

**STUDENT TEACHING HANDBOOK**

**Fall 2014**

**The Catholic University of America**

**Department of Education**

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**1. Welcome Letter**

Dear Student Teachers, Cooperating Teachers, and University Supervisors,

Welcome to the student teaching field experience and seminar, the capstone experience for both undergraduate and graduate candidates. This Student Teaching Handbook includes important information for student teachers, cooperating teachers, and student teaching supervisors. Please read the contents of this document carefully and contact Ms. Elsie T. Neely ([neely@cua.edu](mailto:neely@cua.edu)), the Director of Field Experiences, or Dr. Lilliana Maggioni ([maggioni@cua.edu](mailto:maggioni@cua.edu), 202/319-4481), Director of Teacher Education if you have any questions. We are here to support your learning and ensure your success.

Enjoy this semester,

Agnes Cave, Ph.D.

#### 2. Preface

*"People become educated, as opposed to trained, insofar as they achieve a grasp of critical principles and an ability and passion to choose, organize, and shape their own ideas and living beliefs by means of them."*

(Richard Paul 1987, p. 143)

The Catholic University of America is committed to a strong and vibrant Teacher Education Program, not a teacher-training program concerned solely with developing basic teaching skills. While we recognize the need for candidates to demonstrate a basic level of teaching competence, we view that achievement as only the beginning of their professional preparation. We are more concerned with the development of critical, reflective minds and in morally grounded, self-motivated action. This handbook describes the program designed to foster these qualities.

**3. Program Philosophy**

The Department of Education, a scholarly community of faculty and students, shares in the general mission of The Catholic University of America. It recognizes the important role of education in shaping humanity, the world, and the future. The Teacher Education program functions within this community to prepare teachers for Catholic, private, and public schools who are prepared to educate students for a changing world.

The overall purpose of CUA’s Teacher Education Program is to help candidates acquire the skills and reflective qualities essential for the professional practice of teaching. By developing a reflective, problem-solving orientation toward teaching, graduates of this program should be empowered to critically examine their own actions and the context of these actions for the purpose of a more deliberative mode of professional activity (Berlak and Berlak, 1981). The outcome should be self-directed teachers who use professional knowledge to actively, persistently, and carefully improve their practice.

One assumption that guides this program is that pre-service teachers can be taught to reflect on their experiences. This can only be accomplished when students are given many opportunities to practice reflection in different contexts and situations. For this reason, all coursework and related field experiences are infused with content and assignments that promote the central goal of increasing reflective thought.

A second assumption is that systematic observation and analysis during a variety of field experiences will promote reflectivity. Students are encouraged to use a problem-solving approach to reflect on situations encountered in their own teaching experiences or observations, draw on relevant research and theory for solutions, and integrate knowledge across coursework and field experiences.

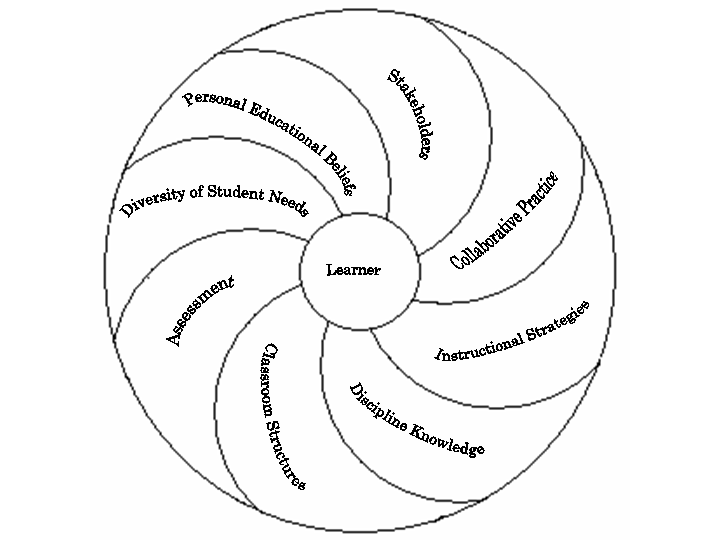
**4. Conceptual Framework**

The next section provides an abbreviated, 4-page description of CUA’s conceptual framework and includes the conceptual framework standards, evidence of CUA’s conceptual framework describing CUA’s shared vision, coherence, professional commitments and dispositions, commitment to addressing diversity of student needs, and commitment to technology.

CUA uses its conceptual framework to scaffold candidates’ reflection as they analyze their thoughts and actions in order to improve their practice. Through the use of visual representation, the framework increases candidates’ conceptual understanding of complex pedagogical challenges and dilemmas and organize their ideas about responding in a morally defensible manner. Faculty use the conceptual framework to operationalize assessment of previously identified knowledge, skills, and dispositions through the use of multiple assessments at various transition points in the assessment system.

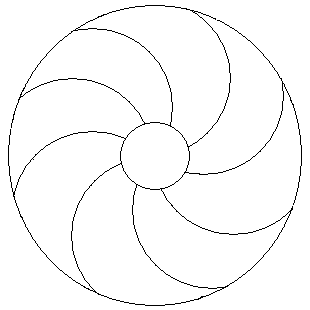
*Components*

The Educator Preparation Program’s conceptual framework is seen as a mechanism to allow educators at all experience levels to move fluidly between philosophy, theory, practice, and personal reflection. To accomplish this task, the framework introduces three components to guide reflections and decision-making. One component consists of the elements of the learning environment (see Figure 1). These elements are designed to help educators systematically analyze the complexities of each teaching and learning experience. Originally based on Schwab’s (1973) four commonplaces of teacher, student, content and context, the new model expands the model to include eight elements: diversity of student needs, the educator’s personal educational beliefs, stakeholders, collaborative practice, instructional strategies, discipline knowledge, assessment, and classroom structures. Candidates are guided through exercises that address these elements individually and then in concert. Key features of this component include the role of the learner as the central figure in every teaching/learning experience and the interactive nature of the elements (for example, it is meaningless to consider assessment without considering the needs of the learner and the nature of the discipline knowledge being assessed, just as stakeholder expectations and personal beliefs shape the classroom structures used). Echoing Bronfenbrenner’s work (1989), candidates are expected to consider the learning environments as embedded within larger social structures as well (see Figure 2).



**Figure 1: Eight Elements of the Learning Environment**

It is tempting for educators, especially teacher education candidates, to focus on the day-to-day technical aspects of teaching. At this level, all challenges are viewed as problems to be solved with whatever tools are currently available. While it is important not to minimize the importance of these daily challenges that all educators face, the conceptual framework is designed to help educators move beyond the surface level of teacher-as-technician to see the larger systematic impact classroom practice has on individual students and society in general.



School

Community

District/State

Nation

International

**Figure 2: Global Perspectives of Education**

The second component of the reflective practitioner framework builds on the work of Berlak and Berlak (1981) to describe and define fundamental educational essential questions, or dilemmas, that lie under the surface of classroom challenges. Reflective practitioners need to stop to consider how one’s perspective on these key questions can both inform and limit the options that seem reasonable in a given situation. Using this component of the framework, educators can explore a broader range of possible solutions for a given situation by recognizing that there are multiple, morally defensible positions. This process helps candidates address two of the most challenging elements of the learning environment: the impact of their own philosophy on their classroom choices and the possibly competing needs and values of the other stakeholders in the learning community. When considering options to best meet the needs of a non-English speaking P-12 student, for example, the answers to large questions of curriculum (e.g., who decides what is worth knowing?), control (e.g. who sets the standards?) and society (e.g. what role should schools play in enculturation?) shape the strategies that seem reasonable. Not only do these essential educational questions impact decisions on a practical level, they also help situate ongoing classroom concerns in larger philosophical questions.

To continue that process of considering larger philosophical issues, the third component of the three-prong approach to reflective practice consists of an iterative reflective decision-making process (see Figure 3). Reflective practitioners must consider their decisions on three different levels (Van Mannen, 1977), or modes of reflection as CUA call them. The philosophical mode prompts the educator to consider the role that education should play in society in general and in the life of the particular child. Each decision should be examined for consistency and efficacy in supporting those larger goals. The descriptive mode addresses the technical issues of how educational decisions are carried out. Educators must strive to assess their own practice and to look for new methods to meet the needs of individual learners. The interpretative mode encourages the reflective practitioner to consider the explicit and hidden messages sent to students and all stakeholders by classroom decisions. Are expectations uniformly high? Are the knowledge, skills and cultural traditions children bring to class valued or marginalized? Are parents seen as partners or obstacles? These types of questions move the reflective practitioner back to the larger philosophical questions to begin the process again. While it does not matter if the initial question is descriptive, interpretive, or philosophical, the model prompts the educator to see the process as ongoing and interrelated.

**Figure 3: Modes of Reflection**

# Philosophical Mode

***Why*** are things the way they are, and what ought to be?

# Interpretative Mode

***How*** is it understood by all stakeholders?

# Descriptive Mode

***What*** happens? What could happen?

Reflective

Practitioner

*Iteration*

Through the recent revision process, the Educator Preparation Program has renewed its commitment to reflective practice at the Educator Preparation Program level. By taking the time to talk about what larger goals the Educator Preparation Program has for itself and its candidates, the Educator Preparation Program is once again actively modeling the iterative process of reflective practice. Scoring guides at all levels have been revised to explicitly call out the role of meaningful reflection in key assignments. The new CUA Conceptual Framework Standards have become an essential part of the student teaching mentoring and evaluation process also. The action research project remains the capstone artifact of the student teaching experience, but it has been revised to allow more time at the end of the semester for reflecting on candidates’ personal growth during the student teaching experience. A new requirement, the electronic portfolio, required of education program completers, creates an opportunity for the candidates to review the entire program and to reflect on how the course of study as a whole prepares them for the tasks ahead using relevant professional standards. Courses and assignments have been aligned with one another to provide a coherent and scaffolded learning program and have been aligned with SPA and the revised CUA conceptual framework standards.

*Using the Framework*

The framework is designed to help beginning teachers overcome tendencies to focus on problems and events in narrow and technical ways by stressing philosophical reflection, dilemmas in education, and the relations among the eight elements of the learning environment.  Reflective teachers should address questions of meaning and technique in the context of goals and purposes.

For example, candidates are encouraged not to handle problems of disruptive classroom behavior at a purely technical level: “How can I stop it?” Rather, they are taught to reflect on the meaning particular disciplinary strategies convey to students and on the broader norms and values that guide their selection. Candidates are taught that these problems are conceptually messy, context-specific and embedded in value judgments.  The answer to the question “What norms should govern my choice of disciplinary strategies?” in part depends on where one places oneself on the dilemmas of teaching: whether one believes the teacher should have more or less control over the students’ behavior, whether one believes each child should be treated uniquely or according to a set standard, etc.

This conceptual framework will play an important role in the life of a student teacher. Each of our candidates is required to identify an issue in a classroom that is limiting the learning of one or more students. Student teachers depend on the supervisor to help choose a meaningful problem that has a possible solution under their control. Working through a series of carefully designed activities, CUA candidates explore the specific school setting and possible causes of the identified issue. Then they conduct an action research project to try one or more possible solution strategies, document the impact of those efforts, and draw conclusions for future teaching. Candidates use the conceptual framework to shape the written discussion and prompt in-depth reflection. More important than the specific results is the thorough exploration of the multifaceted issues affecting the situation and their own reflective process. Candidates are expected to tap into the educational resources available – from current educational research to the classroom expert at hand: the student teacher supervisor, seminar instructor, and the cooperating teacher. Please help CUA student teachers as they try to take on the responsibilities of full-time teaching and at the same time delve into the intricacy of one part of the classroom.

**The CUA conceptual framework standards are included in Section 4 of the Assessment Handbook available at** <http://education.cua.edu/Current%20Students/students.cfm>.

**5. Accreditation**

The Educator Preparation Provider of The Catholic University of America (CUA EPP) is accredited by the Council for Accreditation of Educator Preparation (CAEP).  All CUA EPP’s certification programs are approved by the Office of the State Superintendent of Education of the District of Columbia:

1. **Early childhood Education *(Undergraduate)***
2. **Elementary Education *(Undergraduate)***
3. **Secondary Education - English, Math, and Social Studies *(Undergraduate and Graduate)***
4. **Special Education *(Graduate)***
5. **Early Childhood Special Education *(Graduate)***

State approval means that all candidates who complete CUA’s state approved teacher education program and pass required CORE/CASE (reading, writing, and math) and PRAXIS II content and pedagogy tests are eligible for a Regular II (standard) DC license in their area of specialization.

**6. Teacher Licensure**

Information on licensure requirements and the process of license application is **available at** <http://education.cua.edu/Current%20Students/students.cfm> (Licensure tab).

The Director of Teacher Education holds an orientation session during the student teaching seminar to discuss all details related to the license application process and requirements.

*Endorsements*

Candidate eligible for a Regular II (standard) DC license are also eligible for additional teaching licenses in endorsement areas upon completing PRAXIS II content and pedagogy tests as required by the District of Columbia. In terms of reciprocity, other jurisdiction may, may not, or partially accept these endorsement licenses.

**7. Student Teaching: Introduction, Goals and Objectives**

Student teaching is a critical event in CUA’s teacher education program. This experience provides a setting for candidates to use their professional knowledge acquired in previous coursework. During this time candidates continue to develop a number of intellectual, personal, and professional orientations needed for successful teaching. Student teachers take responsibility for fulfilling the roles of a professional teacher: content specialist, learning diagnostician, group manager, evaluator, and curriculum developer.

At CUA, student teaching is a semester-long supervised field experience. The cooperating teacher and university supervisor work closely with each student teacher to improve teaching performance while encouraging self-evaluation and reflection. Supervision provided by the cooperating teacher and university supervisor encourages a pattern of self-initiated professional growth. Each member of the essential triad shares the responsibility for the success of this venture.

Goals and objectives, derived from CUA’s conceptual framework, for the student teaching experience and the seminar identify the global characteristics desired of program graduates, regardless of level or discipline. These goals and objectives are aligned with professional and national standards and included in the student teaching syllabus. The program-specific student teaching evaluation forms are also aligned with InTASC, CUA Conceptual Framework, and Specialized Professional Association standards.

The following objectives have been identified for the student teaching experience:

1. To give student teachers an adequate and effective series of learning experiences in preparation for the teaching profession including the formulation and implementation of daily, weekly, and long range lesson plans, and the selection, preparation, and implementation of varied instructional materials.
2. To develop student teachers' abilities to identify problems and difficulties in their own teaching situations and to use professional knowledge and resources to overcome them.
3. To determine if student teachers have qualities associated with good teaching: an interest in teaching and students’ learning, emotional balance and self-knowledge, good interpersonal skills, intellectual and physical energy, breadth of interest, professional appearance, dispositions, and behavior.
4. To develop student teachers' reflective skills and dispositions enabling them to examine the elements of the learning environment using different modes of deliberation (philosophical, interpretive, and descriptive) and to make reasoned judgments about educational dilemmas they encounter.

**8. Student Teaching: Observation, Mentoring, and Supervision**

I am looking forward to working as a liaison between you and your student teachers in their academic preparation and field experiences. It is important to note that the successful formation of an effective teacher depends in large measure upon the cooperative interaction among the student teacher, cooperating teacher, and the university supervisor.  My primary role is a facilitator of open communication. Therefore, I will closely monitor everyone involved in the student teaching experience and work as part of a team whose shared goal is to support candidates as they develop into capable, reflective, and highly effective teachers. As a first step in this process, I would like to clarify some procedural issues.

**Observation Visits**

The initial contact between the supervisor and the cooperating teacher should involve reviewing the student teaching calendar and assuring that the expectations of student teaching are clearly understood. Supervisors will observe weekly and confer with candidates and cooperating teachers regularly.  Every effort should be made to schedule observations so that supervisors see a variety of lessons and situations in order to provide for maximum growth and development of the student teachers.  Supervisors of secondary candidates should contact Dr. John Convey ([convey@cua.edu](mailto:convey@cua.edu)) to arrange for a visit from a professor in the department of the student teacher’s discipline to observe at least one lesson. Student teachers and supervisors should have a short meeting before each visit to go over the basic expectations of the session and to provide the supervisor with the lesson plan binder (which should be up-to-date, including the current lesson plan). Following each observation visit, the supervisor and student teacher should meet to talk about the lesson, summarizing the successes and possible action plans. Observation sheets should be turned in with the three-way evaluations, which should be completed at the middle and end of the student teaching experience.

**Lesson Plans**

Plans must be written for all lessons taught.  CUA’s lesson plan format is available in Appendix C and LiveText. The student teacher may use the format specified at his/her school as long as that format includes reference to standards and planned assessments. Lesson planning should be a joint venture between the student teacher and cooperating teacher. It is vital that the cooperating teacher has time to review all proposed lessons – handing a lesson plan to the cooperating teacher on the way into class is NOT sufficient!  A specific time should be set aside to work on plans and to provide feedback on teaching. During their visit, supervisors will review plans and provide guidance in all aspects of planning a unit or a lesson. Plans must be kept for the entire semester in a three ring binder. The folder should be available to cooperating teachers, supervisors, or the Director of Field Experiences to review at any time, and they will be required at the electronic portfolio presentation at the end of the semester. The supervisor should be given a copy of the lesson plan for each observation.

**Cooperative Planning Meetings**

The cooperating teacher and student teacher should set aside approximately one-half hour each day to meet and plan together. This time can be spent reviewing the recommended scope and sequence plan provided in textbooks or curriculum guides, formulating units and long range plans, reviewing the student teacher's lesson plans, and working out scheduling matters. The cooperating teacher should involve the student teacher in setting the agenda for each meeting.

**Clinical Supervision**

Observation of teaching performance and feedback are important components of the student teaching experience. The cooperating teacher and university supervisor should observe the student teacher during instruction, record their observations, and share these data with the student teacher on a regular basis. CUA recommends the use of a clinical supervision cycle to accomplish this important task. The following steps have been modified from the clinical supervision model (Goldhammer, Anderson and Krajewski, 1980) for the student teaching situation.

*Pre-observation Conference* - The student teacher and observer meet to set goals for the observation, perhaps by identifying a problem with instruction that then becomes the focus for the observation.

*Classroom Observation* - The observer watches and records data as determined in the previous step.

*Supervision Conference* - The student teacher and observer meet to discuss the data, and indicate actions for improvement or solutions to problems, which surfaced during the observation.

University supervisors are required to use this cycle at least once a week to observe the student teacher. Post-observation conferences should be scheduled to allow the cooperating teacher to attend. This practice encourages mutual understanding and improves the quality of supervision. The cooperating teacher should also observe the student teacher and provide written or verbal feedback on a daily basis. The pre- and post-observation conferences should be structured to encourage the student teachers to think reflectively about their performance and the commonplaces of teaching. One successful technique is to ask student teachers questions that require them to make connections between practice and theory, ponder dilemmas, and pose solutions to concerns they identified. The goal is to enable them to identify difficulties in their own practice and use professional knowledge and school resources to overcome them.

Appendix E contains a description of Six Types of Supervisory Conferences by Madeline Hunter (1980).

**9. Student Teaching: Seminar and Assignments**

**Student Teaching Seminar**

Student teachers are required to attend a weekly seminar (Tuesday, 5:10 – 7:40 pm). The purpose of this class is to provide added support for the candidates and encourage them to think reflectively about the school environment and their own experiences as an observer and teacher. Guest lectures, discussions, and activities address a variety of topics, such as classroom management, long- and short-range planning, adapting instruction for students with special needs, the Action Research Project and the Electronic Portfolio. University supervisors and cooperating teachers are warmly invited to attend as many of these sessions as they can. Student teachers’ classroom participation is a vital part of their grade.

**Assignment: Electronic Portfolio (EP)**

During the semester the student teachers will compile an electronic portfolio that displays and exhibits artifacts from their entire teaching experiences at CUA.  Student teachers select artifacts that represent meaningful experiences and then provide a rationale for their choices. Candidates prepare a formal statement of their educational beliefs and a professional resume, as well as document how they successfully meet the standards established by their respective specialized professional associations (SPAs), including artifacts demonstrating observable impact on P-12 student learning.  This work will be presented in terms of personal reflections using the CUA conceptual framework.  Please provide any insights into electronic portfolios that you may have and please share with your student teacher any portfolios that you have compiled. (See attached description of the Electronic Portfolio Guidelines and Scoring Guide.)

**Assignment: Action Research Project (ARP)**

Each candidate works through an Action Research Project (ARP) during the course of the semester. The goal for this project is to identify, through collaboration with the cooperating teacher, some aspect in the classroom environment that might respond to specific instructional strategies over the course of a month. The candidate researches possible causes for the observed phenomena and possible solution strategies that address the causes rather than specific observed events. After defining potential success in terms of particular measurable characteristics, the candidate then systematically varies classroom conditions as he/she teaches independently. Normally candidates find that two or three strategies did not work as they expected, but one or two have observable impact. At the end of the intervention, candidates reflect on their results, including the practicality of such intervention when they are running their own classrooms. (See attached description of ARP Guidelines and Scoring Guide.)

**10. Student Teaching: Calendar**

The student teaching internship occurs during a full semester of the final year. During the fifteen-week placement, the candidates gradually assume increasing responsibility for planning and teaching, taking full responsibility for at least four weeks. If a student teacher is ill and cannot attend school, s/he is required to make up the time missed.  Week 15 is set aside so that the students can transition from the student teacher to the cooperating teacher.

***\*Note: Student teachers should follow the holiday schedule of their respective schools.  The Catholic University of America holiday schedule does not apply to student teachers.  Therefore the stated dates are subject to change based on the school to which candidates are assigned.  The following schedule is suggested:***

*Directed Observation and Limited Participation (Weeks 1-2)*

Student teachers are expected to be actively engaged in classroom activities as soon as possible. During the orientation period, candidates may find it useful to participate in lessons designed by the cooperating teacher, supervise independent activities, provide help for individuals and small groups, and handle routine classroom procedures (e.g., recess or lunch duty, grading papers, taking attendance, becoming familiar with instructional materials, building facilities, and school policies). Student teachers also observe the cooperating teacher at work using an observation or lesson plan form to record questions and observations that can be shared during the daily conference. Candidates are also expected to explore all of the resources available at the school and talk with as many people as possible about the school philosophy and the role of the community during this time. Student teachers are to follow the calendar and holiday schedule of the school in which they are placed, not that of The Catholic University of America.

*Extended Participation (Weeks 3-9)*

After becoming familiar with the classroom routines and context of the teaching situation, student teachers begin working in instructional areas including working with small groups in one curriculum area, planning the work for the group, and teaching selected lessons to the whole group. Responsibility for planning and teaching in additional areas of the curriculum should be added every week. It is of vital importance that the student teachers preview all lesson and unit plans with the cooperating teacher in time for any necessary changes to be made.

*Complete Responsibility (Weeks 10-14)*

As soon as the cooperating teacher feels that the student teacher is capable, he or she should assume full responsibility for planning and teaching the daily program. CUA suggests that the student teacher be left in the classroom for short intervals without the assistance of the cooperating teacher although the student teacher cannot act as a substitute teacher if the cooperating teacher is absent. Conferences and feedback should be a part of each school day. The goal is to have the candidate act as a full-time teacher, with all of the associated responsibilities, for four weeks. Again, all plans must be approved by the cooperating teacher with ample time for revisions to be made.

*Finishing up (Week 15)*

By the beginning of week 15 candidates should begin transitioning the class back to the cooperating teacher. Student teachers need to document the work done over the course of the semester and might find the need for “one last quiz” or one more team building activity to complete their action research project. Student teachers who teach until the last day of the CUA semester often regret not having some time to prepare the children for their departure.

*Additional Activities (Weeks 1-14)*

Student teacher should participate in as many school related activities as possible (e.g., faculty meetings, work-planning sessions, departmental meetings, institutes and workshops, faculty events, parent-teacher conferences, PTA meetings).

CUA suggests that cooperating teachers, in consultation with the university supervisors and student teachers, make the judgment regarding the readiness of candidates to assume specific responsibilities associated with teaching. If student teachers are ready to take on broader responsibilities earlier in the semester, they are encouraged to do so. All candidates need minimum four weeks to carry out their action research plan.

**11. Student Teaching: Evaluation**

Cooperating teachers and supervisors are asked to use weekly evaluation forms to provide informal feedback to student teachers. All of these evaluations are intended to be formative in nature and should focus on providing the student teacher with information that can be incorporated during the placement to improve teaching practice.

The first formal – midterm - evaluation is completed as a triad (cooperating teacher, supervisor, and student teacher) with input from all members, with the supervisor leading the team and clarifying the meaning of evaluation criteria. The purpose of the three-way meeting held among the student teacher, cooperating teacher, and university supervisor is to assess the student teacher's performance to date and present specific strengths as well as recommendations for improvement. The student teacher receives a course grade based on the midterm student teaching evaluation.

The second – final - evaluation has the added responsibility of assessing the student teacher's overall performance. The final evaluation is summative and completed by the triad It is based on interim goals set during formative evaluations. The student teacher receives another course grade based on the final student teaching evaluation.

Both the cooperating teacher and university supervisor should complete evaluation forms. The cooperating teacher’s scoring is only a part of the final grade assigned by the supervisor and the seminar instructor (midterm, final, etc.).

Please be aware that student teachers are expected to develop their teaching skills through the course of their student teaching semester. It is fully expected that candidates will be assessed as “acquiring skills” (developing) in most categories at the mid-term evaluation. Skills that candidates have not had an opportunity to demonstrate will not negatively impact their student teaching grade although it is hoped that they will be able to have a broad enough experience base by the end of the semester to limit the number of such skill categories by the final evaluation. The level of performance called “meeting expectation” indicates that the candidate is as prepared as a highly qualified first year teacher, not that he or she has mastered all aspects of that area of teaching.

The following p**erformance standards should be applied when completing the midterm and final student teaching evaluation forms.**

|  |  |
| --- | --- |
| **Performance Levels** | **Explanation** |
| Exceeding Expectations | Can successfully implement/meet standard unprompted and unsupervised. |
| Meeting Expectations | Can successfully implement/meet standard when prompted and/or supervised. |
| Acquiring Skill | Needs to show improvement, needs time to develop as a student teacher. Cannot yet successfully implement/meet standard. |
| Not Yet Evidenced/ Not Applicable | Cannot be observed, no opportunity for practice. |

Appendix D contains a copy of the evaluation form used for both the midterm and final evaluations. The final evaluation forms are kept as a part of the candidate’s permanent records in the department. All completed formal evaluation sheets must be turned in to the Director of Field Experience, and the student teaching evaluation data must be entered into LiveText.

*Early Childhood Education Student Teaching Evaluation Form:*

http://c1.livetext.com/misk5/formz/public/11239/i3hUrMuvjc (Please note that this form is currently being revised and will be launched in October 2014.)

*Elementary Education Student Teaching Evaluation Form:*

http://c1.livetext.com/misk5/formz/public/73257/EVruVgBN57

**12. Student Teaching: Policies**

**Absences**

Student teachers must notify both their supervisor and cooperating teacher if they are too sick to attend school. This is the only reason student teachers should be absent. All missed days must be made up at the end of the semester. All Tuesday afternoon seminars are mandatory; student teachers must call the course instructor in case of illness.

**Work Load**

Student teaching is a demanding experience that is both mentally and physically taxing. Student teachers receive twelve credit hours for the internship. Under special circumstances the Director of Teacher Education may grant a student teacher permission to take one additional course during this semester. Outside employment is strongly discouraged. Student teachers will follow the school schedule of their school site and not that of CUA. Candidates should ask for morning contact information for both the cooperating teacher and the university supervisor so both can be notified if student teachers are not able to make it to school.

**Grading**

Candidates must have an overall score of “meeting expectation” in key assignments, such as the action research project and the electronic portfolio.

Candidates must earn at least 80% “meeting expectation” in each subcategory of the student teaching evaluation.

The goal of this benchmark system is not to eliminate candidates but to ensure that potential weaknesses are identified early enough so that proper remediation can be done before a candidate is considered for licensing.

Rationale:  All key assignments are graded through LiveText and this means that the "meeting expectations" requirement is defined through the middle score of the LiveText scoring guide - it corresponds to a LiveText score of 67%.   The student teaching evaluation forms are assessed using three performance levels (exceeding expectations, meeting expectations, and acquiring skill). Since the field experience evaluation forms cover many knowledge, skills, and disposition categories, faculty monitor the 80% benchmark in all subsets of the evaluation.

**Communication and Problem Solving During Student Teaching**

Good communication is essential to a successful student teaching experience. With cooperative planning and regular feedback, student teachers should be able to meet expectations on schedule.

During student teaching problems may arise, many that you will be able to handle with ease.

Student teachers, cooperating teachers, and university supervisors should address any concerns or problems as quickly as possible. If they encounter a problem that they are not able to resolve using regular procedures, the following process should be followed:

1. Student teachers should discuss the problem with the cooperating teacher.
2. Student teachers (and cooperating teachers) should discuss the problem with the university supervisor.
3. If the problem persists, contact the Director of Field Experiences.
4. If there is a need to go further, contact Dr. Agnes Cave, Director of Teacher Education.
5. The final step is to contact Dr. Mimi Schuttloffel, the Chair of the Education Department of The Catholic University.

Any changes and resolutions will be carefully evaluated by the university supervisor and Director of Field Experiences in consultation with the Director of Teacher Education before action is taken.

**Alumni and Employer Surveys**

Candidates are required to complete an alumni survey before leaving The Catholic University of America. It is vital that you submit your survey data in LiveText at the end of your program so that we receive formal feedback from you regarding the quality of education and your experiences we provided for you. We will ask you that you also fill out the same form one and two years after you graduate. We will also obtain your employer’s

Additionally, we need the name and contact information of your employer so that CUA can contact him/her to complete the employer survey. We need to hear feedback from your employer about your performance in the classroom.

Please click on the link below and complete the alumni survey. Please remember to click on SUBMIT to complete the process in Livetext. [https://college.livetext.com/misk5/formz/public/11421/jQ9uKxK73R](https://college.livetext.com/misk5/formz/public/11221/jQ9uKxK73R)

**Cooperating Teacher Stipend**

CUA offers a monetary honorarium ($100) to cooperating teachers in appreciation for their professional contribution to the vital process of teacher education. Stipends are sent when CUA receives the final evaluations and a completed *Application for Vendors* form including the cooperating teacher’s Fed Tax ID (Social Security Number) and additional forms that the cooperating is asked to fill out (See forms in Appendix A). Candidates are responsible for giving the stipend forms to the Director of Field Experiences. It is most important that candidates turn the forms in on time so that their cooperating teachers can be remunerated.

**13. Student Teacher’s Responsibilities**

*Student Teaching Experience*

1. Maintain daily lesson plans in a binder for cooperating teacher (needs to be approved BEFORE they are to be implemented) and supervisor
2. Complete at least four weeks (20 days) of “full-time” teacher responsibility
3. Actively participate in all faculty duties expected of cooperating teacher (follow site rather than CUA schedule)

*Student Teaching Seminar*

1. Attend weekly student teaching seminar
2. Complete and submit on time weekly journals that relate to the Action Research Project
3. Complete Electronic Portfolio
4. Complete all required forms
   1. Cooperating Teacher’s Contact Information (send to supervisor and seminar instructor)
   2. Field Experience Diversity Form
   3. Weekly Attendance Sheet
   4. Program-Field Trip Waiver, Assumption of Risk and Release
   5. Alumni Survey (at the end of semester)
   6. Student Teacher’s Evaluation of Site and Cooperating Teacher
   7. Student Teacher’s Evaluation of Supervisor and Action Research Project

*Supervision Process*

1. Send the following information to your supervisor as soon as possible:
   1. Cooperating teacher’s contact information (name, E-mail, phone)
   2. School address, grade level, directions to school, parking information
   3. Class schedule: time of arrival, instructional periods, recess, lunch time, specials, snacks, time of departure
2. Inform your supervisor of any changes in the schedule immediately. Supervisor plan their observation visits at the beginning of the semester, but there can be times when they arrive unannounced. They must have the most updated schedule to ensure they see you teach. During the first two weeks when you only observe, your supervisor may want to observe with you a lesson that your cooperating teacher teaches to discuss it.
3. Prepare a lesson plan for each lesson you teach. When you are in full control, you will prepare a lesson plan for all your classes. Use the CUA lesson plan template, but you can use the format your school provides if that is a requirement. Keep your lesson plans in a binder in a designated place in the classroom so that your cooperating teacher, supervisor, or principal can always access it easily.
4. Contact your supervisor for feedback. You can discuss your lesson with your supervisor right after your lesson ends or that same day. Do not postpone talking to your supervisor as the feedback becomes less meaningful as time passes.
5. Send your assignments listed in the student teaching syllabus on time. Save your work in several places (Dropbox, Google Drive, etc.) so that you don’t lose it. If an assignment needs to be revised (as planned in the syllabus), resubmit the revised version to your supervisor by the next class time so that you receive timely feedback. Your supervisor will provide feedback on the following assignments:
   1. Resume
   2. Philosophy Statement (Personal Instructional Philosophy and School Philosophy)
   3. Problem Statement of your ARP
   4. Discussion of Dilemmas
   5. Cause – Effect Chart
   6. Literature Review
   7. Solution Strategies
   8. Data Presentation
   9. Reflection
   10. Draft ARP (b through i)
   11. Final ARP
   12. 3-Way Midterm Student Teaching Evaluation
   13. 3-Way Final Student Teaching Evaluation
   14. Electronic Portfolio
6. Facilitate your supervisor’s visitation schedule and the timing of the evaluation sessions by communicating with both your cooperating teacher and your supervisor about the best times for all three of you.
7. If you struggle in any area, discuss your difficulties with your cooperating teacher and supervisor. The student teaching seminar is also a great place to talk about challenges and get support, feedback, and advice from the seminar instructor and your peers.

**Tips for Success**

1. Be fully prepared, personally and professionally, for each day's teaching.
2. Be willing to assume responsibilities in the classroom and in the school. Take the initiative in formulating activities and projects.
3. Seek and accept professional advice with an open mind. Utilize the cooperating teacher, university supervisor, and other professionals as valuable resources for maximizing development.
4. Interact with students in a manner that expresses appreciation and concern for each individual while maintaining their respect as a teacher.
5. Participate fully in school-community life. Establish a working relationship with all school personnel and members of the community as opportunities arise.
6. Actively attempt to develop habits of self-analysis and reflection that will lead to continuous personal and professional growth.

**14. Cooperating Teacher’s Responsibilities**

1. Conduct three 3-way meetings with CUA supervisors (approximately 1 hour each)
   1. Initial briefing meeting
   2. Midterm student teacher evaluation
   3. Final student teacher evaluation
2. Complete end-of-semester paperwork (approximately 1 hour)
   1. Personal evaluation forms for:
      1. Student teacher
      2. University supervisor
      3. CUA teacher education program (including general impact of Action Research Project)
   2. Stipend Voucher Form(s)
   3. Application for Vendor
   4. Attendance Form
   5. Cooperating Teacher Qualifications and Diversity Form
3. Provide daily supervision and immediate feedback on your student teacher’s
   1. Content knowledge
   2. Instructional strategies
   3. Interaction with students
   4. Classroom management
4. Be a resource for the Action Research Project (but you are not expected to act as reader)

**15. Cooperating Teacher’s Self-Evaluation Checklist**

1. Am I accessible to the student teacher?
2. Am I modeling being a reflective teacher (e.g., asking questions, being self-critical and analytic, examining situations from different perspectives)?
3. Am I meeting daily with the student teacher to plan and monitor progress and problems (e.g., encourage student teachers to analyze plans and teaching, question why things went well, think about alternative strategies and materials)?
4. Am I meeting regularly with the university supervisor to discuss the student teacher’s progress?
5. Do I review the student teacher’s lesson plans (e.g., make specific comments, suggestions, recommendations, re-teaching strategies and materials?)
6. Do I observe the student teacher (i.e., encourage the student teacher to reflect on, evaluate his/her teaching, give the student teacher specific comments on areas we have designated)?
7. Have I developed with the student teacher a reasonable timetable for the release of responsibilities in the classroom?
8. Do I discuss with the student teacher his/her Action Research Project activities?

**16. University Supervisor’s Responsibilities**

1. Conduct weekly visits to the school
   * Plan the first visit to meet the cooperating teacher to answer any questions about the process of supervision and the structure of the student teaching experience
   * You are encouraged to hold a “joint” observation during the second visit as you observe the cooperating teacher with your student teacher together and compare notes. This allows the student teacher to get a sense of what you look for and to begin thinking about the Action Research Project that includes a systematic observation using the conceptual framework.
2. Send your observation notes to your student teacher and copy the Director of Field Experiences as well as the seminar instructor.

* The notes will be filed in the candidate’s folder.

1. Conduct and submit collaborative student teaching assessment at midterm and final
   * Prompt your student teacher to schedule a meeting time for the three-way evaluation with the cooperating teacher
   * Submit results of evaluations through LiveText (publicly launched link sent by E-mail the week before the evaluations are due and also included Section 11 of this handbook)
   * Send me your recommended grade for the midterm and final evaluations (first two grades for the student teaching semester)
2. Act as the reader for the weekly student teaching journals that are based on components of the Action Research Project
   * Student teachers will E-mail their submission. The journals are not uploaded and assessed in LiveText. If you prefer reading the assignments in hard copy, please ask your student teacher to print the work for you.
   * Prompt feedback should encourage your student teacher to consider deeper implications of issues discussed in the journal.
   * The supervisor determines if subsequent journals should include response to the supervisor’s feedback – the goal is to have candidates reflecting more meaningfully as the semester progresses. Some assignments are designed to be revised and resubmitted. The syllabus includes information and deadlines for these journal assignments.
3. Act as reader for the Action Research Project and Electronic Portfolio draft activities and final assignments.
   * Read and comment on drafts activities submitted (a detailed descriptions of each activity is included in the syllabus and in the appendices of this handbook).
   * The supervisor determines if a second draft is necessary. If it is, work with the student teacher to determine a reasonable due date (sooner is better than later). A second draft is NOT standard for components of the ARP (with stated exception in the syllabus), but the final version should incorporate your comments, so I recommend keeping at least a summary of your major points.
   * The final reflection might require a second draft; candidates should have a solid project when the final activity (the completed project) is turned in since there is not time for revision at that point.
   * Hold one face-to-face session to discuss the ARP (date included in the syllabus). Candidates are given one class time to meet with the supervisor during which they are excused from the student teaching seminar to account for this additional meeting requirement, but the meeting does not have to happen during the regularly scheduled seminar time.
4. Submit your recommended grade for the Action Research Project to the seminar instructor, the Director of Field Experiences, and in LiveText after reading the final version (50% of the third grade for the student teacher).
5. Act as Electronic Portfolio (EP) panel facilitator
   * Review your student teacher’s entire EP before presentation
   * Provide background information as necessary to other panel members after presentation
   * Submit results of EP panel assessment through LiveText
6. Attend at least one student teaching seminar (Tuesday nights, 5:10 – 7:40 p.m.). This is optional but STRONGLY encouraged.

**Appendix A: Forms**

**17. Field Experience Diversity Form**

**The Catholic University of Education, Department of Education**

***Complete this sheet in its entirety. You are required to complete this electronically and submit this hard copy to the Director of Field Experiences and your course instructor.***

**For all Practicum and Student Teaching/Capstone Experiences**

1. Candidate Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Female  Male
2. Candidate E-mail CUA ID #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. E-mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Program:  Early Childhood,  Elementary,  Secondary English,  Secondary Math,  Secondary Social, Studies  Special Education,  Early Childhood SPED
5. Level of Studies:  Undergraduate  Grad Teacher Certif Progr (GTCP)  Master’s
6. Course Number/Name for Field Experiences: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Name of Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. Type of Field Experience**:**  Freshman,  Sophomore,  Practicum I,  Practicum II,  Student Teaching/Capstone Experience,  Other (Specify) \_\_\_\_\_\_\_\_\_\_\_\_
9. Name of School for Field Experience: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. Cooperating Teacher’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Female  Male
11. Cooperating Teacher’s E-mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
12. **Cooperating Teacher’s Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
13. Grade Level Placement: \_\_\_\_\_\_\_\_\_\_\_ Subject(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
14. Field Experience Beginning Date: \_\_\_\_\_\_\_\_\_ Field Experience Ending Date: \_\_\_\_\_\_\_\_\_

*If your placement serves more than one class at the SAME school, choose one classroom and complete the following for THAT classroom.*

**Experiences with Special Needs** (Check all that apply)

**\*\*\***Enter the ***number of children*** in the classroom applicable for each exceptionality checked.

English Language Learners\_\_\_\_  Gifted/Talented\_\_\_  Occupational Therapy\_\_\_\_\_

Special Education\_\_\_\_\_  Speech\_\_\_\_\_  Other, specify\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Type of Classroom Experience** (Check all that apply)

General Ed,  Resource Room,  Collaboration (General & Special),  Other \_\_\_\_\_\_\_\_\_

**Classroom Student Ethnicity** (Check all that apply)

Black/African-American,  White,  Hispanic/Latino,  American Indian/Alaskan

Native,  Asian,  Native Hawaiian/Pacific Islander,  Other,  Two or more races

**Cooperating Teacher Ethnicity** (Check all that apply)

Black/African-American,  White,  Hispanic/Latino,  American Indian/Alaskan

Native,  Asian,  Native Hawaiian/Pacific Islander,  Other,  Two or more races

**School Diversity/Socioeconomic Status**

Free/Reduced Student Lunch Percentage:  Greater than or equal to 60%  Less than 60%

Racial Minority:  Greater than or equal to 40%  Less than 40%

**18. Student Teacher Weekly Attendance Sheet**

**The Catholic University of America**

**Department of Education  
Washington, DC 20064**

Student Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cooperating Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Student teacher must place an “X” under days absent and comment on reasons for absence.  Cooperating teacher must initial attendance for each week.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Week | M | Tu | W | Th | F | Candidate’s Comments | Cooperating Teacher’s Initials | Cooperating Teacher’s Comments |
| 1 |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |  |  |
| 14 |  |  |  |  |  |  |  |  |
| 14 |  |  |  |  |  |  |  |  |
| 14 |  |  |  |  |  |  |  |  |
| 15 |  |  |  |  |  |  |  |  |

\*Student teachers must notify both their supervisor and cooperating teacher if they are too sick to be at school.  Any absences must be made up after Week 14.

**19. Program-Field Trip Waiver, Assumption of Risk and Release**

*Please complete this form on the first day of the seminar class and submit it to Ms. Elsie T. Neely.*

**PLEASE PRINT**

## Candidate’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Local Phone(s)

City\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Zip Code\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Candidate’s Birth Date \_\_\_\_\_\_\_\_\_\_\_\_

Health Insurance Company\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Policy#\_\_\_\_\_\_\_\_

Sometimes it is difficult to reach parents. Therefore, please list a neighbor/relative/friend and their numbers in case of an emergency.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_assume the risks of personal injury and/or property damage in participating in the program of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at The Catholic University of America. I understand that candidates will leave CUA campus during this program and that I may travel in a university owned or a private vehicle. I understand that any violation of campus rules may result in termination of my attendance in the program and/or judicial charges. I will not hold responsible The Catholic University of America for liability for injury or damages arising from the result of my participation in this Program unless it is due to willful fault or gross negligence on the part of the University. I hereby give permission for me to receive medical treatment, if necessary, while attending the Program. To the best of my knowledge, there are no physical or other conditions, which will interfere with my participation. I am at least 18 years old and I enter this agreement voluntarily.

Candidate Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Parent/Guardian if candidate is not at least 18 years old:

Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NOTE: If there are conditions of which the University needs to be aware with regard to your participation in the Program, please use the back of this form to indicate these conditions.

**20. Alumni Survey**

Graduates of the teacher education program can fill out the alumni survey in LiveText at the following URL:

[https://college.livetext.com/misk5/formz/public/11421/jQ9uKxK73R](https://college.livetext.com/misk5/formz/public/11221/jQ9uKxK73R)

**21. Cooperating Teacher Contact Information**

Please provide your contact information to your student teacher so that it can be forwarded to the CUA student teachings supervisor.

|  |  |
| --- | --- |
| **Cooperating Teacher Name** |  |
| **School** |  |
| **Room #** |  |
| **Grade/ Subject Taught** |  |
| **E-mail Address** |  |
| **Phone Number** |  |
| **Student Teacher Name** |  |

**22. Cooperating Teacher Qualifications and Diversity Form**

**The Catholic University of America**

**Department of Education**

Please fill out the form below. If you have any questions, please contact the Director of Field Experiences at 202-319-5819 or [cua-education@cua.edu](mailto:cua-education@cua.edu).

|  |  |
| --- | --- |
| Date Form Completed | \_\_/\_\_/\_\_\_\_ (mm/dd/yyyy) |
| Cooperating Teacher’s Name (CT) |  |
| Name and Address of School |  |
| Grade/Subject Area Taught |  |
| Number of Years of Teaching |  |
| Licensure Area(s) and State Issued in |  |
| Area(s) in Which Teacher is Highly Qualified (according to NCLB) |  |
| Name of Undergraduate Degree  Name of University |  |
| Name of Graduate License  Name of University |  |
| Name of Graduate Degree  Name of University |  |
| Name of Additional Degrees  Name of University |  |
| Certified by the National Board for Professional Teaching Standards | ⁭ Yes  ⁭ No |
| Former School Administrator (Director, Vice Principal, Principal, Superintendent) | ⁭ Yes  ⁭ No |
| Recognized for Outstanding Service | ⁭ Yes  ⁭ No |
| Any Comments or Other Pertinent Information |  |
| Racial Background\*  *\*Information requested by accrediting agency.* | ⁭ Non-Resident Alien  ⁭ Black, Non-Hispanic  ⁭ American Indian or Alaskan Native  ⁭ Asian or Pacific Islander  ⁭ Hispanic  ⁭ White, Non-Hispanic  ⁭ Other |
| Name(s) of CUA Candidate(s) Mentored  Please indicate the CUA candidate’s name in your classroom and include **PR** for practicum, and **ST** for student teaching.  *If this is the first time you have filled out this form, AND you have worked with CUA candidates in the past, please list their names and when you worked with them on the back of this page.* |  |

**23. Cooperating Teacher Stipend Form**

**The Catholic University of America**

**Department of Education  
Washington, DC 20064**

Please return this form:

The Catholic University of America, Department of Education, 204 O’Boyle Hall, Washington, D.C. 20064

Cooperating Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\* (   ) I elect to receive financial remuneration ($100.00).  If you elect to receive the financial remuneration, please complete and return the enclosed Vendor application form.  Thank You.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Social Security Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**24. Application for Vendor Form**

**THE CATHOLIC UNIVERSITY OF AMERICA**

**ACCOUNTS PAYABLE & PURCHASING DEPARTMENTS**

**WASHINGTON, DC  20064**

Legal Business Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Number and Street)  (City, State, Zip Code)

 Phone \_\_\_\_\_\_\_\_\_\_\_\_\_ Fax \_\_\_\_\_\_\_\_\_\_\_\_ Fed Tax ID/Social Security # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Tax Status:* Individual\_ Sole Proprietor\_ Partnership\_ Corporation\_

Tax Exempt Charity Under 501(a) \_\_\_

*Ownership Classification (Check One or More)*

The University identifies vendors by kind of ownership for statistical purposes required in program evaluation.  Ownership type refers to the person(s) or entity having at least a fifty-one percent (51%) controlling interest in the firm.  If your organization is not minority-owned or women-owned, it will be considered majority-owned.

Government Owned \_\_\_ Minority Owned \_\_\_ Women Owned \_\_\_ Majority Owned \_\_\_

Full-Time Employees \_\_\_\_\_ Time In Business \_\_­­­­\_\_\_\_\_\_\_

Contact Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I certify under penalty of perjury that the above information is correct.

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name                                                Title

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature                                          Date

**25. Student Teacher Observation Form**

Student Teacher’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Name of School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    Grade: \_\_\_\_\_\_

Supervisor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title of the lesson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please provide detailed feedback to student teacher including as many of the following areas as appropriate/ possible. Please use other side of sheet if necessary.

Please provide written and oral feedback to the student teacher including as many of the following areas as appropriate/ possible. Provide the student teacher and the Director of Field Experiences a copy of your comments. The following prompts are designed to help direct the observation and conversation. They should not be considered rigid categories. It is appropriate to add information based on the “debrief” conversation to give a richer picture of what the student teacher intended as well as what was observed. Feel free to attach pages or to use the back of the sheet.

1. **Personal and Professional Qualities** (Was candidate enthusiastic, punctual, organized, goal-directed, and confident?)
2. **Personal Educational Beliefs** (How did the candidate’s and/or the cooperating teacher’s personal philosophy play out in the classroom?)
3. **Stakeholders** (Were the needs, expectations and possible contributions of stakeholders in and out of the classroom considered?)
4. **Diversity of Student Needs** (Were there visible signs of differentiation in terms of cognitive, physical, emotional and social needs?)
5. **Interactions with Students** (Did candidate listen and show respect to students? Was candidate sensitive to cultural, ethnic, and developmental differences of all students?)
6. **Social Context** (Did candidate foster group and cooperative learning, give constructive feedback, and keep students on task?)
7. **Classroom Structures** (How was the classroom managed? How did school philosophy and policies affect the learning environment? How was classroom behavior monitored? Were rules and expectations communicated clearly? Was the learning environment supportive and safe?)
8. **Interactions with Students** (Did the candidate listen, and show respect? Was s/he sensitive to cultural, ethnic, and developmental differences?)
9. **Subject Matter Knowledge** (What knowledge development was targeted?  Was it clearly presented? How did it reflect relevant P-12 standards? Did candidate demonstrate a deep conceptual understanding of the material?)
10. **Instructional Strategies, Planning and Organizational Skills** (What strategies were planned? How well were they implemented? Did candidate link subject matter to students’ prior knowledge? Did candidate use an integrated approach to learning? Were lessons interesting, coherent, and developmentally appropriate? Were lesson plans and materials prepared and organized?)
11. **Collaboration** (How were available resources used? How did fellow educators contribute to the observed lesson?)
12. **Assessment** (Was there a clear plan for measuring student understanding? Were the results of assessment used to shape teaching?)
13. **Decision Making and Reflective Qualities - Reflection in, on and for practice** (Did candidate ask for and use suggestions to improve performance? Does candidate exhibit creative problem solving? Are ARP strategies conducted thoughtfully?)
14. **Professional Standards** (What strengths and weaknesses should the candidate consider? Consider SPA standards used in ST evaluation.)
15. **(Only for ECE)** Curriculum and Teacher-Directed Activities (e.g., Does candidate provide for all areas of a child’s development, plan for wide range of developmental levels?)
16. **(Only for ECE)** Student-Directed Activities and Learning Centers (e.g., Does candidate scaffold children’s learning, encourage children’s independence, provide materials that are real, concrete and relevant to children?)
17. **Recommendations**

**Appendix B: Action Research Project**

**26. Action Research Project (Fall 2014 Version)**

*For Early Childhood and Elementary Education Majors*

**Introduction**

The Action Research Project (ARP) is designed to offer teacher education candidates an integrated experience in research, practice, and reflection. The ARP includes three primary components, 1) a professional educational philosophy statement, 2) an identification of dilemmas and decision making designed to impact P-12 learning, and 3) a reflection on the results. The course instructor discusses each component of the ARP with candidates in the student teaching seminar, and the university supervisor reads and provides feedback on this project. The majority of the literature review is completed in Activity 4; however, research studies should be cited throughout the paper whenever they are applicable (8-12 references for undergraduate candidates and min. 20 pages with 20 references for graduate students). List your references using APA Publication Manual 6th ed. format.

**PART I**

*ARP #1 Philosophy statement*

1. What is your personal instructional philosophy and how do you see it in the current context? Describe your educational beliefs and experiences in your student teaching placement. Use the CUA conceptual framework to guide your reflection. This statement will be revisited in your transformative reflection in the last section.
2. Describe the context in which you student teach. Include a description of the school philosophy, relevant curriculum decisions, issues of teacher autonomy, and school and community demographics.

*ARP #2 Identification of a Problematic Situation*

Identify an issue that you are going to address during your student teaching experience. Elaborate in detail on how each situation was manifested in the classroom. Give at least one example to document the learning difficulties/behaviors you have noted. Your examples should be specific and complete.

*ARP #3 Dilemma discussion*

Identify at least one dilemma that you are going to address during your student teaching experience.  Elaborate in detail on how each situation manifested itself in the classroom. Give at least one example you have documented for each behavior you have noted. Your examples should be specific and complete.

**PART II**

*ARP # 4 Observational data collection I (Pre data)*

1. Before implementing any strategies, collect pre-implementation (baseline) data to provide evidence for the problem you are addressing in your ARP. Provide rich and varied data to support the wide range of possible causes of your stated problem.
2. Complete a short literature review. Based on this literature review, write one or more hypotheses about the expected outcomes of your strategies.
3. Update your data collection as necessary based on your literature review.

*ARP # 5 Proposed solutions*

Continue the literature review to inform your selection of the most appropriate solution strategies. Use your knowledge of the physical, social, emotional, cognitive, behavioral, and linguistic developmental characteristics of students. Draw on your developmental knowledge to plan curriculum that is achievable, meaningful, and motivating for your students at various developmental levels. If you focus on behavioral issues, consider and accommodate the developmental characteristics of your students. Seek advice from specialists (e.g., special educators, counselors, art teachers, etc.) to confirm if an individual student’s development is atypical.

*ARP #6 Observational data collection II (Post data)*

1. Collect data during and after the implementation of solution strategies to demonstrate the effectiveness of those strategies. How do the “post” data compare to the initial conditions? You might find that you have no measurable change based on that initial goal even if one or more of the strategies seemed to have positive results.
2. Present your assessment data in an appendix.

**PART III**

*ARP #7 Reflection*

This section includes your transformative reflection and addresses the conclusions you can draw from your experience. Start with the impact on your students. Did you accomplish what you hoped to accomplish? Does that goal seem important in hindsight? What other outcomes did you see that you didn’t expect or didn’t think would be as important as they turned out to be? Use the conceptual framework to reflect on what happened and how it impacted the students including the dilemma identified.

**References**

List your references using APA Publication Manual 6th ed. format.

**Assessment**

The Action Research Paper will be evaluated using the following scoring guide:  
[Action Research Paper Scoring Guide](https://c1.livetext.com/doc/5363605)

**27. Action Research Project Scoring Guide**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Exceeding Expectations**  **(3 pts)** | **Meeting Expectations**  **(2 pts)** | **Acquiring Skill**  **(1 pt)** |
| 1. Educational Philosophy  ACEI-5.1 | Evidence shows that: Candidates use conceptual framework (CF) to develop rich understanding of personal philosophy in terms of the current context. Candidates clearly use written and anecdotal evidence to support discussion of school philosophy. Candidates clearly describe how teaching and the ARP impacted personal philosophy. | Evidence shows that: Candidates use CF to explore personal philosophy in the current context. Candidates provide evidence to support discussion of school philosophy. | Evidence shows that: Candidates do not use CF to explore personal philosophy in current context. Candidates provide little or no evidence used to support description of school philosophy. |
| 2. Discussion of Problematic Situation and Dilemma  ACEI-5.1 | Evidence shows that: Candidates clearly state problematic situation and provide multiple examples of each behavior documented. Candidates provide rich description of dilemma based on research. Candidates identify well defined ARP problem statement in terms of measurable behaviors. | Evidence shows that: Candidates clearly state problematic situation and provide at least 1 example of each behavior documented. Candidates identify at least 1 dilemma related to the issue. Candidates identify ARP problem statement. | Evidence shows that: Candidates do not describe problematic situation clearly with sufficient examples. Candidates identify a dilemma not related to the issue. Candidates do not identify an ARP problem statement. |
| 3. Identifying Causes | Evidence shows that: Candidates use rich and varied data to support broad range of possible causes. Candidates show how some observations support more than one possible interpretation. Candidates include special needs as possible causes but do not categorize students without supporting formal assessment. Candidates organize data to clearly aid reader understanding. | Evidence shows that: Candidates use observational data to support broad range of possible causes. Candidates include special needs as possible causes but do not categorize students without supporting formal assessment. Candidates organize data to aid reader understanding. | Evidence shows that: Candidates use insufficient data to support limited range of possible causes. Candidates presume special needs categorization without supporting formal assessment. Candidates do not organize data in a meaningful manner that aids reader understanding. |
| 4. Pre/Post Data Collection and Analysis  ACEI-4.0 | Evidence shows that: Candidates clearly identify pre/post measure(s) appropriate for stated problem statement. Candidates identify additional data sources to show clear plan for triangulation. | Evidence shows that: Candidates clearly identify pre/post measure appropriate for stated problem statement. Candidates discuss additional data sources. | Evidence shows that: Candidates do not identify pre/post measure appropriate for stated problem statement. Candidates do not consider additional data sources. |
| 5. Proposed Solutions  ACEI-5.1 | Evidence shows that: Candidates describe broad range of possible interventions. Candidates use rich and varied data to justify selection of specific strategies. Candidates use CF (including multiple relevant dilemmas) to aid selection of strategies. Candidates clearly include interpretative and philosophical perspectives in decision-making process. Candidates clearly link causes and strategies in an organized manner that aids reader understanding. | Evidence shows that: Candidates describe broad range of possible interventions. Candidates use varied data to justify selection of specific strategies. Candidates consider elements of the learning environment when selecting interventions. Candidates describe at least 2 dilemmas. Candidates clearly link causes and strategies in an organized manner that aids reader understanding. | Evidence shows that: Candidates describe limited range of possible interventions. Candidates use insufficient data to justify selection of specific strategies. Candidates do not link causes and strategies clearly. Candidates’ use of the CF is limited. |
| 6. Describing Individual Interventions | Evidence shows that: Candidates systematically and thoroughly describe all strategies implemented. Candidates provide well developed picture of how all strategies were implemented using student and teacher artifacts (including lesson plans, thematic units or other instructional materials) as well as observational data. | Evidence shows that: Candidates systematically and thoroughly describe all strategies implemented. Candidates provide supporting artifacts (to include lesson plans, thematic units or other instructional materials) and observational data. Candidates meaningfully discuss the impact of individual strategies. | Evidence shows that: Candidates provide limited description of strategies implemented. Candidates provide little or no supporting evidence (e.g., lesson plans or other instructional materials). Candidates include little or no discussion of the impact of individual strategies. |
| 7. Development, learning, and motivation: Connections to course theories  ACEI-1.0 | Evidence shows that: Candidates illustrate rich understanding of knowledge creation, developmentally effective teaching strategies and content knowledge through choice of activities, diverse instructional strategies and student centered problem solving. | Evidence shows that: Candidates illustrate understanding of knowledge creation, developmentally effective teaching strategies and content knowledge through choice of activities, diverse instructional strategies and student centered problem solving. | Evidence shows that: Candidates do not have a thorough knowledge of developmental characteristics of students, knowledge creation, developmentally effective teaching strategies or content knowledge. |
| 8. Reflecting on P-12 Impact  ACEI-5.1 | Evidence shows that: Candidates base conclusions on the conceptual framework and support them with multiple sources of data. Candidates thoroughly discuss original problem statement. Candidates clearly discuss the impact of the overall project on P-12 student development including student artifacts as appropriate. Candidates directly compare pre and post measures. | Evidence shows that: Candidates base conclusions on the conceptual framework and support them with multiple sources of data. Candidates thoroughly discuss original problem statement. Candidates give at least one alternative explanation and at least one recommendation for classroom teacher. Candidates clearly discuss impact of overall project on P-12 student development including student artifacts as appropriate. Candidates directly compare pre and post measures. | Evidence shows that: Candidates support conclusions with few sources of data. Candidates’ use of the conceptual framework is limited. Candidates do not discuss original problem statement. Candidates miss either alternative explanations or recommendations for classroom teacher. Candidates do not compare pre and post measures directly. |
| 9. Collaboration with Colleagues  ACEI-5.2 | Evidence shows that: Candidates develop collaborative relationships with specialists and respect the contribution and uniqueness of all members of the school community as they support students’ learning and well-being in a productive learning environment. | Evidence shows that: Candidates can identify the appropriate specialists within the schools to support K-6 students’ learning and wellbeing. | Evidence shows that: Candidates are not able to identify the appropriate specialists within the schools to support K-6 students’ learning and well-being. |
| 10. Use of Literature  ACEI 5.1 | Evidence shows that: Candidates thoughtfully use a variety of professional resources. Candidates clearly integrate literature into discussion of causes and strategy to demonstrate that literature helped shape understanding of topic. | Evidence shows that: Candidates thoughtfully use a variety of professional resources. | Evidence shows that: Candidates’ literature review appears to be added in a haphazard manner without enriching candidate understanding. |
| 11. Professional Presentation | Evidence shows that: Candidates carefully proofread paper resulting in error-free writing (including APA format). Candidates used clear and concise language to convey ideas smoothly. Candidates’ intro abstract/essay provide clear summary of project. | Evidence shows that: Candidates carefully proofread paper resulting in essentially error-free writing (including APA format). Candidates used clear language to convey ideas smoothly. Candidates’ intro abstract/essay provide clear summary of project. | Evidence shows that: Candidates’ writing and APA format include obvious errors in. Candidates’ intro/ abstract/essay are confusing or misleading. |

**Appendix C: Electronic Portfolio**

**28. Electronic Portfolio Template (Fall 2012 Version)**

*For Early Childhood and Elementary Education Majors*

**Purpose of Electronic Portfolio**

The purpose of the electronic portfolio is to help you demonstrate to a professional audience (CUA faculty and potential employers) that you are fully prepared to begin work as a teacher. You will do this by including and discussing a combination of “key” artifacts required by all Teacher Education candidates, and a selection of artifacts of your own choosing to illustrate your competence as a teacher**.**  The artifacts themselves will not be evaluated because they have already been submitted and graded in various courses.  Rather your reflections on the entire portfolio and your understanding of the CUA Conceptual Framework standards as well as the Specialized Professional Associations that set standards for your major will be evaluated.

**Introduction**

Include the following information:  
Your Name:  
Your Major (and Minor if applicable):  
Expected Graduation Date:  
You may choose to upload a photograph of yourself. You may want to include a welcome greeting.

**Resume**

Attach your resume here. Career Services will give a presentation at the student teaching seminar on how to write your resume. You may also visit the Career Services on campus should you need additional assistance.

**Statement of Educational Beliefs**

Include your current educational beliefs with special attention to how they have changed throughout your studies in your Teacher Education Program. You should include a discussion of how your personal educational beliefs inform your position regarding educational dilemmas. This statement can make reference to the contents of the portfolio as evidence of this philosophy, but no additional supporting artifacts are required in this section.

**Artifacts Addressing CUA Conceptual Framework**

In this section include artifacts that demonstrate how the CUA Conceptual Framework is implemented in your understanding and application of educational theory and practice.  
  
Then select at least four artifacts that show that you comprehend and can use CUA’s Conceptual Framework.  
  
For each artifact, provide a rationale for why it was selected by describing how it illustrates your understanding of the framework and standards. You may include artifacts from coursework (specific assignments, tests you or your students completed), field experiences (observations, tutoring or other evidence of P-12 student learning, service learning experiences, video clips, environmental analysis, interviews with parents, teachers or other professionals) or other evidence (Praxis I and II test and subtest scores, a completed technology disposition checklist, your application to the teacher education program, evaluations from teachers and supervisors). The artifact will not be evaluated but your reflection on why it was included will be.  
  
The following artifacts are REQUIRED:

* Lesson plan(s)
* Action Research Project
* Pre and Post P-12 student work samples

In addition to these three artifacts (see above) you must select at least one additional artifact that you feel best demonstrates your capabilities using the CUA Conceptual Framework to improve the teaching/learning process. A maximum of 6 artifacts will be considered for assessment purposes, but feel free to add as many as you feel provide evidence of your reflection. These artifacts may be used to illustrate the variety of experiences you have had or particular accomplishments in education.  Please be clear which artifacts (and corresponding rationale) you would like us to consider during your final presentation.   
A single artifact can be used to demonstrate understanding of multiple aspects of the conceptual framework. It is perfectly acceptable to discuss some elements of the learning environment, dilemmas or modes of reflection in more than one rationale, but it is required that all eight (8) elements, at least two (2) essential dilemmas and all three (3) modes of reflection must be supported. The list below provides some examples of how some artifacts might be used but should not be considered a comprehensive list. You will need to look at your own work to choose those pieces that best reflect your own achievement and personal educational beliefs.

* ARP: assessment, P-12 learning, stakeholders, collaborative practice, diversity of student needs, classroom structures, instructional strategies, discipline knowledge
* Lesson Plan: instructional strategies, diversity of student needs, assessment
* Observation: stakeholders, discipline knowledge, classroom structures, assessment, instructional strategies
* Student teaching evaluation: collaborative practice, classroom structures, stakeholders, instructional strategies, assessment
* Praxis I, II: discipline knowledge, instructional strategies

**Achievement of Professional Standards**

In this section include artifacts that demonstrate how you are meeting your SPA, InTASC, and conceptual framework standards. Then select at least 1-3 (one to three) artifacts that show that you comprehend and can meet the standards established by the education profession. These standards include the following sets:

* All programs: InTASC Standards
* All programs: Conceptual Framework Standards
* Program Specific - Elementary: Association for Childhood Education International (ACEI)
* Program Specific – Early Childhood: National Association for the Education of Young Children (NAEYC)

For each artifact, provide a rationale for why it was selected by describing how it illustrates your understanding of standards. You may include artifacts from coursework (specific assignments, tests you or your students completed), field experiences (observations, tutoring or other evidence of P-12 student learning, service learning experiences, video clips, environmental analysis, interviews with parents, teachers or other professionals) or other evidence (Praxis I and II test and subtest scores, a completed technology disposition checklist, your application to the teacher education program, evaluations from teachers and supervisors). The artifact will not be evaluated but your reflection on why it was included will be.   
In addition to the 1-3 (one to three) artifacts you will discuss to demonstrate your professional preparation, you may also add others that you believe represent your best work and that you might want to show to an employer.  These artifacts may be used to illustrate the variety of experiences you have had or particular accomplishments in education.

**Evaluation of Electronic Portfolio**

The CUA Electronic Portfolio is assessed using the CUA Electronic Portfolio Scoring Guide (see below).

**29. Electronic Portfolio Scoring Guide (Fall 2012 Version)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Exceeding Expectation**  **(3 pts)** | **Meeting Expectation**  **(2 pts)** | **Acquiring Skill**  **(1 pt)** |
| 1. Professional Presentation  ACEI-5.1 | Evidence shows that: Candidates present their professional resume and a comprehensive statement of educational beliefs that address several educational issues. | Evidence shows that: Candidates present their resume and a specific statement of educational beliefs. | Evidence shows that: Candidates present an incomplete resume and/or vague statement of educational beliefs. |
| 2. Quality of Reflection  ACEI-5.1 | Evidence shows that: Candidates provide extensive evidence of ability to 1) use all 3 components of the decision making process and 2) make informed decisions about issues in education through thoughtful consideration of multiple dilemmas inherent in teaching. | Evidence shows that: Candidates provide evidence of ability to 1) use all 3 components of the decision making process and 2) make informed decisions about issues in education through thoughtful consideration of at least 1 dilemma inherent in teaching. | Evidence shows that: Candidates provide insufficient evidence of ability to 1) use all 3 components of the decision making process and/or 2) make informed decisions about issues in education through thoughtful consideration of at least 1 dilemma inherent in teaching. |
| 3. Use of Artifacts  ACEI-5.1 | Evidence shows that: Candidates make extensive and clear connections between artifacts and elements of the conceptual framework, using all required artifacts and other carefully chosen evidence to support their reflection. | Evidence shows that: Candidates makes clear connections between artifacts and elements of the conceptual framework, using all required artifacts to support their reflection. | Evidence shows that: Candidates make unclear connections between artifacts and elements of the conceptual framework, and/or do not include all required artifacts to support their reflection. |
| 4. SPA and DCPS P-12 Standards Discussion | Evidence shows that: Candidates provide comprehensive evidence of and reflection on their own achievement of all standards and extensively reflect on their students' achievement of DCPS P-12 standards. | Evidence shows that: Candidates provide evidence of their own achievement of all standards and reflects on their students' achievement of DCPS P-12 standards. | Evidence shows that: Candidates provide insufficient evidence of their own achievement of all standards and/or fail to reflect on their students' achievement of DCPS P-12 standards. |
| 5. Organization and Writing Mechanics | Evidence shows that: The candidates’ portfolios are focused and well organized; evidence is clearly presented and explicitly linked to standards. Candidates use nearly error-free writing, which reflects clear understanding and thorough proofreading. | Evidence shows that: The candidates’ portfolios are complete and organized; evidence is presented and linked to standards. Candidates make occasional grammatical errors with few typos. | Evidence shows that: The candidates’ portfolios lack organization; evidence is limited and not directly linked to standards. Candidates make frequent errors in spelling, grammar, and punctuation. |
| 6. EP Oral Presentation  ACEI-5.1 | Evidence shows that: Candidates clearly and concisely articulate key aspects of personal philosophy including discussion of at least one educational dilemma.  Candidates fluidly access parts of the EP that demonstrate both philosophy and successful completion of SPA standards. Candidates confidently answer follow-up questions using the EP to support responses. Candidates give brief overview of entire EP but direct attention to key examples of own work and impact on P-12 student learning. | Evidence shows that: Candidates clearly articulate personal philosophy.  Candidates present parts of the EP that demonstrate both personal philosophy and successful completion of SPA standards. Candidates answer follow-up questions using the EP to support responses. Candidates give overview of entire EP but direct attention to most key examples of own work and impact on P-12 student learning. | Evidence shows that: Candidates do not explain their personal philosophy clearly and sufficiently.  Candidates do not present EP adequately and do not demonstrate personal philosophy and successful completion of SPA standards. Candidates do not answer follow-up questions clearly and fully. Candidates do not use EP artifacts to support responses. Candidates do not present the entire EP and do not address key examples of own work and impact on P-12 student learning. |

**Appendix D: CUA Lesson Plan Template**

**30. Lesson Plan Template (Fall 2013 Version)**

**Description**

Title of Lesson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Lesson Duration: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**1. Standards**

List 2-3 appropriate Common Core and/or professional organization (IRA, NCTM, NCSS, NAEYC, CEC, NextGen, etc.) standards for your lesson.

**2. Resources**

What specialists or resource people could you contact?(ex. Speech Language Pathologist, Special Education teacher, Reading Specialist, Math/Literacy Coach, etc.)

What resources did you use to plan your lesson?

List any curricular resources, textbooks, books, websites, etc. you referenced in planning this lesson.

**3. Context**

Curricular Context/ Rationale

What content is addressed in the lesson?  Indicate subjects or topics related to subjects. Example: (subject: topic)  (Math: Fractions) Why is this lesson important?  Where does this lesson fall in the scope and sequence of the year?

Audience

What is the intended grade level for this lesson? How many students will be involved in learning this lesson?  Who are the students? Describe their gender, ethnicity, ability levels, and primary/secondary languages.  Describe the students’ needs using documentation from observations, assessments or IEP meetings.  (3-4 sentences)

**4. Goals Essential Questions, and Objectives**

Lesson Goals

What are your goals and purposes for teaching this lesson?

Essential Questions

Write 1 or 2 essential questions that will guide this lesson. These are the most important questions that are central to understanding the key issues in the subject. The best essential questions are genuine and push us to the heart of the problem or topic…the essence. They are alive and engaging for all students. The questions should probe for the big ideas, offer deeper meaning, stimulate more thought, lively discussion and further questioning, prompt the making of meaningful and conceptual connections, and foster the development of critical thinking skills. They should be developmentally appropriate and in kid-friendly language.

Instructional Objectives

Using your understanding of concepts, principles, theories, and research related to student development, write objectives reflecting what the students will know or be able to do.  The objectives should describe the intended outcomes and desired understands that form from the lesson and be aligned with the evaluation procedures.  The objectives should be specific, measurable, challenging but achievable, relevant, and aimed at competencies that will be transferable. *(Students will be able to…)*

**5. Materials & Tools**  
List any Texts, Visuals (charts, graphic organizers), Technologies, or handouts. What materials will you need to have to complete the lesson?

**6. Engagement**

How will this overall lesson be engaging for all learners?  What engagement elements will be present throughout this lesson (i.e., real-world experiences, collaboration, choice, ownership, interest, challenge, efficacy support, personalization, etc.) to initiate, sustain, and prompt independent engagement?

**7. Instructional Procedures**

**NOTE:** Instructional guidelines:

* Draw on your developmental knowledge to plan your lessons that accommodate the developmental characteristics of your students.
* Whenever possible, make connections among concepts, procedures, and applications across several areas.
* Use technology whenever appropriate.
* Use a variety of instructional materials to enhance your students’ higher order thinking skills.
* Plan for classroom discourse that extends students’ learning.

*a. Prior Knowledge Assessment:* How will you assess students’ prior knowledge and skills related to this lesson? How will you review important vocabulary or skills related to the lesson? How will you prime students to use their prior knowledge? What misconceptions may students have? How will you connect to prior conceptions or address misconceptions?   ( \_\_\_ min)  
  
*b. Introductory Motivating Activity “The Catch”:*   How you will begin the lesson?  How will you focus the students’ attention and set the stage for learning? How will you capture students’ motivation? How will you directly explain what students will be learning and why it is important to them?  ( \_\_\_\_\_ min)  
  
*c. Teach and Model:*  How will you teach and demonstrate what students will do? How will you take students step by step through the lesson? Explain in detail the steps and knowledge necessary to understand the concept (i.e., this may include using charts, diagrams or other scaffolds, etc.).  Various models of instruction can be used for these procedures (including direct instruction, cooperative learning, concept teaching, discovery learning, experimentation/simulation, tableaus, Socratic teaching, etc.). (\_\_\_\_ min)  
  
*d. Guided Practice and Scaffolding Activities*:  How will you gradually release responsibility to the students (i.e., full teacher support, partial teacher support, students’ support of each other, etc.)? How will you monitor and adjust instruction as needed?  What scaffolds or prompts will you use? What scaffolds will you provide to help students to be self-regulating during practice? ( \_\_\_\_ min)  
  
*e. Independent Practice:*  How will you determine if students are ready to practice on their own? What will students do to practice what you have taught them? ( \_\_\_\_ min)  
  
*f. Closure*:  How will you review or celebrate the learning that has taken place? ( \_\_\_ min) During closure 1) restate the objective, 2) review of what was learned, and 3) preview of how this lesson relates to the next lesson (or how this new learning is connected to an authentic skill/context).  
  
**8. Differentiation**Describe the approaches that will be used to reach all of your learners.  These approaches may differ on the basis of content (e.g., topic of study), process (e.g., how it will be learned), and/or product (e.g., demonstration of what is learned).  For example, what adaptations/ accommodations will be used for ELL students? Advanced learners?  Struggling learners? Learners with exceptional learning needs?

**9. Assessment of Student Learning**

How will students demonstrate what they know?  How will you know that your objectives have been met?  How will you determine which students need further instruction? Describe the evaluation procedure (i.e., standardized test, portfolio, observation, teacher-constructed test, composition, presentation, interview, questionnaire, individual or group project, learning log or journal, etc.)  Describe exactly how the evaluation will be scored or graded.  Provide an example and attach your assessment instrument.

**10. Reflection**

a.     *The Lesson*:  Would you rate the lesson as successful or unsuccessful? Why? Did the students understand the purpose of the lesson? Were the students able to see how the new information related to their prior knowledge?  What objectives were accomplished?  What was the effectiveness of activities? Did the lesson provide a variety of activities?  How was the pacing? Did the students learn?  
  
b.     *My Students*:  How did the students respond? Were they engaged and/or attentive throughout the lesson? What kinds of activities or materials seem to be most successful in increasing the knowledge and skills of your students?  How did my students’ actions or performance relate to the way I taught the lesson?  
  
c. *Self-reflection*:  What were my mistakes? My perceptions?  My needs? My feelings?  
  
d. *Teaching Philosophy*:  How were your personal beliefs about teaching and learning evident in the lesson?  
  
e.     *Other Stakeholders*:  How did you account for the perceptions of various stakeholders in this lesson?  What research did you do to plan and implement this lesson?  How did you invite feedback for this lesson?  How did you take in, reflect on and use the feedback?  
  
f.      *New Action Plan*:  Based on all of this information, what would I do differently next time?

**Appendix E: Student Teaching Evaluation Forms**

**31. Early Childhood - Student Teaching Evaluation Form (Fall 2014 Version)**

**Midterm and Final**

The early childhood student teaching evaluation form is currently being revised and will be available to all parties by the midterm evaluation in October 2014.

Thank you for your understanding. If you have any questions, please contact Dr. Kathryn Bojczyk ([Bojczyk@cua.edu](mailto:Bojczyk@cua.edu)).

**32. ELEMENTARY - Student Teaching Evaluation Form (Fall 2013 Version)**

**Midterm and Final**

\*3= Exceeding Expectations, 2=Meeting Expectations, 1=Acquiring Skill

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Teaching Evaluation**  **General & Content-Specific** | **ACEI Standards** | **3\*** | **2\*** | **1\*** | **N/A** |
| 1. Date Form Completed   \_\_/\_\_/\_\_\_\_ (MM/DD/YYYY) |  |  |  |  |  |
| 1. Midterm or Final Evaluation?   Midterm Final |  |  |  |  |  |
| 1. Semester of Student Teaching   Fall Spring Summer |  |  |  |  |  |
| 1. Year of Student Teaching   20\_\_ |  |  |  |  |  |
| 1. Name of Person Entering Data into LiveText   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |
| 1. Student Teacher's FIRST Name   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |
| 1. Student Teacher's LAST Name   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |
| 1. Student Teacher's CUA Student ID #   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |
| 1. Cooperating Teacher's Name   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |
| 1. CUA Supervisor's Name   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |
| 1. Grade in Which Student Teaching Completed   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |
| 1. School in Which Student Teaching Completed   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Student Teacher’s Personal and Professional Qualities:** |  |  |  |  |  |
| 1. Demonstrates enthusiasm about the profession |  |  |  |  |  |
| 1. Conveys a professional demeanor | ACEI 5.1 |  |  |  |  |
| 1. Is goal oriented and organized |  |  |  |  |  |
| 1. Reflects on own practice in light of research on teaching, professional ethics, and resources available for professional learning; continually evaluates the effects of his/her professional decisions and actions on students, families and other professionals in the learning community, actively seeks out opportunities to grow professionally (seeks advice to improve) | ACEI 5.1 |  |  |  |  |
| 1. Possesses self-confidence and poise |  |  |  |  |  |
| 1. Adjusts to unexpected events and emergency situations |  |  |  |  |  |
| 1. Is punctual and dependable |  |  |  |  |  |
| 1. Speaks clearly and fluently with projection | ACEI 3.5 |  |  |  |  |
| 1. Is interested in and works within the total school program |  |  |  |  |  |
| 1. Knows the importance of establishing and maintaining a positive collaborative relationship with school colleagues (staff, resource personnel, and school administration), and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children | ACEI 5.2 |  |  |  |  |
| 1. Using knowledge of families’ goals and individual characteristics (ethnicity, racial identity, culture, language, socioeconomic status, life experiences, immigrant status, family structure, sexual orientation, religious and political views) candidate builds positive relationships with families, supports, and respectfully communicates with them, as appropriate to their role, regarding their children’s development and learning | ACEI 5.2 |  |  |  |  |
| 1. **COMMENTS** |  |  |  |  |  |
| 1. **Interaction with Students:** |  |  |  |  |  |
| 1. Demonstrates respect and empathy toward and listens with attention and respect to all diverse students | ACEI 3.5 |  |  |  |  |
| 1. Conveys a sense of warmth, security and enjoyment | ACEI 3.5 |  |  |  |  |
| 1. Values differences of culture, race, sex, (dis)ability | ACEI 3.2 |  |  |  |  |
| 1. Is sensitive to students' diverse perspectives | ACEI 3.4 |  |  |  |  |
| 1. Uses effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom. | ACEI 3.5 |  |  |  |  |
| 1. Calls students by name and attends carefully to what they say | ACEI 3.5 |  |  |  |  |
| 1. Paces activities to meet the needs of students | ACEI 3.2 |  |  |  |  |
| 1. Sets high expectations yet maintains a high success rate | ACEI 3.4 |  |  |  |  |
| 1. Involves all students, not just a sub group (e.g., students who raise their hands) | ACEI 3.4 |  |  |  |  |
| 1. Waits long enough for answers to encourage thinking and volunteering | ACEI 3.3 |  |  |  |  |
| 1. Fosters group and cooperative learning | ACEI 3.5 |  |  |  |  |
| 1. Checks for student understanding | ACEI 4.0 |  |  |  |  |
| 1. Assesses student progress and makes appropriate adjustments | ACEI 4.0 |  |  |  |  |
| 1. Keeps adequate records of student progress and uses them in planning | ACEI 4.0 |  |  |  |  |
| 1. Makes methods of assessment clear and purposeful | ACEI 4.0 |  |  |  |  |
| 1. Is discrete about confidential matters | ACEI 5.1 |  |  |  |  |
| 1. **COMMENTS** |  |  |  |  |  |
| 1. **Subject Matter Knowledge and Pedagogical Skill:** | ACEI 2.1-2.7 |  |  |  |  |
| 1. Language arts–-Demonstrates a high level of competence in use of English language arts and knows, understands, and uses concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas | ACEI 2.1 |  |  |  |  |
| 1. Science—Knows, understands, and uses fundamental concepts of physical, life, and earth/space sciences. Designs and implements age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science | ACEI 2.2 |  |  |  |  |
| 1. Mathematics—Knows, understands, and uses the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. Consistently supports problem solving, reasoning and proof, communication, connections, and representation | ACEI 2.3 |  |  |  |  |
| 1. Social studies—Knows, understands, and uses the major concepts and modes of inquiry from the social studies to promote students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world | ACEI 2.4 |  |  |  |  |
| 1. The arts—Knows, understands, and uses the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students | ACEI 2.5 |  |  |  |  |
| 1. Health education—Knows, understands, and uses the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health | ACEI 2.6 |  |  |  |  |
| 1. Physical education—Knows, understands, and uses human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for elementary students | ACEI 2.7 |  |  |  |  |
| 1. DEVELOPMENT, LEARNING AND MOTIVATION--Knows, understands, and uses the major concepts, principles, theories, and research related to student development to construct learning opportunities that support students’ development, acquisition of knowledge, and motivation | ACEI 1 |  |  |  |  |
| 1. Integrating and applying knowledge for instruction—Plans and implements instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community | ACEI 3.1 |  |  |  |  |
| 1. Development of critical thinking and problem solving—Understands and uses a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving | ACEI 3.3 |  |  |  |  |
| 1. Communicates directions and expectations clearly and logically | ACEI 3.5 |  |  |  |  |
| 1. Uses a variety of teaching methods and materials which are age appropriate and inclusive of diverse cultures and minority groups, including women | ACEI 3.2 |  |  |  |  |
| 1. Incorporates multiple perspectives/diversity in the subject matter |  |  |  |  |  |
| 1. Adapts instruction and provides accommodations for linguistically and culturally diverse students and students with exceptionalities | ACEI 3.2 |  |  |  |  |
| 1. Develops learning experiences that are meaningful, relevant, and respectful to all students, including those who are diverse in terms of ethnicity, racial identity, culture, language, gender, socioeconomic status, learning preferences, life experiences, immigrant status, exceptionalities, family structure, and other learner characteristics |  |  |  |  |  |
| 1. Informs students of objectives and expectations | ACEI 3.5 |  |  |  |  |
| 1. Links subject matter to students' prior knowledge, interests, and (mis)understandings | ACEI 3.1 |  |  |  |  |
| 1. Uses appropriate questioning techniques (e.g., probing, recall, open ended, higher order) | ACEI 3.5 |  |  |  |  |
| 1. Engages students in lessons that utilize technology, when appropriate | ACEI 3.4 |  |  |  |  |
| 1. **COMMENTS** |  |  |  |  |  |
| 1. **Planning and Organizational Skills:** |  |  |  |  |  |
| 1. Develops interesting and challenging lessons | ACEI 3.4 |  |  |  |  |
| 1. Conceptualizes and teaches integrated lessons | ACEI 3.1 |  |  |  |  |
| 1. Has all materials and resources ready for use ahead of time |  |  |  |  |  |
| 1. Keeps observations and records of children's work and events | ACEI 4.0 |  |  |  |  |
| 1. Incorporates differentiation into lessons in order to meet the academic needs and interests of diverse students | ACEI 3.2 |  |  |  |  |
| 1. **COMMENTS** |  |  |  |  |  |
| 1. **Classroom Management:** | **ACEI 3.4** |  |  |  |  |
| 1. Encourages student responsibility, self-evaluation, and input on classroom decisions | ACEI 3.3 |  |  |  |  |
| 1. Keeps students on task | ACEI 3.4 |  |  |  |  |
| 1. Gives immediate and constructive feedback | ACEI 4.0 |  |  |  |  |
| 1. Maintains a safe and aesthetically pleasant classroom | ACEI 3.4 |  |  |  |  |
| 1. Establishes a classroom climate that values diversity |  |  |  |  |  |
| 1. Has established a set of rules and procedures for administrative matters, participation, movement, assignments, etc. | ACEI 3.4 |  |  |  |  |
| 1. Demonstrates classroom behaviors that are consistent with the ideas of fairness and the belief that all students, including English language learners and students with disabilities, can learn |  |  |  |  |  |
| 1. Constantly and fairly reinforces rules and procedures | ACEI 3.4 |  |  |  |  |
| 1. Is willing to try a variety of behavior management system**s** | ACEI 3.4 |  |  |  |  |
| 1. Uses effective transitions between classes and activities | ACEI 3.4 |  |  |  |  |
| 1. **COMMENTS** |  |  |  |  |  |
| 1. **Reflection:** | ACEI 5.1 |  |  |  |  |
| 1. Generates several options and selects effective and efficient ways to improve teaching | ACEI 5.1 |  |  |  |  |
| 1. Analyzes a situation from several perspectives before deciding on a course of action | ACEI 5.1 |  |  |  |  |
| 1. Asks ethically oriented questions about student relations, classroom instruction, and school practices/policies | ACEI 5.1 |  |  |  |  |
| 1. Conducts action research for the completion of a capstone project | ACEI 5.1 |  |  |  |  |
| 1. **COMMENTS** |  |  |  |  |  |
| 1. **Please comment on the student teacher's particular strengths and weaknesses.** |  |  |  |  |  |
| 1. **Overall, how do you rate this candidate's performance as a student teacher?** Please select a letter grade. |  |  |  |  |  |
| 1. **I want to work on the following goal(s) and action plans:** TO BE COMPLETED BY THE STUDENT TEACHER |  |  |  |  |  |
| 1. **Cooperating Teacher's Signature and Date** By typing your name here, you understand that you are providing your electronic signature for our records. Please click SUBMIT FORM at the bottom of the form to submit this document. |  |  |  |  |  |
| 1. **CUA Supervisor's Signature and Date** By typing your name here, you understand that you are providing your electronic signature for our records. Please click SUBMIT FORM at the bottom of the form. |  |  |  |  |  |
| 1. **Student Teacher's Signature and Date** I HAVE READ AND DISCUSSED THIS EVALUATION WITH MY COOPERATING TEACHER. By typing your name here, you understand that you are providing your electronic signature for our records. Please click SUBMIT FORM at the bottom of the form to submit this document. |  |  |  |  |  |

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**Appendix F: Program Evaluation Forms**

# 33. Cooperating Teacher’s Evaluation of Student Teacher

The Catholic University of America

**Department of Education**

**Washington, DC 20064**

Please provide feedback on the following items. This form will be signed by the student teacher. You may use the back or a separate sheet of paper if necessary. Please return this evaluation to the Department of Education, Room 204, O’Boyle Hall, The Catholic University of America, 620 Michigan Avenue, N.E., Washington, D.C., 20064, attn: Director of Field Experiences. If there are any concerns that are not addressed here or you do not wish to include here, please contact Elsie T. Neely at (202) 319-5819 or [neely@cua.edu](mailto:vaccaro@cua.edu).

## Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### STUDENT’S NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NAME OF SCHOOL \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SCHOOL’S ADDRESS \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NAME OF COOPERATING TEACHER(S): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SUBJECT(S)/GRADE LEVEL TAUGHT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PERIOD OF OBSERVATION AND SUPERVISED STUDENT TEACHING \_\_\_\_\_\_\_\_

Evaluation: Please give an overall evaluation of this student’s performance preceded by a brief description of the setting. Comment on the following: classroom management and style, interaction with students, knowledge of content, planning and delivery of lessons, ability to work with faculty/supervisor, self-evaluation skill and capacity for professional growth.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

COOPERATING TEACHER’S SIGNATURE STUDENT TEACHER’S SIGNATURE

**34. Cooperating Teacher’s Evaluation of University Supervisor**

**The Catholic University of America**

**Department of Education  
Washington, DC 20064**

Please provide feedback on the following items. Your response will be shared with the supervisor after the completion of the semester in order to enhance Catholic’s Teacher Education Program. You may use the back or a separate sheet of paper if necessary. Please return this evaluation to the Department of Education, Room 204, O’Boyle Hall, The Catholic University of America, 620 Michigan Avenue, N.E., Washington, D.C., 20064; Attn: Director of Field Experiences. If there are any concerns that are not addressed here or you do not wish to include here, please contact Elsie T. Neely at (202) 319-5819 or [neely@cua.edu](mailto:neely@cua.edu).

University Supervisor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

1. In your opinion, was the supervisor knowledgeable of the process of supervision? (Did the CUA supervisor know how to supervise?)
2. Did the CUA supervisor appear to understand the requirements of the student teaching experience?
3. Did the CUA supervisor provide a means of enhancing the working relationship between you and the student teacher?
4. Was the CUA supervisor easily accessible to you?
5. Was there adequate follow-up with you and the student teacher whenever needed (after/before evaluations, observations, etc.)?
6. Given the constraints of both educational institutions (the university and your school), were the meetings beneficial to you and the student teacher?
7. How could the quality of supervision in general, be improved?
8. Any other comments about the supervisor not mentioned above?

**35. Cooperating Teacher’s Evaluation of CUA’S Teacher Education Program and Action Research Project**

**The Catholic University of America**

**Department of Education  
Washington, DC 20064**

Please provide feedback on the following items. Your response will be shared with the student teacher and the Teacher Education Committee after the completion of the semester in order to enhance Catholic’s Teacher Education Program. You may use the back or a separate sheet of paper if necessary. Please return this evaluation to the Department of Education, Room 204, O’Boyle Hall, The Catholic University of America, 620 Michigan Avenue, N.E., Washington, D.C., 20064, and Attn: Director of Field Experiences. If there are any concerns that are not addressed here or you do not wish to include here, please contact Elsie T. Neely at (202) 319-5819 or [neely@cua.edu](mailto:neely@cua.edu).

CUA’s Teacher Education Program

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Does the student teacher from CUA arrive with sufficient experience to make the student teaching with you worthwhile?
2. How could the students’ skills have been strengthened to enhance the experience?
3. What procedures or requirements were beneficial to the student teacher and to you?
4. What procedures need to be evaluated because they do not provide a means of enhancing the educational process or the formation of a professional teacher?

**Action Research Project**

1. Has the rationale for the Action Research Project been explained to you?
2. Have you been involved in the process with the student teacher in the completion of the Action Research Project?
3. From your perspective, did the Action Research Project enhance the student teacher’s teaching experience?
4. How might this assignment be improved from your perspective?

Additional comments?

**36. Student Teacher’s Evaluation of Field Placement and Cooperating Teacher**

THE CATHOLIC UNIVERSITY OF AMERICA

**DEPARTMENT OF EDUCATION**

Please provide feedback on the following items. Your response will be shared with the Teacher Education Committee and your cooperating teacher after the completion of the semester in order to enhance CUA’s Teacher Education Program. You may use the back or a separate sheet of paper if necessary. Please return this evaluation to the Department of Education, Room 204, O’Boyle Hall, The Catholic University of America, 620 Michigan Avenue, N.E., Washington, D.C., 20064, attn: Director of Field Experiences. If there are any concerns that are not addressed here, or you do not wish to include here, please contact Dr. Cave at (202) 319-5800 or [cave@cua.edu](mailto:cave@cua.edu).

Student Teacher’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cooperating Teacher’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ CUA Supervisor’s name: \_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School/Classroom Description: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Is the teacher a good fit with CUA’s reflective teaching model? \_\_\_\_\_Yes \_\_\_\_\_No
2. Does the teacher allow the student freedom to implement models of teaching emphasized at CUA? \_\_\_\_\_Yes \_\_\_\_\_No
3. Does the teacher explicitly share his/her decision-making and thinking about classroom activities? \_\_\_\_\_Yes \_\_\_\_\_No
4. With what type of student teacher would this teacher be most effective?
5. In what ways was this placement helpful?
6. In what ways could it be improved?
7. I would recommend assigning a future student to this cooperating teacher. \_\_\_\_\_Yes \_\_\_\_\_No (Also name other teachers – subject or grade level – you would recommend.

Comment:

1. I would recommend this school for a future field placement. \_\_\_\_\_Yes \_\_\_\_\_No

Comment:

9. Did you ask for and/or receive help on the Action Research Paper from your cooperating teacher?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Student Teacher Date

**37. Student Teacher’s Evaluation of CUA Supervisor and Action Research Project**

**THE CATHOLIC UNIVERSITY OF AMERICA**

**DEPARTMENT OF EDUCATION**

Please provide feedback on the following items. This form will be shared with the supervisor and the Teacher Education Committee after the completion of the semester in order to enhance Catholic’s Teacher Education Program. You may use the back or a separate sheet of paper if necessary. Please return this evaluation to the Department of Education, Room 204, O’Boyle Hall, The Catholic University of America, 620 Michigan Avenue, N.E., Washington, D.C., 20064, attn: Director of Field Experiences. If there are any concerns that are not addressed here or you do not wish to include here, please contact Dr. Agnes Cave at (202) 319-5800 or [cave@cua.edu](mailto:cave@cua.edu).

Student Teacher’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CUA Supervisor’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Supervisor

1. In your opinion, was the supervisor knowledgeable of the process of supervision? (Did the university supervisor know how to supervise?)
2. To the best of your knowledge, is the supervisor aware of the CUA student teaching requirements?
3. Assess the university supervisor’s ability to work with you and the cooperating teacher.
4. Did the university supervisor provide a means to enhance the working relationship between you and the cooperating teacher?
5. Was the university supervisor easily accessible to you?
6. Describe the university supervisor’s classroom behavior while observing you.
7. Was there adequate follow-up with you and the cooperating teacher whenever needed (after/before evaluations, observations, etc.)?
8. Given the constraints of both educational institutions (the university and your school) were the meetings beneficial to you and the cooperating teacher?

9.a. What aspects of the supervision did the University Supervisor do well?

9.b. How could the quality of supervision be improved?

1. Please provide comments on the supervisor that are not mentioned above.

**Action Research Project (ARP)**

1. From your perspective, did the ARP enhance your student teaching experience?
2. How could supervisors and/or seminar instructors provide more support and assistance in writing the ARP?
3. How might the ARP as well as the sequencing and timing of the Activities be modified to enhance the successful completion of the paper?

Any additional comments?

**38. Supervisor’s Evaluation of Cooperating Teacher**

Date Form Completed\_\_\_\_\_\_\_\_\_\_\_ Semester \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Candidate’s Name and ID\_\_\_\_\_\_\_\_ Cooperating Teacher’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please rate cooperating teacher’s performance during your supervisory experience.

1 = Disagree, 2 = Agree, 3 = Strongly Agree

The cooperating teacher did the following:

|  |  |  |  |
| --- | --- | --- | --- |
| **Opportunities to develop personal and professional qualities** | **1** | **2** | **3** |
| 1. Included candidate in all professional development |  |  |  |
| 1. Gradually released control of teaching |  |  |  |
| 1. Encouraged reflection on candidate’s impact on the students |  |  |  |
| 1. Worked closely with the candidate and the candidate supervisor |  |  |  |
| 1. Observed instruction and provided suggestions in areas that needed improvement |  |  |  |
| 1. Supported the development of candidate’s poise and confidence in the classroom |  |  |  |
| 1. Required the display of a professional demeanor; to include pre-planning, dressing appropriately, promptness, and positive student interactions |  |  |  |
| 1. Provided opportunities to work with school staff and resource personnel |  |  |  |
| 1. Shared and modeled strategies and techniques regarding planning, discipline, collaboration, instructional strategies, assessment, and differentiation |  |  |  |
| **Interaction with students** |  |  |  |
| 1. Provided adequate opportunities to work with students |  |  |  |
| 1. Encouraged the demonstration of respect and empathy toward students, and valuing differences in culture, race, sex, and (dis) ability |  |  |  |
| 1. Encouraged the candidate to convey a sense of warmth, security, and enjoyment, and the use of positive verbal and non- verbal cues. |  |  |  |
| 1. Monitored the pacing of activities to meet students’ needs and encouraged the candidate to set high expectations and success rates |  |  |  |
| 1. Created opportunities to communicate with parents about their child and the programs, projects, and activities in the classroom/school |  |  |  |
| 1. Required maintenance of adequate records of student progress for assessment, instructional grouping, and planning |  |  |  |
| 1. Monitored each lesson to assure that there was checking for understanding and that there were clear and purposeful methods of assessment |  |  |  |
| 1. Supported efforts to involve all students, not just a sub-group, and encouraged pairing, group and cooperative learning |  |  |  |
| 1. Encouraged the use of proper wait time for answers to foster critical thinking and volunteering |  |  |  |
| 1. Participated in the mid-term and final three way evaluation |  |  |  |
| 1. Adhered to university policies regarding student teaching to include a four week full take over of instruction |  |  |  |
| 1. Collaborated with the supervisor on lesson critiques |  |  |  |
| **Subject Matter and Pedagogy** |  |  |  |
| 1. Collaborated on lesson planning with the candidate, and encouraged theoretical approaches to teaching and clear communication of directions and expectations |  |  |  |
| 1. Monitored command of the subject matter in language arts, math, science, social studies |  |  |  |
| 1. Supported planning instruction that linked subject matter to students’ prior knowledge, and included appropriate questioning techniques |  |  |  |
| 1. Required that students be informed of the objectives and expectations |  |  |  |
| 1. Provided access to available instructional technology |  |  |  |
| 1. Readily accepted suggestions from the supervisor on how to improve the candidate’s performance. |  |  |  |
| **Planning and Organization** |  |  |  |
| 1. Provided data to encourage that appropriate decisions be made about differentiation to meet the academic needs and interest of the students |  |  |  |
| 1. Allowed candidate to keep observations and records of students’ work and aided the candidate in using the data to inform instruction |  |  |  |
| 1. Encouraged the development of interesting and challenging lesson and expected having all materials and resources ready for use ahead of time |  |  |  |
| 1. Required candidate to conceptualize and teach integrated lessons |  |  |  |
| **Classroom Management** |  |  |  |
| 1. Permitted the use of a variety of behavior management systems, and encouraged candidate to constantly and fairly reinforce rules and procedures. |  |  |  |
| 1. Provided support in establishing a set of rules and procedures for administrative matters, participation, movement, assignments, to include effective transitions between classes and activities. |  |  |  |
| 1. Assured the maintenance of a safe and aesthetically pleasant classroom, that encouraged student responsibility, self -evaluation, and input on classroom decisions |  |  |  |
| 1. Monitored accommodations for individual differences |  |  |  |
| 1. Required candidate to keep students on task |  |  |  |
| 1. Required that students receive immediate and constructive feedback |  |  |  |
| **Reflection** |  |  |  |
| 1. Collaborated to generate several options and select effective and efficient ways to improve teaching. |  |  |  |
| 1. Observed that situations were analyzed from several perspectives before deciding on a course of action |  |  |  |
| 1. Served as a resource and guide for the action research paper |  |  |  |

|  |
| --- |
| **Comments:** |

**Appendix G: Additional Materials**

**39. Six Types of Supervisory Conferences**

Madeline Hunter

University Elementary School

University of California

Every conference between teacher and supervisor should have a primary purpose. If the purpose is instructional improvement, there are five ways to go about it.

With a feeling of dread, many teachers, principals, and supervisors face that encounter labeled "the supervisory conference." Often, to eliminate the discomfort, it is turned into a brief, mutually laudatory, social interaction. "You're a fine teacher; I've marked you outstanding in every category. Sign right here and tell me about your summer vacation plans." "Thank you, you're a mighty nice principal too; we're thinking of a motor trip to Canada." You will doubtless recall similar situations in which you may have participated as either teacher or supervisor.

Why is this potentially productive situation so often sterile? Why aren't more educational benefits reaped from the precious and costly conference time, often occurring before or after school when other tasks need doing? The answer is the same as the answer to the question, "why didn't we land on the moon earlier?" We didn't know how!

This is not to deny that many administrators and supervisory has intuitively been doing a reasonable effective job of conferencing with teachers. Intuition, however, is a poor substitute for professional competence. We now have the knowledge, and the common vocabulary needed to transmit that knowledge, to develop competence in holding conferences. Four important generalizations can be made about the different purpose and outcomes of supervisory conferences.

Supervisory Conferences have two discrete functions. The most important conference function is promotion of the teacher's growth in effective instruction: the business of the school. Conferences designed to improve instruction must be both diagnostic and prescriptive and are most accurately labeled instructional conferences. If they are successful, the teacher will subsequently demonstrate increased instructional effectiveness and the quality of education in the school will be enhanced.

A secondary function of a supervisory conference is evaluation. The objective of an evaluative conference is that teacher's placement on a continuum from "satisfactory" to "outstanding" will be established and the teacher will have the opportunity to examine the evidence used. An evaluative conference should be the summation of many instructional conferences. Assessment of teaching should not be based solely on a teacher's current performance, but should reflect the teacher's potential for growth. Evidence for that may be found in his or her response to, and the improvement resulting from, previous instructional conferences.

A supervisory conference should have a primary purpose. Most of the conference time and communication should be directed to a primary objective. This is not to say that there may not be related objectives, but none antithetical to the primary purpose should be included. (Making a weak teacher feel that with increased effort success is possible and convincing him/her to choose a different occupation could both be valid objectives, but not in the same conference. Convincing an inexperienced teacher that he/she is improving and identifying a major teaching deficit are antithetical objectives.)

The principles of learning that apply to students also apply to teachers. If in the conference the administrator or supervisor uses principles of learning appropriately; a teacher's learning will be increased. If those principles are abused or ignored, teacher growth is hindered. Unless the supervisor or principal is skilled, he/she is apt to violate the very principles the teacher is being asked to learn. For example, a principal and I observed one teacher work with a group of students in an extremely negative manner, criticizing, pointing out errors, and never commending correct responses or productive behavior. In the subsequent teacher-principal conference, the principal opened with, "Do you realize that you never said one positive thing in the whole lesson? All you did was emphasize what was wrong---" The conference continued in the same vein with the principal completely unaware that she was modeling the very behavior she was attempting to change in the teacher.

Interpretations must be supported by the findings of research and the records of the observation. The ability to analyze an episode of teaching is a supervisory skill that can be mastered by those determined to learn it. Professional analysis of instruction is a far cry from the useless global platitudes of "loves children," "dedicated," "committed," "nice voice and manner," which in the past have glossed over instructional strengths and deficits.

**INSTRUCTIONAL CONFERENCES**

When the supervisor has analyzed an observed episode of instruction, he or she needs to make a diagnostic judgment as to which of five possible objectives should be the primary purpose of the conference.

**Type A Instructional Conference-**

**PURPOSE**: To identify, label, and explain the teacher's effective instructional behaviors giving research-based reasons for their effectiveness so the teacher shows what he/she has done and why it worked, and in the future can do it on purpose.

**OBJECTIVE**: At the end of the conference (not in some nebulous future) the teacher will identify teaching decisions and behaviors that promoted learning and state why they were effective.

To achieve this objective, the observer focuses only on those aspects of instruction that were effective and brings those decisions and behaviors to the conscious awareness of the teacher who then has an opportunity to learn reasons for their effectiveness.

**EXAMPLE** -- **OBSERVER**: "Your moving over and standing by John's desk when he wasn't listening was an excellent technique. Everyone is more obedient when the authority figure is close. That's what happens to all of when we see the police car in the rearview mirror. Then, your using John's name in an example about his being a good ball player not only built his self-concept and caused him to listen, but paired his interest in athletic could "rub off" on grammar. You used three excellent instructional techniques: physical closeness, use of the student's name in a meaningful example, and pairing the student's interest with academic content."

For a first conference or with apprehensive or defensive teachers, Type A objectives may be the sole outcome of a productive instructional conference. Effective behaviors are brought to a conscious level and, as a result of knowing why they are effective, the teacher can use them deliberately and appropriately in the future. Also, because the conference message is positive, a teacher will more productively engage in subsequent conferences.

**Type B Instructional Conference**-

**PURPOSE**: To stimulate the development of a repertoire of effective teaching responses so the teacher is not limited to those most frequently used.

**OBJECTIVE**: Teacher and observer will generate alternatives to behavior which were effective in the observed lesson in case they should be less effective in a different situation.

All of us tend to become habitual in our responses, and as a result we may close off the development of new responses from which we can deliberately select the one that holds the greater promise in a specific situation. Teachers can become set in their patterns of presentation, discipline, homework, or practice, thereby reducing flexibility in their teaching. Type B conferences are designed to break this encapsulation and create new options.

**EXAMPLE**--**OBSERVER**: "Standing by Bill's desk and using his name in a complimentary example was very effective. With most students that will work. What might you do if it didn't?"

In a Type B conference, teachers are encouraged to generate alternatives that fit their particular style. The observer also is obligated to suggest additional strategies so teachers have the opportunity to develop alternatives they may not have known about or considered.

Note that Type A and B conferences focus only on effective teaching; something singularly neglected in most conferences. Professional growth results from the teacher knowing what made an action effective and from considering other potentially effective technique.

**Type C Instructional Conference**-

**PURPOSE**: To encourage teacher to Identify those parts of a teaching episode with which they were not satisfied so that, in collaboration with the observer, strategies for reducing or eliminating future unsatisfactory outcomes will be developed**.**

**OBJECTIVE**: The teacher will identify solutions with potential for changing unsatisfying aspects of the lesson.

**EXAMPLE**--**TEACHER**: "I assumed the students would have remembered the material. I was not disappointed to see how much of it they had forgotten."

**OBSERVER**: "It's not unusual that we assume students remember and they don't. What might be done to eliminate that situation?"

While the teacher is given the first opportunity to suggest solutions, it is also the obligation of the observer to pose possible solutions-or to acknowledge that he/she can't think of any. Instructional conferencing is not a spectator sport.

**EXAMPLE--OBSERVER**: "Sometimes a quick check to see it students remember the process needed will not only help them recall it, but will alert you if they don't. You might do one example together on the chalkboard. That can serve as a warm-up and a reminder before you move on to new material. If they've forgotten, you can re-teach right then when it's needed.

Note that in Type A, B, and C conferences not one single negative or critical note has been introduced by the observer, yet each conference has tremendous potential for teacher growth in instructional effectiveness.

**Type D Instructional Conference**-

**PURPOSE**: To identify and label those less effective aspects of teaching hat were not evident to the teacher and to develop alternative procedures that have potential for effectiveness.

**OBJECTIVE**: The teacher will select alternative behaviors he/she might substitute for behaviors perceived by the observer (and hopefully by the teacher) as not so effective.

Identification of "what went wrong" is the most commonly perceived objectives of an instructional conference, yet among the five possibilities for conferences that promote teacher growth, it is the only one that has potential for injecting a negative note in supervisory communication.

Type D conferences, however, need not be negative. It is positive experience to have perplexing instructional situations become understandable through interpretation by an observer. I once had the experience of having what seemed an incomprehensible lack of teaching success explained by an observer as the result of an inadvertent teaching miscue at a critical point in the lesson. Finding out what caused the trouble was the only information necessary to eliminate it. In a Type D conference the observer has the major, and sometimes sole, responsibility for identifying cause-effect relationships between teaching and student responses, and for generating alternative

In conducting Type D conferences, it is critical that the observer discipline him/herself to generate ways the teacher, with that teacher's particular skills and style, might teach the lesson-not how the observer would have taught it. Type D conferences can be conducted only by an observer who knows how to bridge the gap between theory and practice. I emphasize again that these skills can be learned by most educators who are willing to put forth the time and the effort. However, when Type A, B, and C conferences produce little or no instructional improvement, Type D conferences must be used to communicate data that confirm teaching performance as unsatisfactory--the kind of data that will, if necessary, hold up in court.

**Type E instructional Conference** –

**PURPOSE**: To promote continuing growth, of excellent teachers.

**OBJECTIVE**: The teacher will select next steps in expanding his/her own professional growth.

We have learned to challenge gifted students to encourage continuing growth, but often our gifted teachers are left to provide their own stimulation or to become bored and atrophied. Countless principals have remarked, "I don't have to worry about \_\_\_\_\_\_\_\_\_\_\_, he/she is an excellent teacher." By not contributing to such a teacher's continuing growth, supervision (for excellence) is designed to promote growth beyond that which the teacher alone can generate.

**EXAMPLE--OBSERVER**: "That was a superb lesson. Would you be willing to put on a similar lesson on video tape so we can use it to help new teachers?"

"Your ability to draw out shy students is remarkable. Will you go over your lesson with me to help me understand the cues that tell you when to push students and when to back off?"

"You have the skills to pilot this new program so we can identify strengths and weaknesses before we consider its adoption for the whole school."

"Your skills are such that others should be learning from you. Would you be willing to take a student teacher? You will grow from explaining why you do what you do, and the student teacher will have the advantage of not only learning about effective teaching but seeing it modeled daily."

The reader may be asking the question, "Isn't teaching excellent enough? Why should we be asking for more?" The question is the same as, "Why don't we just let the gifted learner do an excellent job at grade level. Why do we stretch thinking and performance?" the answer to both questions is: growth is invigorating and self-actualizing. We do students and teachers a disservice when we do not permit, encourage, and demand that growth.

Sometimes it is difficult to identify next steps for the outstanding teacher, but acknowledge that a teacher is ready for and needs a new challenge will encourage both of you to think of productive possibilities.

For the gifted teacher who has just achieved a new competence and has earned a respite, a Type A conference, with the teacher assuming the responsibility for identifying effective teaching actions and labeling the cues which indicated they might be effective, has the potential of bringing internalized and automated professional behavior to a conscious level for sophisticated analysis.

**SUCCESSFUL INSTRUCTIONAL CONFERENCES**

The objectives of the five types of instructional conferences are not mutually exclusive; and observer and teacher are encouraged to mix and match. Four conferences are totally positive and the fifth (Type D) has the potential for being either positive or negative depending on the skills of the observer. No conference can be predictably successful unless the observer possesses the professional skills of analyzing instruction in terms of cause-effect relationships and generating solutions to instructional problems. Beyond analytic skills there exist communication skills, which are teaching skills that achieve the objective of an instructional conference. No instructional conference will be successful unless the observer utilizes and models those cause-effect teaching and learning relationships that promote both teachers' and students' achievement.

**EVALUATIVE CONFERENCES**

An evaluative conference should be the summation of what has occurred in and resulted from a series of instructional conferences. Information given and conclusions reached in an evaluative conference should come as no surprise to the teacher because the supporting evidence has been discussed in previous instructional conferences. As a result, the evaluative conference has high probability for being perceived as fair; just, and supportable by objective evidence rather than based on subjective opinion. This conference is the culmination of a year's diagnostic, prescriptive, collaborative work with a teacher and supervisor who shared responsibility for the teacher's continuous professional growth.

This growth will occur more rapidly and predictably if the teacher's effort and growth is rewarded, and any professional gaps or deficiencies are interpreted in perspective rather than being overemphasized because a teacher doesn't immediately become the perfect model of the ideal educator. When administrators and supervisors work with teachers as teachers are expected to work with students, supervision will become a more highly skilled and respected function in our profession.

**Reference**

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