any student who questions a course grade should speak to the instructor. If the instructor is unwilling to change the grade and the student is not satisfied with the reasons given, the student may commence a formal appeal.

Any student wishing to formally question a course grade must do so in writing within 60 calendar days after grades are mailed. Correspondence should be addressed to the instructor with a copy to the immediate supervisor. A change of grade will occur if both the teacher and his or her immediate supervisor approve and both sign a change of grade form, which is forwarded to the Registrar's Office. If either the teacher or the immediate supervisor disapproves of the change of grade, the student has the right of appeal to the Admission and Standards Committee within two weeks of receiving written disapproval. If the student receives no response from either party within 30 calendar days of filing the appeal, the student may appeal directly to the Admission and Standards Committee. Any appeal to the Admission and Standards Committee must be filed during the semester (exclusive of summer terms) immediately following that in which the disputed grade was received. When appealing to the Admission and Standards Committee, the student must send a copy of the appeal to the teacher and immediate supervisor. The student, the teacher and the immediate supervisor will be requested to appear before the committee. In exceptional circumstances the committee may allow other parties to attend the hearing to provide additional information. The Vice President for Academic Affairs will notify all parties of the decision of the Admission and Standards Committee. It is the student's responsibility to retain all dated correspondence until the final decision is reached (See current Student Handbook for prescribed procedures).

APPENDICES

Appendix A Professional Employment Dossier Requirements

Since each student needs experience in preparing a professional employment dossier and in utilizing it during job interviews, this becomes a significant part of the entire student teaching experience. Students will find that principals, personnel directors, and superintendents will often require prospective employees to provide documents similar to those listed below.

The finished dossier produced in Education 435 will provide an excellent foundation for the professional developmental portfolio expected of every new teacher in Indiana. A professional portfolio and videotape are both required items under the new Indiana teacher licensing law. The following items are required in the UE Professional Employment Dossier for education majors :

1. **Resume`** – refer to Hodges' Harbrace Handbook or examples provided in class for appropriate format
2. **Transcript** – from all post-secondary institutions attended
3. **Letters of Reference** – **minimum of 5** from professors, cooperating teacher, employers, and/or community leaders with whom you have worked and from whom you have received permission to list their names as references. Do not solicit letters of recommendation from relatives. Include addresses, phone numbers, and E-mail addresses, if available.
4. **Student Teaching Commendations** – This section may include letters from your cooperating teacher, building administrators, and others.
5. **Philosophy of Teaching** – no more than a full page. (Be sure to refine the philosophies that you have written for previous Education classes. Much of the content of these papers no longer reflects what you now believe about teaching and learning.)
6. **Chronology of Educational Experiences** – This section should include narratives about situations in which you were in the role of a teacher or leader (examples: day care/babysitting/nanny; scouting; camp counselor; tutor; community, high school, or church activities.)
7. **Classroom Management Plan** – This is your design for accomplishing your academic and behavioral objectives for your students. You will want your plan to answer these (and other) questions: What IS acceptable behavior for your students? How will you help your students achieve this behavior? What consequences will you impart for non-compliance?
8. **Action Research with Unit and Lesson Plans** – You will choose a unit plan generated and utilized during student teaching. From that unit, select a lesson, ensuring that it meets state standards, utilizes technology, and contains a pre-test, lesson plan, post-test, and reflective analysis of your pedagogy and its impact on student learning. This section will be supported by examples of student work
9. **Video of Classroom Instruction** – Made during your student teaching experience, this video should demonstrate effective and varied methodology, use of technology, and classroom management techniques. The video must be accompanied by a lesson plan, written reflection/evaluation of the lesson, and description of the class (grade level, ability level, school environment, classroom organization, etc.) The evaluation should include an analysis of your own body language, speech pattern, classroom persona, questioning techniques, accommodation of individual differences, etc. The video itself should be 10 - 20 minutes in length. (See Appendix F for an outline of and suggestions for the written evaluation. N.B.: Appendix F2 must be completed prior to videotaping.)

- 10. Personal Entries** – This section is optional. Artifacts may include self-evaluations, evaluations of you done by pupils in your student teaching classes, reflective pieces from your student teaching log, photos (with explanations) of your pupils engaged in learning activities, etc. You may also want to include “Defining Moments,” i.e., events in your life that led you to make teaching your career choice. Additionally, you may want to include a narrative about a mentor whose influence caused you to want to become a teacher.

Organization of the Professional Employment Dossier

The overall appearance of your dossier will have an impact on how you are perceived by a prospective employer. In this case, more is NOT better; a cumbersome, ornate, repetitious portfolio may cause the interviewer to assume that you cannot prioritize, cannot discriminate between relevant and irrelevant information, and/or rely on surface rather than substance to impress others. Carefully consider the container, the layout of the information on each page, and the clarity of the presentation of information.

- 1. Container:** Choose notebook, binder, or folder (preferably black, grey, brown, or unadorned) that allows easy access to the materials within. Use section dividers with tabs (Place these after the Table of Contents to identify each section.)
- 2. Cover page:** This page contains identifying information such as your name, contact information (address, phone, E-mail), university name, degree major and minor, date of graduation, and date dossier was prepared.
- 3. Table of Contents:** You may want to use as categories the items listed above (on the previous page—“Professional Employment Dossier Requirements”). Provide page numbers for each section.
- 4. Artifacts:** Word process all materials, and organize them according to the subsections listed in your table of contents. Put all materials in page protectors.

APPENDIX B

STUDENT TEACHING PERSONAL EXPERIENCE RECORD

Student _____ Dates of Student Teaching _____

Supervising Teacher _____ Subject and/or Grade Level _____

School(s) _____

Number of Hours Per Week of Student Teaching

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Total
A																	
B																	

A. TEACHING

Time spent providing direct instruction to whole classes small groups, or individuals.

B. NON-TEACHING

Time spent observing the supervising teacher & other classroom teachers and visiting other schools.

Directions: At the end of each week of student teaching, students may wish to record the number of hours to the nearest half-hour devoted to each category. Use of this form is optional and is provided to ease the recordkeeping of the student teacher.

APPENDIX C

Student Teaching Summary Sheet

Student Name _____ **SS#** _____

Subject and Term Taught: _____ Grade Level _____ *Total Teaching Hours _____

_____ *Total Non-Teaching Hours _____

_____ *Total Teaching and Non-Teaching Hours _____

_____ *Weeks _____

Cooperating Teacher's Recommended Grade _____

Cooperating Teacher's Signature: _____

School _____

Final Grade _____

Student Signature _____

University Supervisor Signature: _____

Date _____

APPENDIX D

Guidelines for Classroom Observations

I. General Observation

What is the subject being taught? What are the stated or implied goals?

How does the teacher motivate the student(s)? How is the lesson opened?

How are student responses reinforced?

Is there evidence of good teacher-pupil relationships?

If so, describe the relationship.

If not, what do you perceive as hindering the relationship?

Listen to a student-to-student conversation and tune into the topics of talk. Record some examples of what is said.

What attempts are made by the teacher to initiate the materials being presented from the student's instructional level and interest point? If you perceive no attempt at this by the teacher, what might the reason be?

How does the teacher close class?

Describe the physical atmosphere in the classroom (comfort, color schemes, noise, temperature, lighting, table and furniture organization, bulletin board, etc.)

- . Does this atmosphere reinforce-encourage, or detract from the teacher's approach? Explain.
- . Does the atmosphere encourage-reinforce, or detract from the students reactions? Explain.
- . Does the atmosphere encourage-reinforce, or detract from the particular goal of the lesson? Explain.

From your observations of this teaching situation, select one aspect that impressed you enough to consider incorporating in your own teaching. Identify one aspect you would reject and explain why.

II. Observation - non-verbal behavior

Where does the teacher spend most of the time in the class? (Behind the desk, walking among students, room pacing, etc.) Does the teacher's physical position vary with the kind of message she/he is sending? Explain.

Specify the facial and body gestures. Does the teacher express affection or concern for the students through physical contact with them?

Where does the teacher direct his/her eyes?

Does the teacher's dress and grooming reinforce or detract from the teacher's verbal message? Explain why or why not.

From your observation of the teacher, identify what you feel are the non-verbal messages being sent.

What attitude is conveyed by non-verbal behavior of students as they enter the room?

Check if students do the following:

_____ fidget

_____ raise hands

_____ slouch

_____ respond without raising hands

_____ watch clock

_____ make eye contact with the teacher

_____ nod, sleep

_____ avoid eye contact with the teacher

_____ passively listen

_____ work on homework from another class

_____ attentively listen

What are the three most common behaviors, and why do these particular three occur?
(Use the above list.)

III. Comprehensive reflection

1. What are you aware of now that you failed to see happening in the beginning of your student-teaching experience in terms of:
 - . your cooperating teacher
 - . your students
 - . materials used
2. Describe any supplemental materials (a game, a bulletin board, a workbook, a film, etc.) that you would use again in your classroom from the following subjects:
 - a. Reading:
 - b. Math:
 - c. Science/Social Studies:
 - d. Handwriting/Spelling:
3. Which student showed a great deal of progress during your experience? Explain. Which student showed little progress? Explain.
4. What is one suggestion/idea you would leave with your co-operating teacher?
5. What is one aspect of your co-operating teacher's style that you would incorporate in your own teaching? Why? What one aspect would you reject? Why?
6. From this experience, are there any age levels and instructional areas that you have found you prefer to teach? Any you do not prefer to teach? Why?

APPENDIX E

Sample Reflective Journal Entry

Journal for March 6 and March 10

Sequence of Events

Monday: Fifth period I worked with Lin in her study hall and helped her complete a lab for her science class. Sixth period I worked with Amanda in the library, and we did some research for an English project.

Friday: Fifth period I worked on a reading assignment with Lin in her study hall. We read segments of the book *Cheaper by the Dozen* and then answered questions on a ditto. Sixth period I worked with Amanda in the library on her states and capitals.

Episodes. Friday afternoon, Lin and I worked on her reading assignment. She had partially completed the ditto during class, but she still had several questions that she needed to answer. These questions were based on sections of the book that she had already read in her reading class; however, we would usually reread the specific section in the book to refresh her memory. We worked by ourselves at one of the round tables in the classroom. There was one other student in the classroom during this period and he was working with the aide at the other round table.

One section of the book that we read was about four pages long. This section described how the father of the family (the family consisted of 12 children) attempted to make his children math wizards. He was a very mathematical person himself and wanted to pass on his tricks to his children. So, every night at dinner he would quiz the children extensively. First they learned their multiplication tables, and then he taught them an elaborate method for multiplying two large numbers together in their heads. The book went into a fair degree of detail at this point and specifically described the method that he taught them. Lin read all of this section out loud to me.

While she read, she held the book fairly close to her face. She also read in a monotone most of the time. About half of the time she would pause at commas and periods to show the phrasing, and the other half of the time she would just continue right on. The only time she stopped reading was to ask me the meaning of the word *ludicrous*. After we finished reading this section, she went to the ditto and read the question, “How did the Gilbreth children become math wizards?” She usually would answer the questions verbally before she wrote anything: “Well, they took one number and subtracted it from 50, I think, and then what did they do? Oh, I think they had to square it, maybe, and add it to another number? The other number had to do with 25... I don’t know...I don’t understand... how am I supposed to answer this?” At this point I explained to her that the math was very difficult, but that I didn’t think they were specifically asking us to explain the math. I suggested that we read the question again. Then I rephrased the question. “So how did the kids get to be so good at math?”

“Well...from their father, I guess...”

“And what did he do?”

“Oh, no, do I have to go through all those rules again?” As she said this, Lin rolled her eyes.

Analysis. This episode gave me some indication of the problems Lin has with reading comprehension. The first clue came when she was reading the book out loud to me. She had read this section in class, so she already knew the story. However, if I hadn’t known that she had already read it once I would have thought it was her first time reading it. Although she read the words fine, she did not give any “color” to the story. She didn’t raise her voice to indicate questions, she frequently did not pause at the ends of phrases, etc. As she read, I wondered whether she really understood what she was reading. It seemed like she was just reading the words on the page. This observation suggested to me that the mere act of reading takes most of her concentration. It doesn’t seem like she is able to think much about what she is actually reading.

The second clue as to the nature of her difficulties came when she attempted to answer the question. Lin’s first answer to the question indicated that she had understood some of what she had read. She understood that they were trying to do math. However, she seemed to have missed the big picture of the story, that the father spent much time at dinner every night teaching his children mathematical tricks. Instead, she got caught up in the details, trying to understand exactly how the math tricks worked.

Having learned about Lin’s weaknesses in reading, I would treat such an assignment differently in the future. I would still have her read the passage herself, because I think it is an important skill to be able to read something and understand what was read. However instead of

going right to the question when she finished reading, I would first have her tell me, in her own words, what she had just read. In this manner, I would hope to help her develop the ability to step back, think about what she read, and develop an overall picture of the story in her mind. Then she could take this overall understanding with her and tackle the questions.

APPENDIX F

Video Presentation and Reflection

The videotape activity will allow the student teacher to have experience with classroom video preparation. It should focus on assessing your content presentation and teaching performance. This activity includes the production of a videotape of 20 to 30 minutes, or one full lesson, a written evaluation of your video lesson, and a copy of your lesson plan. The videotape exercise will allow the student teacher to become familiar with one of the state licensing requirements: The state currently requires each new teacher applying for a permanent license (two years' experience required) to produce a classroom videotape as partial evidence of the teacher's teaching proficiency.

As you produce your videotape, plan the lesson, and write the reflective evaluation of your videotape, please consider the following:

I. Content Presentation

A. Introduction/Lesson

1. Does the introduction really get the students' attention? Do you review from the previous lesson or build background if appropriate?
2. How do you introduce the major concepts of the lesson? Do you tell, question, use anecdotes, or demonstration?
3. Do you use higher order questions?
4. Do you have appropriate pauses after asking the questions?
5. Do you use both examples and non-examples?
6. Is the guided practice well designed? Do you check to see if everyone is working productively?
7. Does the summary really indicate what should have been learned?
8. Are your instructions clear for independent practice/homework?

B. Organization

1. Is the class organized to promote learning? Is the lighting adequate? Is the desk arrangement conducive to learning or misconduct?
2. Is there variety in the kinds of groups you use? For example, are the students always working individually, or do you have groups in which cooperative learning takes place?
3. If there is changing of group structure during the lesson, is it managed easily and without causing too much disruption of the learning atmosphere?
4. Is there good pace and momentum in the lesson? Do you handle interruptions well?
5. Do you give appropriate corrective feedback and praise?

II. Teaching Performance

A. Managing Student Conduct

1. Do you systematically scan the class and know what is happening at all times and in all areas of the room?
2. Do you move in quickly enough on misbehavior to prevent it from becoming a full-blown problem or incident?
3. Do you visibly project tension or loss of temper when students misbehave in your class? If so, is student reaction obvious?

B. Facial Expression

1. When you listen to the students' questions, does your face indicate that you are really interested? Or do you look pre-occupied? Frowning? Impatient? Annoyed?
2. Do you maintain eye contact with the students who ask questions? How about when you answer the question? Do you look at the student who is trying to answer your questions?
3. Are your facial expressions congruent with what you are saying? If you are disciplining a student, do you smile? (This is often done with the hope that you can soften the blow, but it really says, "I don't mean this.")

C. Voice

1. Voice quality- Squeaky? Raspy? Pleasant to listen to? Did you sound confident and convincing, or a bit uncertain?
2. Volume- Too loud? Too soft? Does your voice drop off at the end of sentences? (This makes comprehension difficult.)
3. Pitch and inflection- Does your voice go up and down enough to keep students' attention? Or do you speak in a monotone?
4. Expression- Do you sometimes sound as though you are "talking down" to the students? Or does your voice convey real respect for their questions and comments?

5. Tone- Was all of your speaking in the form of lecturing, or did you use a conversational tone that sends messages?
6. Language – Did you use much slang (example: saying “kids” instead of “students”)? Did you use vulgar terms? Did you admonish students about their inappropriate language? Was your speech peppered with distracting vocal mannerisms? (“uh”, “um”, “like”, “y’know”, “OK”)

D. Physical Movement and Gestures

1. Do you move your hands and arms appropriately? Or do you mainly stand with your hands in your pockets, behind your back, or folded in front of you?
2. Do you tend to stay in one place, or do you move around the classroom or activity area? Do you pace? Do you have other irritating/distracting physical mannerisms?
3. Do you stand on one foot? Or with legs crossed? (Caution: If you sit on the desk or a table elevated above your students, be aware of their sight lines!!!!)
3. What else did you notice about your teaching performance that you thought was really good (or not so good).

E. Appearance

1. Type of clothing (appropriate style, color, too loose, too tight, too short, too sheer))
2. Long hair hanging in face as you bend over children
3. Distracting jewelry, visible tattoos or body piercings, etc.

III. Summary

A. Overall Lesson Evaluation

1. Based on your observation of the tape and the memories of the lesson that it triggered, how would you rate this lesson on a scale of 1 - 10 (10 being highest)?
2. Identify at least three highlights/strengths you observed in the tape.
3. Identify at least three areas needing improvement or areas you would do differently.
4. Pick one Performance Standard and relate it to your content or teaching behavior shown on the videotape.

APPENDIX F2

Parental Permission Release Form

Date _____

Dear Parents,

As a student teacher at the University of Evansville I am required to videotape myself interacting with students, other professionals, volunteers etc. in my classroom placement. Written permission of parent(s)/ guardians(s) allowing this taping is also required. If you do not want your child to be taped, we can make some modifications: move the student to another room during the taping, or (in the case of videotaping) train the video camera strictly on me--so that no student is shown. Of course, it would be most helpful if the student(s) could be included on the tape.

Please complete the form by inserting your child’s name, signing, and dating your response. **Please return this with your child to school by _____**

Thank you!

Sincerely,

YES, I give permission for my child, _____,

to be videotaped as part of the student teaching requirements for the UE student teacher

Signed: _____ Date: _____

NO, I DO NOT give permission for my child, _____,

to be videotaped as part of the student teaching requirements for the UE student teacher

Signed: _____ Date: _____

Appendix G
University of Evansville Student Teacher Mid-placement and Final Evaluation Form
(to be completed by the Cooperating Teacher)

Student Name _____ SS# _____

Check one: ___ Mid-placement Evaluation (to be completed mid-way in student teaching)
 ___ Final Evaluation (to be completed during the last week of student teaching)

The following are the standards expected to be achieved by University of Evansville student teachers. Additional information on these standards is provided in this handbook (See rubric on pp. 43-49)

Please circle the appropriate evaluation for your student teacher's level of achievement:

1. Below standards 2. Approaching standards 3. Meets standards

Knowledge of Subject Matter	1 2 3
Candidate understands the central concepts, tools of inquiry, and structures of discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	
Human Development and Learning	1 2 3
Candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.	
Diversity and Individual Needs	1 2 3
Candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	
Instructional Strategies	1 2 3

Candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Motivation and Management 1 2 3

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

Communication Skills 1 2 3

Candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Planning Skills 1 2 3

Candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Assessment of Student Learning 1 2 3

Candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Professional Commitment and Responsibility 1 2 3

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

Community Relationships 1 2 3

Candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Over-all performance of candidate: 1 2 3

Comments:

Signature of Cooperating Teacher: _____

Date: _____

RUBRIC STUDENT TEACHER EVALUATION FORM

Note to assessors: Please remember when using this rubric that you should rate the student teacher or intern in terms of what you observe and note during your visits; please remember that in the case of both student teachers and interns, the ratings should reflect *beginning teacher or intern skills*. It is also helpful if you can document *specific instances* in which the candidate demonstrated an example that indicates your rating; finally, remember that *“Approaching Expectations”* is an *acceptable* rating and does not necessarily reflect negatively on the candidate. After all, these candidates *are* beginners.

1. Knowledge of Subject Matter: Candidate *understands the central concepts, tools of inquiry, and structures of discipline(s)* he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

	1 Below Average (Not Acceptable)	2 Approaching Expectations (Acceptable)	3 Meets Expectations (Target)
Concepts, tools, and structure of the discipline	Candidate does not demonstrate deep knowledge of subject matter; uses superficial or inappropriate concepts and procedures regarding the subject matter; makes mistakes or provides	Candidate usually demonstrates accurate and thorough knowledge of subject matter at both conceptual and procedural levels; attempts to use current and emerging trends, research, and	Candidate consistently and continually demonstrates deep understanding of subject matter at both conceptual and procedural levels; knowledge accurate and reflects thorough understanding; uses current

	inaccurate information about subject matter.	information regarding the subject matter.	and emerging trends, research, and information regarding the subject matter.
Subject matter presentations and explanations	Candidate presents subject matter using few or limited methods; explanations limited to textual or printed classroom materials; rare use of curricular materials beyond textbooks; little or no use of electronic media.	Candidate usually demonstrates multiple ways of presenting concepts, explanations, content and subject matter information; uses other curricular materials, including electronic media to demonstrate and present information.	Candidate consistently and continually uses multiple ways and means to present information, demonstrate concepts, explanations; uses a wide variety of curricular materials, including electronic media to demonstrate and present information.
Enthusiasm and student engagement	Candidate does not appear to hold discipline in high regard and makes little effort to spread enthusiasm or value of discipline to students.	Candidate appears enthusiastic about content and subject matter and makes efforts at helping students become enthusiastic about subject matter. Students appear to be engaged and motivated.	Candidate is passionate about discipline as well as obvious and overt regarding enthusiasm for content and subject matter; makes continual and effective efforts toward helping students become enthusiastic about subject matter. Students obviously and explicit in their engagement and interest in the subject.
Connections and relevance	Candidate makes little or no attempt to make interdisciplinary connections or connect subject matter with students' interests or lives.	Candidate generally makes interdisciplinary connections with other topics and subjects; attempts to bring disciplinary connections with students' interests and lives.	Candidate consistently and effectively makes disciplinary connections with other disciplines, subject areas, and students' interests and lives.

2. *Human Development and Learning:* Candidate understands *how children learn and develop*, and can provide learning opportunities that support their intellectual, social, and personal development.

	1 Below Average (Not Acceptable)	2 Approaching Expectations (Acceptable)	3 Meets Expectations (Target)
Students' developmental levels and characteristics	Candidate does not respond appropriately or is unaware of the need for appropriate developmental responses; candidate's behavior or manner does not match students' developmental levels of needs.	Candidate generally responds appropriately to students' social, intellectual, and social developmental levels and characteristics; uses appropriate language and responsive behaviors.	Candidate consistently and effectively responds to students' social, intellectual, and personal developmental levels by using appropriate verbal and written language, questions, comments, and behaviors; responds to students' cues, language, frustration levels, and behavior in a manner that indicates knowledge of and reaction to differing developmental rates and characteristics.
Prior Knowledge	Candidate makes little or no effort to determine students' prior knowledge or efforts are inappropriate for students'	Candidate generally assesses students' prior knowledge in a developmentally appropriate manner; uses prior knowledge	Candidate consistently and effectively assesses and responds to students' prior knowledge in a

	developmental levels or characteristics.	to respond to students' needs.	developmentally appropriate manner; uses knowledge of prior knowledge to respond to students' needs.
Verbal and Non-verbal development, responses to emotional development	Candidate does not respond to students' verbal and non-verbal cues and signals or responds in a developmentally inappropriate manner.	Candidate is aware of and generally responds to students' verbal and non-verbal cues and signals.	Candidate consistently and effectively observes and responds to students' verbal and/or non-verbal cues and signals in a developmentally appropriate manner.
Learning opportunities	Candidate does not consider developmental levels or characteristics when creating learning activities.	Candidate generally creates learning opportunities appropriate with students' individual developmental levels and characteristics.	Candidate consistently and effectively creates meaningful learning opportunities appropriate with students' individual developmental levels and characteristics; always uses developmentally appropriate actions, methods, and behaviors.

3. *Diversity and Individual Needs*: Candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to *diverse learners*.

	1 Below Average (Not Acceptable)	2 Approaching Expectations (Acceptable)	3 Meets Expectations (Target)
Instructional Modifications	Candidate does not attempt to modify instructional practice for diverse students or identified student needs.	Candidate generally makes attempts to modify instructional plans and activities to meet the needs of diverse students; uses culturally appropriate and sensitive materials and strategies.	Candidate consistently and effectively modifies instructional plans and activities to meet the needs of students; uses culturally appropriate and sensitive materials and strategies;
Sensitivity	Candidate makes no attempt to respond in sensitive manner to cultural or other students differences; uses no culturally responsive examples or illustrations.	Candidate generally makes attempts to respond to diverse students in an appropriate and sensitive manner; uses culturally responsive examples and illustrations in presentations and activities; makes attempt to be knowledgeable about background and cultural characteristics of diverse students.	Candidate is consistently aware of and responds to diverse students in sensitive manner; consistently uses culturally responsive examples and illustrations in presentations and activities; is knowledgeable about cultural and background characteristics of diverse students.
Exceptional learners	Candidate cannot identify students with identified	Candidate can identify students identified with special needs	Candidate is aware of all students identified as

	student needs; makes little or no attempt to modify instructional activities; has minimal contact with special needs teachers.	and makes appropriate adaptations and modifications that are congruent with students' IEPs or 504 plans; candidate collaborates with special needs teachers to ensure student success.	“exceptional” and plans learning activities congruent with students' IEPs or 504 plans; candidate responds to identified needs of exceptional learners by modifying or adapting strategies, activities, assignments, and lessons. Candidate consistently collaborates with special needs teachers to ensure student success.
Standards and Persistence	Candidate does not set high standards or maintains standards that are inappropriate for students; candidate does not persist in support of student learning and achievement.	Candidate sets appropriately high standards for all students, regardless of backgrounds or other characteristics and persists in support of student learning.	Candidate consistently sets and communicates appropriately high standards for all students, regardless of background or other characteristics; persists in support of student efforts and achievement.

4. *Instructional Strategies:* Candidate understands and uses a *variety of instructional strategies* to encourage students' development of critical thinking, problem solving, and performance skills.

	1 Below Average (Not Acceptable)	2 Approaching Expectations (Acceptable)	3 Meets Expectations (Target)
Techniques and Strategies	Candidate uses few instructional strategies and relies only on one or two strategies; consistently maintains single, teacher-directed role.	Candidate regularly uses different methods, strategies, and techniques, including direct instruction, cooperative learning, problem or inquiry-based instruction, and others. Candidate generally plans for different teacher roles to facilitate student learning.	Candidate consistently plans for and uses a wide variety of strategies and techniques, including direct instruction, cooperative learning, problem or inquiry-based instruction, interdisciplinary instruction, and others; strategies, plans, and delivery of instruction consistently indicate multiple teacher roles as well as a range of desired student outcomes, including critical thinking and problem-solving.
Resources	Candidate uses few if any outside human or technological resources.	Candidate generally plans for and uses human resources (speakers, outside resources, experts, etc.) as well as technological resources (computers, internet, software, etc.)	Candidate consistently and effectively plans for and frequently uses a wide variety of both human (outside resources, speakers, experts, etc.) and technological (computers, internet, software,

			etc.) resources on a regular basis.
Feedback and Instructional Adjustments	Candidate primarily uses convergent questions and has limited skill in adjusting pacing and instruction based on student feedback from questions or work.	Candidate generally uses both convergent and divergent questioning strategies to elicit student feedback; adjusts pacing and lesson presentation as a result of student feedback, both in class and through analysis of students' work.	Candidate consistently and effectively uses both convergent and divergent questioning strategies to elicit student feedback; responds and adjusts pacing and presentation as a result of student feedback, both in class and through analysis of students' work;

5. *Motivation and Management:* Candidate uses an understanding of individual and group motivation and behavior to create a *learning environment* that encourages positive social interaction, active engagement in learning, and self-motivation.

	1 Below Average (Not Acceptable)	2 Approaching Expectations (Acceptable)	3 Meets Expectations (Target)
Learning Community	Candidate maintains teacher-controlled and dominated classroom with little attention to learning and achievement; students do not communicate or work with one another in meaningful ways; activities are teacher-centered and little attention is paid to relevance of materials.	Candidate generally creates a learning community within which learning and achievement are the central goals; candidates encourages and motivates students to collaborate with one another; students are generally engaged in purposeful learning activities.	Candidate consistently and effectively creates a learning community within which learning and achievement are the central goals; uses recognition of effort and other methods to encourage and motivate student collaboration; candidate constantly encourages students to engage in meaningful and purposeful learning activities.
Use of Time	Candidate does not monitor or use time effectively; pacing too slow or too fast for age group; lessons and activities do not begin on time and few routines evident. Student movement and routines interfere with learning activities.	Candidate generally monitors and uses time effectively, keeping classroom pacing quick and appropriate for the age group; lessons begin on time with minimum distraction and use of routines evident; student movement and routines do not interfere with lessons or activities.	Candidate consistently monitors and uses time effectively, keeping classroom pacing quick and appropriate for the age group; lessons and activities begin on time with use of relevant and motivational routines and actions; student movement and routines non-interfering;
Behavioral Expectations	Candidate maintains atmosphere of teacher-centered power and expectations; shows little enthusiasm or encouragement;	Candidate generally maintains atmosphere of high expectations through communication, behavior, enthusiasm, encouragement; emphasizes effort as major determinant of achievement; emphasizes students' roles and responsibilities regarding learning.	Candidate consistently and effectively maintains atmosphere of high expectations through communication, behavior, enthusiasm, and encouragement; places emphasis on effort as determinant of achievement; places emphasis on students' roles and responsibilities regarding learning.
Management Strategies	Candidate uses behavioral controls that are punitive and/or inappropriate for age group or developmental characteristics; moves little in	Candidate generally uses behavioral controls and desists that are non-punitive and directed toward student learning; moves easily in	Candidate consistently and effectively uses behavioral controls and desists that are non-punitive and directed toward student learning;

	the classroom and is inconsistent in delivery of behavioral and management system.	classroom, directing and encouraging positive behavior; management system evident and is obviously understood and respected by students.	moves easily in classroom, directing and encouraging positive behavior; management system evident and is obviously understood and respected by students.
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6. *Communication Skills:* Candidate uses knowledge of effective *verbal, nonverbal, and media communication* techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

	1 Below Average (Not Acceptable)	2 Approaching Expectations (Acceptable)	3 Meets Expectations (Target)
Writing and Speaking Skills	Candidate does not write Standard English well and writing contains errors in grammar or usage; speaks with usage of vernacular, slang, or colloquial terms.	Candidate generally writes Standard English proficiently and well; speaks Standard English with rare use of vernacular or colloquial terminology or vocabulary.	Candidate consistently writes Standard English proficiently and well; speaks Standard English with no vernacular or colloquial terms or usage.
Communications Technology	Candidate rarely uses word processing or technology applications for communicating with students, parents, or the community.	Candidate generally uses word processing or desktop publishing for communicating with students, families, or the community; maintains a classroom website for communications and information; uses email and email applications for communicating with parents, students, and the community.	Candidate consistently and effectively uses word processing or desktop publishing for communicating with students, families, or the community; uses and maintains classroom websites for communications and information; uses email and email applications for communicating with parents, students, and the community.
Communications, Cues, and Monitoring	Candidate speaks too softly to be clearly heard by all students or inappropriately loud; directions are sometimes unclear and ambiguous; makes minimal efforts to respond to students' cues and responses.	Candidate generally projects voice loud enough and appropriately for students' age group; uses eye contact; gives clear directions; monitors students' responses and responds to cues as needed.	Candidate consistently and effectively projects voice loud enough and appropriately for students' age group; uses eye contact; gives clear and unambiguous directions; continually monitors students' responses to determine understanding of communications; responds to students' cues and restates and clarifies.
Questioning, Discussions, and Stimulation	Candidate's questions are generally convergent; asks few probing or in-depth questions; attempts at stimulating discussion are ineffective or inappropriate.	Candidate generally asks both divergent and convergent questions that are appropriate for the age and developmental characteristics of students; attempts to stimulate discussion with probing questions.	Candidate consistently and effectively asks both divergent and convergent questions that are appropriate for the age and developmental characteristics of students; continually stimulates discussion with probing questions.
Sensitivity	Candidate is unaware of or ignores cultural or other student differences; uses few if any culturally appropriate examples.	Candidate generally responds to cultural and other student differences; attempts to use culturally appropriate and expansive examples.	Candidate consistently and effectively responds to cultural and other student differences; uses culturally appropriate and expansive examples.

7. *Planning Skills:* Candidate *plans instruction* based upon knowledge of subject matter, students, the community, and curriculum goals.

	1 Below Average (Not Acceptable)	2 Approaching Expectations (Acceptable)	3 Meets Expectations (Target)
Instructional Planning	Candidate's plans are incomplete and/or ill documented; plan elements missing or incomplete; plans based on thin or incomplete content knowledge; plans demonstrate little regard for or knowledge of students' learning goals, developmental characteristics, or prior knowledge; little or no assessment planning evident.	Candidate's plans are generally thorough and documented; plans contain all necessary elements needed for effective student learning; plans are based upon appropriate content knowledge, students' developmental characteristics, intellectual abilities, prior knowledge, and curricular goals; assessment processes well planned and evident.	Candidate's plans are consistently thorough and well documented and contain all necessary elements needed for effective student learning; plans are based upon rich and deep content knowledge, students' developmental characteristics, intellectual abilities, prior knowledge, and curricular goals; assessment processes well planned and evident.
Contexts and Characteristics	Candidate's plans are centered on a single manner of instructional method; plans include little or no reference to students' contexts, prior knowledge, or culture.	Candidate's plans generally include activities for multiple ways of learning and knowing; plans include ways to make content relevant to different student characteristics; plans include references to students' prior knowledge.	Candidate's plans consistently include activities for multiple ways of learning and knowing; plans include ways to make content relevant to different student characteristics; plans include references to students' prior knowledge and contexts.
Reflection	Candidate does not make efforts to reflect on performance or student learning; rarely adjusts or changes plans.	Candidate generally examines his or her performance, reflecting on practice; candidate adjusts and changes plans based on student learning and success.	Candidate consistently and continually examines his or her performance, reflecting on all aspects of practice; candidate adjusts and changes plans based on student learning and success.

8. *Assessment of Student Learning:* Candidate understands and uses *formal and informal assessment* strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

	1 Below Average (Not Acceptable)	2 Approaching Expectations (Acceptable)	3 Meets Expectations (Target)
Informal Assessments	Candidate uses few if any informal assessment strategies during learning activities; little accommodation for individual differences.	Candidate generally plans for and uses informal assessment strategies during and after learning activities; evidence that strategies are designed for individual differences.	Candidate consistently and effectively plans for and uses informal and/or authentic assessment strategies during and post-learning activity; evidence of strategies that are designed for individual differences
Formal Assessments	Candidate provides little to no formal assessment during or after learning activities.	Candidate generally demonstrates skill in using formal assessment processes during and after learning activities.	Candidate consistently and effectively demonstrates skill in using formal assessment processes during and after learning activities.
Student Work Analyses	Candidate rarely collects student work in order to perform analyses of student learning; is unable to articulate how student work will result in changes to instructional approaches.	Candidate generally collects student work and performances; analyzes student work based on learning goals and curricular aims; can articulate how student work analyses will result in changes or alterations to instructional	Candidate consistently and effectively collects student work and performances; analyzes student work based on learning goals and curricular aims; can articulate how student work analyses will result in changes or

		approaches.	alterations to instructional approaches.
Monitoring and Adjusting Instruction	Candidate does not or cannot adjust instructional approaches because of assessment information.	Candidate generally monitors and adjusts instructional approaches because of assessment information and data.	Candidate consistently and effectively monitors and adjusts instructional approaches as a result of assessment information and data.

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

	1 Below Average (Not Acceptable)	2 Approaching Expectations (Acceptable)	3 Meets Expectations (Target)
Candidate Reflections	Candidate is unable or unwilling to articulate reflections, actions, or instructional changes with supervisors; uses little or no assessment information to guide practice; lesson and instructional plans do not include reflective questions.	Candidate generally articulates reflections and subsequent actions and instructional alterations with supervisors; uses appropriate assessment information about student achievement for reflective practices. Lesson and instructional plans usually include reflective questions.	Candidate consistently and effectively can articulate reflections and subsequent actions and instructional alterations with supervisors; uses appropriate assessment information about student achievement for reflective practices. Lesson and instructional plans always include reflective questions.
Growth and Development	Candidate is unable or unwilling to discuss professional growth; has little knowledge of research or other information regarding professional practices.	Candidate can generally verbalize and discuss professional growth; seeks out research and other information regarding professional practices and is able to express the relationship of research to his or her development.	Candidate can consistently verbalize and discuss professional growth; seeks out research and other information regarding professional practices and is able to express the relationship of research to his or her development.
Professional Practice	Candidate makes minimal attempts at improving practice or seeking out criticism and supervision; shows minimal enthusiasm for profession and professional role.	Candidate generally seeks out ways to improve professional practices by reading and seeking out constructive criticism and supervision; appears enthusiastic about profession and professional role.	Candidate consistently and actively seeks out ways to improve professional practices by reading seeking out constructive criticism and supervision; is enthusiastic about profession and professional role.
Professional Demeanor, Stability, and Ethics	Candidate makes minimal effort to adhere to professional demeanors in speech, dress, or other responsibilities; reacts in inappropriate emotional manner to adversity and challenge; is unaware or ignorant or ethical responsibilities.	Candidate generally demonstrates professional demeanor in speech, dress, and responsibility; is emotionally stable and reacts to adversity and challenge in professionally acceptable manner; behaves and acts in an ethical manner with regard to student records, communications with others, and behavior is always consistent with the Educators' Code of Ethics.	Candidate consistently demonstrates professional demeanor in speech, dress, and responsibility; is emotionally stable and reacts to adversity and challenge in professionally acceptable manner; behaves and acts in an ethical manner with regard to student records, communications with others, and behavior is always consistent with the Educators' Code of Ethics.

10. Community Relationships: Candidate *fosters relationships* with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

	1 Below Average (Not Acceptable)	2 Approaching Expectations (Acceptable)	3 Meets Expectations (Target)
Collegiality	Candidate makes little effort to participate in collaborative planning, teaching, or reflecting on practice with cooperating teachers, supervisors, peers, and others in the learning community.	Candidate generally participates in collaborative planning, teaching, and reflections with cooperating teachers, supervisors, peers, and others in the learning community.	Candidate consistently and actively participates in collaborative planning, teaching, and reflections with cooperating teachers, supervisors, peers, and others in the learning community.
Community Resources	Candidate has little or no knowledge of community resources to support student learning and does not use available resources to support student learning and achievement.	Candidate has some knowledge about community resources available to support student learning and periodically uses the available resources to support student learning and achievement.	Candidate has extensive knowledge about community resources available to support student learning and uses the available resources to support student learning and achievement.
Family Relationships	Candidate makes little or no effort to contact students' families or guardians or build relationships; does not view diversity as important.	Candidate generally interacts with students' families or guardians on a regular basis; builds constructive, positive, and productive relationships with students' families and guardians; relationships are guided by sensitivity to diversity among students and families	Candidate consistently and regularly interacts with students' families or guardians; builds constructive, positive, and productive relationships with students' families and guardians; relationships are guided by sensitivity to diversity among students and families.
Student Advocacy	Candidate makes little or no effort to advocate for students or students' well-being.	Candidate generally advocates for students, student well-being, and student learning; is sensitive to students' needs and seeks help when needed.	Candidate consistently advocates for students, student well-being, and student learning; is sensitive to students' needs and seeks help when needed.

APPENDIX H

Student Program Evaluation/Exit Form

Name of Student Teacher _____ SS # _____

Cooperating Teacher's Name _____ Grade Level _____

School _____ Number of Observations _____

University Supervisor's Name _____

Instructions: The University of Evansville's School of Education is continuously striving to maintain high standards and improve the quality of its Student Teacher Program. In order to do this, your input regarding experiences you had in the program are needed. Please take a few moments to complete this evaluation and assist us in evaluating your placement experience while student teaching.

A rating scale has been provided. If you assign a rating of 3 or lower, give your reasons in the section for comments. Thank you for sharing your professional insights.

Rating Scale:	1 - Strongly Agree	4- Disagree
	2 - Agree	5- Not Applicable
	3 - Undecided	

Cooperating Teacher

- _____ 1. My cooperating teacher was aware of the requirements I had to fulfill in student teaching for the University of Evansville.
- _____ 2. My cooperating teacher familiarized me with school procedures.
- _____ 3. My cooperating teacher made me feel like a contributing member in the classroom.
- _____ 4. My cooperating teacher and I communicated openly.
- _____ 5. My cooperating teacher demonstrated a variety of teaching strategies.
- _____ 6. My cooperating teacher demonstrated a variety of management skills.
- _____ 7. My cooperating teacher shared meaningful feedback with me during our progress reports.
- _____ 8. My cooperating teacher encouraged me to be independent.
- _____ 9. My cooperating teacher was available for help.
- _____ 10. My cooperating teacher gradually phased me into assuming complete classroom responsibilities.
- _____ 11. My cooperating teacher allowed me to assume complete classroom responsibilities as designated by my program.
- _____ 12. My cooperating teacher invited me to attend faculty meetings.
- _____ 13. My cooperating teacher invited me to district workshops.
- _____ 14. I would recommend my cooperating teacher to another student.

Comments: _____

General Preparation Program

Number of Visits _____

- _____ 15. Requirements for student teaching were fair and adequately assessed my level of expertise in knowledge base from teacher as decision-maker model.
- _____ 16. My junior block and/or clinical experiences prepared me for student teaching.
- _____ 17. My student teaching experiences enhanced my teaching skills.
- _____ 18. I had opportunities to visit other classrooms while I was student teaching.
- _____ 19. I was able to develop teaching strategies based on prior course work and field placements and meet the needs of the K-12 students.

- _____ 20. If I had to plan my career again, I would select teaching.
- _____ 21. I would attend the University of Evansville.
- _____ 22. I learned about professional educational organizations.
- _____ 23. My student placement was: A) too short; B) appropriate; C) too long. (Choose one)

Comments: _____

Is there anything you would like to share with us about your student teaching or preparation to become a teacher at the University of Evansville at this time?

University Supervisor _____ **Number of Visits** _____

- _____ 24. My University supervisor and cooperating teacher worked as a team with me.
- _____ 25. My University supervisor and I were able to discuss my teaching performance openly.
- _____ 26. My University supervisor demonstrated flexibility by being open to different opinions.
- _____ 27. My University supervisor was available when I needed him/her.
- _____ 28. My University supervisor provided me with meaningful feedback.
- _____ 29. My University supervisor willingly assisted me when I had difficulties with my cooperating teacher.
- _____ 30. My University supervisor was realistic in his/her expectations of my performance.
- _____ 31. I would recommend my University supervisor to another student teacher.

Comments: _____

Semester: Fall Spring
 Year: _____
 Level: Elementary _____
 Middle _____
 High _____

APPENDIX I

Cooperating Teacher Program Evaluation

Student Name _____ SS# _____

The School of Education at the University of Evansville seeks your perceptions of our program in order to maintain high standards of quality in our student teaching program. Please indicate your responses to each item as follows:

- SA = Strongly Agree
- A = Agree
- U = Undecided
- D = Disagree
- D = Strongly Disagree

Please add comments at the end of the questionnaire under "Additional Comments," in those circumstances where you have strong feelings of agreement or disagreement.

Thank you for taking the time to complete this important evaluation.

PROGRAM:

- ____ 1. The student teacher demonstrated appropriate academic preparation.
- ____ 2. The level of communication among the participants was appropriate.
- ____ 3. The range of activities and experiences required of the student teacher by the School of Education during this period was appropriate.
- ____ 4. The activities required of the cooperating teacher by the School of Education were reasonable.
- ____ 5. I would be willing to work with another student teacher from UE in the future.

Comments:

Cooperating Teacher Signature _____ School _____
(Signature optional)

APPENDIX J

Check Sheet for Required Student Teaching Activities

To eliminate some duplication and make your student teaching less stressful, the following list includes the items/activities you must complete by the end of your student teaching placement.

1. Appendix A: Professional Employment Dossier
Follow the format suggested.
2. Appendix B: This form is for your own personal record.
3. Appendix C: Complete the upper portion. Secure appropriate signatures.
The university supervisor will be responsible for completing the lower portion

- and turning the form in to the Director of Student Teaching.
4. Appendix D: Six observations are to be completed. Submit three in written form to your university supervisor.. Follow the guidelines in the Student Teaching Manual. (See pp. 32-33.)
 5. Appendix E: Reflective Journals should be updated daily. The journals should be shared with the university supervisor. Follow the guidelines in the Student Teaching Manual. (See pp. 34-35.)
 6. Appendix F: Video and reflection should be accompany your dossier. Follow the guidelines in the Student Teaching Manual. (See pp. 36-37.)
 7. Appendix G: Mid-Placement and final evaluation forms should be completed by the cooperating teacher and the university supervisor and submitted to the Director of Student Teaching.
 8. Appendix H: Complete this form on-line or use the form included in this handbook (p. 48).
 9. Appendix I: This form is to be completed by your cooperating teacher. Please ask him/her to return it to the University as soon after student teaching is completed as possible. If he/she wishes, he/she may give it to the university supervisor or to you to turn in for them.
 10. Other items: (provide documentation to the university supervisor)
 - a. Establish a placement file with Career Services (optional)
 - b. Return all borrowed materials from all sources at the university.
 - c. Return all manuals, books, and supplies borrowed from the cooperating teacher and/or the cooperating school's library.