



Holy Cross College
Teacher Education Program
Notre Dame, Indiana

*Compelled to Action:
Educating Hearts and Minds
of Teachers for All Children*

**STUDENT TEACHING
HANDBOOK**

August 2017



**Holy Cross College
Teacher Education Program**



**STUDENT TEACHING HANDBOOK
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STUDENT TEACHING HANDBOOK

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THE NATURE OF STUDENT TEACHING

Student teaching is the culminating experience of the formal teacher preparation program at Holy Cross College. During this internship semester, student teachers are given the opportunity to fully integrate and apply the knowledge and skills they have acquired during their courses and experiences.

However, student teaching is much more than a culmination; it is also an initiation. This comprehensive experience provides the preservice teacher with an admission into the teaching vocation and marks the beginning of the ongoing development of a professional educator.

*Education Department Chair
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THEME AND OBJECTIVES HOLY CROSS COLLEGE STUDENT TEACHING SEMESTER

THEME OF HOLY CROSS TEACHER EDUCATION PROGRAM

The theme of the Teacher Education Program is *Compelled to Action: Educating Hearts and Minds of Teachers for All Children*. Holy Cross College transforms lives by building competent minds and compassionate hearts. Candidates are equipped with the knowledge, skills, and values to be empathetic and culturally competent professionals who function as scholars, problem-solvers, and effective decision-makers in private and public schools.

Candidates have multiple opportunities to develop their teaching skills to enhance the education of all children. The preparation is in the effort to develop beginning teachers who are completed to act as stewards who will support the education of all children. Development will be ongoing and require skillful reflection upon performance and continuous transformation.

Teaching is a balance between art and a science. Decisions must be made moment-by-moment that maintain a continuously shifting balance among teacher, student and content. During the student teaching semester, candidates have the opportunity to put knowledge into practice as they facilitate instruction and interact at a school. They combine their content knowledge and teaching passion to become reflective professionals.

The principles of the Holy Cross Teacher Education Program are organized into three domains:

Passionate Teachers

- Candidates view teaching as a vocation
- Candidates develop compassionate hearts for teaching
- Candidates value the cultural and linguistic backgrounds of their students
- Candidates embrace action on behalf of all children
- Candidates foster Gospel values in secular and parochial ways
- Candidates see themselves as teachers who serve those marginalized by society
- Candidates promote acceptance and understanding of cultural and language diversity in the school and community
- Candidates create high and positive expectations for all learners, including those for whom English is not their first language
- Candidates integrate the disciplines to create meaningful curriculum
- Candidates provide all learners with access to learning opportunities

Content Knowledgeable Teachers

- Candidates develop their minds within a liberal arts tradition
- Candidates know their content well
- Candidates understand second language acquisition and development and can adjust instruction and assessment tools to promote interaction and learning for English language learners in their classrooms
- Candidates create challenging and engaging curriculum for all children

- Candidates set learning goals, create instruction, and develop a variety of assessments for children that show command of the subject matter and respect for students' primary cultures
- Candidates model effective communication, writing and speaking effectively
- Candidates use a variety of media and technology, multiple strategies, and effective materials to engage students, including those for whom English is not their first language
- Candidates encourage students to see, question, and interpret ideas
- Candidates use appropriate classroom procedures
- Candidates create collaborative, supportive environments for all children to learn

Reflective Professionals

- Candidates make effective decisions and solve problems in the best interest of students
- Candidates see themselves as lifelong learners
- Candidates review their performance constantly to improve
- Candidates seek help from other professionals as needed
- Candidates collaborate with families and community as needed

In addition, candidates are expected to demonstrate proficiency of the core competencies that guide all work at Holy Cross College.

College Core Competencies

CC1: Critical and Creative Thinking

- apply learning in the liberal arts to everyday life
- make connections among disciplines of study
- read critically
- ask relevant, detailed, and probing questions
- recognize the differences among facts, opinions, and respond to logical fallacies
- express aesthetic appreciation and insight
- solicit feedback, evaluate, and revise creative products

CC2: Communication—Written and Oral

Students will be able to write effectively at a college level as described by the following criteria:

- understand and employ the basics of grammar, syntax, and usage
- develop an effective writing process of planning, writing, and revising
- produce well researched and properly documented assignments
- produce assignments of various lengths and purposes (e.g., expository, persuasive, narrative, descriptive)
- adapt writing assignments to fit the specific audience and/or academic discipline being addressed

Students will be able to speak effectively in a variety of academic situations as described by the following criteria:

- listen to and give effective feedback to speakers
- prepare and deliver well-organized and coherent oral presentations, with a clear main point and supporting details
- speak in a manner appropriate to specific audiences
- defend a point of view with clear, logical, and convincing arguments

CC3: Human and Spiritual Growth

- apply basic principles of respectful and effective social interaction
- demonstrate growth in self-knowledge and purpose to meet the needs of the world
- demonstrate responsibility and accountability for one's actions and decisions
- integrate and model Christian/Catholic values in daily life
- engage culturally diverse communities through direct experience

- F. increase intercultural communication and linguistic/cultural skills
- G. examine critically the moral and social implications of contemporary issues
- H. explore and discern one's vocation in life while demonstrating the obligation to serve others

CC4: Technology and Information Management

- A. demonstrate operational abilities in information and communication technologies
- B. integrate computer application skills into professional and personal activities
- C. discriminate among different sources of information
- D. evaluate critically the roles of various technologies in their lives

CC5: Quantitative Reasoning

- A. demonstrate higher-order thinking skills, such as reasoning from evidence
- B. effectively follow the scientific method in logical, varied, interesting, and ethical ways
- C. use mathematical principles and skills to help recognize, evaluate, and solve problems in everyday life
- D. exercise objectivity in

STUDENT TEACHING SEMESTER

Overview

1. Students completing licensure in elementary education must complete a minimum of 14 weeks of professional experience. This may be one 14-week placement, or two placements of 10-weeks and 4-weeks, with one placement having English language learners.
2. Student teaching requirements include actual classroom participation and teaching, as well as teacher workshops, parent-teacher conferences or other inservice days in which the student teacher participates. School vacation days are not included in the total. Snow days are not included in the total; if excessive, it may require an extension of classroom time to complete requirements.
3. The calendar of the cooperating school does not always coincide with the Holy Cross College calendar. During the student teaching experience the student teacher will always follow the calendar of the cooperating school. This means that student teachers will continue teaching during the Holy Cross College spring (or fall) break and will take the breaks with their cooperating schools.
4. The student teacher is required to participate in all meetings and activities that are a regular part of the cooperating teacher's duties. The student teacher is not required to attend activities for which the cooperating teacher receives extra remuneration, or meetings of special committees on which the cooperating teacher serves.

Absences during Student Teaching

1. If the student teacher finds it necessary to be absent due to illness or other emergency, the cooperating teacher, the college supervisor, and the Director of Student Teaching must be notified as soon as possible (preferably before 7:00 a.m.). Failure to notify the Director of Student Teaching of an absence, or questionable and/or repeated absences is a serious concern that could lead to the termination of a student teaching placement.
2. Student teachers are allowed one (1) day for illness or emergency in each placement. Additional absences must be made up at the completion of that student teaching placement.
3. Absences due to college sponsored events or job interviews **may** be allowed. However, these absences must be agreeable to the cooperating teacher and have **at least one week prior clearance** from the Director of Student Teaching.
4. Punctuality is very important. The student teacher should arrive at school no later than the cooperating teacher and stay until required teacher contract ending time or until the cooperating teacher leaves (within a reasonable time frame).

ADMISSION TO THE TEACHER EDUCATION PROGRAM AND STUDENT TEACHING

Students must complete Phase 1 and Phase 2 assessment requirements prior to student teaching. Students must have completed all methods courses and meet the grade criteria described in the Phase 1 & 2 Assessments.

Phase Assessment

Phase 1 Assessment: Admission to the Teacher Education Program

The following abilities are judged for admission to the program:

- Communicates effectively in analysis of self and others
- Observes critically
- Identifies own values
- Articulates personal teaching philosophy
- Relates values to college and program mission
- Uses appropriate language and form
- Acts responsibly and professionally
- Takes charge of own learning

- A. For admission to the program, students must complete the following:
1. Presents evidence of successful completion of the following:
 - Overall GPA of 2.5 or better
 - Grade of C+ or better in EDUC 200
 - ACT score of 24 or SAT composite score of 1100 or passing of all sections of CASA
 - Submit TEP application
 - Philosophy of Teaching statement
 - Completion of introductory field experience required by the program with satisfactory evaluation by the mentoring teacher and the college instructor for EDUC201
 - Minimum of C in all courses required by the major, minor and licensing areas
 2. An interview with the Teacher Education Committee (TEC). This interview is rated by two members of the committee independently of each other.
 3. Acceptance into the Teacher Education Program
- B. Students who transfer into the Department of Education from another program must make an appointment with an Advisor to determine appropriate preparation for Phase 1 Assessment.
- C. Students meeting all but one admission criteria may petition the Teacher Education Committee for consideration to the program.
- D. Students must be admitted to the Teacher Education Program before enrollment in any “Block” level courses is approved.
- E. The Department of Education does not accept educational methods courses that have been taken by correspondence/online.**

Phase 2 Assessment: Required for Student Teaching

- Complete 300 and 400 level coursework with “C” or better
- Overall GPA of 2.5 or better
- Sample of reflective writing – Self-analysis of teaching strengths and weaknesses
- Interview with TEC and education professionals
- File Review
- Required Testing (Passing scores determined by the state)
 - Pearson ES Indiana Core Assessments (Elementary Education 060-063)
 - Pearson EX Developmental/Pedagogy Exam (Elementary Education 005)
 - ENL (English New Language (019)

PLACEMENT POLICIES AND PROCEDURES

Placement Policies

1. The Director of Student Teaching will make all student teaching placements. Specific requests for placement will be given consideration; however, students will **not** make the actual arrangements.
2. Students will not be placed in a building where close relatives or friends are currently employed.
3. Students will not be placed in a building where they were students during the previous eight year period.
4. Students will not be placed in buildings where other close relatives are in attendance.
5. Students will not be placed in a building where they are currently or were previously employed.
6. Students will be placed in state accredited schools **within 30 miles** of Holy Cross College that can be easily reached **within 30-45 minutes** from the campus. A student may be allowed to complete a placement in a private or religious school if the teacher is state certified. The following school districts are options for placing student teachers:

Indiana Public Schools

Elkhart Community Schools
Penn-Harris-Madison Schools
School City of Mishawaka
South Bend Community School Corporation

Private Schools

Area Catholic schools
Independent schools

Note: Any exceptions to these placement policies must be requested in writing and submitted to the Teacher Education Committee for consideration.

Placement Procedures

1. The student makes an appointment for an interview with the Director of Student Teaching, **by the last Friday in February** of the academic year prior to student teaching.
2. The student completes the Application for Student Teaching and Placement Request. As a part of the request, the student will give two to three preferences for schools and grade levels/programs. The Director of Student Teaching will make every effort to accommodate these requests.
3. Once the student has been accepted for student teaching, the Director of Student Teaching will contact the proper school officials to request consideration for the student teaching placement.
4. The student is informed when the school has agreed to consider this placement. The student then makes arrangements for an meeting with the potential cooperating classroom teacher (and in some cases the building principal). They will visit the classroom at least once prior to beginning the placement.
5. The placement will begin in the semester prior to Student Teaching. During this semester, the student will spend 1 ½ days a week in the placement. If there is a need to change the placement at the request of the cooperating teacher or the student, the Director of Student Teaching will make the decision regarding a new placement.

SUMMARY OF PARTICIPANT RESPONSIBILITIES

The student teaching experience requires a high level of collaboration between the K-6 education community and the college faculty. The quality of the relationships that exists among the participants influences the success of student teaching. An understanding of the various roles is essential. The following statements briefly summarize the primary responsibilities of the student teacher, cooperating teacher, college supervisor, director of student teaching and the building principal.

THE STUDENT TEACHER:

1. Exhibits the characteristics of a professional including initiative, dependability, and punctuality.
2. Gradually assumes the full range of responsibilities expected of a classroom teacher.
3. Participates in all meetings, activities, and school programs that are expected of a regular classroom teacher.
4. Attends the weekly on-campus EDUC 490 Senior Seminars.
5. Responds positively and professionally to the suggestions and guidance of the cooperating teacher, college supervisor, and Director of Student Teaching.
6. Devotes comprehensive commitment to student teaching responsibilities.

THE COOPERATING TEACHER:

1. Mentors the student teacher by providing feedback.
2. Facilitates in co-teaching experiences with the student teacher.
3. Creates an environment in which the student teacher is able to learn and grow.
4. Demonstrates sound teaching methods and is able to explain the practices.
5. Gradually transitions the student teacher into full-time teaching.
6. Encourages the growth of the student teacher through specific and frequent feedback.
7. Completes and submits all evaluation forms.
8. Maintains final authority on matters related to the students and the classroom.

THE COLLEGE SUPERVISOR:

1. Provides encouragement and support to the student teacher and cooperating teacher.
2. Facilitates the development of the mentor relationship between the cooperating teacher and the student teacher.
3. Visits the classroom for the purpose of observation and conferencing with the student teacher and cooperating teacher.
4. Provides oral and written feedback to the student teacher.
5. Submits all observation forms and a grade recommendation to the Director of Student Teaching.

DIRECTOR OF STUDENT TEACHING:

1. Provides orientation to the student teaching experience for the student teacher, cooperating teacher and college supervisor.
2. Facilitates the weekly on-campus senior seminar for student teachers and, whenever possible, visits each student teacher in the classroom.
3. Negotiates a solution to any serious problems that may arise, in a manner that is, as much as possible, agreeable to all parties.
4. Submits the final grade to the registrar based on the recommendations of the classroom teacher and college supervisor, and completion of course requirements.
5. Conducts an exit interview with each student teacher at the conclusion of the student teaching experience.

THE SCHOOL PRINCIPAL (or ASSISTANT PRINCIPAL):

1. Encourages a favorable attitude in the school and community toward the student teaching program.
2. Provides appropriate direction and suggestions to the student teacher.
3. Is encouraged to observe and conference with the student teacher.

The Student Teacher's Responsibility in Orientation to the School & Classroom:

1. Present yourself as a professional from the very first encounter in the classroom.
2. Take the initiative to become acquainted with the school and classroom policies and procedures. Read any available handbooks or policy manuals as soon as possible.
3. Learn the names of the students as soon as possible.
4. Ask questions!! Any time you find yourself wondering why the teacher did something – ask.
5. Ask specific questions about classroom management procedures. Know what consequences for non-compliance are appropriate for students in the classroom or the school.
6. Take immediate responsibility to build professional relationships with fellow teachers, administrators, parents, and staff. Eat lunch with other teachers and staff at least once each week – even if your cooperating teacher doesn't.

PLANNING AND INSTRUCTION

The ultimate goal of student teaching must always be the children's learning. Effective instruction that facilitates student learning requires a variety of instructional strategies and is based upon thoughtful planning and assessment.

INSTRUCTIONAL PLANNING

1. **Detailed lesson plans and long-range planning are required during student teaching. Student teachers are to use the attached lesson plan format.**
2. All lesson plans should give reference to the appropriate Indiana/Common Core Standards.
3. The final responsibility for the plans is with the student teacher; however, the cooperating teacher has a critical role in the process. The cooperating teacher will assist in the planning and will review all daily lesson plans. The schedule for submitting these plans may vary somewhat;

however, every daily lesson plan must be available to the cooperating teacher **at least 2 school days** before the date of the planned instruction.

- The entire curriculum unit must be available for the cooperating teacher's review **at least 3 school days** before the scheduled start date.
4. The cooperating teacher will give written or oral feedback regarding the plans. After the plans have been reviewed, the **cooperating teacher should sign or initial each lesson.**
 5. **All plans will be kept in a binder and be made accessible to the college supervisor at each visit.**
 6. In the early days of the experience some student teachers may rely heavily on the cooperating teacher while planning. As the experience progresses, however, the student teacher will become more and more independent and should be initiating his/her own ideas for lesson planning.
 7. Good organization is an important aspect of effective planning. The student teacher should have all materials and supplies prepared and on hand before the beginning of each lesson.

CLASSROOM INSTRUCTION

1. The student teacher should employ a **variety of instructional approaches** that are appropriate to the subject area and developmental level of the students.
2. While variety is encouraged and expected, the student teacher should find a balance between using routines and trying something new in a lesson.
3. The cooperating teacher will be able to provide insight into which strategies have proven effective with students or a subject area. However, the student teacher should have the freedom to try approaches that may be new to the cooperating teacher.
4. The student teacher should keep in mind that extra time will be needed to orient students to instructional strategies that are new or unfamiliar to them. Also, the student teacher should not become discouraged if initial attempts with a new strategy are less than successful. As with any skill, practice is needed in order to reach competency.
5. A reflection should be done after each lesson. The following statements should guide a student teacher's self-assessment of each instructional experience:
 - My lesson objectives were clear to me **and** to the students.
 - I considered engagement and formative assessment before the lesson.
 - The lesson content was aligned with Indiana Academic Standards and was appropriate to the needs of my students.
 - The instructional strategies I chose were effective for the lesson content.
 - I consciously and actively involved **all** my students in the lesson, addressing differentiation, inclusion, and diversity issues.
 - I employed higher level questioning that encouraged students' cognitive processing.
 - I exhibited positive and effective classroom management throughout the lesson.
 - I included a means for accurately assessing the student's learning of the content.

SUPERVISION AND EVALUATION

Supervision and evaluation of student teachers are two separate, yet equally important, activities. Daily supervision from the classroom teacher is critical to the ongoing development of the student teacher's knowledge and skills. Periodic evaluation of these skills allows the student teacher to chart his/her progress.

SUPERVISION OF STUDENT TEACHERS

One of the greatest benefits of the student teaching experience is that it provides the student teacher with the opportunity to apply his/her knowledge and skills in a supervised setting. The amount of supervision required will vary from student to student, but even the most skilled student teacher needs, and desires, constructive feedback on his/her practice. Supervision will be provided daily by the cooperating teacher and at various points throughout the semester by the college supervisor.

Classroom Teacher's Responsibilities in Supervision

1. Due to the many hours spent with the student teacher, the effectiveness of the classroom teacher's supervision will greatly influence the student teacher's growth. From the beginning meeting, establish a dialogue for communication. Encourage the student teacher to ask questions and explore understandings.
2. The student teacher needs regular and **specific** feedback. This should include recommendations and suggestions for improvements as well as commendations on good ideas and practices. The feedback could be in writing, orally, or both. If the student fails to respond to your suggestions, ascertain the reason why. Was it a lack of understanding, lack of ability, or lack of motivation?
3. It is possible that a student teacher may be doing some things very well and not even realize it; therefore, praise should be just as specific as the suggestions for improvement.
4. The student teacher and cooperating teacher should establish a regular schedule for brief, informal conferencing as well as more extensive formal conference sessions. Make yourself available to answer his/her questions in a private, unhurried manner.
5. When the student teacher first begins teaching, formal conferencing will need to be at least on a daily basis. As the semester progresses it may become less frequent and more informal. However, both you and your student teacher will benefit from the opportunity for regular discussion of classroom events.
6. Student self-assessment and evaluation is an essential professional skill and should be a regular element of each conference session. Along with your appraisal of instructional events, encourage the student teacher to provide self-assessment comments.
7. The cooperating teacher should remain in the classroom most of time during the first weeks in order to provide necessary feedback. As the student teacher gains confidence and skill, the cooperating teacher will engage in co-teaching activities or leave the room to work with individuals, small groups, or school projects. The student teacher should have the opportunity to be in complete charge of the class at times.

8. The cooperating teacher should be situated away from the front of the classroom while the student teacher is teaching. This will encourage the students to follow the authority of the student teacher and will provide the student teacher with the sense of responsibility needed to direct the instruction and maintain discipline.
9. The student teacher may feel nervous and awkward in the beginning. It is not unusual for the student teacher to be so focused on “getting through” the lesson that the other aspects of classroom activity are missed. Experience generally improves this lack of awareness. However, the cooperating teacher should be on the alert for the student teacher who is slow in developing classroom “with-it-ness.”
10. Resist the temptation to interrupt the student teacher’s first lesson attempts. Unless student safety is an issue, hold your suggestions for later. In most cases, the student teacher will benefit from making small mistakes and then learning to deal with the consequences. However, occasionally a student teacher may need help or correction during instruction. If this should occur, the cooperating teacher may offer a suggestion or clarify an explanation as unobtrusively as possible.
11. The student teacher who is really struggling is generally aware that something is going wrong, but may not be able to identify exactly what or why. This student teacher will need assistance in ascertaining the reasons and, even more importantly, in developing a plan for improvement. Even in this situation it is important to point out positive aspects of the student teacher’s practice. Merely giving a long list of what is going wrong can be overwhelming and discouraging.
12. If a student teacher continues to struggle and is not responding to the mentoring of the cooperating teacher, the college supervisor should be contacted and additional classroom visits can be arranged.

College Supervisor’s Role & Responsibilities

1. The college supervisor will visit the student teacher at least three (3) times during a 14-week placement. In addition, there will be a review of a lesson on video. The lesson plan should be turned in with the lesson. The student teacher will do a reflection and the supervisor will also score the observation. During a 10-week placement, there will be 2 formal observations in addition to the video. There will be 1 formal evaluation in the 4 –week placement. (The number of visits could be increased or decreased depending upon the progress of the student teacher.)
2. The student teacher will provide the college supervisor with a class schedule for daily subjects, special class, and lunch/recess times. A school/district schedule that includes the dates of any non-teaching days and special events should also be provided. The student teacher is also expected to keep the college supervisor apprised of any changes to the schedules.
3. On each visit the college supervisor will observe the student teacher in his/her elementary classroom for at least one hour of instructional time. During this time the supervisor will also survey the student teacher’s lesson plan notebook and reflective journal.

4. The college supervisor also has a conference with the cooperating teacher on or after each visit. The purpose of this brief conference is to gain the cooperating teacher's perspective on the student teacher's progress.
5. At the conclusion of each visit, the college supervisor will conference with the student teacher if possible. This conference should begin with opportunities for student self-assessment. The remainder of the conference will deal with specific commendations and recommendations regarding the student teacher's progress, as well as general comments on the student teaching experience. The College Supervisor Observation/Evaluation Form will provide focus for this meeting.
6. The college supervisor provides copies of the Observation/Evaluation Form to the student teacher and the cooperating teacher. This form includes a brief assessment of the student teacher's progress in each of three areas of the Holy Cross Teacher Education Program's Conceptual Framework. It also includes a few specific comments regarding the lesson observed.

EVALUATION OF STUDENT TEACHERS

Everyone involved in the evaluation of student teachers must remember that the goal of the teacher preparation program is to prepare outstanding **beginning** teachers. The performance of the student teacher is not expected to be that of a veteran teacher. The cooperating teacher, the college supervisor and the student teacher all have a part in the evaluation of the student teacher's progress. While the cooperating teacher carries the greater responsibility for supervision of the student teacher, the college supervisor maintains the final responsibility in the evaluation of the student teacher.

Cooperating Teacher's Responsibilities

In addition to mentoring, the cooperating teacher is asked to complete three formal evaluation forms regarding the student teacher's progress.

1. Within the first three weeks the cooperating teacher should have a conversation with the college supervisor as to the progress of the student teacher.
2. The cooperating teacher should conduct **one formal evaluation of the student teacher before week 8 of the placement**. Copies of this should be given to the student, the cooperating teacher, and the Director of Student Teaching.
3. The Midterm Evaluation Rubric is completed during the **sixth or seventh week of student teaching**. Mastery of the objectives is not expected at this point. It is important to identify areas of weakness while there is still time for the student teacher to address them. The cooperating teacher should discuss this evaluation form with the student teacher before sending it to the Director of Student Teaching.

4. The Final Evaluation Form is completed during the **final week of student teaching**. The cooperating teacher and student teacher should discuss its contents before submitting it to the Director of Student Teaching.

College Supervisor's Responsibilities

The College Supervisor Observation/Evaluation Report Form, which is completed on each visit, provides an opportunity for the college supervisor to assess the student teacher's progress in relation to the Principles of Teaching of the Holy Cross Program.

1. This report will include a grade for the student teacher at that point in the experience. Input from the cooperating teacher is essential for a fair assessment of the student teacher's skills. A grade recommendation **will not** be given on the first classroom visit. Each grade recommendation should be made in relation to the standards of practice expected of the student teacher at the completion of the experience. The grade that is recommended at the end of the semester represents the student teacher's progress and performance in relationship to the standards.
2. The college supervisor will complete the Final Evaluation Form following the last classroom visit. The final recommended grade is included on this form. While it is best to review this form during a formal conference with the student teacher, he/she will be given an opportunity to review it during the concluding conference with the Director of Student Teaching.

GENERAL RECOMMENDATIONS TO THE STUDENT TEACHER

1. Always remain open to the suggestions from the cooperating teacher and the college supervisor. These individuals are eager for you to succeed.
2. If you desire more feedback than you are receiving - ask for it! The cooperating teacher or college supervisor may be providing only as much constructive criticism as they perceive you are ready to accept. If you appear eager for input, you are more likely to receive it.
3. A lesson that appears to be a complete failure will provide the greatest opportunity for reflection and growth. Instead of being overwhelmed by feelings of discouragement, attempt to step back and be objective about the situation.
 - First, list the specific aspects of the lesson that went well.
 - Next, determine the reasons why the lesson went wrong and list some specific ways to make changes for the future.
4. Always keep your students' learning as your primary goal. You are their teacher and responsible for whatever learning takes place during your weeks of teaching. The cooperating teacher should not have to make up for lost ground after you leave.

RESOLVING PROBLEMS DURING STUDENT TEACHING

Open communication is a key component of the student teaching experience to which everyone needs to make a commitment. If a problem should arise, especially between the student teacher and cooperating teacher, the following guidelines should be followed:

1. When the problem first arises, go to the individual with whom you have the concern and attempt to resolve the difficulty. There may be times when confidential conversations with the college supervisor are necessary; however, problems are seldom resolved unless an open meeting with all parties occurs.
2. If such a meeting fails to resolve the situation, then the Director of Student Teaching or the Education Department Chair will become involved after notification of the problem.
3. All problems will be handled in a professional manner. Discussion of the situation should include **only** those individuals who could assist in the resolution of the problem.

IMPROVEMENT PLAN

An improvement plan is an agreed upon set of tasks related to teaching responsibilities and effectiveness. A plan is designed with explicit steps that will support student teachers professional development. The plan is intended to make all parties, the student teacher, cooperating teacher, college supervisor, and director of student teaching, involved aware of areas that need improvement, how these areas can be addressed, and the support for the student teacher.

Issues which may be cause for an improvement plan include, but are not limited to:

- one or more areas of concern that is/are noticeable as deficits as evident on evaluation forms, or from observations of classroom performance
- comments by the cooperating teacher, school principal, or college supervisor that indicate a notable concern
- reports of unprofessional behavior/conduct
- reports of excessive tardiness, unexcused absences, or inadequate time at required duties
- reports of inappropriate relationships with students or adults at the school
- any behaviors which reflect unsuitably on the concepts of Holy Cross College and/or its Teacher Education Program

Basic elements of an improvement plan include:

- a short narrative of the context of the situation prompting the need for an improvement plan
- specific tasks to be completed by the student teacher to demonstrate progress
- a time line for expected improvement
- specific meetings and individuals involved in the meetings to monitor progress
- communication modes to share materials and comments about the tasks and/or meetings
- a date for a reassessment of the plan
- signatures of the student teacher, college supervisor, director of student teaching, and when appropriate the cooperating teacher
- a copy of the plan given to the student teacher and director of student teaching, and when appropriate to the cooperating teacher and college supervisor

DUE PROCESS PROCEDURES

If there are questions concerning any action taken by the Director of Student Teaching or Teacher Education Program faculty/college supervisor, a student has the right to appeal through the due process procedures set forth here.

1. The first step is to attempt to resolve the issues with that individual.
2. If a resolution cannot be found, a written appeal may be submitted to the Chair of the Education
3. Department or Dean of Faculty.
4. If the Chair's or Dean's decision is not acceptable to either party, he/she may appeal to the Executive Vice President. The determination made by the Holy Cross College Administration is final.

POLICY ON RETAKING STUDENT TEACHING

Occasionally a student teacher will encounter such serious difficulties that he/she is unable to successfully complete the experience. When it is clear that these problems were a direct result of the student teacher's actions (as opposed to circumstances beyond his/her control), then the Director of Student Teaching and the Holy Cross College Supervisor must make a decision regarding the best course of action. The decision will be based upon any number of the following reasons:

1. A number of the scores on the Evaluation Forms are 1's and 2's, and the cooperating teacher and/or college supervisor have serious concerns in key areas such as classroom management, student rapport, appropriate instruction or lesson planning.
2. The student teacher is unable to identify the nature of the problems, or the student teacher cannot present possible solutions to the problems.
3. The student teacher is not open to the suggestions made by the classroom teacher or college supervisor, or the student teacher does not make a clear attempt to rectify the problems.
4. The cooperating teacher and/or the college supervisor have serious concerns regarding the student's dependability (including persistent tardiness, failure to report absences, questionable and repeated absences, or poor daily preparation).

Based on the previous criteria, a course of action will be chosen from among the following options:

1. The student teacher is counseled to drop student teaching and encouraged to pursue an alternative degree.
2. The student teacher is counseled to drop student teaching and allowed to return to re-enroll in student teaching during the following semester or year. The student must submit a written statement regarding the nature of his/her difficulties and how he/she would rectify those problems if given another opportunity. The student may also be required to successfully complete an extended practicum experience before being allowed to re-enroll.
3. The student teacher may be immediately moved into a new placement and allowed to complete his/her student teaching during the same semester. This option will **only** be chosen under

special circumstances, such as when the student teacher is having difficulties in only one area and potential for success is clearly evident.

LEGAL AND ETHICAL ISSUES

1. Holy Cross College expects its student teachers to be at all times under the supervision of competent professional personnel (i.e., the cooperating teacher, a licensed substitute teacher, or the building principal). Student teachers should not be asked to serve as substitute teachers. It is Holy Cross College's policy not to allow the student teacher to be used in a way that precludes the hiring of a substitute teacher.
2. In an emergency situation, the cooperating teacher may assist in another teacher's class until a substitute arrives while the building principal supervises the student teacher.
3. Experiences working with students during special assignments and with activities within the teaching schedule (such as field trips and extra-curricular activities) are valuable. Holy Cross College's policy is that the student teacher should not supervise such activities without the presence of the cooperating teacher and that the student teacher should not be asked to supervise such activities in the place of the cooperating teacher.
4. Student teachers shall remain students of the college and shall not be employees of the school corporation for any purpose except as listed below:
 - Student teachers shall be under the direction and control of the school corporation through the cooperating teacher, principal, and other administrative personnel while they are on the premises of the school corporation.
 - The school corporation shall provide student teachers the same protection against liability arising in connection with their assignments and projects at the school corporation as is provided for members of the school corporation's permanent faculty.
5. Student teachers may not administer corporal punishment, regardless of school policy. Other forms of punishment should be in accordance with the standards established by the cooperating teacher and building principal.
6. Student teachers may not transport students in their own vehicles.
7. Student teachers should never meet alone with a student in a secluded place.
8. Student teachers often have access to personal information regarding students, teachers, and parents. This information should be handled with the greatest professionalism and discretion. **During discussions with the college supervisor or the Director of Student Teaching, the full names of students or school personnel should not be used, or the name be replaced with a pseudonym. Student teachers should not engage in social media relationships with cooperating teachers or students during student teaching.**
9. Student teachers have reviewed fundamental laws relevant to teaching situations to understand their duties and obligations as a professional.

INDIANA TEACHING LICENSE

TESTING

All teacher candidates are required to pass the PPST (Pre-Professional Skills Tests) or qualify based on other state approved competency measures, and the appropriate area tests as requirements of Holy Cross College Teacher Education Program and to receive an Indiana Teacher's Certificate.

PEARSONCORE (Subject/Specialty Tests):

- All teacher candidates are required to take, and pass, at least one specialty area test as specified by the state in order to receive certification in Indiana.
- All tests should be taken before or early during student teaching.
- Passing scores on the tests is one of the requirements for application of a teaching certificate, and factors into your grade for EDUC 490 Senior Seminar.
- When you register, be sure to request the scores be sent to **both** Holy Cross (**1300**) and the Indiana Department of Education Division of Professional Standards (**7238**).
- If you plan to apply of the license in another state that uses the PRAXIS exams, you will want to include that state's licensing agency as well. The codes are available online.
- If you qualify for any of the following accommodations, be sure to check online. It will take additional time to receive permission for these special accommodations, so begin early.
 - English is not your primary language.
 - You have a diagnosed learning disability.
 - It is sometimes possible to get a fee waiver. Check online for requirements.

LICENSING

1. Upon completion of all your required coursework (including student teaching), apply for an Indiana license online at the Office of Educator Licensing and Development (OELD) at www.doe.in.gov/educatorlicensing/. (Check with the Holy Cross licensing advisor that your CPR certificate and Praxis exam scores are on file at the college.) There is a \$35 fee required with the application that requires a credit card. Even if you plan to teach in another state you should apply for an Indiana license. Holding an Indiana license will facilitate securing a license in that state.
2. If you are seeking certification in another state, contact the state licensing agency to inquire about reciprocity with Indiana and testing requirements. The state may require testing that Indiana did not require. At this time the Indiana teaching license is reciprocal in 37 states. You may be hired in the other states by agreeing to complete some additional requirements.
3. The Indiana **REPA** teaching license designates you as a teacher for
 - Generalist: Early and Middle Childhood (K-6)
 - English Learners [**Rules 2002** license: English As A New Language]
4. Your initial Indiana license (called an Initial Practitioner license) will be valid for 2 years. You will participate in the residency program for a two-year period. The program is managed by a building level administrator (BLA).

5. The next licensure is called Proficient Practitioner, valid for 5 years. Refer to the Indiana Department of Education website at www.doe.in.gov/educatorlicensing for information about a professional growth plan (PGP) and license renewal. Be proactive in ensuring that you are properly fulfilling requirements.

THE STUDENT TEACHING SEMESTER

EFFECTIVE TEACHING DOCUMENTATION

Propose: This assignment provides evidence of your ability to plan instruction, determine the effect of the instruction, and communicate the results.

Requirements:

1. **Select three (3) children** of different ability levels or circumstances whose progress you will track during four (4) weeks of your student teaching. The children should be of different genders.
 - a. One child performing at a high ability level.
 - b. One child with a diagnosed learning difficulty (possibly with an IEP), or an English language learner.
 - c. One child with a learning challenge or performing at a low ability level (no IEP).
2. **Documenting Effectiveness of Instruction**
 - a. Set up a special notebook or folder for anecdotal records and to keep samples of selected children's work. The work should relate to the focus for that student.
 - b. **Anecdotal records** should describe the child's achievements, behavior, and/or conditions with at least **2-3 entries each week**. Always date entries.
 - On regular notebook paper or formatted style
 - Your notes should include data that will help you evaluate the student's ability
 - Ex: Joey was having trouble decoding words with the ch sound. He was doing fine if the sound was at the end of a word, but seemed to miscue when it was the beginning sound.
 - c. For each child:
 - i. Write a description of the child (age, family, etc.) with source of information.
 - ii. Write an explanation of the child's learning needs and performance levels, including the source(s) of information and data collected.
 - iii. Write a plan of action to help the child. Specify instructional procedures for behavioral and academic accommodations and modifications to improve the child's performance.
 - d. Collect the same or similar **work samples**, (originals or copies) for each child that relate to lessons that you have taught.

There should be at least **four (4) assignments/assessments** during the assignment weeks.

Complete a reflection of the lesson based on the student work samples. Did the students learn? How do you know? What do they still need? How will you address any gaps?

- e. **Establish a performance baseline** for the child's knowledge/skill for the content as the instructional period begins. The item can be a formal or informal assignments/assessment related to a topic.- You will choose one curricular area for this. You will demonstrate the student results with a pre-test, plan instruction and demonstrate differentiation for each of the students, take anecdotal notes during the unit, include lessons that will act as formative assessments for you, and administer a post-test. You will then write a reflection about the unit. See the guiding questions under Reflection of Effectiveness.
- f. **Keep records** of all the children's assessments: pre, formative, post
 - Prepare a synopsis of the student's ability and how they have changed as a result of the learning period. Also write what your next steps would be with the student.

3. Reflection on Effectiveness

- a. Title page with assignment, your name, course, semester & year.
- b. Compile information into a binder in the following order.

Instruction (with tabs)

1. Lesson Plan(s) **Four (4) assignments/assessments**
2. Work Samples from the children related to lesson(s)
 - a. Samples should demonstrate the lesson objective
 - b. At least one (1) assessment/assignment should be an original item that you created.
 - c. Please conceal the last name on any paper.

Assessment Data & Collective Reflection (with tab for each child)

- A. Baseline score and performance record [for one area]
 - Performance record sheets should chart scores over time for the objective.
- B. Collective Reflection Questions
 - i. Did the lessons provide adequate guidance for the children to acquire the content being presented? **How is this verified by your data and anecdotal notes?**
 - ii. What would you do differently if you were teaching these lessons again? **Why?**
 - iii. Do the assessments/assignments represent genuine student learning of the objectives? How do you know?
 - iv. Discuss the progress of the children from the beginning assessment to the end of the instruction. Indicate the gains, consistency, or regression of performance. Explain plausible reasons for performance.

Child 1 - high ability level (with tab)

- A. First name and category: description, learning needs, and plan of action
- B. Anecdotal records
- C. Work samples
- D. Individual Reflection Questions (listed below)

Child 2 - IEP or ELL (with tab)

- A. First name and category: description, learning needs, and plan of action
- B. Anecdotal records
- C. Work Samples
- D. Individual Reflection Questions (listed below)

Child 3 - low ability level or challenge (with tab)

- A. First name and category: description, learning needs, and plan of action
- B. Anecdotal records
- C. Work Samples
- D. Individual Reflection Questions (listed below)

❖ Individual Reflection Questions: [Answered for **each child** using all work samples and anecdotal notes collected during student teaching]

- i. In which area was the student most successful? Why do you think this occurred? What implications are there for your future practice?
- ii. In which area was the student least successful? Why do you think this occurred? What implications are there for your future practice.
- iii. In what ways do you believe the instructional procedures that you chose affected the child's learning either for the positive or the negative?
 - 1. Reflect on difficulties and strengths evident in work samples.
- iv. In what ways do you believe the format of the work sample(s) affected the child's learning either for the positive or the negative?
- v. Was your plan of action for the child effective? How do you know?
- vi. What would you do differently if you were teaching this child again?

Exit Interview E-folio

Purpose: A resume helps you get an interview. A portfolio is what you bring to an interview to showcase your abilities and experiences to a prospective employer (Postman, 2008).

Departments of Education at the federal and state level are requiring teachers to demonstrate their effectiveness in professional practices. A portfolio should include lesson plans, examples of students' work, documentation of teaching-related activities, work with children, and evaluations of performance. Items should be in a loose-leaf binder with tabbed sections and a professional display.

EXIT INTERVIEW REQUIREMENTS

- **E-folio Professional Display**
 - **Table of Contents**
 - Labeled tabs for quick access to content sections

Personal Data & Educational Experience

- Resume (updated)

Educational Stance

- Philosophy of Education paper (updated)

TEP Requirements (a separate tab for each of the requirements)

- Evidence supporting proficiency in each of the requirements areas
(content knowledgeable, reflective practioner,passionate teacher, classroom readiness)

College-Wide Competencies (a separate tab for each of the requirements)

- *Critical/ Creative Thinking (an artifact from course work or student teaching)*
- *Oral and Written Communication (an artifact from course work or student teaching)*
- *Human an Spiritual Growth (an artifact from course work or student teaching)*
- *Technology(an artifact from course work or student teaching)*
- *Quantitative Reasoning (an artifact from course work or student teaching)*

CONCLUDING REMARKS

If at any time changes or additions are made to the policies and procedures contained in this handbook, they will be distributed in writing to all parties during of the student teaching semester. Such additions will then supersede the statements contained in this handbook.

This document cannot address every situation or answer every question that may arise during student teaching. Any unanswered questions or new situation should be directed to:

Eileen Dial Ed.D
Education Department Chair
Holy Cross College
54515 State Road 933 North
Notre Dame, IN 46556

ACKNOWLEDGEMENT

We are grateful to Dr. Susan Karrer for sharing her expertise and assistance in the development of this handbook.

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APPENDIX

STUDENT TEACHING LESSON PLAN FORMAT

Holy Cross College -- Teacher Education Program

Lesson Plan

REQUIREMENTS:

- ▶ Plans are submitted to the teacher at least 3 school days in advance of instruction.
- ▶ Plans are typed or legibly handwritten.
- ▶ Plans have been reviewed and initialed by the cooperating teacher.

CRITERIA

Lesson Plan		
Subject		Date
Objectives	Learning targets are clearly stated in clear assessable performance terms Clearly linked to the standards cited and the assessments	
Standards	Clearly linked to the lesson objectives Included by number and description Appropriate for the instruction	
Materials (visuals, supplementary)	Describes all materials used including technology	
Introduction (Connect to prior learning)	Provides a clear introduction and relation to prior knowledge	
Procedures (Comprehensible input, interaction and engagement)	Provides enough detail so that a competent substitute would be able to follow Chosen instructional activity supports learning objectives and provides for student engagement with the material The strategy is applied correctly The instructional strategy will lead to the learning being assessed Presentation is logical and sequenced for learning	
Procedures: Small Group Instruction (Meaningful activities, strategies, interaction) May include modifications to process, content or product.	Above Level: Demonstrates thoughtful inclusion of activities or material for learners who need to move beyond the material. The strategies and activities are clearly explained and appropriate.	
	On Level: Demonstrates thoughtful inclusion of activities or material for learners who are on grade level. The strategies and activities are clearly explained and appropriate.	
	Below Level: Demonstrates thoughtful inclusion of activities or material for learners who are in need of support to learn the content objectives. The strategies and activities are clearly explained and appropriate.	

	<p>ELL : Demonstrates thoughtful inclusion of activities or material for learners who are in need of language support in order to master the content. The strategies and activities are clearly explained and appropriate.</p>
Accommodations & Modifications	<p>If there is no small group work in the lesson, the modifications for learners need to be explained clearly here. How will you support the learners listed above in the lesson?</p>
Closure	<p>Brings lesson to a closure with a clear transition to the next activity.</p>
Assignment	<p>What will the students be doing to practice (guided and independent)</p>
Assessment	<p>Clearly linked to the objectives and standards Allows for assessment of all students There is a clear understanding of proficiency (rubric, scoring guide,)</p>
<p>Lesson Self-Evaluation (Cite specific examples of the areas you focus on in your reflection.)</p>	<ul style="list-style-type: none"> • From the beginning to the end I was intentional in every aspect of my lesson. • My lesson objectives were clear to me and to the students. • I provided an engaging introduction to the lesson to stimulate my students' attention and provided focus to the lesson content. • I considered engagement and formative assessment before the lesson. • The lesson content was aligned with Indiana Academic Standards and was appropriate to the needs of my students. • The instructional strategies I chose were effective for the lesson content. • I consciously and actively involved all my students in the lesson, addressing differentiation, inclusion, and diversity issues. • I employed higher level questioning that encouraged students' cognitive processing. • I exhibited positive and effective classroom management throughout the lesson. • I provided a clear lesson closure. • I included a means for accurately assessing the student's learning of the content. • I have evidence of student learning.

REQUIREMENTS: (cont.)

- ▶ The plans are kept organized in a notebook and made accessible to the college supervisor on every visit. 2 detailed lessons plans (one for language arts and one for math are due each week)
- ▶ There should also be a plan book that demonstrates other planning for the week. The objectives should be clear.
- ▶ Plans for daily, routine activities, such as calendar time or DOL, should be completed at the beginning of the student teaching semester. They should be under a separate tab in your binder.

Lesson Plan Accommodations for Students with Exceptionalities

1. Description of Student Needs & Accommodations

- During the first week, the student teacher should be informed of those children who have IEPs. The modifications indicated should be reviewed with the student teacher.
- In addition to children with an IEP, other children within the classroom who would need or benefit from modifications should be identified, such as high or low achieving students, medical alerts, or with special situations.
- Children who are English language learners and their primary language should be identified.
- A list of students who require accommodations should be in the student teacher's lesson plan notebook.

2. Accommodations on Daily Lesson Plans

- All lesson plans include a section to list appropriate modifications for identified children. Specific accommodations should be indicated for each identified child. If, on occasion, no modifications or accommodations are necessary, this should be stated.
- Modifications or accommodations could include any of the following:
 - ✓ to content
 - ✓ to the instruction and/or classroom procedures
 - ✓ to materials
 - ✓ to assessmentsThey should be clear and specific.
- If a special education/resource teacher is working in the room, the student teacher must give evidence that she/he knows what modifications or accommodations are being made for a student. The student teacher needs to realize that she/he is equally responsible for the student.
- The student teacher is not responsible for any modifications while the student is in a resource room or in a pull-out program.

Date _____

Lesson Presentation Evaluation

1-Unacceptable 2-Developing 3- Competent 4- Outstanding

CONTENT DELIVERY & STUDENT RESPONSE:

1. ___ Informs students of lesson objectives & expectations
2. ___ Prepares and assembles all materials before instruction begins
3. ___ Presents the material in a logical sequence
4. ___ Points out the content *most* important for students to learn
5. ___ Repeats key points
6. ___ Employs good questioning strategies
7. ___ Represents key items visually (board, overhead, chart, computer display)
8. ___ Provides adequate number of examples
9. ___ Checks for student understanding during lesson delivery
10. ___ Provides opportunities for students to practice new material
11. ___ Checks on student progress during seatwork or group work
12. ___ Provides lesson closure or summary

TEACHER PRESENTATION STYLE:

1. ___ Speaks clearly
2. ___ Explains all directions and procedures thoroughly
3. ___ Transitions smoothly among lesson elements
4. ___ Allows for very little down time
5. ___ Provides equal attention to all students in the classroom
6. ___ Avoids annoying mannerisms or speech patterns
7. ___ Maintains interest in topic and instruction during lesson

CLASSROOM MANAGEMENT:

1. ___ Involves all the students actively in the instruction
2. ___ Motivates the students for learning
3. ___ Manages materials/supplies during lesson appropriately
4. ___ Moves around the classroom during instruction
5. ___ Remains aware of student behavior
6. ___ Deals with any student misbehavior appropriately
7. ___ Deals with any student inattention appropriately

◆ This form may be used to provide structured feedback to the student teacher.

Holy Cross College -- Teacher Education Program
RATING SCALE GUIDELINES for EVALUATIONS

The following statements serve as a guide when deciding on a rating.
Not every statement will apply to a particular element.

4 EXEMPLARY STATUS

- The student teacher clearly understands the concepts that underlie this element and may even bring new insights in its implementation.
- Problems seldom arise during implementation of this element, but when they do the student teacher is able to quickly identify them and facilitate a solution.
- The student teacher has demonstrated exemplary performance related to this element over a length of time.
- Because this individual is already working at such a high level of proficiency, very little mentoring in relation to this element is needed.

3 PROFICIENT STATUS

- The student teacher understands the basic concepts that underlie this element.
- The student teacher demonstrates strong performance related to this element.
- Actual implementation is not flawless, however the student teacher is generally able to identify the reasons for a problem and is able to implement any suggestions given.
- The student teacher demonstrates both a desire and the ability to continue growing in this area and subsequent growth is expected.

2 DEVELOPING STATUS

- The student teacher has at least a rudimentary understanding of the basic concepts related to this element.
- The student teacher has demonstrated satisfactory performance related to this element.
- Success in implementation of this element is inconsistent, and while the student teacher is generally able to identify problems, this individual requires assistance in formulation appropriate solutions and completing suggestions.
- The student teacher demonstrates a desire for continued growth and exhibits a disposition to benefit from assistance.

1 CONCERN STATUS

- The student teacher does not appear to understand the rudimentary concepts that underlie this element, nor grasp the importance of this element.
- The student teacher has not met entry-level expectations related to this element.
- Success in implementation of this element is seldom achieved, and the student teacher is often unable or unwilling to implement suggestions that are made.
- At this time, it is a apprehension that the student teacher has the skills or disposition to achieve satisfactory status related to this element.

Holy Cross College -- Teacher Education Program
COLLEGE SUPERVISOR OBSERVATION/EVALUATION FORM

Student Teacher _____ Date _____

4-exemplary performance 3-proficient performance 2-developing performance
 1-concern about performance N-no basis for evaluation during visit

<p>I. TEACHING</p> <p>___ Instruction is appropriate for content and lesson topic</p> <p>___ Uses varied teaching strategies</p> <p>___ Initiates planning & develops creative activities</p> <p>___ Exhibits sincere rapport with students</p> <p>___ Working effectively with student differences</p> <p>___ Effectively provides instruction for English language learners (ELL)</p>	<p>COMMENTS</p>
<p>II. CONTENT KNOWLEDGE</p> <p>___ Submits detailed, complete daily lesson plans</p> <p>___ Formulates performance objectives for lessons</p> <p>___ Chooses appropriate instructional procedures to facilitate learning for all students</p> <p>___ Arranges students & classroom for effective instruction</p> <p>___ Demonstrates appropriate knowledge of lesson subject matter, and language acquisition for ELL</p> <p>___ Displays good skills in motivating students</p> <p>___ Consistently monitors student engagement & understanding</p> <p>___ Maintains appropriate pacing of the instruction</p> <p>___ Provides clear directions for instruction and assignments</p> <p>___ Relates expectations for behavior clearly & consistently</p> <p>___ Managing student behavior effectively</p> <p>___ Demonstrates classroom awareness</p> <p>___ Makes use of technology for student learning</p> <p>___ Uses or develops appropriate assessments & records grades</p>	<p>COMMENTS</p>
<p>III. PROFESSIONALISM</p> <p>___ Exhibits confidence/poise</p> <p>___ Exhibits professional characteristics</p> <p>___ Exhibits enthusiasm for students and teaching</p> <p>___ Models correct & appropriate spoken English</p> <p>___ Adapts to changes in the classroom</p> <p>___ Models proper written communication (content & style)</p> <p>___ Responds well to suggestions</p> <p>___ Self-evaluates lessons & performance regularly</p> <p>___ Maintains an up-to-date reflective journal</p>	<p>COMMENTS</p>

Grade Recommendation at this point _____ (No grade is given on the first visit.)

 Student Teacher's Signature

 College Supervisor's Signature

Holy Cross College -- Teacher Education Program
STUDENT TEACHER PRELIMINARY SELF-EVALUATION
(To be completed during week three by Student Teacher Only)

Student Teacher _____

Date _____

Cooperating Teacher _____

Grade/Program _____

- 4 – Exemplary: performance exceeds the standard in some way
- 3 – Proficient: performance meets the standard
- 2 – Developing: performance does not consistently meet the standard
- 1 – Concern: performance does not meet the standard

I. TEACHING

- ___ Establishes a good rapport with students
- ___ Expanding knowledge of students' culture(s)
- ___ Establishes appropriate goals for student learning
- ___ Engages in satisfactory curriculum mapping

II. CONTENT KNOWLEDGE

- ___ Regularly completes daily lesson plans
- ___ Good organization is evident throughout the planning
- ___ Chooses teaching strategies that are appropriate for the lesson objectives
- ___ Allocates instructional time appropriately
- ___ Presents subject area course content correctly
- ___ Communicates clearly and at a level that is appropriate for the age level
- ___ Displays consistent classroom management skills
- ___ Is aware of the level of student engagement during instruction
- ___ Regularly assesses student learning
- ___ Evaluation closely aligns with learning objectives
- ___ Uses assessment information to provide accurate feedback to students

III. PROFESSIONALISM

- ___ Seeks out relevant information regarding individual students and group needs
- ___ Takes initiative
- ___ Is able to adapt to the daily changes that occur in a classroom or school
- ___ Exhibits a good level of enthusiasm for students and teaching
- ___ Self-evaluates professional practice regularly
- ___ Seeks out feedback from supervisors
- ___ Is able and willing to act upon suggestions from supervisor
- ___ Presents a professional demeanor in dress, speech and actions
- ___ Speech contains no significant errors in grammar or inappropriate terminology
- ___ Engages in professional interactions with teachers
- ___ Is prompt and reliable in all professional expectations

Please explain any item that received a 1 on the back of this form.

Student Teacher's Signature

November 2011

Holy Cross College -- Teacher Education Program
STUDENT TEACHER GRADE ASSIGNMENT GUIDELINES

A EXEMPLARY PERFORMANCE - This grade is reserved for the truly outstanding novice.

- Scores on the Evaluation Form are predominantly 4.
 - From the very beginning this individual operated in the classroom at a qualitatively different level than most student teachers.
 - Eagerly initiated the implementation of personal ideas.
 - Displayed exceptional ability to analyze situations and facilitate solutions with minimal feedback.
 - Displayed very strong motivation for continued growth and development.
-

A- HIGHLY PROFICIENT OVERALL PERFORMANCE

- Scores on the Evaluation Form include many 4's with some 3's.
 - Performance was strong throughout student teaching but lacked some of the "polish" of the A student.
 - Progress was both strong and consistent throughout student teaching.
 - Initiated many personal ideas and easily implemented suggestions from supervisors.
 - Displayed strong problem-solving skills.
-

B+ PROFICIENT OVERALL PERFORMANCE

- Scores on the Evaluation Form are predominantly 3's with some 4's.
 - Performance was strong by the end of student teaching.
 - Progress during student teaching was consistent
 - Initiated some personal ideas and was able to act on suggestions from supervisors.
-

B MARGINALLY PROFICIENT OVERALL PERFORMANCE

- Scores on the Evaluation Form are predominantly 3, but may include an occasional 2.
 - Progress during student teaching was sometimes slow, but clearly evident.
 - Occasionally initiated personal ideas, but generally relied on suggestions from supervisors.
-

B- HIGH DEVELOPING OVERALL PERFORMANCE

- Scores on the Evaluation Form are a combination of 2 and 3.
 - Progress during student teaching was slow, but evident.
 - Often relied on suggestions from supervisors and had some difficulty implementing them.
-

C+ DEVELOPING OVERALL PERFORMANCE

- Scores on the Evaluation Form are predominantly 2 with some 3's.
 - Progress during student teaching was slow and often inconsistent, but evident.
 - Relied heavily on suggestions from supervisors and had difficulty implementing those suggestions.
-

C MARGINALLY DEVELOPING OVERALL PERFORMANCE

- Scores on the Final Evaluation Form are predominantly 2.
 - Progress during student teaching was inconsistent.
 - Relied almost entirely on suggestions from supervisors and sometimes was unable to implement them.
 - It is uncertain whether this individual will be recommended for licensure.
-

D-F FAILING PERFORMANCE

- Scores on the Final Evaluation Form are predominantly 2 and 1.
- Does not display the dispositions for additional professional growth
- Has failed to perform at basic entry-level expectations.
- **This individual will not be recommended for licensure.**

Holy Cross College -- Teacher Education Program
STUDENT TEACHER MIDTERM SELF-EVALUATION
 By Student Teacher

Student Teacher _____ Date _____
 Cooperating Teacher _____ Grade/Program _____

Check one item in each row that most closely represents the student teacher's performance at this time.

- 4 – Exemplary: performance exceeds the standard in some way
- 3 – Proficient: performance meets the standard
- 2 – Developing: performance does not consistently meet the standard
- 1 – Concern: performance does not meet the standard

I. TEACHING

1	2	3	4
__Has inappropriate or no goals for student learning	__Has ambiguous expectations for student learning that are marginally appropriate	__Develops and maintains appropriate expectations for student learning	__Develops expectations for student learning that takes individual differences into account
__Is able to establish a rapport with only those students who first initiate a relationship	__Is able to establish a good rapport with many students but makes no attempt to reach out to "more distant" students	__Is able to establish a good rapport with most students and tries to connect with the more "difficult" students	__Naturally establishes a rapport with almost all the students and steadily reaches out to more "difficult" students
__Establishes inappropriate or no goals for student learning	__Establishes some appropriate and some inappropriate goals for student learning	__Establishes appropriate goals for student learning	__Establishes goals for student learning that displays insight into student needs
__Seldom varies instruction, seeing little need to accommodate different learning styles	__Occasionally tries different teaching strategies to accommodate the learning styles of the students	__Often tries varied teaching strategies to accommodate the learning styles of the students	__Intentionally and consistently applies varied teaching strategies to address the different learning styles of the students
__Made no accommodations or planned modifications that were inappropriate for individual student's needs	__Planned some accommodations for individual students that were somewhat appropriate	__Planned appropriate accommodations for individual student's needs	__Planned accommodations that exhibited strong insight into student's individual needs
__Seldom recognizes opportunities to integrate content from other disciplines during classroom instruction	__Occasionally recognizes opportunities to integrate content from other disciplines during classroom instruction	__Often integrates content from other disciplines during instruction and does it appropriately	__Consistently integrates content from other disciplines during planning and instruction with the intention of enhancing student learning
__Long range planning is poor; little or no curriculum mapping	__Long range planning is marginal; curriculum mapping incomplete	__Engages in satisfactory long range planning; curriculum mapping for most subjects	__All lessons are an outgrowth of excellent curriculum mapping & long-range planning
__Is generally aware of the students with exceptionalities but seldom adapts instruction to meet their learning needs	__Is generally aware of student exceptionalities and makes some attempt to adapt instruction to meet their learning needs	__Is generally willing and able to adapt instruction for the learning needs of student with exceptionalities	__Consistently plans ahead for students with exceptionalities and adapts instruction for their learning needs
__Displays limited understanding of the interest & culture of the students and seldom uses that information to make classroom decisions	__Displays some understanding of the interest & culture of students and occasionally uses that information to make classroom decisions	__Generally understands the interest & culture of students and applies that information to make classroom decisions	__Clearly understands the interest & culture of students, consistently using that information to make classroom decisions
__Has inappropriate or no expectations for academic and social behavior	__Has ambiguous or inconsistent expectations for academic and social behavior	__Developing and maintaining appropriate expectations for academic and social behavior	__Has clear and appropriate expectations for academic and social behavior

COMMENTS: (Use the back of the form to continue comments, if desired.)

II. CONTENT KNOWLEDGE

1	2	3	4
__Occasionally completes daily lesson plans	__Generally completes daily lesson plans	__Regularly completes daily lesson plans	__Consistently completes daily lesson plans
__Quality of daily lesson plans is marginal	__Quality of daily plans is adequate	__Quality of daily lesson plans is generally good	__Daily lesson plans are clear, complete and insightful
__A lack of organization is evident in the planning	__Adequate organization is evident in some of the planning	__Good organization is evident in the planning	__Excellent organization is evident throughout the planning
__Plans instruction that is inappropriate to content area or lesson topic	__Plans instruction that is marginally related to content area or lesson topic	__Plans appropriate instruction in relation to content area and the lesson topic	__Plans relevant and appropriate instruction in relationship to content area and lesson topic
__Occasionally presents course content incorrectly	__Generally presents course content correctly	__Presents course content correctly	__Displays a thorough understanding of the structure of the disciplines taught
__Seldom uses instructional materials beyond those provided in the textbook	__Sometimes uses instructional materials from sources outside the basic curriculum	__Often uses instructional materials from sources outside the basic curriculum	__Consistently utilizes well-chosen instructional materials from outside sources
__Sometimes chooses inappropriate methods to present the content, giving little thought to student understanding	__Presents the content in appropriate ways, but not always able to discern student misunderstanding	__Generally discerns the most appropriate presentation of the content, realizing when students are encountering difficulties	__Displays insight into the best presentation of the content, anticipating where students may encounter difficulties
__Inappropriately allocates instructional time	__Allocates instructional time that is sometimes appropriate	__Allocates instructional time appropriately	__Allocates instructional time with excellent judgment
__Utilizes a very limited range of teaching strategies	__Utilizes a fair variety of teaching strategies	__Utilizes a good range of teaching strategies	__Utilizes a wide range of interesting teaching strategies
__Teaching strategies chosen are often not appropriate	__Teaching strategies chosen are sometimes appropriate	__Teaching strategies chosen are generally appropriate for the lesson objectives	__Teaching strategies are thoughtfully chosen to enhance the lesson objectives
__Displays limited skill in motivating students and/or sees little need for its use	__Displays fair skills in motivating most students but makes little attempt with resistant students	__Displays good skills in motivating most students and makes some attempts to motivate resistant students	__Displays excellent skills in motivating almost all students and makes a concerted effort to motivate resistant students
__Seldom makes use of technology for student learning	__Occasionally makes use of technology for student learning	__Often makes use of technology for student learning	__Regularly makes use of technology that is carefully chosen to enhance student learning
__Often struggles with pacing of instruction	__Generally maintains reasonable lesson pacing	__Maintains appropriate pacing of the instruction	__Accurately reads the classroom climate to adjust the lesson pacing to match
__Is unaware of the group's learning needs during instruction and makes no attempts at adjustment	__Is aware of the group's obvious learning difficulties and attempts to make some adjustments	__Is aware of the group's learning needs during instruction and is able to make adjustments to those needs	__Is so aware of the group's learning needs that fine adjustments can be made in the midst of the instruction
__Displays fair classroom management skills, but they are often inconsistent	__Displays adequate classroom management skills that lack some consistency	__Displays good classroom management skills that are generally consistent	__Displays excellent classroom management skills that are natural and consistent
__Is unaware of individual student's learning needs & cultural beliefs during instruction and/or makes no attempts to accommodate	__Is aware of obvious areas of learning difficulty for individual students & effects of cultural beliefs, and attempts to make accommodations	__Is aware of individual student's learning needs & cultural influences during instruction and is able to make accommodations	__Is so sensitive to individual student's learning needs & cultural influences that fine adjustments can be made in the midst of the instruction
__Is unaware of the level of student engagement during instruction	__Reads the level of student engagement during instruction but is unable to make adjustments	__Reads the level of student engagement during instruction and is able to make some adjustments	__Is sensitive to the student engagement and able to make fine adjustments to increase engagement for all students
__Communication is sometimes unclear and/or at a level that is inappropriate for the age level	__Communicates fairly well at a level that is generally appropriate for the age level	__Communicates clearly and at a level that is generally appropriate for the age level	__Communicates clearly and articulately at a level that is appropriate for the age level

1	2	3	4
__Seldom assesses student learning	__Assesses student learning intermittently	__Regularly assesses student learning	__Consistently assesses student learning
__Uses assessment but provides inaccurate or no feedback to the student	__Uses assessment but provides limited feedback to the student	__Uses assessment information to provide accurate feedback to the student	__Uses assessment information to provide detailed and accurate feedback to the student
__Often utilizes poorly designed evaluation instruments	__Sometimes utilizes poorly-designed evaluation instruments	__Utilizes fairly well-designed evaluation instruments	__Utilizes very well-designed evaluation instruments
__Evaluation seldom aligns with learning objectives	__Evaluation sometimes aligns well with learning objectives	__Evaluation generally aligns well with learning objectives	__Evaluation clearly aligns well with learning objectives
__Unable to identify difficulties in student learning	__Identifies only obvious difficulties in student learning based on assessment data	__Identifies continuing problems in student learning based on assessment data	__Identifies even minor difficulties in student learning based on assessment data
__Makes little or no adjustments to instruction based on assessment data	__Makes some appropriate adjustments to instruction based on assessment data	__Consistently makes appropriate adjustments to instruction based on assessment data	__Makes fine adjustments to instruction that supports the students' needs

COMMENTS: (Use the back of the form to continue comments, if desired.)

III. PROFESSIONALISM

1	2	3	4
__Did not seek out information regarding individual students' needs, or obtained it from inappropriate sources	__Seeks out somewhat relevant and/or limited information regarding individual student's needs	__Seeks out relevant information regarding individual student's needs	__Seeks out detailed, comprehensive information regarding individual student's needs
__Often has difficulty adapting to the changes that occur in a classroom/school	__Sometimes has difficulty adapting to the changes that occur in a classroom/school	__Generally is able to adapt to the daily changes that occur in a classroom or school	__Easily adapts to the daily changes that occur in a classroom/school
__Often displays visible anxiety and emotion when dealing with students and classrooms	__Deals with the pressures of students and classroom with a fair amount of visible anxiety and emotion	__Deals with the pressures of students and classroom with little visible anxiety	__Deals with the pressures of students and classrooms without undo, visible anxiety
__Seldom exhibits enthusiasm for students and teaching	__Sometimes exhibits a level of enthusiasm for students and teaching	__Generally exhibits a good level of enthusiasm for students and teaching	__Consistently exhibits a high level of enthusiasm for students and teaching
__Seldom takes the initiative and displays low levels of self-direction	__Sometimes takes the initiative and displays some level of self-direction	__Takes initiative and displays appropriate self-direction	__Consistently takes the initiative displays a strong level of self-direction
__Sometimes recognizes personal shortcomings in content knowledge but seldom takes the initiative to make up for those shortcomings	__Generally recognizes any personal shortcomings in content knowledge and sometimes takes the initiative to make up for those shortcomings	__Realizes personal shortcomings in content knowledge and generally initiates personal study to make up for those shortcomings	__Anticipates when additional, personal study of the content is needed to enhance the classroom instruction
__Is seldom able and/or willing to act upon suggestions from supervisors	__Is sometimes unwilling and/or unable to act upon suggestions from supervisors	__Is generally able and willing to act upon suggestions from supervisors	__Is always able and willing to act upon suggestions from supervisors
__Self-evaluation of professional practice is seldom accurate	__Self-evaluates professional practice with only marginal accuracy	__Self-evaluates professional practice with a fairly good level of accuracy	__Self-evaluates professional practice with a very high level of accuracy
1	2	3	4
__Rarely displays self-evaluation of professional practice	__Displays self-evaluation of professional practice occasionally	__Displays self-evaluation of professional practice with regularity	__Displays self-evaluation of professional practice as a consistent, personal "habit"
__Seldom seeks feedback from colleagues	__Sometimes seeks out feedback from colleagues with the primary goal of "getting a better grade"	__Seeks out feedback from colleagues with the primary goal of personal growth	__Actively seeks out feedback from colleagues with the goal of improving student learning
__Is seldom receptive to suggestions from supervisors	__Is sometimes less receptive to suggestions from supervisors	__Is generally receptive to suggestions from supervisors	__Is consistently receptive to suggestions from supervisors
__Models marginal writing	__Models adequate writing	__Models correct writing skills	__Models exemplary writing

skills both in and out of the classroom	skills both in and out of the classroom	in all professional communications	skills both in and out of the classroom
__Has difficulty applying technology or avoids its use and seldom makes use of resources to aide professional organization	__Applies technology when necessary and makes limited use of resources available to enhance professional organization	__Applies technology and makes appropriate use of resources made available to enhance professional organization and growth	__Consistently makes use of all available technology and seeks out resources for the purposes of professional organization and growth
__Exhibits a lack of confidence in interactions with parents and avoids those interactions	__Responds appropriately in interactions with parents but does not initiate those opportunities	__Responds with confidence in interactions with parents and can initiate those interactions when necessary	__Initiates appropriate interactions with parents and responds with confidence and poise at all encounters
__Seldom initiates interactions with teachers and staff and is sometimes uncomfortable when others approach him/her	__Engages in interactions with teachers and staff that is generally on a professional level and occasionally self-initiated	__Engages in interactions with teachers and staff that is consistently professional and often self-initiated	__Initiates interactions with teachers and professional staff that enhance professional growth and are always in the best interest of students
__ Attendance at grade level & school collaboration meetings is sporadic	__ Attends most grade level & school collaboration meetings	__Attends all grade level & school collaboration meetings	__Attends all grade level & school collaboration meetings & selects to attend district workshops
__Exhibits a lack of confidence in interactions with administrators	__Responds appropriately in interactions with administrators but does not seek out those opportunities	__Responds with confidence and poise in interactions with administrators	__Initiates appropriate interactions with administrators and responds with confidence and poise at all encounters
__Often presents an unprofessional demeanor in speech	__Sometimes presents an unprofessional demeanor in speech	__Generally presents a professional demeanor in speech	__Consistently presents a professional demeanor in speech
__Speech contains some errors in grammar and/or word choice with negligible recognition of those errors	__Speech contains some errors in grammar and/or word choice, but there is a conscious effort to correct those errors	__Speech contains no significant errors in grammar and word choice is appropriate	__Speech contains no mistakes in grammar and words are chosen carefully
__Is seldom prompt and reliable in professional and personal expectations	__Sometimes has difficulty being prompt and reliable in professional expectations	__Is generally prompt and reliable in professional expectations	__Is consistently prompt and reliable in all professional and personal expectations
__Often presents an unprofessional demeanor in actions	__Sometimes presents an unprofessional demeanor in actions	__Generally presents a professional demeanor in actions	__Consistently presents a professional demeanor in actions

COMMENTS: (Use the back of the form to continue comments, if desired.)

GRADE RECOMMENDATION AT THIS POINT: _____

Student Teacher's Signature

November 2011

Holy Cross College -- Teacher Education Program
STUDENT TEACHER FINAL SELF-EVALUATION
By Student Teacher

Student Teacher _____

Date _____

Cooperating Teacher _____

Grade/Program _____

- 4 – Exemplary: performance exceeds the standard in some way
- 3 – Proficient: performance meets the standard
- 2 – Developing: performance does not consistently meet the standard
- 1 – Concern: performance does not meet the standard

I. TEACHING

- ___ Plans instruction that is appropriate to the content area and the lesson topic
- ___ Engages in satisfactory long range planning and curriculum mapping
- ___ Develops and maintains appropriate expectations for student learning
- ___ Uses varied teaching strategies to accommodate the learning styles of the students
- ___ Considers students' backgrounds and interests in creating relevant curriculum
- ___ Plans for the learning needs of students with exceptionalities
- ___ Chooses instructional materials that reflect culturally diverse perspectives
- ___ Establishes a good rapport with students and seeks connections with all students

COMMENTS: (Use the end or back of the form to continue comments, if desired.)

II. CONTENT KNOWLEDGE

- ___ Regularly completes daily lesson plans
- ___ Daily lesson plans are of good quality
- ___ Good organization is evident throughout the planning
- ___ Chooses teaching strategies that are appropriate for the lesson objectives
- ___ Displays good skills in motivating students
- ___ Presents subject area content correctly
- ___ Communicates clearly and at a level that is appropriate for the age level
- ___ Allocates instructional time appropriately
- ___ Maintains appropriate pacing of the instruction
- ___ Integrates content from other disciplines appropriately during instruction
- ___ Uses instructional materials from sources outside the basic curriculum
- ___ Makes use of technology for student learning and encourages student use of technology
- ___ Displays consistently strong classroom management skills
- ___ Is aware of individual student's learning needs and is able to make accommodations
- ___ Reads the level of student engagement during instruction and is able to make adjustments
- ___ Regularly assesses student learning
- ___ Uses assessment information to provide accurate feedback to the student
- ___ Utilizes well-designed evaluation instruments
- ___ Evaluation closely aligns with learning objectives
- ___ Uses assessment data to plan and modify instruction

COMMENTS: (Use the end or back of the form to continue comments, if desired.)

III. PROFESSIONALISM

- Is able to adapt to the daily changes that occur in a classroom or school
- Engages in interaction with teachers and staff that is consistently professional
- Attends grade level and school collaboration meetings regularly
- Responds with confidence and poise in interactions with administrators
- Responds with confidence in interactions with parents and initiates those interactions when necessary
- Takes initiative and displays strong self-direction
- Presents a professional demeanor in dress, speech and actions
- Models correct writing skills in all professional communications
- Speech contains no significant errors in grammar or inappropriate terminology
- Is prompt and reliable in all professional expectations
- Deals with the pressures of students and the classroom with little visible anxiety
- Exhibits enthusiasm for students and teaching
- Applies technology and other available resources to enhance professional growth
- Realizes personal shortcomings in content knowledge and initiates personal study
- Seeks out feedback from colleagues with the goal of personal growth
- Is able and willing to act upon suggestions from supervisors
- Self-evaluates professional practice regularly
- Self-evaluates with a high degree of accuracy

COMMENTS:

FINAL GRADE RECOMMENDATION: _____

Student Teacher's Signature

Grading Rubric: Effective Teaching Documentation

Student Teacher _____ **Semester/Year** _____

4 – Exemplary: performance exceeds the criteria in some manner

3 – Proficient: performance meets the criteria

2 – Satisfactory: performance does not consistently meet the criteria

1 – Needs Improvement: performance does not meet the criteria

Child #1 (high ability level) - Selection, Plan of Action, Observations, & Reflection

1	2	3	4
<ul style="list-style-type: none"> • Did not seek out information about child's needs, or obtained it from inappropriate sources • Made no changes nor planned modifications or procedures that were inappropriate for child's needs 	<ul style="list-style-type: none"> • Obtained somewhat relevant and/or limited information about selected child's needs • Planned procedures & modifications for selected child that were somewhat appropriate 	<ul style="list-style-type: none"> • Obtained relevant information from appropriate sources about selected child's needs • Planned appropriate procedures & modifications for the selected child's needs 	<ul style="list-style-type: none"> • Obtained detailed, comprehensive information from varied sources about selected child's needs • Planned procedures & modifications that exhibited strong insight into child's individual needs
Anecdotal Records provide few references to child's learning engagement & classroom interactions	Anecdotal Records provide an overview of the child's learning engagement & classroom interactions	Anecdotal Records provide supportive information about child's learning engagement & classroom interactions	Anecdotal Records provide thorough description of child's learning engagement & classroom interactions
Reflection incompletely addresses questions about learning, teaching, or connections	Reflection describes learning & teaching but seldom expresses connections	Reflections describe learning and teaching connections	Reflections demonstrate a high level of insight regarding learning, teaching, & connections
1	2	3	4
Utilized no pre-assessment tool or one that provided irrelevant information	Utilized a pre-assessment that provided marginal information for a base-line	Utilized a suitable pre-assessment to establish a base-line of learning	Pre-assessment provided excellent information for establishing a base-line
Performance record has inadequate number of documents to measure progress	Performance record documents a few routine assessments to measure progress	Performance record documents several similar assessments to measure progress	Performance record documents numerous & varied assessments to measure progress
1	2	3	4
Reflections on the effects of instruction & assessment were often inaccurate, inconsistent and lacking in substance	Reflections on the effects of instruction & assessment sometimes accurate, but less consistent and/or substantial	Reflections on the effects of instruction & assessment were generally accurate and substantial	Reflections on the effects of instruction & assessment were consistently accurate and demonstrated a high level of insight
Unable to identify strengths & difficulties in student learning	Identified some obvious strengths & difficulties in learning based upon work samples & data	Identified major strengths & difficulties in student learning based upon work samples & data	Identified minor strengths & difficulties in learning based on instruction, work samples & all data
Decisions that were made for future instruction & assessment were inappropriate or did not follow the data	Decisions that were made for future instruction & assessment somewhat followed the data presented	Decisions that were made for future instruction & assessment logically followed the data presented	Decisions for future instruction & assessment logically followed the data & displayed good discernment

Child #2 (IEP or EL) - Selection, Plan of Action, Observations, & Reflection

1	2	3	4
<ul style="list-style-type: none"> • Did not seek out information about child's needs, or obtained it from inappropriate sources • Made no changes nor 	<ul style="list-style-type: none"> • Obtained somewhat relevant and/or limited information about selected child's needs • Planned procedures & modifications for selected 	<ul style="list-style-type: none"> • Obtained relevant information from appropriate sources about selected child's needs • Planned appropriate 	<ul style="list-style-type: none"> • Obtained detailed, comprehensive information from varied sources about selected child's needs • Planned procedures &

planned modifications or procedures that were inappropriate for child's needs	child that were somewhat appropriate	procedures & modifications for the selected child's needs	modifications that exhibited strong insight into child's individual needs
Anecdotal Records provide few references to child's learning engagement & classroom interactions	Anecdotal Records provide an overview of the child's learning engagement & classroom interactions	Anecdotal Records provide supportive information about child's learning engagement & classroom interactions	Anecdotal Records provide thorough description of child's learning engagement & classroom interactions
Reflection incompletely addresses questions about learning, teaching, or connections	Reflection describes learning & teaching but seldom expresses connections	Reflections describe learning and teaching connections	Reflections demonstrate a high level of insight regarding learning, teaching, & connections
1	2	3	4
Utilized no pre-assessment tool or one that provided irrelevant information	Utilized a pre-assessment that provided marginal information for a base-line	Utilized a suitable pre-assessment to establish a base-line of learning	Pre-assessment provided excellent information for establishing a base-line
Performance record has inadequate number of documents to measure progress	Performance record documents a few routine assessments to measure progress	Performance record documents several similar assessments to measure progress	Performance record documents numerous & varied assessments to measure progress
1	2	3	4
Reflections on the effects of instruction & assessment were often inaccurate, inconsistent and lacking in substance	Reflections on the effects of instruction & assessment sometimes accurate, but less consistent and/or substantial	Reflections on the effects of instruction & assessment were generally accurate and substantial	Reflections on the effects of instruction & assessment were consistently accurate and demonstrated a high level of insight
Unable to identify strengths & difficulties in student learning	Identified some obvious strengths & difficulties in learning based upon work samples & data	Identified major strengths & difficulties in student learning based upon work samples & data	Identified minor strengths & difficulties in learning based on instruction, work samples & all data
Decisions that were made for future instruction & assessment were inappropriate or did not follow the data	Decisions that were made for future instruction & assessment somewhat followed the data presented	Decisions that were made for future instruction & assessment logically followed the data presented	Decisions for future instruction & assessment logically followed the data & displayed good discernment

Child #3 (low ability level) - Selection, Plan of Action, Observations, & Reflection

1	2	3	4
<ul style="list-style-type: none"> • Did not seek out information about child's needs, or obtained it from inappropriate sources • Made no changes nor planned modifications or procedures that were inappropriate for child's needs 	<ul style="list-style-type: none"> • Obtained somewhat relevant and/or limited information about selected child's needs • Planned procedures & modifications for selected child that were somewhat appropriate 	<ul style="list-style-type: none"> • Obtained relevant information from appropriate sources about selected child's needs • Planned appropriate procedures & modifications for the selected child's needs 	<ul style="list-style-type: none"> • Obtained detailed, comprehensive information from varied sources about selected child's needs • Planned modifications that exhibited strong insight into child's individual needs
Anecdotal Records provide few references to child's learning engagement & classroom interactions	Anecdotal Records provide an overview of the child's learning engagement & classroom interactions	Anecdotal Records provide supportive information about child's learning engagement & classroom interactions	Anecdotal Records provide thorough description of child's learning engagement & classroom interactions
Reflection incompletely addresses questions about learning, teaching, or connections	Reflection describes learning & teaching but seldom expresses connections	Reflections describe learning and teaching connections	Reflections demonstrate a high level of insight regarding learning, teaching, & connections
1	2	3	4
Utilized no pre-assessment	Utilized a pre-assessment that	Utilized a suitable pre-	Pre-assessment provided

tool or one that provided irrelevant information	provided marginal information for a base-line	assessment to establish a base-line of learning	excellent information for establishing a base-line
Performance record has inadequate number of documents to measure progress	Performance record documents a few routine assessments to measure progress	Performance record documents several similar assessments to measure progress	Performance record documents numerous & varied assessments to measure progress

1	2	3	4
Reflections on the effects of instruction & assessment were often inaccurate, inconsistent and lacking in substance	Reflections on the effects of instruction & assessment sometimes accurate, but less consistent and/or substantial	Reflections on the effects of instruction & assessment were generally accurate and substantial	Reflections on the effects of instruction & assessment were consistently accurate and demonstrated a high level of insight
Unable to identify strengths & difficulties in student learning	Identified some obvious strengths & difficulties in learning based upon work samples & data	Identified major strengths & difficulties in student learning based upon work samples & data	Identified minor strengths & difficulties in learning based on instruction, work samples & all data
Decisions that were made for future instruction & assessment were inappropriate or did not follow the data	Decisions that were made for future instruction & assessment somewhat followed the data presented	Decisions that were made for future instruction & assessment logically followed the data presented	Decisions for future instruction & assessment logically followed the data & displayed good discernment

Comments:

Exit Interview Questions

You will be asked a total of six of the following questions. Be prepared to answer all of them, the six will be chosen at random on the day of your interview. I have included some guidance for preparing your answers. Your answers should be between 3-4 minutes. Be concise and clear.

1. Describe one of the most successful lessons you have taught in a class. Explain why it worked so well. What do you do if a lesson doesn't work well?

Provide a specific example of a lesson that worked really well. Focus on how you reflected back on the lesson to determine what the strengths of the lesson were and how you utilized this information in future lesson plans. Planning lessons is a fundamental skill that all teachers must master.

Things don't always go according to plan. Give a specific example of when a lesson didn't work. Focus on how you analyzed what went wrong and identified the weaknesses with the lesson. Describe how you went about improving the lesson by various means such as changing the complexity level of the content, using available resources, asking for advice from other teachers and reviewing your classroom management.

It is important to acknowledge that failures do happen and indicate that you have the insight and maturity to deal with them.

Standard Addressed

Dev 6.7 the ability to apply skills and strategies for lifelong learning and to use reflection, self-assessment, and various types of professional development opportunities and resources, including technological resources, to expand professional knowledge and skills

2. Describe your teaching style

In your answer show a clear understanding of your own basic teaching style. You should also use specific examples of how it positively impacted the learning of students. It is best to include more than one strategy when talking about your teaching style.

Standards Addressed:

Dev 3.4 knowledge of the characteristics, uses, benefits, and limitations of various instructional approaches appropriate for students at different developmental levels, and the ability to apply research-based best

practices to meet a variety of instructional needs, make content comprehensible and relevant to students, and promote students' active involvement in their learning

Dev 3.5 the ability to develop and implement project-based learning experiences that guide students to analyze the complexities of an issue and use creative thinking and innovative approaches to solve problems

Dev 3.6 the ability to differentiate instruction based on student characteristics and needs and to monitor and adapt lessons to ensure rigorous learning and success for all students, including English Learners and students with exceptional needs, including high ability and twice exceptional

3. How would you integrate language arts across the curriculum?

Be clear how you have incorporated reading, writing, listening, and speaking in your work with students. Also be able to clearly explain why you feel this might be important from a learning standpoint. You should address all the possible learners in your class: special needs, EL etc.

Standards Addressed:

DEV 3.1 knowledge of components that comprise the curriculum

DEV 3.3 procedures for long- and short-range instructional planning (e.g., aligning instruction with the learning progression within identified content standards, determining prerequisite knowledge and skills), factors to consider in instructional planning (e.g., nature of the content; time and other resources available; student assessment data; characteristics of effective lesson and unit plans; students' characteristics, prior experiences, current knowledge and skills, and readiness to learn), and the ability to use this knowledge to plan effective, developmentally appropriate student learning experiences

4. How would you handle varied reading abilities in the content areas?

Again be specific about how you will support the learning of the students. This is really aimed at providing you an opportunity to talk about how you differentiate the learning for students so they are able to progress. It would be best to include more than one example here. Think about an example from science and language arts for instance.

Standards Addressed:

DEV 3.1 knowledge of components that comprise the curriculum

DEV 3.2 knowledge of the purposes of curriculum mapping, and the ability to plan, enact, monitor, and analyze curriculum map data and resultant student learning

DEV 3.3 procedures for long- and short-range instructional planning (e.g., aligning instruction with the learning progression within identified content standards, determining prerequisite knowledge and skills), factors to consider in instructional planning (e.g., nature of the content; time and other resources available; student assessment data; characteristics of effective lesson and unit plans; students' characteristics, prior experiences, current knowledge and skills, and readiness to learn), and the ability to use this knowledge to plan effective, developmentally appropriate student learning experiences

5. What is your classroom management plan/style? What are your goals?

Remember back on your behavior class here. What are the ultimate goals of your management program? Why would you set up the class in a certain way? How is it benefitting the students? How does it support the learning in your classroom?

5.1 the ability to create safe, healthy, supportive, and inclusive learning environments, including indoor and outdoor environments, that encourage all students' engagement, collaboration, and sense of belonging

5.2 the ability to apply skills and strategies for establishing a culture of learning that emphasizes high expectations for all students, promotes self-motivation, and encourages students' sense of responsibility for their own learning

5.3 the ability to plan and adapt developmentally appropriate learning environments that reflect cultural competency; are responsive to the characteristics, strengths, experiences, and needs of each student; and promote all students' development and learning

6. How would you identify the special needs of your students?

This question is really an assessment question. How are you going to determine what the students need and then how are you going to address it? You will be able to use your effective teaching documentation for this question. Be able to talk about what you did and why you did it.

DEV 3.2 knowledge of the purposes of curriculum mapping, and the ability to plan, enact, monitor, and analyze curriculum map data and resultant student learning

DEV 3.3 procedures for long- and short-range instructional planning (e.g., aligning instruction with the learning progression within identified content standards, determining prerequisite knowledge and skills), factors to consider in instructional planning (e.g., nature of the content; time and other resources available; student assessment data; characteristics of effective lesson and unit plans; students' characteristics, prior experiences, current knowledge and skills, and readiness to learn), and the ability to use this knowledge to plan effective, developmentally appropriate student learning experiences

7. What strengths would you bring to your grade level team? How do you effectively work with others?

This is really getting at how you are going to benefit the school. What are you going to be able to help with on your team? How are you going to work collaboratively? You worked in that fashion with your cooperating teacher. Use that for evidence of collaborating. If you took part in grade level meetings, talk about them and be specific about how you might interact with your peers.
Dev 6.6 the ability to participate effectively and productively as a member of a professional learning community

8. What techniques do you use to keep students actively involved during a lesson?

This is about student engagement. What are the techniques you have used to keep students focused and how did you know they were effective? You might consider beginning with a short summary of why engagement is critical for learning.

Dev 2.6 procedures for making instruction rigorous and relevant to students and for linking new learning to students' experiences and prior knowledge, and the ability to use these procedures to facilitate student learning

Dev 2.7 strategies for promoting students' independent thinking and learning, reflection, and higher-order thinking, and the ability to use these strategies to promote students' growth as learners

Dev 2.8 strategies for engaging students in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work

Dev 3.16 knowledge of factors and situations that tend to promote or diminish student engagement in learning, and the ability to apply skills and strategies for promoting students' active engagement and self-motivation

9. What methods would you use to assess student learning?

Again, you will be able to use your effective teaching documentation to provide evidence here. What is the process and how do you use the information you gather about the students? Be clear about the steps involved and provide a clear example of using the process.

Dev 3.6 the ability to differentiate instruction based on student characteristics and needs and to monitor and adapt lessons to ensure rigorous learning and success for all students, including English Learners and students with exceptional needs, including high ability and twice exceptional

Dev 3.10 knowledge of the foundational elements of Response to Instruction (RTI) and the ability to apply this knowledge to differentiate tiered instruction for all students based on data

10. Describe different student learning styles and how you adjust lessons to benefit those differing styles.

This is another differentiation question. Have clear and specific examples for a variety of individuals. Do not be general here, be specific. Do not just say incorporate visuals. Instead talk about a specific way you did this and what it did for the learner.

Dev 2.6 procedures for making instruction rigorous and relevant to students and for linking new learning to students' experiences and prior knowledge, and the ability to use these procedures to facilitate student learning

Dev 2.7 strategies for promoting students' independent thinking and learning, reflection, and higher-order thinking, and the ability to use these strategies to promote students' growth as learners

Dev 2.8 strategies for engaging students in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work

Dev 3.16 knowledge of factors and situations that tend to promote or diminish student engagement in learning, and the ability to apply skills and strategies for promoting students' active engagement and self-motivation

11. What is your knowledge of and experience with standards-based education?

All of your planning in student teaching will be used here. Talk about how you matched the standards to your lessons and differentiated for learners. You can also talk about developing formative assessments that are aligned with the standards.

Standard Addressed: DEV 3.1 knowledge of components that comprise the curriculum

12. Describe the experience have you had with students from culturally diverse backgrounds? What do you think is important to consider? How would you involve parents?

This is what we are all about here at Holy Cross. Talk specifically about your experiences in your varied placements. Include a story from more than one part of your field experiences. You should include how you have grown in the ability to work with a variety of individuals and that you are thinking about their rights and supporting them.

Standard Addressed:

Dev 6.3 the ability to apply skills and strategies for facilitating the involvement of parents/guardians in their children's development and learning

DEV 6.9 knowledge of the rights and responsibilities of teachers, students, and parents/guardians, and the ability to apply this knowledge in varied educational contexts

EL 9.1 effective collaborative teaching models and the importance of and strategies for establishing collaborative relationships with other educational staff in order to provide appropriate, comprehensive, and challenging educational opportunities for English Learners

CC2.H: speak in a manner appropriate to specific audiences	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident. Speaker uses language appropriate to audience.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable. Speaker uses language appropriate to audience.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative. Speaker uses language appropriate to audience.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation. Speaker uses language not appropriate to audience.
CC3.F: increase intercultural communication and linguistic/cultural skills	Demonstrates adjustment of own attitudes and beliefs resulting from working with diverse communities and cultures. Provides evidence of civic engagement and their clarified sense of commitment to public action. Demonstrates the ability and commitment to work collaboratively across and within context and structures to achieve a civic aim. The ability to take initiative and leadership is evident. Presentation contains a reflective insights or analysis about the accomplishments of one's actions.	Demonstrates an understanding of own attitudes and beliefs and how they differ from other cultures. Exhibits a curiosity about learning from diverse cultures and communities. Provides evidence of civic engagement and what they have learned as a result. Demonstrates the commitment to work actively within context and structures to achieve a civic aim. Presentation contains a reflective analysis about the accomplishments of one's actions. There is clear evidence of future action.	Demonstrates an awareness that own attitudes and beliefs are different from other cultures. Exhibits some curiosity about learning from diverse cultures and communities. Provides limited evidence of civic engagement. Focus is on fulfilling course requirements rather than a sense of civic responsibility. Demonstrates the ability to do more than one of the following: express, listen, and adapt ideas and messages based on other's perspectives. Presentation contains a report of engagement activities with a minimal reflection about how the actions benefit individuals or communities.	Expresses own attitudes and beliefs Is indifferent or resistant to what could be learned from diverse communities or cultures. Provides limited evidence of civic engagement does not connect it to civic responsibility. Demonstrates the ability to do more than one of the following: express, listen, and adapt ideas and messages based on other's perspectives. Presentation contains a limited engagement with activities with a minimal reflection about how the actions benefit individuals or communities and little commitment to further action.

Score ____/150 (Each question asked is worth 25 points.)

