

UTICA COLLEGE

**STUDENT TEACHING
HANDBOOK**

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PREFACE

The Student Teaching handbook has been prepared by Lois A. Fisch, Ph.D. and Laura G. Dorow, Ed.D. to inform and guide students preparing to become teachers in elementary or secondary schools. It is designed to serve as one form of the continuing communication between education students and the Education Program faculty and staff.

Personal contact and regular advising are essential to your success. This handbook does not replace these important, personal interactions.

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THE STUDENT TEACHING RELATIONSHIP

TO THE COOPERATING TEACHER

The role of a cooperating teacher goes far beyond the simple sharing of classroom duties. You are a model and a mentor. In most cases, you will provide the first full-time teaching experience for your student teacher. The student teaching internship, when the student teacher begins to integrate and put into practice all of the disparate pieces of information she has been learning in college, provides the perfect opportunity for you to model effective teaching. As she observes you teach, she will make the connections between what she wants to do and what she is seeing you do so well. Because you will be together every day for an extended period of time, this is the ideal opportunity for you to share your thoughts and insights before and after each observational lesson. By setting the tone for a frank and open discussion of your own teaching, you will also set the tone for a positive relationship when you begin to provide feedback, and perhaps criticism, of your student teacher. Encourage your student teacher to watch your teaching and discuss with you those aspects of your teaching that she finds confusing or even negative. Some of your most powerful teaching moments could begin with a statement such as, “Wow! That lesson didn’t go as well as I expected it to. What do you think went wrong?”

The relationship that develops between the student teacher and the mentor teacher will guide and inform the student’s progress toward professionalism. A mentor who exerts too much control will inhibit the student and prevent her from experimenting with a variety of strategies and techniques. A mentor who provides too little guidance or advice, on the other hand, sets the student adrift without a compass. Effective mentorship should strike a balance between critical feedback and benign neglect.

TO THE STUDENT TEACHER

The role of the student teacher involves much more than taking over your cooperating teacher’s classes. This is the time when you will truly begin to integrate and put into practice all of the disparate pieces of information you have been learning in college. But this is also the time for you to continue learning. Your cooperating teacher is prepared to provide expert mentorship as you make the transition from student to teacher. Because you will be together every day for an extended period of time, this is the ideal opportunity for you to share your thoughts and questions each day. By setting the tone for a frank and open discussion of your own teaching, you will also set the tone for a positive relationship. Encourage your cooperating teacher to review your lesson and unit plans, watch your teaching, and provide meaningful feedback. Welcome criticism as well as praise. Of course, we all want to hear that we are doing a wonderful job, but it is important to remember that some of your most powerful learning

moments could begin with a statement such as, “Wow! That lesson didn’t go as well as I expected it to. What do you think went wrong?”

The relationship that develops between you and your mentor teacher will guide and inform your progress toward professionalism. A student teacher who always waits to be told what to do will limit her opportunities to experiment with a variety of strategies and techniques. A student teacher who seeks little guidance or advice, on the other hand, misses the opportunity to learn even more than she already knows.

TO BOTH OF YOU

The mentoring relationship varies with each new student-mentor combination. Each of you has your own unique style, complete with strengths, weaknesses, learning and teaching differences, and biases. We cannot provide you with a formula for the perfect student teaching mentorship, but we can provide you with some general guidelines and a little food for thought. We urge you to enjoy your time with one another during this shared journey.

THE BENEFITS OF STUDENT TEACHING

- You can try the ideas that you have worked so hard on in methods classes.
- You can really find out what it is like to be a teacher.
- Your cooperating teacher can help you avoid major mistakes.
- You will experience teaching two or more different age groups.
- If you don't like the school or the school district, it will be OK because you can leave at the end of the placement.
- You will be able to network with other teachers and education professionals; networking will help you find a job.
- You get to teach with someone there to help when you need it.
- You will not be expected to do everything at once.
- You can ask for ideas, materials, and help without worrying that you will seem incompetent.
- You can make mistakes without losing your job.
- You have the time to observe other people teaching.
- You will receive education credits for your time in the classroom.
- You will get support and advice from a college supervisor who wants you to succeed. It is in the best interest of the college to have education students who are competent and successful.
- You get to practice what you have learned in class under the legal protection of the college.
- You will have opportunities to get help and advice from your college professors and peers during the student teaching seminar.
- You will be able to ask teachers for their advice and ideas on how to teach without their feeling threatened by your questions.

RESPONSIBILITIES OF THE COLLEGE SUPERVISOR

Provide objective evaluations of the student teacher's progress:

- Conduct a minimum of two observations at each placement site.
- Complete an Observation Report Form of the student teacher during each site visit. Discuss each observation with the student teacher immediately following the observation.
- **Meet with the cooperating teacher during each visit.** The student teacher, the cooperating teacher, or the college supervisor may request additional meetings.
- Complete the Memo to Principal form and leave at the main office after each classroom visit.
- Complete summative evaluations at the end of each placement.
- Complete the lesson plan e-mail weekly up-date.

Serve as a mentor:

- Discuss creative teaching ideas, as well as concerns, with the student teacher. While it is not required, many college supervisors share their e-mail addresses or home telephone numbers with their student teachers so that they may capture a teachable moment and provide expertise in a timely manner.
- Review all lesson plans and unit plans. Provide input as needed. Student teachers should not begin teaching their required units until they have received the approval of the college supervisor.
- Approve two bulletin boards at each placement.

Support the Education program:

- Collect the summative evaluations from the cooperating teacher and student teacher.
- Respond quickly and follow appropriate procedures, as outlined in the Student Teaching Handbook, should a problem occur.
- Within one week of the completion of each placement, submit the Observation Report Forms, Placement Evaluations, and Memo to Principal forms to the Director of Education.
- Contact the Director of Education immediately if you have any concerns about a student teacher's progress or about a placement.
- Follow the guidelines and procedures as outlined in the Grounds and Procedures for Disciplinary Action when necessary. Do not delay. Experience proves that an early warning will often avert a problem and ultimately result in a successful student teaching experience. Delays often exacerbate the problem and may result in withdrawal or failure.

RESPONSIBILITIES OF THE COOPERATING TEACHER

Serve as a mentor:

- Accept the student teacher as a colleague.
- Model professionalism.
- Demonstrate effective teaching techniques.
- Make available all classroom materials (textbooks, grade books, etc.) that the student teacher will need in order to successfully assume full responsibility for the classroom.
- Meet with the student teacher every day to discuss the on-going activities in the classroom. Share plans and ideas in the same way you would discuss them with an experienced colleague.
- Help the student teacher increase her repertoire of techniques and strategies. Suggest a variety of teaching methods for lessons that were successful as well as those that were unsuccessful.
- Encourage the student teacher to take risks in teaching and to develop a personal teaching style.
- Invite and encourage the student teacher to participate in planning sessions, faculty meetings, and professional conferences.
- Assist the student teacher in creating appropriate learning experiences.

Provide structure and support:

- Allow the student teacher to gradually assume all teaching duties. Some student teachers will be reluctant to begin; others will be over-eager and ready to take on more than they can handle. Strike a balance that is comfortable for both of you; but remember that your ultimate goal should be for the student teacher to have full responsibility for all classroom duties for the longest possible time.
- Maintain a regular, unobtrusive presence in the classroom. You can't mentor if you're never there.
- Give the student teacher time to be alone with the students.
- Review all unit plans and lesson plans prior to their use. Your daily review and feedback will help the student teacher fine-tune each lesson while keeping you aware of what your students are learning.
- Share your expertise and organizational know-how. Don't assume that your student teacher knows how to set up a grade book or seating chart or perform other routine tasks in the most efficient way. If you can help her do it better, make the suggestion.
- Provide informal evaluations that will help the student teacher realistically assess her abilities and develop her self-evaluation skills.

Support the college or university Education program:

- Maintain the appropriate records.
- Follow all program guidelines and procedures. If you don't agree with something, discuss the problem with the college supervisor first. In most cases, you will be able to negotiate a compromise.
- Meet with the college supervisor before or after every formal observation. If a face to face meeting isn't possible, arrange a telephone or e-mail conference.

Contact the college supervisor of the Coordinator of Student Teaching immediately if a problem occurs:

- The college supervisor is your ally. Early intervention can prevent many potential disasters.
- Complete all formal evaluations honestly and accurately.
- Follow the guidelines and procedures as outlined in the Grounds and Procedures for Disciplinary Action when necessary. Do not delay. Experience proves that an early warning will often avert a problem and ultimately result in a successful student teaching experience. Delays often exacerbate the problem and may result in withdrawal or failure.

HELPING YOUR STUDENT TEACHER GET STARTED

Many of the things that teachers do as they begin the year have probably become so routine that they never even think about them anymore. For student teachers, however, how to begin is one of the most frightening and confusing aspects of the internship. While they have spent countless hours learning content and pedagogy, little if any college classroom time was devoted to these mundane but essential details. Thinking about and sharing these details will not only help student teachers become integrated into the classroom more quickly, it will alleviate much anxiety when they are ready to set up their own classrooms. Even if this is a second placement and the student teacher believes that he/she has a clear understanding of effective start-up procedures, you probably do some things differently than the other mentors who have worked with this student in the past. Your perspectives and strategies will enable the student teacher to develop a personalized arsenal of techniques that she can draw upon well into the future.

Things to consider:

- Seating charts
- Classroom organization
- Bulletin boards
- Setting up the plan book
 - Setting up the grade book
 - Grading
 - Classroom rules
 - Reward and discipline procedures
 - Planning the school day
 - Planning the instructional (class) period
 - Planning for communication with parents
 - Planning for parental involvement
 - What happens before and after school
 - Fire and disaster drills
 - Deciding on required materials for the children (notebooks, pencils, folders, etc.)
 - Assigning and distributing textbooks
 - Assigning groups
 - Assigning classroom tasks and responsibilities
 - Collecting money

- Taking attendance
- Non-teaching responsibilities
- Taking care of personal needs: closest bathroom, where to hang coats,
- Where to secure valuables, emergency supplies to keep on hand (spare pantyhose, Excedrin, Band-Aids, tissues), nearest private telephone, location of teachers' lounge, coffee and donut procedures, etc.
- Preparing for a substitute teacher
- Sensible expectations for out-of-school preparation time
- Buying classroom supplies

THE FIRST WEEK

Some student teachers are eager to begin and will offer to take on your entire schedule on the first day; others will wait until you tell them exactly what to do and when to do it; most, of course, fall somewhere in the middle. It is best if the two of you discuss these details at one of your first meetings and to decide on a schedule that is comfortable for both of you and that meets the university's expectations and requirements. As a rule, it is beneficial for the student teacher to begin each placement with a short period of observation followed by a gradual assumption of duties. At the end of the placement, some pairs prefer that the teaching duties be gradually returned to the cooperating teacher while others prefer that the student teacher continue to assume the entire teaching load right up to the final moment. Either arrangement is acceptable.

OBSERVATION GUIDELINES

- Share your lesson plans and discuss your general approach prior to the observation.
- Decide on one or two main observation points for the lesson. Doing this helps the observer maintain focus and results in a more productive observation session. Some observation possibilities: types of questions asked, types of responses to questions, teacher's movement around the classroom, teacher's use of motivating language, body language, time on task, group interactions.
- Decide on a simple way to record the observations.
- Use the observation record as a starting point for a post observation discussion.

DUTIES TO BEGIN DOING DURING THE FIRST WEEK

Assuming your routine daily duties will help your student teacher learn the children's names and become acquainted with classroom procedures while he/she learns the essentials of good classroom management.

- General housekeeping: attendance, lunch money, etc.
- Grading papers and entering grades into the grade book or computer-grading program.
- Preparing materials for science lessons and other hands-on learning experiences.
- Setting up learning centers.
- Working with groups during cooperative assignments.
- Working with individual children when needed.

ACTIVITIES TO BEGIN DURING THE FIRST FEW WEEKS

Student teachers need to learn everything there is to know about teaching. Meeting the other teachers and learning the culture of the entire school is very important. Cooperating teachers can support these learning experiences by doing some or all of the following:

- Introduce your student teacher to as many colleagues and support staff as possible.
- Encourage your student teacher to spend some time socializing in the teacher's lounge. Many student teachers are hesitant to invite themselves into an established group, especially at lunchtime. Some of them may solve the problem by eating alone in the classroom. If this is the case, you can ease the way with an emphatic invitation to join you and your friends.
- Discourage extensive socializing. The student teacher is here to learn. For some, it is very tempting to remain in the teacher's lounge reading or chatting. Most of their time should be spent in your classroom.
- Arrange for and encourage your student teacher to observe other teachers.
- Make sure your student teacher participates in all faculty, staff, and other appropriate meetings.
- Help your student teacher get to know the school support staff. Remember to introduce her to custodians, cafeteria workers, playground aides, etc.

RESPONSIBILITIES OF THE STUDENT TEACHER

Assume the role of a professional:

- Assume teaching and non-teaching duties as outlined in the Student Teaching Time Schedule Guidelines or as agreed upon with your cooperating teacher and college supervisor.
- Act and dress professionally at all times.
- Prepare lesson plans and unit plans thoroughly and on time. Teaching without adequate planning is unacceptable and will result in notification and possible dismissal from student teaching. Submit one week of lesson plans to college supervisor on each Friday for the following week.
- Be on time. Arrive early and stay after school to prepare for the next day.
- Attend all required functions such as parent teacher conferences, staff meetings, etc.
- Use a variety of techniques, strategies, and methods in your daily lessons.
- Assess and evaluate your own teaching objectively. Learn from your mistakes; fine-tune your successes.

Contact the college supervisor immediately if a problem occurs.

- The college supervisor is your ally, not your enemy. Early intervention can prevent many potential disasters.

Continue to be a lifelong learner:

- Learn as much about teaching as possible. Gracefully accept criticism as well as praise.
- Learn as much about the content you are teaching as possible. You didn't learn everything you need to know in college. No one expects you to know everything automatically but we do expect you to honestly evaluate your knowledge base and to educate yourself when necessary.
- Ask for help when you need it. Your cooperating teacher, college supervisor, and other colleagues are eager to provide assistance and advice.

Fulfill program requirements:

- Complete your professional portfolio. An E-Portfolio on LiveText is required and will be kept as part of your record in the Education Program office.
- Meet with your college supervisor and cooperating teachers as required.
- Attend the weekly student teaching seminars.
- Complete the Evaluation of Student Teaching at the end of each placement and submit it to the Education Department, Room C128 in the Library Concourse.

PLEASE NOTE: All requirements are due as indicated in the syllabus for EDU 471/571.

STUDENT TEACHER REQUIREMENTS

GENERAL REQUIREMENTS

You must have all of the following:

- An answering machine
- A reliable alarm clock with battery back-up
- Your name tag
- A ring binder for your lesson plans
- A pocket address book with current addresses and telephone numbers for: both school placements, both cooperating teachers (home and school), college supervisor, and the UC Education program.
- LiveText account

GUIDELINES FOR STUDENT TEACHING ATTIRE

Student teachers should dress professionally at all times when student teaching. You reflect the values of the community and the teaching profession. Your clothing represents your commitment to this highly valued position. Other educators, administrators, and community members who visit your classroom should recognize that you take this responsibility seriously.

The attire should be conservative in nature and appropriate for the classroom environment. For example, teachers of young children must be able to move quickly, stoop down, and sit on the floor, while science teachers should consider the laboratory environment.

Standard dress for women is dress slacks and shirt, business dress or suit, pants suit, or skirt with dress blouse or sweater. For men it is slacks, shirt and tie, slacks and sports jacket or sweater, or business suit.

Dress down is business casual. For women it is casual slacks, shirt, or nice sweater. For men it is casual slacks and a collared shirt or nice sweater.

SPECIFIC REQUIREMENTS

Lesson Plans

- You are required to prepare one complete lesson plan for each lesson you teach.
- Submit copies of your lesson plans to your college supervisor every Friday for the next week.
- Your cooperating teacher will review and initial your lesson plans on a regular basis. You are expected to correct any deficiencies or omissions.
- Lessons must always be planned five days in advance. In addition to plans for the current day, your lesson plan binder must contain completed plans for the next two days and draft plans for days three through five. For example, on a Monday, you should have completed plans for Monday, Tuesday, and Wednesday and draft plans for Thursday, Friday, and Monday.
- Draft lesson plans must contain, at a minimum, topics and concepts, goals and objectives, and an outline for the lesson script.
- Lesson and unit plans must be typed. Handwritten notes or additions are acceptable.
- Lesson plans should be kept in chronological order in a binder that is to be made available to the college supervisor at each visit. Copies of all the required materials (i.e., file of plans, books, worksheets, lesson plan for the day, etc.) must be shown to the college supervisor **before** each observation session begins. There are no exceptions.
- Failure to maintain an up-to-date, initialed lesson plan book will result in disciplinary action. (See Grounds and Procedures for Disciplinary Action)

Weekly Schedule

- Your college supervisor must receive your schedule no later than 12:00 noon on Friday for the upcoming week.
- Your schedule should indicate where you will be and what you will be doing each day during your placement.
- Note on the schedule all activities, including: type of lesson (test, lecture, cooperative learning, video, etc.), topic of lesson, field trips, special program, planning periods, lunch breaks, short teaching days, superintendent days, parent conferences, and any other classroom or school-related activities.
- Failure to maintain and provide a weekly schedule will result in disciplinary action. (See Grounds and Procedures for Disciplinary Action)

Absences

- Student teaching is your primary job during this time. You are expected to meet the same attendance requirements and obligations as your cooperating teacher.
- All absences must be reported to the school, your cooperating teacher, and your college supervisor as soon as you know that you are going to be absent.
- Except in an emergency, all doctor visits and personal appointments, including college appointments and job interviews, must be scheduled after your normal student teaching hours or on your days off.
- If you leave school for any reason, you must receive the approval of your cooperating teacher and you must report your absence to your college supervisor before the time that you leave the school.
- Superintendent days, open houses, parent conference days, etc. are considered part of your regular teaching assignment. Attendance at these and other events is mandatory!
- Excessive, unreported, and/or unnecessary absences will result in disciplinary action. (See Grounds and Procedures for Disciplinary Action)

STUDENT TEACHING TIME SCHEDULE GUIDELINES

The schedule shown below is tentative. Your actual schedule will be contingent upon your cooperating teacher's plans and needs, as well as your personal timetable. **Please note:** Once you have assumed full responsibility for teaching a class, you may not discontinue teaching that class without prior approval from your college supervisor and your cooperating teacher.

FIRST PLACEMENT

Weeks 1 and 2:

- Observe your cooperating teacher and other teachers (including teachers in different disciplines and at different grade levels)
- Begin to assume duties (e.g., cafeteria and hall supervision, record keeping, and attendance) that assist your cooperating teacher
- Work individually with students, supervise small groups, and give directions for assignments to the entire class

Weeks 2 through 4:

- Assume responsibility for planning and teaching classes on a regular basis
- Continue to observe your cooperating teacher and other teachers, as time permits

Weeks 4 through 7:

- Teach all sections of all courses (secondary) or the full day's schedule (elementary). **You must teach your cooperating teacher's full load for a minimum of 15 days.**
- Maintain responsibility for your cooperating teacher's non-teaching duties (providing your cooperating teacher does not receive additional compensation for the assignment), e.g., supervision of study halls

Week 8:

- Continue to teach to the last day of the placement while gradually returning classes to your cooperating teacher
- Continue non-teaching responsibilities of your cooperating teacher
- Resume observations of other teachers

SECOND PLACEMENT

Week 1:

- Observe your cooperating teacher and other teachers (including teachers in different disciplines and at different grade levels)
- Begin to assume duties (e.g., cafeteria and hall supervision, record keeping, and attendance) that assist your cooperating teacher
- Work individually with students, supervise small groups, and give directions for assignments to entire classes

Weeks 2 and 3:

- Assume responsibility for planning and teaching classes on a regular basis
- Continue to observe your cooperating teacher and other teachers, as time permits

Weeks 4 through 7:

- Teach all sections of all courses (secondary) or the full day's schedule (elementary). **You must teach your cooperating teacher's full load for a minimum of 20 days.**
- Maintain responsibility for your cooperating teacher's non-teaching duties (providing your cooperating teacher does not receive additional compensation for the assignment), e.g., supervision of study halls

Week 8:

- Teach until the last day of the placement while gradually returning classes to your cooperating teacher
- Continue non-teaching responsibilities of your cooperating teacher
- Resume observations of other teachers

LESSON PLANNING

FORMAL LESSON AND UNIT PLANS

Think about driving a car. When you were a novice driver, you drove with both hands on the wheel, eyes straight ahead. Even the simplest of tasks like signaling for a turn and checking the rearview mirror had to be consciously planned and executed. Now, you hop in your car and you're on your way. You can window shop, drink your coffee, listen to the radio, and mentally rehearse a conversation with your principal while you simultaneously perform all of the routine tasks necessary for safe driving.

A formal lesson plan provides a step-by-step guide through the planning process for the novice teacher. As the novice teacher gains experience, he/she will internalize the steps and be able to write shorter, quicker plans the way you do.

THE BENEFITS OF FORMAL PLANS

- Novice teachers need to think and plan very carefully before they teach each lesson. They lack the depth of experience that will allow them to maintain their focus amid the distractions and derailments that frequently occur in every classroom.
- Detailed written plans facilitate the reflective process during planning. The student teacher can see and review what she has written. Gaps, potential trouble spots, etc. can be detected more readily than with a mental image only.
- Detailed plans also provide a focus for reflection on lessons after they have been completed. Parts that went well can be earmarked for reuse; parts that went badly can be marked for fine-tuning or eliminated.
- Written plans allow the cooperating teacher to preview the steps of the lesson before it is taught. The rationale, goals, and objectives portions will provide insight into a student teacher's thoughts and understandings of the theoretical aspects of teaching.
- Written plans can be saved for next year. Mental plans are probably not going to be remembered in any detail, creating extra work in the long run as the teacher must re-plan each lesson every year.

CHOOSING A FORMAT

A variety of lesson plan formats exist. Most contain the same general elements. Many schools of education have created or adopted one specific lesson plan format as their own. This provides consistency for the student and the professor.

The Utica College Lesson Plan Format and an abbreviated format follow below. An alternate lesson and unit plan format may be chosen but must be approved by both the cooperating teacher and the college supervisor. A consistent format must be used throughout the student teaching internship. It is strongly suggested that the lesson plans be prepared electronically using the Utica College Lesson Plan template on LiveText which is a web-based program.

UTICA COLLEGE LESSON PLAN TEMPLATE

- **Title**
 - Subject or Topic
 - Grade Level
 - Date
 - Duration of the Lesson

- **Rationale**
 - Topic
 - Relevance of the Topic

- **Justification of Pedagogical Approach**
 - Pedagogical Approach
 - Why This Pedagogical Approach is Appropriate

- **Assumptions**
 - What The Students Already Know

- **State Learning Standards**
 - Standard Area(s) For This Lesson
 - Standards

- **Goals and Learning Objectives**
 - Goal 1.
 - Objective 1.1
 - Objective 1.2
 - Goal 2.
 - Objective 2.1
 - Objective 2.2

- **Evaluation**
 - Tests, Products, Authentic Assessments, etc.

- **Consideration for Learner Difference**
 - Adaptations
 - Accommodations

- **Technology**
 - Technology Used By Students
 - Technology Used By Teacher

- **Safety Considerations**
 - Accident Prevention Strategies

- **Materials**
 - Materials Students Need
 - Materials Teacher Needs

- **Resources**
 - Resources

- **Lesson Script**
 - Motivation and Focus
 - Activation of Prior Knowledge
 - Teaching Script
 - Closure
 - Preview of Next Lesson
 - Explanation of Homework Assignment

- **Self Reflection**
 - Teaching Effectiveness
 - Student Learning
 - Student Interest and Motivation

PITFALLS TO AVOID

As you know, children are very observant and they will quickly pick up any subtle message that the relationship between the student teacher and the cooperating teacher is unequal, especially if one of you is unhappy with the way things are going. This may undermine the student teacher's authority or credibility later on, when she needs to assume full control of the class.

SUGGESTIONS FOR COOPERATING TEACHERS

- Make your non-negotiable requirements clear. If you have a definite opinion about something, or if you expect some procedure to be followed exactly as you wish, say so. Discuss possible ways that the student teacher can meet these requirements while she tries out her own ideas as well.
- Give your student teacher the opportunity to establish a genuine, positive relationship with the class during the initial weeks. Don't use her as the disciplinarian who takes care of your reluctant learners while you teach.
- Limit the number of individual tutoring assignments you give to your student teacher. Tutoring may help her become acquainted with one or two children; it will not help her learn about the class and the classroom as a whole. It is very difficult for inexperienced teachers to maintain awareness of the classroom around them while they are focusing their attention on one or two children.
- Continue to do your own secretarial work. It is very tempting to assign the student teacher your Xeroxing duties for the semester. While doing this will help you, it is an unproductive experience for your student teacher.
- If you don't like the way something is going, tell the student teacher as soon as possible, but do so privately, even if it seems like a minor matter to you.
- Make your expectations clear. Often, student teachers find it very difficult to admit when they don't know or can't remember something. They fear that you will assume they are not competent.
- Provide structure and support. Student teachers are often hesitant to take the initiative for fear that they will offend you, especially at the beginning of a placement.
- If you are unhappy with the relationship, talk openly to each other about it. If that doesn't work, call the college supervisor immediately. Don't wait for things to get better by themselves.

SUGGESTIONS FOR STUDENT TEACHERS

- After you've agreed on your initial duties, take the initiative and get started.
- Offer suggestions. Don't leave it up to the cooperating teacher to tell you what to do.
- Find out if your cooperating teacher has any non-negotiable requirements and follow them. Discuss possible ways that you can meet these requirements while you try out your own ideas as well.

- It is important that you establish a positive classroom management style as soon as possible. Using your cooperating teacher as the primary disciplinarian undermines your own authority.
- Ask for help or clarification when necessary. Doing so shows that you are trying to do a good job. It does not mean that you are a bad teacher.
- If you don't like the way something is going, tell the cooperating teacher as soon as possible, but do so privately.
- If you are unhappy with the relationship, talk openly to each other about it. If that doesn't work, call the college supervisor immediately. Don't wait for things to get better by themselves.

MISCOMMUNICATION

During our day to day conversations, we often say things without really thinking about how they may be perceived. Most of the time, this isn't a problem. However, due to the nature of the relationship, the student teaching internship presents a unique challenge. The cooperating teacher is a mentor but she is also expected to objectively evaluate the student teacher's performance. Meanwhile, the student teacher is encouraged to develop an open, collegial relationship with the very person who will be evaluating her effectiveness as a teacher. Sometimes, communication doesn't work exactly as we think it will. The short vignettes that follow are meant to illustrate this point and provide some food for thought.

The student teacher suggests:

"In science methods class, we did this really neat activity. Working in groups, the students rolled soup cans down the hall. They measured and charted the distance various kinds of soups travel. It's a great way to develop problem-solving skills while they learn a little about density and gravity. I'd like to try that with this class."

The cooperating teacher says:

"That sounds like a great activity, but not with this class. Why don't you do it as a demonstration instead?"

The student teacher hears:

You're not very competent. You won't be able to handle this class the way I do.

Much of what you learned in methods classes is probably not very useful in the real classroom.

These children in this school (stereotyping?) are below average and can't learn the way the "good" kids do.

Don't try new things.

or

The cooperating teacher says:

“Sounds great, but it will sure take up a lot of your time getting the materials and setting up the activity. They don’t pay us enough to do that sort of thing.”

The student teacher hears:

Extra effort isn’t important and won’t be appreciated.

The teacher’s convenience is more important than the student’s learning experience.

or

The cooperating teacher says:

“Sounds like a good activity for little kids; but this is high school.”

The student teacher hears:

High school classes should be serious and traditional.

Don’t try out new ways of teaching in this place.

The student teacher proudly presents her first lesson plans for review.

The cooperating teacher says:

“Wow, those lesson plans are really detailed. I don’t write anything like that. Mostly, I jot down a word or two in my plan book.”

The student teacher hears:

Good teachers don’t plan or think about their teaching, they just walk in the door and do it.

If you have to write everything down, you must not know very much.

or

The student teacher thinks:

Lesson plans are a waste of time. The only reason to do them is so that I can pass student teaching.

or

I’ll never be able to teach without my detailed plans. She’ll think I’m not smart enough to be a teacher.

The student teacher says:

“Writing these lesson plans is so much work. I have a life, you know.”

The cooperating teacher hears:

I’m not very serious about teaching. I’m more concerned with my social life.

The student teacher says to the cooperating teacher:

“I know that you think open discussion is important, but I just don’t like it. I’m going to lecture and have my students take notes, just the way my high school teachers did.”

The cooperating teacher thinks:

This student teacher doesn’t respect or value my opinion at all. I’ll do my best to get through the placement, but it probably won’t be much fun.

E-PORTFOLIO

During your semester of student teaching, you are required to prepare an E-Portfolio. This will represent your professional growth and development as a teacher. You may include any materials that demonstrate your competence, professionalism, and achievements. You are encouraged to add items to the required elements listed below.

Your portfolio will be presented to a group of your peers, an interview committee at the Education Showcase, and education faculty. For your file at Utica College, you are required to submit your E- Portfolio.

E-Portfolio

The portfolio must be organized using the format described by Campbell et al. in *How to Develop Your Professional Portfolio*, available in the UC bookstore, and will be submitted via LiveText.

Your E-Portfolio must contain all of the following, in this order:

- Table of Contents
- A resume
- A college transcript
- A statement of your personal philosophy of teaching and learning
- Rationale statements and supporting artifacts for each of the ten INTASC Standards
- Samples of student work from both placements
- Photos of four bulletin boards (two per placement) that were created by you during your student teaching experience.
- One unit plan for each placement that has been approved by your cooperating teacher and college supervisor.

Resume

Career Services (Strebel Student Center) will help you prepare a professional resume.

Transcript

- Include transcripts from every college or university you have attended.
- Up-to-date, official transcripts can be obtained from the office of the registrar.

Personal Philosophy

- One to two pages long
- Present a clear, well-informed statement of your values and beliefs.

Artifact Rationale Statements

- Use the format displayed in Campbell.
- Include a separate statement for each artifact.
- Each statement should address these three questions: 1) What is the artifact? 2) Why is it filed under this standard? 3) What does it say about your growing competence?
- Each rationale statement must be accompanied by at least one supporting artifact.

Label the dividers for this section with the standard number, title, and description of the standard.

Supporting Artifacts

- Use the format displayed in Campbell
- Provide at least one artifact for each INTASC Standard.
- Each artifact should be appropriate for the standard it represents.

Education Teaching E-Portfolio

INTASC Standard	Standard Description	Courses	Possible Course Artifacts	Other
		EDU 111/511	Learn INTASC Standards	
Standard 1	Knowledge of subject matter	Liberal arts major in a subject area	Term papers, projects, exams NYS Learning Standards	
Standard 2	Knowledge of human development and learning	PSY 321 PSY 322 PSY 604	Systematic observation paper, fieldwork journal entries, term papers	
Standard 3	Adapting instruction for individual needs	EDU 215 EDU 621	Lesson plans, design of series of activities	
Standard 4	Multiple instructional strategies	EDU 312/512 EDU 316/516 EDU 218	Mini-lessons, lesson plans, unit plans	
Standard 5	Classroom motivation and management skills	EDU 201	Reinforcement data	
Standard 6	Communication skills	EDU 321/521	School district report	
Standard 7	Instructional planning skills	EDU 312/512 EDU 316/516 EDU 218	Mini-lessons, lesson plans, unit plans	
Standard 8	Assessment of student learning	EDU 316/516 EDU 322/522 EDU 323/523	Unit plan with assessment	
Standard 9	Professional commitment and responsibility	EDU 316/516 EDU 312/512	Reflective journals Philosophy statement	
Standard 10	Partnerships	EDU 321/521 EDU 471/571	School district report, Student teaching artifacts	

Student: _____

Reviewer: _____ Date: _____

STUDENT TEACHING E-PORTFOLIO EVALUATION

	POOR	ACCEPTABLE	EXEMPLARY
Resume	Resume is missing	Meets all required elements listed by career services	Easy to understand
Transcript(s)	Utica College transcript is missing	Utica College unofficial transcript is included	All original, official transcripts included
Philosophy Statement	Does not present a clear representation of the individual's position	Presents a clear, informed representation of the individual's position	Presents a clear, concise, well-informed and reflective representation of the individual's position
Rationale Statements for Artifacts	One or more rationale statements are missing or do not provide justification for including artifacts as evidence of competence in the INTASC Standards	Each artifact has a rationale statement that provides justification for including it as evidence of competence in the INTASC Standard	Each artifact has a rationale statement that clearly and effectively specifies the selection of the artifact and articulates personal growth and competence in the INTASC Standards
Artifacts	One or more INTASC Standards do not have artifacts or have artifacts that are not related to the competencies described in the standards	Minimum of one artifact related to the competencies described in the standard is provided for each of the INTASC Standards	Selection of artifacts shows an advanced level of comprehension of the competencies described in the standards
Technical Elements	Does not use digital media (word document attachments, images, PowerPoint, video and audio clips)	Minimally uses digital media (word document attachments, images, PowerPoint, video and audio clips)	Effectively uses digital media (word document attachments, images, PowerPoint, video and audio clips) to portray personal growth and competence
English Mechanics	Portfolio contains five or more grammar, spelling, punctuation, and capitalization errors	Portfolio has few grammar, spelling, punctuation, and capitalization errors	Portfolio is free of all grammar, spelling, punctuation, and capitalization errors
Based on this portfolio, would you be willing to hire this person?	Not likely	Likely	Very likely

PROCEDURES FOR CERTIFICATION

Fingerprinting:

A fingerprint supported criminal history background check is mandatory for applicants for the New York teacher certification. Fingerprinting services are available in the Institute for Excellence in Education office. Students are responsible for all fees.

New York State Teacher Certification Examinations:

Passing the LAST, ATS-W, and CST is required prior to initial certification. Should you need assistance in preparing for these exams, help with test taking skills is available in our Academic Support Services Center. You can also enroll in on-line preparation for the New York State Teacher Certification exams at www.certed.com.

Certification Application

When you have completed student teaching you must complete the following steps:

- Apply on-line for certification at NYSED.gov. Select TEACH.
- Request official transcripts from all colleges attended to be sent to the UC Education Program – attention Gail Durr
- Utica College will approve your program completion electronically through TEACH.
- When you apply on-line be careful to save your password for future use in accessing your certification record.
- Be sure to select the correct pathway (approved college program), correct college, correct degree, correct certificate title.

For employment applications you may request a letter from the Education Department stating that all course requirements for certification have been met.

Maintaining Certification

You are responsible for keeping your certification current. You have five years from the date of your certificate to complete the master's degree and three years of teaching. Once you have met these requirements, apply on-line through TEACH for your professional certificate. The college or university from which you earned the graduate degree will recommend you for your professional certificate.

NEW YORK STATE CODE OF ETHICS FOR TEACHERS

Statement of Purpose

The Code of Ethics is a public statement by teachers that sets clear expectations and principles to guide practice and inspire professional excellence. Teachers believe a commonly held set of principles can assist in the individual exercise of professional judgment. This Code speaks to the core values of the profession rather than serving as a basis for decisions pertaining to certification or employment in New York State. “Teacher” as used throughout means all educators serving New York schools in positions requiring a certificate, including classroom teachers, school leaders and pupil personnel providers.

Teacher Pledge

The Teacher Pledge enumerates the six principles of the Code and may be utilized for professional occasions such as Education graduations and teacher recognition ceremonies.

The teaching profession fosters the development of confident, competent learners. Professional teachers uphold the dignity, honor and integrity of their work through effective practice. As a teaching professional, I will strive to:

- *Nurture the intellectual, physical, emotional and social potential of each student;*
- *Create, support and maintain challenging learning environments for all students;*
- *Learn in order to develop my professional practice;*
- *Collaborate with parents and community, building trust and respecting confidentiality;*

And

- *Advance the intellectual and ethical foundation of the learning community*

As a member of the noble profession of teaching, I swear to respect and uphold these principles.

Principle 1: Teachers nurture the intellectual, physical, emotional and social potential of each student.

Teachers promote growth in all students through the integration of intellectual, physical, emotional and social learning. They respect the inherent dignity and worth of each individual. Teachers help students to value their own identity, learn more about their cultural heritage, and practice social and civic responsibilities. They help students to reflect on their own learning and connect it to their life experience. They engage students in activities that encourage diverse approaches and solutions to issues, while providing a range of ways for students to demonstrate their abilities and learning. They foster the development of students who can analyze, synthesize, evaluate and communicate information effectively.

Principle 2: Teachers create, support, and maintain challenging learning environments for all.

Teachers apply their professional knowledge to promote student learning. They know the curriculum and utilize a range of strategies and assessments to address differences. Teachers develop and implement programs based upon a strong understanding of human development and learning theory. They utilize adequate resources to support a challenging learning environment. They establish and maintain clear standards of behavior and civility. Teachers are role models, displaying the habits of mind and work necessary to develop and apply knowledge while simultaneously displaying a curiosity and enthusiasm for learning. They invite students to become active, inquisitive, and discerning individuals who reflect upon and monitor their own learning.

Principle 3: Teachers commit to their own learning in order to develop their practice.

Teachers recognize that professional knowledge and development are the foundations of their practice. They know their subject matter, and they understand how students learn. Teachers respect the reciprocal nature of learning between teachers and students. They engage in a variety of individual and collaborative learning experiences essential to develop professionally and to promote student learning. They draw on and contribute to various forms of educational research to improve their own practice.

Principle 4: Teachers collaborate with colleagues and other professionals in the interest of student learning.

Teachers encourage and support their colleagues to build and maintain high standards. They participate in decisions regarding curriculum, instruction and assessment designs, and they share responsibility for the governance of schools. They cooperate with community agencies in using resources and building comprehensive services in support of students. Teachers respect fellow professionals and believe that all have the right to teach and learn in a professional and supportive environment. They accept roles in new teacher preparation and induction and in professional development for all staff.

Principle 5: Teachers collaborate with parents and community, building trust and respecting confidentiality.

Teachers partner with parents and other members of the community to enhance school programs and to promote student learning. They also recognize how cultural and linguistic heritage, gender, family and community shape experience and learning. Teachers respect the private nature of the special knowledge they have about students and their families and use that knowledge only in the students' best interests. They advocate for fair opportunity for all children.

Principle 6: Teachers advance the intellectual and ethical foundation of the learning community.

Teachers recognize the obligations of the trust placed in them. They share the responsibility for understanding what is known, pursuing further knowledge, contributing to the generation of knowledge, and translating knowledge into comprehensible forms. They help students understand that knowledge is often complex and sometimes paradoxical. Teachers are confidants, mentors and advocates of their students' growth and development. As models for youth and the public, they embody intellectual honesty, diplomacy, tact and fairness.

INAPPROPRIATE BEHAVIOR

The Education Program faculty, college supervisors, and cooperating teachers expect and encourage your success as a student teacher. If you are not successful, we all lose. If an infraction of the rules and/or requirements occurs, however, you will be subject to disciplinary procedures as outlined in the **Grounds and Procedures for Disciplinary Action**.

ACADEMIC APPEALS

Students who feel they have been treated unfairly for any reason may initiate an appeal process as described in the *Utica College Catalog* under "Academic Appeals."

**FOUNDATIONS AND PROCEDURES
FOR DISCIPLINARY ACTION**

Type 1: **Student teacher fails to follow a required procedure that does not directly affect his or her students or performance in the classroom.**

Examples: Failure to maintain weekly contact with the college supervisor
Failure to follow the notification procedure for missing a meeting
Failure to follow other required procedures that do not directly affect students or performance in the classroom

1. College supervisor becomes aware of the problem.
2. College supervisor confirms the behavior by talking to the student teacher and/or the cooperating teacher.
3. Student receives written notification from college supervisor that:
 - a) states the nature of the offense and identifies required remediation.
 - b) states the consequence of failure to remediate: A second offense will result in a request for withdrawal or grade of "F."
 - c) states the student teacher's right to appeal: You have the right to file a written appeal. Your written appeal must be received by the director of Education no later than five teaching days following receipt of this letter.
 - d) copies are sent to director of Education and cooperating teacher.
4. (a) Student teacher remedies offense and continues to student teach.

Or

4. (b) Student teacher submits written appeal to director and continues to student teach during the appeal process.

Director responds, in writing, within 10 teaching days of receipt of the appeal.

Option 1: Student teacher is exonerated; mitigating circumstances excuse the offense.

Option 2: Student may continue to student teach with the understanding that a second offense of any nature may result in an immediate request for withdrawal from student teaching. Withdrawals occurring after the last day to drop will result in a grade of WF. Normal refund policies apply.

or

4.(c) Student teacher fails to remediate or appeal and receives a grade of “F” for student teaching.

Type 2: Student teacher fails to perform fundamental teaching responsibilities.

Examples: Repeated absences
Inadequate planning
Incomplete or late lesson plans
Poor classroom management
Inappropriate attire
Uncooperative attitude
Inadequate mastery of subject matter
Inappropriate language
Poor communication skills, verbal and/or written

1. College supervisor becomes aware of the problem.
2. College supervisor confirms the behavior by talking to the student teacher and/or cooperating teacher.
3. Within 5 teaching days, coordinator of student teaching arranges a meeting among student teacher, coordinator of student teaching, college supervisor, and director of Education.
 - (a) Meeting is held
 - (b) Option 1: Student teacher is exonerated; mitigating circumstances excuse the offense.
 - (c) Option 2: Remediation contract is written and agreed upon by student teacher, director of the Education program, and college supervisor. Student may continue to student teach with the understanding that a second offense of any nature may result in an immediate request for withdrawal from student teaching. Withdrawals

occurring after the last day to drop will result in a grade of WF. Normal refund policies apply.

- (d) Student teacher does not remediate, withdraw, or file an appeal. Student teacher receives a grade of “F” for student teaching and is removed from the classroom.

Type 3: Student teacher fails to follow a required procedure that directly affects his or her students or his or her performance in the classroom.

Examples: Absence without prior contact with cooperating teacher, the school, and the college supervisor

Failure to complete required lesson plans, assignments and/or evaluations

Failure to implement recommendations of the college supervisor or cooperating teacher

Other behavior considered seriously inappropriate by the college supervisor, the coordinator of student teaching, and the director of Education

1. College supervisor becomes aware of the problem.
2. College supervisor confirms the behavior by talking to the student teacher and/or the cooperating teacher.
3. Student receives written notification from college supervisor that:
 - a) states the nature of the offense and identifies required remediation.
 - b) states the consequence of failure to remediate: A second offense will result in a request for withdrawal or grade of "F."
 - c) states the student teacher's right to appeal: You have the right to file a written appeal. Your written appeal must be received by the director of Education no later than five teaching days following receipt of this letter.
 - d) copies are sent to coordinator of student teaching and cooperating teacher.
4. Within 5 teaching days, coordinator of student teaching arranges a meeting among student teacher, coordinator of student teaching, and college supervisor, and director of Education.

5. (a) Meeting is held.

Option 1: Student teacher is exonerated; mitigating circumstances excuse the offense.

Option 2: Remediation contract is written and agreed upon by student teacher, director of the Education program, and college supervisor. Student may continue to student teach with the understanding that a second offense of any nature may result in an immediate request for withdrawal from student teaching. Withdrawals occurring after the last day to drop will result in a grade of WF. Normal refund policies apply.

or

- 5.(b) Student teacher submits written appeal to director of education and continues to student teach during the appeal process.

or

5. (c) Student teacher does not remediate, withdraw, or file an appeal. Student teacher receives a grade of "F" for student teaching and is removed from the classroom.

Type 4: Student teacher engages in behavior so severely inappropriate as to warrant immediate dismissal.

Examples: Use of illegal drugs
Consumption of alcohol during the school day
Endangering the welfare of a child
Abusive language
Plagiarism

1. College supervisor becomes aware of the problem.
2. College supervisor confirms the behavior by talking to the student teacher and/or the cooperating teacher.
3. The cooperating teacher is informed of the decision to remove the student teacher from the classroom.

4. Student teacher is immediately dismissed from the classroom and receives a grade of “F” for student teaching. Student is not permitted to register for the course in the future.
5. Student promptly receives written notification from the coordinator of student teaching that:
 - a) states the nature of the offense.
 - b) confirms the consequence: Immediate removal from student teaching and a grade of "F" for student teaching.

Student will not be permitted to register for the course in the future.

- c) informs student teacher of the Utica College appeal process.
 - d) copies are sent to director of education, college supervisor, cooperating teacher, and school principal.
6. Student meets with the director of Education, coordinator of student teaching, and the college supervisor.

EDUCATION PROGRAM RETENTION POLICY

A. To remain in the education program, students must:

- Have a minimum overall undergraduate g.p.a. of 2.75 or graduate g.p.a. of 3.00
- No grade lower than a C in any course in the Education Program.
- Any student who receives a grade of “F for Cheating” shall be dismissed from the program.

B. To be eligible to student teach, a student must:

- Remain in the Education Program.
- Complete all education courses and most major course requirements.
- Take and pass the New York State Liberal Arts and Sciences Test (LAST) and Content Specialty Test (CST).
- Receive the positive endorsement of the education faculty.
- Undergraduate students must receive the positive endorsement of the major area faculty.
- Graduate students must have a Bachelors degree or equivalent in an approved major.
- Be reviewed and approved by the Education faculty with regard to character, ethical behavior, and professionalism.
- Demonstrate basic competency in English and geography as measured by Education Program proficiency tests. (Proficiency tests will be offered three times each semester.)
- Complete and sign the Education Program's Application for Student Teaching.

C. Once involved in student teaching, a student must abide by the practices and procedures outlined in the "Student Teaching Handbook."

N.B. A student who is dismissed from the program or denied the opportunity to student teach will receive a written statement from the faculty outlining the reason(s) for the denial. Upon receipt of the statement and within seven days, the student may respond to the Education faculty in writing. The faculty will review the response and, then, meet with the student within two weeks of receipt of the response. If the student is not satisfied with the results, he/she may appeal the Department decision to the appropriate dean. If the result of this appeal is not satisfactory to the student, he/she may then petition the Academic Standards Committee for reconsideration.

**For complete information regarding academic policies and procedures, please read the Utica College Undergraduate or Graduate Catalog*

SUBSTITUTE TEACHING POLICY

Student teaching is a mentored internship, during which the student teacher works closely with the cooperating teacher and other experienced educators. The use of student teachers as substitutes is strongly discouraged except in cases of emergency. The student teacher's decision to serve as a substitute should be purely voluntary, and the student teacher should be paid at the same rate as any other substitute in the district. In most cases, a student teacher should only serve as a substitute teacher for his or her cooperating teacher. The College supervisor must receive notification before any substitute teaching assignments.

FORMS

STUDENT TEACHING REQUIREMENTS CHECKLIST

Student Name _____ Semester _____

Supervisor _____

PLACEMENT 1 _____

Evaluation Forms

_____ Student Teacher

_____ Cooperating Teacher Evaluation
(submitted by student)

_____ College Supervisor

_____ Cooperating Teacher

Observation Forms

_____ Two forms submitted by College Supervisor

PLACEMENT 2 _____

Evaluation Forms

_____ Student Teacher

_____ Cooperating Teacher Evaluation
(submitted by student)

_____ College Supervisor

_____ Cooperating Teacher

Observation Forms

_____ Two forms submitted by College Supervisor

ADDITIONAL REQUIREMENTS (submitted by Student Teacher)

_____ LiveText Portfolio

_____ Evaluation of College Supervisor

_____ Teaching Strategy Survey

_____ Self Report on Values, Knowledge, and Practices Related to Teaching

**UTICA COLLEGE
TEACHER EDUCATION
PROGRAM**

To: Building Principal

Date: _____

From: Utica College Education Supervisor

Re: Today's Classroom Observation

Utica College Student Teacher _____

Cooperating Teacher _____

College Supervisor _____

Comments:

Copies to: Building Principal
TEP File
Supervisor

OBSERVATION REPORT FORM

STUDENT _____ SUBJECT/PERIOD _____

DATE _____ OBSERVER _____

STRENGTHS DEMONSTRATED:

IMPROVEMENTS SHOWN ON GOALS FROM LAST OBSERVATION:

GOALS TO WORK ON FOR NEXT OBSERVATION:

OVERALL IMPRESSION:

I HAVE RECEIVED MY COPY _____
STUDENT'S SIGNATURE

White: Student

Canary: TEP File

Pink: Supervisor

COOPERATING TEACHER FEEDBACK FORM

Student Teacher Name _____

Cooperating Teacher Name _____

College Supervisor _____

This questionnaire is to be used to facilitate conversation and feedback between the college supervisor and the cooperating teacher. The goal is to focus the conversation and elicit useful information that will help the student teacher reflect on his or her practice as a professional.

Please provide a brief comment for each area:

Date: _____

1. Punctuality & attendance:
2. Willingness to assume responsibility for duties:
3. Lesson planning & preparation:
4. Classroom management:
5. Feedback to students, including grading:
6. Other

Date: _____

1. Punctuality & attendance:
2. Willingness to assume responsibility for duties:
3. Lesson planning & preparation:
4. Classroom management:
5. Feedback to students, including grading:
6. Other:

**Utica College
Education Program**

STUDENT TEACHING INTERNSHIP EVALUATION

Name of Student Teacher: _____ Date: _____

Placement: School: _____ Grade and/or Subject: _____

Name of Evaluator: _____

- Evaluator's Position: College Supervisor
 Cooperating Teacher
 Student teacher



General Directions: The college supervisor, cooperating teacher, and student teacher independently are to complete this report. However, the results are to be shared and discussed before being placed in the student teacher's file. Please be sure to sign and date the last page. (If the student teacher is working with more than one teacher, each additional teacher is to complete a report, to the best of his/her knowledge.)

Procedures: For each of the statements below, mark the appropriate number in the right margin to indicate how well the student teacher has exhibited each of the skills described. Please feel free to comment, in the space provided after each lettered section, if you desire.

Key:

- 5 Demonstrates superior skill.
- 4 Demonstrates competence in this skill.
- 3 Demonstrates a minimal degree of competence, but shows a degree of potential.
- 2 Demonstrates little skill and needs much improvement.
- 1 Demonstrates an obvious and pervasive lack of skill.
- U Indicates no opportunity to observe this skill.

Our degree candidates have a strong knowledge of subject matter.

A. Content Knowledge

The student teacher...

5 =superior

1= no skill

- | | | | | | | | |
|-----------|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| A1 | demonstrates comprehensive knowledge of subject matter | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> U |
| A2 | displays accurate knowledge of subject matter | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> U |
| A3 | demonstrates knowledge of learning standards in content area | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> U |
| A4 | locates appropriate resources related to subject matter | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> U |

Comments: _____

Our degree candidates demonstrate pedagogical content knowledge and the ability to use this knowledge to design effective lessons.

B. Pedagogy

The student teacher...

5 =superior

1= no skill

- | | | | | | | | |
|-----------|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| B1 | possesses the necessary skills for teaching in the content area | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> U |
| B2 | uses evidence-based strategies for teaching in the content area | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> U |
| B3 | utilizes approaches that facilitate instruction | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> U |
| B4 | demonstrates clarity in instructional presentation | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> U |

Comments: _____

C. Preparation & Planning

The student teacher...

5 = superior

1 = no skill

- | | | | | | | | |
|-----------|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| C1 | selects appropriate instructional goals & objectives | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> U |
| C2 | designs coherent instructional lesson plans | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> U |
| C3 | adequately plans for teaching units | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> U |
| C4 | collaborates with cooperating teacher & other teachers as appropriate in curriculum planning | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> U |

Comments: _____

Our degree candidates acquire teaching skills that promote student learning.

D. Student Development

The student teacher...

5 =superior

1= no skill

- | | | | | | | | |
|-----------|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| D1 | displays a knowledge of student development | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> U |
| D2 | demonstrates an appreciation of student diversity | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> U |
| D3 | prepares developmentally appropriate instruction | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> U |

Comments: _____

E. Adapting Instruction for Individual Needs

The student teacher...

5 =superior

1= no skill

- | | | | | | | | |
|-----------|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| E1 | differentiates instruction to meet needs of all students | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> U |
| E2 | provides appropriate accommodations | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> U |
| E3 | makes adaptations to instruction & materials as needed | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> U |
| E4 | shows responsiveness to individual student needs | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> U |
| E5 | demonstrates flexibility in adapting instruction | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> U |
| E6 | intellectually stimulates all students | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> U |

Comments: _____

F. Multiple Instructional Strategies

The student teacher...

5 = superior

1 = no skill

- | | | | | | | | |
|-----------|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| F1 | provides variety in materials and activities | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> U |
| F2 | utilizes questioning & discussion techniques | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> U |
| F3 | provides appropriate feedback to students | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> U |
| F4 | engages students in active learning | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> U |

Comments: _____

G. Classroom Motivation & Management Skills

The student teacher...

5 =superior

1= no skill

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|-----------|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| G1 | establishes a classroom culture of learning | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> U |
| G2 | creates an environment of respect & rapport | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> U |
| G3 | exhibits tolerant & fair behavior | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> U |
| G4 | designs instruction to prevent discipline problems | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> U |
| G5 | uses positive consequences for appropriate behavior | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> U |
| G6 | effectively responds to student misbehavior | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> U |
| G7 | manages classroom procedures so that learning time is maximized | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> U |
| G8 | organizes physical space so that learning is increased | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> U |

Comments: _____

H. Communication Skills

The student teacher...

5 =superior

1= no skill

- | | | | | | | | |
|-----------|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| H1 | communicates appropriately with students | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> U |
| H2 | communicates effectively with families | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> U |
| H3 | communicates effectively with other professionals | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> U |
| H4 | uses technology to support teaching | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> U |

5 =superior

1= no skill

- H5** uses technology to support student learning 5 4 3 2 1 U
- H6** uses assistive technology as appropriate 5 4 3 2 1 U

Comments: _____

I. Assessment of Student Learning

The student teacher...

5 = superior

1 = no skill

- I1** uses assessment techniques that measure student learning objectives identified in lesson plans 5 4 3 2 1 U
- I2** uses assessment designed to measure students' progress on appropriate learning standards 5 4 3 2 1 U
- I3** uses a range of assessment including authentic 5 4 3 2 1 U

Comments: _____

Our degree candidates teach caringly and effectively and are professionals.

J. Professional Commitment & Responsibility

The Student teacher...

5 =superior

1= no skill

- J1** maintains accurate records 5 4 3 2 1 U
- J2** continually reflects on teaching 5 4 3 2 1 U
- J3** shows professionalism 5 4 3 2 1 U
- J4** exhibits behaviors of professional growth 5 4 3 2 1 U

Comments: _____
