

**Creighton**  
UNIVERSITY

**Spring  
2012**

## Student Teacher Handbook

**FOR STUDENT TEACHERS  
AND THEIR COOPERATING  
TEACHERS**



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**Creating a Community of Reflective Practitioners**

## TABLE OF CONTENTS

|  | pages     |
|--|-----------|
| Introduction . . . . .   | iv        |
| Attendance Regulations . . . . .   | v         |
| <b>Section I. Philosophy and Expectations of Creighton University’s Education Department</b>                                   |           |
| Section I . . . . .  | 1         |
| Mission Statement of the Education Department . . . . .  | 2         |
| Conceptual Framework/Program Philosophy . . . . .  | 3         |
| Pre-requisites to Student Teaching . . . . .   | 7         |
| A Philosophy of Student Teaching. . . . .  | 7         |
| Student Teaching EDU591, 593 . . . . .   | 8         |
| Programs . . . . .   | 9         |
| The Nature of the Student Teaching Experience. . . . .   | 10        |
| What It Means to be a Reflective Teacher. . . . .  | 12        |
| <b>Section II. Responsibilities of School and University Personnel . . . . .</b>   | <b>13</b> |
| The Student Teacher’s Role . . . . .   | 14        |
| The Cooperating Teacher’s Role. . . . .  | 16        |
| Responsibilities of the Principal . . . . .  | 18        |
| University Supervisor’s Role. . . . .  | 19        |
| <b>Section III. General Information for the Student Teacher . . . . .</b>  | <b>20</b> |
| Information That a Student Teacher Should Seek at His/Her Assignment . . . . .   | 21        |
| Certification. . . Job Placement. . . Evaluation Forms . . . . .   | 22        |
| Status of the Student Teacher in Nebraska. . . . .   | 23        |
| Nebraska School Laws. . . Access to Files. . . . .   | 24        |
| Professionalism. . . General Policies. . . . .   | 25        |
| Regulations and Standards for Professional Practices Criteria<br>(Title 92, Nebraska Administrative Code, Chapter 27). . . . . | 26        |

**TABLE OF CONTENTS** (continued)**Section III** (continued)

|  |    |
|--|----|
| Code of Ethics of the Education Profession. . . NEA. . . . .       | 29 |
| Code of Ethics for the Catholic School Teacher. . . NCEA . . . . . | 31 |

**Section IV. Observation and Evaluation of Student Teachers . . . . . 32**

|  |    |
|--|----|
| Self-Reflection on A Semester of Student Teaching . . . . .                    | 33 |
| Evaluation, Ongoing Developmental Process . . . . .                            | 34 |
| Grading Guideline . . . . .  | 35 |
| Student Teacher Performance Evaluation (Cooperating Teacher) Midterm . . . . . | 36 |
| Student Teacher Performance Evaluation (Student Teacher) Midterm . . . . .     | 39 |
| Student Teacher Performance Evaluation (Cooperating Teacher) Final. . . . .    | 42 |
| Student Teacher Performance Evaluation (Student Teacher) Final . . . . .       | 53 |
| Student Evaluation of the University Supervisor. . . . .                       | 64 |
| Student Evaluation of the Cooperating Teacher. . . . .                         | 66 |

**Section V. Appendices . . . . . 67**

|   |    |
|---|----|
| I. Often Asked Questions . . . . .                                  | 68 |
| II. Working with a Student Teacher . . . . .                        | 71 |
| III. Second Week – Student Teacher Progress Report . . . . .        | 73 |
| IV. Lesson Planning . . . . .                                       | 75 |
| V. Suggested Questions to Ask When Reviewing Lesson Plans . . . . . | 76 |
| VI. Hunter’s Lesson Plan Design . . . . .                           | 77 |
| VII. Lesson Plan Design . . . . .                                   | 78 |
| VIII. Student Teaching Schedule for Long Range Plans . . . . .      | 79 |
| IX. Student Teacher Weekly Progress Report . . . . .                | 81 |
| X. Syllabus for School Observation and Student Teaching . . . . .   | 82 |
| XI. Dress and Personal Appearance Guidelines . . . . .              | 91 |
| XII. Educator Dispositions Concerns Form . . . . .                  | 92 |

## INTRODUCTION

This handbook has been designed to assist the student teacher in understanding the roles and responsibilities of the student teaching programs of Creighton University.

The contents are a combination of ideas from public and private school personnel in the Omaha area, department faculty, other educational personnel throughout the country, and existing literature on student teaching.

A word of thanks goes out to all those individuals who have contributed to the success of our student teaching programs. A request for continued input from everyone involved in the program is encouraged in order that we may better serve the needs of all students.

Any questions concerning this handbook or any aspect of student teaching at Creighton University should be directed to:

Director of Field Experiences  
Education Department  
Creighton University  
2500 California Plaza  
Omaha, NE 68178  
(402) 280-2820  
FAX: (402) 280-1117

In addition to informational items included in this packet, there are specific pages that are to be completed by the student teacher and/or the cooperating teacher. **Please share these with your cooperating/student teacher before they are given to the Director of Field Experiences.**

**Pages to be completed by the student teacher are:**

Appendix III (Second Week of Student Contact - Student Progress Report (student teacher) (p. 73)  
Appendix VIII (Student Teaching Schedule for Long Range Plans (p. 79)  
Appendix IX (Student Teacher Weekly Progress Report) (p. 81) **(due upon request)**  
Student Teacher Evaluation (student teacher) (p. 39) **(Midterm)**  
Student Teacher Evaluation (student teacher) (p. 53) **(Final)**  
Student Evaluation of Cooperating Teacher (p. 66) **(due at end of experience)**  
Student Evaluation of University Supervisor (p. 64) **(due at end of experience)**  
A Reflection on a Semester of Student Teaching (p. 33) **(due at end of semester)**

**Pages to be completed by the cooperating teacher and given to the Director of Field Experiences are:**

Appendix III (Second Week of Student Contact - Student Progress Report (cooperating teacher) (p. 73)  
Student Teacher Evaluation (cooperating teacher) (p. 36) **(Midterm)**  
Student Teacher Evaluation (cooperating teacher) (p. 42) **(Final)**  
Please note that any of these pages may be duplicated for your use.

**ALL REQUIRED FORMS MUST BE ON FILE PRIOR TO ISSUING MIDTERM OR FINAL GRADES.**

# Creighton

UNIVERSITY

## EDUCATION DEPARTMENT

### SPRING SEMESTER 2012

#### ATTENDANCE REGULATIONS

1. Student teaching will begin officially on **MONDAY, January 9, 2012**. Students may want to begin their student teaching with their cooperating teachers immediately after the summer break in order to facilitate their own professional growth. Be advised, however, that students who choose to begin the student teaching experience prior to January 9<sup>th</sup> are still required to observe the official starting and ending dates as identified in this document. We suggest that students contact their cooperating teachers as soon as they are assigned so that appropriate information may be obtained and exchanged.
2. The calendar of the cooperating school will be followed. Illness is the only excused absence. In case of such absence, students are to notify their cooperating teacher/school and their University supervisor. If students miss more than a total of three days during the semester, such time will have to be made up. Student teachers are expected to be of service for the full teaching day.
3. Student teaching will end on **FRIDAY, April 27<sup>th</sup>, 2012**.

**SECTION I**  
**PHILOSOPHY AND EXPECTATIONS OF**  
**CREIGHTON UNIVERSITY'S**  
**EDUCATION DEPARTMENT**

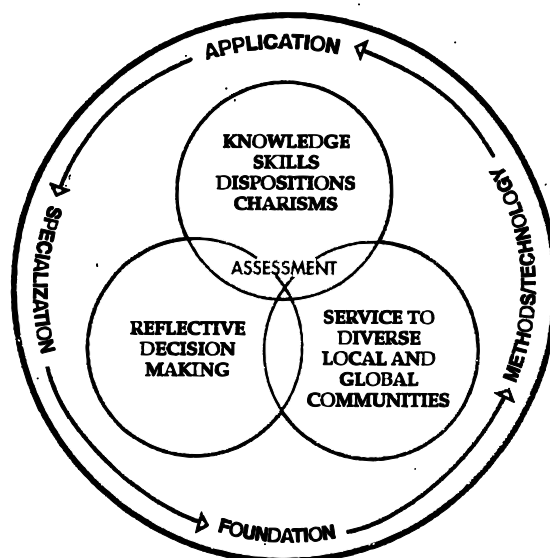
## **EDUCATION DEPARTMENT MISSION**

The mission of Creighton University's Education Department is to empower undergraduate and graduate students to become effective, caring teachers, school administrators, and counselors who desire to work with students and families in schools and agencies.

True to the Jesuit tradition of preparing teachers in education, the department focuses on developing critical thinking, reflective decision-making, and service orientation to promote the general welfare of individuals in the local and global communities. Through collaborative planning and research, the department pursues a future in which educational institutions become communities of inspired leaders.

Creighton's pre-service education students participate in a liberal arts and a professional studies program. The liberal arts provide a broad knowledge base, establish values, and instill an appreciation of cultures. The professional studies programs develop competence, wisdom, and compassion.

Guided by the desire for excellence, the department has a commitment to continuous examination of the curriculum and a commitment to exemplifying the best methodologies for preparing professionals for positions of leadership in the educational community.



***EFFECTIVE LEADERS IN THE JESUIT TRADITION***

**CREIGHTON UNIVERSITY  
EDUCATION DEPARTMENT**

**DESCRIPTION OF THE CONCEPTUAL FRAMEWORK**

The Education Department has summarized its conceptual framework with the following theme:

*“Effective Leaders in the Jesuit Tradition”*

Creighton University, as a Jesuit institution, promotes excellence and the pursuit of truth. There is an intent to educate the whole person and to promote justice. In addition, Creighton describes her purposes as contributing to the betterment of society and providing ethical perspectives for dealing with issues in an increasingly complex world. It is the unit’s belief that these ideals direct the development of leadership as a means of advocating for and changing communities. Teachers, as leaders first in their classrooms, must be advocates and change agents. Achievement of this endeavor depends upon the acquisition of appropriate knowledge, skills, dispositions, and charisms, reflective decision making, service to diverse local and global communities. Effective, authentic assessment activities insure that these are achieved.

The unit’s conceptual framework, first conceived in 1995, articulates the professional education curriculum, design, delivery, and assessment that occurs at Creighton University. The unit’s review and revision of the conceptual framework has continued since that time. In 2000, the unit’s members renewed efforts to integrate charisms, technology, and authentic assessment practices across all programs.

The philosophy underlying the conceptual framework is constructivist, for unit members believe that the learning process is dynamic, rather than passive. Each learner must actively be engaged, build or “construct” meaning based on prior knowledge, skills, and dispositions. Following a constructivist philosophy, unit members share the view that education should be designed to create a sense of self-awareness, since self-awareness is the first step toward becoming a reflective practitioner. This reflective process places the candidate in a position of observing, reflecting, and making critical, reflective decisions (Eby, 1997) in order to solve problems. This would then imply that training programs, in order to be appropriately designed, must be developmental in nature and sequenced in a manner that will allow candidates to acquire knowledge, skills, dispositions (Morrison, 2000) and charisms. In addition, these experiences should be fostered through campus classroom and P-12 experiences. True to this premise, the unit has had partnerships with several metropolitan schools since 1997: Sacred Heart Grade School, St. Cecilia’s Grade School, All Saints Grade School, Lothrop Academy, Jackson Academy, and South High School.

Constructivism also offers an alternative to a behaviorist's approach to student learning. The philosophy recognizes the social setting of classrooms and schools where a student's thoughts, actions, and construction of knowledge are influenced by other learners and social activity of the setting. Students become actively engaged in the learning process and develop critical thinking and problem solving skills within their learning community – the classroom. Of course, this means that teacher education candidates must be observant and resourceful in utilizing the community developed in the classroom.

Essential to effective leaders are knowledge and skills in pedagogy, diversity, and technology. Working from a framework that emphasizes reflective decision making, candidates learn pedagogical strategies and best practices in the methods classes of respective programs. The unit's commitment to prepare candidates to serve diverse local and global communities began with the recognition that the population is changing and candidates often do not resemble the students in their classrooms (Sadker & Sadker, 2003; Ryan & Cooper, 2000; Morrison, 2000). This has culminated in the belief that an understanding of multicultural education and its importance to national unity should be advocated (Banks & Banks, 2000; Gollnick & Chinn, 1986). True to this belief is the endeavor that field experiences should provide opportunities for candidates to work with diverse students (ethnic, socioeconomic, religious, etc.) in diverse settings (urban, suburban, public, and private).

With rapid changes in technology for teaching, learning, and general cultural survival, it is vital that candidates have knowledge and skills for its use as well as valuing the place of technology in schooling and society. Candidates should understand technology's impact on student learning; its use as a cognitive or communication tool, as a means of facilitating instruction, and as a way of assisting special needs students (Morrison, 2000). The role of the teacher is that of a facilitator and guide. Several issues that concern the unit, although not different from society in general, are suitable infrastructure, rising maintenance costs, technology education of supervising on-site teachers, and equity.

Although difficult to delineate into discrete components, the conceptual framework is comprised of three interconnected circles: Knowledge, Skills, Dispositions, and Charisms; Reflective Decision Making; and Service to Diverse Local and Global Communities. Assessment lies at the center of the model to indicate the unit's commitment to ongoing evaluation of candidate growth, student learning, and program effectiveness.

### *Knowledge, Skills, Dispositions, Charisms*

The programs within the Education Department are based upon constructivist philosophy in which effective leaders “construct” learning and understanding from previous knowledge, skills, dispositions, charisms and experiences. These effective leaders acquire knowledge and skills in content and pedagogy (including professional orientation) while facilitating learning for all students. This accomplishment illustrates their attainment of professional dispositions and Ignatian charisms: *cura personalis*, *magis*, men and women for and with others, and contemplation in action. *Cura personalis* refers to a personal care of the whole individual – caring relationships. *Magis* means – “the more” – striving toward excellence. Men and women for and with others specifies service – building community and all inclusive classrooms. Contemplation in action indicates a faith-based process of reflection and prayerful moral and ethical decision making that moves one to action. Teacher education candidates complete this process developmentally by participating first in foundational courses, then methods courses integrated with technology, and finally, application and specialization courses.

Initial preparation programs within the unit have identified and aligned dispositions associated with INTASC standards. Advanced preparation programs have reviewed their respective professional standards and those identified by the state and institution for inclusion within their programs. All preparation programs within the Education Department have adopted four “charisms” as foundational to the set of dispositions identified within our conceptual framework.

Charisms, drawn from Ignatian core values, are defined as special gifts of the Holy Spirit, or God-given graces, which characterize a person or group and are used to contribute to the common good and glorify God in the Church and world (reference). There are several ways to envision charisms. They can be viewed as faith-based core values; individual or group gifts freely given by God to be used for the good of others, not for personal good; found in the Church *and* the secular world; and used as a means to glorify God. The charisms adopted by the Education Department are based on an Ignatian vision and Jesuit Educational Tradition. The charisms selected for inclusion

within the curriculum and educational experiences are: *Cura Personalis*, *Magis*, Men and Women for and with Others, and Contemplation in Action.

CURA PERSONALIS refers to personal concern for the individual. Education takes place within the context of caring relationships – relationships between students and teachers, teachers and parents, families and professional school communities. Students are instilled with an “Ethic of Care” which promotes *human dignity, individual differences, and personal relationships*. Personal concern for the individual can be related to the desire to educate the whole person – intellectually, socially, emotionally, physically, and spiritually/ethically/morally. In the public school setting, this may be referred to as character education (for which the state of Nebraska has just adopted curricular guidelines) or in the Catholic or private school setting as spiritual formation. In addition, education of the whole person focuses on finding God or the sacred in all things. As St. Irenaeus stated, “*The glory of God is the human person fully alive.*”

MAGIS is the term that St. Ignatius and the Jesuit Order use for seeking “the more” or the greater good. Magis can be demonstrated in many ways: striving toward excellence, developing high expectations and standards, fulfilling one’s potential by developing gifts and talents, focusing on continuous school improvement and professional development. The purpose behind this striving would be to serve God and do all things – Ad Majorem Dei Gloriam – for the “greater glory of God”.

MEN AND WOMEN FOR AND WITH OTHERS offers a means by which one can share his/her gifts for the benefits of others. It promotes the building of inclusive classroom and school communities where equality, equity, human rights and responsibilities, and human dignity are fostered. Men and women for and with others also leads to service-learning activities and the promotion of social justice within education and society.

CONTEMPLATION IN ACTION promotes reflection and ethical decision making. It fosters the process of examining one’s life – personal and professional – and advocates mindfulness as opposed to mindlessness. Discernment – *a faith-based process of decision making that is prayerful and includes the moral and ethical dimension* – leads to an action orientation advocated by the Creighton University Education Department in building *Effective Leaders in the Jesuit Tradition*.

#### Reflective Decision Making

The reflective decision making process of the effective leader is initially developed through strengthening of critical thinking and problem solving skills. Effective leaders realize that this is a dynamic, continual process that draws upon research and practical application within the educational setting. Of value to this process are the identification, diagnosis, and interpretation of P-12 student strengths, weaknesses, and educational needs. The effective leader utilizes reflective decision making to evaluate his/her own teaching, actions and consequences, and develops his/her own plan for improvement. In addition, effective leaders are reflective of charisms in program.

#### Service to Diverse Local and Global Communities

The effective leader in the Jesuit tradition demonstrates a commitment to service. It is within field experiences that these effective leaders are exposed to classroom settings in which they come to appreciate diversity and inclusion. The programs within the unit strongly encourage and make accommodations for these opportunities, so that teacher education candidates recognize the plurality of society, interact within that pluralistic society, and become nurturing, effective leaders within those settings.

Teacher education candidates are exposed to workshops and seminars on issues of diversity. The unit’s participation in the Nebraska Partnership for Quality Teacher Education Grant (NPQTE) provided opportunities for candidates to review materials that demonstrated inclusion and brought candidates together with diverse students in service-learning activities. These experiences combined with the many opportunities for service on campus and within the unit prepare candidates to become “*Leaders in the Jesuit Tradition.*”

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- Morrison, G.S. (2000). Teaching in America (2<sup>nd</sup> ed.). Boston: Allyn & Bacon.
- Ryan, K., & Cooper, J.M. (2000). Those who can, teach (9<sup>th</sup> ed.). Boston: Houghton Mifflin.
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## PROGRAM PHILOSOPHY

The program philosophy is based on practical assumptions.

- 📖 The first is that prospective teachers learn in a developmental manner and that courses should be scaffolded on prior knowledge and skills.
- 📖 The second idea is that teacher candidates should reflect on the philosophy and goals to guide their efforts and choice of instructional models, approaches, and strategies.
- 📖 The third assumption is that teachers need to be prepared to work in a variety of settings and adapt approaches and strategies to student characteristics in order to serve all.
- 📖 The last assumption is that teacher candidates need to be familiar with the research literature and with the advancing technology that will enhance their work as professional and educational leaders.

## PRE-REQUISITES TO STUDENT TEACHING

Prior to student teaching, teacher candidates must have successfully completed the following:

- Δ background check with the approved company
- Δ all education courses for their program of study
- Δ minimum 100 hours of field experience
- Δ minimum 2.5 grade point average (no grade of “D” or “F” in education courses)
- Δ register for the Praxis II – Elementary Education Curriculum Instruction and Assessment (EECIA) test (elementary teacher candidates only\*)
- Δ application for student teaching

\* As a result of a federal mandate, teacher training institutions in the state of Nebraska must require students pursuing an elementary education endorsement to complete the Praxis II *Elementary Education: Curriculum, Instruction and Assessment* (EECIA) test. Successful completion of the test with a passing score of 159 is required to be No Child Left Behind (NCLB) qualified in Nebraska. **STUDENTS ARE REQUIRED TO COMPLETE THIS EXAM PRIOR TO STUDENT TEACHING.** More information about NCLB Qualified teachers can be assessed at: <http://www.nde.state.ne.us/federalprograms/nclbqualifiedteachers.htm>.

## A PHILOSOPHY OF STUDENT TEACHING

The ultimate goal of the student teaching programs at Creighton University is to prepare beginning teachers to function effectively in their first professional setting.

We believe that the role of the teacher is to provide an educational setting of experiences where students learn to function and participate in a society in order to protect our freedoms and perpetuate a true democratic society. The setting must take care of both the content and the processes necessary for encouraging the educated person to be an active participant.

The liberal arts core required at Creighton University has the intent of increasing one’s professional commitments that express concerns for human, moral and ethical values, as well as one’s religious convictions. The courses in the areas of value consciousness, humanities, scientific inquiry, and communications and inquiry are the foundation for developing decision-makers who are people-oriented and those who serve others. Those courses, together with other instruction and field experiences in teacher education programs, have brought you to the threshold where you can now put into practice the knowledge, skills and attitudes that you have observed and presented during your preparation.

During this student teaching experience, you will be observed in the areas of:

- ☞ diagnosing the needs of students and planning in order to meet those needs;
- ☞ your ability to communicate visually and orally;
- ☞ selecting appropriate methods and techniques most appropriate for a variety of students and situations;
- ☞ motivating students while enhancing their self-concepts and expectations;
- ☞ your skill in preparing instruments for measuring the progress of students;
- ☞ your skill in organizing and managing the classroom in a productive and humane manner; and
- ☞ your ability to work cooperatively with the professional staff and environment in which you work.

## **STUDENT TEACHING. . . EDUCATION EDU 591**

### **GOALS OF THE PROGRAM**

To provide the student with direct teaching experience in an actual school setting under the supervision and guidance of a highly qualified classroom teacher in the area for which the student teacher is seeking endorsement(s).

### **OBJECTIVES**

The focus of the program is on the student teacher. The student teacher is expected to accept and discharge his/her assigned responsibilities. This will include such activities as:

1. classroom planning;
2. securing necessary materials and equipment;
3. classroom instruction;
4. diagnosis and evaluation of students;
5. supervision of the students and classroom.

In addition, s/he is expected to become acquainted with the school and its personnel, participate in school and community activities, and attend individual and group conferences at the school and at the university.

### **SEMINAR**

EDU 593, Student Teaching Seminar, is a required course that is taken in conjunction with student teaching. During seminar and under the guidance of a master practitioner, student teachers will deal with physical and mental wellness, communication with families and communities, applications, portfolios, interviews, classroom management, and relevant teaching concerns.

### **EVALUATION OF STUDENT TEACHING**

The evaluation of a student teacher is a continuous process during the student's experiences. Conferences are held regularly with the university supervisor and with the cooperating on-site teacher. Strengths, weaknesses, and changes are suggested and/or reinforced as a result of the observations. Midterm and final formal evaluations are conducted and shared with the student teacher.

The student teacher has the opportunity at the conclusion of the experience to evaluate the effectiveness of both the cooperating on-site teacher and the university supervisor. Such data have become useful in judging the kinds of things that we ask him/her to do, his/her reaction to different personalities, and, on rare occasions, an assignment change. As the student teaching experience is completed, each student teacher also will complete a self-evaluation of the experience.

## PROGRAMS

EDUCATION 530 (Elementary School Observation and Student Teaching the Mildly/Moderately Handicapped/Advanced Elementary School Observation and Student Teaching the Mildly/Moderately Handicapped)

EDUCATION 540 (Secondary School Observation and Student Teaching the Mildly/Moderately Handicapped//Advanced Secondary School Observation and Student Teaching the Mildly/Moderately Handicapped)

EDUCATION 591 (Student Teaching)

In this program there are 16 weeks of all-day student teaching. In this program, each student teacher receives an assignment for a full semester in one or more of his/her endorsement areas. Regardless of the program, the student teacher follows the academic calendar of the school to which s/he has been assigned (16 weeks = 640 hours).

EDU 530 and 540 (special education) student teachers are assigned to a regular classroom for one semester and are assigned to their special education student teaching areas for an additional semester. Each experience is worth 3 hours of credit.

Teacher candidates seeking a combination of elementary and mild/moderate disabilities endorsement complete a minimum of two full-day 10 week placements in each endorsement area.

Students are screened by the Selection and Retention Committee, and, if eligible, are placed in a recognized or accredited school under the guidance of a qualified master teacher. University supervisors, all having direct classroom experience, visit the student teachers' classrooms a minimum of nine times during the semester for observation and visitation with the student teachers and their cooperating teachers. (At least six of these visits must be documented observations with reflection by the student teacher and the university supervisor. The other three visits consist of introductory visits within the first week of the placement, midterm evaluations, and closing visits during the last week the placement.) Student teachers have additional conferences with their University supervisors to advise and encourage present and new practices.

Your grade is determined by:

- A. classroom performance (judged by the cooperating on-site teacher and university supervisor),
- B. attendance at scheduled meetings,
- C. written responsibilities (the actual grade is given by the university supervisor. A guide for determining the grade is shared with each student teacher.),
- D. evaluation of supervision by student teacher, and
- E. self-evaluation

## **THE NATURE OF THE STUDENT TEACHING EXPERIENCE**

The primary goal of a sound student teaching program is to provide a realistic experience in which prospective teachers might crystallize ideas and methods under professional guidance. The student teaching program is planned and structured in such a manner that this goal may be achieved.

The student teaching experience requires a great deal of the student teacher. It is necessary for the student teacher to engage in many new activities that are both mental and physical in nature. S/He has the primary responsibility for planning and executing daily and long-range plans. The student teacher needs to establish and maintain a close subordinate-supervisor relationship with a premium placed on ingenuity and creativity. This takes place in a context of interpersonal relationships with a number of people, resulting in new learning experiences for the student teacher.

Effective student teaching is a tremendous challenge, one much greater than the student usually anticipates even with forewarnings and preparatory course work. This is a new experience for the student, a very comprehensive and important period, and, as such, it may be an unsettling transition period. Fortunately, administrators in the cooperating schools make this transition somewhat easier by enlisting the aid of the most dedicated, highly recommended, cooperating teachers.

In the student teaching program at Creighton University, a student teacher teaches all day for one semester. The most commonly asked question from both the cooperating teacher and the student teacher during the field experience centers around the problem of timing the student's assumption of responsibility; in other words, how much, how soon? In the paragraphs that follow, a series of sequentially staged experiences is discussed. These steps may serve as a working outline. However, cooperating teachers may find that each of the steps may be compressed or extended according to the readiness of the particular student teacher.

### **STEP I: INDUCTION**

The student teacher becomes familiar with the classroom procedures and routines. Some of these activities might include: learning the names of the students, observing the students and their reactions during class, transitions from one classroom activity to another, specific techniques of presentation, demonstration, supervision and discipline. On a separate page entitled "Information for Cooperating Teachers," there is a list of informational ideas that a cooperating teacher may wish to share with the student teacher. During this time, frequent conferences are indispensable to establishing a close, forthright relationship between the cooperating teacher and the student teacher.

### **STEP II: BIT TEACHING**

Generally, after a short time, the student teacher is ready to assume a few of the administrative and procedural tasks of the classroom. Such chores as roll-taking, grade recording, assisting in other routines, and non-instructional activities will bring the student teacher into closer contact with the pupils and will serve to build his/her self-confidence. Also, during this time, the student teacher should be ready to assume "bit-teaching" responsibilities. In bit-teaching situations, the

student teacher is responsible for leading brief, instructional sessions in a specific learning activity. Bit-teaching determines readiness to assume full-time teaching responsibility.

During this phase, the student teacher and the cooperating teacher(s) should plan cooperatively both bit-teaching and the first teaching units for which the student will be responsible. This planning also should include some long-range plans for the student teacher so that s/he can develop a perspective of his/her overall progression.

### **STEP III: INITIAL TEACHING**

As soon as readiness is judged to be adequate, the student teacher is directed carefully in taking over responsible, full-time teaching with detailed planning and frequent cooperative evaluation. The cooperating teacher(s) should have ample time for a very thorough, advance discussion of the student teacher's lesson plans prior to their presentation.

After these tentative trials and an intensive evaluation, the student teacher should begin to assume responsibility for teaching a subject (elementary) or a class (secondary). It is recommended that subjects and classes be added to the student teacher's load only after s/he has gained command of the first responsibilities. The cooperating teacher(s) continue(s) to provide the necessary support in the form of approval of lesson plans, advance discussions, observation and evaluation, and constructive encouragement and criticism on a pre-established basis.

### **STEP IV: FULL TEACHING**

Hopefully, within five or six weeks, but varying according to individual readiness, the student should assume a full teaching load within his/her schedule. As the term "full load" implies, the student teacher should perform **all** of the activities that surround the ongoing program of instruction, class management, and pupil observation.

During this stage of student teaching, both the cooperating teacher(s) and the student teacher should engage in frequent, highly specific evaluation sessions. Sometimes the cooperating teacher(s) hesitate(s) to offer suggestions to the student teacher for fear of shaking his/her self-confidence, and likewise, the student teacher may tend to resent suggestions when s/he is "on his/her own." However, the student teacher actively should invite criticism by encouraging the cooperating teacher to critique methods, planning and management.

### **STEP V: PHASE-OUT**

When a few days remain before the student teaching period ends, and depending upon the desires of all parties, the student teacher might enter other areas of experience.

A student teacher may wish to experiment with new instructional methods. If so, s/he and the cooperating teacher may agree upon a series of experiences which will contribute to the growth of the student teacher and the pupils.

The student teacher also may wish to pursue activities **outside** the assigned classroom by a structured program of observation or other activities that have been developed cooperatively which will aid in the continued growth of the student teacher.

## WHAT IT MEANS TO BE A REFLECTIVE TEACHER

In 1933, John Dewey made an important distinction in conceptualizing teachers' practices when he identified routine and reflective action. He defined routine action as teaching acts characterized by authority, impulse and tradition. Persons who teach from this perspective uncritically accept the defined practices of schools and set about to find the most efficient and effective way to carry out these practices. They overlook the possibility that other, if not more desirable, options exist. For example, day-to-day school practices (e.g., the goals, problems, and methods of solving problems) are dealt with routinely. To the extent that every day practices continue in prescribed ways without major interruption, schooling practices are viewed typically as non-problematic, that is, not warranting examination or change.

Conversely, Dewey defines reflective action “. . . as behavior which involves active, persistent, and careful consideration of any belief or practice in light of the grounds that support it and the future consequences to which it leads.” (Grant and Zeichner, 1984, p. 4) Reflective action involves meeting and responding to problems. Persons who teach from this perspective analyze actively their teaching practices and the educational, social, democratic and political contexts in which their teaching is embedded. For example, traditional planning practices are examined and alternative planning methods are explored.

Dewey refers to three attitudes as prerequisite to reflective action. They are:

1. open-mindedness,
2. responsibility, and
3. wholeheartedness.

Dewey's concept of **open-mindedness** refers to an active desire to consider more than one perspective, to give full attention to alternate possibilities, and to recognize the possibility of error, even in the beliefs that are dearest to us. To be open-minded implies that alternate solutions to existing practices can and probably should be explored. Reflective teaching means that teachers hold attitudes that are characterized by open-mindedness about the content, methods and procedures used in the classroom and will critically analyze traditional practices. (Apple and King, 1977; Zeichner, 1981.)

An attitude of **responsibility**, according to Dewey, involves thorough consideration of the consequences which result from their teaching action. Responsibility requires teachers to ask themselves why they are doing various things in the classroom. Teachers have an obligation to consider the consequences of their decisions in relation to the lives of the students whom they teach.

According to Dewey, reflective teaching means that teachers have, and demonstrate, responsible attitudes.

The third and final attitude, **wholeheartedness**, implies that open-mindedness and responsibility are central to the lives of reflective teachers who vigorously seek out and assume responsibility for the education of their students. An attitude of wholeheartedness requires a dedicated and committed approach to teaching all students, not just a few, and impels the teacher to learn about the uniqueness of each student so that optimal educational experiences can be supplied.

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**SECTION II**  
**RESPONSIBILITIES OF SCHOOL**  
**AND**  
**UNIVERSITY PERSONNEL**

## **THE STUDENT TEACHER'S ROLE**

Student teachers are university students who are given the opportunity to experience the full role and meaning of teaching in a real school setting. Student teachers share with cooperating teachers the instructional responsibilities of a classroom. They work with colleagues, parents, and administrators in becoming teachers. Student teachers work under the guidance of the cooperating teachers and with the supervision of the university supervisor.

### **RESPONSIBILITIES OF THE STUDENT TEACHER**

The student teaching program at Creighton University places priority on developing student teachers' abilities to become **reflective practitioners**. As a required field experience for teacher education students, the program will provide a time for learning, experimentation, critical analysis and practice. In so doing, the student teacher will have certain responsibilities.

**KNOWLEDGE** – The student will:

1. bring to the teaching experience adequate knowledge in the areas of basic subject matter, human growth and development, and teaching strategies and procedures.
2. develop an understanding of the role of administrators, teachers, lay people, support staff, and the board of education in determining school policies and in decision making.
3. read the school policy manual to become familiar with essential information in order to comply with all school system and building regulations including the school calendar which regularly employed teachers are expected to observe.
4. analyze classroom interaction in order to determine the degree of participation by the various members of the class and alter such interaction if deemed appropriate.
5. observe a variety of classes (unique programs, exemplary teachers, varied levels, etc.). Check with the cooperating and/or the building principal as to whom you might observe.

**DISPOSITIONS** – The student will:

1. display a highly professional attitude with respect to confidential information about children and youth and with respect to relationships and practices with colleagues, and the respective educational systems.
2. adhere to the code of ethics of the education profession.
3. display enthusiasm and interest in all phases of the teaching experience.
4. abide by patterns of conduct expected of professional personnel.
5. be punctual; will report on time for all school appointments and duties including school meetings and functions required of other teachers and staff.
6. place duties and responsibilities ahead of personal desires.
7. strive to exemplify the attitudes and actions of a teacher rather than those of a student.

8. demonstrate responsibility in accepting and completing assigned tasks.
9. dress appropriately for a professional person.
10. accept constructive feedback and engage in regular self-appraisal.
11. contact the cooperating teacher and university supervisor if ill, and turn in appropriate form to the university supervisor.
12. remember that the cooperating teacher is legally responsible for the class and that the student teacher should assume no authority that has not been delegated by the cooperating teacher.

**SKILLS** – The student will:

1. plan all work and submit plans to the cooperating teacher and the university supervisor (if required) prior to teaching a lesson. Include, when necessary, safety rules for the pupils to follow.
2. attempt a variety of teaching techniques (discovery, problem solving, lecture, simulations, discussion, independent learning, games, demonstrations, etc.) in an effort to discover and develop a personal style of teaching. If needed, set short-term goals for improvement of communication skills (voice quality and projection, non-verbal skills, use of media, opening motivators and closure, etc.).
3. experience the use of varied media in the instructional process. Prepare bulletin boards and displays to accompany and enhance ongoing classroom work.
4. participate in one or more extra-curricular activities including parent-teacher conferences, if available. If available, share in the preparation of formal pupil progress reports to parents.
5. assume responsibilities in identifying student needs. If necessary, provide alternative methods for non-readers or other special needs children to so that they may obtain the required information from the printed page.
6. design varied tests and/or evaluation procedures. Then select, use and interpret objective data and records in understanding and guiding pupil growth. Follow up with appropriate remedial or “challenge” lessons.
7. complete other tasks and activities as directed by the cooperating teacher and/or university supervisor which are appropriate for a particular student teaching situation.
8. assume supervisory responsibilities (playground, corridors, lunchrooms, buses, school events, etc.) along with the cooperating teacher.
9. interact with non-teaching personnel (custodians, secretaries, nurses, cooks, etc.), and discover how all must relate effectively within the school setting.
10. interact with pupils in informal situations (playgrounds, corridors, school functions, library, study hall, lunchroom, etc.).

**BE INNOVATIVE!!!**

## **THE COOPERATING TEACHER'S ROLE**

Cooperating teachers are responsible for the direct supervision of teacher education students assigned to them. They provide appropriate professional experience for their student teachers and help gather objective data on their teaching effectiveness. Cooperating teachers share their expertise in teaching as they guide the student teaching experience. The cooperating teachers and University supervisors are members of a team that facilitates professional laboratory experiences for the student teacher.

The role of the cooperating teacher cannot be taken too lightly. The cooperating teacher is the initial, and often the indirect lifelong, mentor of the student teacher during the student teaching experience. The cooperating teacher is an experienced master teacher who teaches the children/youth and guides and supervises a student teacher in all professional experiences. The tasks and responsibilities enumerated below are not intended to be all-inclusive but only representative. The cooperating teacher should:

1. be willing to work with a student teacher as part of an instructional team.
2. confer frequently with the student teacher concerning evaluation of his/her work and future plans.
3. help the student teacher relate the theory to practice.
4. clarify the philosophy and goals of teaching with the student teacher. Explain how classroom management is governed according to this philosophy.
5. prepare a tentative short-range and long-range plan for the student teacher to assume classroom responsibilities.
6. allow the student teacher to first work with individual students and small groups and gradually assume the responsibility for the entire class. (In a sixteen-week placement, it is suggested that the responsibility for teaching the entire class would be for a six-week minimum.)
7. share information of the cultural background of his/her students as well as helpful information about each student.
8. discuss with the student teacher the expected behaviors as appropriate with his/her respective classrooms, school buildings, and in conjunction with the responsibilities as described in the previous section for the student teacher.
9. write a letter to the parents providing the student teacher's name and the necessity and function of student teaching.
10. prepare his/her pupils for the arrival of the student teacher emphasizing the fact that this will be a teaching team with the student teacher having an authoritative position.
11. help establish good rapport between the student teacher and other school personnel.
12. orient the student teacher to the school building, regulations, use of machines, materials and supplies.
13. orient the student teacher as to expected mannerisms.
14. describe the racial make-up of the school, the economic and social conditions of the neighborhood, busing schedule, etc.

15. assist the student teacher during the first full week when observation is the norm by providing an observation guide that will help make this time valuable.
16. provide the student teacher with seating charts or some means for him/her to become familiar with the names of the students with whom s/he will be working.
17. orient the student teacher to general classroom management.
18. acquaint the student teacher with audio-visual equipment in the school, the procedures for securing the same, and give the necessary help to insure effective use.
19. discuss the type of lesson plan desired.
20. provide a desk, file drawer space, and a place for coats and belongings.
21. set up definite procedures for conferencing.
22. encourage the student teacher to observe ways in which to enrich the curriculum by bringing outside materials from the curriculum laboratory or other sources into the classroom.
23. inform the principal and the university supervisor promptly should the student teacher encounter serious problems.
24. prepare the necessary evaluations of the student teacher's performance.
25. complete other forms as requested by the University.

## **RESPONSIBILITIES OF THE PRINCIPAL**

The principal is the administrator for a given building or buildings. S/He is responsible for what happens in her/his respective building(s). S/He works directly with the teachers and the staff in her/his respective building(s). A student teacher should be considered as another teacher in his/her building(s) and should be expected to function in a similar capacity. Regarding student teachers per se, the principal should:

1. approve or reject any cooperating teacher or student teacher assigned to the school.
2. orient the professional and support staff and the school community to the student teachers and the student teaching program.
3. facilitate the acceptance of student teachers by the faculty of the school in which they are doing their student teaching.
4. confer with student teachers individually or in groups concerning the philosophy of the school and provide them with appropriate school district policy and/or procedure manuals.
5. explain all school policies thoroughly, including the philosophy of the school, disciplinary responsibilities, liability provisions and insurance protection, staffings and referral procedures, special teachers, length of the school day, holidays, parent conferences and the reasons for them, the duties of the department chairs (if appropriate), fire drills, tornado drills, cafeteria procedures, etc.
6. acquaint them with special services provided for pupils.
7. indicate which staff meetings, professional meetings, and committee meetings are open to student teachers and invite them to attend.
8. encourage them to attend parent-teacher and similar meetings.
9. make possible a program of direct experiences for student teachers through which they may be guided toward a better understanding of what constitutes good teaching.
10. provide for a sharing of experiences which will give the student teachers an overall view of the total school program.
11. remain informed about the progress of the student teachers through visits with cooperating teachers and/or university supervisors.

## UNIVERSITY SUPERVISOR'S ROLE

University supervisors of student teachers are faculty members at Creighton University. They spend time in school settings working with teacher education students, and they share, with cooperating teachers, the responsibility for the professional growth of student teachers. The university supervisor works collaboratively with school personnel in designing and implementing the most appropriate and effective experiences for each student teacher. University supervisors are actively involved in research, writing, and service activities which may involve cooperating teachers and their respective school districts. The university supervisor has the responsibility to:

1. maintain open communication and good personal relationships with student teacher and cooperating teacher(s).
2. inform the cooperating teacher of any university expectations, including due dates for reports, conferences, and/or evaluations.
3. assist the cooperating teacher(s) in planning learning experiences and performing other supervisory responsibilities.
4. observe the student teacher in school activities and keep informed of the student's progress. University supervisors, all having direct classroom experience, visit the student teachers' classrooms a minimum of nine times during the semester for observation and conversation with the student teachers and their cooperating teachers. (At least six of these visits must be documented observations with reflection by the student teacher and the university supervisor. The other three visits consist of introductory visits within the first week of the placement, midterm evaluation visits, and closing visits during the last week of the placement.)
5. participate in a conference with the student teacher and his/her cooperating teacher(s) as a follow-up to a school visit.
6. write a visitation report after each visit and/or observation reporting on the strengths and/or weaknesses of the student teacher.
7. serve as a resource person to the cooperating teacher, student teacher, principal and other building personnel.

**SECTION III**  
**GENERAL INFORMATION FOR THE**  
**STUDENT TEACHER**

## **INFORMATION THAT A STUDENT TEACHER SHOULD SEEK AT HIS/HER ASSIGNMENT**

Cooperating teachers may wish to share the following items with a student teacher. The list should not be construed to be all-inclusive nor that all items are appropriate for all situations.

- I. Introduction
  - A. Information about yourself
  
- II. School
  - A. Mission
  - B. Rules and administrative procedures
    - 1. reporting/learning time
    - 2. budget
  - C. Floor plan
  - D. Faculty
  - E. Unclassified personnel
  - F. Fire/other drills
  - G. Schedules
  - H. Assembly schedules
  
- III. Class(es)
  - A. Classroom rules and procedures
  - B. Customary classroom practices
  - C. Materials/resources used
  - D. Daily teaching schedule
  - E. Schedule of special responsibilities
    - 1. Parent-teacher conferences
    - 2. Extra-curricular and out-of-classroom duties
  
- IV. Community
  - A. Background
  - B. What parents expect from the school
  - C. Social opportunities

## **CERTIFICATION**

In order to fulfill a teaching contract, a prospective teacher must be certified by the state in which s/he is to be employed. Certification by the state is **not** an automatic event upon graduation and must be initiated by the student. If you desire certification by the State of Nebraska, you must obtain the necessary forms and instructions from the Education Department at Creighton University.

## **JOB PLACEMENT**

The Teacher Placement Office at Creighton University **assists** new enrollees and experienced enrollees in securing positions and helps administrators in hiring qualified candidates by maintaining personal credential files for the students' use. Enrollees may receive vacancy notices, interview schedules, and general information relating to communities, school districts, names, addresses and salary schedules of the school reporting these vacancies. The actual acquisition of a position is the student's responsibility.

## **EVALUATION FORMS**

Included in this folder are the Second Week Student Progress Report and Student Teacher Performance Evaluation forms to be completed by the cooperating teacher and student teacher. Forms are to be returned to the university supervisor and Director of Field Experience.

# **STATUS OF THE STUDENT TEACHER IN NEBRASKA**

## **LEGISLATIVE BILL 175**

**Approved by the Governor, March 1, 1971**

Introduced by Fern Hubberd Orme, 29<sup>th</sup> District; Gerald Stromer, 36<sup>th</sup> District

AN ACT relating to education; to define terms; to provide for the student teachers or interns as prescribed; and to provide duties.

Be it enacted by the people of the State of Nebraska.

Section 1. As used in this act, student teacher or intern shall mean student enrolled in an institution of higher learning approved by the State Board of Education for teacher training and who is jointly assigned by such institution of higher learning and a board of education to student teach or intern under the direction of a regularly employed certificated teacher under the rules and regulations of such board of education and any other part of the school program for which either the cooperating teacher or the principal is responsible.

Section 2. A student teacher or intern under the supervision of a certified teacher, principal, or other administrator shall have the protection of the laws accorded the certificated teacher, principal or other administrator and shall, while acting as such student teacher or intern, comply with all rules and regulations of the local board of education and observe all duties assigned certificated teacher.

Section 3. It shall be the responsibility of a cooperation with the principal or other administrator and the representative of the teacher preparation institution, to assign to the student teacher or intern responsibilities and duties that will provide adequate preparation for teaching.

Section 4. Whenever in this act, board of education is referred to and the school that a student teacher or intern is referred to does not have a board of education, such terms shall be the person or the governing body that administers such a school.

## **NEBRASKA SCHOOL LAWS**

### **ACCESS TO FILES**

79-4, 156. Any teacher, administrator, or full-time employee of any public school district shall, upon his request, have access to his personnel file maintained by the district and shall have the right to attach a written response to any item in such file, and he may in writing authorize any other person to have access to such file, which authorization shall be honored by the district. Such access and right to attach a written response shall not be granted with respect to letters of recommendation solicited by the employer which appear in the personnel file. No other person shall be granted access to such file nor shall the contents thereof be divulged in any manner to any authorized person.

79-4, 157. Any pupil in any public school, his parents, guardians, teachers, counselors, or school administrators shall have access to the school's files or records maintained concerning him. No other person shall have access thereto nor shall the contents thereof be divulged in any manner to any unauthorized person. All such files or records shall be so maintained as to separate academic and disciplinary matters and all disciplinary material shall be removed and destroyed upon the pupil's graduation or after his continuous absence from the school for a period of three years, and after authorization, is given by the State Records Board pursuant to section 84-1201 to 84-1220.

## PROFESSIONALISM

A word about professionalism is warranted. Being professional has many meanings.

It means **commitment** to the pupils in the class. Do nothing to harm or in any way hurt them. Do all in your power to provide assistance.

It means **discretion**. Teachers come in contact with many private pieces of information regarding people, whether they are students, teachers, administrators or community members. Confidential information about people should remain confidential.

It also means **respect** for others working in the school. Interference or gossip is always taboo.

It means **integrity**. Do what is stated in the best manner possible. Be responsible in undertaking and adhering to the commitments made.

## GENERAL POLICIES

VACATIONS: Student teachers will follow their assigned schools' schedules once student teaching begins.

ABSENCES: Student teachers are responsible for notifying the cooperating on-site teacher, university supervisor, and, if necessary, the building principal when they are unable to meet their student teaching assignments. If the student teacher is forced to be absent from the student teaching assignment and knows in advance, every effort must be made to make necessary arrangements. Excessive absences must be made up by the student teacher. Generally, no more than three absences will be allowed.

JOB INTERVIEWS: Students are encouraged to make arrangements for late afternoon interviews during the student teaching segment of the professional semester.

EXTRA-CURRICULAR PARTICIPATION: Students participating in extra-curricular activities such as athletics must do their student teaching in the "off-semester," i.e., baseball in spring, soccer in fall. When the activity encompasses two semesters, the student must decide which semester will be used.

## **REGULATIONS AND STANDARDS FOR PROFESSIONAL PRACTICES CRITERIA**

### **TITLE 92, NEBRASKA ADMINISTRATIVE CODE, CHAPTER 27**

Section 004     Standards of Ethical and Professional Performance for Holders of Public School Certificates

The following standards apply to all holders of public school certificates.

27.02 Preamble: The educator shall believe in the worth and dignity of human beings. Recognizing the supreme importance of the pursuit of truth, the devotion to excellence and the nurture of democratic citizenship, the educator shall regard as essential to these goals the protection of the freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator shall accept the responsibility to practice the profession to these ethical standards.

The educator shall recognize the magnitude of the responsibility he or she has accepted in choosing a career in education, and engages, individually and collectively with other educators, to judge his or her colleagues, and to be judged by them, in accordance with the provisions of this chapter.

The standards listed in this section are held to be generally accepted minimal standards for public school certificate holders in Nebraska with respect to ethical and professional conduct and are, therefore, declared to be the criteria of ethical and professional performance adopted pursuant to the provisions of Section 79-1282 R.R.S. for holders of public school certificates.

If the certificate holder is employed in a nonpublic school, that context shall be taken into account in the application of these standards.

004.02 – Principle I – Commitment as Professional Educator: Fundamental to the pursuit of high educational standards is the maintenance of a professional possessed of individuals with high skills, intellect, integrity, wisdom, and compassion. The educator shall exhibit good moral character, maintain high standards of performance, and promote equality of opportunity.

In fulfillment of the educator's contractual and professional responsibilities, the educator:

004.02A Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.

004.02B Shall not discriminate on the basis of race, color, creed, sex, marital status, age, national origin, ethnic background, or handicapping condition.

004.02C Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence professional decisions.

004.02D Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.

004.02E Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.

004.02F Shall not sexually harass students, parents or school patrons, employees, or board members.

004.02G Shall not have had revoked for cause in another state a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special services counseling certificate is issued in Nebraska.

004.02H Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.

004.02I Shall report to the Commissioner any known violation of 004.02G, 004.04E, or 004.05B of this chapter.

004.02J Shall seek no reprisal against any individual who has reported a violation of this chapter.

004.03 – Principle II – Commitment to the Student: Mindful that a profession exists for the purpose of serving the best interests of the client, the educator shall practice the profession with genuine interest, concern, and consideration for the student. The educator shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

004.03A Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the student access to varying points of view.

004.03B Shall not deliberately suppress or distort subject matter for which the educator is responsible.

004.03C Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.

004.03D Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.

004.03E Shall keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes, or is required by law.

004.03F Shall not tutor for remuneration students assigned to his or her classes unless approved by the local board of education.

004.03G Shall not discipline students using corporal punishment.

004.04 Principle III – Commitment to the Public: The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The educator bears particular responsibility for instilling an understanding of and confidence in the rule of law, a respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession.

In fulfillment of the obligation to the public, the educator:

004.04A Shall not misrepresent an institution with which the educator is affiliated, and shall take added precautions to distinguish between the educator's personal and institutional views.

004.04B Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.

004.04C Shall neither offer nor accept gifts or favors that will impair professional judgment.

004.04D Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.

004.04E Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory.

004.04F Shall, with reasonable diligence, attend to the duties of his or her professional position.

004.05 Principle IV – Commitment to the Profession: In the belief that the quality of the services to the education professional directly influences the nation and its citizens, the educator shall exert very effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. The educator shall believe that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to the profession, the educator:

004.05A Shall provide upon the request of an aggrieved party, a written statement of specific reasons for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.

004.05B Shall not misrepresent his or her professional qualifications, nor those of colleagues.

004.05C Shall practice the profession only with proper certification, and shall actively oppose the practice of the profession by persons known to be unqualified.

004.06 Principle V – Commitment to the Professional Employment Practices: The educator shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The educator shall believe that sound personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to professional employment practices, the educator:

004.06A Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.

004.06B Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.

004.06C Shall give prompt notice to the employer of any change in availability of service.

004.06D Shall conduct professional business through designated procedures, when available, that have been approved by the employing agency.

004.06E Shall not assign to unqualified personnel, tasks for which an educator is responsible.

004.06F Shall permit no commercial or personal exploitation of his or her professional position.

004.06G Shall use time on duty and leave time for the purpose for which intended.

## **CODE OF ETHICS OF THE EDUCATION PROFESSION . . . NEA**

### **PREAMBLE**

*The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.*

*The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.*

*The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.*

### **PRINCIPLE I . . . Commitment to the Student**

The educator measures his/her success by the progress of each student toward realization of his/her potential as a worthy and effective citizen. The educator, therefore, works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. The educator. . .

1. Shall not without just cause restrain the students from independent action in his/her pursuit of learning, and shall not without just cause deny the student access to varying points of view.
2. Shall not deliberately suppress or distort subject matter for which s/he bears responsibility.
3. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
4. Shall conduct professional business in such a way that s/he does not expose the student to unnecessary embarrassment or disparagement.
5. Shall not on the grounds of race, color, creed, or national origin exclude any student from participation in or deny him/her benefits under any program, nor grant any discriminatory consideration or advantage.
6. Shall not use professional relationships with students for private advantage.
7. Shall keep in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
8. Shall not tutor for remuneration students assigned to his/her classes, unless no other qualified teacher is reasonably available.

### **PRINCIPLE II . . . Commitment to the Public**

The educator believes that patriotism in its highest form requires dedication to the principles of our democratic heritage. S/He shares with all other citizens the responsibility for the development of sound public policy and assumes full political and citizenship responsibilities. The educator bears particular responsibility for the development of policy relating to the extension of educational opportunities for all and for interpreting educational programs and policies to the public. The educator. . .

1. Shall not misrepresent an institution or organization with which s/he is affiliated, and shall take adequate precautions to distinguish between his/her personal and institutional or organizational views.
2. Shall not knowingly distort or misrepresent the facts concerning educational matters in direct and indirect public expression.

3. Shall not interfere with a colleague's exercise of political and citizenship rights and responsibilities.
4. Shall not use institutional privileges for private gain or to promote political candidates or partisan political activities.
5. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, or offer any favor, service, or thing of value to obtain special advantage.

### **PRINCIPLE III. . . Commitment to the Profession**

The educator believes that the quality of the services of the education professional directly influences the nation and its citizens. S/He, therefore, exerts every effort to raise professional standards, to improve his/her service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. Aware of the value of united effort, s/he contributes actively to the support, planning and programs of professional organizations. The educator. .

1. Shall not discriminate on the grounds of race, color, creed or national origin for membership in professional organizations nor interfere with the free participation of colleagues in the affairs of their association.
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities.
3. Shall not use coercive means or promise special treatment in order to influence professional decisions of colleagues.
4. Shall withhold and safeguard information inquired about colleagues in the course of employment, unless disclosure serves professional purposes.
5. Shall not refuse to participate in a professional inquiry when requested by an appropriate professional association.
6. Shall provide upon the request of the aggrieved party a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
7. Shall not misrepresent his/her professional qualifications.
8. Shall not knowingly distort evaluations of colleagues.

### **PRINCIPLE IV. . . Commitment to Professional Employment Practices**

The educator regards the employment agreement as a pledge to be executed both in spirit and in fact in a manner consistent with the highest ideals of professional service. S/He believes that sound professional personnel relationships with governing boards are built upon personal integrity, dignity, mutual respect. The educator discourages the practice of his/her profession by unqualified persons. The educator. . .

1. Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
2. Shall apply for a specific position only when it is known to be vacant and shall refrain from underbidding or commenting adversely about other candidates.
3. Shall not knowingly withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
4. Shall give prompt notice to the employing agency of any change in availability or nature of a position.
5. Shall not accept a position when so requested by the appropriate professional organization.
6. Shall adhere to the terms of a contract or appointment unless these are altered by a unilateral action of the employing agency.
7. Shall conduct professional business through channels, when available, that have been jointly approved by the professional organization and the employing agency.
8. Shall not delegate assigned tasks to unqualified personnel.
9. Shall permit no commercial exploitation of his/her professional position.
10. Shall use time granted for the purpose for which it is intended.

## **CODE OF ETHICS for the Catholic School Teacher**

The professional conduct of every educator affects attitudes about the teaching profession and Catholic education. Aware of the importance of maintaining the confidence of students, parents, colleagues, and the Church community, Catholic educators strive to sustain the highest degree of ethical conduct.

### **COMMITMENT TO STUDENTS**

*Catholic education is an expression of the mission entrusted by Jesus to the Church He founded. Through education the Church seeks to prepare its members to proclaim the Good News and to translate this proclamation into action. Since the Christian vocation is a call to transform oneself and society with God's help, the educational efforts of the Church must encompass the twin purposes of personal sanctification and social reform in light of Christian Values.*

(To Teach as Jesus Did)

**The Catholic educator makes the well-being of students the foundation of all decisions and actions. Therefore, the Catholic educator:**

- Provides educational assistance with respect and reverence for each student.
- Preserves the student's right to privacy by judiciously protecting information that is confidential.
- Protects students when their well-being is threatened by unsafe, incompetent, unethical, or illegal actions of any person – student or adult.

### **COMMITMENT TO THE MINISTRY OF TEACHING**

*Education is one of the most important ways by which the Church fulfills its commitment to the dignity of the person and building of community. Community is central to educational ministry both as a necessary condition and an ardently desired goal. The educational efforts of the Church must therefore be directed to forming persons-in-community; for the education of the individual Christian is important not only to his (or her) solitary destiny but also the destinies of the many communities in which he (or she) lives.*

(To Teach as Jesus Did)

**The Catholic educator performs teaching responsibilities with diligence and integrity. Therefore, the Catholic educator:**

- Enhances self-competence by continuing education to increase knowledge and skills.
- Fosters a philosophy of education which encourages lifelong learning.
- Promotes professionalism by respecting and preserving the privacy and dignity of colleagues.
- Upholds the authority of the parish when communicating with parents, students, and the community.

### **COMMITMENT TO THE COMMUNITY**

*The success of the Church's educational mission will also be judged by how well it helps the Catholic community to see the dignity of human life with the vision of Jesus and involve itself in the search for solutions to the pressing problems of society. Christians are obliged to seek justice and peace in the world. Catholics individually and collectively should join wherever possible with all persons of good will in the effort to solve problems in ways which constantly reflect Gospel values.*

(To Teach as Jesus Did)

**The Catholic educator believes the Catholic community is both an agent of appropriate change and a preserver of basic tradition. Therefore, the Catholic school educator:**

- Regards the learning community as an integral part of the parish and a vital force for preparing future Church and civic leaders.
- Develops peacemaking strategies that reflect Christian problem-solving techniques.
- Designs and develops age-appropriate activities that foster leadership within the school community.
- Challenges students to respond to the needs of the time and live out their Christian virtues.

*[Code of Ethics developed by the Department of Elementary Schools, National Catholic Educational Association, through the special efforts of Chairperson Ms. Ann Pizelo, Sr. Mary Theo O'Meara, B.V.M., Mrs. Mary Piotrowski, and Sr. Mary Peter Traviss, O.P.]*

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**SECTION IV**  
**OBSERVATION AND EVALUATION**  
**OF**  
**STUDENT TEACHERS**

Name \_\_\_\_\_

## **A REFLECTION ON A SEMESTER OF STUDENT TEACHING**

1. I introduced the following new techniques in my teaching this semester:
  
2. I tried to improve pupils' reading skills in this manner:
  
3. A. I used these major visual aids during the school year (names of films, videos, recordings):  
  
B. I made use of these resources (people, places, things) from the neighborhood and community:
  
4. A. I asked for my cooperating on-site teacher's(s') help in these areas:  
  
B. I asked for my university supervisor's(s') help in these areas:
  
5. I tried to get to know each child better by:
  
6. A. I was able to identify these children with exceptional skills (first name and ability):  
  
B. I was able to identify these children with learning difficulties (first name of child and nature of the difficulty):
  
7. I had disciplinary issues such as (first name of child and nature of problem):
  
8. My disciplinary situations arose because:
  
9. As I look back, I am most pleased with those teaching activities that:
  
10. As I look back, I probably need to work to improve the following:
  
11. My greatest contribution to my class as a whole was:

## EVALUATION, ONGOING DEVELOPMENTAL PROCESS

Creighton University's student teaching program is built around the concept of continuous evaluation. It is extremely important that the cooperating teacher and the University supervisor share in the continuous evaluation of the student teacher. Objective, defensible and growth-promoting evaluation is based on the process of data collection. Gathering and using information that will be helpful to the student teacher requires diligent professional attention that will be given to the supervisory conference cycle. This all-important cycle begins with formal and informal observations of the student teacher in action. Through the use of a variety of data collection tools, the University supervisor and the cooperating teacher can collect objective information that can be extremely valuable in helping the student teacher grow. The supervisory conference cycle is completed when a formal or informal conference is held to discuss what has been observed.

### Conferencing

Systematically observing, analyzing and reflecting on collected data and providing feedback to the student teacher are the most important responsibilities that a cooperating teacher has during a student teaching experience. By meeting observation and conference responsibilities, the cooperating teacher helps the student teacher reflect on teaching effectiveness and the development of self-evaluation skills. The cooperating teacher should hold weekly conferences in addition to daily informal conversations. The university supervisor should hold similar conferences before and after a formal observation.

Information sharing between the cooperating teacher and the University supervisor regarding the student teacher's progress is critical. Such communication can occur during three-way conferences, two-way conferences or via telephone conversations.

The following tips will help to insure effective conferences:

- 📖 Observation notes, which can be used to stimulate recall of the student teacher's performance, are very beneficial.
- 📖 Each person approaches the conference open-mindedly, ready to share and listen to various viewpoints.
- 📖 Mutual trust and respect are maintained between those involved.
- 📖 Purposes for the conference are defined clearly.
- 📖 Progress from conference to conference is examined and discussed.
- 📖 Conferences are private and conducted out of the presence of pupils and/or other faculty. Confidentiality is professional and necessary for establishing the mutual trust and respect mentioned above.

Feedback, then, is a way of giving help and is a primary tool in helping the student teacher grow. Throughout the entire supervisory conference cycle, the student teacher should be apprised of his/her progress and performance both verbally and in writing. These practices should facilitate the final evaluation process. Cooperating teachers are encouraged to pay particular attention to the information on mid-term and final evaluations. It is extremely helpful to the continuous evaluation process if the cooperating teacher is fully aware of and understands all the evaluation criteria.

### Reference

- Porter, L. (1982). Giving and receiving feedback: It will never be easy, but it can be better. In L. Porter and B. Mohr (eds.), NTL Reading Book for Human Relations Training, 7<sup>th</sup> ed. Arlington, VA: NTL Institute, pp. 42-45.

## **GRADING GUIDELINES FOR UNIVERSITY SUPERVISORS OF STUDENT TEACHERS**

### **RATIONALE:**

The university supervisor is the one who issues the midterm and final grade. The supervisor uses the measurements of his/her student's teaching performance, planning skills, promptness, professional demeanor, acceptance of responsibilities, and overall concern for the profession in awarding the student teaching grade for each student.

The midterm grade will be based on student teaching performance during the first eight weeks. The final grade will be based on overall student teaching performance and the final evaluation process. The Student Teacher Evaluation and **Overall Evaluation** are to be completed by the cooperating teacher and the student teacher.

The evaluation of a student teacher is a continuous process during the student's experiences. Conferences are held regularly with the university supervisor and with the cooperating on-site teacher. **Strengths, weaknesses, and changes are suggested and/or reinforced as a result of the observations.** Midterm and final formal evaluations are conducted and shared with the student teacher.

Numbers are assigned to levels of quality of performance from superior to weak. The criteria to reach each level are clearly indicated on the evaluation form, thus making it possible for the cooperating teacher to assess the student's teaching performance. Your grade is determined by classroom performance judged by the cooperating on-side teacher and university supervisor.

The grading scale is shown below:

- A Outstanding achievement
- B+ Unusual degree of intellectual initiative
- B Above average attainment
- C+ Upper average work
- C Average work
- D Inferior but passing
- F Failure



## MIDTERM STUDENT TEACHER EVALUATION

To be completed by: Cooperating Teacher

Student Teacher \_\_\_\_\_ Dates of Student Teaching \_\_\_\_\_

School \_\_\_\_\_ Subject and/or Grade \_\_\_\_\_

Evaluator \_\_\_\_\_ Position/Title \_\_\_\_\_

**Instructions:** *The purpose of this form is to provide the student with feedback during the first eight weeks of student teaching. Place a checkmark in the appropriate place in the checkbox for performance outcomes being assessed and provide some written comments of the final page of this form. Please share this completed evaluation with the student teacher.*

- \* **TARGET:** The teacher candidate demonstrates outstanding knowledge and skill in the designated area of teaching performance.
- \* **ACCEPTABLE:** The teacher candidate demonstrates basic knowledge and skill in the designated area of teaching performance.
- \* **UNACCEPTABLE:** The teacher candidate demonstrates little or no evidence of knowledge or skill in the designated area of teaching performance.

|  | <i>TARGET</i> | <i>ACCEPTABLE</i> | <i>UNACCEPTABLE</i> |
|--|---------------|-------------------|---------------------|
| <b>Knowledge of Subject Matter</b>   |               |                   |                     |
| Demonstrates knowledge and skills in the subject matter of lessons.  |               |                   |                     |
| Incorporates a variety of appropriate resources and instructional strategies into lesson plans.  |               |                   |                     |
| Organizes content into appropriate components and sequences for instruction.   |               |                   |                     |
| <b>Human Development and Learning</b>  |               |                   |                     |
| Takes into account students' prior learning, learning needs, interests, and student diversity.   |               |                   |                     |
| Shows a working knowledge of educational theory, child development, history, and philosophical foundations and the dimensions of classroom as teaching occurs. |               |                   |                     |
| Uses vocabulary appropriate to students' age, background and interests.  |               |                   |                     |
| <b>Adapting Instruction for Diverse Learners</b>   |               |                   |                     |
| Is cultural sensitive in communication and instruction.  |               |                   |                     |
| Uses materials that include multicultural perspectives and the respect for all groups.   |               |                   |                     |
| Is conscious of the need to plan for individual needs.   |               |                   |                     |

|  | <i>TARGET</i> | <i>ACCEPTABLE</i> | <i>UNACCEPTABLE</i> |
|--|---------------|-------------------|---------------------|
| <b>Variety of Instructional Strategies</b>   |               |                   |                     |
| Incorporates strategies for motivating students using relevant and interesting subject matter and activities.                |               |                   |                     |
| Explains and proceeds in small steps at an appropriate pace to suit the activity and student response.                       |               |                   |                     |
| Provides clear directions, instructions, and explanations  |               |                   |                     |
| <b>Classroom Motivation and Management</b>   |               |                   |                     |
| Circulates in the classroom, intervening when necessary, checking on individual and group understanding of activity/content. |               |                   |                     |
| Recognizes and responds appropriately to individual differences and group learning needs.                                    |               |                   |                     |
| Meets unusual situations with calm manner.   |               |                   |                     |
| <b>Communication Skills</b>  |               |                   |                     |
| Uses clear, fluent, and grammatically correct spoken and written language.   |               |                   |                     |
| Asks clearly phrased, well-sequenced questions at a variety of cognitive levels.   |               |                   |                     |
| Develops and communicates a personal vision of teaching.   |               |                   |                     |
| <b>Instructional Planning Skills</b>   |               |                   |                     |
| Prepares detailed lesson plans for all lessons taught.   |               |                   |                     |
| Selects and organizes material wisely, pre-planning evident; purpose is evident.   |               |                   |                     |
| Obtains and organizes equipment and materials for instruction.   |               |                   |                     |
| <b>Assessment of Student Learning</b>  |               |                   |                     |
| Assesses student learning using a variety of appropriate assessment techniques and instruments                               |               |                   |                     |
| Checks frequently for understanding.   |               |                   |                     |
| Provides timely and effective feedback to students.  |               |                   |                     |
| <b>Reflective Practice and Development of Professional Qualities</b>   |               |                   |                     |
| Flexibility and adaptability are apparent in daily practices.  |               |                   |                     |
| Responds appropriately to feedback from others by listening, interpreting, and implementing suggestions.                     |               |                   |                     |
| Shows evidence of maturity and professional judgment.  |               |                   |                     |
| <b>Partnerships</b>  |               |                   |                     |
| Establishes positive relationships and a classroom climate based on mutual trust and respect.                                |               |                   |                     |
| Makes effort to cooperate and get along with people.   |               |                   |                     |
| Establishes professional relationships with the educational community.   |               |                   |                     |

|   | <i>TARGET</i> | <i>ACCEPTABLE</i> | <i>UNACCEPTABLE</i> |
|---|---------------|-------------------|---------------------|
| <b>Ignatian//Jesuit Charisms</b>  |               |                   |                     |
| Aware of individual differences and strategies to reduce inequity.  |               |                   |                     |
| Strives toward excellence; participates in professional development activities.                                       |               |                   |                     |
| Makes effective decisions, considering moral and ethical issues.  |               |                   |                     |
| <b>Technology</b>   |               |                   |                     |
| Uses technology resources for learning, communication, and productivity.  |               |                   |                     |
| Plans and delivers learning opportunities that integrate computers into the classroom.                                |               |                   |                     |
| Applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities. |               |                   |                     |

### FEEDBACK ON PROFESSIONAL GROWTH

**Strengths:**

**Suggestions/Areas for Growth:**

### GRADING SCALE

|    |   |   |                      |
|----|---|---|----------------------|
| A  | Outstanding achievement                   | C | Average work         |
| B+ | Unusual degree of intellectual initiative | D | Inferior but passing |
| B  | Above average attainment                  | F | Failure              |
| C+ | Upper average work                        |   |                      |

**Your recommendation for a midterm grade \_\_\_\_\_**



## MIDTERM STUDENT TEACHER EVALUATION

*To be completed by: Student Teacher*

Student Teacher \_\_\_\_\_ Dates of Student Teaching \_\_\_\_\_

School \_\_\_\_\_ Subject and/or Grade \_\_\_\_\_

Evaluator \_\_\_\_\_ Position/Title \_\_\_\_\_

***INSTRUCTIONS:*** *The purpose of this form is to provide an opportunity for self-evaluation of the first eight weeks of student teaching. Place a checkmark in the appropriate place in the checkbox for performance outcomes being assessed and provide some written comments of the final page of this form. Please share this completed evaluation with your cooperating teacher and university supervisor. The student teacher is responsible for submitting a copy to the seminar instructor.*

- \* **TARGET:** The teacher candidate demonstrates outstanding knowledge and skill in the designated area of teaching performance.
- \* **ACCEPTABLE:** The teacher candidate demonstrates basic knowledge and skill in the designated area of teaching performance.
- \* **UNACCEPTABLE:** The teacher candidate demonstrates little or no evidence of knowledge or skill in the designated area of teaching performance.

|  | <i>TARGET</i> | <i>ACCEPTABLE</i> | <i>UNACCEPTABLE</i> |
|--|---------------|-------------------|---------------------|
| <b>Knowledge of Subject Matter</b>   |               |                   |                     |
| Demonstrates knowledge and skills in the subject matter of lessons.  |               |                   |                     |
| Incorporates a variety of appropriate resources and instructional strategies into lesson plans.  |               |                   |                     |
| Organizes content into appropriate components and sequences for instruction.   |               |                   |                     |
| <b>Human Development and Learning</b>  |               |                   |                     |
| Takes into account students' prior learning, learning needs, interests, and student diversity.   |               |                   |                     |
| Shows a working knowledge of educational theory, child development, history, and philosophical foundations and the dimensions of classroom as teaching occurs. |               |                   |                     |
| Uses vocabulary appropriate to students' age, background and interests.  |               |                   |                     |
| <b>Adapting Instruction for Diverse Learners</b>   |               |                   |                     |
| Is cultural sensitive in communication and instruction.  |               |                   |                     |
| Uses materials that include multicultural perspectives and the respect for all groups.   |               |                   |                     |
| Is conscious of the need to plan for individual needs.   |               |                   |                     |

|  | <i>TARGET</i> | <i>ACCEPTABLE</i> | <i>UNACCEPTABLE</i> |
|--|---------------|-------------------|---------------------|
| <b>Variety of Instructional Strategies</b>   |               |                   |                     |
| Incorporates strategies for motivating students using relevant and interesting subject matter and activities.                |               |                   |                     |
| Explains and proceeds in small steps at an appropriate pace to suit the activity and student response.                       |               |                   |                     |
| Provides clear directions, instructions, and explanations  |               |                   |                     |
| <b>Classroom Motivation and Management</b>   |               |                   |                     |
| Circulates in the classroom, intervening when necessary, checking on individual and group understanding of activity/content. |               |                   |                     |
| Recognizes and responds appropriately to individual differences and group learning needs.                                    |               |                   |                     |
| Meets unusual situations with calm manner.   |               |                   |                     |
| <b>Communication Skills</b>  |               |                   |                     |
| Uses clear, fluent, and grammatically correct spoken and written language.   |               |                   |                     |
| Asks clearly phrased, well-sequenced questions at a variety of cognitive levels.   |               |                   |                     |
| Develops and communicates a personal vision of teaching.   |               |                   |                     |
| <b>Instructional Planning Skills</b>   |               |                   |                     |
| Prepares detailed lesson plans for all lessons taught.   |               |                   |                     |
| Selects and organizes material wisely, pre-planning evident; purpose is evident.   |               |                   |                     |
| Obtains and organizes equipment and materials for instruction.   |               |                   |                     |
| <b>Assessment of Student Learning</b>  |               |                   |                     |
| Assesses student learning using a variety of appropriate assessment techniques and instruments                               |               |                   |                     |
| Checks frequently for understanding.   |               |                   |                     |
| Provides timely and effective feedback to students.  |               |                   |                     |
| <b>Reflective Practice and Development of Professional Qualities</b>   |               |                   |                     |
| Flexibility and adaptability are apparent in daily practices.  |               |                   |                     |
| Responds appropriately to feedback from others by listening, interpreting, and implementing suggestions.                     |               |                   |                     |
| Shows evidence of maturity and professional judgment.  |               |                   |                     |
| <b>Partnerships</b>  |               |                   |                     |
| Establishes positive relationships and a classroom climate based on mutual trust and respect.                                |               |                   |                     |
| Makes effort to cooperate and get along with people.   |               |                   |                     |
| Establishes professional relationships with the educational community.   |               |                   |                     |

|   | <i>TARGET</i> | <i>ACCEPTABLE</i> | <i>UNACCEPTABLE</i> |
|---|---------------|-------------------|---------------------|
| <b>Ignatian//Jesuit Charisms</b>  |               |                   |                     |
| Aware of individual differences and strategies to reduce inequity.  |               |                   |                     |
| Strives toward excellence; participates in professional development activities.                                       |               |                   |                     |
| Makes effective decisions, considering moral and ethical issues.  |               |                   |                     |
| <b>Technology</b>   |               |                   |                     |
| Uses technology resources for learning, communication, and productivity.  |               |                   |                     |
| Plans and delivers learning opportunities that integrate computers into the classroom.                                |               |                   |                     |
| Applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities. |               |                   |                     |

### FEEDBACK ON PROFESSIONAL GROWTH

**Strengths:**

**Suggestions/Areas for Growth:**

### GRADING SCALE

|    |   |   |                      |
|----|---|---|----------------------|
| A  | Outstanding achievement                   | C | Average work         |
| B+ | Unusual degree of intellectual initiative | D | Inferior but passing |
| B  | Above average attainment                  | F | Failure              |
| C+ | Upper average work                        |   |                      |

**Your recommendation for a midterm grade \_\_\_\_\_**

### FINAL STUDENT TEACHER EVALUATION

To be completed by: Cooperating Teacher

Student Teacher \_\_\_\_\_ Dates of Student Teaching \_\_\_\_\_

School \_\_\_\_\_ Subject and/or Grade \_\_\_\_\_

Semester Fall \_\_\_\_ Spring \_\_\_\_ Endorsement \_\_\_\_\_

Evaluator \_\_\_\_\_ Position/Title \_\_\_\_\_

**Instructions:** As you evaluate the work of this student teacher, please keep in mind that your rating should compare him/her with other student teachers or beginning teachers rather than with an experienced teacher. Place a mark above the column which best describes your student teacher. Mark appropriately any items for which you have no opportunity to model or observe. This form will be used for the final rating. Please share this completed evaluation with the student teacher.

| TARGET<br>4.0 | ACCEPTABLE<br>3.5 3.0 2.5 2.0 |  |  |  | UNACCEPTABLE<br>1.5 1.0 .5 |  |  |
|---------------|-------------------------------|--|--|--|----------------------------|--|--|
|---------------|-------------------------------|--|--|--|----------------------------|--|--|

#### I. KNOWLEDGE OF SUBJECT MATTER

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

##### 1. Knowledge Of Schooling

|   |  |   |   |
|---|--|---|---|
| Incorporates knowledge of the moral, social and political dimensions of classrooms, teaching and school law and policy in all interactions. | Shows a working knowledge of the moral, social and political dimensions of classrooms, teaching, and school law and policy in most interactions. | Seems to understand, but rarely incorporates knowledge of the moral, social and political dimensions of classrooms, teaching and school law and policy. | Does not show an understanding of the moral, social and political dimensions of classrooms, teaching and school law and policy. |
|---|--|---|---|

No opportunity to model or observe

COMMENTS: \_\_\_\_\_

##### 2. Organization of Subject Matter

|  |   |  |   |
|--|---|--|---|
| Subject matter is well organized; presents lessons in well-structured sequence; is creative. | Presents lessons in well-ordered sequence; prepares class for work required; states directions clearly. | Lessons and subject matter readily understood by majority of students. | Needs considerable help in organizing subject matter. |
|--|---|--|---|

No opportunity to model or observe

COMMENTS: \_\_\_\_\_

| <b>TARGET</b><br><b>4.0</b> | <b>ACCEPTABLE</b><br><b>3.5 3.0 2.5 2.0</b> |  |  |  | <b>UNACCEPTABLE</b><br><b>1.5 1.0 .5</b> |  |  |
|-----------------------------|---|--|--|--|--|--|--|
|-----------------------------|---|--|--|--|--|--|--|

### 3. Mastery of Subject Matter and Pedagogical Strategies

|  |   |   |  |
|--|---|---|--|
| Has excellent background in the central concepts, content, tools of inquiry, and structures of the disciplines and uses initiative to keep ahead of his/her subject. Can enrich content to be learned. | Shows evidence of good subject matter background. Uses text and related material as sources of information. | Knowledge is sufficient for most situations. Favors topic s/he knows best. Needs greater depth and breadth. | Makes errors of facts; has inadequate background. Lacks depth and breadth. |
|--|---|---|--|

No opportunity to model or observe

COMMENTS: \_\_\_\_\_

## II. HUMAN DEVELOPMENT AND LEARNING

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

### 1. Knowledge of Students

|   |   |  |   |
|---|---|--|---|
| Integrates a mastery of educational theory, cultural and ethnic diversity child development, history, and philosophical foundations and the dimensions of classrooms in the construction and implementation of lessons. | Shows a working knowledge of educational theory, child development, history, and philosophical foundations and the dimensions of classrooms as teaching occurs. | Seems to understand educational theory, child development, history, and philosophical foundations of classrooms but rarely applies this knowledge to classroom practice. | Is unable to integrate educational theory, child development, history, and philosophical foundations and the dimensions of classrooms in day-to-day teaching. |
|---|---|--|---|

No opportunity to model or observe

COMMENTS: \_\_\_\_\_

## III. ADAPTING INSTRUCTION FOR DIVERSE LEARNERS

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

### 1. Knowledge of Students

|   |   |  |   |
|---|---|--|---|
| Integrates a mastery of educational theory, cultural and ethnic diversity child development, history, and philosophical foundations and the dimensions of classrooms in the construction and implementation of lessons. | Shows a working knowledge of educational theory, child development, history, and philosophical foundations and the dimensions of classrooms as teaching occurs. | Seems to understand educational theory, child development, history, and philosophical foundations of classrooms but rarely applies this knowledge to classroom practice. | Is unable to integrate educational theory, child development, history, and philosophical foundations and the dimensions of classrooms in day-to-day teaching. |
|---|---|--|---|

No opportunity to model or observe

COMMENTS: \_\_\_\_\_

| <b>TARGET</b><br><b>4.0</b> | <b>ACCEPTABLE</b> |            |            |            | <b>UNACCEPTABLE</b> |            |           |
|-----------------------------|-------------------|------------|------------|------------|---------------------|------------|-----------|
|                             | <b>3.5</b>        | <b>3.0</b> | <b>2.5</b> | <b>2.0</b> | <b>1.5</b>          | <b>1.0</b> | <b>.5</b> |

## 2. Recognition of Individual Differences

|   |   |   |  |
|---|---|---|--|
| Shows sincere care for children, is very sensitive and able to identify, interpret, and diagnose the needs of individuals and plans activities accordingly. | Is conscious of the need to plan to individual needs. With assistance can make these plans. | Reacts to obvious differences. Tends to consider that all pupils are alike. | Assumes all students learn at same rate. Lacks knowledge of individual pupils. |
| <input type="checkbox"/> No opportunity to model or observe   |   |   |  |

COMMENTS: \_\_\_\_\_

## 3. Infusion of Multiculturalism

|   |  |  |  |
|---|--|--|--|
| Chooses materials and methods that infuse a valued sense of multiculturalism and positive interactions throughout the curriculum. | Uses materials often that include multicultural perspectives and the respect for all groups. | Uses materials as provided to illustrate multicultural perspectives. | Does not include opportunities for including multicultural perspectives in the curriculum. |
| <input type="checkbox"/> No opportunity to model or observe   |  |  |  |

COMMENTS: \_\_\_\_\_

## IV. VARIETY OF INSTRUCTIONAL STRATEGIES

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

### 1. Knowledge of Pedagogy

|  |  |  |  |
|--|--|--|--|
| Adapts techniques and material to varied abilities, backgrounds, and needs of pupils; utilizes wide variety of instructional aids. | Usually makes effective choices of learning experiences in terms of goal organization; utilizes some instructional aids. | Makes use of different techniques or methods occasionally. | Usually limits teaching to text; one technique; does not make good use of other methods. |
| <input type="checkbox"/> No opportunity to model or observe  |  |  |  |

COMMENTS: \_\_\_\_\_

### 2. Effective Teaching

|   |  |  |  |
|---|--|--|--|
| Shows knowledge of the models of pedagogical strategies used to teach each academic area and to enrich the instruction of diverse and exceptional students. | Usually makes effective choices of learning experiences in terms of goals; utilizes some instructional aids. | Makes use of different techniques or methods occasionally. | Usually limits teaching to text; one technique; does not make good use of other methods. |
| <input type="checkbox"/> No opportunity to model or observe   |  |  |  |

COMMENTS: \_\_\_\_\_

| <b>TARGET</b><br><b>4.0</b> | <b>ACCEPTABLE</b> |     |     |     | <b>UNACCEPTABLE</b> |     |    |
|-----------------------------|-------------------|-----|-----|-----|---------------------|-----|----|
|                             | 3.5               | 3.0 | 2.5 | 2.0 | 1.5                 | 1.0 | .5 |

### 3. Uses Appropriate Questioning Techniques, Including Higher Order Questions and Wait Time

|  |  |   |   |
|--|--|---|---|
| Continually uses appropriate questioning techniques, including higher order questions and wait time. | Often uses appropriate questioning techniques, including higher order questions and wait time. | Has demonstrated the use of appropriate questioning techniques, including higher order questions and wait time. | Has not demonstrated the use of appropriate questioning techniques, including higher order questions and wait time. |
|--|--|---|---|

No opportunity to model or observe

COMMENTS: \_\_\_\_\_

## V. CLASSROOM MOTIVATION AND MANAGEMENT

The teacher candidate uses an understanding of individual and group motivation and classroom management techniques to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

### 1. Classroom Organizational and Management Systems

|  |  |   |   |
|--|--|---|---|
| Maintains good control; develops self-discipline; shows ability to foresee and avoid development of problems in order to facilitate instruction. | Meets unusual situation with calm manner. Is able to resolve problems with minimum of confusion. | Handles normal classroom duties with growing skill; establishes rapport with most but not all students. | Makes classroom control a challenge; has discipline problems which impair learning. |
|--|--|---|---|

No opportunity to model or observe

COMMENTS: \_\_\_\_\_

### 2. Motivation

|  |  |  |   |
|--|--|--|---|
| Uses student interest, needs and experiences as springboards to create learning experiences that make subject matter and learning meaningful for students. | Blends extrinsic and intrinsic motivation. | Shows some ability to motivate students. | Lacking or inadequate; uses externally imposed motivation entirely. |
|--|--|--|---|

No opportunity to model or observe

COMMENTS: \_\_\_\_\_

### 3. Has a Positive Effect on Student Learning

|  |   |  |   |
|--|---|--|---|
| Has a strongly positive effect on student learning which is evaluated and in turn informs the development of future learning activities. | Has a positive effect on student learning which is shown by educational evaluation. | Can show a measurable positive effect on student learning. | Is unable to provide evidence of a positive effect on student learning. |
|--|---|--|---|

No opportunity to model or observe

COMMENTS: \_\_\_\_\_

| TARGET<br>4.0 | ACCEPTABLE |     |     |     | UNACCEPTABLE |     |    |
|---------------|------------|-----|-----|-----|--------------|-----|----|
|               | 3.5        | 3.0 | 2.5 | 2.0 | 1.5          | 1.0 | .5 |

#### 4. Atmosphere/Climate

|  |  |   |   |
|--|--|---|---|
| Self-discipline; spirit of cooperation and respect evident; feeling of mutual interest; easily approached. | Some evidence of pupils and teacher working together; receives active pupil participation; is successful at bringing pupils into class activities. | Has classes which are generally responsive; elicits students through questions and activities; class normally responsive. | Little evidence of students and teacher working together; classes usually unresponsive. |
|--|--|---|---|

No opportunity to model or observe

COMMENTS: \_\_\_\_\_

### VI. COMMUNICATION SKILLS

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

#### 1. Communicative Ability

|   |                                    |   |                          |
|---|------------------------------------|---|--------------------------|
| Exceptionally clear and convincing in expressing him/herself in speaking and writing; able to communicate, present, and pace the learning material. | Speaks and writes reasonably well. | Poor expression – tries but does not succeed very well. | Inept talker and writer. |
|---|------------------------------------|---|--------------------------|

No opportunity to model or observe

COMMENTS: \_\_\_\_\_

#### 3. Rapport with Children and Ability to Communicate Effectively with Parents, Other Members of the Educational Family, and the Larger Community

|   |   |  |  |
|---|---|--|--|
| Has ability to establish excellent relationships with all people. | Normally gets along well with people. Shows sincere interest in others. | Generally able to get along with others. Willing to work to improve. | Needs improvement. Has difficulty in establishing relations with other people. |
|---|---|--|--|

No opportunity to model or observe

COMMENTS: \_\_\_\_\_

### VII. INSTRUCTIONAL PLANNING SKILLS

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

#### 1. Develops Thematic Units Integrating Several Subjects

|  |  |  |   |
|--|--|--|---|
| Develops thematic units that integrate several subjects showing a great knowledge of subject areas and leading to greatly enriched student learning. | Develops thematic units that integrate only a few subjects to increase learning. | Attempts the integration of subjects into thematic units only as required by the curriculum. | Retains separated instruction in all subject areas. |
|--|--|--|---|

No opportunity to model or observe

COMMENTS: \_\_\_\_\_

| <b>TARGET</b><br><b>4.0</b> | <b>ACCEPTABLE</b> |            |            |            | <b>UNACCEPTABLE</b> |            |           |
|-----------------------------|-------------------|------------|------------|------------|---------------------|------------|-----------|
|                             | <b>3.5</b>        | <b>3.0</b> | <b>2.5</b> | <b>2.0</b> | <b>1.5</b>          | <b>1.0</b> | <b>.5</b> |

## 2. Effective Planning

|   |  |   |   |
|---|--|---|---|
| Has flexible plan; provides for individual needs based on an understanding of the physical, social, emotional, cognitive, and linguistic development of students and their community; selects best techniques for presentation. | Selects and organizes material wisely; pre-planning evident; purpose is evident. | Shows some ability in selection and organization of material; accepts materials already prepared. | Shows confusion about what to do and where to begin; lacks ability to plan. |
| <input type="checkbox"/> No opportunity to model or observe   |  |   |   |

COMMENTS: \_\_\_\_\_

## VIII. ASSESSMENT OF STUDENT LEARNING

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

### 1. Has a Positive Effect on Student Learning

|  |   |  |   |
|--|---|--|---|
| Has a strongly positive effect on student learning which is evaluated and in turn informs the development of future learning activities. | Has a positive effect on student learning which is shown by educational evaluation. | Can show a measurable positive effect on student learning. | Is unable to provide evidence of a positive effect on student learning. |
| <input type="checkbox"/> No opportunity to model or observe  |   |  |   |

COMMENTS: \_\_\_\_\_

### 2. Effective Teaching

|   |  |  |  |
|---|--|--|--|
| Shows knowledge of the models of pedagogical strategies used to teach each academic area and to enrich the instruction of diverse and exceptional students. | Usually makes effective choices of learning experiences in terms of goals; utilizes some instructional aids. | Makes use of different techniques or methods occasionally. | Usually limits teaching to text; one technique; does not make good use of other methods. |
| <input type="checkbox"/> No opportunity to model or observe   |  |  |  |

COMMENTS: \_\_\_\_\_

### 3. Evaluation

|  |   |   |   |
|--|---|---|---|
| Well planned; superior ability shown to develop, interpret, apply, and report results of appropriate assessment strategies including formal and informal strategies to analyze student work in order to diagnose weakness and plan teaching. | Different measurement techniques used; developing skill in evaluating pupil progress. | Tendency only to evaluate faculty knowledge; beginning to see evaluation for more than grading alone. | Poorly planned and organized; used only for grades; only one type of evaluation used. |
| <input type="checkbox"/> No opportunity to model or observe  |   |   |   |

COMMENTS: \_\_\_\_\_

| TARGET<br>4.0 | ACCEPTABLE |     |     |     | UNACCEPTABLE |     |    |
|---------------|------------|-----|-----|-----|--------------|-----|----|
|               | 3.5        | 3.0 | 2.5 | 2.0 | 1.5          | 1.0 | .5 |

## IX. REFLECTIVE PRACTICE AND DEVELOPMENT OF PROFESSIONAL QUALITIES

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

### 1. Attitude and Ability to Evaluate His/Her Own Teaching

|  |  |   |   |
|--|--|---|---|
| Flexible and open to change, acts professionally on all suggestions; seeks help for self-improvement. Recognizes to a great extent his/her own successes and failures. | Happy to receive suggestions; is willing to try them; is objective about self-improvement. | Adequate response; has a desire to improve and works effectively in that direction. | Responds when convenient; is sometimes defensive or evasive; resents and ignores suggestions. |
| <input type="checkbox"/> No opportunity to model or observe  |  |   |   |

COMMENTS: \_\_\_\_\_

### 2. Judgment

|  |   |   |  |
|--|---|---|--|
| Self-reliant; reasons clearly; sees long-term effects of his/her action. | Usually responds to crisis intelligently; explores various aspects of situation; seeks advisement on complex problems if necessary. | Recognizes and generally accepts the critical judgment of others and acts according to his/her own convictions. | Makes hasty decisions; does not perceive effect of action; does not seek advice. |
| <input type="checkbox"/> No opportunity to model or observe              |   |   |  |

COMMENTS: \_\_\_\_\_

### 3. Initiative and Enthusiasm

|  |   |   |  |
|--|---|---|--|
| Creative in problem-solving. Shows insights in recognizing and dealing with a variety of situations. | Recognizes most situations where action is needed. Uses good judgment in utilizing appropriate means. | Recognizes many situations requiring action; deals effectively with routine situations. | Recognizes only obvious problem situations; hesitant to act on own initiative. |
| <input type="checkbox"/> No opportunity to model or observe  |   |   |  |

COMMENTS: \_\_\_\_\_

### 4. Strives for Excellence

|   |   |   |  |
|---|---|---|--|
| Has done an outstanding job; assumes teaching role easily; is an unusually fine prospect; willingly accepts responsibilities above and beyond the requirements of the assignment. | Has done a thoroughly competent job; assumes teaching role well; is a good prospect for teaching. | Has done an acceptable job; can assume teaching role with success under most circumstances; is willing to learn and has ability to develop into a successful teacher. | Has done unacceptable job, but under further tutelage could become acceptable. |
| <input type="checkbox"/> No opportunity to model or observe   |   |   |  |

COMMENTS: \_\_\_\_\_

| <b>TARGET</b><br><b>4.0</b> | <b>ACCEPTABLE</b> |     |     |     | <b>UNACCEPTABLE</b> |     |    |
|-----------------------------|-------------------|-----|-----|-----|---------------------|-----|----|
|                             | 3.5               | 3.0 | 2.5 | 2.0 | 1.5                 | 1.0 | .5 |

### 5. Poise

|  |   |   |  |
|--|---|---|--|
| Exhibits self-confidence and inspires confidence. Well poised. | Usually at ease in situations. Handles situations with patience and calmness. | Occasionally annoyed by events and relationships; generally able. | Easily upset; uncertain; loses self-control; lacks confidence. |
| <input type="checkbox"/> No opportunity to model or observe    |   |   |  |
| COMMENTS: _____  |   |   |  |

### 6. Dependability

|  |  |   |   |
|--|--|---|---|
| Unvaryingly punctual in completing assignment. Goes beyond duties which were assigned. | Seldom late with assignments. Shows a strong sense of dependability. | Normally is reasonably prompt in completing assignments and appointments. | Makes excuses and alibis for non-fulfillment of promises and obligations. Frequently absent and late. |
| <input type="checkbox"/> No opportunity to model or observe                            |  |   |   |
| COMMENTS: _____  |  |   |   |

### 7. Attendance and Punctuality

|   |  |   |  |
|---|--|---|--|
| Rarely late or absent; informs ahead of time if unable to meet obligation; exceptional dependability. | Regular in attendance and punctual for assignments; normally dependable. | Some irregularity in attendance; has tendency to use defensive mechanism; generally punctual. | Is absent frequently, not dependable; shows little concern for inconvenience caused. |
| <input type="checkbox"/> No opportunity to model or observe   |  |   |  |
| COMMENTS: _____   |  |   |  |

### 8. Tactfulness and Ability to Follow Legal, Ethical and Professional Guidelines

|   |  |                            |  |
|---|--|----------------------------|--|
| Exhibits unusual diplomacy and perception with pupils and adults in following legal, ethical and professional guidelines. | Uses discretion in handling confidential information and difficult situations. | Normally shows discretion. | Uses little discretion in relation with professional personnel, pupils and/or parents. |
| <input type="checkbox"/> No opportunity to model or observe   |  |                            |  |
| COMMENTS: _____   |  |                            |  |

### 9. Professional Appearance

|   |   |                                   |                            |
|---|---|-----------------------------------|----------------------------|
| Invariably clothed and groomed in the best of taste.        | Consistently meets all the essentials of good grooming. | Is usually appropriately groomed. | Careless in dress; untidy. |
| <input type="checkbox"/> No opportunity to model or observe |   |                                   |                            |
| COMMENTS: _____   |   |                                   |                            |

| TARGET<br>4.0 | ACCEPTABLE<br>3.5 3.0 2.5 2.0 |  |  |  | UNACCEPTABLE<br>1.5 1.0 .5 |  |  |
|---------------|-------------------------------|--|--|--|----------------------------|--|--|
|---------------|-------------------------------|--|--|--|----------------------------|--|--|

### 10. Sense of Humor

|  |   |   |   |
|--|---|---|---|
| Keen sense of humor; uses it to improve instruction and relieve tension. | Readily perceives humor; uses humor to hold interest. | Occasionally uses humor; unresponsive to humorous situations. | Shows little or no sense of humor; quite sober and serious. |
|--|---|---|---|

No opportunity to model or observe

COMMENTS: \_\_\_\_\_

## X. Partnerships

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

### 1. Cooperation / Works Well as Part of a Team

|   |   |  |  |
|---|---|--|--|
| Actively seeks to promote cooperation on all occasions. Will promote harmony. | Makes effort to cooperate most of the time. Can be depended upon. | Generally cooperative. Adequately does what s/he is asked to do. | Manifests a negative viewpoint toward many things. Often fails to cooperate. |
|---|---|--|--|

No opportunity to model or observe

COMMENTS: \_\_\_\_\_

### 2. Rapport with Children and Ability to Communicate Effectively with Parents, Other Members of the Educational Family, and the Larger Community

|   |   |  |  |
|---|---|--|--|
| Has ability to establish excellent relationships with all people. | Normally gets along well with people. Shows sincere interest in others. | Generally able to get along with others. Willing to work to improve. | Needs improvement. Has difficulty in establishing relations with other people. |
|---|---|--|--|

No opportunity to model or observe

COMMENTS: \_\_\_\_\_

## XI. Ignatian/Jesuit Charisms

The teacher candidate understands, values, and brings to teaching the following faith based gifts and ideals: education of the whole person, *cura personalis* ("care of the person"), *magis* (excellence), service of faith and promotion of justice, leadership, and contemplation in action.

### 1. Cura Personalis – Care Of The Individual

|   |   |   |  |
|---|---|---|--|
| Displays and responds to a personal concern for the individual; demonstrates an ethic of care and dignity; realizes that education occurs within a context of caring relationships. | Aware of individual differences; aware of strategies to reduce inequity; sometimes responsive to student needs. | Aware of individual differences; unaware of strategies to alleviate inequities; disconnected to students. | Unaware of individual differences; delivers content with no noticeable connection with students. |
|---|---|---|--|

No opportunity to model or observe

COMMENTS: \_\_\_\_\_

| <b>TARGET</b><br><b>4.0</b> | <b>ACCEPTABLE</b> |     |     |     | <b>UNACCEPTABLE</b> |     |    |
|-----------------------------|-------------------|-----|-----|-----|---------------------|-----|----|
|                             | 3.5               | 3.0 | 2.5 | 2.0 | 1.5                 | 1.0 | .5 |

## 2. Magis – Striving for Excellence

|  |  |   |  |
|--|--|---|--|
| Strives toward excellence; sets high expectations of oneself; demonstrates potential by personal, spiritual and professional development activities. | Strives toward excellence; holds high expectations for oneself; participates in one/two professional development activities. | Is motivated; expectations prompted by supervisor; does not often participate in professional development activities. | Applies self with minimal effort; establishes minimal expectations; rejects personal, spiritual and professional activities. |
| <input type="checkbox"/> No opportunity to model or observe  |  |   |  |

COMMENTS: \_\_\_\_\_

## 3. Men and Women for and With Others

|   |   |   |  |
|---|---|---|--|
| Commits to sharing gifts and building an inclusive society; fosters respect and dignity; service/stewardship and education for social justice | Shares gifts within professional context; participates in some service-learning, stewardship, and social justice activities | Utilizes gifts when feasible; participates in service when directed; does not connect activities to service | Unaware of/rejects gifts; supports the status quo; ignores service/stewardship opportunities |
| <input type="checkbox"/> No opportunity to model or observe   |   |   |  |

COMMENTS: \_\_\_\_\_

## 4. Contemplation in Action

|   |   |   |   |
|---|---|---|---|
| Utilizes ethical, reflective decision making; examines beliefs and actions; advocates action; empowers others | Demonstrates effective decisions often considers moral and ethical issues; is moved to action | Decision making process inconsistent; utilizes reflection when prompted; decision making and action not connected | Does not demonstrate effective decision practices; does not reflect upon beliefs or practice, supports the status quo |
| <input type="checkbox"/> No opportunity to model or observe   |   |   |   |

COMMENTS: \_\_\_\_\_

## XII. Technology

The teacher candidate understands and uses technology to plan, design, and evaluate learning experiences, as well as, to assess student progress. In addition, the teacher candidate utilizes technology to enhance productivity and professional practice.

|  |  |  |   |
|--|--|--|---|
| The student is able to consistently use appropriate technology, grading, assessment, and teaching via software appropriate for students. | Uses technology resources for learning, communication, and productivity. | Plans and delivers learning opportunities that integrate computers into the classroom. | Applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities. |
| <input type="checkbox"/> No opportunity to model or observe  |  |  |   |

COMMENTS: \_\_\_\_\_

## OVERALL EVALUATION

| TARGET | ACCEPTABLE |     |     |     | UNACCEPTABLE |     |    |
|--------|------------|-----|-----|-----|--------------|-----|----|
| 4.0    | 3.5        | 3.0 | 2.5 | 2.0 | 1.5          | 1.0 | .5 |

### CLASSROOM ORGANIZATION AND MANAGEMENT SYSTEMS

|   |  |   |  |
|---|--|---|--|
| Classroom routine is organized well; works with students for best learning environment; accurate record keeping | Good classroom procedure and routine are usually evident. Appearance of classroom conducive to learning. | Takes care of assigned classroom detail satisfactorily. Some attention to classroom but lacks organization. | Needs improvement. Has difficulty in establishing relations with other people. |
|---|--|---|--|

COMMENTS: \_\_\_\_\_

### ORGANIZATION OF SUBJECT MATTER

|  |   |   |   |
|--|---|---|---|
| Subject matter is well organized; presents lessons in well-structured sequence; is creative. | Presents lessons in well-ordered sequence; prepares class for work required; states directions clearly. | Lessons and subject matter readily understood by majority of students | Needs considerable help in organizing subject matter. |
|--|---|---|---|

COMMENTS: \_\_\_\_\_

### STRIVES FOR EXCELLENCE

|   |   |   |  |
|---|---|---|--|
| Has done an outstanding job; assumes teaching role easily; is an unusually fine prospect; willingly accepts responsibilities above and beyond the requirements of the assignment. | Has done a thoroughly competent job; assumes teaching role well; is a good prospect for teaching. | Has done an acceptable job; can assume teaching role with success under most circumstances; is willing to learn and has ability to develop into a successful teacher. | Has done unacceptable job, but under further tutelage could become acceptable. |
|---|---|---|--|

COMMENTS: \_\_\_\_\_

### GRADING SCALE

|  |                        |
|--|------------------------|
| A Outstanding achievement                    | C Average work         |
| B+ Unusual degree of intellectual initiative | D Inferior but passing |
| B Above average attainment                   | F Failure              |
| C+ Upper average work                        |                        |

**Your recommendation for a final grade** \_\_\_\_\_

### FINAL STUDENT TEACHER EVALUATION

To be completed by: Student Teacher

Student Teacher \_\_\_\_\_ Dates of Student Teaching \_\_\_\_\_

School \_\_\_\_\_ Subject and/or Grade \_\_\_\_\_

Semester Fall \_\_\_\_ Spring \_\_\_\_ Endorsement \_\_\_\_\_

Evaluator \_\_\_\_\_ Position/Title \_\_\_\_\_

**Instructions:** As you evaluate your work as a student teacher, please keep in mind that your rating should compare yourself with other student teachers or beginning teachers rather than with an experienced teacher. Place a mark above the column which best describes your performance. Mark appropriately any items for which you have no opportunity to model or observe. This form will be used as your self-evaluation. Please share this completed evaluation with the cooperating teacher and university supervisor.

| TARGET<br>4.0 | ACCEPTABLE<br>3.5 3.0 2.5 2.0 |  |  |  | UNACCEPTABLE<br>1.5 1.0 .5 |  |  |
|---------------|-------------------------------|--|--|--|----------------------------|--|--|
|---------------|-------------------------------|--|--|--|----------------------------|--|--|

#### I. KNOWLEDGE OF SUBJECT MATTER

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

##### 1. Knowledge Of Schooling

|   |  |   |   |
|---|--|---|---|
| Incorporates knowledge of the moral, social and political dimensions of classrooms, teaching and school law and policy in all interactions. | Shows a working knowledge of the moral, social and political dimensions of classrooms, teaching, and school law and policy in most interactions. | Seems to understand, but rarely incorporates knowledge of the moral, social and political dimensions of classrooms, teaching and school law and policy. | Does not show an understanding of the moral, social and political dimensions of classrooms, teaching and school law and policy. |
|---|--|---|---|

No opportunity to model or observe

COMMENTS: \_\_\_\_\_

##### 2. Organization of Subject Matter

|  |   |  |   |
|--|---|--|---|
| Subject matter is well organized; presents lessons in well-structured sequence; is creative. | Presents lessons in well-ordered sequence; prepares class for work required; states directions clearly. | Lessons and subject matter readily understood by majority of students. | Needs considerable help in organizing subject matter. |
|--|---|--|---|

No opportunity to model or observe

COMMENTS: \_\_\_\_\_

| <b>TARGET</b><br><b>4.0</b> | <b>ACCEPTABLE</b> |     |     |     | <b>UNACCEPTABLE</b> |     |    |
|-----------------------------|-------------------|-----|-----|-----|---------------------|-----|----|
|                             | 3.5               | 3.0 | 2.5 | 2.0 | 1.5                 | 1.0 | .5 |

### 3. Mastery of Subject Matter and Pedagogical Strategies

|  |   |   |  |
|--|---|---|--|
| Has excellent background in the central concepts, content, tools of inquiry, and structures of the disciplines and uses initiative to keep ahead of his/her subject. Can enrich content to be learned. | Shows evidence of good subject matter background. Uses text and related material as sources of information. | Knowledge is sufficient for most situations. Favors topic s/he knows best. Needs greater depth and breadth. | Makes errors of facts; has inadequate background. Lacks depth and breadth. |
| <input type="checkbox"/> No opportunity to model or observe  |   |   |  |

COMMENTS: \_\_\_\_\_

## II. HUMAN DEVELOPMENT AND LEARNING

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

### 1. Knowledge of Students

|   |   |  |   |
|---|---|--|---|
| Integrates a mastery of educational theory, cultural and ethnic diversity child development, history, and philosophical foundations and the dimensions of classrooms in the construction and implementation of lessons. | Shows a working knowledge of educational theory, child development, history, and philosophical foundations and the dimensions of classrooms as teaching occurs. | Seems to understand educational theory, child development, history, and philosophical foundations of classrooms but rarely applies this knowledge to classroom practice. | Is unable to integrate educational theory, child development, history, and philosophical foundations and the dimensions of classrooms in day-to-day teaching. |
| <input type="checkbox"/> No opportunity to model or observe   |   |  |   |

COMMENTS: \_\_\_\_\_

## III. ADAPTING INSTRUCTION FOR DIVERSE LEARNERS

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

### 1. Knowledge of Students

|   |   |  |   |
|---|---|--|---|
| Integrates a mastery of educational theory, cultural and ethnic diversity child development, history, and philosophical foundations and the dimensions of classrooms in the construction and implementation of lessons. | Shows a working knowledge of educational theory, child development, history, and philosophical foundations and the dimensions of classrooms as teaching occurs. | Seems to understand educational theory, child development, history, and philosophical foundations of classrooms but rarely applies this knowledge to classroom practice. | Is unable to integrate educational theory, child development, history, and philosophical foundations and the dimensions of classrooms in day-to-day teaching. |
| <input type="checkbox"/> No opportunity to model or observe   |   |  |   |

COMMENTS: \_\_\_\_\_

| <b>TARGET</b><br><b>4.0</b> | <b>ACCEPTABLE</b> |     |     |     | <b>UNACCEPTABLE</b> |     |    |
|-----------------------------|-------------------|-----|-----|-----|---------------------|-----|----|
|                             | 3.5               | 3.0 | 2.5 | 2.0 | 1.5                 | 1.0 | .5 |

## 2. Recognition of Individual Differences

|   |   |   |  |
|---|---|---|--|
| Shows sincere care for children, is very sensitive and able to identify, interpret, and diagnose the needs of individuals and plans activities accordingly. | Is conscious of the need to plan to individual needs. With assistance can make these plans. | Reacts to obvious differences. Tends to consider that all pupils are alike. | Assumes all students learn at same rate. Lacks knowledge of individual pupils. |
| <input type="checkbox"/> No opportunity to model or observe   |   |   |  |

COMMENTS: \_\_\_\_\_

## 3. Infusion of Multiculturalism

|   |  |  |  |
|---|--|--|--|
| Chooses materials and methods that infuse a valued sense of multiculturalism and positive interactions throughout the curriculum. | Uses materials often that include multicultural perspectives and the respect for all groups. | Uses materials as provided to illustrate multicultural perspectives. | Does not include opportunities for including multicultural perspectives in the curriculum. |
| <input type="checkbox"/> No opportunity to model or observe   |  |  |  |

COMMENTS: \_\_\_\_\_

## IV. VARIETY OF INSTRUCTIONAL STRATEGIES

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

### 1. Knowledge of Pedagogy

|  |  |  |  |
|--|--|--|--|
| Adapts techniques and material to varied abilities, backgrounds, and needs of pupils; utilizes wide variety of instructional aids. | Usually makes effective choices of learning experiences in terms of goal organization; utilizes some instructional aids. | Makes use of different techniques or methods occasionally. | Usually limits teaching to text; one technique; does not make good use of other methods. |
| <input type="checkbox"/> No opportunity to model or observe  |  |  |  |

COMMENTS: \_\_\_\_\_

### 2. Effective Teaching

|   |  |  |  |
|---|--|--|--|
| Shows knowledge of the models of pedagogical strategies used to teach each academic area and to enrich the instruction of diverse and exceptional students. | Usually makes effective choices of learning experiences in terms of goals; utilizes some instructional aids. | Makes use of different techniques or methods occasionally. | Usually limits teaching to text; one technique; does not make good use of other methods. |
| <input type="checkbox"/> No opportunity to model or observe   |  |  |  |

COMMENTS: \_\_\_\_\_

| <b>TARGET</b><br><b>4.0</b> | <b>ACCEPTABLE</b> |     |     |     | <b>UNACCEPTABLE</b> |     |    |
|-----------------------------|-------------------|-----|-----|-----|---------------------|-----|----|
|                             | 3.5               | 3.0 | 2.5 | 2.0 | 1.5                 | 1.0 | .5 |

### 3. Uses Appropriate Questioning Techniques, Including Higher Order Questions and Wait Time

|  |  |   |   |
|--|--|---|---|
| Continually uses appropriate questioning techniques, including higher order questions and wait time. | Often uses appropriate questioning techniques, including higher order questions and wait time. | Has demonstrated the use of appropriate questioning techniques, including higher order questions and wait time. | Has not demonstrated the use of appropriate questioning techniques, including higher order questions and wait time. |
|--|--|---|---|

No opportunity to model or observe

COMMENTS: \_\_\_\_\_

## V. CLASSROOM MOTIVATION AND MANAGEMENT

The teacher candidate uses an understanding of individual and group motivation and classroom management techniques to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

### 1. Classroom Organizational and Management Systems

|  |  |   |   |
|--|--|---|---|
| Maintains good control; develops self-discipline; shows ability to foresee and avoid development of problems in order to facilitate instruction. | Meets unusual situation with calm manner. Is able to resolve problems with minimum of confusion. | Handles normal classroom duties with growing skill; establishes rapport with most but not all students. | Makes classroom control a challenge; has discipline problems which impair learning. |
|--|--|---|---|

No opportunity to model or observe

COMMENTS: \_\_\_\_\_

### 2. Motivation

|  |  |  |   |
|--|--|--|---|
| Uses student interest, needs and experiences as springboards to create learning experiences that make subject matter and learning meaningful for students. | Blends extrinsic and intrinsic motivation. | Shows some ability to motivate students. | Lacking or inadequate; uses externally imposed motivation entirely. |
|--|--|--|---|

No opportunity to model or observe

COMMENTS: \_\_\_\_\_

### 3. Has a Positive Effect on Student Learning

|  |   |  |   |
|--|---|--|---|
| Has a strongly positive effect on student learning which is evaluated and in turn informs the development of future learning activities. | Has a positive effect on student learning which is shown by educational evaluation. | Can show a measurable positive effect on student learning. | Is unable to provide evidence of a positive effect on student learning. |
|--|---|--|---|

No opportunity to model or observe

COMMENTS: \_\_\_\_\_

| TARGET<br>4.0 | ACCEPTABLE |     |     |     | UNACCEPTABLE |     |    |
|---------------|------------|-----|-----|-----|--------------|-----|----|
|               | 3.5        | 3.0 | 2.5 | 2.0 | 1.5          | 1.0 | .5 |

#### 4. Atmosphere/Climate

|  |  |   |   |
|--|--|---|---|
| Self-discipline; spirit of cooperation and respect evident; feeling of mutual interest; easily approached. | Some evidence of pupils and teacher working together; receives active pupil participation; is successful at bringing pupils into class activities. | Has classes which are generally responsive; elicits students through questions and activities; class normally responsive. | Little evidence of students and teacher working together; classes usually unresponsive. |
|--|--|---|---|

- No opportunity to model or observe

COMMENTS: \_\_\_\_\_

### VI. COMMUNICATION SKILLS

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

#### 1. Communicative Ability

|   |                                    |   |                          |
|---|------------------------------------|---|--------------------------|
| Exceptionally clear and convincing in expressing him/herself in speaking and writing; able to communicate, present, and pace the learning material. | Speaks and writes reasonably well. | Poor expression – tries but does not succeed very well. | Inept talker and writer. |
|---|------------------------------------|---|--------------------------|

- No opportunity to model or observe

COMMENTS: \_\_\_\_\_

#### 2. Rapport with Children and Ability to Communicate Effectively with Parents, Other Members of the Educational Family, and the Larger Community

|   |   |  |  |
|---|---|--|--|
| Has ability to establish excellent relationships with all people. | Normally gets along well with people. Shows sincere interest in others. | Generally able to get along with others. Willing to work to improve. | Needs improvement. Has difficulty in establishing relations with other people. |
|---|---|--|--|

- No opportunity to model or observe

COMMENTS: \_\_\_\_\_

### VII. INSTRUCTIONAL PLANNING SKILLS

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

#### 1. Develops Thematic Units Integrating Several Subjects

|  |  |  |   |
|--|--|--|---|
| Develops thematic units that integrate several subjects showing a great knowledge of subject areas and leading to greatly enriched student learning. | Develops thematic units that integrate only a few subjects to increase learning. | Attempts the integration of subjects into thematic units only as required by the curriculum. | Retains separated instruction in all subject areas. |
|--|--|--|---|

- No opportunity to model or observe

COMMENTS: \_\_\_\_\_

| <b>TARGET</b><br><b>4.0</b> | <b>ACCEPTABLE</b> |     |     |     | <b>UNACCEPTABLE</b> |     |    |
|-----------------------------|-------------------|-----|-----|-----|---------------------|-----|----|
|                             | 3.5               | 3.0 | 2.5 | 2.0 | 1.5                 | 1.0 | .5 |

## 2. Effective Planning

|   |  |   |   |
|---|--|---|---|
| Has flexible plan; provides for individual needs based on an understanding of the physical, social, emotional, cognitive, and linguistic development of students and their community; selects best techniques for presentation. | Selects and organizes material wisely; pre-planning evident; purpose is evident. | Shows some ability in selection and organization of material; accepts materials already prepared. | Shows confusion about what to do and where to begin; lacks ability to plan. |
| <input type="checkbox"/> No opportunity to model or observe   |  |   |   |

COMMENTS: \_\_\_\_\_

## VIII. ASSESSMENT OF STUDENT LEARNING

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

### 1. Has a Positive Effect on Student Learning

|  |   |  |   |
|--|---|--|---|
| Has a strongly positive effect on student learning which is evaluated and in turn informs the development of future learning activities. | Has a positive effect on student learning which is shown by educational evaluation. | Can show a measurable positive effect on student learning. | Is unable to provide evidence of a positive effect on student learning. |
| <input type="checkbox"/> No opportunity to model or observe  |   |  |   |

COMMENTS: \_\_\_\_\_

### 2. Effective Teaching

|   |  |  |  |
|---|--|--|--|
| Shows knowledge of the models of pedagogical strategies used to teach each academic area and to enrich the instruction of diverse and exceptional students. | Usually makes effective choices of learning experiences in terms of goals; utilizes some instructional aids. | Makes use of different techniques or methods occasionally. | Usually limits teaching to text; one technique; does not make good use of other methods. |
| <input type="checkbox"/> No opportunity to model or observe   |  |  |  |

COMMENTS: \_\_\_\_\_

### 3. Evaluation

|  |   |   |   |
|--|---|---|---|
| Well planned; superior ability shown to develop, interpret, apply, and report results of appropriate assessment strategies including formal and informal strategies to analyze student work in order to diagnose weakness and plan teaching. | Different measurement techniques used; developing skill in evaluating pupil progress. | Tendency only to evaluate faculty knowledge; beginning to see evaluation for more than grading alone. | Poorly planned and organized; used only for grades; only one type of evaluation used. |
| <input type="checkbox"/> No opportunity to model or observe  |   |   |   |

COMMENTS: \_\_\_\_\_

| TARGET<br>4.0 | ACCEPTABLE<br>3.5 3.0 2.5 2.0 |  |  |  | UNACCEPTABLE<br>1.5 1.0 .5 |  |  |
|---------------|-------------------------------|--|--|--|----------------------------|--|--|
|---------------|-------------------------------|--|--|--|----------------------------|--|--|

## IX. REFLECTIVE PRACTICE AND DEVELOPMENT OF PROFESSIONAL QUALITIES

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

### 1. Attitude and Ability to Evaluate His/Her Own Teaching

|  |  |   |   |
|--|--|---|---|
| Flexible and open to change, acts professionally on all suggestions; seeks help for self-improvement. Recognizes to a great extent his/her own successes and failures. | Happy to receive suggestions; is willing to try them; is objective about self-improvement. | Adequate response; has a desire to improve and works effectively in that direction. | Responds when convenient; is sometimes defensive or evasive; resents and ignores suggestions. |
| <input type="checkbox"/> No opportunity to model or observe  |  |   |   |

COMMENTS: \_\_\_\_\_

### 2. Judgment

|  |   |   |  |
|--|---|---|--|
| Self-reliant; reasons clearly; sees long-term effects of his/her action. | Usually responds to crisis intelligently; explores various aspects of situation; seeks advisement on complex problems if necessary. | Recognizes and generally accepts the critical judgment of others and acts according to his/her own convictions. | Makes hasty decisions; does not perceive effect of action; does not seek advice. |
| <input type="checkbox"/> No opportunity to model or observe              |   |   |  |

COMMENTS: \_\_\_\_\_

### 3. Initiative and Enthusiasm

|  |   |   |  |
|--|---|---|--|
| Creative in problem-solving. Shows insights in recognizing and dealing with a variety of situations. | Recognizes most situations where action is needed. Uses good judgment in utilizing appropriate means. | Recognizes many situations requiring action; deals effectively with routine situations. | Recognizes only obvious problem situations; hesitant to act on own initiative. |
| <input type="checkbox"/> No opportunity to model or observe  |   |   |  |

COMMENTS: \_\_\_\_\_

### 4. Strives for Excellence

|   |   |   |  |
|---|---|---|--|
| Has done an outstanding job; assumes teaching role easily; is an unusually fine prospect; willingly accepts responsibilities above and beyond the requirements of the assignment. | Has done a thoroughly competent job; assumes teaching role well; is a good prospect for teaching. | Has done an acceptable job; can assume teaching role with success under most circumstances; is willing to learn and has ability to develop into a successful teacher. | Has done unacceptable job, but under further tutelage could become acceptable. |
| <input type="checkbox"/> No opportunity to model or observe   |   |   |  |

COMMENTS: \_\_\_\_\_

| <b>TARGET</b><br><b>4.0</b> | <b>ACCEPTABLE</b> |     |     |     | <b>UNACCEPTABLE</b> |     |    |
|-----------------------------|-------------------|-----|-----|-----|---------------------|-----|----|
|                             | 3.5               | 3.0 | 2.5 | 2.0 | 1.5                 | 1.0 | .5 |

### 5. Poise

|  |   |   |  |
|--|---|---|--|
| Exhibits self-confidence and inspires confidence. Well poised. | Usually at ease in situations. Handles situations with patience and calmness. | Occasionally annoyed by events and relationships; generally able. | Easily upset; uncertain; loses self-control; lacks confidence. |
|--|---|---|--|

No opportunity to model or observe

COMMENTS: \_\_\_\_\_

### 6. Dependability

|  |  |   |   |
|--|--|---|---|
| Unvaryingly punctual in completing assignment. Goes beyond duties which were assigned. | Seldom late with assignments. Shows a strong sense of dependability. | Normally is reasonably prompt in completing assignments and appointments. | Makes excuses and alibis for non-fulfillment of promises and obligations. Frequently absent and late. |
|--|--|---|---|

No opportunity to model or observe

COMMENTS: \_\_\_\_\_

### 7. Attendance and Punctuality

|   |  |   |  |
|---|--|---|--|
| Rarely late or absent; informs ahead of time if unable to meet obligation; exceptional dependability. | Regular in attendance and punctual for assignments; normally dependable. | Some irregularity in attendance; has tendency to use defensive mechanism; generally punctual. | Is absent frequently, not dependable; shows little concern for inconvenience caused. |
|---|--|---|--|

No opportunity to model or observe

COMMENTS: \_\_\_\_\_

### 8. Tactfulness and Ability to Follow Legal, Ethical and Professional Guidelines

|   |  |                            |  |
|---|--|----------------------------|--|
| Exhibits unusual diplomacy and perception with pupils and adults in following legal, ethical and professional guidelines. | Uses discretion in handling confidential information and difficult situations. | Normally shows discretion. | Uses little discretion in relation with professional personnel, pupils and/or parents. |
|---|--|----------------------------|--|

No opportunity to model or observe

COMMENTS: \_\_\_\_\_

### 9. Professional Appearance

|  |   |                                   |                            |
|--|---|-----------------------------------|----------------------------|
| Invariably clothed and groomed in the best of taste. | Consistently meets all the essentials of good grooming. | Is usually appropriately groomed. | Careless in dress; untidy. |
|--|---|-----------------------------------|----------------------------|

No opportunity to model or observe

COMMENTS: \_\_\_\_\_

| TARGET<br>4.0 | ACCEPTABLE<br>3.5 3.0 2.5 2.0 |  |  |  | UNACCEPTABLE<br>1.5 1.0 .5 |  |  |
|---------------|-------------------------------|--|--|--|----------------------------|--|--|
|---------------|-------------------------------|--|--|--|----------------------------|--|--|

### 10. Sense of Humor

|  |   |   |   |
|--|---|---|---|
| Keen sense of humor; uses it to improve instruction and relieve tension. | Readily perceives humor; uses humor to hold interest. | Occasionally uses humor; unresponsive to humorous situations. | Shows little or no sense of humor; quite sober and serious. |
|--|---|---|---|

No opportunity to model or observe

COMMENTS: \_\_\_\_\_

## X. Partnerships

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

### 1. Cooperation / Works Well as Part of a Team

|   |   |  |  |
|---|---|--|--|
| Actively seeks to promote cooperation on all occasions. Will promote harmony. | Makes effort to cooperate most of the time. Can be depended upon. | Generally cooperative. Adequately does what s/he is asked to do. | Manifests a negative viewpoint toward many things. Often fails to cooperate. |
|---|---|--|--|

No opportunity to model or observe

COMMENTS: \_\_\_\_\_

### 2. Rapport with Children and Ability to Communicate Effectively with Parents, Other Members of the Educational Family, and the Larger Community

|   |   |  |  |
|---|---|--|--|
| Has ability to establish excellent relationships with all people. | Normally gets along well with people. Shows sincere interest in others. | Generally able to get along with others. Willing to work to improve. | Needs improvement. Has difficulty in establishing relations with other people. |
|---|---|--|--|

No opportunity to model or observe

COMMENTS: \_\_\_\_\_

## XI. Ignatian/Jesuit Charisms

The teacher candidate understands, values, and brings to teaching the following faith based gifts and ideals: education of the whole person, *cura personalis* ("care of the person"), *magis* (excellence), service of faith and promotion of justice, leadership, and contemplation in action.

### 1. Cura Personalis – Care Of The Individual

|   |   |   |  |
|---|---|---|--|
| Displays and responds to a personal concern for the individual; demonstrates an ethic of care and dignity; realizes that education occurs within a context of caring relationships. | Aware of individual differences; aware of strategies to reduce inequity; sometimes responsive to student needs. | Aware of individual differences; unaware of strategies to alleviate inequities; disconnected to students. | Unaware of individual differences; delivers content with no noticeable connection with students. |
|---|---|---|--|

No opportunity to model or observe

COMMENTS: \_\_\_\_\_

## 2. Magis – Striving for Excellence

|  |  |   |  |
|--|--|---|--|
| Strives toward excellence; sets high expectations of oneself; demonstrates potential by personal, spiritual and professional development activities. | Strives toward excellence; holds high expectations for oneself; participates in one/two professional development activities. | Is motivated; expectations prompted by supervisor; does not often participate in professional development activities. | Applies self with minimal effort; establishes minimal expectations; rejects personal, spiritual and professional activities. |
| <input type="checkbox"/> No opportunity to model or observe  |  |   |  |

COMMENTS: \_\_\_\_\_

## 3. Men and Women for and With Others

|   |   |   |  |
|---|---|---|--|
| Commits to sharing gifts and building an inclusive society; fosters respect and dignity; service/stewardship and education for social justice | Shares gifts within professional context; participates in some service-learning, stewardship, and social justice activities | Utilizes gifts when feasible; participates in service when directed; does not connect activities to service | Unaware of/rejects gifts; supports the status quo; ignores service/stewardship opportunities |
| <input type="checkbox"/> No opportunity to model or observe   |   |   |  |

COMMENTS: \_\_\_\_\_

## 4. Contemplation in Action

|   |   |   |   |
|---|---|---|---|
| Utilizes ethical, reflective decision making; examines beliefs and actions; advocates action; empowers others | Demonstrates effective decisions often considers moral and ethical issues; is moved to action | Decision making process inconsistent; utilizes reflection when prompted; decision making and action not connected | Does not demonstrate effective decision practices; does not reflect upon beliefs or practice, supports the status quo |
| <input type="checkbox"/> No opportunity to model or observe   |   |   |   |

COMMENTS: \_\_\_\_\_

## XII. Technology

The teacher candidate understands and uses technology to plan, design, and evaluate learning experiences, as well as, to assess student progress. In addition, the teacher candidate utilizes technology to enhance productivity and professional practice.

|  |  |  |   |
|--|--|--|---|
| The student is able to consistently use appropriate technology, grading, assessment, and teaching via software appropriate for students. | Uses technology resources for learning, communication, and productivity. | Plans and delivers learning opportunities that integrate computers into the classroom. | Applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities. |
| <input type="checkbox"/> No opportunity to model or observe  |  |  |   |

COMMENTS: \_\_\_\_\_

## OVERALL EVALUATION

| TARGET<br>4.0 | ACCEPTABLE<br>3.5   3.0   2.5   2.0 |  |  |  | UNACCEPTABLE<br>1.5   1.0   .5 |  |  |
|---------------|-------------------------------------|--|--|--|--------------------------------|--|--|
|---------------|-------------------------------------|--|--|--|--------------------------------|--|--|

### CLASSROOM ORGANIZATION AND MANAGEMENT SYSTEMS

|   |  |   |  |
|---|--|---|--|
| Classroom routine is organized well; works with students for best learning environment; accurate record keeping | Good classroom procedure and routine are usually evident. Appearance of classroom conducive to learning. | Takes care of assigned classroom detail satisfactorily. Some attention to classroom but lacks organization. | Needs improvement. Has difficulty in establishing relations with other people. |
|---|--|---|--|

COMMENTS: \_\_\_\_\_

### ORGANIZATION OF SUBJECT MATTER

|  |   |   |   |
|--|---|---|---|
| Subject matter is well organized; presents lessons in well-structured sequence; is creative. | Presents lessons in well-ordered sequence; prepares class for work required; states directions clearly. | Lessons and subject matter readily understood by majority of students | Needs considerable help in organizing subject matter. |
|--|---|---|---|

COMMENTS: \_\_\_\_\_

### STRIVES FOR EXCELLENCE

|   |   |   |  |
|---|---|---|--|
| Has done an outstanding job; assumes teaching role easily; is an unusually fine prospect; willingly accepts responsibilities above and beyond the requirements of the assignment. | Has done a thoroughly competent job; assumes teaching role well; is a good prospect for teaching. | Has done an acceptable job; can assume teaching role with success under most circumstances; is willing to learn and has ability to develop into a successful teacher. | Has done unacceptable job, but under further tutelage could become acceptable. |
|---|---|---|--|

COMMENTS: \_\_\_\_\_

### GRADING SCALE

|  |                          |
|--|--------------------------|
| A   Outstanding achievement                    | C   Average work         |
| B+   Unusual degree of intellectual initiative | D   Inferior but passing |
| B   Above average attainment                   | F   Failure              |
| C+   Upper average work                        |                          |

**Your recommendation for final grade \_\_\_\_\_**

**EVALUATION FORM  
FOR  
UNIVERSITY SUPERVISORS OF STUDENT TEACHERS  
Education Department**

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

Course:

\_\_\_\_\_ EDU 530/Elementary School Observation and Student Teaching the Mildly/Moderately Disabled

\_\_\_\_\_ EDU 540/Secondary School Observation and Student Teaching the Mildly/Moderately Disabled

\_\_\_\_\_ EDU 591/Student Teaching

Semester: Year \_\_\_ Fall \_\_\_ Spring \_\_\_

**Instructions:** For each of the following statements, please indicate the level of the university supervisor's effectiveness by circling the most appropriate number in the box to the left of the statement. In expressing your judgment of the effectiveness of the supervisor, a "5" equals "Very Effective," a "4" equals "Effective," a "3" equals "Moderately Effective," a "2" equals "Somewhat Effective," and a "1" equals "Ineffective."

|                |           |                      |                    |             | <b>Statements</b>  |
|----------------|-----------|----------------------|--------------------|-------------|--|
| Very Effective | Effective | Moderately Effective | Somewhat Effective | Ineffective |  |
| 5              | 4         | 3                    | 2                  | 1           | 1. The supervisor offered information about how I would be graded in my student teaching.                            |
| 5              | 4         | 3                    | 2                  | 1           | 2. The supervisor arrived to observe my teaching as scheduled.   |
| 5              | 4         | 3                    | 2                  | 1           | 3. The supervisor was prepared for observations of my teaching.  |
| 5              | 4         | 3                    | 2                  | 1           | 4. The supervisor provided clear and understandable post-observation critiques of my teaching.                       |
| 5              | 4         | 3                    | 2                  | 1           | 5. The supervisor used clear examples of my teaching behaviors during the post-observation critiques of my teaching. |
| 5              | 4         | 3                    | 2                  | 1           | 6. The supervisor observed my teaching at least six times during the semester.                                       |
| 5              | 4         | 3                    | 2                  | 1           | 7. The supervisor was helpful and responsive to my questions and concerns.   |
| 5              | 4         | 3                    | 2                  | 1           | 8. The supervisor demonstrated respect for me.   |
| 5              | 4         | 3                    | 2                  | 1           | 9. The supervisor was concerned about my development as a teacher.   |
| 5              | 4         | 3                    | 2                  | 1           | 10. The supervisor was available to help me during the student teaching experience.                                  |

| Very Effective | Effective | Moderately Effective | Somewhat Effective | Ineffective |   |
|----------------|-----------|----------------------|--------------------|-------------|---|
| 5              | 4         | 3                    | 2                  | 1           | 11. The supervisor was willing to listen to my questions and opinions.  |
| 5              | 4         | 3                    | 2                  | 1           | 12. The supervisor was helpful in my completion of the requirements for student-teaching.   |
| 5              | 4         | 3                    | 2                  | 1           | 13. The supervisor demonstrated valuing of “education of the whole person” by expressing concern for my physical, mental, and spiritual health and encouraging balance.   |
| 5              | 4         | 3                    | 2                  | 1           | 14. The supervisor demonstrated valuing of “ <i>cura personalis</i> ” (care of the person) by showing personal concern for me.  |
| 5              | 4         | 3                    | 2                  | 1           | 15. The supervisor demonstrated valuing of “ <i>magis</i> ” (striving for excellence) by having high but attainable expectations for me and by encouraging me to do the same with myself and with my students.                                    |
| 5              | 4         | 3                    | 2                  | 1           | 16. The supervisor demonstrated being a “person for and with others” by being of service and walking with me through student teaching, grading me justly, and treating me fairly, and by discussing with me how I might help struggling students. |
| 5              | 4         | 3                    | 2                  | 1           | 17. The supervisor demonstrated valuing of “service of faith and promotion of justice” by helping me reflect on values and faith.   |
| 5              | 4         | 3                    | 2                  | 1           | 18. The supervisor demonstrated valuing of “leadership” by encouraging me to be the leader in my classroom.   |
| 5              | 4         | 3                    | 2                  | 1           | 19. The supervisor demonstrated valuing of “contemplation in action” by reading and commenting on my student teaching journal.  |
| 5              | 4         | 3                    | 2                  | 1           | <b>20. Overall evaluation of my supervisor.</b>   |

Please add any written comments you would like to share with your supervisor:



# **SECTION V APPENDICES**

## APPENDIX I

### ????? OFTEN ASKED QUESTIONS ?????

1. How quickly should the student teacher be “worked” into teaching?

The student teaching experience is intended for student teachers to obtain actual teaching experience in the field. The more opportunities that student teachers have to teach and work in their field placements, the more rewarding the experience. Thus, student teachers should be assigned some responsibilities initially and then gradually work up to the point where they are assuming the responsibilities of the cooperating teacher. Full responsibilities normally occur in the sixth through fifteenth weeks of the student teaching experience depending on the readiness of the student teacher.

2. For what length of time should the student teacher assume all or most of the teaching responsibility?

It is suggested that student teachers assume full responsibility for the classroom for a minimum of six weeks and a maximum of eight weeks. It is important that students do not feel overwhelmed initially by classroom duties. As a result, it is suggested that the takeover of instructional responsibilities be a gradual process resulting in greater and greater initiative on the student teacher’s part.

3. Is the student teacher required to turn in lesson plans?

All teaching should be based on some previously planned written objectives. Lesson plans are considered to be a “given.” They need not be turned into the University supervisor, but at times, the University supervisor may ask to review them. Student teachers should consult with both the University supervisor and the cooperating teacher as to the format to follow for lesson plans. For each lesson taught, there should be some objective and some purpose to be achieved.

4. Should the student teacher be required to teach a unit?

The student teaching experience is more satisfying when the student teacher can see the beginning and ending of a series or related lessons. Teaching a unit can meet this need. Developing, planning, and teaching a unit are recommended if circumstances make this feasible.

5. Do student teachers receive a grade?

Student teachers receive a letter grade. Student teaching evaluations do not become part of the credential file.

6. Must student teachers attend the seminars?

The seminars are considered to be an integral part of the student teaching experience. They are devoted to such themes as physical and mental wellness, teaching techniques, lesson design, classroom management, the interview process, etc. The seminars equate to a teachers’ inservice. Therefore, student teachers are required to attend these professional growth experiences.

7. Can the cooperating teacher require certain activities of the student teacher?

As a specialist, you may have some activities planned that would add greatly to the overall experience of the student teacher. In the past, cooperating teachers have asked student teachers to organize field trips, create activity files, keep a journal of the student teaching experience, interact with parents, assist with bus duties, supervise playground and lunchroom activities, etc. These

types of experiences are a part of education and/or the school day and are certainly in order for the student teacher.

8. How important is the role of the cooperating teacher?

The cooperating teacher plays an important role in refining, reinforcing, and shaping the competencies necessary for the student teacher to achieve his/her highest level of achievement. The role of the cooperating teacher cannot be overstated.

9. How can the cooperating teacher help the student teacher improve?

Providing the student teacher with frequent feedback on what and how s/he is doing is extremely important. Formally meeting with the student teacher and/or providing the student teacher with written critiques also are very beneficial.

10. If the student teacher has some shortcomings and/or difficulties in the student teaching setting, what should the cooperating teacher do?

The cooperating teacher should contact the University supervisor. Specific remedial actions can then be determined through consultation between the University supervisor, the cooperating teacher, and if deemed necessary, the student teacher. Specific guidelines for implementation of such remediation can be identified and put into place. Follow-up by the University supervisor will occur with mid- and final evaluations indicating the progress of the student teacher.

11. Will supervising a student teacher allow the cooperating teacher extra time to devote to other endeavors?

Supervising a student teacher is not easy and it does increase a cooperating teacher's overall responsibilities. Because you are helping to train the student teacher to assume many of your responsibilities, your time will be used differently. Whereas your teaching duties may be lessened, time spent in supervising will be increased.

12. Can a student teacher be used as a substitute teacher if the cooperating teacher is absent from the classroom?

No. Student teachers are not certified teachers and should not be given this responsibility. If the cooperating teacher is absent from the classroom, the student teacher can do most or all of the teaching for the day. However, there needs to be a certified substitute teacher in the room to maintain a sense of liability for the school system.

13. What is the responsibility of the student teacher if s/he must be absent from the classroom? How many absences are acceptable?

Student teachers may miss school days due to the same reasons identified for absences by regular classroom teachers. However, if a student teacher misses more than a total of three days due to illness, personal injury, or bereavement, then s/he will have to make up these days.

Unplanned absences, however, do happen. In such cases, the student teacher notifies his/her cooperating teacher and university supervisor no later than 7:00 a.m. If the absence occurs during a time when the student teacher is responsible for teaching, lesson plans for all presentations must be available and sufficiently detailed so that the cooperating teacher and/or a substitute teacher can take over the teaching.

14. What are the advantages of working with student teachers?

- \* Supervising a student teacher enables one to refine, reinforce, or reshape his/her own teaching skills due to the fact that s/he is serving as a model.
- \* Working with a student teacher can act as a self-serving experience for personal growth and a self-renewal experience.
- \* Many cooperating teachers identify a sense of achievement in realizing that they have played a significant role in shaping the potential of a prospective teacher. There is a feeling of promoting exemplary education through this experience.

15. How will the student teacher be evaluated?

Evaluation is a continuous process. As the student teacher progresses, s/he will develop skills of self-evaluation. In the meantime, ongoing supervision is achieved through daily and weekly conferences with the cooperating teacher, through on-site visits by the university supervisor, and through written evaluation.

## APPENDIX II

### WORKING WITH A STUDENT TEACHER

The student teaching experience can be broken down into three vital areas. They are: observation, participation, and teaching. The rate at which a student teacher progresses through each stage is an individual matter based totally on the student. Some students, out of necessity, need to work longer in observation and participation than do others. There is no set length of time before a student teacher is “ready” to start actual teaching. It is recommended that a minimum of six and a maximum of eight weeks be spent in the teaching phase. However, the cooperating teacher should use his/her professional judgment as to the length of time spent in the teaching phase.

A closer look at what each of the three areas involves may help in aiding the student teacher’s progress. These areas are being applied to a prescribed sixteen-week student teaching plan.

#### Week One – Observation

- I. Purpose
  - a. To understand the particular classroom situation.
  - b. To understand the role of the teacher in specific classroom situations.
  - c. To develop an awareness of individual qualities of pupils in order to clearly understand the classroom atmosphere.
  - d. To have time to learn the students’ names and begin to sense their personal learning styles as well as to analyze individual differences.
  - e. To identify available materials/resources in the classroom and how they may be used.
  - f. To enable the student teacher the time to adjust to the classroom so that as s/he moves into the teaching phase, s/he will not upset the learning process.
  
- II. Observing the teaching process
  - a. To determine the teacher’s purpose for the particular lesson.
  - b. To observe the motivation process.
  - c. To note pupil response and interest in the materials used.
  - d. To visualize the lesson as a part of the overall unit and to observe the evidence of planning for this lesson.
  - e. To observe the cooperating teacher for relevant modeling.
  
- III. Observation of all elements that affect the class disposition
  - a. To develop a sensitivity to particular situations which may arise in the daily routine and which have a direct effect on individuals within the class.
  - b. To observe how the transition is made from one subject area to another.
  - c. To attempt to analyze techniques and principles which lead to effective classroom management.

#### Week Two – Participation

- I. Purpose
  - a. To have a transitional period between observation and actual teaching.
  - b. To provide activities that enhance the observation process, provide a greater understanding of teaching, and allow the student teacher to become more familiar with the student teaching experience.

- II. Opportunities for sharing non-teaching materials
  - a. To assist with the assembling and preparing of materials for a particular lesson.
  - b. To assist with non-teaching routines of the school.
  - c. To assist the cooperating teacher in preparing a specific lesson plan. This might include a daily plan as well as a unit plan.

### **Week Three, Four, and Five – Participation/Teaching**

- I. Purpose
  - a. To provide a period of cooperative teaching with the cooperating teacher.
  - b. To continue to develop lesson plans with the cooperating teacher.
  - c. To collect and/or prepare materials to be used in the teaching of a lesson or unit.

### **Week Six through Fifteen – Teaching**

- I. Purpose
  - a. To provide a period where additional cooperative teaching can be achieved.
  - b. To provide a time period where the student teacher will teach the class(es).
  - c. To provide a time period where the lesson plans are the personal development of the student teacher.
  - d. To provide for individual differences through careful selection of materials and procedures to meet varying learning capabilities.
  - e. To make the plan work by:
    - 1. stimulating interest through questions that require in-depth attention.
    - 2. utilizing all opportunities for effective use of visual aids.
    - 3. recognizing that teaching must fit within the framework of the prescribed course of study.
    - 4. providing for a smooth transition from one activity to another.
    - 5. developing flexibility in carrying out plans.
    - 6. summarizing the lesson to assure understanding.
    - 7. to produce an evaluation instrument to measure learning.

### **Week Sixteen– Participation/Observation**

- I. Purpose
  - a. To bring closure to the student teaching experience.
  - b. To enable the cooperating teacher to reclaim the classroom and further demonstrate models of teaching.
  - c. To observe other notable teachers and/or programs.

**APPENDIX III**  
**SECOND WEEK OF STUDENT CONTACT**  
**STUDENT TEACHER PROGRESS REPORT (COOPERATING TEACHER)**

Directions to the cooperating teacher: Please complete this form and return it to the university supervisor at the end of the second week of the student teaching experience.

**The student teacher has had the following experiences in the past two weeks (check all those that apply):**

- \_\_\_\_\_ 1. Observed supervising teacher and discussed those observations.  
 \_\_\_\_\_ 2. Observed other teachers and discussed those observations.  
 \_\_\_\_\_ 3. Learned the names of the students in his/her classroom(s).  
 \_\_\_\_\_ 4. Read and discussed the school policy manual and/or room policies.  
 \_\_\_\_\_ 5. Has begun planning for taking responsibility for some parts of the classroom routines.  
 \_\_\_\_\_ 6. Aided students during supervised study time.  
 \_\_\_\_\_ 7. Assumed minor responsibilities, such as distributing materials, opening exercises, teaching a short concept or skill drill, etc.  
 \_\_\_\_\_ 8. Became acquainted with building staff, teachers, and administrators.

**The student teacher's:**

1. enthusiasm has been  
 \_\_\_\_\_ acceptable \_\_\_\_\_ needs improvement \_\_\_\_\_ not acceptable
2. punctuality and a sense of responsibility have been  
 \_\_\_\_\_ acceptable \_\_\_\_\_ needs improvement \_\_\_\_\_ not acceptable
3. academic preparation has been  
 \_\_\_\_\_ acceptable \_\_\_\_\_ needs improvement \_\_\_\_\_ not acceptable
4. ability to make lesson plans seems to be (remember, this is only week two)  
 \_\_\_\_\_ acceptable \_\_\_\_\_ needs improvement \_\_\_\_\_ not acceptable
5. rapport and personal relationships with students appear to be  
 \_\_\_\_\_ acceptable \_\_\_\_\_ needs improvement \_\_\_\_\_ not acceptable
6. poise seems to be  
 \_\_\_\_\_ acceptable \_\_\_\_\_ needs improvement \_\_\_\_\_ not acceptable
7. communication between him/her and you has been  
 \_\_\_\_\_ acceptable \_\_\_\_\_ needs improvement \_\_\_\_\_ not acceptable
8. relationship with other members of the school staff has been  
 \_\_\_\_\_ acceptable \_\_\_\_\_ needs improvement \_\_\_\_\_ not acceptable
9. cooperation in assisting you with any or all tasks has been  
 \_\_\_\_\_ acceptable \_\_\_\_\_ needs improvement \_\_\_\_\_ not acceptable
10. overall outlook on the student teaching experience seems to be  
 \_\_\_\_\_ positive  
 \_\_\_\_\_ ambivalent, needs improvement  
 \_\_\_\_\_ negative, should be counseled at this time

Please use the back of this form for any supporting comments. After you have shared this form with your student teacher, please return it to the Director of Field Experience.

Name of student teacher \_\_\_\_\_ Name of cooperating teacher \_\_\_\_\_

**APPENDIX III**  
**SECOND WEEK OF STUDENT CONTACT**  
**STUDENT TEACHER PROGRESS REPORT (STUDENT TEACHER)**

Directions to the student teacher: Please complete this form and return it to the university supervisor at the end of the second week of the student teaching experience.

**I have had the following experiences in the past two weeks (check all those that apply):**

- \_\_\_\_\_ 1. Observed supervising teacher and discussed those observations.  
 \_\_\_\_\_ 2. Observed other teachers and discussed those observations.  
 \_\_\_\_\_ 3. Learned the names of the students in his/her classroom(s).  
 \_\_\_\_\_ 4. Read and discussed the school policy manual and/or room policies.  
 \_\_\_\_\_ 5. Has begun planning for taking responsibility for some parts of the classroom routines.  
 \_\_\_\_\_ 6. Aided students during supervised study time.  
 \_\_\_\_\_ 7. Assumed minor responsibilities, such as distributing materials, opening exercises, teaching a short concept or skill drill, etc.  
 \_\_\_\_\_ 8. Became acquainted with building staff, teachers, and administrators.

**My:**

1. enthusiasm has been  
 \_\_\_\_\_ acceptable    \_\_\_\_\_ needs improvement    \_\_\_\_\_ not acceptable
2. punctuality and a sense of responsibility have been  
 \_\_\_\_\_ acceptable    \_\_\_\_\_ needs improvement    \_\_\_\_\_ not acceptable
3. academic preparation has been  
 \_\_\_\_\_ acceptable    \_\_\_\_\_ needs improvement    \_\_\_\_\_ not acceptable
4. ability to make lesson plans seems to be (remember, this is only week two)  
 \_\_\_\_\_ acceptable    \_\_\_\_\_ needs improvement    \_\_\_\_\_ not acceptable
5. rapport and personal relationships with students appear to be  
 \_\_\_\_\_ acceptable    \_\_\_\_\_ needs improvement    \_\_\_\_\_ not acceptable
6. poise seems to be  
 \_\_\_\_\_ acceptable    \_\_\_\_\_ needs improvement    \_\_\_\_\_ not acceptable
7. communication between him/her and you has been  
 \_\_\_\_\_ acceptable    \_\_\_\_\_ needs improvement    \_\_\_\_\_ not acceptable
8. relationship with other members of the school staff has been  
 \_\_\_\_\_ acceptable    \_\_\_\_\_ needs improvement    \_\_\_\_\_ not acceptable
9. cooperation in assisting you with any or all tasks has been  
 \_\_\_\_\_ acceptable    \_\_\_\_\_ needs improvement    \_\_\_\_\_ not acceptable
10. overall outlook on the student teaching experience seems to be  
 \_\_\_\_\_ positive  
 \_\_\_\_\_ ambivalent, needs improvement  
 \_\_\_\_\_ negative, should be counseled at this time

Please use the back of this form for any supporting comments. After you have shared this form with your cooperating teacher, please return it to the Director of Field Experiences.

Name of student teacher \_\_\_\_\_ Name of cooperating teacher \_\_\_\_\_

## **APPENDIX IV LESSON PLANNING**

Lesson planning is essential to effective teaching and should be viewed as evidence of accountability in the student teacher's effort to gain maximum benefit from the experience. Lesson plans are evidence of advance preparation and provide an outline of objectives and activities to guide learning experiences. The student teacher needs to plan in greater detail than does an experienced teacher. The cooperating teacher must have an opportunity to read and react to the student teacher's lesson plans to be assured that the student teacher demonstrates the essentials of effective planning, and the progress of pupils is not jeopardized.

Lesson plans vary according to school, cooperating teacher and content area. It is common for student teachers to experiment with several lesson plan forms. By the second week, the student teacher should have begun using the appropriate lesson plan format of the cooperating school. The following are some guidelines for working with your student teacher on planning. It is important to remember that there will be much variation within these guidelines.

### **First weeks of student teaching**

Frequently the student teacher begins teaching from the cooperating teacher's plans. In this case, the cooperating teacher should have a detailed lesson plan prepared so that the student teacher can see the connection between careful planning and effective lessons.

Following a conference with the cooperating teacher in which the proposed content, activities, and strategies are discussed, the student teacher independently prepares the lesson plan. The plan is then made available to the cooperating teacher for further suggestions and approval. The cooperating teacher should see lesson plans well in advance so that ample time for improvement is available and a successful learning experience can be anticipated. It is important for the cooperating teacher and the student teacher to thoroughly analyze initial lessons so that optimal learning can be ensured.

### **Middle weeks of student teaching**

As the student teacher assumes more teaching responsibility, the cooperating teacher should continue to

1. discuss proposed content, activities, and strategies,
2. review and respond to lesson plans well in advance of instruction, and
3. conference with the student teacher regarding the connection between quality of the lesson plans and success of lessons.

### **Full-time teaching weeks**

The detail of lesson plans may decrease slightly as you become convinced of your student teacher's ability to organize and implement effective plans. As you are apt to be absent (yet available) from the classroom during portions of this time period, it is essential that you know exactly what is happening in your classroom.

## **APPENDIX V**

### **SUGGESTED QUESTIONS TO ASK WHEN REVIEWING LESSON PLANS**

#### **I. Objectives**

- a. Are the objectives specific?
- b. Have they been identified as concepts, skills, symbols, habits and feelings?
- c. Will their attainment help pupils to help themselves? Help others?
- d. Are the objectives realistic in terms of the needs and abilities of pupils?
- e. Is thinking encouraged at appropriate cognitive levels?

#### **II. Materials**

- a. Are the materials clearly identified and are they available?
- b. Has it been indicated when and how the materials will be used?
- c. What can be done if the materials needed are not present or do not work?

#### **III. Motivation**

- a. Is the plan designed to appeal to the students' interests and developmental tasks?
- b. Does the plan show how the work is related to their lives or to the lives of others?
- c. Does the plan help answer the questions, "Why?", "So what?", "What's the point?", etc.
- d. How might this lesson be related to previous class work, future class work or to areas of importance in the pupils' personal lives?

#### **IV. Methods**

- a. Has the probable time been estimated?
- b. Are the methods appropriate to carrying out the stated objectives?
- c. Do they provide, at least in part, for the range of interest and ability in this particular class?
- d. Have sufficient examples been included to demonstrate the idea or procedure?
- e. Do the methods lead to some conclusion?
- f. Have opportunities been provided for pupils to make suggestions?
- g. If questions are to be used in the lesson, have leading questions been formulated?
- h. Is enough work planned to keep pupils engaged in productive tasks suited to their capacities?
- i. What problems in discipline might occur? How can these problems be prevented?
- j. Where in the lesson should the homework be assigned?

#### **V. Assignments**

- a. Is the assignment clear and concise?
- b. Do the pupils know what they are to do? Why it is being assigned? How it is to be done?
- c. Has time been allowed to discuss the assignment with the pupils?
- d. Have provisions been made for individual differences?

## **APPENDIX VI HUNTER'S LESSON PLAN DESIGN**

(Elements to be considered while designing a lesson. This is to be used only where appropriate and when agreed upon by the cooperating teacher, University supervisor, and the student teacher.) It is offered here only as a possible guide.

### **Readiness:**

#### **Anticipatory Set**

Focus

Review previous learning

Create a mental set

#### **Objective or Purpose**

Tell/show students what they will learn

Explain the “why” for students

### **Instruction:**

#### **Input**

Various techniques based on learner style and content

Simplest, clearest, most understandable form

Use a model to show process or product, if appropriate

#### **Modeling**

Accurate, clear, concise

Model the process as well as the expected outcomes

Model can be concrete, symbolic, or written/verbal

### **Assessment:**

#### **Checking for Understanding**

Signaled answers

Choral responses

Sample individual response

#### **Guided Practice**

Practice under teacher supervision

All students have access to direct, immediate feedback

#### **Independent Practice**

Practice alone or with group on similar assignment

(NOTE: Not all steps will be used in every lesson plan.)

## **APPENDIX VII LESSON PLAN DESIGN**

Lesson Content \_\_\_\_\_

Materials needed:

Estimated Time for Lesson \_\_\_\_\_

---

**Readiness:**

Anticipatory Set

Objectives or Purpose

**Instruction:**

Input

Modeling

**Assessment:**

Checking for understanding

Guided practice

Independent practice

## APPENDIX VIII STUDENT TEACHING SCHEDULE FOR LONG RANGE PLANS

Directions: Use the space below to indicate your long-range plans for taking on responsibilities during student teaching. Indicate when you will take over classes, when you will teach your unit, and when your cooperating teacher(s) will take back the teaching responsibilities. This planning should be completed with your cooperating teacher. It should be somewhat reflective of the sixteen-week prescription identified in this handbook.

Share this outline with your university supervisor once the schedule is completed.

| <b>WEEK</b> | <b>MONDAY</b> | <b>TUESDAY</b> | <b>WEDNESDAY</b> | <b>THURSDAY</b> | <b>FRIDAY</b> |
|-------------|---------------|----------------|------------------|-----------------|---------------|
| 1           |               |                |                  |                 |               |
| 2           |               |                |                  |                 |               |
| 3           |               |                |                  |                 |               |
| 4           |               |                |                  |                 |               |
| 5           |               |                |                  |                 |               |
| 6           |               |                |                  |                 |               |
| 7           |               |                |                  |                 |               |
| 8           |               |                |                  |                 |               |

## APPENDIX VIII STUDENT TEACHING SCHEDULE FOR LONG RANGE PLANS

Directions: Use the space below to indicate your long-range plans for taking on responsibilities during student teaching. Indicate when you will take over classes, when you will teach your unit, and when your cooperating teacher(s) will take back the teaching responsibilities. This planning should be completed with your cooperating teacher. It should be somewhat reflective of the sixteen-week prescription identified in this handbook.

Share this outline with your University supervisor once the schedule is completed.

| <b>WEEK</b> | <b>MONDAY</b> | <b>TUESDAY</b> | <b>WEDNESDAY</b> | <b>THURSDAY</b> | <b>FRIDAY</b> |
|-------------|---------------|----------------|------------------|-----------------|---------------|
| 9           |               |                |                  |                 |               |
| 10          |               |                |                  |                 |               |
| 11          |               |                |                  |                 |               |
| 12          |               |                |                  |                 |               |
| 13          |               |                |                  |                 |               |
| 14          |               |                |                  |                 |               |
| 15          |               |                |                  |                 |               |
| 16          |               |                |                  |                 |               |

**APPENDIX IX**  
**STUDENT TEACHER WEEKLY PROGRESS REPORT**

Directions to the cooperating teacher: Please consider the student teacher's enthusiasm, sense of responsibility and academic preparation as you complete this form.

\_\_\_\_\_  
**Date**

**Student Teacher's Strengths:**

**Recommendations/Suggestions:**

\_\_\_\_\_  
**Student Teacher**

\_\_\_\_\_  
**Cooperating Teacher**

**APPENDIX IX**  
**STUDENT TEACHER WEEKLY PROGRESS REPORT**

Directions to the cooperating teacher: Please consider the student teacher's enthusiasm, sense of responsibility and academic preparation as you complete this form.

\_\_\_\_\_  
**Date**

**Student Teacher's Strengths:**

**Recommendations/Suggestions:**

\_\_\_\_\_  
**Student Teacher**

\_\_\_\_\_  
**Cooperating Teacher**

**APPENDIX X: SYLLABUS**  
**Student Teaching**  
**Education 591**  
**Fall, 2010**

|                                   |                                     |
|-----------------------------------|-------------------------------------|
| <b>Instructor:</b> TBA            | <b>Office Hours:</b> M, T 1:00-3:00 |
| <b>Office:</b> CA 111C / 280-3583 | W, TH 11:00-2:00                    |
| <b>Class time:</b> M-F            | <b>Class Location:</b> None         |
| <b>Fax:</b> 280-1117              | <b>E-mail:</b> TBA                  |

**Course technology support :** *This course is supported by the BlueLine course management tool, that is accessible via <http://blueline.creighton.edu>. Pertinent course information and material will be on BlueLine. All official course and university communication will be through the student's Creighton email. It is the student's responsibility to check both the BlueLine site and his/her Creighton email on a regular basis.*

### EDUCATION DEPARTMENT MISSION

The mission of Creighton University's Education Department is to empower undergraduate and graduate students to become effective, caring teachers, school administrators, and counselors who desire to work with students and families in schools and agencies.

True to the Jesuit tradition of preparing teachers in education, the department focuses on developing critical thinking, reflective decision-making, and service orientation to promote the general welfare of individuals in the local and global communities. Through collaborative planning and research, the department pursues a future in which educational institutions become communities of inspired leaders.

Creighton's pre-service education students participate in a liberal arts and a professional studies program. The liberal arts provide a broad knowledge base, establish values, and instill an appreciation of cultures. The professional studies programs develop competence, wisdom, and compassion.

### CATALOG DESCRIPTION

Practical experience in the observation and conduct of classroom teaching and related activities. This experience is obtained under the immediate supervision of a fully-experienced cooperating teacher and a University supervisor. Application to the Director of Field Experiences for all student teaching must be made before February 1 for the Fall Semester and October 1 for the Spring Semester. (University Undergraduate Bulletin, 2010-2011, p. 373).

### TECHNOLOGY NECESSARY TO PARTICIPATE IN THIS COURSE

This course uses BlueLine as its course construction and management software, and all course resources are housed on its BlueLine site. In order to participate in this course, the student will need access to the following minimum requirements (this may be your own, in your K-12 schools, or in Creighton's computer labs):

- Operating System – Windows XP Professional SP2
- RAM Memory – 256 MB

- Audio card and speakers
- Broadband ISP – high speed DSL or cable modem service (for streaming clarity)
- CD Drive
- Microsoft Office 2003 (with ability to view powerpoints) – you can take your computer to Creighton’s HelpDesk to add this for a small charge
- Microsoft Internet Explorer 6.0
- Adobe Acrobat Reader 7.x (download free <http://www.download.com/3000-2378-10000062.html>)
- Symantex 10.0 antivirus or similar software
- Windows Media Player 10 for viewing streamed materials

### **Student Technology Skills**

Many basic technology skills are necessary. A few of the most relevant skills are listed below:

1. ability to use Creighton email account, including sending and opening attachments
2. ability to navigate through the component parts of the BlueLine course delivery site
3. ability to use latest editions of Microsoft Word and Powerpoint software for completing assignments
4. ability to access audio/video items from the internet and Creighton’s streaming site
5. ability to use Windows Media Player to view/hear mp3, wma, and digital movies needed for the course

### **GOALS FOR THE COURSE**

Student teaching is the culminating experience of the Elementary and Secondary Education Program. It is the opportunity for the pre-service teacher to practice skills and demonstrate mastery of the following program outcomes:

### **GOALS FOR THE COURSE**

|      | <b>GOAL</b>   | <b>NATIONAL OR DEPARTMENT STANDARD</b> | <b>INSTRUCTIONAL STRATEGY</b> | <b>ASSESSMENT PROCEDURE</b>                                 |
|------|---|--|-------------------------------|---|
| A.   | <b><i>Student teaching is the culminating experience of the Elementary and Secondary Program. It is the opportunity for the pre-service teacher to practice skills and demonstrate mastery of the following program outcomes:</i></b> |  |                               |   |
|      | <b><i>KNOWLEDGE:</i></b>  |  |                               |   |
| K.00 | <i>Creighton University Education Department’s conceptual framework &amp; charisms</i>  | CU 11                                  | Field Experience              | Teaching observation<br>feedback<br>Reflection<br>Responses |
| K.01 | The theories of adolescent development and learning,  | INTASC 2                               | Field Experience              | Teaching observation  |

|      |   |               |                  |  |
|------|---|---------------|------------------|--|
|      | the cognitive domains, multiple intelligences, and higher-order thinking skills   |               |                  | feedback   |
| K.02 | The instruction of diverse and exceptional students.  | INTASC 3      | Field Experience | Teaching observation feedback                                  |
| K.03 | <i>The moral, social, and political dimensions of classrooms, teaching, and schools</i>   |               | Field Experience | Teaching observation feedback                                  |
| K.04 | The models of pedagogical strategies currently used to teach reading, language arts, mathematics, social sciences, fine arts, and healthy lifestyles. | INTASC 4      | Field Experience | Teaching observation feedback, Lesson Plans                    |
| K.05 | The central concepts, content, tools of inquiry, and structures of the discipline(s) that he or she teaches.  | INTASC 1      | Field Experience | Teaching observation feedback                                  |
| K.06 | Organizational and management systems that facilitate instruction.  | INTASC 5      | Field Experience | Teaching observation feedback                                  |
| K.07 | The role of formal and informal assessment strategies, including portfolios.  | INTASC 8      | Field Experience | Teaching observation feedback                                  |
| K.08 | The value and use of technology.  | CU Outcome 12 | Field Experience | Observations of teaching                                       |
| K.09 | School law and policy.  |               | Field Experience | Observations of teaching                                       |
| K.10 | Organization and administrative function.   |               | Field Experience | Observations of teaching, administration                       |
|      | <b>SKILLS:</b>  |               | Field Experience |  |
| S.01 | Identify, interpret, and diagnose the needs of students.  | INTASC 4      | Field Experience | Reflection responses   |
| S.02 | Accommodate and integrate the physical, social, emotional, cognitive, and linguistic developmental characteristics of elementary students             | INTASC 2      | Field Experience | Teaching observation feedback, Lesson Plans, Portfolio         |
| S.03 | Plan instruction based on knowledge of subject matter, students, the community, curriculum standards and goals.                                       | INTASC 7      | Field Experience | Lesson Plans, Curriculum Units, Portfolio                      |
| S.04 | Infuse multiculturalism.  | INTASC 1      | Field Experience | Lesson Plans, Portfolio  |
| S.05 | Create learning experiences that make subject matter meaningful.  | INTASC 1      | Field Experience | Lesson Plans, Curriculum Units, Portfolio                      |
| S.06 | Use a variety of instructional strategies, including whole-class, cooperative groups, peer and individualized instruction to developing               | INTASC 4      | Field Experience | Teaching observation feedback, Lesson Plans, Curriculum Units, |

|      |  |               |                  |   |
|------|--|---------------|------------------|---|
|      | critical thinking, problem solving, and performance skills.  |               |                  | Portfolio   |
| S.07 | Communicate, present, and pace the learning material.  | INTASC 6      | Field Experience | Teaching observation feedback                               |
| S.08 | Organize and manage the classroom learning environment that encourages positive social interaction, active engagement in learning and self-motivation. | INTASC 5      | Field Experience | Teaching observation feedback                               |
| S.09 | Develop thematic units integrating several subjects.   |               | Field Experience | Curriculum Units, Portfolio                                 |
| S.10 | Effectively integrate technology in instruction to support student learning.   | CU Outcome 12 | Field Experience | Teacher observation feedback                                |
| S.11 | Use appropriate questioning techniques, including higher-order questions and wait time.  | INTASC 4      | Field Experience | Teacher observation feedback                                |
| S.12 | Develop, interpret, apply, and report results of appropriate assessment strategies, including student portfolios.                                      | INTASC 8      | Field Experience | Teacher observation feedback                                |
| S.13 | Have a positive effect on student learning.  | CU Outcome 11 | Field Experience | Progress reports, Evaluations                               |
| S.14 | Evaluate his/her own teaching.   | INTASC 9      | Field Experience | Progress reports, Evaluations                               |
| S.15 | Communicate effectively with parents and other members of the education family.  | INTASC 6      | Field Experience | Evaluations   |
| S.16 | Work well as part of a team.   | INTASC 10     | Field Experience | Progress reports, Evaluations                               |
|      | <i>DISPOSITIONS:</i>   |               | Field Experience |   |
| D.01 | Development of rapport with adolescents.   |               | Field Experience | Teacher observation feedback, Progress reports, Evaluations |
| D.02 | Accommodation of the social, physical, and psychological needs of the adolescent.  | INTASC 2      | Field Experience | Teacher observation feedback, Progress reports, Evaluations |
| D.03 | A recognition of individual differences.   | INTASC 2      | Field Experience | Teacher observation feedback, Progress reports, Evaluations |
| D.04 | Awareness of cultural and ethnic diversity, dispositions and knowledge of diversity as they work with student populations and communities.             | INTASC 2      | Field Experience | Teacher observation feedback, Progress reports, Evaluations |
| D.05 | Self-esteem and confidence.  |               | Field Experience | Teacher   |

|      |   |           |                  |  |
|------|---|-----------|------------------|--|
|      |   |           |                  | observation<br>feedback, Progress<br>reports,<br>Evaluations             |
| D.06 | Enthusiastic acceptance of the varied roles of the secondary teacher.                                 | INTASC 9  | Field Experience | Teacher<br>observation<br>feedback, Progress<br>reports,<br>Evaluations  |
| D.07 | The priority of their profession as an educator.  |           | Field Experience | Teacher<br>observation<br>feedback, Progress<br>reports,<br>Evaluations  |
| D.08 | Effective communication.  | INTASC 6  | Field Experience | Teacher<br>observation<br>feedback, Progress<br>reports,<br>Evaluations  |
| D.09 | The ability to follow legal, ethical, and professional guidelines.                                    |           | Field Experience | Teacher<br>observation<br>feedback, Progress<br>reports,<br>Evaluations  |
| D.10 | Responsibility and punctuality.   |           | Field Experience | Teacher<br>observation<br>feedback, Progress<br>reports,<br>Evaluations  |
| D.11 | The ability to take professional advice from others and act accordingly.                              |           | Field Experience | Teacher<br>observation<br>feedback, Progress<br>reports,<br>Evaluations  |
| D.12 | Willingness to seek out opportunities to grow professionally.   | INTASC 9  | Field Experience | Teacher<br>observation<br>feedback, Progress<br>reports,<br>Evaluations  |
| D.13 | Working collegial relationships in the larger community to support students' learning and well being. | INTASC 10 | Field Experience | Teacher<br>observation<br>feedback, Progress<br>reports,<br>Evaluations, |
| D.14 | Flexible and open to change.  |           | Field Experience | Teacher<br>observation<br>feedback, Progress<br>reports,<br>Evaluations  |

### **COURSE REQUIREMENTS AND GRADING PROCEDURES**

Student teaching will begin officially on **MONDAY , AUGUST 22, 2011** and end on **FRIDAY, DECEMBER 9, 2011**. Be advised, however, that students who choose to begin the student teaching experience prior to **August 22<sup>nd</sup>** are still required to observe the official starting and ending dates.

**Student teachers** share with cooperating teachers the instructional responsibilities of a classroom. They work with colleagues, parents, and administrators in becoming teachers.

**University supervisors** work collaboratively with school personnel in designing and implementing the most appropriate and effective experiences for each student teacher.

University supervisors visit the student teachers' classrooms a minimum of **nine** times during the semester for observation and conversation with the student teachers and their cooperating teachers. **Six** of these visits must be documented observations with reflection by the student teacher and the university supervisor. The other three visits consist of introductory visits within the first week of the placement, midterm evaluation visits, and closing visits during the last week of the placement.

**Cooperating teachers** are responsible for the direct supervision of teacher education students assigned to them. They provide appropriate professional experience for their student teachers and help gather objective data on their teaching effectiveness. The cooperating teachers share their expertise in teaching as they guide the student teaching experience. The cooperating teachers and university supervisors are members of a team that facilitates professional laboratory experiences for the student teacher.

Specific detailed information and formal evaluation forms are included in the *Handbook for Student Teachers and Their Cooperating Teachers*.

### **Reflection Statement**

Write a reflection that demonstrates your understanding of one or more of our charisms. Reflect on how the charisms of the education department with the department's mission and conceptual framework have been influential throughout your experiences as a teacher candidate. **UPLOAD TO LIVETEXT EXIT PORTFOLIO.**

### **Journaling**

Maintain a journal of your student teaching experience. This should include at least two entries per week. Include the week and dates, and set several goals for yourself for each week. The primary focus of the journal is reflection on your experience. It should also be professional record of your experience, including all in-services, staff meetings, parent conferences, extra-curricular activities, etc. Reflect on your goals at the end of the week, things you have learned and want to remember, what worked, what didn't in your lessons and management, solutions, successes, ideas, questions, occurrences, problems, etc.

**Submit entries to your University supervisor.**

**FAILURE TO COMPLETE THE EXIT PORTFOLIO WILL RESULT IN THE STUDENT RECEIVING A FINAL GRADE OF "F".**

The grading scale is shown below:

- A Outstanding achievement
- B+ Unusual degree of intellectual initiative
- B Above average attainment
- C+ Upper average work
- C Average work
- D Inferior but passing
- F Failure

## **Attendance**

The calendar of the cooperating school will be followed. Illness is the only excused absence. In case of such absence, students are to notify their cooperating teacher/school and their university supervisor. If students miss more than a total of **three** days during the semester, such time will have to be made up. Student teachers are expected to be of service for the full teaching day.

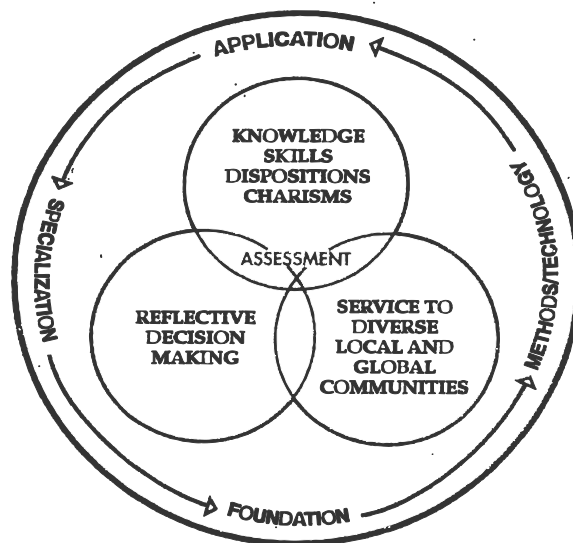
## **FELONY CONVICTIONS/MENTAL CAPACITY STATEMENTS**

\*\*\*Please remember that it is EACH STUDENT'S RESPONSIBILITY TO NOTIFY the Director of Field Experiences and Certification to report any order(s) or determination(s) pertaining to mental or emotional capability OR any felony or misdemeanor conviction(s) to remain in the Education Department.

## **CREIGHTON UNIVERSITY EDUCATION DEPARTMENT SUMMARY OF CONCEPTUAL FRAMEWORK**

The conceptual framework of the Education Department (the unit) contains a philosophical base, an organizational theme, a graphic representation, knowledge base, and an assessment and evaluation strategy. The framework evolved from discussions among unit personnel over several years, and it reached its current state following a unit retreat in October 1995. It was the goal of the retreat to develop a conceptual framework that provides a larger educational context for the professional education curriculum, design, delivery, and assessment that occurs at Creighton University.

Courses within the Education Department are designed within a conceptual framework of knowledge, skills, and dispositions. The syllabus for EDU 451 Elementary/Secondary School Observation and Student Teaching, reflects the Department's conceptual framework.



***EFFECTIVE LEADERS IN THE JESUIT TRADITION***

### **Policy on Academic Honesty**

*“...[the University] expects and requires academic honesty from all members of the University community. Academic honesty includes adherence to guidelines established by the University, its Colleges and Schools and their faculties, its libraries, and the computer center. ‘Academic or academic-related misconduct’ includes, but is not limited to, unauthorized collaboration or use of external information during examinations; plagiarizing or representing another’s ideas as one’s own; furnishing false academic information to the University; falsely obtaining, distributing, using or receiving test materials; falsifying academic records; falsifying clinical reports or otherwise endangering the well-being of patients involved in the teaching process; misusing academic resources; defacing or tampering with library materials; obtaining or gaining unauthorized access to examination or academic research material; soliciting or offering unauthorized academic information or materials; improperly altering or inducing another to improperly alter an academic record; or engaging in any conduct which is intended or reasonably likely to confer one’s self or another an unfair advantage or unfair benefit respecting an academic matter” (University Undergraduate Bulletin, 2011-2012, p. 93). Academic Misconduct in this class...Any student involved in academic-related misconduct will automatically earn a zero on the assignment or activity.*

### **STATEMENT OF RESPONSIBILITY**

The University exists for students and learning. It maintains that students are personally responsible for learning. Students are responsible for completing all requirements and expected to maintain appropriate standards in academic and personal lives. Students, like all members of an academic community, have the responsibility to create and support an educational environment.

Each student possesses the right to learn and should be treated with respect and dignity while not infringing upon the rights of others. Given those rights, it is the responsibility of academic

communities to promote those opportunities, protections, and privileges for its students that provide the optimal climate for learning.

### **REQUIRED TEXTBOOK**

*Creating a Community of Reflective Practitioners: Handbook for Student Teachers and their Cooperating Teachers – Fall, 2011*

### **Additional Resources**

Manning, M. Lee & Bucher, K. (2007). Classroom Management, Models, Applications, and Cases. Upper Saddle River, NJ: Pearson Education, Inc.

Marchesani, R.J. ((2007). The Field Guide to Teaching. Upper Saddle River, NJ: Pearson Education, Inc.

Moffatt, C.W., & Moffatt, T.L. (2003). Handbook For The Beginning Teacher. Upper Saddle River, NJ: Pearson Education, Inc.

Rutherford, P. (2005). 21<sup>st</sup> Century Mentor's Handbook. Alexandria, VA: Just ASK Publications.

Wachter, J. (1999). Sweating the Small Stuff. Thousand Oaks, CA: Sage Publication

## **DRESS AND PERSONAL APPEARANCE GUIDELINES FOR STUDENT TEACHERS**

*Professional dress is often a matter of perception and judgment; therefore, the following standards are in effect for student teachers while in the public/private classrooms:*

### **Appropriate Dress Examples**

- † *Female: slacks, skirts of modest length, dresses, jumpers and sweaters. Shirts or tops without collars are acceptable as long as they complement other attire being worn and are not too casual. Capri or cropped pants must be worn with a jacket or sleeved top and appropriate shoes.*
- † *Male: dress shirt or sport shirt with collar, polo shirt, sweater, slacks and shoes. Shirts should be tucked into pants and ties are encouraged.*

### **Inappropriate Dress Examples**

- † Shorts, skorts
- † Flip flops
- † Athletic shoes and baseball caps
- † Jeans
- † T-shirts with slogans and/or pictures (exception: school spirit wear)
- † Work-out clothes (track suits/sweat suits) of any kind
- † Overalls
- † Gaping shirts or revealing necklines
- † Visible body piercing (exception of earrings)
- † Non-offensive tattoo words/images
- † See through clothing
- † Halter tops, midriff tops, muscle shirts, leotards and tank tops
- † Clothing which exposes the back, waist or midriff or allows undergarments to be visible
- † Clothing that is wrinkled, soiled, excessively worn, baggy or too tight

**Creighton University  
Department of Education  
Educator Dispositions Concern Form**

Educators share common traits, habits, and attitudes about teaching and learning, and hold similar values about individuals and society that we call “dispositions.” The following is a list of dispositions that Creighton University’s Education Department expects teacher education candidates to demonstrate.

Any appropriate individual, such as a faculty member, college supervisor, cooperating teacher, administrator, or campus authority, can submit this form. Please complete this form **ONLY** if a teacher education candidate demonstrates a deficiency in one or more of these dispositions **to the extent that it impacts the candidate’s admission to, and/or retention in, Teacher Education.**

**Candidate Name** \_\_\_\_\_ **Program:** \_\_\_\_\_  
**Indicate which dispositions are serious concerns and provide an explanation for each below, or as an attachment.**

| Level of Concern |                |               | Dispositions  |
|------------------|----------------|---------------|---|
| Grave Concern    | Strong Concern | Minor Concern |   |
|                  |                |               | <i>Cura personalis</i> -The candidate displays a personal concern and respect for others.   |
|                  |                |               | The candidate demonstrates respect and professionalism in attentiveness, communication and appearance.  |
|                  |                |               | The candidate demonstrates an ethic of care, and is responsive to student needs.  |
|                  |                |               | <i>Magis</i> - The candidate strives toward excellence, setting high expectations for him/herself.  |
|                  |                |               | <i>Men and Women for and with Others</i> - The candidate demonstrates valuing of service, acts justly, and builds inclusive community.                                    |
|                  |                |               | The candidate demonstrates professionalism by maintaining a positive attitude conducive to harmony and cooperation in the classroom and practicum.                        |
|                  |                |               | The candidate’s decisions, interactions, and behaviors positively impact the culture and climate of the learning environment.   |
|                  |                |               | The candidate values collaborative, cooperative, and inclusive learning environments.   |
|                  |                |               | The candidate maintains appropriate professional boundaries with students.  |
|                  |                |               | The candidate uses appropriate strategies for classroom management.   |
|                  |                |               | <i>Contemplation in Action</i> -The candidate practices reflective and critical thinking.   |
|                  |                |               | The candidate demonstrates the traits, habits, and attitudes of a professional educator.  |
|                  |                |               | The candidate values and demonstrates professional preparedness through organization, planning, and goal setting.   |
|                  |                |               | The candidate fulfills responsibilities in a timely manner.   |
|                  |                |               | The candidate is punctual and dependable.   |
|                  |                |               | The candidate demonstrates honesty and integrity.   |
|                  |                |               | The candidate follows the Nebraska Regulations and Standards for Professional Practices Criteria, Title 92, Administrative Code, Chapter 27 (Found in program handbooks). |

Explanation:

\_\_\_\_\_  
Name of Evaluator (Print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**By signing this document, I signify that the Creighton faculty or staff member discussed the contents of this form with me. I understand that I may submit a letter to be attached to this document, if I choose to do so.**

\_\_\_\_\_  
Name of Teacher Education Candidate (Print)

\_\_\_\_\_  
Signature of Candidate

\_\_\_\_\_  
Date