

# **STUDENT TEACHING AND EDUCATION HANDBOOK**

**EASTERN UNIVERSITY  
EDUCATION DEPARTMENT**

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## **I. Philosophy of the Teacher Education Program**

Eastern University is a Christian comprehensive university committed to the task of preparing professionals to serve in schools. The faculty believes that educators, in all disciplines, must demonstrate academic excellence as well as understanding of societal problems and the intellectual issues of the times.

Major emphasis is placed upon the development of the individual and an educational philosophy which reflects a Christian commitment to service in the teaching profession.

Special stress is placed on developing a global perspective of education; an awareness and appreciation of cultural plurality and individual worth, especially in the inner-city and rural areas of our own country and under-served third world countries. The contributions of individual ethnic and cultural groups to society are emphasized, along with the development of a Christian world view.

An understanding of individual differences, human growth and development, and a thorough knowledge of modern teaching techniques with appropriate media must be demonstrated by student teacher candidates before placement in the field by the Education Department.

Eastern University is committed to providing excellent teachers for both public and Christian schools.

## **II. The Teacher Education Program Certification**

The department offers a program of study to selected qualified students who desire to be certified as teachers. The student who wishes certification is responsible for completing the approved course of study and must be recommended by the Education Department of Eastern University to the Pennsylvania Department of Education. This recommendation will be based upon adherence to the standards of conduct of Eastern University, as well as upon the successful completion of academic requirements. The State of Pennsylvania also requires evidence of a passing score on *The PRAXIS Series* - Professional Assessment for Beginning Teachers (NTE'S) before granting a certificate. Areas of certification at Eastern University include: Early Childhood (N-3), Elementary and Secondary Counselor, Elementary Education (K-6), Foreign Language (K-12) (French, Spanish), Health (K-12), Music (K-12), Reading Specialist, Reading Supervisor, School Nurse (N-12), School Psychologist (K-12), Secondary Education (7-12) (Biology, Chemistry, English, English with Communications, Mathematics, and Social Studies), and Special Education (K-12). Art Certification (K-12) may be obtained through a cooperative program between Eastern University and Rosemont College.

## FORMAL APPLICATION TO THE EDUCATION DEPARTMENT

Students who wish to enter teacher preparation programs should officially declare an Education major upon entrance into the university or as soon as possible thereafter.

In order to apply to the Certification Track the following needs to be accomplished:

### Requirements:

- \_\_\_ Complete 48 credits
- \_\_\_ Complete 2 math courses (course titles: \_\_\_\_\_. \_\_\_\_\_)
- \_\_\_ Complete 2 English courses
  - \_\_\_ Composition
  - \_\_\_ Literature (with the emphasis on American and British)
- \_\_\_ Pass PRAXIS I tests
  - \_\_\_ Reading #10710 (score: \_\_\_\_\_)
  - \_\_\_ Writing #20720 (score: \_\_\_\_\_)
  - \_\_\_ Math #10730 (score: \_\_\_\_\_)
- \_\_\_ Maintain a GPA for 3.0 or above (GPA: \_\_\_\_\_)
- \_\_\_ Have a record of good physical stamina and freedom from any physical defects which may interfere with adequate performance as a teacher.
- \_\_\_ Schedule a personal interview with a member of the Education Department.
- \_\_\_ Sign a waiver form for the Registrar and the Health Center to release records to the Education Department.

## ADMISSION TO THE PROFESSIONAL SEMESTER (Student Teaching)

1. Have a letter of acceptance to the Education Programs.
2. Make a formal application for student teaching at least one full year prior to the professional semester.
3. Complete a satisfactory number of courses.
4. Have a 3.00 G.P.A. (Undergraduate)
5. Assume responsibility for his/her transportation to the field site.
6. File copies of the F.B.I. and Child Abuse clearances with the Education Department in accordance with the Pennsylvania child abuse regulations.

Individual Student files will be compiled by the Education Department containing:

1. Application to the Education Department.
2. Application for student teaching.
3. Three (3) recommendations from faculty showing satisfactory development of a good professional attitude toward students, co-workers and teaching.

For Special Education: documentation of classroom observation and interaction with exceptionalities they will be certified to teach. (SPIF Booklets - undergraduates)

4. For Secondary Education majors: a recommendation from the department of the teaching certification (undergraduates).
5. Approval of the Dean of Students (undergraduates).
6. Evidence of a satisfactory health record.
7. Evaluation form and written summary of the Field Experience (undergraduates).
8. Student's college transcript with the cumulative G.P.A.
9. Copies of the F.B.I. and Child Abuse clearances.
10. Evidence of passing the following PRAXIS II Tests
  - \_\_\_\_ Fundamental subjects: Content Knowledge #30511 (for N-3, K-6, & K-12)
  - \_\_\_\_ Elem. Ed.: Curriculum, Instruction, & Assessment #10011 (for Elementary)
  - \_\_\_\_ Early Childhood #10020 (for Early Childhood)
  - \_\_\_\_ Special Education for the Exceptional Child #20353 (for Special Education Certification)
  - \_\_\_\_ Secondary Education (in your subject area)

**NOTE:** If your teaching position might be in a middle school setting, you must take the middle school test for that subject area (e.g., English or Math).

## 11. Autobiography & Philosophy of Education

**There is a lab fee for student teaching.**

### **POST-BACCALAUREATE OR GRADUATE CERTIFICATION**

Open to applicants who hold a B.A. or B.S. degree from an accredited undergraduate institution.

Graduates of B.A. or B.S. degree programs who wish to apply for certification must submit an application for non-degree graduate or graduate certification and an official transcript to the Graduate Admissions Office before the opening of the semester.

1. Such an applicant must be approved for admission to the university as a non classified graduate or graduate student before applying specifically for certification.
2. Upon acceptance by the university, an application for admission to the program must be made to the Education Department.
3. A copy of the official transcript must be submitted to the Graduate Admissions Office.
4. An applicant already employed as a teacher must obtain approval from the Superintendent of Schools and/or the principal of the school.
5. All candidates for certification must take a minimum of six semester credit hours at Eastern University before student teaching.
6. Permission to student teach is contingent upon the approval of the Education Department. An interview with the candidate is necessary.

### **III. Organization of Student Teaching**

#### **A. Definition of student teaching**

Student Teaching is a full-time, supervised 12 or more week teaching experience which closely approximates a full-

time working experience.

#### B. Placement of Student Teachers

Before students are permitted to student teach they must have field experience as teacher aides in a classroom. These experiences are validated and evaluated before approval to student teach is granted.

Cooperating teachers must have a teaching certificate in the area of the student's certification; at least three years of teaching experience, one of which is in the district to which the teacher candidate is assigned; and have completed a program of preparation on observation and evaluation skills.

K-12 certificate candidates spend 6 weeks at the elementary level and 6 weeks at the secondary level during student teaching.

Candidates for dual certification usually spend 6 weeks student teaching in each area to be granted.

Student teachers may be removed from the school site at the discretion of Eastern University and/or the school. The reasons will be shared with the student, but the decision of the university and/or school will be final.

#### C. Assignment of Student Teachers

Student teaching assignments are made by the Education Department in cooperation with the school districts involved. Normally the schools must be within a one-half hour drive from Eastern University.

#### D. Transportation of Student Teachers

Student teachers are responsible for their own transportation during the student teaching experience. When possible, car pools and public transportation will be arranged but the final responsibility lies with the student teacher. Be sure the Education Department knows in advance if you need special arrangements - DO NOT wait until the student teaching semester!

#### E. Practicum

Student teachers must attend a Practicum meeting for up to 3 hours each week at Eastern University. These meetings are

held after school hours and should not interfere with the student teaching experience.

#### F. Pennsylvania Teacher Certification Test Program

Candidates for certification must take and pass *The Praxis Series* - Professional Assessments for Beginning Teachers (NTE's) and file the scores with the Education Department to be certified by the State of Pennsylvania.

#### G. Intern Teacher Program

Students in this program must have at least a B.S. or B.A. degree with a 3.0 GPA and have completed the minimum number of courses required by Eastern University for the specific area of certification before entering the classroom. The Praxis Tests PPST Reading, Writing, Mathematics and the Specialty Area Tests must be taken and passed. When approved by the Education Department these students usually obtain a paid teaching position and are supervised by the university faculty in the same manner as other student teachers.

### IV. The Cooperating Teacher

Research has shown again and again that the cooperating teacher is the single most influential part of the teacher education program. Eastern University values its cooperating teachers as members of the Education Department faculty and wishes to thank all who undertake this responsibility. You are an important part of the university program and the teaching profession.

Effective cooperating teachers from the past have suggested the following guidelines as helpful:

1. Acquaint the student teacher with school policies, procedures, regulations and privileges for teachers and students.
2. Arrange for a tour of the school facility.
3. Permit a pre-teaching observation period with analysis of instruction.
4. Plan for gradual involvement of the student teacher into the teaching experience and to eventually assume full classroom responsibility.
5. Inform the student teacher of students who require special understanding and make recommendations of how to



provide for atypical children.

6. Use conference time as a period of guidance where problems related to the classroom receive first attention.
7. Observe and evaluate the teaching of the student teacher, remembering that they are usually very insecure. Accentuate the positive, but don't forget to deal with difficulties, too.
8. Communicate assessment of progress to the student teacher and to the university supervisors.
9. When appropriate, suggest the availability of school resource personnel.
10. Acquaint the student teacher with supplies and with the procedures for ordering them.
11. Assist the student teacher with self-evaluation.
12. Acquaint the student teacher with available audio-visual equipment.
13. Share ideas, resources, and materials.
14. Accept the student teacher as a colleague.
15. Provide the student teacher with school materials including class schedules, handbook, textbook(s) and school newspaper, when available.
16. Acquaint the student teacher with organizational details such as class lists, seating charts, roll books, grade books and plan books.

All student teachers have been informed that professional conduct and dress is expected at all times when they are in schools for any reason. They are to be in attendance daily and to follow the regulations of other instructional personnel. If, for any reason such as illness or emergency, an absence is necessary, it must be handled in the same manner as regular teaching personnel. Absences should be reported to the cooperating teacher, the principal's office and the university supervisor as soon as possible.

For all classes taught, student teachers are to provide lesson plans. These should be approved by the cooperating teacher at least a day before the student plans to use them.

Lesson plans are to be retained by the student teacher and submitted to the university supervisor at the conclusion of the student teaching experience.

During the first week student teachers can become knowledgeable with the routine operation of the classroom through the following:

1. becoming familiar with available instructional materials.
2. becoming acquainted with students. This may include learning their names, having individual conferences, and finding out students' needs, strengths, and interests.
3. becoming acquainted with personnel and staff.
4. assisting in routine activities, such as taking attendance, assisting with classroom materials including distribution, putting up bulletin boards, etc.
5. observing classroom management and organization.

Student teachers and cooperating teachers will be asked to rate the student teacher on a behavioral competency form at mid-semester and to compare their evaluations. These will be turned in to the college supervisor. At the end of the student teaching experience the cooperating teacher will be given a Student Teaching Evaluation Form to be completed and turned in to the university supervisor. This will serve as a job recommendation for the student teacher and will be added to the placement file.

We would appreciate any suggestions you may have to improve our program or our materials.

## **V. The Building Principal**

It is through your support and cooperation that the student teacher is guided through a successful laboratory experience. Student teachers have repeatedly stated that their field teaching experience was the most important phase of their teacher education. As the educational leader of your school, the guidance and assistance you provide the student teacher will contribute greatly to the quality of the student teaching experience.

The following practices have been recommended by school principals:

1. be informed about the progress of the student teacher.
2. give assistance and support to the student teacher in developing professional relationships with the faculty and staff.

3. accept the student teacher as a participating member of the faculty.
4. when appropriate, provide the student teacher with copies of teachers' editions of curriculum guides and textbooks.
5. inform the student teacher about school policy concerning school records, student absentee regulations, disciplinary regulations, etc.
6. observe the student teacher in the classroom, if feasible, giving feedback as appropriate.

## **VI. The Student Teacher**

Prior to student teaching, an induction session will be held with student teachers and college supervisors. At that time, roles will be refined for all persons involved in student teaching. Topics such as: approval of lesson plans, how and when to begin "taking over a class", clarification of responsibilities and methods by which to obtain help for professional problems will be reviewed.

Later Practicum seminars will provide the opportunity to share ideas and experiences with other student teachers.

Following are some suggestions you may use to identify your role and responsibilities. They should help you to delineate the function of student teaching and are recommendations of how you should proceed.

1. observe the type of school organization, the nature of the curriculum in the cooperating school and the many approaches that are possible in effective teaching.
2. participate in school and community related activities.
3. know and support school regulations, policies and professional standards.
4. safely preserve all personal and confidential information concerning students.

5. provide for individual differences among your students.
6. develop professional relationships and strive for personal and professional growth through continued study and effort.
7. give priority to assigned school duties and responsibilities.
8. maintain the ethical standards of the profession.
9. plan all work, securing the approval of the cooperating teacher and in consultation with the university supervisors.
10. continuously evaluate your performance in order to discover your teaching strengths and weaknesses.
11. pray daily for yourself, your students, your cooperating teacher and your college supervisors.

You are required to write lesson plans for each class you teach, and these are to be submitted to your cooperating teacher for approval at least one day prior to your teaching. Plans should be available in the classroom for examination by the university supervisor or school principal. Retain the plans, with your evaluations of the lessons, and turn them in to your university supervisor with your student teaching log at the end of the student teaching experience.

The daily log is to be submitted at the end of your student teaching experience and may include:

student response to lessons

unusual discipline problems

student achievement

relationships with specific students or with a class as a whole

ongoing problems

problems that have been resolved

evaluation of routine, clerical tasks involved in teaching

units taught

any materials you wish to keep

As you begin your student teaching you will gradually be introduced to routine classroom activities by your cooperating teacher. From the first few days you may begin with the following activities:

observe the general routine of the classes, including attendance-taking, distribution of materials, use of instructional materials, etc.

become acquainted with individual students, starting to learn names, etc.

become familiar with instructional materials

participate in class activities with individuals or small groups of students.

become familiar with procedures for obtaining supplies.

See Appendix C for recommended weekly activities for special education student teachers

Remember that you are a representative of your university. In addition, be aware that you are in the introductory phase of one of the finest and most important professions -- the profession of teaching!

## **VII. The University Supervisor**

The university supervisor is responsible for:

1. Counseling the student teacher concerning problems of adjustment.
2. Establishing and maintaining good relationships between the cooperating schools and the university.
3. Helping the student teacher to develop teaching skills.
4. Placing student teachers.
5. Observing and conferring with the student teacher in order to improve instructional practices.
6. Counseling with cooperating school personnel with respect

- to performance of student teachers.
7. Systematically observing the student teacher's classroom activities.
  8. Encouraging the student teacher to experiment with new ideas in curriculum and methodology.
  9. Helping the student teacher to analyze and clearly define sequential plans including provisions for the following:
    - examine and prepare appropriate materials
    - plan ways of evaluating the kinds of experience derived from student teaching.
    - introduce and motivate pupils for an activity, how to involve the students and how to organize materials to accomplish the goals.
    - set realistic goals in terms of what the student teacher hopes to do and what and how pupils will be expected to perform.
    - assume the major responsibility for the cooperative operation of the student teaching program.
    - provide liaison between the university and the school district's personnel.
    - participate in the planning, organizing and writing of the student teaching handbook.
    - continually evaluate all aspects of the student teaching field experience.
  10. Assuming the major responsibility for the cooperative operation of the student teaching program.
  11. Providing liaison between the university and the school district's schools.
  12. Interpreting the university's student teaching policies to cooperating teachers, student teachers and others.

13. Filing periodic appraisal reports of student teachers' progress.
14. Acquainting the student teacher with the specific school and community and with the university's student teaching goals.
15. Assigning the final grade for the student teaching experience.

## **Appendix A: Weekly Activities**

### **SUGGESTED WEEKLY ACTIVITIES FOR STUDENT TEACHERS**

#### Activities for First Week

##### Student Teacher

First day - report to principal's office; introduce yourself.

Meet class - join in group activities. Observe class routine & procedures - fire drills.

Prepare copies of class roll & daily schedule.

Explore room to become familiar with materials & resources & their location.

##### Supervising Classroom Teacher

Orient student teacher to school; introduce to staff.

Familiarize student teacher with supply sources & procedure for obtaining them.

Provide class roll, program schedule, school rules & regulations.

Provide student teacher with desk or similar work area.

Complete checklist.	Supply student teacher with School Policy Handbook
Begin to help individual children with teacher's permission.	Introduce student teacher to class
Associate with children during pre-school, recesses, or other informal periods.	Discuss student teacher schedule plan for beginning of participation in class.
Observe standards of behavior for different activities.	Discuss student teacher responsibilities such as lesson plans, arrival time, duties, absence procedures, etc.
Begin to conduct total group activities for a period not to exceed a half-hour each day. Such as games, roll call, discussions. Become familiar with basic texts used for skill areas.	Require student teacher to observe teaching.  Include student teacher in all meetings, duties, conferences, etc. when feasible (continuous)
Begin a diary of classroom activities correlated to directed observations.	Observe & give suggestions to student teacher for any activities in which he/she is engaged.
Begin preparations for math, science or social studies units if applicable.	Prepare class for arrival of student teacher.
Share non-academic responsibilities.	Provide basic skill area texts for student teacher.



**Student Teacher**

Observe and note teacher's methods and techniques for handling group, special discipline problems.

Prepare a list of ways supervising teacher handles classroom routines and management.

**Supervising Classroom Teacher**

Prepare list of suggestions for directed observations, i.e., routine procedures, child behavior discipline controls, special teacher techniques for handling groups.

Discuss activities which student might use with individual child.

Share your planning with student teacher; emphasize important of planning ahead.

Demonstrate specific teaching technique or skill. Discuss and evaluate the lesson with student teacher.

Begin list of materials, texts, etc. loaned to student teacher.

**Activities for Second Week**

Teach total group activity for at least one class period daily

Make written lesson plans for lessons taught.

Submit plans to supervising teacher.

Continue to observe classroom instruction, especially the teaching of skill subjects.

Work independently with an individual child (play a game, give special help with seatwork, acquire a special skill, write a prescription and follow through).

Become involved in class activities, give help and assistance when needed.

Ask questions about observations, teaching skills, materials, etc.

Make comments on student's lesson plans.

Evaluate student teacher performance; discuss strengths & weaknesses with student.

Encourage self-evaluation by student.

Provide samples of types of seatwork activities suitable for class.

Help student teacher plan appropriate goals, content, and seatwork for reading or arithmetic lesson to be presented to a small group.

Provide children's cumulative records.

Make available resources & materials for teaching.

Discuss list of observed classroom routines & management with student teacher.



**Student Teacher**

Assist in preparing materials, teaching aids, etc.

Familiarize yourself with children's papers & work.

**Activities for Third Week**

Assist children in changing classes, going to special rooms, etc.

Familiarize yourself with children's papers & work.

Assist in preparing materials, teaching aids, etc.

Begin teaching unit, if applicable.

Teach about 2 classes of the day including total group activities or 2 small groups

Plan self-directed bulletin board display.

Be responsible for managing behavior of children while in charge of a group.

Practice self-evaluation of teaching experiences.

Continue to observe class instructions - planned observations.

Continue to submit plans to supervising teacher.

Help keep records of children's progress.

If feasible, begin to consider plans for field trip experience.

**Supervising Classroom Teacher**

Be sure that student teacher has access to teaching materials.

Be sure that student teacher has access to teaching materials.

Make available resources & materials for teaching.

Discuss list of observed class routines & management with student teacher.

Include student teacher in parent conferences if scheduled.

Emphasize growth & learning aspect of student teaching experiences.

Explain reasons for techniques & approaches used in your teaching.

Give student teacher opportunities to feel independent.

### **Activities for Fourth Week**

Increase teaching time to about 1/2 day, or 3 subjects per day.

Continue to support and encourage efforts of student teacher through written and oral comments.

In teaching and classroom responsibilities, include academic and nonacademic areas.

Help student teacher in proper use of visual aid equipment if necessary.

Plan second self-directed bulletin board or interest center displays.

Mid-point evaluation filled out for Special Education Student Teacher and discuss with them.

Be involved with children at individual, small group levels and total group levels.

Try many ways and approaches to teaching lessons.

Discontinue plans for routines such as opening exercises, dismissals, etc.

Complete plans for field trip correlated with unit, if applicable.

Discuss procedures for ordering year's supplies. Give some direction as to quantity.

### **Activities for Fifth Week**

Increase teaching responsibilities to about 4 subjects.

Continue observation and evaluation of student teacher lessons.

Assume all routine management of children.

Take advantage of opportunities to work with individual children, administer progress tests, give special help, etc.

Submit plans for intensive teaching experience.

Help children to adjust to increasing role of student teacher in the classroom.

### **Activities for Sixth Week**

Increase teaching responsibility to five subjects.

Complete mid-point evaluation on overall performance of student teacher (final evaluation for special education student teacher).

Prepare all needed materials for teaching.

Discuss mid evaluation with student teacher.

Be independent in handling group, but don't be ashamed to ask for help.

Observe areas of teaching not already observed.

**Activities for Sixth Week con't**

Share day's experiences with cooperating teacher.	Spot check areas of weakness.
Give individual or group tests, sociogram, etc.	Plan with student teacher for intensive teaching. Explain & make necessary suggestions to avoid disaster.
Perform classroom routines, nonacademic activities.	Be available if student teacher needs help.
Special Education student teacher moves to new assignment, starting over with week 1.	Farewell planned for Special Education student teacher

**Activities for Weeks 7-10**

Most or all classes should now be handled by the student teacher (reading could be shared with classroom teacher, reading specialist, etc.)	Monitoring
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**Activities for Weeks 11-13**

Student teacher gives back about 1-2 subjects per week.	Teacher takes back classes at about 1-2 subjects per week.
<b><u>Week 13</u></b>	Teacher completes final evaluation and recommendation and shares with the student teacher.

**Appendix B: Behavioral Competency Form**

**EASTERN UNIVERSITY**  
**EDUCATION DEPARTMENT**  
**MID TERM EVALUATION FORM**

This assessment is intended to measure teaching competencies at the mid point in the student teaching experience. It will be used as a communications tool and will not become part of the student's permanent record.

Student Teacher \_\_\_\_\_ Date \_\_\_\_\_ Grade \_\_\_\_\_  
 School \_\_\_\_\_ Subject \_\_\_\_\_

Scale: 5 = Superior; 4 = Good; 3 = Average; 2 = Below Average; 1 = Unsatisfactory

**Planning & Preparation**

<b><u>Coop.</u></b>	<b><u>Stu. T.</u></b>		<b>Remarks</b>
_____	_____	Knowledge of Content	
_____	_____	Use of Appropriate Objectives	
_____	_____	Clearly Written Plans Attentive to PA Standards	
_____	_____	Demonstrates Creativity	
_____	_____	Applies Principles of Learning	

**Classroom Environment**

<b><u>Coop.</u></b>	<b><u>Stu. T.</u></b>		<b>Remarks</b>
_____	_____	Respects Students	
_____	_____	Encourages Student Response	
_____	_____	Maintains Control by Using Effective Management Strategies	
_____	_____	Creates a Safe, Positive Environment	

**Instruction**

<b><u>Coop.</u></b>	<b><u>Stu. T.</u></b>		<b><u>Remarks</u></b>
_____	_____	Use of Written Language	
_____	_____	Presents Ideas Effectively	
_____	_____	Effective Use of Questioning & Discussion	
_____	_____	Use of Technology when Appropriate	
_____	_____	Demonstrates Flexibility	
_____	_____	Effective Voice Projection	

**Professionalism**

<b><u>Coop.</u></b>	<b><u>Stu. T.</u></b>		<b>Remarks</b>
_____	_____	Maintains Accurate Records	
_____	_____	Enthusiasm	
_____	_____	Poise	
_____	_____	Professional Dress & Grooming	
_____	_____	Relationships with Colleagues	
_____	_____	Dependable & Prompt	
_____	_____	Commitment to Teaching	
_____	_____	Attends Meetings & Workshops	
_____	_____	Contributes Beyond What is Required	
_____	_____	Accepts and Acts on Feedback	

Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

## Appendix C: STUDENT TEACHING EVALUATION

### FINAL EVALUATION OF STUDENT TEACHING

STUDENT TEACHER: \_\_\_\_\_

#### ASSESSMENT RUBRIC

5 SUPERIOR	4 VERY GOOD	3 SATISFACTORY	2 <SATISFACTORY	1 UNACCEPTABLE
Excellent Depth in Development	Much Depth in Development	Some Depth in Development	Minimal Depth in Development	Lacking Depth in Development

#### I. Planning and Preparation

- \_\_\_\_\_ 1. Knowledge of content and pedagogy
- \_\_\_\_\_ 2. Knowledge of PA Academic Standards
- \_\_\_\_\_ 3. Knowledge of students and how to use this knowledge to direct and guide instruction
- \_\_\_\_\_ 4. Instructional goals reflecting standards and reasonable expectations for students
- \_\_\_\_\_ 5. Awareness of resources, materials, or technology available through the school or district or professional organizations
- \_\_\_\_\_ 6. Assessments of student learning aligned to the instructional goals and partially adapted as needed for student needs

#### II. Classroom Environment

- \_\_\_\_\_ 1. Reasonable and clear expectations for student achievement with reasonable value placed on the quality of student work
- \_\_\_\_\_ 2. Positive interactions between teacher and students and among students
- \_\_\_\_\_ 3. Classroom routines and procedures resulting in little or

- no loss of instructional time
- \_\_\_\_\_4. Clear standards of conduct and effective management of student behavior
- \_\_\_\_\_5. Safe and adequate organization of physical space that provides accessibility to learning and to the use of resources, materials, and technology

### **III. Instructional Delivery**

- \_\_\_\_\_1. Clear communication of procedures and explanation of content
- \_\_\_\_\_2. Questions and discussion strategies that encourage students to participate
- \_\_\_\_\_3. Engagement of students in learning and adequate pacing of instruction
- \_\_\_\_\_4. Feedback to students on their learning
- \_\_\_\_\_5. Use of informal and formal assessments to meet learning goals and to monitor student learning
- \_\_\_\_\_6. Flexibility and responsiveness in meeting the learning needs of students

### **IV. Professionalism**

- \_\_\_\_\_1. Adherence to school and district procedures and regulations related to attendance, punctuality and the like
- \_\_\_\_\_2. Knowledge of the Professional Code of Conduct
- \_\_\_\_\_3. Compliance with school or district requirements for maintaining accurate records, communicating with parents
- \_\_\_\_\_4. Compliance with participating in school and/or district events and school or district professional growth and development opportunities

Co-operating Teacher: \_\_\_\_\_ Date \_\_\_\_\_



University Supervisor:\_\_\_\_\_ Date\_\_\_\_\_

(Adapted from PDE-426 Semi-Annual Employee Evaluation Form For Instructional I Teachers)

**Appendix D: THE UNIT PLAN**

**THE UNIT PLAN**

- I. **The Title.** The title of a unit describes the major area of experience that is included in the unit. Titles are expressed as themes, problems and topics, such as Growing Interdependence in the World Today, How Do We Secure our Food, and The Farm. The topical title is frequently used in the elementary school; examples are Home and Family, Living on the Farm, Living in Our Community, Westward Movement, Latin America, Life Study of Canada.
- II. **Growth Characteristics of the Child.** Found in a book on child growth and development (i.e. Yardsticks), in a text about child psychology, on the internet. List those which pertain to the child at the age level where you plan to use the unit.
- III. **Background Material.** This section is included as an aid to the teacher. It is to be a detailed summary of key ideas.
- IV. **Objectives.** These are the attitudes, skills, understandings and concepts which you hope to develop through this unit.
- V. **Initiation or Approach.** This section states specific ways in which the unit can be started. The initiation is planned to start the unit on a series of significant experiences. Needs, problems, questions and desires are stimulated in such a manner that each child is challenged and interested.
- VI. **Problems and Experiences.** This section gives problems, activities and related materials that may be used in the unit. Daily lesson plans should be included here.
- VII. **Culminating Activities.** This section suggests such activities for concluding or summarizing the unit as a program, play, exhibit or pageant.
- VIII. **Evaluation.** This section suggests procedures and devices that can be used to evaluate learning throughout the unit. Examples of checklists, test items, and so forth, should be included.
- IX. **Instructional Resources.** This section lists references for children, references for the teacher, community resources, audio-visual materials, plans for

construction, poems, stories, songs, experiments, and so forth. Put the bibliography here.