



# Student Teaching Guide

2011-2012

Goshen College  
and  
Cooperating School Communities

## School Communities

Christopher Dock • Concord • Eastern Mennonite  
Elkhart • Fairfield • Goshen • Wawasee • West Noble

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## WELCOME TO STUDENT TEACHING!

For many student teachers, this 12-week endeavor is both exciting and daunting. However, with the mentorship of the cooperating teacher and the oversight of the college supervisor, this semester will equip pre-service teachers for professional excellence in their own classrooms.

Collaboration between student teacher, cooperating teacher, and college supervisor is essential for a successful semester. This handbook serves as a helpful guide to ensure understanding of each person's roles and responsibilities. Please review this guide prior to the start of the semester; for clarification on any responsibilities, contact Kevin Gary (secondary) or Kathy Meyer Reimer (elementary).

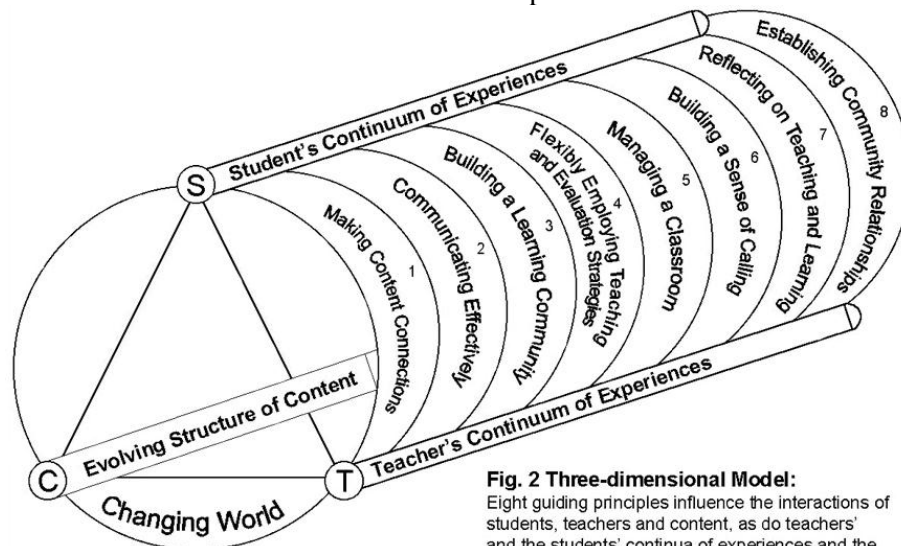
### GUIDING PRINCIPLES FOR TEACHER EDUCATION AT GOSHEN COLLEGE

Our teacher education department faculty members seek to graduate teachers who interact with their students and the content they teach in order to construct meaning for living responsibly in a changing world. We therefore invite our teacher education students to...

1. Comprehend the content disciplines to be taught so as to draw relationships a) within disciplines, b) across disciplines, and c) to students' lives.
2. Communicate effectively in a variety of sign systems: e.g. verbal, nonverbal, written, mathematical and media communication.
3. Build a learning community based on the diversity of students' background and the ways in which they learn by a) starting from each individual's strengths and cultural resources, b) sharing responsibility for teaching and learning with all students and c) advocating for alienated and powerless students.
4. Flexibly employ a wide variety of teachings and evaluation strategies that enable students to make meaning of content disciplines and multiple perspectives.
5. Manage a classroom effectively, incorporating principles of peacemaking, in a wide variety of settings.
6. Sense a strong call to serve and to nurture students from a social justice perspective.
7. Develop a sense of self as an educational facilitator and leader who continually reflects on her/his teaching in reference to her/his guiding principles.
8. Establish working and collegial relationships with schools, families and community agencies to strengthen the learning environment and to promote cross-cultural interactions.

The above guiding principles, or others of pre-service teachers' choosing, may be a basis on which they and their supervisors may evaluate professional development.

### Conceptual Framework of the Teacher Education Department



**Fig. 2 Three-dimensional Model:**

Eight guiding principles influence the interactions of students, teachers and content, as do teachers' and the students' continua of experiences and the evolving structure of content.

## Pre-service teacher Calendar/Checklist 2011

### August

- ❑ August 1 – By this date, email your cooperating teacher about beginning details – offer to help set up the room. Confirm time and dates for school responsibilities.
- ❑ August 15-19 – Teacher in-service workshops. (These dates vary with the school communities as do the first days of school). Pre-service teachers are to attend the in-service workshops at their assigned schools.
- ❑ August 16 - Orientation meeting, 4:00-6:00 pm in the Koinonia Room (CC 300). College supervisors will meet each pre-service teacher and her/his cooperating teacher to discuss ways for each pre-service teacher to document her/his performance on the 8 Guiding Principles in their licensure portfolio.
- ❑ August 26 - By this point you should have set up a time for daily conferences with your cooperating teacher.
- ❑ August 26 - Review the 8 Guiding Principles (page 45) and keep them in mind as you continue to collect data for your portfolio during your student teaching experience.
- ❑ August 29 – Final Check-in (Look for an email in August from the registrar, confirming check-in times.) Buy Teach Like a Champion text by Lemov from Bookstore.
- ❑ Keep your lesson plans and copies of materials in a loose-leaf notebook for your cooperating teacher and college supervisor to look over.

### September

- ❑ September 6 – E-mail Journal 1 (page 25) to your college supervisor. Read Chapters 5-7 in Lemov text.
- ❑ September 5-9 - Make up Portfolio Conference for those who did not attend orientation.
- ❑ September 13 – Systematic Study of Teaching and Learning work session, 4-5:30 p.m. in Gathering Rooms, CC 141-144.
- ❑ September 20 – Workshop in Gathering Rooms CC 141-144, 1:00-4:00 p.m. Read chapters 5-7 in the Vitto text on e-reserve. Readings on bullying, motivation & management to be handed out.
- ❑ Schedule visits with college supervisor. Be sure to submit your lesson plan for the observation to your college supervisor prior to each visit (page 20). Also remember to submit the Focus for Observation Form in advance of each visit (page 24).
- ❑ Take photos of your teaching for your interview portfolio (such as instructional activities and student-teacher interaction, classroom environment and cooperative learning).
- ❑ Meet with your college supervisor to discuss G.P.#5 and Journal #1. Your college supervisor will initiate this meeting.

### October

- ❑ October 3 – Midterm evaluations due from cooperating teachers.
- ❑ October 3 – Submit SSTL pre and post tests via email to Kathy or Suzanne for approval.
- ❑ October 3-November 4 – Systematic Study of Teaching and Learning. (page 29 - See checklist)
- ❑ October 17 – Journal 2 due (page 25) to college supervisor. Submit parent contact log (pg. 35)

### November

- ❑ November 8 – *TtT licensure workshop in CC 112, 4-5:30 pm.*
- ❑ November 11 – Last day in classrooms.
- ❑ November 14-December 2 – Elementary and Secondary Education Seminars in Gathering Rooms CC 141-144. 8:00-3:00 daily (exact daily schedule TBA)
- ❑ November 18 – SSTL due.
- ❑ November 28 – Portfolio due.

## College Supervisor's Checklist 2011

### August

- Introductory e-mail or phone call to cooperating teacher.
- August 16 – Secondary college supervisors meeting with Kevin Gary, 2:00 p.m. , CC 112
- August 16- Orientation meeting, 4-6:00 pm in the Koinonia Room, CC 300.

### September

- September 6 - Receive Journal 1 (page 25).
- September 5-9 - Make up Portfolio Conference for those who did not attend orientation.
- September 12 - Response to Journal 1 due.
- Meet as a group with all your pre-service teachers to discuss G.P.#5 and Journal 1.
- Observation Visits #1 & #2 – Check in with cooperating teacher to discuss strengths and areas that may need improvement. Prior to your visit, request lesson plan and observation focus from pre-service teacher. Following your visit, receive and grade the student's lesson plan reflection after visit.
- During visit #2 or #3 it may be helpful to have your meeting with the student outside the school setting.
- Email or phone cooperating teacher for check-in.

### October

- October 3-7 – Midterm 3-way conference between cooperating teacher, college supervisor and pre-service teacher before or after school.
- October 17 - Receive Journal 2 (page 25) and parent contact log (page 35).
- October 24 – Response to Journal 2 due.
- Check in with students on visits this month to make sure they are on track with their Systematic Study of Teaching and Learning. Ask them if the cooperating teacher is regularly observing them and providing feedback. Plan at least one observation of an SSTL lesson.
- Observation Visits #3 & #4 – Check in with cooperating teacher. Prior to your visit, request lesson plan and observation focus from pre-service teacher. Following your visit, receive and grade the student's lesson plan reflection.

### November

- November 11 – Last day of student teaching. Final evaluations, dispositional assessments, and exit survey due. Forms are available online, or request hard copies from the administrative assistant in the education office.
- November 18 – Write reference letters on GC letterhead for placement file and give to the education department administrative assistant.
- November 18 – Write thank you notes for cooperating teachers and give them to the education department to be sent with the teachers' check.
- November 28 – Portfolio grading day in Gathering Rooms, starting at 2:00 pm. Read portfolios of candidates in your field.

## Cooperating Teacher Checklist 2011

### August

- ❑ August 16 – Orientation Meeting, 4-6:00 pm in College Mennonite Church, room 300.
- ❑ August 26 – By this point you should have set up a time for daily conferences with your pre-service teacher.

### September

- ❑ September 20 – Release pre-service teachers for workshop on campus, 1:00-4:00 pm.

### October

- ❑ October 3 – Midterm evaluation due. You will receive a prompt from the Education Department with links to the online evaluation forms.
- ❑ October 3-7 – Midterm 3-way conference between cooperating teacher, college supervisor and pre-service teacher before or after school.

### November

- ❑ November 11 – Last day in classroom for pre-service teachers.
- ❑ November 18 – Final evaluations and letter of recommendation due. You will receive a prompt from the education department with links to the online evaluation forms. Write a reference letter on your school letterhead and send it to: Education Department, Goshen College, 1700 S. Main St., Goshen, IN 46526.

**Area School Calendar  
2011-2012**

| School     | Opening Workshops | Classes Begin | Fall Recess/<br>In Service Workshops | Parent-Teacher Conferences                                 |
|------------|-------------------|---------------|--------------------------------------|--|
| Concord    | August 18, 19     | August 22     | October 27-28                        | Sep 28 - HS<br>Oct 24,25 – K-8                             |
| Elkhart    | August 15         | August 16     | October 21                           | Sept. 22   |
| Fairfield  | August 15         | August 16     | October 28-31                        | Oct. 27  |
| Goshen     | August 15,16      | August 17     | October 21-24                        | Sept. 29 – GHS<br>Oct. 3 & 17 - GMS<br>Oct. 13 & 18 - Elem |
| Wawasee    | August 15         | August 16     |                                      |  |
| West Noble | August 18         | August 19     | October 28                           | Sept 1 – MS meet the teacher night                         |

## TEACHER TEST SCHEDULE

Please refer to the Educational Testing Service (ETS) web site for all test dates ([www.ets.org/praxis](http://www.ets.org/praxis)). Registration bulletins are available in the Teacher Education Office. Be sure to check with the Teacher Education administrative assistant (535-7440) to make sure you register for the correct subject assessment test(s). You must successfully complete your subject assessment test(s) to be eligible to apply for a teaching license. **All candidates are expected to have completed Praxis II testing at least one time prior to student teaching.**

NOTE: All elementary education majors need to complete two Subject Assessments--#0011 Elementary Education: Curriculum, Instruction and Assessment and #0300 Reading Specialist. If you also receive licensure in Exceptional Needs, you must take # 0353 Special Education: Core Principles Content Knowledge and #0542 Exceptional Needs: Mild Intervention this fall prior to student teaching in exceptional needs next spring.

### GUIDE FOR THE FIRST WEEK OF STUDENT TEACHING

1. Keep records of your preschool workshops and other functions you attend during your student teaching experience for your portfolio.
2. Take particular note of classroom routines, school policies and practices, and instructional resources. Familiarize yourself with the books and materials which the teacher and students use.
3. Prepare an introduction of yourself to use in the opening days of school.
4. With the counsel of your cooperating teacher and college supervisor, begin gathering resources for any units you will teach.
5. Learn the names of your students and become acquainted with their strengths and interests.
6. Take initiative to meet administrators and teachers. Toward the end of student teaching you may want to ask an administrator who has gotten to know you to write a reference.
7. Explore special education services available in your school. Will students be included in your classroom as a part of their placement into the least restrictive environment? During your weeks in the school, check to see if you might observe/participate in the special education program.
8. Begin a photographic record of your student teaching experience for use in your portfolio.
9. **Note those things in writing that particularly interest or surprise you. You are only new to a context for a few days and you want to capture those thoughts. After the first few days it will seem routine and familiar and it will be hard to remember what surprised you.**

## ROLE OF THE PRE-SERVICE TEACHER

Welcome to student teaching. What pre-service teachers learn from student teaching depends upon their willingness to work, their eagerness to learn and their approach to teaching. The following suggestions may increase the effectiveness of the student in the role of pre-service teacher:

### 1. **Be well prepared for planning and reflecting on teaching.**

- a. **Lesson Planning.** Pre-service teachers are expected to regularly write out lessons and unit plans.
  - (1) Obtain a copy of the type of weekly lesson plan book used by the school. Most schools have extra plan books that they can give to pre-service teachers. This plan book is used to briefly indicate the lessons and plans for each week. Devise a system to indicate lessons for which the pre-service teacher is responsible and those for which the cooperating teacher is responsible.
  - (2) Each day **at least one** lesson plan must be written out in more detail. Pages 20 and 23 contain the Goshen College lesson plan form and the rubric for assessing the quality of the plan. For portfolios, all pre-service teachers are required to have typed lessons including written reflections.
  - (3) Each time the college supervisor visits, the pre-service teacher is to provide a focus for observation and a copy of the typed plan for the lesson the supervisor will observe. This plan will be turned into the supervisor along with your plans from the day before, and will be graded.

Plans should be kept in a loose-leaf notebook along with a copy of materials used with students. **The college supervisor and the cooperating teacher will regularly ask to see these plans.**
  - (4) Give your college supervisor a copy of your schedule so they can better plan for visits.
- b. **Written Reflections.** One of the ways that you will communicate with your college supervisor and keep track of your thinking for your portfolio is via reflective writing. While you are welcome to keep a journal for yourself throughout the term, you will only be required to submit two (2) reflective writings. These may be handed in via e-mail or hard copy through campus mail. Secondary pre-service teachers should e-mail a copy to Suzanne Ehst (sehst@goshen.edu) as well as their college supervisor. See calendar for due dates and page 25 for prompts.
- c. **Systematic Study of Teaching and Learning.** You will systematically reflect on your teaching and on student learning during a 2-4 week unit that you will teach sometime between October 4 and November 6 (page 29).

### 2. **Continued Development of Portfolio.**

Your cooperating teacher and college supervisor will not be as aware of your portfolio needs as you are. Therefore, throughout student teaching, it is your responsibility to continue to keep the 8 Guiding Principles (page 45) in mind for portfolio development. Be sure to collect appropriate data that will be helpful to you in showing your competence in all 8 areas. You may contact your college supervisor or any teacher education department faculty if you have questions about what information is appropriate to include in the portfolio. The documents gathered as evidence will play a significant role at the end of student teaching in both your senior seminar evaluation and in

your teacher licensure. A suggested artifact list is included on page 47. A rubric for helping assess the quality of your documentation is on page 51.

3. **Pre-service teacher-Cooperating Teacher Conferences.** It is expected that the cooperating teacher and the pre-service teacher arrange a regular conference time (e.g., daily or every other day) to discuss plans, performance and problems. Pre-service teachers are to check their teaching plans with the cooperating teacher in advance. If the cooperating teacher is not regularly observing your teaching, ask him/her to do so and provide feedback to you.
4. **3-Way Conference: Pre-service teacher-Cooperating Teacher-College Supervisor.** During the orientation sessions college supervisors will arrange conferences with each pre-service teacher and her/his cooperating teacher midway through the semester. This will happen after the midterm evaluation during the week of October 4-8.
5. **Preparation for college supervisor's observation.** Each time the college supervisor visits, the pre-service teacher will need to complete the **Focus for Observation Form** (page 24) suggesting 1-2 foci around which the college supervisor can concentrate the observation. The cooperating teacher will then give specific feedback in the written evaluation addressing what most concerns the pre-service teacher based on the information provided. A lesson plan for the lesson being presented should also be provided to the college supervisor for use during the observation.
6. **Be informed about your responsibilities.**
  - a. **School and Classroom Policies.** The pre-service teacher is expected to quickly acquaint herself/himself with the policies and procedures of the school in general and of the classrooms to which she/he is assigned.
  - b. **Discipline.** Disciplinary measures used by the pre-service teacher should conform to the instructions of the cooperating teacher and school administrators. The pre-service teacher should recognize the final authority of the cooperating teacher in all matters of classroom procedures.
7. **Be professional.** As a pre-service teacher, you are a representative of Goshen College and a guest of the cooperating school. Promote desirable public relations between your school and college.
  - a. **Absences.** Pre-service teachers are to notify their cooperating teacher and the Teacher Education Office (535-7440) when they need to miss school because of illness. Absences for personal reasons are discouraged. If it is absolutely necessary to miss for personal reasons, pre-service teachers are to discuss their plans well in advance with their cooperating teacher and their college supervisor.
  - b. **Time Spent in School.** Most schools require teachers to be at school at specified times before school begins and after pupil dismissal. Often this time is one-half hour. Pre-service teachers are expected to follow the same time schedule as the teachers in their school and are expected to attend faculty meetings and assist in any routine duties of the school for which the cooperating teacher has responsibilities. Pre-service teachers who carpool are to arrange their travel timetables to avoid late arrivals and early departures. Pre-service teachers need to arrange and pay for their own transportation. Pre-service teachers are strongly encouraged to engage in extracurricular activities expected of teachers, involving themselves in as many different experiences as possible.
  - c. **School Calendar.** During the student teaching semester, pre-service teachers are to observe their school's calendar. If the college has a day off when schools are in session, the pre-

service teachers are to report to their schools. When classes in the schools are suspended for in-service workshops, teacher work sessions, teacher-parent conferences, etc., pre-service teachers are to participate in the activities planned for teachers.

- d. **Outside Activities.** Pre-service teachers are not to offer outside activities, (e.g., outside employment or college extra curricular activities,) as excuses for not performing the functions expected of them in their pre-service teacher roles. They are expected to keep such obligations to a minimum so as to never interfere with optimal pre-service teacher performance. Coaching contracts and employment opportunities over 10 hours a week are never to be entered into without the express permission of the Director of Secondary or Elementary Student Teaching. From past experience, we recommend no one have more than 10 hours of co-curriculars per week. We don't recommend pre-service teachers coach or have heavy workloads outside of student teaching. We have found it is very hard for them to be successful in their placements if they do so. You must complete the outside employment/coaching form (page 19) and return it to your Director of Student Teaching by the orientation meeting in August.
  - e. **Substitute Teaching.** Since pre-service teachers are not yet certified teachers, the Goshen College Department of Education strongly recommends that pre-service teachers not be used as substitute teachers. There are issues of liability to consider. This refers to both student teaching and senior seminar.
  - f. **Grooming and Dress.** Pre-service teachers' dress and grooming are to be consistent with the standards established in their assigned schools. Usually these standards are different from college campus standards. It is the responsibility of each pre-service teacher to be sensitive to the standards at her/his particular school. You want to establish yourself as a professional. You also want to represent Goshen College well in the community. Remove or cover-up body piercings and tattoos during your student teaching placements.
  - g. **Confidentiality.** You will be privy to confidential information as you teach. It is your responsibility to see that it remains confidential. Do not discuss confidential information with those who have no need for it or who might use it improperly. Be aware that even students' family members may not have access to information about a student. Make home contacts only with the counsel of school personnel.
8. **Make it clear to all that you want to be there!**

## ROLE OF THE COOPERATING TEACHER

We at Goshen College appreciate the willingness of experienced teachers to assume the added responsibilities of guiding pre-service teachers. The following suggestions may help the cooperating teacher in this role:

1. **Atmosphere.**  
Create an atmosphere of cooperation for the "second" teacher in your classroom.
2. **Orientation to Building and Materials.**  
Orient the pre-service teacher to the school, the staff, and the school policies. The pre-service teacher should become familiar with the information or procedures for media center materials and equipment, teacher's file and guidance office files on students, discipline procedures and attendance responsibilities.
3. **Materials.**  
Provide the pre-service teacher with texts, class and school schedules, plan books, handbooks, courses of study, bulletins and other related materials. It is helpful for the pre-service teacher to have a desk or table on which to keep teaching materials.
4. **Observation.**  
Allow observation time in order to acclimate the pre-service teacher to the school, but it is advisable to involve the pre-service teacher in assisting and/or assuming some teaching responsibilities during the first week.
5. **Helpful Questions.**  
At the outset of the student teaching experience, the cooperating teacher and pre-service teacher should explore questions such as the following:
  - a. In what activities should the pre-service teacher participate while the cooperating teacher is teaching the class?
  - b. How, when, and where should conferences and cooperative planning take place?
  - c. What are the teaching practices which are important to the cooperating teacher and what is negotiable?
  - d. How does the cooperating teacher handle discipline/classroom management?
  - e. What accommodations and services are provided for students with special needs?
6. **Adding Responsibilities.**  
Add teaching responsibilities as the student develops poise, confidence and competency in handling routine matters in the classroom and shows proficiency in teaching. A suggested plan would be to add one more class period to the pre-service teacher's load every week or two, making sure that the pre-service teacher has **at least five weeks of full teaching load**. During the last week, the cooperating teacher may gradually resume teaching responsibilities and provide the pre-service teacher with an opportunity to observe the cooperating teacher at the end of the experience as well as at the beginning. During the last several days, the cooperating teacher may want to assist the pre-service teacher in arranging observations of other outstanding teachers in the building or school district. See page 17/18 for responsibility assimilation guide.
7. **Lesson Planning.**  
Discuss lesson plans during the first days of student teaching. Agree on the form to be used and on the amount of lead time you would like for lesson plans to be presented to you for review. Then check the pre-service teacher's lesson plans as they come to you, indicating approval or necessary changes. The Goshen College Education Department has a lesson plan form and a rubric for assessing the quality of the plan (pages 20 and 23); other lesson plan formats may be used when appropriate. Pre-service teachers are required to complete one lesson on the Goshen College form daily throughout the student teaching placement.

8. **Teacher Observations.**

We strongly encourage the cooperating teacher to frequently record observations while the pre-service teacher is teaching and to then share them with the pre-service teacher. Pre-service teachers value such feedback when handled in a sensitive way and it can contribute to their portfolio.

9. **Conferences.**

Hold regular conferences with the pre-service teacher. This time is extremely valuable to the pre-service teacher and may include discussing lesson plans; evaluating the pre-service teacher's progress, including guiding the pre-service teacher in achieving competencies and eliminating weaknesses; and encouraging the pre-service teacher to discuss any phase of the student teaching experience. Pre-service teachers expect and value constructive criticism; the cooperating teacher should not hesitate to offer it or make any suggestions for outside reading. At midterm you will be giving some written feedback to the college as well as the pre-service teacher (pages 37 and 38). This formative feedback is useful in helping the pre-service teacher strategically target areas of growth.

The Portfolio Conference, will be held during the orientation meeting. The college supervisor will convene a 3-way midterm conference with the pre-service teacher and cooperating teacher to discuss ways for the pre-service teacher to document her/his performance on the eight Guiding Principles (page 45) for which new teachers will be held accountable during their induction years.

10. **Evaluation.**

The cooperating teacher is to provide **formative** evaluation of the student throughout the semester. This feedback should be centered around the criteria outlined in the 8 Guiding Principles. Indicating areas of growth as "Below Expectations" on formative evaluations can be very useful in allowing the candidate to strategically target areas of challenge for the candidate. This also alerts the college supervisor to areas on which to focus their observations and target their feedback. Feedback should also include assistance in choosing appropriate evidence to be included in the student's licensure portfolio. This help is particularly important because the student's licensure will be based on the student's documentation of their performance of these 8 Guiding Principles.

In addition, the cooperating teacher is responsible for three forms of **summative** evaluation. The first is a letter of reference (see page 39). Please type your statement on your school letterhead. The second form of evaluation involves the completion of a checklist and comments regarding the 8 Guiding Principles (page 40). The third is a dispositional analysis checklist (page 41). We hope all of our candidates are able to achieve an "On Target" level of performance by completion of the student teaching semester. Any area marked as "Below Expectations" will require additional remediation. A rubric to help you further understand characteristics for each of the assessment levels is included on page 51. All of the student teaching evaluation forms are also web-based and you may choose to complete them on-line rather than on paper. Forms may be located at <http://www.goshen.edu/education/resources/forms/student-teaching/>.

11. **Portfolio Artifacts**

The pre-service teacher will be collecting artifacts for her/his licensure portfolio standards. This is the pre-service teacher's responsibility, but brainstorming, advice or suggestions of artifacts are always welcomed by the pre-service teacher.

12. **College Supervisor Visits**

In the beginning, you may choose whether to remain in the room during college supervisor observations. It is advisable to leave during at least one or two visits so that classroom management may be observed. Immediately following the observation, please arrange time for you to take over the class so the pre-service teacher and college supervisor have a chance to discuss the observed lesson. This should be between 15-30 minutes. If you have any concerns or questions, please feel free to talk to the college supervisor while she/he is in your building.

## ROLE OF THE COLLEGE SUPERVISOR

1. **Number of Visits**

Generally the college supervisor will visit each pre-service teacher at least four times during student teaching. Each visit will require a written observation using the Goshen College forms aligned to the Guiding Principles.
2. **Email**

The college supervisor will email the cooperating teacher two times during the student teaching semester to seek or confirm information about the pre-service teacher.
3. **Advance Arrangements**
  - a. The college supervisor will usually arrange visits ahead of time with the pre-service teacher.
  - b. The pre-service teacher is to clear the arrangement with the cooperating teacher.
  - c. At the time each visit is arranged, the pre-service teacher is to complete the Focus for Observation Form (page 24) including 1-2 foci around which the college supervisor can focus observations.
4. **Lesson Plans:**

Each time the college supervisor visits, he/she will be provided with a copy of the lesson plan to be observed. The pre-service teacher will also have a binder of plans for other lessons taught since the college supervisor's last visit. The college supervisor is expected to review the lesson plan binder each time. College supervisors should give feedback on the past lesson plans provided, and will collect the lesson plan observed to grade it after the pre-service teacher has finished the reflection.
5. **Observations:**

College supervisors must use the observation forms on pages 43 and 44, and will leave copies of the completed form with the pre-service teacher. It is suggested that you give the student the white copy for use in their portfolio; you keep the yellow copy and give the pink copy to the cooperating teacher. If using a laptop, be sure to email the pre-service teacher and cooperating teacher the observation documentation immediately following the visit. College supervisor visits often raise pre-service teachers' anxiety. Following are suggestions for managing that anxiety:

  - a) Pre-service teachers can view the college supervisor's role as providing information that the pre-service teacher alone may miss. The college supervisor, in this view, is primarily an observer rather than a judge.
  - b) If pre-service teachers suggest foci for the college supervisor's visit (page 24) they assume a collaborative role in evaluating their own teaching effectiveness.
  - c) Both the pre-service teacher and the college supervisor can use the pre-service teacher's strengths as a starting point for thinking about and discussing teaching effectiveness. College supervisors can also deal directly with needed improvements, but in the context of what the pre-service teacher is already doing well.
6. **Conferences:**
  - a. **Observation Conferences:** Whenever possible, the pre-service teacher will arrange a time at the end of the lesson to discuss it with the college supervisor. Sometimes it will be possible for the cooperating teacher to join the pre-service teacher and college supervisor in a three-way conference; more often the pre-service teacher and college supervisor will need to confer without the cooperating teacher. Sometimes the conference will need to be held back at the college after school, or as a last resort, the pre-service teacher and college supervisor may need to arrange a telephone conference.

- b. **Midterm Conference:** During the orientation session, the college supervisor will schedule a three-way midterm conference with the pre-service teacher and cooperating teacher. This conference is to go over the midterm evaluation together and make sure the student is progressing.

7. **Maximizing Learning:**

Student teaching provides marvelous and numerous opportunities to learn about best ways to teach, about the subjects taught, about oneself, about how religious faith and teaching mesh and much more. The pre-service teacher is expected to take initiative to identify what can be learned and to plan ways to learn it. Pre-service teachers do not learn to teach simply from experiencing teaching. How the pre-service teachers think about and act on those thoughts determines the amount and speed of learning from experience.

8. **Evaluation:**

One crucial goal for pre-service teachers is for them to evaluate their own teaching effectiveness. Such self evaluation involves: a) identifying existing strengths, b) setting goals for improving teaching effectiveness, c) seeking and reflecting on feedback from students, cooperating teachers and the college supervisor so as to consolidate strengths and to improve where needed. The portfolio conference (#6 above) is an important occasion for the pre-service teacher to evaluate her/his progress toward the Guiding Principles and INTASC standards.

Two times throughout the semester you will receive written reflections from the pre-service teachers regarding aspects of their teaching. They will submit them via e-mail or campus mail. Please respond to their writing within one week of its submission.

The college supervisor writes a final reference letter that becomes part of the pre-service teacher's file. That letter will include descriptive and evaluative comments that come from classroom observations and conferences. The evaluative comments will include both strengths and areas for improvement. The areas for improvement will be limited to those the pre-service teachers and college supervisors discussed during the student teaching semester. Please write your evaluations on Goshen College letterhead and submit to the teacher education administrative assistant.

Throughout the semester, the college supervisor should provide assistance to the student in choosing appropriate evidence to be included in the student's licensure portfolio created around the 8 Guiding Principles (page 45). Making suggestions regarding items to be included in the portfolio and providing feedback on current entries are both appropriate means of providing this feedback. This assistance is particularly important because it is through the student's documentation of their performance of the 8 Guiding Principles that their licensure will be based.

Monday, November 28 has been scheduled for the reading of portfolios in the Gathering Rooms, beginning at 2:00 pm. Those who teach in the public school setting should plan to arrive directly after school dismisses. Those who teach on campus should arrange schedules to accommodate the 2:00 time.

At the end of the student teaching semester, please turn in all student teaching documentation (written observations, etc.) to the Teacher Education administrative assistant.

## ASSESSMENT FOR THE STUDENT TEACHING SEMESTER

Evaluation is an integral and continuous experience cooperatively shared by pre-service teacher, cooperating teacher, and college supervisor. Evaluation takes place in daily and longer range planning and in the final evaluation.

### 1. **Self-Evaluation**

The pre-service teacher is to assume responsibility for self-evaluation. The pre-service teacher needs to identify goals for areas where he/she wants to grow during student teaching and then seek feedback from students and supervisors about how adequately these goals are being met. Some find it helpful to videotape themselves. You are welcome to do this (and you can borrow equipment from ITS-media), but it is not required.

Pre-service teachers are to evaluate at least one lesson a day in writing. Pre-service teachers are to take initiative in asking for feedback from supervisors on their lessons and on the areas that the pre-service teacher has selected as goals for improvement.

Pre-service teachers are to actively participate in the midterm and final evaluation conferences.

Some time between October 4 and November 6 pre-service teachers are to complete a systematic study of a unit that they teach.

At the end of student teaching, you will complete a dispositional analysis. (See page 41)

### 2. **Evaluation by Cooperating Teachers**

Although pre-service teachers are to take initiative in evaluating performance, there will be many times when it is appropriate for supervisors to offer unsolicited information and opinions.

It is important that each supervisor make clear to each pre-service teacher the criteria by which she/he is evaluating the pre-service teacher and how the pre-service teacher stands on these criteria. To be most helpful this would be done formatively throughout the course of the semester, rather than only on the final summative written reference. Regular informal pre-service teacher-cooperating teacher conferences will give ample opportunity for such evaluation. In addition, there are two more formal conferences:

Portfolio Check-in. During the orientation session the college supervisor will convene a conference with the pre-service teacher and cooperating teacher. This conference will focus on the documentation you will need for your portfolio.

Midterm Evaluation: The cooperating teacher will complete a midterm evaluation form (pages 37 and 38) by Oct. 1 and submit it to the Teacher Education office. A 3-way conference will be held to review the written documents.

Final Evaluation: At the end of the semester the cooperating teacher will write a letter of reference (page 39) and complete a checklist based on the 8 Guiding Principles (page 40) and evaluate the pre-service teacher's dispositions (page 41). These may be shared with the pre-service teacher as a way of reflecting on the semester. The rubric on page 51 will be helpful in assessing the pre-service teacher's performance on the Guiding Principles.

3. **Evaluation by College Supervisor**

The college supervisor will confer with the pre-service teacher during or shortly after each school visit. When schedules permit the college supervisor will have a 3-way conference with the pre-service teacher and cooperating teacher. In these conferences the college supervisor will seek to help the pre-service teacher evaluate her/himself. The college supervisor will convene and participate in the portfolio conference. The college supervisor will write a final letter of reference for the pre-service teacher's file.

4. **Portfolio**

Your cooperating teacher will not be as aware of your portfolio needs as you are. Therefore, throughout student teaching, it is your responsibility to continue to keep the eight Guiding Principles (page 45) in mind and collect appropriate data that will be helpful to you in showing your competence in these eight areas. You may contact your college supervisor or any teacher education department faculty if you have questions about what information is appropriate to include in the portfolio. The documents gathered as evidence will play a significant role at the end of student teaching in both your senior seminar evaluation and in your teacher licensure. Please use the suggested artifacts document on page 47 as you begin to collect evidence.

### POSSIBLE ELEMENTARY RESPONSIBILITY ASSIMILATION GUIDE

The following framework is only a guide. Hopefully you will find it helpful in your planning. Manipulation of this schedule is expected. Feel free to rearrange responsibilities as best fits your context.

|             |   |
|-------------|---|
| Week 1      | <ul style="list-style-type: none"> <li>• Primarily Observation</li> <li>• Focus on how procedures are taught and community is established</li> <li>• Work with small groups and assisting students is expected</li> <li>• Assistance in the preparation and distribution of materials</li> <li>• Read aloud</li> <li>• Walking students to cafeteria, music, etc</li> </ul> |
| Week 2      | <ul style="list-style-type: none"> <li>• Continue with all the duties from previous week</li> <li>• Assume responsibility for part of literacy curriculum (perhaps spelling and handwriting)</li> <li>• Assume managerial duties such as attendance</li> </ul>  |
| Week 3      | <ul style="list-style-type: none"> <li>• Continue with all the responsibilities from previous weeks</li> <li>• Assume responsibility for a core subject (Math, Social Studies, Science)</li> <li>• Assume responsibility for one guided reading group</li> </ul>  |
| Week 4      | <ul style="list-style-type: none"> <li>• Continue with all the responsibilities from previous weeks</li> <li>• Assume responsibility for a core subject (Math, Social Studies, Science)</li> </ul>  |
| Week 5      | <ul style="list-style-type: none"> <li>• Continue with all the responsibilities from previous weeks</li> <li>• Assume responsibility for a core subject (Math, Social Studies, Science)</li> </ul>  |
| Week 6      | <ul style="list-style-type: none"> <li>• Assume responsibility for all subjects and duties</li> </ul>   |
| Week 7      | <ul style="list-style-type: none"> <li>• Assume responsibility for all subjects and duties</li> </ul>   |
| Week 8      | <ul style="list-style-type: none"> <li>• Assume responsibility for all subjects and duties</li> </ul>   |
| Week 9      | <ul style="list-style-type: none"> <li>• Assume responsibility for all subjects and duties</li> </ul>   |
| Weeks 10-12 | <ul style="list-style-type: none"> <li>• Begin returning responsibility of classes and duties back to cooperating teacher gradually as units and lessons lend themselves.</li> <li>• Observation of cooperating teacher</li> <li>• Observation of other "best practice" teachers in the building</li> </ul>   |

## POSSIBLE SECONDARY RESPONSIBILITY ASSIMILATION GUIDE

The following framework is only a guide. Hopefully you will find it helpful in your planning. Manipulation of this schedule is expected. Feel free to rearrange responsibilities as best fits your context.

|             |  |
|-------------|--|
| Week 1      | <ul style="list-style-type: none"> <li>• Primarily Observation</li> <li>• Focus on how procedures are taught and community is established in each class</li> <li>• Note differences between classes throughout the day</li> <li>• Working with and assisting students is expected</li> <li>• Assistance in the preparation and distribution of materials</li> <li>• Some managerial duties such as attendance</li> </ul> |
| Week 2      | <ul style="list-style-type: none"> <li>• Continue with all the duties from previous week</li> <li>• Assume more managerial duties</li> <li>• Assume parts of a couple of classes (review, homework assignments)</li> </ul>   |
| Week 3      | <ul style="list-style-type: none"> <li>• Continue with all the responsibilities from previous weeks</li> <li>• Assume responsibility for two classes.</li> </ul>   |
| Week 4      | <ul style="list-style-type: none"> <li>• Continue with all the responsibilities from previous weeks</li> <li>• Assume responsibility for three classes</li> </ul>  |
| Week 5      | <ul style="list-style-type: none"> <li>• Continue with all the responsibilities from previous weeks</li> <li>• Assume responsibility for four classes</li> </ul>   |
| Week 6      | <ul style="list-style-type: none"> <li>• Assume responsibility for all classes and duties.</li> </ul>  |
| Week 7      | <ul style="list-style-type: none"> <li>• Assume responsibility for all subjects and duties</li> </ul>  |
| Week 8      | <ul style="list-style-type: none"> <li>• Assume responsibility for all subjects and duties</li> </ul>  |
| Week 9      | <ul style="list-style-type: none"> <li>• Assume responsibility for all subjects and duties</li> </ul>  |
| Week 10     | <ul style="list-style-type: none"> <li>• Assume responsibility for all subjects and duties.</li> </ul>   |
| Weeks 11-12 | <ul style="list-style-type: none"> <li>• Begin returning responsibility of classes and duties back to cooperating teacher gradually as units and lessons lend themselves.</li> <li>• Observation of cooperating teacher</li> <li>• Observation of other "best practice" teachers in the building</li> <li>• Continue to be involved in some way until the last day</li> </ul>  |



# Outside Employment/Coaching Form

Pre-service teacher \_\_\_\_\_ Date \_\_\_\_\_  
Supervisor \_\_\_\_\_ Grade \_\_\_\_\_  
School \_\_\_\_\_  
Cooperating Teacher \_\_\_\_\_

Place of Employment

\_\_\_\_\_

Job title and brief  
description: \_\_\_\_\_

\_\_\_\_\_

Work Schedule/Number of Hours

\_\_\_\_\_

I understand that student teaching is a time consuming and stressful experience. I recognize that I must devote significant time and energy fulfilling the duties of my cooperating teacher. Furthermore, I understand that my outside employment/activities may not be used as an excuse for not performing any function expected of me in my student teaching role. For example, you may not use work as a reason to not participate in parent/teacher conferences (or any mandatory school event for your cooperating teacher). Optimal student teaching performance is my goal and I will not let my outside work interfere with student teaching responsibilities and to do so may seriously jeopardize my ability to complete my portfolio successfully and/or secure a teaching position if licensed.

\_\_\_\_\_  
*Pre-service teacher's Signature*

\_\_\_\_\_  
*Date*

The following request has been

\_\_\_\_\_ approved

\_\_\_\_\_ denied

\_\_\_\_\_ approved conditionally with the following conditions:

\_\_\_\_\_

*Signature*

*Director of Student Teaching's*



## Planning to Teach

Pre-service teacher \_\_\_\_\_ Date \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ Level/Period \_\_\_\_\_

School \_\_\_\_\_

College Supervisor \_\_\_\_\_ Subject \_\_\_\_\_

I. What do you know about the students academically (prerequisite skills), socio-economically or dispositionally, or the structure of the classroom that will influence your planning?

II. How does this information influence your teaching today?

### III. Student Impact

A. Goal: What is most important for your students to understand? (state standards, essential learnings)

B. Assessment: How will you assess the students' understanding?

IV. Methods and Instructional Techniques:

|                           |   |
|---------------------------|---|
| <p>A. Plan of action:</p> | <p>B. Differentiation/Modifications</p> |
|---------------------------|---|

## V. Use of Data

A. Data collected from assessment in student impact (III.B.)

B. Based on your data, what will you do next/differently? What specific strategies and techniques will you use? How are your data connected to instruction?

## VI. Reflection:

What did you learn from planning, teaching, and assessing this lesson and how will you address what you learned? What organization, management or approaches might you consider?

Lesson Plan Assessment  
Rubric for Plans for Instruction

| Criteria   | Not Apparent<br>0  | Present With<br>Reservations<br>1   | Present Without<br>Reservations<br>2  |
|--|--|---|---|
| I. Contextual considerations (e.g., What do you know about student, dispositions or the structure of the classroom that will help you?)                    | Records no relevant information.   | Refers only in general ways to students' knowledge, development, experiences or structure of classroom.   | Identifies specifics about students' knowledge, development, experiences or structure of classroom.   |
| II. How does this information influence your teaching?   | No evidence of influence.  | Evidence of influence general.  | Specific and clear evidence of influence.   |
| III. A. Student impact goals and standards   | Student goals identified/very vaguely stated or inappropriate/irrelevant.                                    | Student goal stated in general terms but relevant/appropriate.  | Clear, specific and relevant student impact goals.  |
| III. B. Planned assessment of goals (formal and informal)  | No mention of assessments or how they relate to goals.   | General indicators of assessment or goals and assessments not linked.   | Clear, logical, practical indicators of assessments and goals and how they are linked.  |
| IV.A. Plan of action for instruction using multiple teaching strategies congruent with understandings and developmentally appropriate learning activities. | (0)<br>Insufficient evidence of planning congruent with understandings and/or developmentally inappropriate. | (2)<br>General plan; partial planning congruent with understandings and/or developmentally appropriate practice. Lacking managerial details and plans for checking student understanding. | (4)<br>Clear, logically organized plan. Content and instructional strategies clear and congruent with planned understandings and learning goals. Managerial details as well as plans for checking student understanding included. |
| IV.B. Modifications (monitoring differentiation and adjusting strategies in response to learner feedback)  | No alternative plan  | Differentiations/modifications exist but may lack connection to student needs or is not relevant enough   | Differentiations/modifications anticipate possible student needs/problems; alternative strategies to assist student understanding; plans realistic/relevant   |
| V. A. Data collected from assessment   | No data collected  | Limited data and assessment tools not highly consonant  | Assessment tools match instructional method and data collected to support instruction.  |
| V.B. How does data inform your instruction?  | No ideas for instructional change or impact  | Limited, general ideas for instructional change or impact   | Clear, specific detailed description of instructional change or impact  |
| VI. Reflection on lesson planning, teaching and assessing  | Reflection not specific to lesson  | Limited and general reflections on lesson   | Thoughtful ideas or reflection on planning, teaching and assessing  |

Total Points: \_\_\_\_\_/20



## Focus for Observation

Pre-service teacher \_\_\_\_\_ Date \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ Visit # \_\_\_\_\_

School \_\_\_\_\_ Grade Level \_\_\_\_\_

College Supervisor \_\_\_\_\_ Subject \_\_\_\_\_

Area for observation focus: (On what specific guiding principle, which specific students, and/or which specific behaviors should the observer focus?)

List any helpful background information needed:

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## Focus for Observation

Pre-service teacher \_\_\_\_\_ Date \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ Grade Level \_\_\_\_\_

School \_\_\_\_\_

College Supervisor \_\_\_\_\_

Area for observation focus: (On what specific guiding principle, which specific students, and/or which specific behaviors should the observer focus?)

List any helpful background information needed:

## Journal Reflections on Classroom Management\*

Please send electronic copies to your college supervisor, and for secondary pre-service teachers, to their college supervisor and the Director of Secondary Student Teaching ([sehst@goshen.edu](mailto:sehst@goshen.edu)). You may write in a journal-type of narrative or more formally.

### Journal Reflection #1

**Due September 3**

Read **Chapters 5-7 PRIOR** to writing this journal.

Lemov, D. (2010). *Teach like a champion: 49 techniques that put students on the path to college*. San Francisco, CA: Jossey Bass.

1. Discuss how your student teaching placement utilizes essential techniques to create and maintain a strong classroom culture. What techniques are in place for setting and maintaining high behavioral expectations? How did those get communicated at the beginning of the year? What techniques for teaching procedures, routines and expectations are there? How were classroom rules devised and taught?
2. An effective teacher understands how classroom culture affects student – teacher relationships. Reflect on the following five principles of classroom culture (Lemov, pg 145):
  - Discipline
  - Management
  - Control
  - Influence
  - EngagementDiscuss each principle in the context of your present placement. Can you find examples that support your perceptions?
3. Discuss a difficult student you've encountered in your student teaching placement in relationship to the techniques Lemov outlines in these chapters. What have you tried (or seen your cooperating teacher try) to improve the situation? What ideas from Lemov might you try? How will you implement them?

### Journal Reflection #2

**Due October 18**

Read **Chapters 1-4, 8-9** and administer your questionnaire from the workshop\*\* **PRIOR** to writing this journal.

Lemov, D. (2010). *Teach like a champion: 49 techniques that put students on the path to college*. San Francisco, CA: Jossey Bass.

1. Log your attempts at one technique from each of the first four chapters in Lemov. Pick one of the four techniques you have attempted and reflect on how that technique influenced: 1) the classroom dynamic, 2) the student – teacher relationship, and 3) student learning.
2. How are you helping your students to think critically? Describe how you used one of the techniques from ch 9 (Lemov, pgs 235-245) to foster critical thinking in your classroom. What evidence do you have of students' critical thinking?
3. Compile the data from administering your questionnaire and reflect on your strengths and areas for growth as perceived by your students?

**\* Note: These reflections, especially journal #2, should count as artifacts for Guiding Principle #5.**

**\*\*NOTE: This is the classroom management workshop on campus, Sept. 22, 1:00-4:00 p.m. The questionnaire will be discussed at that time.**

## **Guiding Principle #5 – Classroom Management**

The third week of September you, your college supervisor, and student teaching colleagues will meet to review Guiding Principle #5. The aim of this session is to assess where you are in terms of classroom management, noting emerging strengths and areas needed for improvement. The conversation should be centered upon your artifacts and rationales for each sub-point of Guiding Principle #5. This is a working session to discuss how best to document your work with classroom management, so it will be important for you to bring a draft of at least one of your rationales for G.P. #5.

As you complete your rationales check that each of the following areas have been completed:

- Language from the guiding principle is highlighted in the rationale.
- 2 artifacts are included for each sub-point of Guiding Principle #5.
- Language in the rationale addresses:
  - What the artifact is
  - Why it exemplifies the area of Guiding Principle #5
- The one or two paragraphs are clear and concise
- The rationale is correct in form and grammar
- Remember that the best way to show you have had good management is for someone else to note it and attest to the fact that you do it.

The group meeting will review your draft principle and evidence and offer feedback. In light of this session, pre-service teachers should edit rationales and artifacts for Guiding Principle #5. The final edit will be submitted with your portfolio during the Senior Seminar for the final review.

## Example Rationale for Secondary Portfolio

### Guiding Principle #3

*Building a Learning Community* – We seek to graduate teachers who build a learning community based on the diversity of students' backgrounds and the ways in which they learn by a) starting from each individual's strengths and cultural resources, b) sharing responsibility for teaching and learning with all students, and c) advocating for alienated and powerless students.

*B. Provides for active engagement, manipulation, and testing of ideas and materials, and encourages students to assume responsibility for shaping their learning tasks.*

#### *Name, date, and course of artifacts:*

- I. Lesson Plan, Landform Project  
September 12, 2008  
Educ 405: Student Teaching
- II. China Unit Schedule and Project Handout  
October 6, 2008  
Educ 405: Student Teaching

#### *Rationale:*

This lesson plan is part of the unit on landforms. Students were learning a variety of different landforms found throughout the world as a basis of our year studying geography. Instead of simply working with words and definitions of landforms, students used claydoh (homemade modeling clay) to *create* the landforms, as this lesson plan indicates. Students were **actively engaged in the material** as they created landforms and became very acquainted with how those landforms work and what they are like. Students were able to **manipulate ideas and materials** as they constructed their landforms, which fostered a greater sense of understanding of the concepts and definitions of these landforms. As they created these projects they were **encouraged to assume responsibility for shaping their learning tasks**. Those who put quality effort into creating accurate and representative landforms gained better understanding of these landforms. Encouraging students to manipulate ideas and work with them in a more tactile way helps students to truly comprehend concepts and is an integral part of the learning process, particularly for middle school students.

As the schedule and handout indicate, the China unit focused on **students taking responsibility for shaping their own learning as they actively engaged ideas**. After being assigned their "special feature" (geographical component), students were released in the computer lab to research their special features. After researching, they presented the information they had found to the class. With this information, students created booklets outlining and illustrating the importance of these special features to the country of China. This project encouraged students to be responsible **for their own learning** as they were accountable to one another for the information each presented to the class. Students **generated their own knowledge and inquiry** as they researched information and raised new questions about their special features. Creating the booklets as organizational tools and visual representations of content also encouraged students to not only **manipulate ideas, but also to be responsible for their own learning** as these were perfect study aides for the final test. The project as a whole was very student based as students were responsible for and accountable to one another to provide information.

## Example Rationale for Elementary Portfolio

### Guiding Principle #3

**Building a Learning Community - 3a:** *Links developmental characteristics to instructional strategies that meet learners' current need in each domain (cognitive, social, emotional, moral, and physical).*

Name of Artifact: Case Studies

Date: February 2008; November 2005

Course: Literacy II and Educational Psychology

#### **Rationale:**

I had the opportunity to tutor a first grade student who was struggling in reading and writing. In the beginning of my case study, I describe the physiological, psychological, and cultural traits of my student. I used this information to ***design instruction that met the learner's cognitive, social, emotional, and physical needs***. I drew from the student's strengths and challenges to develop goals, lesson plans, and recommendations for further practice and learning. In my lesson plans, I made sure to incorporate ***developmentally appropriate activities*** in areas such as guided reading, writing, and word work.

One of the tasks in my Educational Psychology course was to complete a case study in a classroom setting. I chose to observe the social interactions of students with a developmental disability known as Asperger's Syndrome (a milder form on the Autism spectrum). In this study, I collected my observational data for three students with Asperger's from different classroom settings. It can be seen in my artifact that ***I assessed this group in order to design instruction that met the learner's cognitive, social, emotional, and physical needs***. Some of the needs discussed were sensory, tactile, and auditory processing practice and aids. Social and emotional needs were also discussed since my main focus was to observe social interaction trends among several students with Asperger's.

Since I strive to be the best teacher I can be, I will continue to be aware and plan with students' varying learning styles, upbringings, and physiological/cognitive abilities in mind.

## **A Systematic Study of Teaching and Learning During Student Teaching Fall 2011**

### **Purpose:**

Key to your success as a teacher is to carefully observe and assess your students' work and interactions in the classroom and to strategically use these observations and assessments to nurture the growth and learning of your students and to inform your teaching practice. This study is designed to help you continue your development as a reflective practitioner by systematically documenting and analyzing student learning (Guiding Principle #7). It is also a chance to practice the kind of personal professional development and reflection many school systems are expecting of their new teachers and to prepare you for your induction year tasks. The SSTL will serve to document Guiding Principles #4 and #7.

### **Task:**

During a 2 – 4 week period between October 5 and November 7, you will be documenting how you nurture and assess the growth and learning of your students as you teach a thematic unit or extended topic in one class or subject. This particular slice of teaching may be part of a longer unit for which you have major responsibility for planning and teaching. Review the Guiding Principles referred to in this guide before you begin the study and periodically as you conduct your study and complete your paper.

During senior seminar you will analyze and reflect on the documentation you have gathered. The analysis and reflection will particularly focus on the following Guiding Principles: #4 Flexibly Employing Teaching and Evaluation Strategies and #7 Reflecting on Teaching and Learning. Presentation of your findings will be conveyed in two forms: (1) a written analysis and reflection paper and (2) a brief conference-style presentation that will include findings and artifacts from your systematic study of teaching and learning.

### **PORTION TO BE COMPLETED DURING STUDENT TEACHING:**

1. Collect documents during a 2– 4 week period in the context of a thematic unit or an extended topic you are teaching.
2. Use the SSTL lessons that explore the chosen theme or topic of the unit as the ones you write up formally during this period. In addition to the GC lesson plan form, document what adaptations you made during the lesson based on the response of students; what evidence you have from the 3-5 chosen students of what was learned; and how you determined whether the lesson had the desired influence on the students (did it help and encourage them to learn something worth learning in a way that has a sustained and substantial influence on how they think/act/feel).
3. Choose 3–5 students who represent a variety of learning styles, strengths and needs for observation and documentation during this study.
4. Choose two Indiana Academic Standards that you are planning to teach during your unit that you will document. Standards vary: some set out macro expectations that require several parts; others lay out micro expectations that involve minimal instruction. You may find two standards that work well for your purposes, or you might need to adapt standards for your purposes, either limiting them in the case of a macro-standard or expanding upon them in the case of a micro-standard.
5. Choose an assessment tool (either one that is available or one that you create) to match your standards goals and expectations of the students in the lesson or unit. Make sure you are assessing what you want students to know at the end of your unit of study. **This assessment will be used as a pre and post test** to measure whether your students have achieved your goals. Administer the pre and post test to the entire class.
6. As you are planning, draw on professional resources. Keep a bibliography of all the resources you use.

7. For each of your goals, collect data in such a way that you will be able to look across the class as well as at the individual students you have selected. Keep copies of any hand-outs, quizzes or other teaching materials you use. Write notes or comments on the materials about the effectiveness of these materials in relationship to your intended goals.
8. Keep copies of the work on the 3–5 students; be sure to date each piece.
9. Take pictures of unit activities.
10. **Videotape** one of your lessons. Watch this videotape; take notes on key actions and comments of the selected students and of you, the teacher, that provide important information on what is being taught and learned related to the goals for the lesson and unit. Record any evidence of learning from the 3–5 chosen students.
11. **Ask your cooperating teacher** to observe you teaching at least one (other than the one you videotaped) key lesson from this unit and to record what took place during the lessons including content taught, methods of instruction used, interactions with students and assessment strategies. Ask your cooperating teacher to record any evidence of learning from the 3–5 chosen students.
12. **Arrange for your college supervisor** to visit at least once when you are teaching a key lesson from this unit or theme and to record what took place during the lessons including content taught, methods of instruction used, interactions with students and assessment strategies. Ask your supervisor to keep any evidence of learning from the 3–5 chosen students.
13. Arrange for one of your **pre-service teacher peers** to visit once when you are teaching a key lesson from this unit or theme and to record what took place during the lessons including content taught, methods of instruction used, interactions with students and assessment strategies. Ask the peer pre-service teacher to keep any evidence of learning from the 3-5 chosen students. Arrange for this visit to be with a pre-service teacher who is in a school near yours.
14. Organize all gathered data for analysis and reflection (e.g. notebook, folder, box...)
15. Keep a parent contact log. This should include any contact you have with any of your students' parents outside of parent conferences. Specifically, record contact with each of your target students' parents via phone, e-mail or note.

**Guidelines for Analysis and Reflection of Systematic Study of Teaching and Learning  
(Completed During Senior Seminar)**

A major assignment for successful completion of senior seminar will be a written analysis and reflection paper based on the data you collected from your study of teaching and learning. This will also be used as your Guiding Principle #4 and #7 in your licensure portfolio. The paper will include:

**A. Introduction to the Study**

1. A brief description of the theme or topic of your unit in which these lessons took place and relevant features of your teaching setting.
2. A brief description of each of the 3–5 selected students observed during the study including why you chose each one (remember to give pseudonyms to these students to protect confidentiality). One child must have special needs on some parameter.

An example of one format you might use:

The students I chose for this study are Kara, Sam, Philip and Alyssa.

| <u>Student</u> | <u>Why Chosen</u>  |
|----------------|--|
| Kara           | Kara is 13 years old and seems to be socially isolated from her peers. She rarely speaks in class and often does not do her homework. I have a difficult time connecting with her and in trying to draw her into the curriculum. I do not know what she is interested in and very little about her previous knowledge and experiences related to the content of the thematic unit I am teaching. |

3. Include your list of professional resources and describe how they influenced your planning and delivery, exhibiting how you *stayed current by reading professional literature, discussed trends and issues with colleagues and/ or attended professional development activities.*

**B. Analysis of Assessment and Learning Experiences: A Closer Look**

Review data you have from these lessons that provide evidence of your teaching skills in the context of each of the following Guiding Principles: #4 Flexibly Employing Teaching and Evaluation Strategies; #7 Reflecting on Teaching and Learning.

Write the following sections succinctly and refer to labeled artifacts to supplement your overview:

1. First, describe the goals for the learning experiences, based upon Indiana Academic Standards.
2. Second, provide a unit calendar of learning experiences. Also provide the plan of action and how your instructional strategies related to your goals, *indicating how you use best practices to enhance learning, varying your role in the instructional process (instructor, facilitator, coach and audience).*
3. Third, describe the assessment tool you used for the pre and post tests. Make sure you note how it assessed the learning goals you set for your students. Also list other kinds of assessment you used and how they measured students' achievement of your stated goals. This should indicate that *you use a variety of formal and informal assessment techniques.*
4. Fourth, cite examples of how you used this information to make instructional decisions and monitor engagement while the unit was in process. This may be done in a grid format. Include any adjustments you made to your original plans during the course of the unit and the reasons that you made those decisions. What adjustments did you make for individual students?
5. Fifth, create a spreadsheet of the results of the pre and post test for the entire class. Analyze and note trends that are broader than your 3-5 students.
6. Sixth, note the participation of the selected students, your interaction with them and the interaction with their peers during the learning experience. Be sure to refer to your peer and cooperating

teacher observations. Based on the assessment, collected evidence, and level of engagement, discuss student learning for each of the selected students during this sequence of lessons.

7. Finally, note any interaction you had with parents (general or specific communication) and others in the school setting during this unit. This is where you include your parent log.

**NOTE:** Label each artifact/document with a number. Use this number in the text of the written commentary when referring to the artifact.

For examples, feel free to refer to studies done in previous years that will be available at workshops, seminars and in the teacher education office.

### **C. Reflections on the Teaching and Learning Study**

After considering the above evidence related to your teaching and student learning, reflect on the following:

1. What can you conclude about whether or not the goals for the thematic unit or extended topic were met? Describe features of it that were most successful and those that were less successful in helping you meet these goals. On what do you base this evaluation? What does your data say?
2. Describe how feedback from others (CT, CS, peer observation) informed your ideas and supported reflection and feedback.
3. What did you find out from your students that helped you assess your practice?
4. Describe how your overall evaluation of this study might influence your teaching in the future.

### **Format Specifications:**

The entire written commentary should not exceed 10 typed pages (excluding attachments).

Double space your text, number the pages, leave one-inch margins on all sides and use a font that is no smaller than 10 characters per inch. Be sure you use a high quality printer.

Attachments of Artifacts Cited as Evidence: (Examples)

- Lesson plans used in your study
- Observation notes from cooperating teacher, college supervisor on lessons taught during the study
- Transcribe any conversation from the videotapes that you use as evidence for the study and/or submit the notes you take as you review the video; do not hand in the video tape.
- Assessment tools: teacher-made exams, portfolio documents, student work (label with student name and your name)
- Label each artifact with a number and use this number in the text of the written commentary when referring to the artifact.

If the outlined format for this systematic study does not work well for your content area or particular unit, you may formally submit an alternative format for approval by seminar instructors.

### **Evaluation of Systematic Study of Teaching and Learning**

This written analysis and reflection paper on your systematic study of teaching will be evaluated according to the criteria listed in the attached rubric. The study will be evaluated by a seminar instructor and will be presented to your peers in a conference format.

**NOTE:** Make the most of the technology available to you in the course of this study.

## Evaluation of a Systematic Study of Teaching and Learning

Name \_\_\_\_\_

| Guiding Principle  | EXEMPLARY | ON TARGET | BELOW EXPECTATIONS |
|--|-----------|-----------|--------------------|
| <p><b><i>Introduction</i></b></p> <p>1. Description of theme and context</p> <p>2. Description of students and why chosen</p> <p>3. Description of professional resources used (<i>GP7b Stays current by reading professional literature, discussing trends and issues with colleagues and attending professional development activities</i>)</p>  |           |           |                    |
| <p><b><i>Analysis of Assessment and Learning Experiences</i></b></p> <p>1. Description of goals based on Indiana Academic Standards and school curriculum.</p> <p>2. Description of the learning experiences and plan of action. <i>uses best practices to enhance learning, varies role in the instructional process (instructor, facilitator, coach and audience; GP#4)</i></p> <p>3. Description of pre/post assessment tool, as well as other forms of assessment used during the unit. <i>GP4d Uses a variety of formal and informal assessment technique)</i></p> <p>4. Examples of how your assessment data influenced your instructional decision making and how you monitored engagement. <i>GP4f Uses data analysis to inform instructional decisions and communicates and maintains assessment information effective</i></p> <p>5. Spreadsheet for pre/post results for class; note and analyze trends from data for entire class.</p> <p>6. Analysis of participation of selected students .</p> <p>7. Parent communication (or others in building).</p> |           |           |                    |

|  |  |  |  |
|--|--|--|--|
| <p><b>Reflection</b> – 7a <i>Uses reflection and multiple sources (e.g., professional associations and literature, conferences, professional development activities, classroom observations) to evaluate, and improve practice</i></p> <ol style="list-style-type: none"> <li>1. Conclusions about your teaching and student learning, noting what worked well and what could be improved upon.</li> <li>2. Description of how feedback from others (CT, CS, peer observation) informed your understandings<br/><i>GP7c Works with professional colleagues to share ideas and to support reflection and feedback</i></li> <li>3. Uses student feedback to evaluate practice.</li> <li>4. Reflects on how future teaching can be improved.</li> </ol> |  |  |  |
|--|--|--|--|

**OVERALL EVALUATION OF SYSTEMATIC STUDY OF TEACHING AND LEARNING**

| <b>EXEMPLARY</b>  | <b>ON TARGET</b>   | <b>BELOW EXPECTATIONS</b>   |
|---|--|---|
| <p>Exemplary indicates the teacher candidate exceeds expectations for a beginning teacher in using classroom observation, information about students, and research as resources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.</p> | <p>Satisfactory evidence that teacher candidate meets expectations for a beginning teacher in using classroom observation, information about students, and research as resources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.</p> | <p>Minimal evidence that teacher candidate meets expectations for a beginning teacher in using classroom observation, information about students, and research as resources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.</p> |

**Guiding Principle #4    EXEMPLARY                    ON TARGET                    BELOW EXPECTATIONS**

**Guiding Principle #7    EXEMPLARY                    ON TARGET                    BELOW EXPECTATIONS**

## Checklist of required components of Systematic Study

Pre-service teacher \_\_\_\_\_ Topic or Theme \_\_\_\_\_

### DURING STUDENT TEACHING

- 3–5 Names of Students Representing different learning styles, strengths and needs:

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

- Written unit calendar including clear goals for student learning based on Indiana state standards to meet those goals as well as the major learning activities.
- Unit Assessment to be used as pre & post test based on goals for student learning.
- Documentation of informal and formal assessment strategies used during the study
- Detailed lesson plans including reflections for each day of the unit taught during the study
- Videotape one lesson; review tape (notes from review of tapes, transcribed conversation, etc)
- Cooperating teacher observation documentation
- College supervisor observation documentation
- Peer pre-service teacher observation documentation
- Photographs of students working during the teaching of this unit/theme
- Samples of selected students' work
- Keep a parent log and record any forms of communication with parents or other adults in the building
- Reflection/review of professional literature, discussion of trends with colleagues, or professional development activity related to unit of study

### DURING SENIOR SEMINAR

- Clear explanation of how collected documents show skill in addressing instructional goals within the context of the Guiding Principles #4 Flexibly Employing Teaching and Evaluation Strategies and #7 Reflecting on Teaching and Learning
- Clear explanation of how assessment information was used to monitor your own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly
- Thoughtful reflection on how you used the documentation collected during this study to evaluate student learning and to revise your teaching practice including how the study might influence your teaching in the future.

## Technology Questions

1. Is there a projection system available in the school?
2. Are there clickers available?
3. What software applications are available?
4. What grade book system is used?
5. Who is the “go-to” person at the school for technology questions?
6. Is there voicemail and how do I set it up?
7. Is there a scanner available and where is it?
8. How do I book a computer lab?

# Student Teaching Midterm Evaluation



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Pre-Service Teacher's Name \_\_\_\_\_

Check one:

- Self-Report (Pre-Service Teacher's Name) \_\_\_\_\_
- College Supervisor (Name) \_\_\_\_\_
- Cooperating Teacher (Name) \_\_\_\_\_

Grade Level \_\_\_\_\_ School \_\_\_\_\_

| Guiding Principle | <b>Key to Ratings</b><br><b>Exemplary</b> = <i>In-Service level performance – Beyond expectation and requirements</i><br><b>On Target</b> = <i>Meets expectations for pre-professional level</i><br><b>Below expectations</b> = <i>Performance does not meet expectations</i>   | <b>Exemplary</b><br>Strong evidence candidate always: | <b>On Target</b><br>Satisfactory evidence candidate frequently: | <b>Below Expectations</b><br>Little or no evidence that candidate: | <b>Comments:</b> |
|-------------------|---|---|---|--|------------------|
| #1                | <b>Making Content Connections</b> <ul style="list-style-type: none"> <li>basic facts</li> <li>central concepts</li> </ul>   |   |   |  |                  |
| #2                | <b>Communicating Effectively</b> <ul style="list-style-type: none"> <li>effective verbal communication</li> <li>effective non-verbal communication</li> <li>effective media communication</li> </ul>  |   |   |  |                  |
| #3                | <b>Building a Learning Community</b> <ul style="list-style-type: none"> <li>respect shown toward student differences and issues of diversity</li> <li>plans for a range of student abilities</li> <li>understands how to integrate across multiple dimensions of diversity including race, ethnicity, gender, disability, age, religion, and class</li> <li>uses pedagogical techniques that address the learning styles of diverse groups</li> </ul> |   |   |  |                  |
| #4                | <b>Flexibly Employing Tchg and Eval Strategies</b> <ul style="list-style-type: none"> <li>varies instructional strategies</li> <li>responsive, student-centered and meaningful learning</li> <li>checks for students' understanding</li> <li>adapts to unforeseen situations</li> <li>lessons based on clear and relevant goals</li> <li>lessons developmentally appropriate</li> </ul>   |   |   |  |                  |
| #5                | <b>Managing a Classroom</b> <ul style="list-style-type: none"> <li>classroom organization and management fosters learning</li> <li>values students as participants in learning/teaching</li> </ul>  |   |   |  |                  |
| #6                | <b>Building a Sense of Calling</b> <ul style="list-style-type: none"> <li>provides evidence of multicultural awareness and sensitivity</li> <li>is committed to providing a safe environment for all students regardless of race, gender, socio-economic status, sexual orientation or disability</li> <li>displays a spirit of service to students &amp; colleagues</li> </ul>   |   |   |  |                  |
| #7                | <b>Reflecting on Teaching and Learning</b> <ul style="list-style-type: none"> <li>evaluates the effects of his/her choices on others</li> <li>evidence of reflection on lesson and awareness of student feedback</li> <li>seeks out opportunities to grow professionally</li> </ul>   |   |   |  |                  |
| #8                | <b>Establishing Community Relationships</b> <ul style="list-style-type: none"> <li>fosters relationships with school colleagues</li> <li>seeks outside help as needed</li> </ul>  |   |   |  |                  |

Name \_\_\_\_\_



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## Summative Midterm Evaluation

Pre-service teacher \_\_\_\_\_ Date \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ Grade Level \_\_\_\_\_

School \_\_\_\_\_

College Supervisor \_\_\_\_\_

At this point in the process of becoming a teacher, in what areas does this student display strengths?

What areas are most pressing for this pre-service teacher to attend to as she/he continues student teaching?

\_\_\_\_\_  
*Signature*

Please return a copy of this entire document to the Teacher Education Office, Goshen College, 1700 S. Main St., Goshen, IN 46526. Thank you.

**GUIDELINES FOR COOPERATING TEACHERS  
FOR WRITING REFERENCES  
PRE-SERVICE TEACHER'S PLACEMENT CREDENTIALS**

The Goshen College Teacher Education faculty requests that each cooperating teacher and college supervisor write a summary statement of his/her pre-service teacher's performance and potential for success as a classroom teacher. Because your statement will become a permanent part of your pre-service teacher's file, it is important that you focus on points of interest to prospective employers. Although constructive criticism is legitimate to include in the reference, it is advisable to only include criticisms which you and your pre-service teacher have discussed in the course of student teaching.

If you wish you may base your written reference on the Guiding Principles as abbreviated below:

1. Making content connections
2. Communicating effectively
3. Building a learning community
4. Flexibly employing teaching and evaluation strategies
5. Managing a classroom
6. Building a sense of call
7. Reflecting on teaching and learning
8. Establishing community relationships.

**Please print your statement on your school letterhead and send it to: Teacher Education Department, Goshen College, 1700 S. Main St., Goshen, IN 46526.** The statement will go into the pre-service teacher's file as you write it. Student files are open to candidates for review. Discussion of your report with the student is encouraged.

# Student Teaching Final Assessment



Pre-Service Teacher's Name \_\_\_\_\_

Check one:

Self-Report (Pre-Service Teacher's Name) \_\_\_\_\_

College Supervisor (Name) \_\_\_\_\_

Cooperating Teacher (Name) \_\_\_\_\_

GradeLevel \_\_\_\_\_ School \_\_\_\_\_

| Guiding Principle | <b>Key to Ratings</b><br><b>Exemplary</b> = Professional level performance – Beyond expectation and requirements<br><b>On Target</b> = Meets expectations for pre-professional level<br><b>Below expectations</b> = Performance does not meet expectations  | <b>Exemplary</b><br>Strong evidence candidate always: | <b>On Target</b><br>Satisfactory evidence candidate frequently: | <b>Below Expectations</b><br>Little or no evidence that candidate: | Comments: |
|-------------------|---|---|---|--|-----------|
| #1                | <b>Making Content Connections</b> <ul style="list-style-type: none"> <li>• basic facts</li> <li>• central concepts</li> </ul>   |   |   |  |           |
| #2                | <b>Communicating Effectively</b> <ul style="list-style-type: none"> <li>• effective verbal communication</li> <li>• effective non-verbal communication</li> <li>• effective media communication</li> </ul>  |   |   |  |           |
| #3                | <b>Building a Learning Community</b> <ul style="list-style-type: none"> <li>• respect shown toward student differences and issues of diversity</li> <li>• plans for a range of student abilities</li> <li>• understands how to integrate across multiple dimensions of diversity including race, ethnicity, gender, disability, age, religion, and class</li> <li>• uses pedagogical techniques that address the learning styles of diverse groups</li> </ul> |   |   |  |           |
| #4                | <b>Flexibly Employing Tchg and Eval Strategies</b> <ul style="list-style-type: none"> <li>• varies instructional strategies</li> <li>• responsive, student-centered and meaningful learning</li> <li>• checks for students' understanding</li> <li>• adapts to unforeseen situations</li> <li>• lessons based on clear and relevant goals</li> <li>• lessons developmentally appropriate</li> </ul>   |   |   |  |           |
| #5                | <b>Managing a Classroom</b> <ul style="list-style-type: none"> <li>• classroom organization and management fosters learning</li> <li>• values students as participants in learning/teaching</li> </ul>  |   |   |  |           |
| #6                | <b>Building a Sense of Calling</b> <ul style="list-style-type: none"> <li>• provides evidence of multicultural awareness and sensitivity</li> <li>• is committed to providing a safe environment for all students regardless of race, gender, socio-economic status, sexual orientation or disability</li> <li>• displays a spirit of service to students &amp; colleagues</li> </ul>   |   |   |  |           |
| #7                | <b>Reflecting on Teaching and Learning</b> <ul style="list-style-type: none"> <li>• evaluates the effects of his/her choices on others</li> <li>• evidence of reflection on lesson and awareness of student feedback</li> <li>• seeks out opportunities to grow professionally</li> </ul>   |   |   |  |           |
| #8                | <b>Establishing Community Relationships</b> <ul style="list-style-type: none"> <li>• fosters relationships with school colleagues</li> <li>• seeks outside help as needed</li> </ul>  |   |   |  |           |

\_\_\_\_\_  
Signature



## Dispositional Analysis Rubric Student Teaching

**Check one:**

Pre-Service Teacher's Name \_\_\_\_\_

College Supervisor (Name) \_\_\_\_\_

Cooperating Teacher (Name) \_\_\_\_\_

Grade Level \_\_\_\_\_ School \_\_\_\_\_

Pre-Service Teacher's Name \_\_\_\_\_ Date \_\_\_\_\_

| Disposition | Key to Ratings<br>Exemplary = Professional level performance – Beyond expectation and requirements<br>On Target = Meets expectations for pre-professional level<br>Below expectations = Performance does not meet expectations   | Exemplary: Always | On Target: Frequently | Below: Seldom | Not Observed | Comments: |
|-------------|--|-------------------|-----------------------|---------------|--------------|-----------|
| #1          | <p><b>All students can learn</b></p> <ul style="list-style-type: none"> <li>• Values many ways students communicate<br/><i>-Allows/affirms multiple modes of expression of learning (ex: written, oral, non-verbal)</i></li> <li>• Knows when and how to modify instruction to meet individual and developmental needs of students<br/><i>-Differentiates lesson plans for 2+ achievement levels &amp; accommodates for exceptionalities</i></li> <li>• Is disposed to using student's strengths as a basis for student's growth<br/><i>-Creates lessons &amp; activities around student strengths to accommodate deficits</i></li> <li>• Respects and appreciates the range of individual differences<br/><i>-Modifies instruction/environment for exceptionalities &amp; diversity</i><br/><i>-Speaks about and to students in a positive manner</i></li> <li>• Has a high expectation for all students which includes the idea of breadth and depth in learning<br/><i>-Communicates high yet reasonable expectations verbally and/or in writing (e.g., scaffolding, enrichment, differentiation, rubrics)</i></li> </ul> |                   |                       |               |              |           |
| #2          | <p><b>Learning occurs in a variety of ways</b></p> <ul style="list-style-type: none"> <li>• Values all knowledge meaningful to the learning experience<br/><i>-Implements multiple modes of instruction (visual, auditory, tactile)</i></li> <li>• Commits to making the curriculum meaningful and relevant<br/><i>-Connects instruction to real-life experiences that engage</i></li> <li>• Values the role of students in promoting each other's learning and recognizes the importance of peer relationship in learning<br/><i>-Utilizes group activities, peer-tutoring, &amp; student-led discussions</i></li> </ul>  |                   |                       |               |              |           |
| #3          | <p><b>Professionalism is important and includes self-reflection, enthusiasm for learning, as well as establishing strong working relationships with all stakeholders</b></p> <ul style="list-style-type: none"> <li>• Values ongoing reflection as essential<br/><i>-Completes daily/weekly teaching reflections</i></li> <li>• Desires collaboration of families, colleagues &amp; other professionals in the development of appropriate methods and assessment of students<br/><i>-Seeks stakeholder input on best practice in instruction &amp; assessment</i></li> <li>• Values personal and professional growth<br/><i>-Joins professional organizations</i><br/><i>-Demonstrates interest &amp; passion for learning (reads current research &amp; attends training)</i></li> <li>• Is positive and enthusiastic<br/><i>-Acts professionally (w/dress, prepared, prompt, organized, positive)</i></li> </ul>   |                   |                       |               |              |           |
| #4          | <p><b>Staying current in knowledge and skills is important for teachers</b></p> <ul style="list-style-type: none"> <li>• Values keeping abreast of current understandings in the field<br/><i>-Participates in professional development</i></li> <li>• Values how research and theory influence current practices<br/><i>-Reads current research (content &amp; pedagogy)</i></li> <li>• Enjoys learning and sharing learning<br/><i>-Shares &amp; discusses information with colleagues &amp; stakeholders</i></li> </ul>   |                   |                       |               |              |           |

|     |   |  |  |  |  |  |
|-----|---|--|--|--|--|--|
| #5  | <p><b>Knowledge about content and developmental stages is important for teachers</b></p> <ul style="list-style-type: none"> <li>Committed to supporting students in their development &amp; continuous progress (intellectual, physical, emotional, social, aesthetic, ethical) <ul style="list-style-type: none"> <li>-Plans instruction/activities for developmental &amp; instructional levels</li> <li>-Creates lessons that address physical, social emotional, aesthetic &amp; intellectual development</li> </ul> </li> <li>Appreciates the need to continually expand his/her knowledge base in the subject areas <ul style="list-style-type: none"> <li>-Seeks literature to expand content routinely</li> </ul> </li> </ul>   |  |  |  |  |  |
| #6  | <p><b>Teaching responses, plans, and assessments are important for each individual student</b></p> <ul style="list-style-type: none"> <li>Recognizes that on-going assessment strategies as necessary for monitoring learning <ul style="list-style-type: none"> <li>-Monitors formatively (e.g., CBM)</li> <li>-Provides performance feedback to students</li> </ul> </li> <li>Recognizes that effective instructional practices must be flexible and based on the individual and developmental needs <ul style="list-style-type: none"> <li>-Addresses student needs &amp; bases instruction on data</li> <li>-Allows for flexibility in instruction (e.g., 2+ ideas for instruction)</li> </ul> </li> <li>Values student misconceptions as opportunities for learning and growth rather than as mistakes to be corrected <ul style="list-style-type: none"> <li>-Speaks sensitively with students and builds on strengths to address mistakes</li> </ul> </li> </ul> |  |  |  |  |  |
| #7  | <p><b>Classrooms should honor cultural diversity and look and feel inviting to all students</b></p> <ul style="list-style-type: none"> <li>Values an environment that affirms and respects student diversity &amp; respects the diversity of individuals, groups, and communities <ul style="list-style-type: none"> <li>-Uses activities inclusive of all students</li> <li>-Uses culturally appropriate speech &amp; uses student-centered speech &amp; writing</li> <li>-Assigns lessons that match cultural style</li> <li>-Modifies for diversity (ELL, SPED)</li> </ul> </li> <li>Is committed to establishing a caring environment that supports healthy development <ul style="list-style-type: none"> <li>-Establishes positive, caring environment</li> </ul> </li> </ul>   |  |  |  |  |  |
| #8  | <p><b>Open, honest communication is important with everyone in the learning environment</b></p> <ul style="list-style-type: none"> <li>Realizes the importance of communicating the needs &amp; accomplishments of the student with the families <ul style="list-style-type: none"> <li>-Communicates student needs &amp; accomplishments to students &amp; families</li> </ul> </li> <li>Fosters relationship with school colleagues <ul style="list-style-type: none"> <li>-Collaborates in schools (e.g., asks questions, requests advice, provides data)</li> <li>-Appreciates &amp; receives constructive feedback from peers, administrators</li> <li>-Communicates professionally</li> </ul> </li> </ul>   |  |  |  |  |  |
| #9  | <p><b>Team planning and team learning are important activities</b></p> <ul style="list-style-type: none"> <li>Values curriculum planning and delivery of instruction as a collegial activity <ul style="list-style-type: none"> <li>-Utilizes time with colleagues &amp; supervisors</li> <li>-Displays leadership skills (e.g., listens, speaks professionally, includes all members)</li> <li>-Respects group decisions</li> </ul> </li> </ul>  |  |  |  |  |  |
| #10 | <p><b>Students have a right to privacy and confidentiality</b></p> <ul style="list-style-type: none"> <li>Commits to upholding legal principles and code of ethical conduct <ul style="list-style-type: none"> <li>-Upholds school legal &amp; ethical principles &amp; code of ethical conduct</li> <li>-Know education law (e.g., NCLB, IDEA)</li> </ul> </li> <li>Respects students and their families and realizes the importance of privacy and confidentiality of information <ul style="list-style-type: none"> <li>-Shares information only w/key stakeholders</li> <li>-Displays care &amp; concern for family issues</li> </ul> </li> </ul>   |  |  |  |  |  |

Signature \_\_\_\_\_



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# Pre-service teacher Observation

Pre-service teacher \_\_\_\_\_ Date \_\_\_\_\_  
 Cooperating Teacher \_\_\_\_\_ Visit # \_\_\_\_\_  
 School \_\_\_\_\_ Grade Level \_\_\_\_\_  
 College Supervisor \_\_\_\_\_ Subject \_\_\_\_\_

| Guiding Principle | Key to Ratings<br><br><b>Exemplary</b> = Professional level performance –<br><i>Beyond expectation and requirements</i><br><b>On Target</b> = Meets expectations for pre-<br><i>professional level</i><br><b>Below expectations</b> = Performance does not<br><i>meet expectations</i>  | Exemplary | On Target | Below<br>Expectations | No Evidence | Comments: |
|-------------------|---|-----------|-----------|-----------------------|-------------|-----------|
|                   |   |           |           |                       |             |           |
| #1                | <b>Making Content Connections</b> <ul style="list-style-type: none"> <li>• basic facts</li> <li>• central concepts</li> </ul>   |           |           |                       |             |           |
| #2                | <b>Communicating Effectively</b> <ul style="list-style-type: none"> <li>• effective verbal communication</li> <li>• effective non-verbal communication</li> <li>• effective media communication</li> </ul>  |           |           |                       |             |           |
| #3                | <b>Building a Learning Community</b> <ul style="list-style-type: none"> <li>• respect shown toward student differences and issues of diversity</li> <li>• plans for a range of student abilities</li> <li>• understands how to integrate across multiple dimensions of diversity including race, ethnicity, gender, disability, age, religion, and class</li> <li>• uses pedagogical techniques that address the learning styles of diverse groups</li> </ul> |           |           |                       |             |           |
| #4                | <b>Flexibly Employing Tchg and Eval Strategies</b> <ul style="list-style-type: none"> <li>• varies instructional strategies</li> <li>• responsive, student-centered and meaningful learning</li> <li>• checks for students' understanding</li> <li>• adapts to unforeseen situations</li> <li>• lessons based on clear and relevant goals</li> <li>• lessons developmentally appropriate</li> </ul>   |           |           |                       |             |           |
| #5                | <b>Managing a Classroom</b> <ul style="list-style-type: none"> <li>• classroom organization and management fosters learning</li> <li>• values students as participants in learning/teaching</li> </ul>  |           |           |                       |             |           |
| #6                | <b>Building a Sense of Calling</b> <ul style="list-style-type: none"> <li>• provides evidence of multicultural awareness and sensitivity</li> <li>• is committed to providing a safe environment for all students regardless of race, gender, socio-economic status, sexual orientation or disability</li> <li>• displays a spirit of service to students &amp; colleagues</li> </ul>   |           |           |                       |             |           |
| #7                | <b>Reflecting on Teaching and Learning</b> <ul style="list-style-type: none"> <li>• evaluates the effects of his/her choices on others</li> <li>• evidence of reflection on lesson and awareness of student feedback</li> <li>• seeks out opportunities to grow professionally</li> </ul>   |           |           |                       |             |           |
| #8                | <b>Establishing Community Relationships</b> <ul style="list-style-type: none"> <li>• fosters relationships with school colleagues</li> <li>• seeks outside help as needed</li> </ul>  |           |           |                       |             |           |





## TEACHER EDUCATION PERFORMANCE STANDARDS

### **GUIDING PRINCIPLE #1**

(INTASC Standard #1)

**Making Content Connections** – We seek to graduate teachers who comprehend the content disciplines to be taught so as to draw relationships a) within disciplines, b) between disciplines, and c) to students' lives.

- a. Displays solid content knowledge
- b. Approaches content through multiple representations (interdisciplinary, higher order, diverse perspectives, inquiry, links ideas to prior learning)
- c. Evaluates resources/curriculum materials for accuracy, comprehensiveness and usefulness for representing ideas and concepts

### **GUIDING PRINCIPLE #2**

(INTASC Standard #6)

**Communicating Effectively** – We seek to graduate teachers who communicate effectively in a variety of sign systems; e.g. verbal, nonverbal, written, mathematical, and media communication.

- a. Models effective oral and written communication skills
- b. Effective use of discussion and questioning techniques
- c. Respects cultural and gender differences in language, communication styles, and nonverbal teaching behaviors
- d. Uses a variety of media/technology to enhance learning

### **GUIDING PRINCIPLE #3**

(INTASC Standards #2,3,7)

**Building a Learning Community**—We seek to graduate teachers who build a learning community based on the diversity of students' backgrounds and the ways in which they learn by a) starting from each individual's strengths and cultural resources, b) sharing responsibility for teaching and learning with all students, and c) advocating for alienated and powerless students.

- a. Links developmental characteristics to instructional strategies that meet learners' current needs in each domain (cognitive, social, emotional, moral and physical)
- b. Provides for active engagement, manipulation and testing of ideas and materials, and encourages students to assume responsibility for shaping their learning tasks
- c. Teaches to individual learning aptitudes; understands how to access appropriate services/resources to meet individual learning needs; creates an environment where differences are respected.
- d. Plans purposefully; knows how to modify instructional plans based on student progress and motivation; values short and long term planning.

### **GUIDING PRINCIPLE #4**

(INTASC Standard #4, 8)

**Flexibly Employing Teaching and Evaluation Strategies** – We seek to graduate teachers who flexibly employ a wide variety of teaching and evaluation strategies that enable students to make meaning of content disciplines.

- a. Carefully chooses/evaluates alternative teaching strategies/materials that achieve different instructional purposes and meet student needs
- b. Uses best practice to enhance learning
- c. Varies role in the instructional process (instructor, facilitator, coach and audience)
- d. Uses a variety of formal and informal assessment techniques
- e. Collects information about students from parents, other colleagues and students
- f. Uses data analysis to inform instructional decisions and communicates and maintains assessment information effectively

### **GUIDING PRINCIPLE #5**

(INTASC Standard #5)

**Managing a Classroom** – We seek to graduate teachers who manage a classroom effectively, incorporating principles of peacemaking in a wide variety of settings.

- a. Creates a positive classroom climate (openness, mutual respect, values learner input, gives choices, collaborative, etc)
- b. Establishes clear expectations for behavior and communication with a physical setting conducive to classroom goals
- c. Organizes, monitors and responds appropriately to classroom management issues

### **GUIDING PRINCIPLE #6**

**Building a Sense of Calling** - We seek to graduate teachers who sense a strong call to serve and to nurture students from a social justice perspective.

- a. Provides evidence of multicultural awareness and sensitivity
- b. Is committed to providing a safe environment for all students regardless of race, gender, socio-economic status, sexual orientation or disability
- c. Displays a spirit of service to students & colleagues

### **GUIDING PRINCIPLE #7**

(INTASC Standard #9)

**Reflecting on Teaching and Learning** – We seek to graduate teachers who develop a sense of self as an educational facilitator and leader who continually reflects on her/his own teaching in reference to her/his own guiding principles.

- a. Uses reflection and multiple sources (e.g., professional associations and literature, conferences, professional development activities, classroom observations) to evaluate, and improve practice
- b. Stays current by reading professional literature, discussing trends and issues with colleagues and attending professional development activities
- c. Works with professional colleagues to share ideas and to support reflection and feedback

### **GUIDING PRINCIPLE #8**

(INTASC Standard #10)

**Establishing Community Relationships** – We seek to graduate teachers who establish working and collegial relationships with schools, families and community agencies to strengthen the learning environment.

- a. Collaborates with others to make the entire school a productive learning environment
- b. Establishes respectful and productive communication with families
- c. Is concerned about all aspects of students' well being; talks with and listens to students' needs; is sensitive and responsive to clues of distress



## Suggested Artifacts for Portfolios Demonstrating Competence on Guiding Principles

### WHAT IS AN ARTIFACT?

An artifact is any piece of evidence that can be used to document an acceptable level of competence for a guiding principle. Most items you use will come from your student teaching experience (lesson plans, assessments, learner work samples, etc), but you may also use prior graded coursework. Save everything. A letter from a parent, a handout from a workshop or a note from a colleague can be valuable documentation for your portfolio.

*GUIDING PRINCIPLE #1-* (INTASC Standard #1)

**Making Content Connections** – We seek to graduate teachers who comprehend the content disciplines to be taught so as to draw relationships a) within disciplines, b) between disciplines, and c) to students’ lives.

| Element  | Possible Evidence  |
|--|--|
| a. Displays solid content knowledge  | College transcripts<br>Praxis I and II scores  |
| b. Approaches content through multiple representations (interdisciplinary, higher order, diverse perspectives, inquiry, links ideas to prior learning) | Lesson plans<br>Samples, presentations and labs<br>Concept map<br>Samples of different assignments, using different models               |
| c. Evaluates resources for accuracy, comprehensiveness, usefulness for representing ideas and concepts   | Lesson plans – materials used<br>Unit Plans<br>List of resources evaluated for SSTL<br>Curriculum evaluation completed during coursework |

*GUIDING PRINCIPLE #2 -* (INTASC Standard #6)

**Communicating Effectively** – We seek to graduate teachers who communicate effectively in a variety of sign systems; e.g. verbal, nonverbal, written, mathematical, and media communication.

| Element   | Possible Evidence  |
|---|--|
| a. Models effective oral and written communication skills   | Videotape of your teaching<br>Graded papers from previous coursework<br>Graded feedback from an Oral Comm speech or other speech<br>Observation notes from college supervisor and cooperating teacher  |
| b. Effective use of discussion and question techniques  | Student journals and writing portfolios<br>Lesson plans with questions used or planning for discussion<br>Videotape of small group discussion with students  |
| c. Respects cultural and gender differences in language, communication styles, and nonverbal teaching behaviors | Lesson plan detailing material selection that breaks down stereotypes<br>Observation notes from cooperating teacher<br>Journal discussing incident in classroom related to culture or gender difference and how it was handled<br>Lesson plans that show particular awareness of ENL/ cultural issues<br>Paper on communication styles<br>Paper about teaching in multicultural settings<br>Reflections on discussion in lesson plans (over time)<br>Case study<br>Video/audiotape and analysis of class |
| d. Uses a variety of media and technology to enhance learning   | Lesson plans detailing effective use of technology<br>Observation notes from college supervisor and cooperating teacher<br>Products created by students<br>Web (semantic map)<br>Log of activity on computers in lab   |

**GUIDING PRINCIPLE #3** - (INTASC Standards #2, 3, 7)

**Building a Learning Community**—We seek to graduate teachers who build a learning community based on the diversity of students’ backgrounds and the ways in which they learn by a) starting from each individual’s strengths and cultural resources, b) sharing responsibility for teaching and learning with all students, and c) advocating for alienated and powerless students.

| Element   | Possible Evidence   |
|---|---|
| a. Links developmental characteristics to instructional strategies that meet learners’ current needs in each domain (cognitive, social, emotional, moral and physical). | Graded case study from Ed Psych<br>Graded case study from Literacy II<br>Lesson plans   |
| b. Provides for active engagement, manipulation and testing of ideas and materials, and encourages students to assume responsibility for shaping their learning tasks.  | Lesson plans illustrating hands-on learning<br>Unit plan<br>Projects showing student inquiry<br>Videotape analysis of teaching<br>Student work samples  |
| c. Teaching to individual learning aptitudes; use of resources to meet individual needs; creates environment where differences are respected.                           | Lesson plans illustrating attention to multiple intelligences<br>Samples of differentiated curriculum for selected students<br>Evidence of adaptations in curriculum or materials<br>Student work samples illustrating how lesson met individual learners’ needs<br>Evidence of adaptations based on student IEPs<br>Evidence of use of supplemental materials for ENL<br>Evidence of use of supplemental materials for gifted Ss<br>Evidence of collaboration with support staff (spec ed, GT, etc.)<br>Feedback from support staff (special ed, GT, etc)<br>Evidence of adaptations on lesson plans<br>Student interviews and evaluations |
| d. Purposeful planning; short and long term planning  | Lesson plans<br>Unit plans<br>Planning charts<br>Documentation of shifts in lesson planning based on observed and written evidence  |

**GUIDING PRINCIPLE #4** - (INTASC Standard #4, 8)

**Flexibly Employing Teaching and Evaluation Strategies** – We seek to graduate teachers who flexibly employ a wide variety of teaching and evaluation strategies that enable students to make meaning of content disciplines.

| Element   | Possible Evidence   |
|---|---|
| a. Selection of instructional strategies  | Lesson plans indicating resources<br>Resource list and rationale for unit plans<br>Evidence of field trip objectives matching curriculum and student needs  |
| b. Best practice  | Lesson plans with evidence of use of multiple strategies<br>Assignments<br>Evidence of varied presentation styles<br>Explanation of grouping procedures used in the classroom<br>Literacy II lesson plans   |
| c. Varies role in the instructional process (instructor, facilitator, coach and audience) | Observation from college supervisor and cooperating teacher<br>Lesson plans documenting change of teacher role<br>Videotape with analysis   |
| d. Uses a variety of formal and informal assessment techniques                            | Sample of teacher created assessments (tests, quizzes, rubrics)<br>Samples of diagnostic tools used<br>Samples of rubrics used by learners for self-evaluation<br>Samples of authentic assessments (applications, projects)<br>Work samples showing growth (process)<br>Evidence of group and individual assessment<br>Literacy II case study |
| e. Data Collection  | Literacy II case study<br>Photocopies of student portfolios<br>Evidence of conferences held with individual Ss about their learning<br>Student journals/portfolios  |

|                                  |  |
|----------------------------------|--|
| f. Data Analysis and Application | <p>SSTL</p> <p>Reflection on lesson plan and adjustments to lesson plans for whole class and/or individuals based on evaluation</p> <p>Use of computer for record keeping</p> <p>Grade book, spreadsheets, charts and/or graphs</p> <p>Written evidence of regular and systematic feedback</p> <p>Progress reports</p> |
|----------------------------------|--|

**GUIDING PRINCIPLE #5**

(INTASC Standard #5)

**Managing a Classroom** – We seek to graduate teachers who manage a classroom effectively, incorporating principles of peacemaking in a wide variety of settings.

| Element                                  | Possible Evidence  |
|--|--|
| a. Positive Climate                      | <p>Environmental print</p> <p>Affective inventories</p> <p>Graded reflection on management issue</p> <p>Lesson plans</p> <p>Classroom management plan</p> <p>Observation from college supervisor and cooperating teacher</p> <p>Evidence of community building activities</p> <p>Documentation of opportunities for learners to share</p> <p>Student/parent surveys</p> <p>Videotape with analysis</p> |
| b. Expectations                          | <p>Example of rule-setting or clarifying experiences</p> <p>Evidence of consequences related to behavior choices</p> <p>Videotape with analysis</p>  |
| c. Organizing, monitoring and responding | <p>Student/parent surveys</p> <p>Videotape with analysis</p> <p>Observation notes from college supervisor/cooperating teacher</p> <p>Evidence of use of conflict mediation skills</p> <p>Evidence of the teaching of conflict mediation skills when appropriate</p> <p>Evidence of collaboration skills being taught to learners</p>   |

**GUIDING PRINCIPLE #6**

**Building a Sense of Calling** - We seek to graduate teachers who sense a strong call to serve and nurture students from a social justice perspective.

| Element  | Possible Evidence  |
|--|--|
| a. Provides evidence of multicultural awareness and sensitivity  | <p>Observation from college supervisor</p> <p>Anecdotal notes from colleagues, cooperating teacher, students</p> <p>Lists of readings or workshops attended on the topic of diversity</p> <p>Documentation of interactions with students or parents</p> <p>Log of articles/books read and subsequent application of knowledge</p>                                    |
| b. Is committed to providing a safe environment for all students regardless of race, gender, socio-economic status, sexual orientation or disability | <p>Attendance at professional meetings and subsequent application of knowledge</p> <p>Evidence of differentiation of instruction</p> <p>Documentation of class meetings or establishment of safe milieu</p> <p>Observation from college supervisor</p> <p>Anecdotal notes from colleagues, cooperating teacher, students</p> <p>Survey information from students</p> |
| c. Displays a spirit of service to students & colleagues   | <p>Evidence of school committee work</p> <p>Evidence from Celebrate Service Day</p> <p>Civic involvement</p> <p>Evidence from other service opportunities completed during college (Sunday School teacher, VS, SST, etc)</p> <p>Evidence/artifacts/handouts of service to your school (volunteer opportunities, participation in extra-curricular events)</p>        |

**GUIDING PRINCIPLE #7**

(INTASC Standard #9)

**Reflecting on Teaching and Learning** – We seek to graduate teachers who develop a sense of self as an educational facilitator and leader who continually reflects on her/his own teaching in reference to her/his own guiding principles.

| Element                | Possible Evidence                                       |
|------------------------|---|
| a. Reflective Practice | <p>Journal reflections</p> <p>Analysis of videotape</p> |

|                                 |  |
|---------------------------------|--|
|                                 | Lesson plan reflections<br>Evidence of personal goal-setting and subsequent results<br>Evidence of reading workshops or conferences and subsequent application of knowledge and reflection                                       |
| b. Professional Development     | Log of articles/books read and subsequent application of knowledge<br>Attendance at professional meetings and subsequent application of knowledge<br>Journal reflections<br>Evidence of membership in professional organizations |
| c. Relationship with Colleagues | Minutes and/or notes from team planning meetings<br>Evidence of materials shared with colleagues<br>Anecdotal observations from staff/administrators<br>Evidence of school committee work  |

**GUIDING PRINCIPLE #8**

(INTASC Standard #10)

**Establishing Community Relationships** – We seek to graduate teachers who establish working and collegial relationships with schools, families and community agencies to strengthen the learning environment.

| Element                                   | Possible Evidence  |
|---|--|
| a. Collaborates with stakeholders         | Handouts/artifacts from events<br>Anecdotal observations from staff/administrators<br>Evidence of school committee work<br>Documented contact with community agencies<br>Documentation of community projects done by students<br>Community contacts from planning a field trip<br>Lesson/unit plans identifying use of community resources<br>Evidence of contact with support services from within the school |
| b. Respectful communication with families | Newsletters and invitations<br>Formal and informal communication with parents<br>Family learning projects<br>Materials prepared for parent conferences<br>Innovative connections with parents and feedback<br>Logs of parent contacts and subsequent actions   |
| c. Sensitivity to learners' needs         | Journal reflection with documentation of subsequent actions related to a learner with specific needs<br>Anecdotal observations (staff, cooperating teacher, students, etc)<br>Documentation of adaptations grounded in response to learner's needs<br>Documentation of conversation with special services staff in response to needs of student  |

**Confidentiality**

When including student work, please white out or black out learner's name with a marker. Confidentiality should be maintained as defined by FERPA (Family Education Rights and Privacy Act. of 1974). If you identify learners in photos, reflections, journals, etc. use first names only. No pre-service teachers' names on artifacts for submitted licensure portfolios for confidentiality.

**Evidence Tips**

Lesson plans: highlight areas of evidence that you are addressing in your rationale.

Student work samples: attach the directions for the assignment or lesson plans.

Field trips: Taking leadership in planning a field trip can be strong evidence. If your primary role is to chaperone on the field trip, there will most likely be little valuable documentation for your portfolio.

Anecdotal observations: should not be solicited from your colleagues. If someone provides you with a note, it may be used. Third party attestations of your competence are considered weak evidence if it is your only documentation for an element.

Observations from cooperating teacher: If you establish a regular written communication system (dialogue journal, etc.) evidence may be taken from the teacher's written comments to you.



## Guiding Principles Assessment Rubric

### GUIDING PRINCIPLE #1

(INTASC Standard #1)

**Making Content Connections** – We seek to graduate teachers who comprehend the content disciplines to be taught so as to draw relationships a) within disciplines, b) between disciplines, and c) to students’ lives.

| Element   | Exemplary  | On Target   | Below Expectations   |
|---|--|---|--|
| 1a. Displays solid content knowledge  | Displays depth and breadth of content knowledge and is reading and applying current research supporting best practice for the content area. Makes content connections across disciplines.  | Displays solid content area knowledge. Is aware of best practice approaches for content area.   | Makes content errors. Does not self-correct content errors. Does not take initiative to research content area or supporting materials.   |
| 1b. Approaches content through multiple representations (interdisciplinary, higher order, diverse perspectives, inquiry, links ideas to prior learning) | Consistently incorporates interdisciplinary approaches to teaching and learning. Plans for active learning that promotes higher order thinking skills and inquiry. Demonstrates an awareness of multiple perspectives and opens discussions about subject matter so that multiple perspectives can emerge. Strategically introduces resources and activities that challenge learner assumptions creating a community of critical thinkers. | Regularly incorporates learning experiences that allow students to integrate knowledge, skills and methods of inquiry in content areas. Plans for active learning that promotes higher order thinking skills and inquiry.                       | Occasionally includes constructive learning experiences. Displays limited awareness of how to plan to present content in different ways. Learning engagements promote conformity. Students are expected to produce the same performance. |
| 1c. Evaluates resources for accuracy, comprehensiveness, usefulness for representing ideas and concepts   | Teaches learners to evaluate quality of resources. Learners are responsible for choosing quality resources to support their learning. Selects resources and materials for their comprehensiveness, accuracy and usefulness for representing concepts. Considers developmental needs of students. Demonstrates ability to locate resources and spends time and attention in selection.  | Selects resources and materials for their comprehensiveness, accuracy and usefulness for representing concepts. Considers developmental needs of students. Demonstrates ability to locate resources and spends time and attention in selection. | Uses primarily texts or resources readily at hand.   |

**GUIDING PRINCIPLE #2**

(INTASC Standard #6)

**Communicating Effectively** – We seek to graduate teachers who communicate effectively in a variety of sign systems; e.g. verbal, nonverbal, written, mathematical, and media communication.

| Element   | Exemplary  | On Target   | Below Expectations  |
|---|--|---|---|
| 2a. Oral and written communication  | Oral and written language is grammatically correct and concise. An expressive, well-chosen vocabulary enriches lessons.  | Oral and written language is clear and correct. Vocabulary is appropriate to the context. Handwriting is legible.   | May be working on personal grammar or word choice issues. May be working on voice control. Vocabulary may be inappropriate for context. May need to improve handwriting. Written language may include spelling, syntax or grammatical errors. |
| 2b. Discussion and questions  | Knows how to ask questions and stimulate discussion for particular purposes. Promotes risk-taking, divergent thinking and curiosity. Students learn to question and assume considerable responsibility for the success of the discussion. Students insure that all voices are heard. | Uses appropriate wait time in discussions. Asks high quality questions that challenge students to justify responses, probes learner understandings, and helps learners articulate ideas. True discussion. Teacher insures all voices are heard. | Questions are usually low level and one word responses are accepted. Limited participation from learners is evident. Wait time is inconsistent.   |
| 2c. Respects cultural and gender differences in language and communication styles | Actively seeks resources to promote respect for cultural and gender differences. These materials are seamlessly woven into the fabric of the curriculum. Students assume responsibility for this in their communication, as well as teacher modeling it at all times.                | Respect for differences is modeled by teacher consistently. Resources are added to the curriculum when appropriate. Reflections document a growing understanding of diversity and how that informs their practice.                              | Little attention to cultural and gender differences is communicated.  |
| 2d. Media and technology  | Plans opportunities for learners to use a variety of media in their own learning and inquiry. Has active technology component in curriculum.   | Effectively uses a variety of media communication tools to enrich learning opportunities.   | Uses few media communication tools to enrich learning opportunities.  |

### GUIDING PRINCIPLE #3

(INTASC Standards #2, 3, 7)

**Building a Learning Community**—We seek to graduate teachers who build a learning community based on the diversity of students’ backgrounds and the ways in which they learn by a) starting from each individual’s strengths and cultural resources, b) sharing responsibility for teaching and learning with all students, and c) advocating for alienated and powerless students.

| Element   | Exemplary   | On Target   | Below Expectations   |
|---|---|---|--|
| 3a. Developmental characteristics   | Learners are engaged in developmentally appropriate activities in which they assume responsibility for shaping their learning tasks. Assesses individual and group performance in order to design instruction that meets learner’s cognitive, social, emotional and physical needs.   | Learners are engaged in developmentally appropriate activities. Assesses individual and group performance in order to design instruction that meets learner’s cognitive, social, emotional and physical needs.  | Designs some activities in a developmentally appropriate manner. Displays minimal knowledge of developmental characteristics of age group and uses inappropriate activities or assignments.  |
| 3b. Active engagement   | Students are engaged in activities that are extending and expanding their own learning. May include whole class around a central theme or learners may be pursuing independent inquiries and testing their own hypotheses.  | Engages students in generating knowledge and inquiry. May include whole class inquiry organized around central theme determined by the teacher or group. Students are actively engaged with concepts.   | Learners engaged in activities generated only from mandated curriculum and topics assigned by the teacher that require little to no inquiry or testing of ideas. Students are passively consuming knowledge.   |
| 3c. Teaching to individual learning aptitudes; use of resources to meet individual needs; creates environment where differences are respected | Articulates clearly individual learner goals. Differentiation allows learners to succeed and be challenged. Actively seeks resources from community and/or professional organizations and uses these sources for the benefit of varied learners. Teacher models respect for differences. Learners also demonstrate respect for differences based on influence from class environment.   | Differentiation is evident in the planning and delivery of lessons. Adaptations are included in all lesson plans. Uses supplemental materials for special needs, ENL and/or gifted learners. Classroom procedures and activities promote respect for differences. Teacher models respect at all times.  | All learners receive the same delivery of instruction. Rarely uses supplemental materials for learners with special needs. Teacher avoids recognition of differences. Few lessons, discussions, resources and/or activities promote a culture of respect for differences   |
| 3f. Purposeful planning; short and long term planning   | Learning activities are highly relevant to curriculum goals, learning theory, subject matter, student experiences and student development. Activities provide for differentiation, are well organized and meet state requirements. Learners effectively choose from a variety of strategies to promote their own intellectual growth. Responds to unanticipated sources of input, evaluates plans in relation to short and long-term goals. Plans are grounded in a sequential framework. Plans follow an appropriate scope and sequence. | Learning activities meet curriculum goals and are linked to state standards. Connects past and future teachings with long term plans. Uses multiple teaching and learning strategies. Plans are grounded in a sequential framework. Plans follow an appropriate scope and sequence. Connects past and future teachings with long-term plans. Plans are prepared in advance and are linked to learners’ needs and performances | Learning activities may not match school and/or state standards. Activities may not follow organized progression. Relies primarily on single teaching methodology. Short-term planning is evident, but lessons may not be consistently prepared in a timely manner. There is minimal evidence of long-term planning. |

## GUIDING PRINCIPLE #4

(INTASC Standard #4, 8)

**Flexibly Employing Teaching and Evaluation Strategies** – We seek to graduate teachers who flexibly employ a wide variety of teaching and evaluation strategies that enable students to make meaning of content disciplines.

| Element                                   | Exemplary   | On Target   | Below Expectations   |
|---|---|---|--|
| 4a. Selection of instructional strategies | Actively seeks out and uses resources from professional organizations, community resources, study trips, etc. Successfully plans and uses a variety of strategies in instruction. Learners effectively choose from a collection of strategies to support their own academic growth. | Uses multiple resources for teaching. Deliberately attempts to allow for multiple ways of knowing. Instructional materials match instructional goals and support learners' academic growth.                       | Exhibits limited awareness and/or use of resources. Beginning to find ways to support learning with instructional materials.   |
| 4b. Best practice                         | Facilitates inquiry through carefully planned lessons that involve learners in the process from planning to completion.   | Implements effective instructional strategies in each lesson that target content area and meet needs of learners. Strategies ensure learners are actively constructing knowledge rather than passively consuming. | Relies primarily on direct instruction/lecture method. Students are passive learners. Little evidence of modeling or constructivist approach to learning.              |
| 4c. Varies role                           | Efficiently moves through multiple roles as needed. Learners are actively engaged and self-directed.  | Role varies depending on activity (facilitator, coach, mentor, model, audience, instructor, etc.)   | Primary role is transmitter of knowledge. Limited use of small groups, but teacher often problem solves for the learners.  |
| 4d. Variety of assessment strategies      | Plans a system of assessment that uses a variety of formal and informal assessments and has a systematic plan for analysis and application of the data. Data is used consistently to drive instructional decisions.   | Uses a variety of formal and informal assessments (observation, portfolios, tests, performance-based tasks, projects, self-assessment, peer-assessments, etc) to enhance knowledge of learners.                   | Explores a variety of formal and informal assessments.   |
| 4e. Data collection                       | Highly effective assessment system is established. Students are involved in collection and analysis of data.  | Assessment system for grading and recording is effective and up-to-date.  | Grading of papers and written records are adequate, but require monitoring to avoid errors.  |
| 4f. Data analysis and application         | Learners are involved in setting criteria for evaluation. Feedback is individualized and includes self-assessment. Descriptive rubrics are designed and shared with learners.   | Learners are given evaluation criteria in advance (rubrics, point systems, etc). Feedback includes qualitative comments identifying strengths or needs.   | Feedback to students may or may not be timely. Minimal qualitative feedback is included. Learners are not aware of scoring criteria prior to submission of assignment. |

## GUIDING PRINCIPLE #5

(INTASC Standard #5)

**Managing a Classroom** – We seek to graduate teachers who manage a classroom effectively, incorporating principles of peacemaking in a wide variety of settings.

| Element                                   | Exemplary  | On Target  | Below Expectations  |
|---|--|--|---|
| 5a. Positive climate                      | Teacher helps learning community create shared values and expectations. Classroom environment embodies openness, mutual respect, inquiry and peacemaking   | Classroom environment is positive. Learners are affirmed appropriately. Extrinsic rewards are minimally offered or not necessary to motivate students. Teacher demonstrates ethic of care toward all learners.                       | More reprimands than compliments are offered. Rewards are frequently used to motivate learners to cooperate. May have difficulty establishing a positive rapport with some learners.                          |
| 5b. Expectations                          | Teachers and learners collaborate to define expectations.  | Reasonable, but high expectations for conduct and academic achievement are evident and clear to all learners. Teacher reviews and prompts behaviors when appropriate.  | Learners may be confused about expectations. Rules may or may not be consistently or fairly applied. Communicates, either explicitly or implicitly, modest expectations for some learners.                    |
| 5c. Organizing, monitoring and responding | Invites learners to respectfully analyze the classroom social environment and makes adjustments that enhance the classroom community. Monitors behavior using subtle and/or preventive strategies. | Analyzes the environment and makes decisions and adjustments that enhance classroom community. Demonstrates personal self control. Discipline plan includes preventative strategies such as warnings and predetermined consequences. | Generally aware of learners' behavior. Some misbehavior may be missed or overlooked. Demonstrates few strategies for responding to disruptive behavior. Responses may do little to resolve underlying issues. |

## GUIDING PRINCIPLE #6

**Building a Sense of Calling** - We seek to graduate teachers who sense a strong call to serve and to nurture students from a social justice perspective.

| Element   | Exemplary  | On Target   | Below Expectations  |
|---|--|---|---|
| 6a. Provides evidence of multicultural awareness and sensitivity  | Almost always reflects on the social and academic context of the classroom in light of diverse learners. Self-aware. Extends self to read and learn about multicultural issues and initiates opportunities to do so.   | Regularly reflects on the social and academic context of the classroom in light of diverse learners. Avails self to opportunities to read and learn about multicultural issues. Considers multiculturalism important in teaching.   | Rarely reflects about social or academic context of the classroom and diverse learners. Does not avail self of opportunities or reading about multicultural issues.   |
| 6b. Is committed to providing a safe environment for all students regardless of race, gender, socio-economic status, sexual orientation or disability | Establishes excellent rapport with learners. Known by stakeholders as someone who provides instruction in the milieu of openness to all in the classroom. Extends self to reflect on own instruction and ability to include all groups socially and cognitively. | Establishes good rapport with learners. Is reflective about instruction and how different groups within the classroom perceive the classroom milieu. Stakeholders view teacher as providing appropriate nurture to all learners.  | May have difficulty establishing rapport with some learners. May not be reflective about teaching and the impact on different learners. May or may not be viewed as differentiating for diverse learners by stakeholders. |
| 6c. Displays a spirit of service to students & colleagues   | Actively participates in service to the school and/or community. Seeks opportunities for leadership positions that improve the learning environment. Contributes by presenting at professional meetings and conferences.   | Evidence of providing service to the school and/or community. Willingly participates in school functions (committees, open house, PTA, clubs, sports, etc.) Actively assists other educators. Participated in cross cultural opportunity (e.g. SST, VS, etc) with students at the developmental level in which they are being licensed. | Little evidence of service to the school and/or community. Participates at school functions only when specifically asked. Reluctant to share with others or assume professional responsibility.                           |

## GUIDING PRINCIPLE #7

(INTASC Standard #9)

**Reflecting on Teaching and Learning** – We seek to graduate teachers who develop a sense of self as an educational facilitator and leader who continually reflects on her/his own teaching in reference to her/his own guiding principles.

| Element                           | Exemplary  | On Target  | Below Expectations   |
|-----------------------------------|--|--|--|
| 7a. Reflective practice           | Plans to improve practice based on evaluation outcomes. Critically analyzes lessons for strengths and weaknesses. Articulates alternative actions for probable successes with different approaches. Actively seeks constructive criticism.           | Uses classroom observation, assessment data and research-based literature to reflect on how to improve practice. Can accurately determine if a lesson met stated goals. Able to articulate how lesson may be improved. Committed to reflections, self-assessment and learning as an on-going process. Welcomes constructive criticism. | Reflects primarily on what happens in the classroom. Difficulty in determining if a lesson was effective or if it achieved learning goals. May misjudge success of a lesson. Difficulty accepting constructive criticism well. |
| 7b. Professional development      | Stays current. Participates in professional communities. Demonstrates levels of leadership on a team or with the faculty. May include: sharing new knowledge, conducting action research, presenting to the faculty or at professional meetings etc. | Seeks out literature, colleagues, conferences, mentors, etc to grow professionally. Student teaching requirements are completed with quality and depth.  | Participates only in professional activities that are provided. Student teaching requirements are not completed at an appropriate level of quality.  |
| 7c. Relationships with colleagues | Initiates conversations with colleagues about upcoming issues. Ongoing collegial relationships seek to further knowledge and competence. Routinely shares resources and ideas.   | Interactions with colleagues are positive and respectful. Openly shares ideas and collaborates with cooperating teacher. Seeks opportunities to work with colleagues to learn and grow professionally.   | Keeps to self. Reluctant to share ideas or discuss problems with cooperating teacher, college supervisor and/or peers. Interactions with colleagues may seem self-serving.   |

## GUIDING PRINCIPLE #8

(INTASC Standard #10)

**Establishing Community Relationships** – We seek to graduate teachers who establish working and collegial relationships with schools, families and community agencies to strengthen the learning environment.

| Element                                    | Exemplary  | On Target   | Below Expectations  |
|--|--|---|---|
| 8a. Collaborates with stakeholders         | Develops relationships with community members/resources to foster student learning. Actively seeks relationships with colleagues and support personnel to enhance the learning environment.                                  | Shows some initiative at identifying community resources to foster student learning. Seeks relationships with colleagues and support personnel to help meet the needs of learners.  | Seeks the advice of colleagues and support personnel primarily when there is a problem. Only uses community resources when information has been provided. |
| 8b. Respectful communication with families | Partnerships with families evident. Creates avenues for connections/communication/ community with families.  | Provides on-going feedback to families about learners' progress. Seeks to develop relationships with parents. Openly welcomes parents to the classroom. Responds to parent concerns with sensitivity.   | Reluctant to make parent contact except when concern for failure or misbehavior.  |
| 8c. Sensitivity to learners' needs         | Persistently prioritizes establishing a learning culture where differences are accepted, expected and celebrated. Teams with others to obtain support services. Respects learner privacy and confidentiality of information. | Concerned about whole learner (cognitive, emotional, social, physical) and is alert to signs of difficulty. Attempts to teach a culture of inclusivity to stop racism, harassment etc. Respects learner privacy and confidentiality of information. | Does not easily identify cues of learner distress, special needs etc. May have difficulty maintaining confidentiality.                                    |

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