



STUDENT TEACHING HANDBOOK

2003-2004

**GOSHEN COLLEGE
and
COOPERATING SCHOOL COMMUNITIES**

School Communities

Concord	Penn View Christian
Elkhart	Penn-Harris-Madison
Fairfield	South Bend
Goshen	Three Rivers
Lakeland	Urban Life Center
LancasterMennonite	West Noble
Mishawaka	Westview

College Supervisors

Beth Martin Birky - English	Michael Nolt – Business, Science, Social Studies
John Blosser - Art	Dean Rhodes – Foreign Languages
Stan Daugherty – Physical Education, Social Studies	Barb Stahly – Elementary
Marg Mast – Elementary, ENL	Anita Stalter – Elementary
Kathy Meyer Reimer – Elementary	Elaine Unzicker - Elementary
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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.
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 with patience and humor.
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.

The above guiding principles, or others of student teachers' choosing, may be a basis on which they and their supervisors may evaluate professional development. The following page suggests an evaluation procedure.

CALENDAR FOR STUDENT TEACHERS

August 15-20 These dates vary with the school communities as do the first days of school	Preschool workshops. College supervisors will be available for individual and small-group conferences and school visits. Student teachers are to attend the pre-school workshops at their assigned schools.
August 21, 4-7 p.m.	Orientation Session for all elementary and secondary student teachers at Church-Chapel 141-144. Examples of SSTL available.
August 26	Final check in. Lines close at 6:30 p.m.
September 2	Journal #1 due. See Appendix 7 for prompt.
Week of Sept. 8-12	Portfolio conference. College supervisors will arrange a conference with each student teacher and her/his cooperating teacher to discuss ways for each student teacher to document her/his performance on the ten INTASC standards.
September 19 (Optional)	Darcie Sims, at Walnut Hill, Grief Workshop, "Are There Twinkies in Heaven?"
September 25, 12:30-5 p.m.	Workshop at Goshen College for all student teachers.
October 1 – November 7	Systematic Study of Teaching & Learning
October 3	Journal #2 due. See Appendix 7 for prompt.
October 7	Mid-term evaluations due from cooperating teachers.
October 7, 5:30-8 p.m.	Cooperating Teacher/Student Teacher dinner in College Church Fellowship Rooms.
October 8, 4-6 p.m.	Videotape analyses in small groups. (Each student teacher is to have videotaped at least one lesson by October 5.) First 10 typed lesson plans and reflections for portfolio due to your college supervisor for feedback.
November 3	Journal #3 due. See Appendix 7 for prompt.
November 5, 4-5:30 p.m.	Workshop at Goshen College for all student teachers.
November 14	Last day in classrooms.
November 17	Final evaluations due from cooperating teachers.
November 17 - December 10 8:00-12:00 and 1:00-3:30.	Elementary and Secondary Education Seminars. Last 10 typed lesson plans and reflections for your portfolio are due to your college supervisor
November 27- 23	Thanksgiving Recess.

TEACHER TEST SCHEDULE

Please refer to the Educational Testing Service (ETS) web site for all test dates (www.ets.org/praxis). Registration bulletins are available in the Teacher Education Office. Be sure to check with Marilyn Bayak or Marg Mast 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.

NOTE: All elementary education majors need to complete two Subject Assessments--#0011 Elementary Education: Curriculum, Instruction and Assessment and #0300 Reading Specialist.

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 for your placement credentials.
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 STUDENT TEACHER

Welcome to student teaching. What student teachers get 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 student teacher:

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

- a. **Lesson Planning.** Student 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 they can give to student teachers. This plan book is used to indicate briefly the lessons and plans for each week. Devise a system to indicate lessons for which the student 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. Appendix 1a and 1b contain the Goshen College lesson plan form and the rubric for assessing the quality of the plan. For their portfolios, all student teachers are required to have at least 20 typed lessons including written reflections, the first 10 must be done by October 9 and the remaining 10 are due upon return to campus for senior seminar.

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.

- b. **Written Reflections.** One of the ways 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 three (3) reflective writings. These may be handed in via e-mail or hard copy through campus mail. See calendar for due dates and Appendix 7 for prompts.
 - c. **Video Taping.** Student teachers are required to videotape at least three lessons during the student teaching period. You are to bring a videotape of one sample of your teaching to the October 8 small group sessions. In that seminar we will be viewing sections of these tapes in small-group sessions. You are to videotape two other samples of your teaching between October and November 7. At least one of these may be used for your Systematic Study of Teaching and Learning.
 - d. **Systematic Study of Teaching and Learning.** In the August 21 orientation session you will receive guidelines for systematically reflecting on your teaching and on student learning during a 2-4 week unit that you will teach some time between October 1 and November 14.
2. **Continued development of 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 10 INTASC Standards (Appendix 5) in mind and collect appropriate data that will be helpful to you in showing your competence in these 10 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.

3. **Student Teacher-Cooperating teacher Conferences.** It is expected that the cooperating teacher and the student teacher arrange a regular conference time, e.g., daily or every other day, to discuss plans, performance and problems. Student teachers are to check their teaching plans with the cooperating teacher in advance. In addition there are two formal conferences—see Evaluation Procedures p. 11 for description.
4. **3-Way Conference: Student Teacher-Cooperating teacher-College Supervisor.** During the week of September 8-12 college supervisors will arrange conferences with each student teacher and her/his cooperating teacher to discuss ways for each student teacher to document her/his performance on the ten basic standards.
5. **Preparation for college supervisor’s observation.** Each time the college supervisor visits, the student teacher will need to complete a Focus for Observation Form (Appendix 4a) 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 student teacher based on the information provided.
6. **Be informed about your responsibilities.**
 - a. **School and Classroom Policies.** The student 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 student teacher should conform to the instructions of the cooperating teacher and school administrators. The student teacher should recognize the final authority of the cooperating teacher in all matters of classroom procedures.
7. **Be professional.** As a student 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.** Student 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, student 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.) Student 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. Student teachers who carpool are to arrange their travel timetables to avoid late arrivals and early departures. Student teachers arrange and pay

for their own transportation. Student 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, student teachers are to observe their school's calendar. If the college has a day off when schools are in session, the student 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., student teachers are to participate in the activities planned for teachers.
- d. **Outside Activities.** Student 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 student teacher roles. They are expected to keep such obligations to a minimum so as to never interfere with optimal student teacher performance. Coaching contracts 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 student 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.
- e. **Substitute Teaching.** Since student teachers are not yet certified teachers, the Goshen College Department of Education strongly recommends that student teachers not be used as substitute teachers. This refers to both student teaching (August 15-November 14) and to the seminars (November 17-December 10).
- f. **Grooming and Dress.** Student 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 student teacher to be sensitive to the standards at her/his particular school.
- 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 student's 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 student 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 student teacher to the school, the staff, and the school policies. The student 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 student teacher with texts, class and school schedules, plan books, handbooks, courses of study, bulletins and other related materials. It is helpful for the student teacher to have a desk or table on which to keep teaching materials.
4. **Observation.**
Allow observation time in order to acclimate the student teacher to the school, but it is advisable to involve the student 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 student teacher should explore questions such as the following:
 - a. In what activities should the student 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 student teacher's load every week or two, making sure that the student teacher has at least four weeks of full teaching load. The last week the cooperating teacher may gradually resume teaching responsibilities and provide the student 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 student teacher in arranging observations of other outstanding teachers in the building or school district. Elementary cooperating teachers see Appendix 6 for responsibility assimilation guide.

7. **Lesson Planning.**

Discuss lesson plans during the first weeks of student teaching. Agree on the form to be used and on the lead time needed before lesson plans are presented to you for review. Then check the student 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 (Appendix 1a and 1b); other lesson plan formats may be used when appropriate.

8. **Teacher Observations.**

We strongly encourage the cooperating teacher to frequently record observations while the student teacher is teaching and to then share them with the student teacher. Student teachers value such feedback when handled in a sensitive way.

9. **Conferences.**

Hold regular conferences with the student teacher. This time is extremely valuable to the student teacher and may include discussing lesson plans; evaluating the student teacher's progress, including guiding the student teacher in achieving competencies and eliminating weaknesses; and encouraging the student teacher to discuss any phase of the student teaching experience. Student teachers expect and value constructive criticism; the cooperating teacher should not hesitate to offer it or make any suggestions for outside reading. At mid-term you will be giving some written feedback to the college as well as the student teacher (Appendix 2a & 2b).

In addition, there are two formal conferences—see Evaluation Procedures p. 11 for description. One of these formal conferences, the Portfolio Conference will be held on or before September 12 the college supervisor will convene a three-way mid-term conference with the student teacher and cooperating teacher to discuss ways for the student teacher to document her/his performance on the ten basic standards. These are the 10 INTASC standards (Appendix 5) for which new teachers will be held accountable during their induction years.

10. **Evaluation.**

The cooperating teacher is responsible for two forms of summative evaluation. The first is a letter of reference. Please type your statement on your school letterhead. The second form of evaluation involves the completion of a checklist and comments regarding the 10 INTASC standards (See Appendix 3b.)

In addition, 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 10 INTASC Standards. Feedback should also include assistance in choosing appropriate evidence to be included in the student's licensure portfolio. This help is particularly important because it is through the student's documentation of their performance of these 10 standards that the student's licensure will be based.

ROLE OF THE COLLEGE SUPERVISOR

1. **Number of Visits:**

Generally the college supervisor will visit each student teacher 4-6 times during student teaching. One of the visits will be for the portfolio conference (before September 12) with the student teacher and cooperating teacher.

2. **Advance Arrangements:**

- a. The college supervisor will usually arrange visits ahead of time with the student teacher.
- b. The student teacher is to clear the arrangement with the cooperating teacher.
- c. At the time each visit is arranged the student teacher is to suggest complete a Focus for Observation Form (Appendix 4a) 2-3 foci around which the college supervisor can focus observations.

3. **Lesson Plans:**

Each time the college supervisor visits, the student teacher is to provide a copy of the plan for the lesson the supervisor will observe. The student teacher will also have a folder of plans for other lessons taught since the college supervisor's last visit.

4. **Observations:**

College supervisor must use the observation forms in Appendix 4b & c, and will leave copies of the completed form with the student teacher. College supervisor visits often raise student teachers' anxiety. Following are suggestions for managing that anxiety:

- a) Student teachers can view the college supervisor's role as providing information that the student teacher alone may miss. The college supervisor, in this view, is primarily an observer, rather than a judge.
- b) If student teachers suggest foci for the college supervisor's visit (Appendix 4a) they assume a collaborative role in evaluating their own teaching effectiveness.
- c) Both the student teacher and the college supervisor can use the student 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 student teacher is already doing well.

5. **Conferences:**

- a. **Observation Conferences:** Whenever possible the student 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 student teacher and college supervisor in a three-way conference; more often the student 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 student teacher and college supervisor may need to arrange a telephone conference.

- b. **Portfolio Conference:** On or before September 12 the college supervisor will convene a three-way mid-term conference with the student teacher and cooperating teacher. This conference is to familiarize the cooperating teacher with the 10 INTASC standards (Appendix 5) and to help the teacher and student teacher think about what sorts of evidence might be appropriate.

6. **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 student teacher is expected to take initiative to identify what can be learned and to plan ways to learn it. Student teachers do not learn to teach simply from experiencing teaching. How the student teachers think about and act on those thoughts determines the amount and speed of learning from experience.

7. **Evaluation:**

One crucial goal for student 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 (#5 above) is an important occasion for the student teacher to evaluate her/his progress toward the Indiana Professional Standards Board standards.

Three times throughout the semester you will receive written reflections from the student teachers regarding aspects of their teaching. They will submit them via e-mail or campus mail. Please respond to their writing within 1 week of its submission.

The college supervisor writes a final reference letter that becomes part of the student teacher's placement credentials. 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 student teachers and college supervisors discussed during the student teaching semester. Please write your evaluations on Goshen College letterhead and submit to the teacher education secretary.

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 10 INTASC Standards (Appendix 5). 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 10 INTASC Standards that their licensure will be based.

ASSESSMENT FOR THE STUDENT TEACHING SEMESTER

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

1. Self-Evaluation

The student teacher is to assume responsibility for self-evaluation. The student 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. She/he is to arrange to have at least one lesson videotaped before October 8, when she/he will review this tape with their college supervisor and several other student teachers.

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

Student teachers are to actively participate in the midterm and final evaluation conferences.

Some time between October 1 and November 7 student teachers are to do a systematic study of a 2-4 week unit they teach. Guidelines for that study will be given in the Sept. 25 workshop.

2. Evaluation by Cooperating teachers

Although student 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 student teacher the criteria by which she/he is evaluating the student teacher and how the student teacher stands on these criteria; to be most helpful this would be done in the course of the semester, rather than only on the final written reference. Regular informal student teacher-cooperating teacher conferences will give ample opportunity for such evaluation. In addition, there are two more formal conferences:

Portfolio Conference. Between September 16-20 the college supervisor will convene a three-way mid-term conference with the student 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 (Appendix 2a & b) by Oct. 7 and submit it to the teacher education office.

Final Evaluation: At the end of the semester the cooperating teacher will write a letter of reference (guidelines in Appendix 3a) and complete a checklist based on the 10 INTASC standards (Appendix 3b). Both of these may be shared with the student teacher as a way of reflecting on the semester or looking over summative evaluation.

3. **Evaluation by College Supervisor**

The college supervisor will confer with the student teacher during or shortly after each school visit. When schedules permit the college supervisor will have a three-way conference with the student teacher and cooperating teacher. In these conferences the college supervisor will seek to help the student 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 student teacher's placement 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 10 INTASC Standards (Appendix 5) in mind and collect appropriate data that will be helpful to you in showing your competence in these 10 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.



Planning to Teach

Student Teacher _____ Date _____

Supervisor _____

School _____ Grade _____

Coop. Teacher _____ Subject _____

Appendix 1a

I. What do you know about the students that will influence your planning?

II. What is most important for your students to understand in this lesson?

How will you check students' understanding?

III. Plan of Action:

Alternatives for students
with special needs:

IV. Materials Needed:

V. What I learned from planning and teaching this lesson:

What did your students learn? What is the evidence that they learned it?

VI. Next steps – where do I go from here?



**LESSON PLAN ASSESSMENT
RUBRIC FOR PLANS FOR INSTRUCTION**

Appendix 1b

Criteria	Not Apparent	Present With Reservations	Present Without Reservations
I. Contextual considerations (e.g., students' stage of development, interests, family & cultural backgrounds as well as cognitive, social, emotional and physical needs)	Records no relevant information.	Refers only in general ways to students' knowledge, development or experiences.	Identifies specifics about students' knowledge, development or experiences.
IIA. Identification of what students are to understand as a result of the lesson (i.e. key ideas, knowledge or skills).	Understandings not identified/very vaguely stated or inappropriate/irrelevant.	Understandings stated in general terms but relevant/appropriate	Clear, specific and relevant understandings
IIB. Identification of indicators of students' understandings (formal & informal assessment)	No mention of indicators of student understanding	General indicators of student understanding.	Clear, logical , practical indicators of student understanding
IIIA. Plan of action for instruction using multiple teaching strategies congruent with understandings and developmentally appropriate learning activities.	Insufficient evidence of planning congruent with understandings and/or developmentally inappropriate.	General plan; partial planning congruent with understandings and/or developmentally appropriate practice. Lacking managerial details and plans for checking student understanding.	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.

IIIB. Alternative plan (monitoring and adjusting strategies in response to learner feedback; alternative explanations to assist student understanding).	No alternative plan	Alternative plan exists but may lack connection to student needs or is not relevant enough	Alternative plans; anticipates possible student needs/problems; alternative strategies to assist student understanding; plans realistic/relevant
IV. Materials for Lesson	No materials listed	Limited materials	Materials used that appropriately engage students in the important understandings
VA. Reflections on planning and teaching the lesson	No reflections or limited to general comments (e.g. “the students enjoyed the lesson”)	Limited reflection	Reflection on student learning fully developed; clear and specific
VB. Evidence that students developed the stated understandings	No evidence cited	Limited, general description of evidence	Clear, specific detailed description of evidence
VI. Identifies next steps in planning for instruction	None identified	Limited, general steps identified	Clear, specific, logical, appropriate next steps identified

COMMENTS:



Midterm Standards Report

Student Teacher _____ Date _____

Supervisor _____ Grade _____

School _____

Cooperating Teacher _____

Appendix 2a

Standard	Key to Ratings Exemplary = Professional level performance – <i>Beyond expectation and requirements</i> On Target = Meets expectations for pre- <i>professional level</i> Below expectations = Performance does not <i>meet expectations</i>	Exemplary	On Target	Below Expectations	Comments:
#1	Knowledge of Subject Matter <ul style="list-style-type: none"> • basic facts • central concepts • tools of inquiry 				
#2	Knowledge of Human Development and Learning <ul style="list-style-type: none"> • sets clear and relevant goals • sets developmentally appropriate goals 				
#3	Adapting Instruction for Individual Needs <ul style="list-style-type: none"> • meets diverse student needs • adapts instruction and/or assignments 				
#4	Multiple Instructional Strategies <ul style="list-style-type: none"> • varies instructional strategies • responsive, student-centered and meaningful learning 				
#5	Classroom Motivation and Management Skills <ul style="list-style-type: none"> • classroom organization and management fosters learning • values students as participants in learning/teaching 				
#6	Communication Skills <ul style="list-style-type: none"> • effective verbal communication • effective non-verbal communication • effective media communication 				
#7	Instructional Planning Skills <ul style="list-style-type: none"> • daily and long-term planning • appropriate pacing • evidence of planning based on reflection and student feedback 				
#8	Assessment of Student Learning <ul style="list-style-type: none"> • uses a variety of informal and formal assessments to evaluate student learning • evidence that assessment effects planning 				
#9	Professionalism, Effective Practice <ul style="list-style-type: none"> • evaluates the effects of his/her choices on others • seeks out opportunities to grow professionally 				

#10	Relationships <ul style="list-style-type: none">• fosters relationships with school colleagues• seeks outside help as needed				
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Signature



Summative Mid-Term Evaluation

Student Teacher _____ Date _____

Supervisor _____ Grade _____

School _____

Cooperating Teacher _____

Appendix 2b

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 student 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, Goshen, IN 46526 by October 7, 2003. Thank you.

Appendix 3a

INSTRUCTIONS FOR COOPERATING TEACHERS FOR WRITING REFERENCES STUDENT TEACHERS PLACEMENT CREDENTIALS

The Goshen College Teacher Education Faculty requests that each cooperating teacher and college supervisor write a summary statement of his/her student teacher's performance and potential for success as a classroom teacher. Because your statement will become a permanent part of your student teacher's placement 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 student teacher have discussed in the course of student teaching.

If you wish you may base your written reference on the guiding principles around which the portfolio and INTASC performance standards are organized, as abbreviated below:

1. Knowledge of subject matter.
2. Knowledge of human development and learning.
3. Adapting instruction to individual needs.
4. Multiple instructional strategies.
5. Classroom motivation and management skills.
6. Communication skills.
7. Instructional planning skills.
8. Assessment of student learning.
9. Professional commitment and responsibility.
10. Partnerships with colleagues, parents, etc.

Please type your statement on your school letterhead. The statement will go into the student teacher's credentials as you write it. Placement credentials are open to candidates for review. Discussion of your report with the student is encouraged.



Final Standards Assessment

Student Teacher _____ Date _____

Supervisor _____ Grade _____

School _____

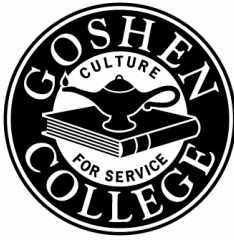
Cooperating Teacher _____

Appendix 3b

Standard	Key to Ratings Exemplary = <i>Professional level performance – Beyond expectation and requirements</i> On Target = <i>Meets expectations for pre-professional level</i> Below expectations = <i>Performance does not meet expectations</i>	Exemplary	On Target	Below Expectation	Comments:
#1	Knowledge of Subject Matter <ul style="list-style-type: none"> • basic facts • central concepts • tools of inquiry 				
#2	Knowledge of Human Development and Learning <ul style="list-style-type: none"> • sets clear and relevant goals • sets developmentally appropriate goals 				
#3	Adapting Instruction for Individual Needs <ul style="list-style-type: none"> • meets diverse student needs • adapts instruction and/or assignments 				
#4	Multiple Instructional Strategies <ul style="list-style-type: none"> • varies instructional strategies • responsive, student-centered and meaningful learning 				
#5	Classroom Motivation and Management Skills <ul style="list-style-type: none"> • classroom organization and management fosters learning • values students as participants in learning/teaching 				
#6	Communication Skills <ul style="list-style-type: none"> • effective verbal communication • effective non-verbal communication • effective media communication 				
#7	Instructional Planning Skills <ul style="list-style-type: none"> • daily and long-term planning • appropriate pacing • evidence of planning based on reflection and student feedback 				
#8	Assessment of Student Learning <ul style="list-style-type: none"> • uses a variety of informal and formal assessments to evaluate student learning • evidence that assessment effects planning 				
#9	Professionalism, Effective Practice <ul style="list-style-type: none"> • evaluates the effects of his/her choices on others • seeks out opportunities to grow professionally 				

#10	Relationships <ul style="list-style-type: none">• fosters relationships with school colleagues• seeks outside help as needed				
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Signature



Focus for Observation

Student Teacher _____ Date _____
Supervisor _____ Visit # _____
School _____ Grade _____
Cooperating Teacher _____ Subject _____

Appendix 4a

Area for observation focus:

List any helpful background information needed:



Focus for Observation

Student Teacher _____ Date _____
Supervisor _____ Visit # _____
School _____ Grade _____
Cooperating Teacher _____ Subject _____

Appendix 4a

Area for observation focus:

List any helpful background information needed:



Student Teacher Observation

Student Teacher _____ Date _____
 Supervisor _____ Visit # _____
 School _____ Grade _____
 Cooperating Teacher _____ Subject _____

Appendix 4b

Standard	Key to Ratings Exemplary = Professional level performance – <i>Beyond expectation and requirements</i> On Target = Meets expectations for pre- <i>professional level</i> Below expectations = Performance does not <i>meet expectations</i>	Exemplary	On Target	Below Expectations	No Evidence	Comments:
#1	Knowledge of Subject Matter <ul style="list-style-type: none"> • basic facts • central concepts • tools of inquiry 					
#2	Knowledge of Human Development and Learning <ul style="list-style-type: none"> • sets clear and relevant goals • sets developmentally appropriate goals 					
#3	Adapting Instruction for Individual Needs <ul style="list-style-type: none"> • meets diverse student needs • adapts instruction and/or assignments 					
#4	Multiple Instructional Strategies <ul style="list-style-type: none"> • varies instructional strategies • responsive, student-centered and meaningful learning 					
#5	Classroom Motivation and Management Skills <ul style="list-style-type: none"> • classroom organization and management fosters learning • values students as participants in learning/teaching 					
#6	Communication Skills <ul style="list-style-type: none"> • effective verbal communication • effective non-verbal communication • effective media communication 					
#7	Instructional Planning Skills <ul style="list-style-type: none"> • daily and long-term planning • appropriate pacing • evidence of planning based on reflection and student feedback 					
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#9	Professionalism, Effective Practice <ul style="list-style-type: none"> • evaluates the effects of his/her choices on others • seeks out opportunities to grow professionally 					

#10	Relationships <ul style="list-style-type: none">• fosters relationships with school colleagues• seeks outside help as needed					
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Appendix 5

TEACHER EDUCATION PERFORMANCE STANDARDS

INTASC STANDARD #1

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

- Displays solid content knowledge
- Uses multiple representations of disciplinary
- Concepts; links key ideas to students' prior understanding
- Guides ideas from diverse perspectives; ways of knowing; and methods of inquiry
- Evaluates resources/curriculum materials for accuracy, comprehensiveness and usefulness for representing ideas and concepts
- Creates experiences to stimulate higher order thinking
- Creates interdisciplinary learning experiences

INTASC STANDARD #2

The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

- Links knowledge of principles of childhood and adolescent development to instructional strategies that meets learner's current needs in each domain (cognitive, social, emotional moral and physical).
- Provides for active engagement, manipulation and testing of ideas and materials, and encourages students to assume responsibility for shaping their learning tasks.
- Uses information from students' thinking and experiences to guide instructional decisions.

INTASC STANDARD #3

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

- Understands how to design instruction appropriate to students' stages of development, learning styles, strengths and needs.
- Understands needs of exceptional learners including those for whom English is a new language.
- Understands how to access appropriate services/resources to meet exceptional learning needs.
- Seeks to understand student's family, cultures and community and uses this information to connect instruction to student's experience.
- Creates a classroom where differences are respected.

INTASC STANDARD #4

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

- Carefully chooses/evaluates alternative teaching strategies/materials that achieve different instructional purposes and meet student needs.
- Uses multiple instructional strategies to enhance learning
- Monitors and adjusts teaching strategies in response to learner feedback.
- Varies role in the instructional process (instructor, facilitator, coach and audience)
- Understands how to use instruction to stimulate intellectual and cognitive growth

INTASC STANDARD #5

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

- Bases instruction on intrinsic/extrinsic human motivation (e.g. students' interests, giving choices)
- Organizes, manages and analyses classroom for positive student interaction, effective group functioning and active learning.
- Establishes clear expectations for behavior and communication with a physical setting conducive to classroom goals.
- Enhances learning through maintaining a positive classroom environment (e.g. openness, mutual respect, inquiry)
- Uses collaborative and independent learning activities

INTASC STANDARD #6

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

- Models effective oral and written communication skills
- Supports/expands learner communication skills in speaking, writing and other media (e.g. high quality questions, true discussions)
- Asks questions and stimulates discussions in different ways for particular purposes
- Respects cultural and gender differences in language and communication styles
- Uses a variety of media/technology to enhance learning

INTASC STANDARD #7

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

- As an individual and a member of a team, plans instruction to meet curriculum goals based on understanding of learning theory, subject matter, student experiences and student development
- Plans for learning opportunities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.
- Values short and long term planning; knows how to modify instructional plans based on student progress and motivation
- Responds to unanticipated sources of input

INTASC STANDARD #8

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

- Uses a variety of formal and informal assessment techniques
- Collects information about students from parents, other colleagues and students
- Uses strategies to involve learners in self-assessment
- Evaluates the effect of class activities on both individuals and the class as a whole
- Monitors own instructional approaches based on student success
- Maintains records of student work and communicates progress knowledgeably and responsibly to students, parents and colleagues

INTASC STANDARD #9

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

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

INTASC STANDARD #10

The teacher fosters relationships with school colleagues, parents and agencies in the larger communities to support students' learning and well being.

- Collaborates with others to make the entire school a productive learning environment
- Consults with other adults (e.g. parents, counselors other teachers) to promote student learning and well being
- Identifies and uses community resources to foster student learning
- Establishes respectful and productive communication with families
- Is concerned about all aspects of students' well being; talks with and listens to students' needs; is sensitive and responsive to clues of distress

Appendix 6

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

Appendix 7

Journal Reflections

Please send electronic copies to your college supervisor and, for secondary education majors, to michaelln@goshen.edu.

You may write in a journal-type of narrative or more formally. You do not need to answer the questions in order as long as you address the issues at some point in your writing.

Journal Reflection # 1 Due September 2

1. How does your cooperating teacher orient students to routines, procedures and expectations?
2. What did your teacher say and do during the first days of school to let students know what she/he expected the classroom to be like? How have students responded?
3. In what ways have some students found it difficult to shape their actions to fit the teacher's expectations? What has been the teacher's response to these actions?
4. When you are a first year teacher, what aspects of this classroom are you likely to incorporate? What aspects might you do differently?

Journal Reflection #2 Due October 3

1. "Inclusion" is a common concept in schools these days (educating students with disabilities along with their nondisabled peers with support services provided as needed). What does the concept mean in your school? your classroom? to you? Describe the students in your classroom who are a part of this program. How do they enter into your planning and teaching? What sort of issues arise for you as a result of "inclusion"?
2. Currently what is most difficult about teaching for you? What seems to be getting easier? What classroom management / discipline strategies are implemented in your classroom by your cooperating teacher? Do you feel comfortable using these same strategies or do you find yourself using alternative strategies to manage the classroom? What particular challenges are you having with classroom management / discipline?

Journal Reflection #3 Due November 3

1. Describe specifically an example of the best teaching you personally have done up to this point during student teaching. Explain what made that teaching good.
2. Good teaching cannot be reduced to one technique or style. You are in a classroom with a teacher who has her/his own style. How do you see your style being similar to or different from the teacher with whom you have been working? Have you felt free to try some of your own things? What are some things you would like to try yet?
3. What issues were important to you at one time as you thought about teaching that seem less important now? What has happened to effect this change? What issues are important to you now that were not part of your thinking before? What happened to effect this change?
4. Give a progress report on your study of teaching and learning. By now you should have collected most of your data. What data have you already collected? What data are you wanting to collect yet?