Student Teaching Handbook

Department of Educational Studies

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http://www.swarthmore.edu/academics/educational-studies.xml
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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.

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 professionally with colleagues and parents to create a positive learning environment.
TEACHER CERTIFICATION

Swarthmore offers a competency-based teacher preparation program for students who seek secondary certification from the Commonwealth of Pennsylvania. Individual student programs are designed in conjunction with departmental representatives and members of the Educational Studies faculty. All students seeking certification must meet Swarthmore College's distribution requirements in the Humanities, Natural Sciences and Social Sciences and the requirements for a major or special major.

STUDENT TEACHER RESPONSIBILITIES

Student teaching at Swarthmore is a two-credit, fourteen-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 positive 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 the school placement, 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 fourteen weeks in order to demonstrate competency in the new school setting.

Responsibilities/Requirements

1. Student teachers will spend fourteen 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 usually 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 fourteen 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. Student teachers should submit these materials with enough time to allow comment by the Cooperating Teacher and College Supervisor. Student teachers 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 Classroom Competency Checklist.

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.

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).

COOPERATING TEACHER RESPONSIBILITIES

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, most of which include a fieldwork component. Cooperating teachers may visit the Department's website for a current description of the required courses for each area of certification.

In Education studies, all students have completed 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. Cooperating Teachers should expect to receive a copy of their Student Teacher's Curriculum and Methods syllabus.
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 or one block.

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 to continue to develop throughout the semester.

6. Using a clinical model, Cooperating Teachers 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 Classroom Competency checklist 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.

COLLEGE SUPERVISOR RESPONSIBILITIES

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 Classroom Competency checklist that will be the basis for the three-way conferences midway 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 make sure arrangements have been made 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 Classroom 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 B) 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. All classroom lesson plans, assignments and assessments should be sent to both the cooperating teacher and the College Supervisor. 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 Classroom Competency checklist. 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 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, portfolio, 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 Career Services 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 Services Office

Career Services 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. Career Services resources for education jobs are linked to the Department of Educational Studies website. Career Services 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.

Career Services 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

The Department of Educational Studies conducts a job search workshop for student teachers that provides additional information on how to look for a teaching position. We discuss ways to identify schools with openings, how to write a teaching resume and cover letter, interviewing strategies, and the 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 workshop and available 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. 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.

In addition, through both formal and informal programs, the Department of Educational Studies offers support to first year teachers and other teachers seeking additional professional development. Graduates are encouraged to contact the Department of Educational Studies for more information on regional resources.
APPENDIX A

CURRICULUM AND METHODS SEMINAR
SAMPLE SYLLABUS
ED17 Curriculum and Methods Seminar
Fall 2014

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The Curriculum and Methods Seminar is designed to provide students with the proficiencies required for certification in teaching by the State of Pennsylvania. It also provides a forum for exploring applications of educational theory to practice. Class time will be a flexible workshop/discussion format.

Course goals:
Students in this course will:
- Develop a range of theoretical and practical frames for classroom teaching;
- Experience ways to integrate theory, research, and practice;
- Develop strategies for teaching and learning that address the needs of all of their learners;
- Become reflective practitioners who can analyze and problem solve within their own practice and continue to grow as learners and teachers;
- Develop a practical understanding of and individual strategies for negotiating the professional and personal demands of teaching.

Course requirements:
- Attend and participate in all classes and Special Methods workshops. (20%)
- Complete all weekly assignments. (20%)
- Develop an online portfolio of your student teaching/seminar experience. Specific guidelines to follow. (50%)
- Complete an oral exam with Margie Linn at the end of the term. (10%)
- You must be videotaped at least once while teaching and analyze this videotape with a supportive other. Students sometimes videotape twice, early in their teaching and near the end.
Overview of weeks and topics

Monday 9/1       Getting started: What are your teaching goals?
Thursday 9/4     Lesson planning, school and classroom culture
Monday 9/8       Planning, questioning and classroom routines
Thursday 9/11    Microteach
Thursday 9/18    Teaching strategies I
Thursday 9/25    Classroom management
Thursday 10/2    Teaching strategies II
Thursday 10/9    Assessing student learning
Thursday 10/16   Teaching strategies III: Reading, writing, speaking
Thursday 10/23   Inclusion/Special education
Thursday 10/30   Technology
Thursday 11/6    Teaching for diversity
Thursday 11/13   Data driven instruction/Standardized testing
Thursday 11/20   Building community in and out of school
Thursday 12/4    Teachers as professionals
Tuesday 12/9     Portfolio Writing Workshop

Extra dates:

Saturday September 27    Alfie Kohn
                          The Rich Get Richer and the Poor Get Worksheets
                          UPenn, Annenberg Theatre, 37th and Walnut
                          10 am - 12 pm

Saturday October 18    EdCamp
                         Scheuer Room, Kohlberg Hall
                         8 am - 1 pm
Monday 9/1  Getting started: What are your teaching goals?

Readings:


Assignment:

1. What are your long-term goals as a teacher and what are your goals for student teaching this semester? What are your clear positives? What are the values and beliefs that guide your work in the classroom? Write a 2 page reflection on these questions, drawing as is appropriate (not required) on the readings. You will be asked to look at this piece at the end of the semester, write a response to it, and include it in your portfolio. Due Monday - first class.

2. Who are your mentors? Talk with your cooperating teacher and supervisor about the ideas and goals you laid out in your initial unit plan and approaches/ideas assignment. In addition, you might want to ask them about something you'd really like to know, such as:
   - Why did you become a teacher?
   - What observations do you have about working with student teachers?
   - How do you schedule your work so that you can get exercise, sleep, and see friends and family?
   - How has your conception of teaching and learning changed over time?
   - What do you enjoy about having a student teacher?

   Create some regular meeting times with both your cooperating teacher and your supervisor.

3. Observations. These observations and write ups should happen in the first two weeks. These are general guidelines that may be modified according to your school/district configuration. You might also want to observe some of your seminar colleagues later in the semester.
   a. Observe two-three times a day in your cooperating teacher's classes, particularly in classes you will ultimately take over. (Learn the names of all students in these classes.)
   b. Observe three classes taught by someone other than your cooperating teacher. Observe at least one in a grade level before and one in a grade
level beyond the one you will teach.
c. Observe at least two classes outside your subject or grade.
d. Follow one student through an entire day.
e. Observe a resource room class for students at the grade level you are teaching.
f. Participate in grade level, department, and all school faculty meetings.
g. Talk with your cooperating teacher and discuss facilities planning, budgeting, scheduling and ordering of equipment. Ask about how it works at different grade levels.

Write a brief (1-3 paragraphs) summary of each observation; include at least three of these in your portfolio.

Week I. Thursday 9/4 Lesson planning, school and classroom culture

Readings:
Writing Instructional Goals and Objectives (2014)
http://www.personal.psu.edu/bxb11/Objectives/


http://www.corestandards.org (Re-familiarize yourself with these)

Assignments:
1. Re-examine the three-week plan you’ve developed in light of Wiggins and McTighe and Sleeter and the goals you set for yourself in week one. Revise your plan as needed to include essential questions and goals.
2. Using Writing Instructional Goals and Objectives (above) as a guide, return to your three week plan and write explicit objectives for two of the lessons in that plan.
3. Be sure you have set up a meeting time for you, your cooperating teacher and your supervisor. If you haven’t already, start doing and writing up observations.
4. In your early meetings with your cooperating teachers, discuss plans for record keeping, procedures, routines (including grading, conferencing with parents, lesson plans, etc.).
Week II: Monday, 9/8: Planning, questioning and classroom routines

Readings:


Assignments:
1. Choose a lesson from your three week plan (or begin to design a new lesson on different materials you will teach) and develop six questions for that lesson, each of which reflects a different level of Bloom’s Taxonomy/revised taxonomy.
2. Look back at your three-week plan, or start thinking about a new set of plans for when you will start teaching. Find a place where you can plan a discussion. Figure out how you will start the discussion, design a set of questions to use during the discussion, think about strategies you will use to keep it going.
3. School and classroom culture: Write a 1-2 page description of the school in which you are teaching, the department or cohort of teachers with whom you are working, and the students with whom you will be working. Use information you gathered about your district/school from the summer assignment, as appropriate. Consider the kind of learning environment(s) you see, using the ideas in *How People Learn*. Also consider how this context will influence your teaching. When you have completed student teaching, you will return to this description and write a one-page reflection on your observations. Include both in your portfolio.

Thursday, 9/11 Microteach

Assignment:
1) Design and write out a ten minute lesson for the students in one of the classes you will teach. It may be part of a longer lesson you have planned, but you will present only ten minutes of it to the group. Be sure to include objective(s), materials, questions, etc. in the written plan.
2) Bring in 10 copies of your plan. If you need handouts for the lesson, be sure to bring copies of those too.

3) Think about what areas of concern you have about this lesson and what you would like feedback on.

Format:
1) Each of you will learn how to use the videotaping equipment and will tape the lesson of another student teacher.

2) As you watch other people teach you will be a student for the kind and grade level of class for which that student teacher is preparing.

3) After each lesson we will (sympathetically and empathetically!) talk together about the lesson taught and review parts of the videotape.

Week III: Thursday 9/18 Teaching strategies I

Readings:


You will be assigned a chapter to share more explicitly with the class. If you need to skim, focus on the gray boxes of practical activities!

Assignments:
1. Redraft the three week lesson plan (or draft a new one that you will actually teach). Include in it:
   - Your essential questions and goals. Think about content, affect and skills.
   - Developed lessons complete with objectives; introductory, development, and closure activities; homework assignments and questioning sequences for at least 3-4 lessons. Remember a lesson may take more than one day to teach.

2. Begin to write up your observations if you haven’t already.

3. Begin to pay attention to who the students are in your classes. What are their strengths, weaknesses, needs, interests? Start jotting down notes on them.

4. At the end of the semester you will be asked to design a research project you might conduct in your classroom. You don’t have to do anything about this now except to keep it in mind as you start teaching. What do you wish you could find out more about? What data would allow you to answer your questions? How would you gather those data? What would be the challenges?
Week IV: Thursday 9/25 Classroom management

Readings:


Assignments:
1. Be prepared to describe two examples of classroom management problems (individual and/or group) that you have experienced or observed since the semester began. Choose 3 different techniques described in Marzano and/or Oakes et al and explain how you or the teacher you observed might best respond to each of these problems using these strategies. Explain how the strategies encourage student positive self esteem, self efficacy and motivation.

2. Try to a) use a collaborative group strategy and b) run a discussion during this week of teaching. Reflect on how each strategy worked for you and what you would do differently next time. Be prepared to share it with the class.

3. You must be videotaped at least once while teaching and analyze this videotape with a supportive other. Students often videotape twice, early in their teaching and near the end. Start thinking about when you will do this. Include this analysis in your portfolio.

Week V: Thursday 10/2 Teaching strategies II

Readings:


(continued next page)
Secondary
Chapter 3: In the classroom, lectures; Chapter 11: Re-energizing the
classroom. (Moodle)

Elementary
Christenson, L. et al (eds) (2012) *Rethinking Elementary Education* and
Gustein and Peterson (eds.) (2013) *Rethinking Mathematics*. Milwaukee,
WI: Rethinking Schools. *Pick 2-3 of the short chapters, read them, and
be ready to share a teaching strategy with your classmates.* (Book on
EMC shelf)

Alleman, J. and Brophy, J. (2010) Effective integration of social studies
and literacy. In McGuire, M. and Cole, B. (eds.) *Making a difference:
Revitalizing elementary social studies*. Silver Spring, MD: NCSS Bulletin
109. pp. 51-66. (Moodle)

Assignments:
1. *Bring in completed certification packet.*
2. If you haven’t yet, get your portfolio website up and ready to load
   material into. Load any finished work.
3. Bring in examples of two new (to you) teaching strategies you have
   used or intend to use in the next week to share with the group. (The
   best way to build a repertoire is to listen to what others are doing.)
4. Take a lesson plan you have completed or one that you plan to do and
   describe how this plan responds to the social, emotional and cognitive
   needs of the students with whom you are working. Draw, as
   appropriate, on knowledge from other coursework (Adolescence,
   Educational Psychology, Developmental Psychology) in your
   explanation. Turn in this week for feedback and then include the
   lesson and your reflection in your portfolio.
5. By the end of the semester you will write narrative reports (learner
   narratives, college recommendations, reports to Child Study team, etc.)
   for students. *Include these in your portfolio*. If you haven’t yet done
   so, begin developing notes/folder for each of the three students about
   whom you will write a narrative report. *First narrative due 10/17.*

Week VI: Thursday 10/9 Assessing student learning

Readings:
strategies (pp. 543-591) in *Educational psychology (6th Edition)*, NJ:
Pearson. (Moodle/Shelved Book)


*Optional*
Strickland, K. and J. (1997) *Reflections on Assessment.* Portsmouth, NH: Boynton Cook. Chapter 4: Portfolios. (Moodle) (This focuses on how to use portfolios for student evaluation. You should read it at some point, if not this week.)

**Assignments:**
1) Draft a quiz or test for your students and bring it to class. Use the Ormrod as a resource for writing test questions (true/false, multiple-choice, essay). Be ready for feedback.
2) Write a rubric for a student competency or assignment that you would like to make more explicit/get feedback on. Bring it to class.
3) Look ahead to your next 2 or 3 weeks of teaching and plan in some alternative/authentic assessments. Be prepared to describe these to the class.
4) Get a sample report form from your school to share with the class (may need to print from online). Be sure you know what each category of evaluation means (check with your cooperating teacher).
5) Experiment with formative, summative, benchmark and diagnostic assessment and include an example of each in your portfolio. *(These can include 1, 2 and 3, above.)*
6) Begin to collect representative samples of students’ work. Select students who differ in strengths and needs, at least one of whom is an English language learner, and two of whom are special needs students. All identifying information should be removed. These samples should be included in your portfolio as examples of assignments and assessments.
7) If you haven’t been videotaped yet, be sure to arrange that.
Week VII: Thursday 10/16  Teaching strategies III: Reading, writing, speaking

Readings:
Secondary:


Elementary


Assignments:
1) Bring a text you use in your classes to class with you.
2) Bring in one example of a writing assignment you have given and a couple papers you have or have not yet graded. If you have graded them, include your comments in what you bring in for feedback.
3) Choose a lesson you have already taught or one you plan to teach that incorporates explicit attention to the teaching of reading and/or writing. Reflect on how this lesson draws on what you know about what characterizes a skilled reader, how students read/write (at your particular grade level/content area), how well the lesson worked, and what you would do differently next time you taught a similar lesson. Include the lesson plan and your reflection in your portfolio.
4) Complete your first student narrative.

Week VIII: Thursday 10/23  Inclusion/Special education

Readings:
Overviews of the field: (read as needed to refresh your knowledge)


**Classroom practice:**


**Assignments:**
1. Talk to your cooperating teacher and other school professionals (counselor, social worker, etc.) about the students in your classes who have been classified as special needs or who are English language learners. What kinds of accommodations are being made for those students?
2. Real application: Take a lesson you have already taught or one in the three week plan you have and add a memo to it describing how you would differentiate instruction in this lesson to better meet the needs of learners in your classroom. Bring to class to share and include in your portfolio.
3. Hypothetical application: Identify the changes you would make in three consecutive lessons you have taught if your class included a) a hearing impaired student, b) a student in a wheelchair, c) a student with attention deficit disorder, d) a student with an emotional problem, and/or e) a student with a visual impairment. Include a summary of the lesson with bullet points below that describe the changes you would employ in each case. Include this in your portfolio.

**Week IX: Thursday 10/30 Technology**

**Readings:**


Inquiry websites at:
http://www.sccs.swarthmore.edu/users/00/jfwp/inquiry.html
Brooke Wilkins ipad resources (swatfile link on Moodle)

Assignments:
1. Initiate discussions with those in your school or department and find out how they incorporate internet resources or software into their classes. (Or, why they do not.) Pay attention to what software is available to students with disabilities.
2. You are expected to be both familiar with and critical of the software and technology appropriate to your content area. Familiarize yourself with software at your school that is sitting on the shelves as well as that being used (This means sit down, load it, and check it out. It might be good!) To the degree possible in your placement, develop and use computer software or other technologies in your teaching.
3. Look ahead to the second half of your student teaching. Browse web materials that might be useful for you. Choose one lesson/unit coming up and develop a lesson or sequence of lessons that involve students in the use of technology/the internet. Write up the lesson and bring it to class. Once you have taught this lesson/these lessons you will write a reflection and include the lesson(s) and reflection in your portfolio. Include what the lesson involved and how you adjusted for use in your classroom, what worked and what did not work and why. Provide examples from the class to illustrate your points. Critique (positive and negative) the materials you have used: what could be/should be changed to make it more effective for teachers?
4. Audio-tape one of your classes this week. Listen to the tape and figure out one to two things you’d like to ask your cooperating teacher to pay attention to this week as he or she sits at the back of your class.
5. You may, with the permission of your school, create a website in which students and parents can check for homework assignments and support; you might make a data-base with links around a particular theme or classroom topic; you might create a problem through which students might interact and experience learning.

Week X: Thursday 11/6 Teaching for diversity and democracy

Readings:


Choose 2 or 3:
**racial and cultural justice.** Milwaukee, WI: Rethinking Schools.

- Chapter 4: Diversity vs white privilege
- Chapter 11: Taking a chance with words: Why are the Asian American kids silent in class?
- Chapter 28: Brown kids can’t be in our club (elementary)
- Chapter 30: Race: Some teachable - and uncomfortable - moments (English)
- Chapter 37: Math, SATs and racial profiling


**Assignments:**

1. Identify three issues raised in the readings that you would like to target in your own classes. How will you adjust instruction to do so? **Include in your portfolio a statement describing and analyzing how critical multiculturalism is built into your class.** You might include in this analysis consideration of how the content and/or process of the class would need to be adjusted if the racial/ethnic/gender composition of the class were different. **Include one or more lessons that demonstrate your use of these ideas in your content and/or pedagogy.**

2. Familiarize yourself with resources (available in the EMC, your school, on the internet) that support approaches to inclusive and equitable representations and responses to all students in your classroom and use those which are appropriate.

3. Think about the biases you bring to your work with the students in your classes. Be prepared to share at least one way in which you are working – or plan to work – to overcome these biases.

4. List the students in on of your class and note next to each name what you know about them as learners. How do they construct knowledge? What are their strengths and weaknesses? What strategies do they enact to solve problems? How do they interact socially over tasks with others? Bring your notes to seminar.

5. Bring in a draft of a **second learner narrative** that takes diversity issues into consideration.
6. Secondary student teachers - if you haven’t been observed by a faculty member in your major department yet, be sure to arrange that.

Week XI: Thursday 11/13 Standardized testing, Data driven instruction, and Teacher evaluation

Readings:


Assignments:
1. Find out what standardized tests are given in your school and how students are prepared for them. Find out how your school/district makes use of these tests.

2. Look at the files of several of your students. Ask your cooperating teacher how he/she uses this information, and think about how you might differentiate instruction for these learners. Be prepared to talk about one or two of these students in class.

3. Prepare your resume. **Include a copy in your portfolio.**

Week XII: Thursday 11/20 Building community in and out of school

Readings:


**Assignments:**

1. Write a third student narrative. Address this one to the student’s parents, with the assumption that they would read it before coming to a conference.
2. Think about how you would organize a conference (e.g. the one for which you’ve just written the narrative). How would you start it? What information would you include/not include? Would the student be there? Why or why not? What information would you want to ask parents for?
3. Think about one or more conflicts – or difficult issue you’ve had in your student teaching – with a student, colleague, supervisor. Be ready to talk about what it was, what you did and didn’t do, how you might do it differently the next time. It doesn’t have to be something that’s been completely resolved—we can work with it.

**Week XIII: Thursday 12/4 Teachers as Professionals**

**Readings:**


Chapter 235, PA Code of Professional Conduct and Practice for Educators. (Moodle)

PA School Code – Professional Code of Conduct; Student Rights and Responsibilities (Moodle)
Look over the PA Department of Education website:
http://www.pde.state.pa.us/

In class: read several issues of one or two journals in your teaching field.

Assignments:
1. Professional journals and organizations (in class)
   a. Become familiar with at least 2-3 education and research journals in your field. They might include: *English Journal*, *The Reading Teacher*, *Mathematics Teacher*, *History Teacher*, *Teaching K-8*, *Teacher, Learning Magazine*, *KAPPAN*, *Educational Leadership*, *Reading Research Quarterly*, *Research in the Teaching of English*, etc. Speak to your cooperating teacher or me for suggestions. Include in your portfolio at least one lesson plan that builds on materials read in professional journals. Reference the source(s) of the ideas and the ways in which you have adapted them.
   b. Become familiar with the professional organizations that inform your subject area(s). Bring in information from an organization (recent or upcoming conference, useful website, resources available to teachers, etc.) in a form to share with the class. Create a power point presentation on one key issue in your field based on the information in a and b.

2. Standards: Re-familiarize yourself with the state and national standards for your grade level and subject area(s). If you haven’t already done so, demonstrate the ability to link your teaching to these standards by identifying, in the lessons you prepare, how particular lessons address those standards. Include a sample of these lessons in your portfolio.

3. Prepare a summary in some form (handout, overhead, skit – whatever you’d like!) for your classmates on the chapter(s) you read in *Teachers and the Law*.

4. Working within the system: How can you be proactive regarding facilities planning, budgeting, scheduling, and ordering of equipment?

Portfolio assignments to start working on:
5. If you were going to design a research project in the classroom in which you taught this year, what would be the question you would ask? Design an action research project for one or more of the classes you have taught; What do you want to know? What data would allow you to answer your questions? How would you gather those data? What would be the challenges? Include the design in your portfolio.

6. At the end of the semester, write an essay that explores connections between the content of the Swarthmore education courses you have taken and your experience teaching. Include this essay in your
portfolio. This essay will also be given to the Teacher Education Committee at the end of the semester.

**Tuesday 12/9 Portfolio Writing Workshop**
APPENDIX B

PENNSYLVANIA STATEWIDE EVALUATION FORMS
FOR STUDENT PROFESSIONAL KNOWLEDGE
AND PRACTICE
Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

Student/Candidate's Last Name: ___________________________  First: ___________________________  Middle: ___________________________  Grade Level: ___________________________

Subject(s) Taught: ___________________________________________

This form is to serve as a permanent record of a student teacher/candidate'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/candidate 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 1: Planning and Preparation — Student teacher/candidate 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, knowledge of assigned students, and the instructional context.

Alignment: 354.33. (1)(a)(A), (B), (C), (G), (H)

Student Teacher/Candidate'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)

☐ Lesson/Unit Plans  ☐ Classroom Observation
☐ Resources/Materials/Technology  ☐ Resource Documents
☐ Assessment Materials  ☐ Other
☐ Information About Students  ☐ Student Teacher Interviews

(Including IEP’s)

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary 3 Points</th>
<th>Superior 2 Points</th>
<th>Satisfactory 1 Point</th>
<th>Unsatisfactory 0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for Rating</td>
<td>The candidate consistently and thoroughly demonstrates indicators of performance.</td>
<td>The candidate usually and extensively demonstrates indicators of performance.</td>
<td>The candidate sometimes and adequately demonstrates indicators of performance.</td>
<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.</td>
</tr>
</tbody>
</table>

Rating (Indicate %)

Justification for Evaluation
Category II: Classroom Environment — Student teacher/candidate establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior.

Alignment: 354.33. (1)(b)(e), (f)

Student Teacher/Candidate's performance appropriately demonstrates:

- Expectations for student achievement with value placed on the quality of student work
- Attention to equitable learning opportunities for students
- Appropriate interactions between teacher and students and among students
- Effective classroom routines and procedures resulting in little or no loss of instructional time
- Clear standards of conduct and effective management of student behavior
- Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher
- Ability to establish and maintain rapport with students

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

- Classroom Observations
- Informal Observations/Visits
- Student Teacher/Candidate Interviews
- Visual Technology
- Resources/Materials/Technology/Space
- Other

<table>
<thead>
<tr>
<th>Category</th>
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<td>Rating (Indicate ?)</td>
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Justification for Evaluation
**Category III — Instructional Delivery** - Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.

**Alignment:** 254.33, (1)(B)(4)(F)(G)

Student teacher/candidate’s performance appropriately demonstrates:

- Use of knowledge of content and pedagogical theory through his/her instructional delivery
- Instructional goals reflecting Pennsylvania K-12 standards
- Communication of procedures and clear explanations of content
- Use of instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs
- Use of questioning and discussion strategies that encourage many students to participate
- Engagement of students in learning and adequate pacing of instruction
- Feedback to students on their learning
- Use of informal and formal assessments to meet learning goals and to monitor student learning
- Flexibility and responsiveness in meeting the learning needs of students
- Integration of disciplines within the educational curriculum

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

<table>
<thead>
<tr>
<th>Source</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Observations</td>
<td></td>
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<tr>
<td>Informal Observations/Visits</td>
<td></td>
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<tr>
<td>Assessment Materials</td>
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<tr>
<td>Student Teacher/Candidate Interviews</td>
<td></td>
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<tr>
<td>Student Assignment Sheets</td>
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<tr>
<td>Student Work</td>
<td></td>
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<tr>
<td>Instructional Resources/Materials/Technology</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

**Category** | **Exemplary 3 Points** | **Superior 2 Points** | **Satisfactory 1 Point** | **Unsatisfactory 0 Points**
--- | --- | --- | --- | ---
**Criteria for Rating** | The candidate consistently and thoroughly demonstrates indicators of performance. | The candidate usually and extensively demonstrates indicators of performance. | The candidate sometimes and adequately demonstrates indicators of performance. | The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.

**Rating (Indicate □)**

**Justification for Evaluation**
Category IV – Professionalism – Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.
Alignment: 354.33. (1)(i)(L)

Student Teacher/Candidate’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)
- Classroom Observations
- Informal Observations/Visits
- Assessment Materials
- Student Teacher Interviews
- Written Documentation

<table>
<thead>
<tr>
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</tbody>
</table>

Rating (Indicate ☑)

Justification for Evaluation
### Overall Rating

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary (Minimum of 12 Points)</th>
<th>Superior (Minimum of 8 Points)</th>
<th>Satisfactory (Minimum of 4 Points)</th>
<th>Unsatisfactory (0 Points)</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Rating (Indicate □)</td>
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</table>

Note: This assessment instrument must be used a minimum of two times. A satisfactory rating (1) in each of the 4 categories, resulting in a minimum total of at least (4) points, must be achieved on the final summative rating to favorably complete this assessment.

### Justification for Overall Rating:


---

**Student Teacher/Candidate's Last Name**

**First**

**Middle**

**District/IU**

**School**

**Interview/Conference Date**

**School Year:**

**Term:**

**Required Signatures:**

**Supervisor/Evaluator:**

**Date:**

**Student/Teacher Candidate:**

**Date:**

(Confidential Document)
APPENDIX C

STUDENT TEACHING COMPETENCIES
# EDUC 93: Student Teaching Competencies F15

*Please type your information in the grey, boxed cells. Print in landscape mode.*

<table>
<thead>
<tr>
<th>Rating Key</th>
</tr>
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<tbody>
<tr>
<td>1 Unsatisfactory</td>
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<tr>
<td>2 Satisfactory</td>
</tr>
<tr>
<td>3 Good</td>
</tr>
<tr>
<td>4 Outstanding</td>
</tr>
</tbody>
</table>

**Note:** In completing this competency checklist, evaluation should account for competencies with respect to the needs of all students, including students with disabilities and English language learners.

### Competencies

1. **Using content knowledge effectively**
   - (a) Evidences working knowledge of the central concepts, tools of inquiry and structure of the discipline.
   
   **Documentation**

2. **Meeting students' needs**
   - (a) Discerns individual student differences in learning styles and development (e.g., cognitive, cultural, social and physical) in an inclusive classroom and designs learning environments accordingly.
   
   **Documentation**

   - (b) Evidences knowledge about group differences in terms of race, ethnicity, language, social class, gender, and sexual orientation.
   
   **Documentation**

   - (c) Develops objectives, materials and learning strategies to meet diverse strengths, needs and interests.
   
   **Documentation**
(d) Assesses and responds to the range of students’ reading, writing, and speaking competencies in presenting material and evaluating student performance.

3 Planning and implementing instruction

(a) Develops daily, weekly and long range lesson plans, including specification of objectives and criteria for evaluation.

(b) Articulates lesson and unit goals. Can give educationally and ethically defensible rationales for those goals.

(c) Demonstrates some degree of original curriculum development within the parameters set by the existing school curriculum, state standards and professional standards.

(d) Creatively and effectively employs a variety of instructional materials (e.g. movies, newspapers, literature, maps, manipulatives, primary sources).

(e) Employs a variety of instructional techniques (e.g. group work, audio-visual instruction, computers-based instruction, discussions, role-play) with skill and imagination.

(f) Facilitates problem solving, critical thinking and evaluation of divergent opinions.

(g) Employs a range of questioning and discussion techniques which elicit responses at a variety of affective and cognitive levels.
(h) Evidences skill in classroom management, including the ability to analyze student questions and behaviors. Responds to changing classroom situations.

(i) Plans for and practices program safety, injury prevention; aware of school safety policies and procedures.

4 Assessment
(a) Demonstrates the ability to use formative and summative assessment procedures to assess and respond to the cognitive, social, and academic needs of all students. This includes the ability to implement changes in the classroom environment/structure, instructional practice, and curricular content (including reading and writing).

(b) Utilizes a variety of formal and informal assessment strategies, including tests, essays, projects, portfolios and oral presentations that evidence student development in the cognitive and affective domains.

(c) Establishes and maintains monitoring practices.

5 Creating a positive learning environment
(a) Demonstrates understanding of individual and group motivation and behavior. Motivates students to participate in learning activities that encourage social interaction, mutual respect, and participation in learning activities.

(b) Communicates effectively with individuals and groups:
   • Talks clearly
   • Listens attentively
   • Expresses enthusiasm and vitality
6 Professionalism

(a) Seeks and makes constructive use of feedback from students, supervisors, and colleagues.

(b) Uses research and other educational resources.

(c) Responds flexibly.

(d) Reflects on and appraises effectiveness of his/her own development as a teacher and identifies areas for growth.

(e) Acts professionally to affect student learning. Works cooperatively and communicates appropriately with parents, supervisors, other teachers, community members and academic resource personnel.

(f) Completes teaching tasks and assignments in a timely and responsible manner.

Completed By: ____________________
Date: ____________________