

STUDENT TEACHING HANDBOOK

INTRODUCTION

Student teaching at Swarthmore College involves close collaboration between the College and the school and among the student teacher, Cooperating Teacher, and College Supervisor. This Handbook aims to provide all those involved in the process with a common framework for the student teaching experience, one that allows for the most successful approach for each beginning teacher. The Handbook describes the program taken by students who pursue student teaching and the roles and responsibilities of student teachers, Cooperating Teachers, and College Supervisors. We recommend that each member of the student teaching team read the Handbook as a way of understanding how the Department and the people in it work together to provide a strong foundation for new teachers.

DEPARTMENT OF EDUCATIONAL STUDIES

Philosophy and goals

The Department of Educational Studies at Swarthmore engages students in the investigation of educational theory, policy, research and practice from a variety of disciplinary perspectives. We prepare students to enter the teaching profession, to work in the areas of educational research or policy and/or to do graduate study in Education or a related field. The Department encourages undergraduates to think critically and creatively about the processes of teaching and learning and about the place of education in society. The Department is also committed to preparing undergraduates to meet the needs of all students in an era of rapidly increasing racial, ethnic and linguistic diversity and technological change and to develop students' abilities to participate fully in civic, cultural and economic arenas. Both introductory and upper level courses in the Department draw on theory and research in Psychology, Sociology, Anthropology, Political Science, Economics and History. Students interested in Education at Swarthmore may complete the requirements for teacher certification and/or design a Special Major in Education and another discipline in either the Course or Honors Program.

Students who choose to complete the requirements for Pennsylvania certification work to master the competencies listed in Topics in the Professional Sequence, in Appendix A at the end of this handbook, and the required competencies listed on PDE430, Appendix C. The main goals of the teacher certification program at Swarthmore College are to develop reflective teachers who can effectively plan engaging and challenging lessons for a range of students; manage a classroom in ways that promote individual and group learning for all students; assess student performance and provide feedback on student progress; and work with colleagues and parents to create a positive learning environment.

TEACHER CERTIFICATION

Secondary Certification

All students planning to complete requirements for teacher certification, which is offered in secondary Biology, Chemistry, Citizenship Education, English, Mathematics, Foreign Languages, Social Science, or Social Studies must take the following Education courses:

1. Introduction to Education, Education 14
2. Educational Psychology, Education/Psychology 21
3. Adolescence, Education/Psychology 23
4. Practice Teaching, Education 16 (2 credits)
5. Curriculum and Methods, Education 17
6. An additional elective course from the Education offerings numbered in the 20's–60's
7. Special Methods Workshops in their discipline

Introduction to Education, Education 14, should be taken by the end of the Sophomore year. Exceptions will be made if student decides to be certified after this point in their academic career. Practice Teaching, Education 16, and the Curriculum and Methods Seminar, Education 17, are regularly taken first or second semester senior year, or in a ninth semester after graduation.

In order to be certified, students must attain an overall grade point average of 3.0. They must also have a grade of B- or better in Education 16 and 17, Practice Teaching and the Curriculum and Methods seminar. Applicants admitted to the certification program must also present evidence of having completed 6 credit hours, or the equivalent, in college level Math courses and 6 credit hours, or the equivalent, in college level English courses. In the case of the Math requirement, courses outside of Math that fulfill the Natural Science Division distribution requirements can be substituted. AP credit for scores of 4 or 5 in English Literature, English Composition, Calculus AB or AB/BC or Statistics will be accepted as the equivalent credit for one Swarthmore College course. Math Scores of 560 or better on the SAT II Math Level 1C or IIC exam and scores of 600 or better on the SAT II Writing exam will be accepted as the equivalent of three credit hours in the respective areas.

SUBJECT AREA REQUIREMENTS FOR CERTIFICATION

Biology

All students certified in Biology must complete the requirements of a Biology major. This includes a minimum of eight Biology courses (starting with Bio 1 and 2) and at least one course or seminar selected from each of the following groups: I. Cell and Molecular Biology; II. Organismal Biology; and III. Populational Biology. They must also take at least one advanced course or seminar in Biology and satisfy the general College

requirement of a Senior comprehensive examination, Bio 97, or Senior Honors Study, Bio 199. In addition, all Biology majors must take Introductory Chemistry, at least one semester of Organic Chemistry, and two semesters of college Mathematics (not Stat 1 or Math 3) or Calculus II (Math 23 or 25). One semester of Statistics is strongly recommended.

In addition to fulfilling the requirements of the major, students who wish to be certified in Biology must take at least one Physics course and Evolution, Biology 34. They are also strongly encouraged to work as a Biology Clinic tutor or Lab Assistant for a semester, contingent on the needs of the department.

Chemistry

All students certified in Chemistry will complete the requirements of a Chemistry major (9 credits) or Biochemistry Special Major and include the following courses in their program.

- a) The following Chemistry courses:
 - Chemistry 10 - General Chemistry
 - Chemistry 22 - Organic Chemistry I
 - Chemistry 32 - Organic Chemistry II
 - Chemistry 34 - Principles of Physical Chemistry
 - Chemistry 38 - Biological Chemistry
 - Chemistry 45A/B - Intermediate Physical Chemistry I and II
 - Chemistry 45C Biophysical Chemistry (for Biochemistry)
 - Chemistry 46 - Inorganic Chemistry
 - Chemistry 50 - Modern Instrumental Methods in Chemistry and Biochemistry
 - One single credit Chemistry seminar (Courses numbered 102-110.)
 - Chemistry 108 - Topics in Biochemistry (for Biochemistry)
- b) Physics 3 and 4 (or 7 and 8)
- c) Mathematics 15; Mathematics 25 or 26; and Mathematics 33, 34, or 35
- d) Senior comprehensive examination

In addition all students being certified in Chemistry are required to take Biology 1 and 2 and assist in the instruction of the laboratory of an introductory Chemistry course one afternoon per week for two semesters.

Citizenship Education

Students completing certification in Citizenship Education will complete a major in History, Political Science, or Economics. (Students majoring in Sociology/Anthropology or Psychology will complete Social Science or Social Studies certification.)

The History major consists of at least nine credits, including at least one course or seminar from each of the following categories: a) courses before 1750, including

relevant courses in Classics, and b) courses in areas outside of Europe and the United States, specifically Africa, Asia, Latin America and the Near East. In addition majors will complete the Senior comprehensive exam, History 91, the Senior Research Seminar. For additional information, see the College Bulletin.

The Political Science major consists of eight or more credits, including at least one course or seminar in each of the following three fields: 1) American politics, 2) comparative or international politics, and 3) political theory. In addition, majors will complete the Senior comprehensive exam, normally an oral thesis, but in cases where students have an A- average in the department, they may elect to do a written thesis, Political Science 95. For additional information, see the College Bulletin.

The Economics major consists of at least eight credits, including, Economics 11 and 21, and 31 or 53. Math 5 and 6 are also highly recommended. In addition, students must complete the Senior comprehensive exam. For further information, see the College Bulletin.

As a part of their course work, all students seeking certification in Citizenship Education are required to include in their preparation:

- History 5a and either History 5b or 5c. (AP credit will not count toward this American History requirement.)
- History 3
- Economics 1
- Political Science 2 and 4
- A History, Political Science, Economics or Sociology/Anthropology course that focuses on non-western or non-Anglo subject matter

A History or Classics course whose focus is pre 1750 is also strongly recommended.

English

All students being certified in English will complete an English major. The English major consists of a minimum of nine units of credit in the department, including a core course, at least three units of credit in literature written before 1830, and three in literature written after 1830. In addition, English majors must complete the departmental comprehensive examination, the Senior Essay or Senior Honors Study and Honors exams.

For certification in English, a student's program must also include one course in American literature and one course in Shakespeare among the nine units. In addition, students being certified must take Linguistics 1. A course in theater or film and a creative writing or journalism workshop are also highly recommended. (Admission to writing workshops is at the discretion of the course instructor.) Certification candidates are advised to choose a balanced program from a variety of different authors, genres, and periods.

Mathematics

All students seeking certification in Mathematics must either complete a Mathematics major, which consists of 10 credits in mathematics or statistics *or* a special major in Mathematics and Education. Every *Mathematics major* must complete, obtain credit for, or place out of at least four of the five following groups: Elementary single-variable calculus (MATH 15); Further single-variable calculus (MATH 25 or 26); Linear algebra (MATH 27 or 28); Discrete mathematics (MATH 29); Several variable calculus (MATH 33, 34, or 35). They must also take MATH 47 and 49. At most, five of the ten credits can be in courses numbered 36 or lower. Majors must also take the departmental comprehensive examination, Math 97, the Senior Conference. A *special major in Mathematics and Education* consists of 7 courses in mathematics (including either 47 or 49 and one additional course numbered above 44), at least 5 courses in Education, and a one credit thesis or project supervised in both Education and Mathematics.

Students seeking certification must include among their electives:

- one semester of computer science (Computer Science 15 or 21),
- one semester of discrete mathematics (Mathematics 29, 65, or 72)
- one semester of geometry (Mathematics 45)
- one semester of statistics or probability (Statistics 11, 31, 53, 111)

In addition, students seeking certification are strongly advised to take further mathematics courses emphasizing modeling and applications, and/or to take at least one course in the Natural or Social Sciences in which mathematics is significantly used. They are also highly encouraged to work as a tutor in the Math clinic or to do individual tutoring for a semester. Students must have received a grade of C or better in all mathematics courses to receive Mathematics certification.

Foreign Languages

All students seeking certification in Foreign Languages (French, German and Spanish) will complete a major in Modern Languages and Literatures. This includes at least eight credits in advanced language, literature or culture courses (courses numbered 4 and above) and completion of the comprehensive examination requirement. Courses numbered 11 or above emphasize the study of literature and culture, as well as competence in the spoken and written language. (See the College Bulletin for specific requirements for majors in the different languages). In addition, all majors are required to spend at least a semester abroad in a country that speaks the target language. Information about a variety of foreign study programs in French, German and Spanish speaking countries is available from the Foreign Study Advisor. The normal sequence of courses for a student preparing to teach a foreign language begins with courses in the language itself, which prepare the student to express him or herself fluently in writing and speaking. The sequence culminates in advanced literature courses. Exceptions to the initial course requirements are made for those who show initial competence in the language of specialization.

Students who pursue certification in a foreign language must also take Linguistics 1, in order to develop the basic knowledge of language structures. Prospective teachers are also highly encouraged to supplement work in the department with work in other disciplines, such as History, Art History, Music, and Sociology/Anthropology, which enhance the candidate's knowledge of the culture, history and geography of countries where the target language is spoken. They also should make every effort to teach for at least a semester in the after school language programs at the elementary school level in the local school district.

Physics

Students completing certification in Physics or Astrophysics must fulfill the requirements for the Physics major, which include:

Physics 6 The Character of Physical Law

Physics 7 Introductory Mechanics

Physics 8 Electricity, Magnetism and Waves

(Physics 3 and 4 may substitute, with the permission of department chair)

Physics 14 Thermodynamics and Modern Physics

Physics 50 (or Math 30 or Math 81) Mathematical Methods of Physics

Physics 63 Procedures in Experimental Physics

Physics 82 Advanced Laboratory

Physics 111 Analytical Dynamics

Physics 112 Electrodynamics

Physics 113 Quantum Theory

Physics 114 Statistical Physics

(For Astrophysics, also Astronomy 16, plus four seminars in Astronomy)

Senior Comprehensive Exam

In addition, they must obtain credit for, or place out of Math 15, 25 or 26, 27 or 28, and 33, 34 or 35 and take Engineering 72A, Electronic Circuit Applications.

Students being certified in Physics must also include Physics 63, Chemistry 10 and Biology 1 or 2 in their programs. In addition they must serve as a lab assistant or demonstration coordinator in physics for at least one semester.

Social Science

Students completing certification in Social Science will complete a major in Psychology or Sociology/Anthropology. (Students completing majors in Economics, History or Political Science will complete Citizenship or Social Studies certification.)

The Psychology major consists of at least eight credits, four of which must be courses numbered in the 30s. In addition, students must fulfill the Senior comprehensive requirement (Psych 98). Students who have at least a B+ major in Psychology may choose to do a two credit thesis, Psychology 96-97 in lieu of the comprehensive

requirement. (For further information, see the College Bulletin.)

The Sociology/Anthropology major consists of at least eight credits. A Sociology/Anthropology course numbered 1-20 is the entry point for further work in the department. A two credit senior thesis is required. In addition, S/A 21B is highly recommended. (For further information, see the College Bulletin.)

The programs of all students seeking Social Science certification must include Psychology 1 and at least one course in each of the following categories: For Anthropology, Sociology/Anthropology 22B, 23B or 29B; for Sociology, Sociology/Anthropology 2B or 7B. All programs must include at least one course that focuses on non-western or non-Anglo content and one course that addresses cross cultural issues.

In addition, in order to be employed to teach Social Studies in states other than Pennsylvania, it is strongly recommended that students also complete:

History 5a and either History 5b or 5c, History 3, Economics 1, Political Science 2.

Social Studies

Students completing certification in Social Studies must major in one of the Social Sciences: Economics, History, Political Science, Psychology, or Sociology/Anthropology.

Students majoring in History, Political Science and Sociology/Anthropology are required to take at least four Social Science courses outside of their major; students majoring in Economics or Psychology are required to take six Social Science courses outside of their major.

All Social Studies candidates must include the following Social Science courses in their course of study:

- History 5a and either 5b or 5c
- History 3
- Economics 1
- Psychology 1
- Political Science 2
- Political Science 4
- Sociology/Anthropology 2B or 7B (or an approved substitute)
- Sociology/Anthropology 22B, 23B, or 29B (or an approved substitute)
- One course on non-Western or non-Anglo content
- One course addressing cross cultural issues

Elementary Certification

Swarthmore College does not have a state-approved elementary certification program. However, if students complete the following courses at Swarthmore (Introduction to Education, Educational Psychology, Developmental Psychology or Child Psychology and Practice, Teaching the Young Learner, Curriculum and Methods, and Elementary Methods Workshops in Math, Science and Social Studies), and complete a twelve-week practice teaching placement in an elementary school, they can receive certification through Eastern College, with which Swarthmore has a collaborative arrangement. In order to be certified by Eastern College, students take two additional elementary methods courses at Eastern College Summer School (from mid May–late June) for a total cost of about \$2650.

PRAXIS Exam

The State of Pennsylvania requires that students applying for secondary certification take the following PRAXIS Exams: PPST Reading, PPST Writing, PPST Mathematics, and the appropriate Specialty Test(s) in their area of certification. Elementary certification candidates take Reading, Writing, Math, Fundamental Subjects: Content Knowledge, and Elementary Education PRAXIS exams. If possible, we ask that students take these by end of their senior year or the 9th Semester in which they practice teach, so that students can be recommended for certification as soon as they have completed the Department of Educational Studies' requirements and student teaching.

Certification Options for Nontraditional Students

The teacher certification program is normally only available to fully matriculated Swarthmore undergraduates. However, the College offers routes to certification for individuals who are employed by the College or faculty or staff spouses. In most cases they will already have completed their undergraduate degree at another institution. After consulting with each individual certification applicant and the necessary department at the College, a course of study is determined by the Chair of the Department of Educational Studies. Each case is examined on its own merits, and each individual is advised as to the course of study necessary to fulfill requirements for certification. In each case, the Department first reviews the applicant's coursework and experiential credentials in relation to the professional competencies required for certification. The prospective student's credentials are then reviewed by the academic department to see if the courses they have taken meet the Specific Subject Standards and approximate the departmental requirements for certification at Swarthmore. Once the student's credentials have been assessed, the candidate is told the course and fieldwork in Education and the subject field that he or she will need to complete to be certified. In most cases, students are required to do the entire Education sequence and occasionally they must also do another course or two in their subject area. These students then

proceed to take courses, usually one a semester. (As College employees and faculty or staff spouses, individuals are entitled to one free course a term.)

Ninth Semester Option

The Department of Educational Studies offers graduates of the College, who by graduation have completed all of the required course and field work for certification except for Practice Teaching and the Curriculum and Methods Seminar, the option to return to the College to do a ninth semester, on a space contingent basis. The Ninth Semester Option is attractive to students, often those in Honors, students with double majors or those who study abroad, who are not able to fit a term of student teaching into their schedule. While students doing a ninth semester are enrolled for three College credits, or 12 units, they are required to pay for only one course credit and the student activity fee.

STUDENT TEACHER RESPONSIBILITIES

Student teaching at Swarthmore is a two-credit, twelve-week experience that helps students integrate prior theoretical and practical work in Education and their discipline. It is an opportunity to work cooperatively with practitioners, to assume a range of teaching responsibilities in a classroom and school, and to reflect on processes involved in teaching, learning, and schooling.

Except in unusual circumstances, which require special approval, students practice teach in their Senior year or a 9th Semester. Student teachers must have the approval and recommendation of their major department, approval of all of the Education faculty with whom they have worked and recommendations from teachers in whose classrooms they have done field placements. All students who want to student teach interview with the Chair of the Department of Educational Studies, who, then approves them for student teaching and arranges the school placement for student teaching.

Student teaching is a demanding experience that requires a great deal of commitment and energy. We recommend whenever possible that students reduce or eliminate other responsibilities (course requirements, work, co-curricular commitments) during their student teaching semester. In no case are students permitted to take more than one additional course during the semester in which they practice teach.

Placements

Student teaching placements are determined the semester prior to practice teaching. Placements are made by the Chair of the Department of Educational Studies in consultation with the student teacher, Cooperating Teachers, and school administrative personnel in the public and private schools in which we place students. When possible, students are given placement options and the opportunity to observe before a placement decision is finalized. In all cases, students meet with their Cooperating Teacher(s) the semester before their placement begins. Within the first full week of practice teaching,

the College Supervisor, Cooperating Teacher and Student Teacher meet to discuss student teaching requirements and expectations and to review the schedule/procedures for the upcoming semester.

Occasionally, student teacher placements are changed during the student teaching semester as a result of a) request by the Cooperating Teacher or school to be relieved of the responsibility of the student teacher, b) recommendation by the College Supervisor that such a change is in the best interest of the student teacher, or c) unforeseen events such as illness, strikes, etc. If such a change is necessary, it is done as early in the semester as possible and, when necessary, the student teacher teaches beyond the required twelve weeks in order to demonstrate competency in the new school setting.

Responsibilities/Requirements

1. Student teachers will spend twelve weeks full-time in the school. They will begin by observing their Cooperating Teacher and other teachers within and outside of their discipline and across grade levels. *Secondary student teachers* will assume responsibility for two classes by the end of their second week and will, under the direction of the Cooperating Teacher and College Supervisor, assume complete responsibility for at least three classes (or more if the situation permits) by the ninth week of practice teaching. In block scheduling, students start with one block and assume responsibility for a second over the course of the twelve weeks. *Elementary student teachers* will, by the end of the second week, take responsibility for teaching a group or the whole class in a particular subject area. They will assume increasing responsibility in the classroom and at some point become the primary teacher in the class for two (not necessarily consecutive) weeks.
2. Student teachers will follow their school calendar, not the College calendar. They are expected to be in school every day during the hours when teachers must be in school unless they have arranged otherwise in consultation with their Cooperating Teacher, College Supervisor, and the Chair of the Department of Educational Studies.
3. Student teachers will prepare curriculum, lesson plans, tests, and other materials in consultation with their Cooperating Teacher and College Supervisor. They will coordinate student assessment with their Cooperating Teachers and, when appropriate, communicate with parents about student progress.
4. Student teachers will confer regularly with their Cooperating Teacher on their progress and discuss ways to strengthen and improve their teaching. They will meet with the College Supervisor following each observational visit (at least weekly) and whenever else the need arises. Typically they will meet or talk by phone at least one additional time between observation visits. One goal of this process is for students to learn to reflect on their own progress and develop ways to facilitate it.

5. During their practice teaching, students should become familiar with their schools' administrative, guidance and counseling personnel, as well as libraries and materials centers. They should also attend appropriate faculty meetings, departmental meetings, in service programs, and parent conferences as well as participate in special school events. When possible, students should take responsibility for other aspects of teaching and school life, such as homeroom, study hall, lunch duty, etc.
6. Students will participate in a formal three-way evaluation conference with their Cooperating Teacher and College Supervisor midway through the term and again at the end of the term. In preparation for this meeting, students will complete the Student Teaching Competency Checklist, which is included as Appendix B in this booklet.
7. Secondary student teachers must arrange to be observed by a member of their major department. They should schedule a pre-and post-conference with this faculty member. Departmental faculty will then write a letter to the Teacher Education Committee evaluating the student teacher's performance in the classroom.
8. Student teachers must successfully complete the Curriculum and Methods seminar that accompanies student teaching. The seminar continues the theoretical exploration of teaching issues raised in other Education courses and provides practical guidance in teaching methods. At the conclusion of the seminar, students will take both an oral and written exam and prepare a web-based and/or hard copy of a portfolio of work from their student teaching. The required entries to be included in the portfolio will be assigned by the faculty member teaching the Curriculum and Methods seminar.
9. Student teachers will also attend a series of Special Methods workshops in their field (e.g., English methods, Social Studies methods, Math methods, Elementary methods) offered by Education faculty members, College Supervisors, and/or practicing teachers.

RESPONSIBILITIES OF THE COOPERATING TEACHER

Cooperating Teachers play an extremely important role in the student teaching program, working closely with student teachers on a daily basis in the classroom and the school. The State of Pennsylvania requires that Cooperating Teachers have a minimum of three years of successful teaching experience, at least one of which is in the school in which they will supervise. Cooperating teachers must also be certified in the area in which the student is seeking certification. We look for teachers who are interested in working with a student teacher, who serve as models of successful teaching, and who will allow a student teacher to experiment with a range of methods and styles within the bounds of classroom and school requirements. Although we cannot reimburse Cooperating Teachers for the many hours they spend working with a student teacher, we do provide an honorarium that recognizes their contribution to the teaching profession.

Students come to the student teaching situation with strong preparation in the discipline in which they seek certification. This preparation may be fairly broad or it may be more concentrated in subfields of the discipline. In all cases the courses in their major meet the Pennsylvania specific content standards in their subject area. They have also taken a series of Education courses, described earlier, most of which include a field experience component. In Education courses, all students have done field observations, worked as tutors, and/or served as a teacher's assistant or a student researcher. In many cases they also have extensive experience with elementary or secondary students outside of the classroom as camp counselors or volunteers in various social service capacities. For the most part, however, students have had limited experience in taking on complete responsibility for a classroom. Cooperating Teachers help guide students in developing competence in the process of planning, teaching, and assessing students in the classroom setting.

Responsibilities

1. The Cooperating Teacher will coordinate the student teacher's work in the classroom, with the goal of giving increasing responsibility to the student teacher. By the end of the second week of practice teaching secondary student teachers should have primary responsibility for two classes.
2. The Cooperating Teacher will orient the student teacher to school personnel, facilities, policies, schedules, and routines.
3. The Cooperating Teacher will work with the student teacher, as needed, to develop lesson plans, activities, and methods of student assessment.
4. The Cooperating Teacher will confer regularly with the student teacher on his or her progress and discuss ways to strengthen and improve his or her preparation and teaching. This will require in-class observations of the student teacher as well as work with the student teacher outside of classroom time.
5. The Cooperating Teacher will work with the College Supervisor to provide the student teacher with feedback and problem-solving strategies to enable the student teacher continue to develop throughout the semester.
6. The Cooperating Teacher will discuss with the College Supervisor and/or Chair of the Department of Educational Studies the goals, strategies for supervision, and student teacher development. The Cooperating Teacher will also provide feedback regarding the certification program to the College Supervisor and/or Department Chair. New Cooperating Teachers will receive individual and/or group orientation.
7. The Cooperating Teacher will complete the Student Teaching Competency Checklist, Appendix B, midway through the semester and again at the end of the semester as well as participate in three-way conferences based on these checklist evaluations. He or she will also write an evaluation of the student teacher's

performance at the end of the semester that will become a part of the student teacher's file and will be reviewed by the Teacher Education Committee.

The Department of Educational Studies aims to work with Cooperating Teachers in other ways that contribute to the preparation of teachers and to the larger educational process. To that end, we often invite Cooperating Teachers to teach Special Methods workshops in their disciplines for student teachers.

RESPONSIBILITIES OF THE COLLEGE SUPERVISOR

The College Supervisor, in collaboration with the Chair of the Department of Educational Studies, is responsible for planning, coordinating, and overseeing the student teaching experience. The College Supervisor serves as the link between the Department of Educational Studies, the student teacher, the Cooperating Teacher and the school, once student teaching begins. The College Supervisor is either a regular member of the faculty of the Department or an adjunct faculty member who typically has a master's degree or higher in Education and has had experience as a classroom teacher. Frequently College Supervisors are retired teachers or administrators. College supervisors remain in close contact with the Department Chair and with the faculty member teaching the Curriculum and Methods, conferring with either and/or both of these Education faculty members several times during the semester regarding the development of the student teacher(s) with whom they are working. At least once during the semester, all faculty supervising student teachers that term also meet as a group with the faculty member teaching the Curriculum and Methods seminar to discuss areas of common concern or interest and to provide feedback regarding the student teaching progress and problems.

Responsibilities

1. The College Supervisor will meet with the student teacher and Cooperating Teacher during the first full week of the student teaching semester to discuss and coordinate responsibilities, roles, and requirements.
2. The College Supervisor (and in some cases the Department Chair) will provide individual orientation to the program for new Cooperating Teachers, regarding program goals, strategies for supervision and cycles of student teacher development. They will also explain the Student Teaching Checklist that will be the basis for the three-way conferences mid-way and at the end of student teaching.
3. The College Supervisor will use a clinical model of supervision and observe the student teacher in the classroom at least once a week. Each observation will be followed by a conference during which the student teacher and College Supervisor reflect on the observed class and make plans for future student work. The supervisor will also meet with the student teacher at other times, as needed, to work on planning, management, student assessment, etc. Typically they will confer at least once a week by phone or at the College in addition to the feedback conference after weekly observations.

4. The College Supervisor will confer with the Cooperating Teacher about the student teacher's strengths and needs and work with the Cooperating Teacher and student to devise strategies for development and improvement.
5. The College Supervisor will arrange to videotape the student teacher's classes at least once over the course of the semester and provide the student with guidance in viewing and critiquing the tape.
6. The College Supervisor will complete the Student Teaching Competency Checklist midway through the student teacher's semester and again at the end of the semester and participate in two formal, three way conferences with the student teacher and Cooperating Teacher, based on the information from these checklists. He or she will also write an evaluation of the student teacher's performance at the end of the practice teaching term that will become a part of the student teacher's file and be reviewed by the Teacher Education Committee. In addition, the College Supervisor, in consultation with the Cooperating Teacher, will determine a grade for the student teacher's work.
7. The College Supervisor will confer with the Chair of the Department of Educational Studies and the faculty member teaching the Curriculum and Methods seminar concerning the student teacher's experience. During each semester, the College Supervisor and the faculty member teaching the Curriculum and Methods seminar will meet to discuss general concerns and achievements regarding the student(s) they are supervising.
8. The College supervisor will complete the state form, PDE430 (Appendix C) midway through and at the end of the student teaching experience, discuss it with the student, and submit it for the student teacher's dossier.

The College Supervisor is, for the student, a critical source of information and support during the student teaching semester. He or she will frequently be in the classroom, assuring that the experience is working for the student and providing appropriate feedback and guidance. Student teachers who experience any difficulties in their school assignments or are facing other personal or academic problems that affect their ability to function effectively in the classroom should discuss these matters with their College Supervisors. The College Supervisor will function both as a facilitator and mediator to help student teacher development proceed in a safe and empowering environment.

EVALUATION OF STUDENT TEACHING

Midway through the semester and at the end of the semester, the student teacher, the Cooperating Teacher, and their College Supervisors fill out the Student Teaching Competency Checklist (Appendix B). This checklist becomes the basis of an evaluation conference which focuses on the student's development, areas of strength, and plans for continued work. Following the final conference, the Cooperating Teacher and College Supervisor write letters of evaluation that become a part of the student teacher's file. The College Supervisor also completes (at midterm and at the end of student teaching) the state evaluation form, PDE 430 (Appendix C) and reviews it with each student teacher. In

addition, the College Supervisor assigns the student a grade that reflects his or her development in relation to the stated competencies. Students must receive at least a B- in student teaching in order to be recommended to the State for certification by Swarthmore College.

At the end of the academic year, the Teacher Education Committee meets to review student teachers' files. The Teacher Education Committee consists of College faculty from departments involved in certification, Department of Educational Studies faculty, and local school personnel. Each student's file consists of letters from the following: Cooperating Teacher, College Supervisor, Department Chair, the faculty member in their department who observed their teaching, and an additional faculty member from inside or outside of the student's major department. The Committee also reviews the student's transcript and PDE 430. After reviewing the student teaching dossier, The Teacher Education Committee determines whether the student should be recommended to the State for certification.

CAREER RESOURCES/JOB HUNTING

There are array of resources available to student teachers as they begin to look for teaching and teaching-related jobs. We recommend that students have a resume and letter ready to send out by March of the year in which they will be certified and that they gather letters of recommendation for the Career Planning and Placement Center from their Cooperating Teacher, their College Supervisor, an Education faculty member and a faculty member from their major department , as well as other faculty members or employers who can attest to their character or suitability for teaching.

Career Office

The Career Planning and Placement Office at Swarthmore College has job and internship listings, information and workshops on resume and letter writing, and application materials for placement agencies such as Independent Education Services and Education Resources Group. They also bring placement agencies and some school district personnel to campus to conduct interviews. They will read and review resumes and letters, conduct mock interviews, and discuss short and long term goals with students.

The Career Office will also keep a dossier of a student's letters of recommendation that students seeking teaching positions can ask them to send out to prospective employers.

Department of Educational Studies

In both the Spring and Fall Semesters, the Department of Educational Studies conducts a Job Search workshop that provides additional information on how to look for a teaching position. They discuss ways to identify schools with openings, writing a teaching resume and cover letter, interviewing strategies, and use of a portfolio in the job search process. Information about local job fairs, as well as job fairs in other areas of the country, job

fairs for students of color, and job fairs for students hoping to teach abroad, is distributed at the Job Search workshop and posted on the Department website. Education faculty members also provide individual guidance about the job search process throughout the year and into the summer. Many students find jobs during the months of June, July and August, when the College is not in session, and students are encouraged to call for advice and help from Education faculty during this period.

The Department of Educational Studies receives a number of job listing bulletins and education newspapers that are kept in the Education Materials Center. Individual job listings sent to the Department are posted on the Department website: <http://www.swarthmore.edu/SocSci/Education/job.htm>. Because our graduates teach around the country, we often receive information about job possibilities in schools in which our graduates are teaching that we pass on to current students. Swarthmore students who are certified to teach also have access to a job placement website developed by the Consortium for Excellence in Teacher Education web site (<http://www.princeton.edu/teacher/cete/>). (The Consortium for Excellence in Teacher Education is a group of eighteen private liberal arts colleges and universities in the Northeast that was formed in 1983 to support the efforts of teacher educators and students in the member institutions as well local school personnel with whom the faculty in the CETE institutions work.)

APPENDIX A

TOPICS IN THE PROFESSIONAL SEQUENCE

Topic #1 Competency-Based Teacher Education

The student teacher will:

describe the historical roots of the competency-based teacher education movement.

compare and contrast the assumptions and objectives of CBTE with that of traditional teacher education.

identify the attitudes, skills and knowledge he/she believes characterizes competent teachers.

Means to acquire:

In Curriculum and Methods Seminar:

Student identifies goals for pupils to be taught.

Student reads article(s) and/or hears lecture on, and discusses the history and characteristics of competency-based teacher education.

Student discusses the kinds of evidence that will be used to document and assess their acquisition of the prescribed competencies as reflected on the Student Teacher Checklist of Competencies.

Student prepares portfolio that both demonstrates the ability to reflect, connect, and apply theory to practice, and chronicles the student teaching experience.

In Introduction to Education:

Student discusses ways of improving the quality of individuals entering and remaining in the field of education.

Means to evaluate:

In Curriculum and Methods Seminar:

Student contributions in discussions; performance on written and oral sections of final exam; student teaching portfolio.

Topic #2 Instructional Objectives

The student teacher will:

describe the purpose of objectives in instructional planning.

differentiate between behavioral and nonbehavioral objectives.

discriminate between instructional and behavioral objectives.

discriminate between objectives in the cognitive, affective and psychomotor domains.

write objectives which elicit student thinking at each of the six levels of the Taxonomy of Cognitive Objectives.

discuss advantages and limitations of using behavioral and nonbehavioral objectives in instructional planning.

relate the use of behavioral objectives to behaviorism.

develop both cognitive and affective objectives for pupils.

Means to acquire:

In Curriculum and Methods Seminar:

Student reads materials describing instructional and behavioral objectives.

Student writes and critiques instructional and behavioral objectives in seminar using criteria for writing effective behavioral objectives.

Student evaluates the power and limits of writing behavioral objectives and their usefulness in planning instruction.

Student uses Taxonomy of Cognitive Objectives to write instructional objectives.

Student develops group lessons and individual instructional plans, identifying a sequence of content knowledge, skills, and academic and affective behaviors for meeting pupil needs.

Student writes at least 3 learner narratives for pupils for a variety of instructional purposes and audiences.

In Introduction to Education:

Student discusses lesson planning in class, including development of objectives in the affective and cognitive domains.

Student discusses plans for a thematic unit, including specification of objectives, in an individual half-hour conference with professor of course.

In Educational Psychology:

Students identify strengths and needs of pupil whom they tutor and adjust questioning and task organization to meet his or her needs.

Students read, discuss, analyze, and apply research on student cognition and affect to practice.

Means to Evaluate:

In Curriculum and Methods Seminar:

Student writes objectives for all types of lessons based on assigned materials.

Performance on written and oral portions of final exam.

Student writes objectives for both daily and unit lesson plans designed to elicit thinking at a variety of cognitive levels.

In Practice Teaching:

Student writes daily, weekly, and long-range lesson plans that include instructional and behavioral objectives to guide his/her classroom teaching.

In Introduction to Education:

Student designs a lesson plan, based on MACOS materials, including statement of objectives and received assessment from professor.

Student designs a thematic unit on a topic of their choice, including statement of unit objectives, unit rationale and specific lesson objectives, and receive assessment from professor.

In Educational Psychology:

Student transcribe audio-taped session with a pupil whom they are tutoring and analyze its content from the perspective of two researchers of student learning.

Topic #3 Lesson and Unit Planning

The student teacher will:

develop lesson and unit plans consistent with local, state, and national standards which include objectives, appropriate instructional strategies and materials, and techniques for evaluating instruction.

demonstrate the ability to use his/her lesson plan in the classroom and to critique and modify it as needed.

develop both self-contained lessons and lessons sequenced as a thematic unit.

develop lesson and unit plans which demonstrate sensitivity to changes in student interests and needs as well as to classroom atmosphere and events.

develop lessons that promote and maintain a positive instructional environment that reflects respect, rapport, fairness, and a belief that all students can succeed

develop lessons that are clear.

develop lessons that challenge students and push their expectations of themselves as learners.

develop lessons that promote a physically and psychologically safe environment in which to learn.

Means to acquire:

In Curriculum and Methods Seminar:

Student reads about lesson and unit planning, including theme-based instruction and instruction that fosters positive instructional environments based on equity, pupil interests, and pupil strengths and needs.

Student plans and teaches a ten-minute mini-lesson that is appropriate to the classroom in which he/she is teaching. The lesson is videotaped and critiqued.

Student develops content knowledge, skill, and behavioral goals for a three-week period for his/her class and writes lesson plans that detail implementation and assessment.

In Practice Teaching:

Student teacher develops daily and unit plans that will be critiqued with cooperating teacher and supervisor, with the opportunity to revise and, when possible, re-teach.

Student discusses modifications of teaching methods and strategies in lesson planning for exceptional and diverse students.

In Introduction to Education:

Student discusses, in small groups, possible lesson plans that could be developed from specific MACOS reading

Student discusses ideas for a thematic unit with professor of course in a half-hour individual conference.

In Educational Psychology:

Student read research and descriptions of exemplary classroom teaching that provides models of ways to anchor and ensure student learning, e.g., lesson study, reciprocal teaching, jigsaw approach

Student discusses and work together to consider the types of adjustments to their work with pupils that is necessitated by presenting strengths and needs.

In Adolescence:

Student reads about and discusses the range of student interests and needs that arise out of different individual, cultural, and structural backgrounds.

Means to evaluate:

In Curriculum and Methods Seminar:

Analysis of videotape of ten minute mini-lesson.

Revision of lesson/unit plans in portfolio.

Modification of lesson plans for exceptional and diverse students in portfolio.

In Practice Teaching:

Ongoing analysis and evaluation of lesson/unit plans and teaching performance by cooperating teacher and college supervisor.

Analysis and evaluation of actual lessons taught in school setting.

Development of modified lesson/unit plans and strategies for exceptional and diverse students.

In Introduction to Education:

Assessment of a lesson plan using choice of resources from MACOS by professor.

Assessment of seven-day unit on a topic of student's choice, including unit rationale, objectives, materials, activities, methods, key questions and assessment strategies, by professor.

In Educational Psychology:

Student and his/her tutee present a description of their work together and a final product at a project night, following 8 weeks of work together.

Student writes a theory of instruction in which they describe the rationale (including research support) for the practice that they describe.

Topic #4 Questioning Strategies

The student teacher will:

develop questions which reflect each of the levels of Bloom's cognitive taxonomy.

develop questions which reflect a variety of concerns in the affective domain.

demonstrate facility in designing and sequencing questions to meet specific instructional objectives.

describe effective and ineffective patterns of questioning.

select questions appropriate to various types of instructional activities such as brainstorming, role playing, inquiry, small group work.

provide responses to pupil questions which further student inquiry and deepen their understanding of subject matter, interpersonal concerns, classroom process and social problems.

Means to acquire:

In Curriculum and Methods Seminar:

Student reads articles about and discusses types of questions and non-questions (tasks, statements, silence, etc.) to use in the classroom and their appropriate use.

Student discusses levels and patterns of questioning, with emphasis on strategies for developing questions that elicit higher order thinking.

Student writes and analyzes questions, discussing effective and ineffective types of questions.

In Practice Teaching:

Student teacher audiotapes and/or videotapes a discussion with his/her own pupils and analyzes the match between intended level of question and pupil response.

Student works in supervisory conferences with cooperating teacher and college supervisor on effectiveness of questions used and follow-up responses to pupil responses.

Student scripts a sequence of discussion questions in planning for a class discussion.

In Introduction to Education:

Student discusses the development of questions to promote inquiry.

In Educational Psychology:

Student reads research that discusses the differences between procedural and curiosity questions, as well as works that describe models of lessons and instructional practices that encourage pupil questioning and inquiry.

Student transcribes a tape of a session in which they are working with a pupil on a project and analyze their verbal interaction including the types of questions they employ.

Means to evaluate:

In Curriculum and Methods:

Analysis of videotaped mini-lesson and audio/videotaped class.

Performance on written and oral portions of final exam.

In Practice Teaching:

Analysis of questions used in audio/videotaped lessons.

Ongoing analysis and evaluation by cooperating teacher and college supervisor of questioning/discussion strategies employed by student teacher in classroom.

Assessment of student teacher's competency to focus classes around key questions and to use pupil's questions appropriately in the classroom.

Assessment of student teacher's competency to self-evaluate their own questioning techniques using audio/videotape of a class they have taught

In Introduction to Education:

Evaluation by professor of curriculum unit and lesson plans that include questions at a variety of cognitive and affective levels to promote inquiry

In Educational Psychology:

Student analyzes a transcript of a tape of their work with a student as part of an assigned paper.

Students work together to discuss model interactions in light of the literature as part of class work.

Topic #5 Verbal Interaction Analysis

The student teacher will:

define categories of verbal interaction in the classroom.

classify and codify classroom verbal behavior according to the Flanders scheme.

analyze a matrix of verbal interaction.

demonstrate an analysis of his/her own verbal interaction patterns in the classroom and modify them where necessary.

describe the effects of various types of communication on pupil behavior and achievement.

communicate the rules of the classroom and work with students to revise and develop rules of the classroom to promote appropriate behavior.

manage small and large group learning activities.

establish and maintain consistent standards.

Means to acquire:

In Curriculum and Methods:

Student learns a variety of approaches, including Flanders-Amidon, to analyzing verbal interactions.

Student discusses teacher's need to be sensitive to culture-based language differences.

Student conducts a verbal interactional analysis of a class discussion and/or a small group discussion.

Student analyzes the effects of various types of verbal interactions on pupil behavior through role-playing and audio/videotapes of their own teaching.

Student learns a variety of approaches to verbal interaction for managing large and small group activities, and establishing and maintaining classroom rules and standards of behavior.

In Practice Teaching:

Student discusses various means to elicit classroom verbal interaction with cooperating teacher and college supervisor.

In supervisory conferences, student discusses verbal interaction patterns in the classroom and his/her role in changing them.

In supervisory conferences, student discusses the role of verbal interaction in establishing and maintaining classroom rules and standards of behavior.

In Introduction to Education:

Student discusses research on gender, social class and racial/ethnic and cultural differences in classroom interaction

Student discusses and analyzes classroom interaction patterns in field placement

In Educational Psychology:

Student transcribes a tape of a session in which they are working with a pupil on a project and analyze their verbal interaction.

Students discuss alternative organizations of classroom practices to facilitate interaction.

Means to evaluate:

In Curriculum and Methods:

Student conducts informal analysis of verbal interaction in the classroom.

Student performance on written and verbal sections of the final exam.

Student shares excerpts from his/her audio/videotapes of classroom interaction and describes methods to make his/her own patterns, and those of the students, more effective.

In Practice Teaching:

Cooperating teacher and college supervisor evaluate effectiveness of the student teacher's verbal interactions in teacher-to-pupil interaction and in fostering effective student-to-student interaction.

Cooperating teacher and college supervisor evaluate the effectiveness of the student teacher's verbal interactions in establishing and maintaining classroom rules and standards of behavior.

Student includes interaction analyses samples in portfolio.

In Introduction to Education:

Student observation journal includes description and analysis of student interactions in field placement classroom(s).

In Educational Psychology:

Student analyzes a transcript of a tape of their work with a student as part of an assigned paper.

Students work together to discuss model interactions in light of the literature as part of class work.

Topic #6 Nonverbal Interaction in the Classroom

The student teacher will:

list various types of nonverbal communication that occur in the classroom and explain why awareness of such communication is important.

describe the effects of nonverbal communication on pupil behavior and achievement.

demonstrate an awareness of his/her own nonverbal behavior in the classroom and modify it where necessary.

observe and analyze nonverbal behaviors in a variety of classroom settings.

Means to acquire:

In Curriculum and Methods:

Student learns a variety of approaches to analyzing non-verbal interactions.

Student discusses teacher's need to be sensitive to culture-based differences in non-verbal interaction.

Student analyzes the effects of various types of non-verbal communication on establishing and maintaining classroom rules and standards of pupil behavior by means of role-playing and audio/videotapes of their own teaching.

In Practice Teaching:

Student discusses means to elicit effective non-verbal interaction in the classroom with cooperating teacher and college supervisor.

Student discusses their own non-verbal classroom behaviors with cooperating teacher and college supervisor.

Student observes a variety of classrooms and notes the effects of non-verbal behavior on pupil behavior and performance.

In Introduction to Education:

Student discusses research on gender, social class and racial/ethnic and cultural differences regarding nonverbal interaction patterns

Student discusses and analyzes nonverbal classroom interaction patterns in field placement

In Educational Psychology:

Student reads about and discusses organizations of classroom practice that facilitate interaction without depending on verbalization.

Means to evaluate:

In Curriculum and Methods:

Student conducts informal analysis of non-verbal interaction in classes.

Student shares excerpts from his/her audio/videotapes of classroom interaction and describes methods to make teacher-to-student and student-to-student patterns of interaction more effective.

In Practice Teaching:

Cooperating teacher and college supervisor evaluate the effectiveness of the student teacher's performance by observing teacher-to-student interaction and pupil-to-pupil interaction.

Cooperating teacher and college supervisor evaluate the effectiveness of the student teacher's non-verbal interactions in establishing and maintaining classroom rules and standards of behavior.

Student includes non-verbal interaction analysis samples in portfolio.

In Introduction to Education:

Student observation journal includes description and analysis of student nonverbal interactions in field placement classroom(s).

In Educational Psychology:

Student writes a theory of instruction as a final paper. In this paper they address the range of interactions that are possible and how each addresses the strengths and needs of all students.

Topic #7 Teaching Strategies

The student teacher will:

utilize a broad range of teaching/learning strategies.

use instructional time effectively.

provide instruction that motivates students.

conduct lessons at an appropriate pace.

adjust a lesson and use strategies and techniques to meet developmental levels of elementary, middle, and secondary students.

engage students in learning.

develop teaching strategies for interpersonal, interpretive, and presentational communication.

include hands-on and real world (e.g., lab, or field) experiences specific to his or her discipline.

develop lessons using different instructional formats, including inquiry, direct instruction, and collaborative learning.

model school to career attributes and behaviors.

incorporate teaching/learning strategies which foster pupil development in both the affective and cognitive domains.

select teaching/learning strategies that are consistent with his/her objectives and appropriate to the needs and abilities of his/her students.

describe the theoretical bases of the inquiry approach and develop lessons utilizing inquiry as the dominant methodology.

adapt his/her teaching/learning strategies to foster individualization of instruction.

Means to acquire:

In Curriculum and Methods:

Instructor models a variety of teaching strategies in seminar, including those that engage students in inquiry, direct instruction and collaboration; address cognitive and affective domains; foster interpersonal, interpretive, and presentational communication; include hands-on/experiential approaches and school-to-career attributes and behaviors, as appropriate.

Student reads and discusses a variety of teaching strategies, including inquiry-based, direct instruction, and collaborative models, in general and in his/her particular discipline.

Student develops daily and three-week lesson plans that include knowledge, skill, and behavioral goals/objectives; teaching strategies; and assessment.

Student adjusts lessons to accommodate developmental, learning, and cultural needs of individual pupils.

In Practice Teaching:

Student teacher uses a variety of appropriate instructional strategies.

Student teacher observes and analyzes other teachers' instructional strategies within and outside of own discipline.

In supervisory conferences, student teacher discusses a variety of appropriate instructional approaches with cooperating teacher and college supervisor.

Student develops and implements daily and three-week instructional plans that include knowledge, skill, and behavioral goals/objectives; teaching strategies, and assessment.

Student teacher discusses adjustment of teaching strategies for individual students with cooperating teacher and college supervisor.

In Introduction to Education:

Professor models a variety of teaching approaches, including large and small group discussion, lecture, simulation, brainstorming, role play, debate, problem solving- inquiry exercises, as different pedagogical theories and philosophies are presented.

In Educational Psychology:

The professor models and involves students in reflecting on the experience of participating in a variety of teaching approaches, including large and small group work, use of models and demonstrations, problem solving and inquiry based approaches to content.

In Adolescence:

Student reads about and discusses the cognitive and psychosocial development of adolescents.

Student reads about and discusses how to use a range of teaching strategies to address the changing developmental needs of adolescents.

Means to evaluate:

In Curriculum and Methods:

Student evaluates effectiveness of model lessons, videotaped micro-teach lessons, and videotaped classroom lessons.

Student revises daily and three-week lesson plans and includes them in portfolio.

Student modifies lessons to accommodate individuals with learning, cultural, and developmental differences and includes these in portfolio.

In Practice Teaching:

Cooperating teacher and college supervisor evaluate effectiveness of teaching strategies on an ongoing basis and suggest means for improvement.

In supervisory conferences, student teacher discusses use of a variety of strategies to meet needs of classes and individuals.

In Introduction to Education:

Professor assesses ways in which different teaching strategies are incorporated into lesson and unit plans.

In Educational Psychology:

Student writes a theory of instruction as a final paper. In this paper they address the range of interactions that are possible and how each addresses the strengths and needs of all students.

Topic #8 Classroom Management and Control

The student teacher will:

identify nonverbal techniques for classroom control.

identify a variety of approaches to classroom management.

discuss the principles of behavior modification and show how this approach can be used in classroom management.

discuss the basis of the group process approach to classroom management and show how this technique can be used in the classroom.

discuss the basis of the socio-emotional approach to classroom management and how this technique can be used in the classroom.

draw parallels between effective classroom management and techniques for individualizing instruction.

discuss basis of transactional analysis and show how this approach can be used in classroom management.

identify teacher behavior which can exacerbate pupils' misbehavior.

identify and set "limits" with which s/he is comfortable operating in the classroom.

be aware of 'age specific' differences in pupils' behavior as well as their ability to respond to teacher's expectations regarding behavior.

analyze how academic, personality and peer group factors can affect individual and group behavior.

identify factors in the larger community which can influence students' behavior.

recognize when the services of an educational specialist are needed to deal with behavioral problems.

suggest individualized treatment for various behavior problems such as defiance, aggression, failure to complete work, cheating.

discuss the pros and cons of utilizing various methods of classroom management, and describe methods for handling various classroom disturbances, considering the severity of the misbehavior.

establish and maintain consistent standards for behavior in the classroom.

communicate the rules of the classroom and work with students to revise and develop rules.

promote appropriate student behavior in small and large group settings

Means to acquire:

In Curriculum and Methods Seminar:

Student reads and discusses books and articles on approaches to classroom management and discipline.

Student compares and contrasts approaches to classroom management and identifies methods that are appropriate to the classroom and the culture of the school in which they are practice teaching.

Student role-plays problematic situations and discusses alternative approaches and strategies.

Student discusses the factors and behaviors that promote positive classroom management and discipline and well as factors and behaviors that do not.

In Practice Teaching:

Student implements appropriate approaches to classroom management and discipline with support from the cooperating teacher and college supervisor.

Student analyzes the use and effectiveness of various classroom management and discipline approaches with his/her cooperating teacher and college supervisor.

Student observes other teachers who utilize a wide variety of approaches to classroom management and discipline and discusses these with cooperating teacher and college supervisor.

In Introduction to Education:

Student discusses pros and cons of approaches to behavior management discussed by Skinner and Dewey

Student discusses types of classroom management and discipline strategies observed in field placement classroom.

In Educational Psychology:

Student reads about and discusses the relation between tasks that are designed to meet the strengths and needs of pupils and classroom management difficulties.

Student works with a pupil to plan and complete a project over an 8 week period. This involves management challenges which are discussed in class.

In Adolescence:

Student reads about and discusses how adolescent age, peer group structure, race, gender, ethnicity, sexual orientation, socio-economic class, and family interactions can affect individual and group behavior in classrooms and schools.

Means to evaluate:

In Curriculum and Methods Seminar:

Student discusses various approaches to classroom management and discipline and makes links between instructional practice and management and discipline.

Given particular and hypothetical classroom management problems, student develops defensible approaches to classroom management and discipline, as demonstrated in the written and oral final exam.

In Practice Teaching:

Student demonstrates that he/she can maintain consistent standards of behavior in the classroom.

Student demonstrates that he/she can develop and revise classroom rules appropriately with pupils and communicate them effectively.

Student demonstrates that he/she can analyze problems of classroom management and develop alternative approaches and strategies.

Student maintains an appropriate level of control appropriate to a variety of contexts and teaching strategies.

Student uses group as well as individual means of classroom management and control.

Student prescribes and carries out long-range plan for pupils with severe behavioral problems.

Student seeks advice from professional resource personnel, cooperating teacher, and college supervisor for severe management problems.

In Introduction to Education:

Journal from classroom observation includes descriptions of different approaches to classroom management and analysis of effectiveness and reactions of students.

In Educational Psychology:

Student writes a theory of instruction as a final paper. In this paper they address the range of interactions that are possible and how each addresses the strengths and needs of all students. Students address issues of management that they needed to address in their work with their pupil in this paper by way of support for their theory.

Topic # 9 Test Construction: Theory and Practice

The student teacher will:

construct tests that are reliable, valid, and readable.

construct limited response test items, including multiple choice, true/false, matching and completion.

construct essay tests of achievement.

describe the advantages and limitations of various kinds of teacher-made tests.

describe the difference between summative and formative evaluation.

describe the steps that need to be taken to plan and administer, and distribute results from, a test.

define norm-referenced and criterion-referenced tests and discuss the respective advantages and disadvantages of each.

grade short-answer and essay tests objectively.

relate test development to lesson and unit planning, using a Table of Specifications.

discuss ways in which tests can be used for placement, diagnosis and remediation.

defend his/her own position on such issues as pop quizzes, make-up tests, variable time allotments, take-home tests, etc.

construct test questions which evaluate students' comprehension at all levels of Bloom's taxonomy.

assess test results, using techniques of item analysis and index of discrimination.

analyze test results and prescribe follow up lesson(s).

Means to acquire:

Curriculum and Methods Seminar:

Using lecture and handouts, the student practices the construction of limited response, essay, performance, and alternative tests/assessments, including the construction of questions and appropriate tasks.

Student reads books and articles on a broad range of test/assessment strategies and formats, learning key concepts of testing and assessment including formative & summative evaluation; reliability, validity, readability; norm- and criterion-referenced tests.

Student discusses advantages and limitations of various modes of testing and assessment.

Student develops his/her own beliefs about the roles of assessment in teaching and learning.

Student discusses critical and controversial issues in testing/assessment.

In Practice Teaching:

Student constructs tests/assessments using a Table of Specifications and analyzes the results.

Student confers with cooperating teacher and college supervisor about tests/assessments developed for classroom use.

Student uses test/assessment results to inform instructional planning.

In Introduction to Education:

Student discusses the rationale for and effects of high stakes testing.

Student develops assessment strategies for thematic unit.

In Educational Psychology:

Student discusses different types of testing as the means for assessing the process and outcomes of student learning.

Means to evaluate:

In Curriculum and Methods Seminar:

Student develops appropriate tests/assessments linked to instruction and places them in portfolio.

In Practice Teaching:

Student develops, administers, and evaluates his/her tests/assessments.

Student uses a variety of test/assessment strategies.

Student analyzes results of tests/assessments and uses them to inform and construct instruction.

In Introduction to Education:

Final exam requires analysis of pros and cons of policy issues, including high stakes testing.

Assessment strategies in curriculum unit are assessed by the course professor.

In Educational Psychology:

Student considers the type of information that can be garnered from testing to inform both classroom practice and lesson planning.

Topic #10 Feedback and Assessment in the content areas

The student teacher will:

monitor students' understanding of content

monitor students' progress in interpersonal, interpretive, and presentational modes of communication.

describe a variety of ways of determining student grades, e.g. curve, percentage, contracts, pass/fail.

describe provision of formative and summative feedback to pupils, parents, and other professionals.

describe alternative means of reporting student achievement or progress to students, parents, colleges, etc.

evaluate the motivational, educational and psychological advantages and disadvantages of different methods of grading and reporting pupil progress.

design weighting systems to determine test, unit or marking period grades.

describe the impact of minimum competency-testing and other legislation on the reporting of pupil achievement.

identify controversial, philosophical and social issues in the field of grading and articulate his/her own point of view.

analyze a student record card.

discuss parent conferencing.

Means to acquire:

In Curriculum and Methods Seminar:

Read and discuss a variety of approaches and issues in monitoring student progress and assessment in content understanding; interpersonal, interpretive, and presentational modes of communication; skill development; and use of rubrics for performance assessments.

Discuss and role-play interaction among teachers, students, and parents in discussing and reporting student progress, and using feedback.

Discuss and construct approaches to grading/reporting, explicit feedback, and narrative reports for a variety of purposes.

Analyze and discuss student record cards and standardized test reports.

Discuss controversial issues in assessment.

Discuss appropriate uses of various forms of assessment, grading/reporting, and feedback, including portfolios.

In Practice Teaching:

Student confers with cooperating teacher and college supervisor about appropriate assessment, grading/reporting, and feedback strategies.

Student is involved, whenever possible and appropriate, in parent-teacher conferences.

Student discusses criteria for assessment, grading/reporting, and feedback , with cooperating teacher and college supervisor.

In Educational Psychology:

Student reads and discusses studies of feedback and their implications for classroom practice and lesson planning.

In Special Methods Workshops:

Student discusses various authentic and performance-based assessment strategies appropriate for the discipline

Means to evaluate:

In Curriculum and Methods Seminar:

Student discusses use of assessment, grading/reporting, and feedback in he context of student teaching placement, and includes documentation in their portfolio.

Student writes narrative reports to a variety of audiences for a variety of purposes for students, and includes in portfolio.

In Practice Teaching:

Student grades tests, projects, portfolios, homework, projects, etc. as appropriate, and includes examples in portfolio.

Student calculates unit or quarterly grades based on defensible and explicit system.

Student uses some type of portfolio assessment in class they are teaching.

In Educational Psychology:

Student writes a theory of instruction as a final paper. In this paper they address the range of interactions that are possible and how each addresses the strengths and needs of all students, including their need for feedback.

Topic #11 Reading, Writing, and Speaking in the Content Areas

The student teacher will:

provide opportunities for skill development in reading, writing, listening and speaking within the context and content of the regular curriculum.

work with students to (a) read critically, (b) distinguish between: fact and opinion, and essential and non-essential information, (c) draw conclusions, and (d) determine the author/text book's purpose(s).

identify pupils with reading, writing, or listening difficulties and modify instructional techniques or materials to meet their needs.

utilize informal assessment techniques such as Cloze Screening and Frye Readability techniques to identify the reading level of the text and comprehension of pupils regarding assigned material.

build vocabulary and comprehension skills of pupils working with materials in the content area through use of techniques such as SQ3R and "directed reading."

interpret the results of standardized reading tests and use information in planning lessons.

describe the major approaches of teaching reading and writing and discuss the advantages and limitations of each.

evaluate arguments about the teaching of reading and writing in a media-oriented society.

discern cultural, racial or sex-role stereotyping and bias in materials and strive to eliminate them from reading, writing and speaking in the classroom, or help pupils to discern and analyze bias in materials.

evaluate a variety of approaches to teaching popular media including Internet and film.

Means to acquire:

In Curriculum and Methods Seminar:

Student reads and discusses material/approaches on incorporating strategies/approaches for reading, writing, viewing, and speaking in the teaching of his/her discipline.

Student reads and discusses methods for remediation of reading, writing, speaking, and study skills for pupils.

Student discusses development of vocabulary, study skills, and comprehension in his/her discipline.

Student discusses use of readability formulas and screening approaches for determining appropriateness of text for given pupils.

Student discusses use of approaches for teaching discipline using popular media, internet, and film.

Student uses techniques for analyzing a variety of texts for bias and works to eliminate bias in classroom texts and talk, or to help pupils discern and analyze bias in materials.

Student interprets and contextualizes results of standardized reading and writing tests, and uses information in instruction.

In Practice Teaching:

Student demonstrates the competency to use reading, writing, viewing, and speaking in teaching his/her discipline.

Student demonstrates the competency to conduct reading and writing workshops as appropriate to teaching his/her discipline.

Student demonstrates competency to determine text readability and student reading levels, and uses this information to modify instruction.

Student demonstrates competency in teaching the reading, writing, speaking, viewing, study and organizational skills specific to learning the discipline.

Student demonstrates competency in teaching pupils to read and view critically.

In Introduction to Education:

Student discusses approaches to reading and writing described in Kohl, *36 Children*.

In Educational Psychology:

Student reads research on student reading and writing.

Student works with their pupils to describe the process of their work together. Reading and writing are used as reflective tools and developed as skills.

Means to evaluate:

In Curriculum and Methods:

Student diagnoses classroom or pupil reading, writing, and/or speaking problem and prescribes approach for remediation/modification specific to the discipline, on written or oral exam.

Student documents use of reading, writing, speaking approaches appropriate to the discipline in his/her portfolio.

In Practice Teaching:

Student demonstrates competency in adjusting instruction in reading, writing, speaking, and study skills specific to the discipline/classroom and includes documentation/sample lessons of this in his/her portfolio.

Student adjusts reading, writing, speaking, and study skills instruction for individuals as necessary and appropriate and includes sample lesson modifications in portfolio.

In Introduction to Education:

Mid-term exam asks students to evaluate approaches used by Kohl, including the teaching of reading and writing.

In Educational Psychology:

Student works with their pupils to describe the process of their work together. Reading and writing are used as reflective tools and developed as skills.

Student writes a theory of instruction as a final paper. In this paper they address the range of interactions that are possible and how each addresses the strengths and needs of all students.

Topic #12 Media and Technology

The student teacher will use the following, as available and appropriate:

overhead projector: preparation and use of transparencies.

16mm projection: operation of equipment and ordering of films.

slide, filmstrip and opaque projection: operation of equipment.

tape and cassette recording: operation of equipment for recording and listening.

duplication equipment: use of spirit duplicator (ditto machine) and Thermofax.

videotape equipment: operation of equipment, classroom videotaping.

computer: operation of equipment, software, power point, web sites and pages.

The student will evaluate a variety of media, including mass media and film.

The student will select and use audiovisual materials and equipment which are consistent with his/her instructional objectives.

The student will use tape recorder and videotape as a means to evaluate his/her own teaching behavior.

More specifically, with respect to the use of computers, the student teacher will:

use the computer as an instructional tool.

have knowledge of computer vocabulary.

be familiar with computer hardware, including the everyday operation and use of at least two types of programs.

critically evaluate software and websites.

be familiar with the modes in which computers can be used in the classroom (e.g. inquiry, networking, simulation, inquiry, tutorial, demonstration, programming).

be familiar with computerized teaching materials, including some experience in using educational software and documentation in his/her subject area.

be familiar with sources of information on computers in education.

have knowledge of the use of computers to enhance student writing.

use the computer for record keeping

describe moral, psychological, sociological and equity issues of computing in school and society.

Means to acquire:

In Curriculum and Methods:

Student uses and discusses use of various software programs and other technologies, such as calculators, as appropriate to his/her discipline or to teaching in general.

Student discusses various modes of using software and other technologies in the classroom, including inquiry, tutorial, simulation, demonstration, etc.

Student uses list serves, web sites, power point, and e-mail to share and gather information for developing classroom instruction.

Student uses videotaping and/or audiotaping to evaluate and discuss his/her teaching.

In Practice Teaching:

Student uses various technologies, such as computers, videotape, audiotape, projectors, and duplication technologies in teaching, as available and appropriate.

Use the computer and various other technologies for record-keeping, organization, and to enhance instruction of pupils, such as through writing in the discipline.

In Introduction to Education:

Student evaluates computer software available for different grade levels and subject matter in stand alone computer lab or in conjunction with weekly assignments during the first half of the semester.

Student discusses the effects of technology and use of computers on classroom organization, equality of educational opportunity, patterns of use by gender, ability track and race/ethnicity and process of educational reform.

In Educational Psychology:

Student reads a videotape written by teachers and discusses the possibilities such media represent for teachers learning together.

Student is taught and learns to work with the Statistical Package for the Social Sciences, as part of the laboratory that accompanies the Educational Psychology class.

Student learns Dreamweaver (web page development) and posts a summary of their lab work on a web-page for others to study.

In Adolescence:

Student audiotapes interviews with adolescents and analyzes the collected data, learning how to use this technology as a way of doing classroom research.

Professor models use of movies as case studies within the curriculum.

Means to evaluate:

In Curriculum and Methods Seminar:

Student demonstrates competency in using computers and other technologies as tools and resources, and includes descriptions of such in portfolio.

Student posts portfolio as web site.

In Practice Teaching:

Student includes description of his/her use of computers and other technologies in instruction in his/her portfolio.

In Introduction to Education:

Question on final exam discusses effects of technology on classroom practice and/or equality of educational opportunity

In Educational Psychology:

Student uses the SPSS package on a weekly basis to pursue questions about student learning in a large data base.

Student learns Dreamweaver (web page development) and posts a summary of their lab work on a web-page for others to study.

In Adolescence:

Student completes a paper analyzing taped interview data.

Topic #13 Individualization

The student teacher will:

discuss the educational and social reasons for an emphasis on individualization.

demonstrate knowledge of alternative learning strategies which can be used to individualize instruction, such as learning contracts, activity centers, programmed instruction, cooperative grouping, and peer teaching.

diagnose common types of learning difficulties and develop remediation activities for his/her classroom or refer pupils to appropriate specialists or support staff.

state the legal requirements concerning students with special needs and the way in which policies such as mainstreaming affect classroom practice.

assess the uses and limitations of various techniques of individualization.

discuss the range of potential individual needs, including giftedness.

work with students strengths and needs, including differences in motivation.

Means to acquire:

In Curriculum and Methods:

Student identifies affective and cognitive strengths and needs of pupils he/she is teaching.

Student reads about approaches to individualizing for pupil differences and learning disabilities.

Student discusses methods for adjusting lessons to meet individual needs, curricular needs, and needs of group.

Student discusses instructional and assessment benefits and limitations of various approaches to individualizing.

Student reads and discusses PL 94-142 and IDEA revisions.

In Practice Teaching:

Student discusses needs of individual pupils with cooperating teacher and college supervisor and designs appropriate strategies for instruction and evaluation.

In Introduction to Education:

Third week of the course, Reaching the Individual Student, deals with individual differences that must be considered in teaching and learning.

In Educational Psychology:

The course is organized to enable a student to seriously consider the learner as an individual in the context of classroom learning. All of the discussions and readings underscore individual variation as a function of skills, background, ability, and/or culture, and the adjustment of practice to meet pupils' strengths and needs.

In Adolescence:

Student reads about and discusses individual differences in cognitive and affective domains as well as those that arise from various social and cultural backgrounds.

Means to evaluate:

In Curriculum and Methods:

Student demonstrates competency in developing lesson and unit plans, and assessments, that accommodate individual affective and cognitive strengths and needs.

Student answers questions on final written and oral exam about individualizing given specific situational needs.

Student includes documentation of adjusted instruction in his/her portfolio.

In Practice Teaching:

Student uses a variety of approaches to individualization in instruction and assessment.

Student writes a range of narrative reports for his/her pupils for a variety of purposes and audiences, including pupils strengths and needs, areas of growth

and progress, and recommendations for instruction, and includes narrative reports in portfolio.

In Introduction to Education:

Student's curriculum project reflects their understanding of how lessons need to be adjusted, or inquiry-based, in order to meet the needs of pupils. Students are required to specify objectives and also means to evaluate all pupils learning of these objectives.

In Educational Psychology:

Student writes a theory of instruction as a final paper. In this paper they address the range of interactions that are possible and how each addresses the strengths and needs of all students.

Topic #14 Standardized Tests and Measurement

The student teacher will:

define the major elements of descriptive statistics, including measures of central tendency, standard deviation, and correlation.

analyze the difference between types of standardized tests according to their function.

describe and illustrate criteria of standardized tests, including reliability, validity and usability.

interpret derived scores on test profiles, including z-scores, T-scores, deviation I.Q.'s, stanines, and percentiles.

evaluate appropriate use of standardized test scores in schools, including the roles of teachers and parents.

analyze the elements of cultural loading in standardized test items, and the feasibility of culture-fair tests.

Evaluate standardized test result information on a student record card.

describe each of three types of testing which might follow an I.Q. assessment (achievement, perceptual-motor and personality) and can explain the reasons for obtaining such information.

interpret an I.Q. scatter and make recommendations for follow-up in class.

Means to acquire:

In Curriculum and Methods:

Student reviews and discusses a variety of standardized achievement, I.Q., personality and vocational tests.

Student analyzes various sample assessments for cultural bias.

Student analyzes student record cards and test score reports, interpreting results for developmental patterns.

Student discusses standardized test results and the kinds of further screenings/tests and other information that would be useful in diagnosing individual problems and supporting pupils in the classroom.

Student reviews Child Study Team information on individual child and analyzes implications of information for adjusting instruction and assessment.

In Practice Teaching:

Student interprets, with assistance from cooperating teacher and/or guidance counselors, standardized assessment information on pupils, as appropriate.

Student finds out how standardized assessments are used in schools and classroom and critiques their use.

In Introduction to Education:

Student discusses policy questions regarding the use of state and national standards and standardized assessments that are aligned with them and issues of accountability.

In Educational Psychology:

Student reads about and discusses individual and group-based standardized testing.

Student considers the type of information that can be garnered from testing to inform both classroom practice and lesson planning.

Student works with standardized indicators in the laboratory work that accompanies the class on pupil reading and mathematics comprehension.

Means to evaluate:

In Curriculum and Methods Seminar:

Student interprets pupil profiles, including standardized assessment information, on oral and written exam.

Student analyzes standardized assessment information on a pupil and makes recommendations for instruction and further assessment.

Student critiques a standardized assessment regarding: usability, reliability, validity, and cultural bias.

In Introduction to Education:

On final exam students analyze policy issues, including pros and cons of standards and high stakes assessments.

In Educational Psychology:

Student considers the type of information that can be garnered from testing to inform both classroom practice and lesson planning.

Student uses standardized test scores as correlates and/or covariates in their laboratory work investigating pupils reading and mathematics comprehension.

Topic #15 Multicultural, Non-sexist, Non-racist Education

The student teacher will:

have a knowledge of the federal and state laws regarding racism, sexism, and bilingualism in education.

be able to discuss the problems schools and teachers face when dealing with pupils from varying cultural, socioeconomic, religious, language and racial groups.

be able to discuss problems of students with students' parents.

have the ability to distinguish racial/sex-role/cultural bias in teaching/learning materials.

demonstrate strategies which can be used to eliminate racial/sex/cultural/linguistic, ethnic/ class bias from teaching/learning materials and classroom-role procedures and activities.

have an awareness of his/her own racial/sex-role/cultural biases and how they may affect his/her behavior in the classroom.

be knowledgeable about affective educational techniques that can be employed to promote better multicultural, racial and sex role understanding and tolerance in the classroom.

develop lessons that promote the appreciation of culture, and the interaction of students from different cultural, ethnic, and racial backgrounds.

Means to acquire:

In Curriculum and Methods:

Student reads and discusses: equal opportunity legislation, Title VI, Title, IX, and the Lau decision.

Student discusses racial, gender, linguistic, ethnic, sexual orientation, class, and cultural differences and issues, and ways of including such information in the classroom.

Student discusses ways to identify racial, sexist, homophobic, class, ethnic, linguistic, and cultural bias in the classroom and in materials.

Student discusses ways of minimizing stereotyping and negative interactions among individuals and groups of different backgrounds.

Student clarifies and discusses his/her own background, personal biases, and issues relevant to teaching pupils of different backgrounds.

Student discusses a variety of approaches to promoting understanding, tolerance, and positive interactions among pupils in the classroom.

In Practice Teaching:

Student discusses effective means for dealing with individuals from a variety of backgrounds in the classroom with cooperating teacher and college supervisor.

Student includes information and approaches to dealing with bias and stereotyping in lessons, as appropriate.

In Introduction to Education:

Student reads work of several authors who deal with issues of diversity and multicultural education, especially during Weeks 2, 3, and 9 and 11.

Student discusses issues of diversity that are evident in their field observation classrooms.

In Educational Psychology:

Student considers issues of gender and cultural differences in the readings, class discussions, and tests for these in the laboratory work that accompanies the class.

In Adolescence:

Student reads about and discusses how culture, socio-economic class, religion, language, race, sexual orientation, and gender influence students' experience of schools and classrooms.

Student reads about and discusses how teachers and schools can and should respond to students from varying cultural, socio-economic, religious, language, and racial groups.

Means to evaluate:

In Curriculum and Methods:

Student includes approaches to and problem-solving regarding representations, bias, and stereotyping in the classroom in portfolio.

In Practice Teaching:

Student selects materials that portray cultural, racial, and other groups in a positive manner and develops critical approaches for dealing with those that don't.

Student treats all pupils with respect.

Student uses and teaches active, respectful listening to promote understanding and tolerance of differing viewpoints in the classroom.

In Introduction to Education:

On final exam, student suggests ways in which school reform alternatives can be designed to deal with students from diverse backgrounds

In Educational Psychology:

Student writes a theory of instruction as a final paper. In this paper the student addresses the range of interactions that are possible and how each addresses the strengths and needs of all students.

In Adolescence:

In two papers, students consider how variables such as culture, socio-economic class, religion, language, race, sexual orientation, and gender influence adolescent experience and thinking in and out of school.

Topic #16 Mainstreaming: Theory and Practice

The student teacher will:

explain the essential components of the federal law and state standards which guide educational decision making, e.g., right to education, due process, program options, etc.

interpret the meaning of "least restrictive environment" as it applies to students with handicaps.

describe the various handicapping conditions.

identify the implications of each handicapping condition for effective learning in a regular classroom.

describe the services and processes which may be helpful in meeting the specialized needs of a student with a handicap.

develop plans to maximize social acceptance of persons with handicaps.

modify assessment procedures to meet the educational needs of students with handicaps.

modify instructional requirements and procedures to accommodate students with handicaps.

discuss performance of mainstreamed student with parents, psychologists and other teachers.

Means to acquire:

In Curriculum and Methods:

Student reviews and discusses referral and IEP processes for student support and placement.

Student discusses requirements of PL 94-142 and IDEA revisions.

Student discusses strategies appropriate for accommodating included pupils in regular classrooms and revises lesson and unit plans, and assessments, accordingly.

Student discusses social, emotional, and cognitive needs of exceptional pupils.

Student reads and discusses affective approaches to create a climate of acceptance for exceptional pupils in the classroom.

In Practice Teaching:

Student discusses specific exceptionalities of pupils in his/her classes and appropriate instructional strategies with cooperating teacher, special education faculty, counselors, and college supervisor.

Student discusses practices specific to fulfilling IEP for classified pupils in his/her classes with cooperating teacher.

In Introduction to Education:

Student reads research on behaviorism. They discuss the roles of baseline behaviors, discriminating stimulus, orienting response, and reinforcement in the behaviors of students generally, and for special needs students more specifically.

Student participates in a simulation of token reinforcement and discusses the pros and cons of constraining the tasks presented to students.

In Educational Psychology:

Student reads research and descriptions of exemplary classroom teaching that provides models of ways to anchor and ensure student learning, e.g., lesson study, reciprocal teaching, jigsaw approach.

Student experiences and reflects on different approaches to instruction as part of their class work.

Student considers the implications of a pupil's scatter (WISC-R) for instructional support.

Student discusses the implications of labeling for pupils' self concept and subsequent achievement.

Student discusses the elements of a least restrictive environment for pupil learning.

Student discusses types of adjustments to their work with pupils that is necessitated by presenting strengths and needs.

Means to evaluate:

In Curriculum and Methods Seminar:

Student develops instructional and assessment approach for exceptional pupil, including indication of exceptionality, referral procedures, use of IEP to modify classroom environment and materials, on written/oral exam.

Student includes lesson plans revised to accommodate a variety of learning disabilities in his/her portfolio.

In Practice Teaching:

Student provides appropriate modifications in classroom environment, materials, instruction, and assessment for exceptional pupils.

Student maintains a climate of tolerance and peer acceptance of students with learning disabilities.

In Introduction to Education:

Student writes a paper in which they consider the role of the student, the teacher, and the curriculum in behavioral and cognitive approaches to working with students.

In Educational Psychology:

Student assesses and adjusts their use of questions and support for pupils whom they tutor as a function of identified strengths and needs.

Student writes a theory of instruction in which they describe the rationale (including research support) for specific types of adjustments to their questioning, instruction including management, and tasks assigned that address individual variation.

Topic #17 Rights and Responsibilities of Students and Teachers

The student teacher will:

demonstrate knowledge of the federal and state laws concerning students' rights and responsibilities.

demonstrate knowledge of the federal and state laws concerning teachers' rights and responsibilities including integrity, ethical behavior, and professional conduct.

be able to apply legal knowledge to problems and issues arising in his/her teaching.

discuss controversial issues related to student and teacher rights from a variety of perspectives.

Means to acquire:

In Curriculum and Methods Seminar:

The student reads and discusses Chapter 12 of the Pennsylvania Education Code and Chapter 235: The Code of Professional Practice and Conduct for Educators.

The student reads and discusses topics in law and education, including but not limited to employment and collective bargaining; liability and slander; copyright; teacher and student rights, responsibilities, and due process; educator responsibility to report suspected child abuse; discrimination; confidentiality; bilingual and special education; and compulsory schooling.

In Introduction to Education:

Student reads about and discusses federal legislation and court rulings that deal with students' rights regarding due process and equal educational opportunity for LEP students, students with special needs and students attending segregated schools.

Means to Evaluate:

In Curriculum and Methods Seminar:

Student describes legal rights and responsibilities for teachers and pupils in relation to hypothetical cases on written and/or oral exam.

Topic #18 Professionalism

The student teacher will:

have knowledge of the purposes and activities of a variety of professional organizations and appropriate community and academic resources, e.g., business, industry, social service agencies.

become familiar with processes and publication in their subject-area.

have knowledge of certification rules and regulations.

accept responsibility for his/her future professional development as life-long learning that requires maintaining currency of his or her knowledge of the field and can be fostered by enrolling in graduate school, participating in in-service programs and attending professional meetings.

exhibit skill in techniques needed for successful job-hunting such as writing resumes and cover letters, interviewing, filling out applications.

understand the controversies surrounding issues such as teacher organizations, tenure, certification, strikes and desegregation, and clarify his/her own point of view after examining the views of others.

be willing and able to evaluate his/her own teaching and accept criticism from peers, pupils and supervisors.

be knowledgeable about the history, philosophy, and current trends in discipline of students' teaching.

Means to acquire:

In Curriculum and Methods Seminar:

In "job hunting" workshop, student learns how to prepare a resume, search for public and private school teaching positions, use the student teaching portfolio in an interview, and interview successfully.

Student attends a professional workshop or conference.

Student reads and discusses topics in law and education, including but not limited to employment and collective bargaining; liability and slander; copyright; teacher and student rights, responsibilities, and due process; educator responsibility to report suspected child abuse; discrimination; confidentiality; bilingual and special education; and compulsory schooling.

Student discusses the roles of teacher's unions, professional organizations, and continuing professional development, in education.

Student reads journals from professional associations in specific discipline and in education in general, and becomes acquainted with local academic, community, and business resources for educators.

In Practice Teaching:

Student regularly seeks, accepts, and discusses feedback from self, cooperating teacher, pupils, peers, and college supervisor.

Means to evaluate:

In Curriculum and Methods Seminar:

Student writes resume and cover letter for job application and includes copies in portfolio.

Student completes certification application forms.

In Practice Teaching:

Student, cooperating teacher, and college supervisor complete Student Teacher Checklist of Competencies at middle and end of practice teaching experience.

Cooperating teacher and college supervisor recommend student for certification based on successful acquisition of competencies based on Student Teacher Checklist of Competencies.

Topic # 19 Special Methods

The student teacher will:

discuss specific methods which are appropriate to instruction in their subject area, including advantages and limitations of each.

use at least three methods which are central to the effective teaching of their specific discipline.

adapt materials from a variety of texts, magazines, films, and newspapers for use in their subject area.

create original materials for instruction in their subject area.

apply inquiry techniques to the teaching of content in their subject area.

apply affective educational techniques to instruction in their subject area.

Means to acquire:

In Curriculum and Methods Seminar:

Student observes, reads, discusses, and modifies generic teaching methods for his/her discipline and grade level.

Student teaches mini-lesson using methods appropriate to his/her discipline.

Student reads, discusses, and practices reading, writing, and speaking methodologies across the disciplines.

Student presents brief lecture or workshop on historical, curricular, and instructional trends in his/her discipline, comparing and contrasting them to other disciplines.

In Practice Teaching:

Student plans objectives, materials, instruction, and assessments appropriate to his/her discipline and grade level with the assistance of the cooperating teacher and the college supervisor.

Student observes experienced teachers in his/her discipline.

Student uses books, web-sites, professional journals, and other resources specific to his/her discipline for content and methodologies.

Student reflects upon effectiveness of lessons in which discipline-specific methods are used and modifies future lessons as appropriate.

In Special Methods Workshops:

Student learns and practices inquiry and critical thinking methodologies specific to his/her discipline.

Student participates in model exercises, mini-lessons, and simulations and role play that demonstrate teaching in the specific discipline.

Student discusses the professional standards and state standards for the discipline they are teaching.

Means to evaluate:

In Curriculum and Methods Seminar:

Student evaluates effectiveness of video/audiotaped lessons in discipline, paying particular attention to issues of content and effectiveness of content-specific methodologies.

Student includes content-specific lesson and unit plans, analyses of video/audio-taped lessons, and notes/handout of trends of discipline in portfolio.

In Practice Teaching:

Cooperating teacher and college supervisor evaluate the effectiveness of methods employed by student to teach his/her discipline on an on-going basis, including at least three methods appropriate to the discipline.

Cooperating teacher and college supervisor evaluate the effectiveness and appropriateness of choice of curricular materials, instructional methods, and assessment techniques for teaching in the discipline, including those created by the student teacher.

In Special Methods Workshop:

Student designs and discusses lesson plans that incorporate materials and teaching methods that foster inquiry/critical thinking in the discipline.

APPENDIX B

STUDENT TEACHER CHECKLIST

APPENDIX C

Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

Student's Last Name	First	Middle	Social
Security Number			

Subject(s) Taught Level	Grade
----------------------------	-------

This form is to serve as a permanent record of a student teacher's professional performance evaluation during a specific time period based on specific criteria. This form must be used at least twice during the 12-week (minimum) student teaching experience.

PERFORMANCE EVALUATION

Directions: Examine all sources of evidence provided by the student teacher and bear in mind the aspects of teaching for each of the four categories used in this form. Check the appropriate aspects of student teaching, and indicate the sources of evidence used to determine the evaluation of the results in each category. Assign an evaluation for each of the four categories and then assign an overall evaluation of performance. Sign the form and gain the signature of the student teacher.

Category I: Planning and Preparation – Student teacher demonstrates thorough knowledge of content and pedagogical skills in planning and preparation, student teacher makes plans and sets goals based on the content to be taught/learned, their knowledge of assigned students and their instructional context.
Alignment: 354.33. (1)(i)(A), (B), (C), (G), (H)

Student Teacher's performance appropriately demonstrates:

- Knowledge of content
- Knowledge of pedagogy
- Knowledge of Pennsylvania's K-12 Academic Standards
- Knowledge of students and how to use this knowledge to impart instruction
- Use of resources, materials, or technology available through the school or district
- Instructional goals that show a recognizable sequence with adaptations for individual student needs
- Assessments of student learning aligned to the instructional goals and adapted as required for student needs
- Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals

Sources of Evidence (Check all that apply and include dates, types/titles and number)

- | | |
|---|---|
| <input type="checkbox"/> Lesson/Unit Plans _____ | <input type="checkbox"/> Student Teacher Interviews _____ |
| <input type="checkbox"/> Resources/Materials/Technology _____ | <input type="checkbox"/> Classroom Observations _____ |
| <input type="checkbox"/> Assessment Materials _____ | <input type="checkbox"/> Resource Documents _____ |
| <input type="checkbox"/> Information About Students _____ | <input type="checkbox"/> Other _____ |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	<u>The candidate consistently and thoroughly demonstrates indicators of performance.</u>	<u>The candidate usually and extensively demonstrates indicators of performance.</u>	<u>The candidate sometimes and adequately demonstrates indicators of performance.</u>	<u>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.</u>
Rating (Indicate ✓)				
<u>Justification for Evaluation</u>				

Category IV – Student teacher demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.

Alignment: 354.33. (1)(i)(I),(J)

Student Teacher’s performance appropriately demonstrates:

- Knowledge of school and district procedures and regulations related to attendance, punctuality and the like
- Knowledge of school or district requirements for maintaining accurate records and communicating with families
- Knowledge of school and/or district events
- Knowledge of district or college’s professional growth and development opportunities
- Integrity and ethical behavior, professional conduct as stated in Pennsylvania Code of Professional Practice and Conduct for Educators; and local, state, and federal, laws and regulations
- Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators
- Ability to cultivate professional relationships with school colleagues
- Knowledge of Commonwealth requirements for continuing professional development and licensure

Sources of Evidence (Check all that apply and include dates, types/titles, or number)

- | | |
|---|---|
| <input type="checkbox"/> Classroom Observations _____ | <input type="checkbox"/> Student Assignment Sheets _____ |
| <input type="checkbox"/> Informal Observations/Visits _____ | <input type="checkbox"/> Student Work _____ |
| <input type="checkbox"/> Assessment Materials _____ | <input type="checkbox"/> Instructional Resources/Materials/Technology _____ |
| <input type="checkbox"/> Student Teacher Interviews _____ | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Written Documentation _____ | |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	<u>The candidate consistently and thoroughly demonstrates indicators of performance.</u>	<u>The candidate usually and extensively demonstrates indicators of performance.</u>	<u>The candidate sometimes and adequately demonstrates indicators of performance.</u>	<u>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.</u>
Rating (Indicate ✓)				

Justification for Evaluation

Overall Rating				
Category	Exemplary (Minimum of _____ 12 Points)	Superior (Minimum of 8 Points)	Satisfactory (Minimum of _____ 4 Points)	Unsatisfactory (0 Points)
Criteria for Rating	<u>The candidate consistently and thoroughly demonstrates indicators of performance.</u>	<u>The candidate usually and extensively demonstrates indicators of performance.</u>	<u>The candidate sometimes and adequately demonstrates indicators of performance.</u>	<u>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.</u>
Rating (Indicate ✓)				

Note: Candidates must achieve at least a satisfactory rating consisting of 4 Points or above.

Justification for Overall Rating:

Student's Last Name _____ First _____ Middle _____ Social _____
 Security Number _____

District/IU _____ School _____
 Interview/Conference Date _____

School Year: _____ Term: _____

Required Signatures:
Supervisor/Evaluator: _____ Date: _____

Student Teacher: _____ Date: _____

Certification Officer: _____ Date: _____

Certification Area: _____ PDE - _____

(To be completed by Certification Officer) Certification Code: (See Reverse)

