



Student Teaching Guide

2016-2017

Goshen College and
Cooperating School Communities

School Communities

Concord | Elkhart | Goshen | Westview

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WELCOME TO STUDENT TEACHING!

For many preservice 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 preservice teachers for professional excellence in their own classrooms.

Collaboration between preservice teacher, cooperating teacher, and college supervisor is essential for a successful semester. This handbook serves as a helpful guide to each person's roles and responsibilities. Please review this guide prior to the start of the semester; for clarification on any responsibilities, contact Suzanne Ehst (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 expect 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., oral, nonverbal, written, and media communication).
3. Build a learning community based on the diversity of students' backgrounds and their learning styles 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 all students.
4. Flexibly employ a wide variety of teaching and evaluation strategies that enable students to make meaning of content disciplines.
5. Manage a classroom effectively, incorporating principles of peacemaking and positive behavioral supports 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 their teaching in reference to Goshen College's guiding principles, state and national standards, and one's own emerging philosophy of education.
8. Establish working and collegial relationships with schools, families, and community agencies to strengthen the learning environment.

Note: These guiding principles are detailed with sub-skills on page 38.

GOSHEN COLLEGE PROFESSIONAL EDUCATION UNIT CONCEPTUAL FRAME



**AREA SCHOOL CALENDARS
2016-2017**

School	Opening Workshops	Classes Begin	Fall Recess/ In Service Workshops	Parent-Teacher Conferences
Concord	August 8-9	August 10	October 27-28	Sept. 21: CHS Oct. 25-26- K-8
Elkhart	August 2-3	August 4	October 7 October 17-21	Oct. 5-6
Goshen	August 2-3	August 4	October 17-21	Sept. – GMS Oct. 6 – GHS Oct. 11, 13 – K-5
Westview	August 11-12	August 15	October 20-21	

INTRODUCTION TO CO-TEACHING AS AN INTERNSHIP MODEL

The Goshen College Teacher Education Department has adopted a co-teaching model for the student teaching semester. This is an evidence-based model that allows for greater student growth in the classroom than either a class taught by a teacher alone or a pre-service teacher alone. Under this model, instruction is more diversified, management is more consistent, the candidate receives more consistent and targeted mentorship, student achievement is higher, and candidates go into the field with more extensive and effective classroom collaboration experience.

Co-Teaching is built on some of the work that has been done in the field of special education with teachers sharing classroom instruction effectively for the good of all students. It is based on seven strategies for sharing instruction in a classroom.

- One Teach, One Observe
- One Teach, One Assist
- Station Teaching
- Parallel Teaching
- Supplemental Teaching
- Differentiated Teaching
- Team Teaching

These strategies will be detailed more clearly in the co-teaching materials you will receive at the orientation in August, but they all include both teachers actively working in the classroom in some capacity. While they are effective strategies in many situations, not all lessons need to be co-taught. The goal is to select particular strategies that naturally support the desired learning outcomes, and there may be times when solo teaching is most desirable.

In our program, the candidate is to have full-time responsibility for a full teaching load for six weeks *minimum*. During this full-time stretch, the classroom teacher may still work with students, but the candidate is to take primary responsibility for planning, assessment and instruction, suggesting which strategies might be best and what roles the cooperating teacher and candidate each take.

While the collaboration of the two teachers in the room is key and consistent throughout the time, it is still critical to ensure that the candidate can handle the planning, instruction, assessment and management of the classroom independently. To make sure they are able to do so, we suggest that within the six weeks of full-time responsibility, the candidate be solo for a minimum of three weeks. We also ask that when the college supervisor completes her/his third and fourth evaluations that the classroom teacher not be in the room at that time.

ASSIMILATION GUIDE

The following framework is only a guide. You will find it helpful in your planning. We expect you to make this schedule fit your context. We are working within a collaborative model where we want the students to benefit from having multiple teachers in the classroom, but keep in mind that we want to have the assurance by week 12 that the candidate can plan, instruct and manage on their own in a classroom. To that end, **please ensure that the candidate has a minimum of six weeks with a full-time load; within those six weeks, three of those weeks should be mostly solo teaching with the classroom teacher spending ample time out of the room.**

Week 1	Candidate learns about classroom and school procedures, norms, and expectations. S/he works with small groups, assists students, collaborates, evaluates data, assists with routines. Candidate participates in co-teaching with cooperating teacher taking the lead.
Week 2	Collaborative lesson planning and teaching with candidate taking the lead in planning and conducting one subject area or period of the day.
Weeks 3 – 5	Collaborative lesson planning and teaching with candidate taking the lead in planning and instructing an added subject area or period of the day each week.
Weeks 6 - 11	Cooperating teacher works as mentor and collaborator; preservice teacher takes the lead in planning, conducting the day, management, and instruction. Within the co-teaching structure, the preservice teacher should have at least three weeks of solo instruction.
Week 12	Cooperating teacher resumes primary role in planning and instructing. Candidate still plays an active role in classroom working with groups or other ways to support learners. Candidate observes cooperating teacher and other “highly effective” teachers in the building or in the system.

FOR THE CANDIDATE:
SUGGESTIONS FOR THE FIRST WEEK OF STUDENT TEACHING

1. Get in the habit of recording technology usage, collaboration (including parent contact), and professional development in your three Mahara logs.
2. Observe classroom routines, school policies and practices, and instructional resources. Familiarize yourself with the books and materials the teacher and students use. Make sure that you know school-wide practices and procedures for managing student behavior.
3. Prepare an introduction of yourself to use in the opening days of school.
4. With the counsel of your cooperating teacher, begin gathering resources for any units you will teach.
5. Establish a respectful and collaborative working relationship with your cooperating teacher by asking questions, offering assistance, showing interest, and deferring to her/his expertise and experience in the school.
6. Learn the names of your students and become acquainted with their strengths and interests.
7. Take initiative to meet administrators and other teachers. Toward the end of student teaching you may want to ask an administrator to observe one of your classes.
8. Learn the student support services that are available in your school. Will special needs students be included in your classroom as a part of their placement into the least restrictive environment? Will you work with EL collaborators? If you have a concern about a student's well-being, to whom do you report that?

PRESERVICE TEACHER TESTING REQUIREMENTS

You must successfully pass your content assessment test(s) and the appropriate pedagogy test to be eligible for student teaching. Please refer to the Indiana CORE Assessments for Educator Licensure program web site for registration information (www.in.nesinc.com). Questions about the tests should be directed to the administrative assistant in the education office (535-7440).

ROLE OF THE PRESERVICE TEACHER

What preservice teachers learn from student teaching depends upon their willingness to work, their eagerness to learn, and their commitment to reflection. The following suggestions and requirements will increase the effectiveness of your preservice teaching experience:

1. **Be well prepared by planning thoroughly and reflecting on your teaching.**
 - a. **Lesson Planning.** Preservice teachers are expected to regularly write out lessons and unit plans.
 - (1) Obtain a copy of the type of weekly lesson plan book or online program used by your school and/or cooperating teacher. This plan book is used to briefly indicate the content and plans for each week and to articulate the “big picture” for instructional units. We encourage you to also use this plan book to specifically plan the use of particular co-teaching strategies.
 - (2) Each time the college supervisor visits, you must provide them with a copy of the typed plan for the lesson that the supervisor will observe. Prior to each observation visit, complete the Goshen College lesson plan form through the plan of action section. After your supervisor visits, complete the remaining sections of the lesson plan and email the entire form to your college supervisor within 24 hours of the observation. (Pages 21-22 contain the Goshen College lesson plan form.) All plans must score at least a 16/20 to be considered acceptable.
 - (3) During the SSTL, you must use the complete lesson plan form for all lessons planned within this unit. Many of these sections align with the data that you will need to report and analyze when you write your SSTL during senior seminar.
 - (4) While you do not need to use the full Goshen College lesson plan form every day, you must write detailed plans of action for all lessons that you teach. These plans should be organized in a notebook or electronic file along with a copy of materials used with students. Make these plans available to your college supervisor when s/he comes for observation visits. Failure to do so may jeopardize your ability to pass guiding principle #4, which measures short- and long-term planning.
 - 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 three reflective writings. These will be submitted to your college supervisor as an email attachment. See the calendar for due dates and see page 27 for prompts.
 - c. **Systematic Study of Teaching and Learning (SSTL).** You will systematically reflect on your teaching and on student learning during a 2-4 week unit that you will teach sometime between September 13 and October 28. This assignment is detailed on page 28.
2. **Continued Development of Portfolio.** In addition to the SSTL, your other capstone project is the completion of an electronic portfolio that documents your competence in several key areas. This portfolio has two audiences: your professors, who are recommending you for licensure, and potential employers. The most important things to be maintaining are your professional, collaboration, and technology logs. Make sure that you save all formal observations. Finally, you should already have a video in your portfolio from your methods course. You do not have to update this, but you might choose to do so if you are not happy with the teaching you demonstrated in your earlier video.
3. **Preservice Teacher/Cooperating Teacher Conferences.** It is expected that the cooperating teacher and the preservice teacher arrange a regular conference time to discuss plans, student assessment, candidate performance, and problems. Preservice teachers are to check their teaching plans with the cooperating teacher in advance. The cooperating teacher should formally observe the preservice teacher at least twice (once during the SSTL) using either Goshen College’s rubric or the school’s rubric. Save all formal observations for your final portfolio.

4. **Three-Way Conference: Preservice Teacher/Cooperating Teacher/College Supervisor.** After your midterm evaluation, you will meet with your cooperating teacher and college supervisor to discuss your progress and to set goals for the remainder of your teaching experience. Your college supervisor will initiate this meeting, which will happen during the week of September 19-23.
5. **Preparation for Observations.** Your college supervisor will observe you at least four times. They will initiate contact; it is your responsibility to reply in a timely fashion and to work with your cooperating teacher to secure some time for debriefing after the observation. Each time your college supervisor visits, you must provide a formal lesson plan to the college supervisor the day before the observation, then resubmit it with assessment data and reflection after the observation. Also make sure that all daily plans are accessible to your college supervisor during her/his visit.
6. **Be informed about your responsibilities.**
 - a. **School and Classroom Policies.** Acquaint yourself with the policies and procedures of the school in general and of the classrooms to which you are assigned.
 - b. **Discipline.** Your disciplinary measures should conform to the instructions of the cooperating teacher and school administrators. As a preservice teacher, you should recognize the final authority of the cooperating teacher in all matters of classroom procedures.
 - c. **Parent Contact.** As you take over primary teaching responsibilities, parents may contact you with concerns about their students' performance. Respond to parents in a professional and timely manner, and consult with your cooperating teacher about such interactions. Keep track of all contact that you have with parents (by phone or email, in person, at parent/teacher conferences) as SSTL and portfolio documentation.
7. **Be professional.** As a preservice teacher, you are a representative of Goshen College and a guest of the cooperating school. Promote desirable professional relations between your school and the college.
 - a. **Absences.** If you need to miss a day because of illness, notify both your cooperating teacher and your college supervisor. If you are ill on a day when you have primary teaching responsibilities, provide appropriate sub plans. Absences for personal reasons are discouraged. If it is absolutely necessary to miss for personal reasons, discuss your plans well in advance with your cooperating teacher and college supervisor. Excessive absence for any reason may result in the need to teach beyond the official end date.
 - 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 15 to 30 minutes. Preservice teachers are expected to follow the same time schedule as the teachers in the school and are expected to attend faculty meetings and assist in any routine duties of the school for which the cooperating teacher has responsibilities. You are strongly encouraged to engage in extracurricular activities expected of teachers, involving yourself in a variety of different experiences. If you carpool, arrange your travel times to avoid late arrivals and early departures. Goshen College expects preservice teachers to arrange and pay for their own transportation.
 - c. **School Calendar.** During the student teaching semester, all preservice teachers are expected to **observe their P-12 school's calendar.** If the college has a day off when schools are in session, you are to report to your school. When classes in the schools are suspended for in-service workshops, teacher work sessions, teacher-parent conferences, etc., all preservice teachers are expected to participate in the activities planned for teachers.
 - d. **Outside Activities.** Your student teaching work takes priority during the semester. Outside activities such as employment or college extra-curricular activities are inadequate excuses for not performing the functions expected of you in your preservice teacher role. Keep such obligations to a minimum so they do not interfere with optimal preservice teacher performance. From past experience, we recommend that preservice teachers take on **no more than 10 hours of co-curriculars per week.** We have found that it is difficult to be successful in your placement if you do so. Coaching contracts and employment opportunities over 10 hours a week must receive written permission from the Director of Secondary or Elementary

Education. You must complete the outside employment/coaching form (page 12) and return it to the appropriate director by the orientation meeting in August.

- e. **Substitute Teaching.** If your cooperating teacher is absent during your student teaching, you **may not sub** or receive pay for your work. Even if you have primary teaching responsibilities during this time, there must be a paid substitute teacher in the room. The state of Indiana makes exceptions to this policy for non-traditional students in the Transition to Teaching program.
 - f. **Professional Dress.** In order to establish yourself as a professional, your dress and grooming are to be consistent with the standards established in your assigned schools and in the professional field. Additionally, you are not yet established as a teaching professional, and so will want to err on the conservative side if you have questions about dress. We strongly recommend that you remove excessive body piercings and cover up tattoos during your student teaching placements. Also seek the guidance of your cooperating teacher about the culture and climate of your particular school with regard to appearance.
 - 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 (such as grades, student behaviors, IEPs) with anyone who is not a school employee. Be aware that even students' family members may not have access to some 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!**

PRESERVICE TEACHER CALENDAR/CHECKLIST, 2016

July

- ❑ July 25 – By this date, email your cooperating teacher about beginning details; offer to help with preparations prior to any teacher in-service workshops. Confirm dates and times for school responsibilities. If you do not already have a copy of *Teach Like a Champion* by Doug Lemov (required for your two reflective journals), buy this from the campus bookstore.

August

- ❑ August 1 - Orientation meeting, 1:00-3:30 p.m. in the Koinonia Room (CC 300). Student teaching directors will provide information on expectations, assignments, and co-teaching strategies.
- ❑ August 2-12 – Teacher in-service workshops. These dates vary with the school communities as do the first days of school. Preservice teachers are to attend all in-service workshops at their assigned schools.
- ❑ August 22 - By this point you should have set up a time for regular conferences with your cooperating teacher.
- ❑ August 29 - Final registration and check-in at Goshen College. Look for an email in August from the registrar, confirming check-in times. You must physically come to campus to check in.
- ❑ Review SSTL, Collaboration Log, Professional Engagement Log, and Technology Log requirements.
- ❑ Organize all lesson plans and copies of materials in a loose-leaf notebook or shared file for your cooperating teacher and college supervisor to look over.
- ❑ Arrange your first observation visit with your college supervisor. Submit your written lesson plan (page 21) prior to the visit. Submit a complete Goshen College lesson plan, including data and reflection, after the visit.

September

- ❑ September 6 – Read/review chapters 5-7 in *Teach Like a Champion*. E-mail Journal 1 (page 27) to your college supervisor by this date.
- ❑ September 6 – Systematic Study of Teaching and Learning work session, 4:30-6:00 p.m. in CC 110. This workshop is required and will help you plan your SSTL project.
- ❑ September 13 – Classroom management workshop in Gathering Rooms CC 141-144, 1:00-4:00 p.m. Bring SSTL pre- and post-tests to Kathy or Suzanne for approval.
- ❑ September 13-October 28 – Gather data for your Systematic Study of Teaching and Learning (page 28).
- ❑ September 23 – Midterm evaluations due from cooperating teachers and college supervisors. You will be sent evaluation forms via email to complete as a self-evaluation. Return the completed forms electronically to education@goshen.edu.
- ❑ Continue to schedule observations with your college supervisor.

October

- ❑ October 3 – Journal 2 due (page 27) to college supervisor.
- ❑ October 31-November 4 - Work with your cooperating teacher to arrange observations of at least four other teachers in the building. Keep notes on your observations as they will be the substance of a final blog entry.
- ❑ Attend parent/teacher conferences. Continue to keep track of all parent contacts for your SSTL and collaboration log.
- ❑ Schedule observation visit #4 with your college supervisor.

November

- ❑ November 4 – Last day in classrooms. Submit final self-evaluations and exit survey. You'll be sent a link to the online survey. You'll be sent an electronic version of the evaluation forms to complete and return electronically to education@goshen.edu.
- ❑ November 7 – Journal 3 due (page 27) to college supervisor.
- ❑ November 7 – TtT licensure workshop in Education Department conference room, 3:00 – 4:00 p.m.
- ❑ November 7-23 – Elementary and Secondary Education Senior Seminar in Gathering Rooms CC 141-144. Reserve 8:00-3:00 daily (exact daily schedule TBA).
- ❑ November 11 – SSTL due.
- ❑ November 16 – Mahara portfolio due.



Outside Employment/Coaching Form

Preservice teacher _____ Date _____

Supervisor _____ Grade _____

School _____

Cooperating Teacher _____

Place of Employment: _____

Job Title and Brief Description: _____

Specific Work Schedule and Number of Hours per Week:

I understand that student teaching is a time consuming and demanding 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, I may not use my work schedule as a reason to not participate in parent/teacher conferences or any mandatory school event for teachers.) Optimal student teaching performance is my goal and I will not let my outside work interfere with student teaching responsibilities; I understand that to do so may jeopardize my student teaching experience and the ability to complete the requirements for teacher licensure.

Preservice teacher's Signature

Date

The following request has been

_____ approved

_____ denied

_____ approved conditionally with the following conditions:

Director of Student Teaching's Signature

TRANSITION TO TEACHING (TtT)

TtT candidates are not part of the Senior Seminar class from November 10-26. Even so, TtT candidates complete an SSTL and the final electronic portfolio (which includes the SSTL).

The following sessions are required for TtT candidates, as they relate to the SSTL and the portfolio.

1. **Monday, August 29**, 3:00 p.m. – TtT orientation in CC 112.
2. **Tuesday, September 6** from 4:30-6:30 p.m.: SSTL work session.
3. **Tuesday, September 13** from 1:00-4:00 p.m.: workshop on classroom management.
4. **Monday, November 7** from 3:00-4:00 p.m.: TtT candidates will meet with Suzanne Ehst to talk about licensure and completing SSTL and portfolio requirements.
5. **Friday, November 11** at 9:00 a.m.: submit SSTL pdf report on Moodle. Area school partners will assess your SSTL and your professors will email you the results as soon as possible.
6. **Wednesday, November 16** at 9:00 a.m.: submit Mahara portfolio.

All TtT candidates are welcome to attend any session of our Senior Seminar. The full schedule will be posted on Moodle. TtT candidates may especially be interested in sessions related to the final capstone projects: the SSTL and electronic portfolio. Many TtT candidates also enjoy participating in the mock interviews with area administrators, tentatively scheduled for Tuesday afternoon, November 22; this is especially valuable for those going directly into the job market.

ROLE OF THE COOPERATING TEACHER

We at Goshen College appreciate the willingness of experienced teachers to assume the added responsibilities of mentoring preservice teachers. You are essential partners in the candidate's professional and personal growth. The following list defines the roles and expectations for the cooperating teacher:

1. **Atmosphere**
Create an atmosphere of welcome and cooperation for the "second teacher" in your classroom. Create desk space in your classroom for the preservice teacher and consider additional tangible ways that you can welcome her/him.
2. **Orientation to Building, Personnel, Technology, and Procedures**
Orient the preservice teacher to the building layout, the staff, and essential school policies. The preservice teacher should become familiar with the information or procedures for accessing materials and equipment, school and classroom technology, teacher's files and guidance office files on students, discipline procedures and attendance responsibilities.
3. **Materials**
Provide the preservice teacher with textbooks, class and school schedules, plan books, handbooks, curriculum documents, faculty bulletins, and any other relevant materials.
4. **First Days of Class**
At the beginning of the semester, allow observation time in order to acclimate the preservice teacher to the school and students. At the same time, help to establish the preservice teacher as "the second teacher" in the room. It is advisable to involve the preservice teacher in assisting and/or assuming some teaching responsibilities during the first week. See also the seven co-teaching strategies for ideas of how you might meaningfully involve the preservice teacher.
5. **Establishing Expectations**
At the outset of the student teaching experience, the cooperating teacher and preservice teacher should discuss questions such as the following:
 - a. In what activities should the preservice 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 that 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?
 - f. Outside of school, what is each person's preferred method of contact?
6. **Adding Responsibilities**
Add teaching responsibilities as the candidate develops poise, confidence, and competence in handling routine matters in the classroom and shows proficiency in teaching. Reference the assimilation guide (page 6), and adapt it to your specific situation, making sure that the preservice teacher has **at least six weeks of full-time teaching**. Though we are moving to a co-teaching model, we recommend that the student teacher have at least **three weeks of solo teaching** within the full-time block. During the last week of student teaching, you will gradually resume full teaching responsibilities and provide your preservice teacher with an opportunity to observe your teaching in light of their experience. Also assist the preservice teacher in arranging observations of other outstanding teachers in the building or school district.
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 shared with you for review. Then check the preservice teacher's lesson plans as they come to you, indicating approval or necessary changes. The Goshen College Teacher Education Department has a lesson plan form and a rubric that the preservice teacher must complete for their formal observation visits (pages 21-22); for daily planning, other lesson plan formats may be used as appropriate.

8. **Teacher Observations**

Much learning will happen through daily, informal observations and conversations. However, we strongly encourage you to make periodic written observations while the preservice teacher is teaching and to then share them with the preservice teacher. At least twice, observe a full lesson with a formal rubric, either the Goshen College Teacher Education's form for observation, or your school's teacher evaluation rubric. (One of these observations should occur during the candidate's SSTL.) Often, evaluating your student teacher with your school's observation tool is a valuable learning experience for your student teacher.

9. **Conferences**

Hold regular conferences with the preservice teacher. This time is extremely valuable to the preservice teacher and may include discussing lesson plans; evaluating the preservice teacher's progress, including guiding the preservice teacher in achieving competencies and eliminating weaknesses; and encouraging the preservice teacher to discuss any phase of the student teaching experience. Preservice teachers expect and value constructive criticism; the cooperating teacher should not hesitate to offer it or make any suggestions for outside reading and professional development.

You will also participate in two meetings with your preservice teacher and their college supervisor. The first will be held as part of the orientation meeting on August 1 and will include time to clarify expectations, establish communication strategies, and discuss assignments. The second conference will occur at midterm after you, the college supervisor, and the preservice teacher have completed midterm formative evaluations. This meeting, initiated by the college supervisor, is a time to compare observations about the preservice teacher's strengths and areas for growth. **At any time, if you have concerns about your preservice teacher's performance that should be addressed immediately, please contact the college supervisor to arrange a three-way meeting.**

10. **Evaluation**

In addition to regular, informal feedback, the cooperating teacher provides a formal evaluation two times throughout the semester. At the start of student teaching, you will be given updated, content-specific evaluation forms for your student teacher. At midterm, you will be prompted to complete a mid-point evaluation for your student teacher using this form. This is a formative evaluation, and areas marked "emerging" or "below expectations" become target growth areas for the student teacher.

At the end of the student teaching experience, the cooperating teacher is responsible for two forms of **summative evaluation**. The first is a letter of reference (see page 17). Please type your statement on your school letterhead. The second form of evaluation involves the completion of a skills checklist around Goshen College's eight guiding principles and the professional standards for teacher preparation in your discipline. You will meet with the college supervisor to collaboratively evaluate the student teacher using this form. In order to pass student teaching, the candidate must achieve an overall "on target" level of performance in each of the eight guiding principles, though sub-points may be marked as emerging. A scoring sheet will also be provided with the final rubric. (These documents are still under revision.)

11. **Portfolio Documentation**

Several competencies are documented via electronic portfolio. Though this is primarily the student teacher's responsibility, it is helpful if you occasionally remind them when school activities would fit one of the following categories: collaboration with parents or other school personnel, use of educational technology, and professional development.

12. **College Supervisor Visits**

During the first two college supervisor observations, you may choose to co-teach, remain in the room while the student teacher teaches, or leave the room. It is advisable to leave during most or all of the latter two visits so that the preservice teacher can be observed in the solo teaching role. Immediately following the observations, please plan to take over the class so the preservice 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 or contact the supervisor via email or phone.

COOPERATING TEACHER CALENDAR/CHECKLIST, 2016

August

- ❑ August 1 – Orientation Meeting, 1:00-3:30 pm in College Mennonite Church, room 300.
- ❑ August 22 – By this point you should have set up a time for regular conferences with your preservice teacher.

September

- ❑ September 13 – Release preservice teachers for workshop on campus, 1:00-4:00 pm.
- ❑ September 19-23 – Midterm conference with cooperating teacher, college supervisor and preservice teacher, initiated by the college supervisor.
- ❑ September 23- Midterm evaluation due. You will receive a prompt from the Education Department with the appropriate forms to complete and return via email attachment.
- ❑ Complete one formal observation using either Goshen College's observation form or your school's teacher evaluation form. Share this observation with the student teacher and the college supervisor.

October

- ❑ Complete a second formal observation during your candidate's Systematic Study of Teaching and Learning. In addition to completing a second observation form, take notes on the candidate's "target students," noting how they respond to different prompts and instructional strategies. Share the observation with the student teacher and college supervisor.

November

- ❑ October 26-November 4 – Meet with college supervisor to collaboratively complete summative evaluation. College supervisor will submit the final evaluation.
- ❑ October 31-November 4 – Resume full teaching responsibilities. Suggest other teachers for your preservice teacher to observe.
- ❑ November 4 – Last day in classroom for preservice teachers.
- ❑ November 11 – Letter of recommendation and survey due. In addition to the final evaluation (submitted earlier), you will receive a prompt from the Education Department to complete the following:
 - Write a reference letter on your school letterhead (pg. 17) and send it to: Education Department, Goshen College, 1700 S. Main St., Goshen, IN 46526. The reference may be submitted via email attachment as long as the document includes your school's letterhead.
 - Student teaching survey (you'll receive a link to this online form)

**GUIDELINES FOR COOPERATING TEACHERS/COLLEGE SUPERVISORS:
WRITING REFERENCES FOR
PRESERVICE 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 preservice teacher's performance and potential for success as a classroom teacher. Because your statement will become a permanent part of your preservice 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 that you and your preservice teacher have discussed in the course of student teaching.

Please write this letter on your school's letterhead and observe the following format:

1. Address the letter "To Whom It May Concern."
2. In the opening paragraph, describe your professional role and the capacity in which you worked with the candidate.
3. Include *at least* two paragraphs that indicate the candidate's strengths and, when possible, give specific examples of those strengths in action.
4. The following is a list of topics that potential employers are often interested in: content knowledge, student relationships, collaboration with colleagues, classroom management, instructional strategies, innovative practices, use of assessment data, and successful work with a variety of students.
5. Conclude with an overall endorsement and include contact information in case the reader of the reference would like to follow up with you.
6. If you do not feel you can write an entirely positive reference letter, consider framing your concerns as growth areas that the candidate will continue to work on in her/his first teaching position.

Please print your statement on your school letterhead and send it to: Teacher Education Department, Goshen College, 1700 S. Main St., Goshen, IN 46526. Alternately, you may email the letter to the department at education@goshen.edu. The statement will go into the preservice teacher's file as you write it. Student files are open to candidates for review. We strongly recommend that you discuss your reference letter with the candidate.

ROLE OF THE COLLEGE SUPERVISOR

As a college supervisor, you serve as a co-mentor to the teacher education candidate. Additionally, you oversee the relationships between cooperating teachers and candidates and serve as a bridge between the area schools and the Education Department.

1. Observation Visits

You will formally observe each preservice teacher at least four times during student teaching. Arrange these visits with the preservice teacher ahead of time in order to assure that the class periods you visit will provide maximum opportunities to observe the candidate's teaching. It is the preservice teacher's job to clear the scheduled observations with the cooperating teacher. Whenever possible, request that the cooperating teacher cover class for about 30 minutes after your visit so that you can debrief with the preservice teacher immediately following the observation.

For each visit, complete the observation forms on pages 23-24. **After each evaluation, email your completed form to the preservice teacher, the cooperating teacher, and Barb Swartzendruber (barbjs@goshen.edu) in the teacher education office.** Emailing your form to the cooperating teacher facilitates co-mentoring of the preservice teacher and fosters conversation in the event that your assessments differ from the cooperating teacher's evaluations. (The cooperating teachers will be sending you two formal observation reports. Again, the purpose of sharing this with you is simply to compare observations of the student teacher's performance.)

College supervisor visits often raise preservice teachers' anxiety. Early on, establish yourself as a supportive, knowledgeable observer, not a judge. As you debrief after an observation, use the preservice teacher's strengths as a starting point for discussion. College supervisors should also directly address needed improvements, then discuss concrete ways for the preservice teacher to work on these areas. You might also begin the conversation by asking the student teacher what s/he thought of the observed lesson.

2. Lesson Plan Expectations

Prior to each observation visit, your preservice teacher should provide you with a copy of her/his lesson, completed in the Goshen College lesson plan format. After each observation, the preservice teacher will complete the data and reflection sections within 24 hours of the observation and will submit the entire lesson to you for grading. Grade each lesson using the provided rubric and return them to the student teacher **and to Barb Swartzendruber (barbjs@goshen.edu) in the education office.** Lesson plans scoring less than a 16/20 must be revised.

Each preservice teacher must also keep a file of plans for all lessons taught. While these do not need to follow the GC lesson plan form, they should clearly demonstrate consistent planning and thoughtfully sequenced instruction. College supervisors are expected to review lesson plans each time they visit. Concerns about daily planning should be raised with the preservice teacher and/or the cooperating teacher. **If the candidate does not complete these planning requirements, they should be marked "below expectations" on the final rubric in categories related to short- and long-term planning.**

3. Collaboration with Cooperating Teacher

In mid-July, email the cooperating teacher(s) to introduce yourself, establish an initial connection as co-mentors, and thank them for their work. You will hold a three-way meeting with the cooperating teacher(s) and preservice teacher(s) twice during the semester. At the orientation meeting in August, you will discuss schedules and clarify Goshen College assignments. Secondly, at midterm, you will initiate a three-way meeting to discuss the preservice teacher's progress and to set goals for the second half of the student teaching experience. Use the final evaluation rubric as the frame for this conversation.

In addition to these meetings, check in informally with the cooperating teacher throughout the semester. This might take the form of brief conversations when you are in the school, or you might email the cooperating teacher to check in. As noted above, we also ask that you share your observation reports with the cooperating teacher as a way of collaborating. If you have cause for concern about either the preservice teacher's performance or the relationship with the cooperating teacher, please report these to the Director of Secondary or

Elementary Education. Timely intervention can keep problems from escalating and can help preservice teachers make focused improvements toward “on target” teaching practices.

4. **Maximizing Learning through Reflection**

Student teaching provides numerous opportunities to learn about best ways to teach, about the subjects taught, about oneself, about working with difficult students, and much more. However, preservice teachers do not learn to teach simply from experiencing teaching. How the preservice teachers think about and act on those thoughts determines the depth of learning from experience.

To facilitate such reflection and growth, preservice teachers will complete written reflections as part of each observed lesson (detailed above) and will complete three journals detailed on page 27. These journals should be submitted to you for evaluation by the dates indicated on the calendar, and your responses should affirm, question, and further complicate the candidate’s reflections. While the student teaching semester is graded pass/fail, you are encouraged to request resubmission of journals that do not meet your idea of B-level reflection.

5. **Evaluation**

In addition to the observation visits, the college supervisor provides a formal evaluation two times throughout the semester. Around midterm, you will be prompted to complete a **formative evaluation** of your preservice teacher using an updated performance rubric that will be provided to you. Areas marked as “below expectations” or “emerging” become target growth areas for the preservice teacher.

You will also collaborate with the cooperating teacher for the final, **summative evaluation**. In the last two weeks of student teaching, initiate a meeting with the cooperating teacher to collaboratively complete the final performance evaluation. You might consider doing this after your final observation; while the candidate is still teaching, meet with the cooperating teacher to complete the evaluation together. You will submit this evaluation to the education department administrative assistant. It will then be shared with the candidate in the first few days of senior seminar.

Finally, we ask that you write a letter of reference for the candidate. Please type your statement on Goshen College letterhead, and see page 17 for more suggestions.

6. **Documentation**

At the end of the student teaching semester, please ensure that all student teaching documentation has been submitted to the Teacher Education administrative assistant. This includes the four observed lessons, graded lesson plans, midterm and final evaluations, and a reference letter for each student teacher.

COLLEGE SUPERVISOR'S CALENDAR/CHECKLIST, 2016

- July
- By July 22 – Send introductory e-mail to cooperating teacher(s).
- August
- August 1 – Orientation meeting, 1:00-3:30 p.m. in the Koinonia Room, CC 300.
 - August 15-19 – Make up three-way conference for those who did not attend orientation.
 - By the end of the month, make contact with your preservice teacher(s) to arrange the first observation.
- September
- September 6 – Receive Journal 1 (page 27).
 - September 13 – Response to Journal 1 due.
 - September 19–23 – Initiate midterm three-way conference between cooperating teacher, college supervisor and preservice teacher. (School corporations with a later start date may choose to schedule this meeting the following week.)
 - September 23 – Midterm evaluations due – You'll receive an email prompt with the appropriate forms to complete and return via email.
 - Complete 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 from preservice teacher. Following your visit, receive and grade the candidate's lesson plan, complete with data and reflection.
- October
- October 3 – Receive Journal 2 (page 27).
 - October 10 – Response to Journal 2 due.
 - Check in with candidates on the following: Are they on track with their SSTL? Are they receiving feedback from their cooperating teacher? Are they implementing co-teaching strategies?
 - Plan at least one observation of an SSTL lesson and document target students' responses to instruction. Your documentation of target students' responses to instruction becomes important data for the written SSTL.
 - Complete Observation Visits #3 & #4 – Prior to your visit, request lesson plan from preservice teacher. Following your visit, receive and grade the student's lesson plan, complete with data and reflection.
- November
- October 26-November 4 – Meet with cooperating teacher to collaboratively evaluate the candidate. This can happen immediately following observation 4. Submit the final evaluation to the education administrative assistant. If possible, find time to discuss the final evaluation with the student teacher.
 - November 4 – Last day of student teaching. Make sure all observation forms are submitted to the Teacher Education Office. You'll receive a link to the online exit survey for college supervisors.
 - November 7 – Receive Journal 3 (page 27); return ASAP
 - November 11 – By this date, write a reference letter on GC letterhead for the candidate's placement file and give to the education department administrative assistant.
 - November 11 – Write thank you notes for cooperating teachers and give them to the education department to be sent with the teachers' checks.

Lesson Plan for Instruction

Teacher Candidate:
Cooperating Teacher:
College Supervisor:
Date:

I. Contextual Considerations: What do you know about the context: the students, the classroom, the school, the community? Reference academics, socio-economic status, culture, behaviors and/or dispositions. **How do these considerations influence your instruction in this particular plan?**

II.A. Student Impact

1. **Standards:** Copy and paste the appropriate state standard(s) here.

2. **Goals:** In your own words, describe your learning goals. These should be more specific than the standards listed above while clearly aligning with those standards.
Students will...

II.B Assessment:

1. **Formal:** How will you know if your students achieved the learning goals? Explain how you will assess this. For example, a pre-quiz or a question series at the beginning, or a post-quiz to illustrate comprehension at the end?
AND/OR
2. **Informal:** Explain how you will gauge student learning along the way. Socratic question and answer, walking around to check in with groups, etc.

III. Methods and Instructional Techniques:

- A. Plan of action:** Spell out in detail your instructional moves, including what you will be doing or saying and what the students will be doing. Number each of your steps and include time estimations for each step; make sure to include a variety of methods. Attach supplementary materials such as power points, worksheets, quizzes, etc.

B. Differentiation/Modifications: In this column, articulate any differentiation for individual students, pedagogical choices that address different learning styles in general, or the way your plan aligns with “Universal Design for Learning” concepts. Use spaces so that your differentiation clearly aligns with the appropriate activities in III.A.

IV. Data Collection & Analysis of Student Learning: Report your data from the assessment(s) articulated in II.B. Include specific data that indicates student learning or lack thereof. Based on your data, evaluate what students learned. What might you have done differently to increase student learning, or if the data are strong, what would be your next instructional move?

V. Critical Reflection: Reflect on the experience of planning and teaching this lesson. What did you learn from this experience? How will it shape your future teaching? What organization, management, or instructional approaches might you consider?

Lesson Plan Assessment Rubric

Criteria	Not Apparent - 0	Present w/Reservations - 1	Present - 2
I. Contextual Consideration: Include academics, dispositions, behaviors, SES, culture, language issues. How does your contextual information influence your teaching?	Records little to no relevant information. Includes broad or general information addressing one factor. No direct connection between contextual variables and how it informs teaching.	Refers in general to students' knowledge, development, experiences or structure of classroom. General connection to instruction, but no specific, strategic plan.	Identifies specifics about knowledge, development, experiences, and classroom structure. Addresses behaviors and dynamics related to academic engagement, which affect learning. Direct connection between contextual variables and the lesson plan.
II. A. Student impact: Goals and standards. What skills/content will students achieve or work towards?	Vague goals; inappropriate/irrelevant. No documentation of standards, etc.	Goals are general, yet relevant. Standards included but there is minimal link to particular objectives.	Clear, specific and relevant student impact goals are presented. Goals are measurable and align with state standards.
B. Student Impact: Assessment: formal or informal.	No clear assessment plan or assessment not related to goals.	General assessments related. Not measurable and/or not aligned to standards.	Assessments are specific and valid. Constructs are measurable or observable and are linked to goals.
III. A. Plan of Action: Instruction uses multiple, research-based teaching strategies congruent with understanding and appropriate learning activities.	Insufficient evidence of planning congruent with goals and understanding. Problems might include lack of detail, inappropriate strategies, or poor pedagogical decision-making.	General planning congruent with understandings and/or appropriate practice. Lacks managerial details and plans for checking understanding. Some instructional variety evident.	Clear, logically organized plan. Content and instructional strategies are clear and congruent with planned understandings and learning goals. Managerial details, as well as plans for checking student understanding included.
B. Differentiation & Modifications: Levels of achievement planned; language, culture, exceptionalities considered.	No articulation of how learning differences are addressed either for individuals or in the whole-class plan.	Differentiations/modifications exist; Lack connection to student needs or lack relevance.	Differentiations/modifications anticipate possible needs/problems; or address various learning styles; plans realistic/relevant. Language, culture, & exceptionalities addressed.
IV. Data and Impact: Reporting of data and its link to instruction.	No data collected or general, informal data. Not linked to instruction in any meaningful way.	Limited data reported. Data could be further disaggregated or more specifically reported. General links to instruction are made.	Assessment tools match instructional methods and data collected support instruction. Data are observable, measurable, and provide evidence for decision-making.
V. Reflection: Includes planning, teaching & assessing, organization & management.	Reflection extremely limited or not related to aspects of planning, instruction, management, or assessment.	Limited and general reflections on lesson that do not necessarily evidence growth through the experience.	Thoughtful, meaningful reflection on multiple aspects of the lesson. Details and insight demonstrate valuable reflective thought and suggest growth from the experience.

____/20 points



Preservice Teacher Observation

Preservice Teacher:
Cooperating Teacher:
School:
College Supervisor:

Date:
Visit #:
Grade Level:
Subject:

Please complete the assessment below. Note that this is not an exhaustive list of performance standards. Please refer to the Goshen College Alignment Matrix and Student Teaching Rubric for assistance with performance standards.

Guiding Principle	Key to Ratings Exemplary = Professional level performance – Beyond expectation and requirements On Target = Meets expectations for pre-professional level Emerging = Indicators present; further growth needed to achieve pre- service level Below expectations = Performance does not meet expectations	Exemplary	On Target	Emerging	Below Expectations	Comments:
#1	Making Content Connections <ul style="list-style-type: none"> Displays solid content knowledge Connects ideas within and between content areas Selects appropriate curricular materials 					
#2	Communicating Effectively <ul style="list-style-type: none"> Models effective verbal communication Exhibits appropriate non-verbal communication Incorporates effective media communication 					
#3	Building a Learning Community <ul style="list-style-type: none"> Shows respect toward student differences Provides for active student engagement Advocates for all students 					
#4	Flexibly Employing Tchg and Eval Strategies <ul style="list-style-type: none"> Varies instructional strategies and teacher’s instructional role Employs student-centered, differentiated instruction Uses formal and informal assessment to inform instruction Utilizes technology to aid instruction Demonstrates careful short- and long-term planning 					
#5	Managing a Classroom <ul style="list-style-type: none"> Creates a positive classroom climate Establishes and communicates clear behavioral expectations Manages, monitors, and responds to the learning environment 					
#6	Building a Sense of Calling <ul style="list-style-type: none"> Provides evidence of multicultural awareness and sensitivity Creates a safe environment for all students regardless of race, gender, socio-economic status, sexual orientation, or disability Displays a spirit of service to students and colleagues 					
#7	Reflecting on Teaching and Learning <ul style="list-style-type: none"> Reflects on teaching to improve performance Incorporates and responds to constructive criticism Collaborates with colleagues to share ideas and support professional growth 					
#8	Establishing Community Relationships <ul style="list-style-type: none"> Fosters collegial relationships with others in the school Upholds legal and ethical principles 					

Observation Narrative

Area of focus falls into standard number(s):

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 Calling
7. Reflecting on Teaching and Learning
8. Establishing Community Relationships

Narrative:

ASSESSMENT FOR THE STUDENT TEACHING SEMESTER

The student teaching experience is graded on a pass/fail basis. Evaluation is an integral and continuous experience cooperatively shared by the preservice teacher, cooperating teacher, and college supervisor. Formative evaluation takes place in the context of daily teaching and small assignments; formal evaluation takes place at several key points in the semester.

1. Self-Evaluation

The preservice teacher is to assume responsibility for self-evaluation. The preservice teacher needs to identify goals for areas where s/he 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 film themselves. You are welcome to do this (and you can borrow equipment from ITS-media), but it is not required.

Preservice teachers are to take initiative in asking for feedback from supervisors on their lessons and on the areas that the preservice teacher has selected as goals for improvement. Preservice teachers are to actively participate in the midterm and post-observation conferences.

At the end of student teaching, preservice teachers will complete a formal self-assessment that aligns with Goshen College's Guiding Principles and the professional and state standards for their discipline. The appropriate forms will be sent from the education office.

2. Evaluation by Cooperating Teachers

Although preservice teachers are to take initiative in evaluating performance, there will be many times when it is appropriate for supervisors to offer unsolicited observations.

It is important that each supervisor make clear to the preservice teacher the criteria by which s/he is evaluating the preservice teacher and how the preservice teacher stands on these criteria. To be most helpful this should be done formatively throughout the course of the semester, rather than only when solicited by formal evaluations. Regular informal preservice teacher/cooperating teacher conferences will give ample opportunity for such evaluation. In addition, there are two points of formal evaluation:

Midterm Evaluation: The cooperating teacher will complete a midterm evaluation form (to be provided) by September 30 and submit it to the Teacher Education office. A three-way conference will be held to review the written documents. Any areas marked "emerging" or "below expectations" become target areas for growth.

Final Evaluation: At the end of the semester the cooperating teacher will write a letter of reference (page 17) and complete an evaluation based on Goshen College's eight Guiding Principles and national and state standards. This will be completed collaboratively with the college supervisor during the last two weeks of student teaching. **In order for the preservice teacher to pass student teaching without remediation, s/he must achieve on-target or exemplary performance in each of the eight guiding principles, though some sub-standards may be marked "emerging."**

3. Evaluation by College Supervisor

The college supervisor will confer with the preservice teacher during or shortly after each school visit. When schedules permit the college supervisor will have a three-way conference with the preservice teacher and cooperating teacher. In these conferences the college supervisor will seek to help the preservice teacher evaluate her/himself. At midterm, the college supervisor will complete a formative evaluation and will initiate a three-way conference with the cooperating teacher and preservice teacher. At the end of the semester the college supervisor will write a letter of reference (page 17), complete an evaluation based on Goshen College's eight Guiding Principles and national and state standards. This will be completed collaboratively with the cooperating teacher during the last two weeks of student teaching. **In order for the preservice teacher to pass student teaching without remediation, the college supervisor must be able to confidently mark the preservice teacher "exemplary" or "on target" in each area of the eight guiding principles, though some sub-standards may be marked "emerging."**

4. Systematic Study of Teaching and Learning

Sometime between September 13 and October 28, preservice teachers are to complete a systematic study of a unit that they teach. This assignment, detailed on page 28, asks the preservice teacher to evaluate their teaching in light of student learning data and to record the ways in which they adapt instruction for individual students and the whole class. This will be formally written during senior seminar and will be assessed blindly by a trained external reader. This assignment must achieve a passing score in order to proceed to licensure.

5. Portfolio

During senior seminar, each candidate will complete an electronic portfolio that in part completes the requirements for licensure. Many of the artifacts will already be completed by this point—some of the logs, the SSTL, and college supervisor observations. Others will be completed during senior seminar—resume and a reflection on growth through the semester. Several parts of the portfolio require the candidate to log their experiences during student teaching, experiences related to technology, collaboration, and professional development. Portfolio requirements are detailed further on page 36. This assignment must receive a passing score in order to proceed to licensure.

6. Remediation

The Goshen College Teacher Education Department values honest and rigorous evaluation. We are committed to licensing candidates who have proved their ability to handle the demands of full-time teaching. At times, this might mean that a candidate needs to teach beyond the required twelve weeks to demonstrate competence. If the college supervisor and cooperating teacher evaluate the student teacher below the “on target” mark in any of the eight categories, the student teacher will be required to complete additional time in a classroom with a focus on the particular area(s) for further growth. Rather than being punitive, we see this as supportive of the candidate, assuring that they leave the Goshen College program with the skills necessary to confidently assume their first teaching position.

JOURNAL REFLECTIONS

Please send electronic copies to your college supervisor on or before the due dates listed. You may write in a journal-type of narrative voice or more formally.

Journal Reflection #1

Due September 6

Read **Chapters 5-7** of Lemov's *Teach Like A Champion* **prior** to writing this journal.

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 were those communicated to students at the beginning of the year? What teaching procedures, routines, and expectations are established by your cooperating teacher? 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, page 145): engagement, discipline, management, control, and influence. Discuss each principle in the context of your present placement, writing approximately one paragraph for each area. How do these principles play out in your specific context? Include 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?

Journal Reflection #2

Due October 3

Read **Chapters 1-4** of Lemov's *Teach Like A Champion* and administer your questionnaire from the workshop* **prior** to writing this journal.

1. Document your attempts at one technique from each of the first four chapters in Lemov. Briefly note what strategy you tried, in what context, and how it worked. (A short note on each is fine.) 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. Compile the data from administering your questionnaire and report the data in your journal. Reflect on your strengths and areas for growth as perceived by your students.

***Note: This is the classroom management workshop on campus, Sept. 13, 1:00-4:00 p.m. The questionnaire will be discussed at that time.**

Journal Reflection #3

Due November 7

In the last week of student teaching, arrange observations of two to four excellent teachers in your building or in the school corporation. Seek advice from your cooperating teacher about whom to observe. Reflect on the strengths of each teacher using the following questions as a guide. (You do not necessarily have to respond to every question for all teachers observed.)

1. What instructional strategies did you see that promoted student learning and engagement? Why were these strategies effective? Can you see yourself appropriating these strategies?
2. How would you describe the student-teacher relationships in each observed classroom? How do your observations compare to your emerging understanding of your own style?
3. What do you notice about the structure of space and time in this classroom? What procedures, set-ups, and structures are in place to facilitate learning?

A SYSTEMATIC STUDY OF TEACHING AND LEARNING Fall 2016

Purpose :

Key to your success as a teacher is careful observation and assessment of your students' work and interactions in the classroom and your ability to strategically use this information to adapt and individualize your instruction. This study is designed to help you continue your development as a reflective practitioner by systematically recording and analyzing student learning data and documenting its use in your instruction. It is also a chance to practice the kind of data collection and analysis that many school systems are asking of their teachers. Keep in mind as you prepare for this project that you will be submitting everything electronically; therefore, you may find it easier to prepare and document it electronically as the project unfolds rather than upon completion. If you will need to scan documents, ensure that they are legible.

Task:

During a 2 - 4 week period between September 13 and October 28, 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 primary responsibility. You will collect pre- and post-assessment data on all students and will document their progress in the aggregate, and you will focus specifically on the learning of 3-5 target students in your class. Throughout the unit, you will record how your formative assessments influence your instructional planning.

During Senior Seminar you will analyze and reflect on the documentation you have gathered. The analysis and reflection will particularly focus on Goshen College's Guiding Principles 4 (Instruction and Assessment) and 7 (Reflection 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 with power point that will include findings and artifacts from your SSTL. Note that your SSTL will be graded blindly by a trained area teacher, and so your writing should not presume that the primary reader knows you or your context.

PORTION TO BE COMPLETED DURING STUDENT TEACHING:

1. Collect data during a 2– 4 week period in the context of a thematic unit or an extended topic you are teaching. The data will show students' learning and growth toward identified state standards. Choose 3–5 students who represent a variety of learning styles, strengths, and needs for observation and targeted intervention during this study.
2. During this period, write up all of your SSTL lesson plans in the Goshen College form. Tailor the different sections of the form to this project. For example, in your differentiation and data sections, make specific notes about your 3 to 5 target students. Make clear notes about how you are using the learning data to influence the next day's plan. Reflect on how the day's lesson did or did not meet the learning goals. All of these notes will become data and evidence as you formally write the SSTL during senior seminar.
3. Select one to three Indiana standards that you are teaching toward in this unit. Standards vary: some set out macro expectations that require extensive instruction; others lay out micro expectations that involve minimal instruction. You may find that you need to unpack the standards quite a bit, or augment them. Recalling Bloom's taxonomy, aim for standards that can include application or analysis, rather than simply recall and comprehension. Articulate your learning goals in your own words, making sure they align with the chosen standards.
4. Choose or create an academic assessment tool that is valid and aligns with your chosen standards. Make sure you are assessing what you want students to know and be able to do at the end of your unit of study. **This assessment will be used as a pre- and post-test** to measure whether your students' progress toward your stated learning goals. Also decide how you will gather and record numeric data from student performance (e.g., percentage correct, holistic rubric, analytic rubric). Administer the pre- and post-test to the entire class. Note: your pre-and post-test can be part of a larger test or project. Though it may be short, make sure you include questions that thoroughly address all of your selected standards and related learning goals.
5. Both before and during the unit, access professional resources to aid you in the development of this unit and in your work with your target students. These resources might include books, articles, professional websites, other professional educators, etc. Keep track of all of these resources to report in your final paper.

6. 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. The data you report should be observable and measurable to ensure that student growth has occurred. Keep copies of any handouts, quizzes or other teaching materials that you use. Write notes or comments on the materials about their effectiveness in relation to your intended outcomes. Keep systematic data of student outcomes (both academic and behavioral) as you monitor their progress over time.
7. Keep copies of the work submitted by your 3–5 focus students throughout the unit; date each piece.
8. Ask your cooperating teacher to observe you teaching at least one key lesson from this unit and record what took place during the lesson including content taught, methods of instruction used, interactions with students and assessment strategies. *Make sure that your cooperating teacher records how your target students respond to your different instructional strategies.*
9. Ask your college supervisor to observe you teaching at least one key lesson from this unit and record what took place during the lesson including content taught, methods of instruction used, interactions with students and assessment strategies. *Make sure that your college supervisor records how your target students respond to your different instructional strategies.*
10. Add to your parent contact and collaboration log. This should include any contact you have with any of your students' parents, including parent-teacher conferences. **For each of your target students you must record some contact with parents or collaboration with other school staff.** Seek advice from your cooperating teacher on what type of contact is most appropriate in your school context.
11. Organize all data so that you can easily access it and reflect on it during senior seminar.

SSTL GUIDELINES FOR WRITTEN ANALYSIS AND REFLECTION (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 Systematic Study of Teaching and Learning (SSTL). This will also be used as a key artifact in your electronic portfolio to document your ability to use student learning data to inform your instructional choices and to adapt your instruction to individuals' learning styles and differences.

Write your SSTL analysis using a concise, professional voice. Attach your supporting documents (lesson plans, observation notes, student work, etc.) as appendices and refer to the appendices by letter or number throughout your analysis. The supporting documents are used to verify the data you report and the conclusions that you draw about your teaching and its impact on student learning. In total, the SSTL should be about 12-15 pages long (not including appendices.) The SSTL final report will follow this outline:

A. Introduction to the Study

1. Begin with a brief description of the theme or topic of your unit and describe relevant features of your teaching context.
2. Give a brief description of each of the 3–5 target students observed during the study including why you chose each one. **Give pseudonyms to these students to protect confidentiality.**

An example of one format you might use:

The students I chose for this study are Kara, Sam, Philippe 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 drawing her into the curriculum. I do not know what she is interested in and very little about her previous knowledge and experiences relates to the content of the thematic unit I am teaching. I have learned from colleagues that she lives with only her mother, and her mother has not been involved in Kara's schooling because of her work schedule.

3. Include a list of professional resources and describe how they influenced your planning and delivery, exhibiting how you access external sources to aid your professional development.

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

Review data you have from these lessons that provide evidence of your teaching skills, specifically, your ability to flexibly employ teaching and evaluation strategies and your ability to reflect on your own teaching in light of student learning data and state standards.

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

1. First, describe the outcomes for the learning experiences, based upon Indiana Academic Standards, and describe why those outcomes are important in this academic discipline.
2. Second, provide a unit calendar of learning experiences. Describe how your overall plan for the unit aligned with the target learning goals. Give a brief description of and rationale for your most essential instructional strategies and learning activities, and provide specific lesson plans as appendices to illustrate your instruction.
3. Third, describe the assessment tool you used for the pre- and post-tests. Note how it assessed the outcomes and standards you chose for your students and describe the reliability, validity and potential biases of the tool. Also list other kinds of assessments that you used throughout the unit and describe how they measured students' movement toward the stated goals. Include assessment tools as appendices. This section should demonstrate that you use a variety of formal and informal assessment techniques to collect formative and summative evaluation data.
4. Fourth, describe how you used assessment data to make instructional decisions and to monitor student learning while the unit was in process. Describe any instructional decisions that you made as a result of the student

learning data. Include a description of any adjustments made for your target students based on your monitoring of their progress.

5. Fifth, describe any interventions, differentiation, or modifications you implemented to better meet the needs of your target students. This could be in paragraph or graph form. In this section, you might also include observations from your cooperating teacher or college supervisor as further evidence that your instructional choices are responsive to individual student needs.
6. Sixth, create an excel graph of the results of the pre- and post-test data for the entire class. Analyze and note trends that are broader than your 3-5 students in a way that demonstrates you effectively maintain and use assessment information.
7. Seventh, discuss the overall growth for each of your 3-5 selected students during this sequence of lessons. Describe the participation of the selected students, your interaction with them, and their interaction with their peers during classroom learning experiences, noting especially any shifts that they made over time. Refer to your cooperating teacher's and college supervisor's observations to further validate your observations.
8. Finally, describe any interaction you had with parents and other collaborators in the school setting during this unit. Provide evidence that you collaborated with others in the school to make the learning environment as productive as possible for all students.

C. Reflections on the Systematic 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 outcomes for the 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.
2. Reflect specifically on your intervention/s with your target student. What worked effectively? What might you do differently or the same next time?
3. What external resources (parents, colleagues, professional sources, student data) were most helpful in developing a solid instructional unit that both addressed the needs of the whole class and considered individual student needs as well?
4. Describe what you learned from this study that will influence your teaching in the future.

Format Specifications:

Double space your text, number the pages, leave one-inch margins on all sides and use a font that is no smaller than 10 point. Aim to keep the written essay to 12-15 pages, not including the appendices. Remember that projects will be submitted electronically in PDF format.

Appendices of Artifacts Cited as Evidence: Label each artifact with a number or letter and use this in the written commentary to supplement your reflections. Appendices should include the following:

- Key lesson plans used in your study
- Observation notes from cooperating teacher and college supervisor on lessons taught during the study
- Assessment tools: teacher-made exams, labeled student work, data tables, exit tickets, etc.
- Parent/collaborator contact log and/or de-identified electronic communication
- Resource list

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 blindly by an area teacher and will be presented to your peers in a conference format via a PowerPoint presentation.

Checklist of required components of SSTL

Preservice teacher _____ Topic or Theme _____

Dates of the SSTL Unit: _____

DURING STUDENT TEACHING

- 3–5 names of students representing different learning styles, strengths and needs:

_____, _____, _____, _____, _____

- Selected state standards:
- Written unit calendar including major learning activities based on clear goals for student learning, aligned with selected state standards.
- Unit assessment to be used as pre- & post-test aligned with goals for student learning.
- Documentation of informal and formal assessment strategies used during the study.
- Assessment data for the entire class for pre- and post-test.
- Formative assessment data for 3-5 focus students; notes on modifications based on data.
- Detailed lesson plans including assessment strategies, differentiation/modification for focus students, student learning data, and reflections on the success of instructional strategies.
- Cooperating teacher observation documentation.
- College supervisor observation documentation.
- Samples of selected students' work.
- Parent/collaborator log.
- Reference sheet of materials used.

DURING SENIOR SEMINAR

- Write the narrative of the SSTL unit as a formal paper that integrates data charts and appendices to support your claims about the effectiveness of your instruction and student learning and growth.
- Develop a conference-style presentation for peers on the SSTL unit integrating PowerPoint to display student learning data.
- The presentation will be assessed by peers and education faculty. The paper will be assessed by one faculty member and one community partner.

Evaluation of a Systematic Study of Teaching and Learning

Total Pts. Possible = 45
Minimum Pts. Needed To Pass = 26

Name _____

Sections of SSTL Report	EXEMPLARY 3	ON TARGET 2	EMERGING 1	BELOW EXPECTATIONS 0
Introduction 1. Description of theme and context	Engaging and clear focus with thoughtful explanation of the context for the unit, providing the reader with a vivid sense of the classroom environment.	Clear thematic focus and explanation of the context for the unit plan, providing the reader with a sense of the classroom environment.	Thematic focus somewhat but not fully identified. Minimal description about context provided.	No clear thematic focus provided and little or no description about context provided.
2. Description of students and why each was chosen	Astute, focused description of why each student was chosen, covering a range of cognitive and social abilities.	Thorough, focused description of why each student was chosen, including both the cognitive and social.	Three to five target students chosen; lacking in either rationale or the range of students represented.	Little or no rationale offered for why each student was chosen. Insufficient diversity and/or amount of students.
3. Description of professional resources used	Robust resource list including professional journals, websites books, and human resources that reflect current, research-based teaching practices.	Resource list includes some journals, websites, books, and/or human resources that reflect current, research-based teaching practices.	Resources included that influence the unit; some may be dated or not based in research.	Few to no quality resources including, or resources are included but do not influence the unit.
Analysis of Instruction and Assessment 1. Description of goals	Goals clearly aligned with relevant standards and thoroughly explained/justified.	Goals are aligned with relevant standards and are explained.	Goals and standards are addressed. May be too broad or narrow or lacking in alignment.	Candidate only vaguely articulates goals. May not align with standards.
2. Unit calendar and learning activities	Clearly employs short- and long-term planning to appropriately sequence experiences in multiple modes of instruction to meet students' needs. Strategies show awareness of and sensitivity to students' developmental phase.	Daily plans show attention to detail and variety and are grounded in an overarching sequential framework. Learning activities are highly relevant to daily and unit objectives. Strategies show awareness of and sensitivity to students' developmental phase.	Daily plans show some attention to detail and are mostly grounded in objectives. Some attention is given to state standards and long-term goals. Candidate could devote more attention to one or more of the following: daily details, long-term goals, differentiation, or state standards.	Learning activities often lack clear objectives and do not follow an organized progression. Short-term planning is inconsistent and there is minimal evidence of long-term planning. Little to no evidence of differentiation and instructional variety.
3. Description of pre- and post-test and formative assessments	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 are used consistently to drive instructional decisions.	Uses a variety of formal and informal assessments (observation, portfolios, tests, performance-based tasks, projects, self-assessment, etc.) to evaluate student learning and to inform instructional decisions.	Assessment strategies include more than traditional quizzes and tests. Assessment tools may not always give the clearest picture of authentic student learning or may not align tightly with learning goals.	Assessment strategies do not give an accurate picture of student learning and are ineffectively employed. Assessment data are rarely used to inform instruction.

4. Use of data to inform instruction	Strong evidence of the use of whole-class and individual student learning data to repeatedly inform whole-class instruction and multiple differentiated learning experiences.	Evidence of the use of whole-class and individual student learning data to inform whole-class instruction and differentiated learning experiences.	Evidence that the candidate has occasionally referenced assessment to influence decisions about whole-class instruction or differentiated learning experiences.	Limited evidence that the candidate has used student learning data to influence instruction either collectively or individually.
5. Differentiations, modifications, and adaptations	Candidate consistently and effectively modifies, differentiates, and adapts instruction for all focus students to achieve maximum learning and growth and demonstrates the effectiveness of such modifications.	Candidate evidences effective differentiations, modifications, or adaptations for all focus students at some point in the SSTL unit.	Candidate attempts to differentiate, modify, or adapt instruction for all students at some point in the SSTL unit with varying degrees of success.	Candidate does not prioritize differentiation, modification, or adaptation of curriculum and instruction for all focus students.
6. Use of whole-class data	Candidate reports and analyzes whole-class data in a way that demonstrates astute aggregated and disaggregated analysis of student learning.	Candidate reports and analyzes whole-class data in a way that demonstrates effective use of data to reflect on the success of the SSTL unit.	Candidate reports whole-class data and reflects on the data in light of the learning goals.	Candidate may or may not report whole-class data clearly and accurately. Limited logical reflection on what the data means.
7. Analysis of target students' learning and growth	Accurately and insightfully describes the learning and growth of all target students. Supports claims with evidence from multiple sources for all students.	Accurately describes the learning and growth of target students. Supports claims with evidence from valid sources of evidence.	Describes the learning and growth of all target students. Includes some evidence to support claims about individual student learning.	Insufficiently describes the learning and growth of target students and/or uses little evidence to support claims about student learning.
8. Parent and collaborator communication	Strong evidence that candidate sought multiple sources of information/collaboration to inform her/his work with all target students.	Strong evidence that candidate sought information and/or collaboration to inform her/his work with every target student.	Evidence that the candidate collaborated with some parents or school personnel to inform his/her work with target students.	Minimal evidence of collaboration with parents and school personnel to support the work with target students.
Reflection -- Considering all evidence 1. Conclusions about the unit as a whole	Draws upon quantitative and qualitative data to evaluate teaching effectiveness in a measured, informed way.	Draws upon multiple data sources to objectively evaluate teaching effectiveness.	Incorporates data into reflection on teaching and student learning.	Reflects on teaching without clear reference to student learning data.
2. Reflection on individual student learning	Draws upon quantitative and qualitative data to evaluate teaching effectiveness for target students in a measured, informed way.	Draws upon multiple data sources to objectively evaluate teaching effectiveness for target students.	Incorporates data into reflection on teaching and student learning with regard to all target students.	Reflects on the learning of target students without clear reference to data.
3. Use of external resources in reflection	Seeks out and integrates multiple sources of information (e.g. parents, collaborators) to understand the strengths and challenges of all students.	Seeks out additional sources of information (e.g. parents or collaborators) to understand the strengths and challenges of all target students.	Seeks out a limited set of external sources of information (e.g. parents or collaborators) to understand some students' performance.	Inconsistently seeks out additional sources of information to understand individual students' strengths and challenges.

4. Application to future teaching	Meaningfully reflects on the application of this limited project to future teaching; cites the importance of using multiple sources of information to influence instruction.	Meaningfully reflects on the application of this project to future teaching; cites the importance of using data to influence instruction.	Adequately reflects on the application of this project to future teaching. Connects some aspects of project to future instruction.	Devalues the role of student data and/or reflection in instructional planning and delivery. Reflection suggests minimal learning from project.
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**OVERALL EVALUATION OF SYSTEMATIC STUDY OF TEACHING AND LEARNING
(InTASC Standards 6, 7, and 9)**

EXEMPLARY	ON TARGET	EMERGING	BELOW EXPECTATIONS
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.	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.	Evidence that teacher candidate is developing the ability to use 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.	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.

ELECTRONIC PORTFOLIO

Overview: In Educ 201: Foundations of Education, the introductory education course at Goshen College, all teacher education candidates will set up an electronic Mahara portfolio. The template for the education portfolio page is provided by the department; you will add content throughout your tenure in the program, then will complete the portfolio and submit it for assessment after student teaching as part of senior seminar.

Purpose: The portfolio serves two purposes. First, it documents your proficiency in and commitment to several key areas of the teacher education program, areas that are valued by both Goshen College and the educational community at large. As these strands are woven throughout the coursework and fieldwork, your documentation of these is cumulative. Secondly, the portfolio serves as an accessible, visual demonstration of some of your best work to potential employers. As you develop and record your work, keep in mind that it is a professional document that provides concrete evidence of your competence, and your language choices should reflect that purpose.

To be generated prior to student teaching: (*Areas marked with an asterisk are not time-bound assignments but are your responsibility to develop and maintain throughout your coursework and field work.)

*1. EVIDENCE OF PROFESSIONAL ENGAGEMENT. Demonstrate your commitment to the profession by participating in no less than four events or activities not tied to coursework. (Some extended activities will count as two.) Record these activities in the designated co-curricular log with a succinct and detailed description of approximately 100 words. These activities might include but are not limited to the following:

- Attending professional workshops
- Presenting at GC's research symposium
- Writing letters to representatives about educational policy
- Subscribing to a professional journal and keeping a reading log
- Attending scholarly presentations related to education or your content area
- Additional tutoring/volunteering outside of required coursework
- Attending professional meetings during student teaching

Completed through the program, including student teaching; assessed during senior seminar.

*2. EVIDENCE OF TECHNOLOGICAL PROFICIENCY. Demonstrate your ability to meaningfully use instructional technology by logging the technologies that you actively use in your fieldwork, in coursework, or in your everyday lives. Record these technologies in the designated co-curricular log with a description that includes how the technology is (or could be) used in the classroom and a brief critical assessment of its utility.

Completed through the program, including student teaching; assessed during senior seminar.

*3. EVIDENCE OF CULTURAL COMPETENCE. Demonstrate your engagement with issues of race, class, religious diversity, gender, ability, and sexual orientation by participating in relevant events both on and off campus. Log at least three events prior to student teaching. (Some extended activities might count as two.) These might include but are not limited to the following:

- Participating in anti-racism training
- Participating in student clubs or events
- Attending on-campus presentations about race, culture, class, religion, gender, sexuality, etc.
- Watching relevant documentaries

Assessed at the end of junior-level methods class by methods professor. Those taking their methods classes out of sequence can choose to delay this assessment.

4. CRITICAL VIDEO REFLECTION. In the spring semester of the junior year, you will record and evaluate a 10-minute teaching video. You will contextualize the video, drawing on research, theory, and state standards to frame your pedagogical decisions. You will write a detailed evaluation in response to given prompts, referencing specific times in the video to support your self evaluation.

Assessed by methods professor as part of the course grade.

*5. CONTENT KNOWLEDGE. Save major projects from your coursework that demonstrate your best work in your content area(s). Graded tests and quizzes tend to be weaker artifacts; instead, select items that demonstrate higher-order, generative or creative thinking. Upload these documents to the “content knowledge” section of your portfolio.

Assessed at the end of junior-level methods class by professor.

6. PEDAGOGICAL KNOWLEDGE. Throughout your education coursework, you will complete several major projects that demonstrate essential pedagogical knowledge and understanding. These projects will be uploaded into this section of your Mahara portfolio. Your professors will prompt you when a project should be included in this section of your portfolio.

Assessed at the end of senior seminar.

7. METHODS JOURNAL. In your education coursework and your fieldwork, observe examples of effective teaching methods and record them in an electronic journal dedicated to specific teaching methods. Often, your education professors will pause to describe a teaching method they used and will ask you to record the method in your log. It is also your responsibility to document methods from fieldwork. You are welcome to add any additional effective methods that you gather from other sources (professors, readings, your own methods tried in the field, etc.). A good entry will be concise yet thorough and will include both description and commentary: what was the method and how/when/why might you use it?

Assessed periodically; final assessment during senior seminar.

To be completed during student teaching and senior seminar:

The following will be completed and assessed during senior seminar by the seminar professors.

1. LESSON PLANS AND EVALUATIONS. Each time you are observed by your college supervisor, you will fill out the complete lesson plan form. You will upload the plans and evaluations from your first and fourth observations. During seminar, you will write a brief reflection on your growth throughout the student teaching experience.

2. SYSTEMATIC STUDY OF TEACHING AND LEARNING. You will gather data for the SSTL during a focused unit of your student teaching. During senior seminar, you will write an extended reflection on your teaching, assessment, and student learning. The completed SSTL will be graded during senior seminar and will be uploaded to the portfolio. Any candidate not passing the SSTL must revise in order to be approved for teacher licensure.

*3. COLLABORATION LOG. During student teaching, log the ways in which you collaborate with others to ensure learning and success for all students. This log should record at least one of each of the following types of collaboration at some point in the student teaching experience:

- A description of co-teaching strategies employed with cooperating teacher
- Integration of paraprofessionals
- Communication with other faculty about curriculum, instruction, or student concerns
- Communication with families
- Communication with other professionals in the building, including EL or special education collaborators, guidance counselors, assistant principals, coaches, etc.

4. RESUME. As part of senior seminar, you will write a resume with help from career services and professors. A complete resume must be added to the portfolio prior to the end of senior seminar.

GUIDING PRINCIPLE #1
(INTASC Standard #1)

The following is a detailed list of the skills encompassed in Goshen College's guiding principles for teacher education. All assessments align with these fundamental skills, knowledge, and dispositions.

GUIDING PRINCIPLE #1
(INTASC Standard #1, 4, & 5)

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

- a. Displays solid content knowledge.
- b. Understands learning differences and selects developmentally appropriate content for instruction.
- c. Approaches content through multiple representations and sequences appropriately; links ideas to prior learning and learner's experiences.
- d. Evaluates resources/curriculum materials for accuracy, comprehensiveness and usefulness for representing ideas and concepts.

GUIDING PRINCIPLE #2
(INTASC Standard #5, 8)

Communicating Effectively – We seek to graduate teachers who communicate effectively in a variety of sign systems (e.g. oral, nonverbal, written, and media communication).

- a. Models effective oral and written communication skills.
- b. Utilizes nonverbal communication effectively to manage and instruct.
- c. Facilitates discussion and uses questioning techniques to stimulate learning.
- d. Respects cultural and gender differences in language, communication styles, and nonverbal teaching behaviors.
- e. Uses a variety of media/technology to enhance learning.

GUIDING PRINCIPLE #3
(INTASC Standards #1, 2, & 3)

Building a Learning Community—We seek to graduate teachers who build a learning community based on the diversity of students' backgrounds and their learning styles 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 all students.

- a. Creates an environment where differences are respected.
- b. Facilitates learner interactions with local and global issues.
- c. Provides for active engagement, manipulation and evaluation of ideas and materials; encourages learners to assume responsibility for shaping their learning tasks.
- d. Plans instruction to include learners from all backgrounds to facilitate success; advocates to meet the needs of learners and enact systemic changes.

GUIDING PRINCIPLE #4
(INTASC Standard #6 & 7)

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. Employs short- and long-term planning to appropriately sequence experiences in multiple modes of instruction to meet students' needs.
- b. Carefully chooses/evaluates alternative teaching strategies/materials that achieve different instructional purposes and meet students' needs.
- c. Selects and implements research-based best practice to enhance learning.
- d. Links developmental characteristics to instructional strategies that meet learners' current needs in each domain (cognitive, social, emotional, moral, cultural and physical).

- e. Teaches to individual learning aptitudes and understands how to access appropriate services/resources to meet individual learning needs.
- f. Adequately accommodates, differentiates, and modifies instruction for diverse learners in diverse settings.
- g. Seeks appropriate and engaging ways to utilize technology to support the instructional process.
- h. Varies role in the instructional process (instructor, facilitator, coach, and audience).
- i. Uses a variety of formal and informal assessment techniques to collect formative and summative evaluation data.
- j. Collects information about students from parents, other colleagues, and students to make data-based decisions to inform instruction.
- k. Communicates and maintains assessment information effectively and ethically.

GUIDING PRINCIPLE #5

(INTASC Standard #3)

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

- a. Creates a positive classroom climate that is open to learner input and provides choices.
- b. Establishes and communicates clear expectations for behavior in a learning environment that promotes respect and is conducive to achieving academic and behavioral goals.
- c. Manages the learning environment by organizing time, space, and resources to facilitate successful instruction; proactively manages the classroom through carefully selected, well-planned instructional strategies.
- d. Monitors and responds appropriately to classroom management issues including positive affirmation for acceptable and desired behaviors.

GUIDING PRINCIPLE #6

(INTASC Standard #9)

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. Provides a safe environment for all students regardless of race, gender, socio-economic status, sexual orientation or disability.
- c. Conveys concern about all aspects of students' well being (i.e., talks with and listens to students' needs and is sensitive and responsive to clues of distress).
- d. Reflects on personal biases and accesses resources to remediate such biases.
- e. Demonstrates respect and responsiveness to differing perspectives and cultural backgrounds.
- f. 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 reflect on their own teaching in reference to Goshen College's guiding principles and their own emerging philosophy of education.

- a. Engages in ongoing learning to develop knowledge and skills based on state, professional, and national standards.
- b. Remains current in scientifically based best practice by reading professional literature, discussing trends and issues with colleagues and attending professional development activities.
- c. Reflects on teaching experiences to evaluate and improve practice.
- d. Collaborates with professional colleagues to share ideas and to support learning, reflection, and feedback.
- e. Utilizes technological tools to obtain local and global perspectives on teaching and learning in a diverse world.

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 in planning, teaching, learning, and administrative activities to make the entire school a productive learning environment.
- b. Establishes respectful and productive communication with students and families that conveys an appreciation for their involvement in the learning experience.
- c. Upholds legal and ethical principles to respect the rights of students, families, and colleagues.
- d. Utilizes technological tools to communicate with learners, colleagues, and families.