



# Student Teaching/Internship Handbook

This handbook and all others from the School of Education are available on-line at  
[www.maryville.edu/ed](http://www.maryville.edu/ed)  
(Click on *Handbooks and Forms*)

Student Teachers, Cooperating Teachers, and University Supervisors should also review  
Information for Cooperating Teachers and Supervisors at  
[www.maryville.edu/academics-ed-cooperation.htm](http://www.maryville.edu/academics-ed-cooperation.htm)

All policies in this manual are current as of 6/30/11.  
The School of Education retains the right to change these policies as necessary.

Revised 6/11

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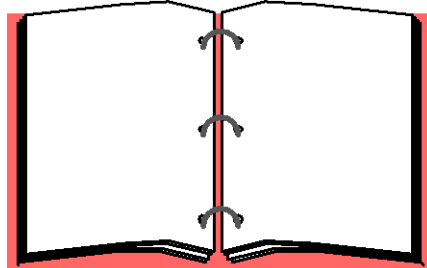
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*Invitation*

*If you are a dreamer, come in,  
If you are a dreamer, a wisher, a liar,  
A hope-er, a pray-er, a magic bean buyer...  
If you're a pretender, come sit by my fire  
For we have some flax-golden tales to spin.  
Come in!  
Come in!*

*Silverstein, Where the Sidewalk Ends, 1974*



*Welcome Cooperating Teachers, Student Teachers, and Interns  
University Supervisors and Others!*

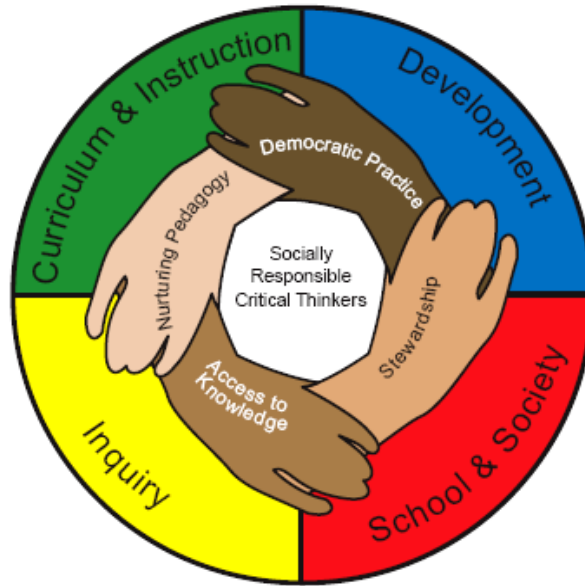
*You are about to embark on an adventure  
which you will remember for a lifetime.  
So do come in!*

*Introduction*

We extend our invitation to all participants who touch the lives of student teachers/interns from Maryville University. To us, student teaching/internship is a cooperative endeavor between the university and the schools in the St. Louis metropolitan area.

The purpose of student teaching/internship is to provide the Maryville student with a guided experience in sustained teaching and learning situations. The goal is to help teacher candidates further effective instructional /management strategies and comprehend the impact they have upon students' learning. This is accomplished by practicing with expert and analytical teachers, broadening understanding of life in the school and classroom, and refining tools of self-analysis and reflection. It is our expectation that this experience will begin a pattern of professional growth and a life of reflective practice that will continue after the teacher candidate has left Maryville.

The student teaching/internship experience also parallels Maryville's commitment to develop teachers who are reflective practitioners, committed to teaching, modeling and reflecting on democratic principles with their cooperating teacher and student teaching supervisor. We are grateful for the assistance and hard work on the part of all the participants. It is our hope that our teacher candidates will bring renewal, assistance and enthusiasm into the schools that so generously offer their classrooms.



### Mission and Moral Purposes of the School of Education

The mission of the School of Education at Maryville University is to prepare socially responsible critical thinkers who are collaborative and reflective educators committed to the moral endeavor of schooling in a democracy.

The moral purposes of schooling, derived from the *National Network for Educational Renewal*, provide the foundation for School of Education programs. We believe teachers have the responsibility to:

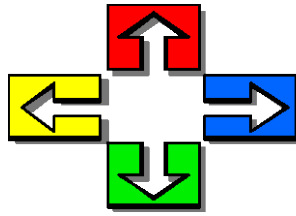
- a. **Stewardship of the school**— work at their own teaching and the teaching of others as well as collaborate with others in practices that serve the school, its students and the larger community.
- b. **Pedagogical nurturing**— nurture their own pedagogical skills so that each child develops to her/his highest potential within a caring learning community.
- c. **Access to knowledge**— provide equitable access to knowledge for ALL students based on developing understanding of the unique strengths and needs of students within the context of culture.
- d. **Enculturation into a social and political democracy**— model behaviors and create opportunities that help students learn and practice caring, fairness, tolerance, and responsibility.

As learners in the School of Education, we seek out perspectives and skills that enhance our experience, understanding and appreciation of diversity in individuals, curricula, and practice.

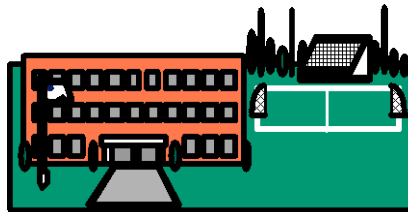
The School of Education, further, is committed to working with our school and community partners in the simultaneous renewal of schools and teacher education.

Revised July 2007

### *The Program Model*



The Maryville teacher candidate aspires to be an exceptional teacher. In fact, the collective faculties of experienced professionals (including cooperating teachers from your site) attest to the fact that being a teacher leader and advocate for the school and the community is a responsibility to which we all continue to aspire. In conjunction with the culminating professional experience, we provide experiences for the "ultimate" pre-service stretch. We believe that our four conceptual framework strands--*developmental, curriculum and instruction, school and society, and research and inquiry*--help a candidate to become the reflective practitioner we define through our outcomes. Candidates come to this capstone experience with a wide variety of other experiences in the schools. This opportunity helps them to take previous practica, course work, and their own natural talents and dispositions and incorporate what they have learned to discover their voice and presence as a teacher. It is with great anticipation that they are ready to work toward this final step to begin their teaching career. (See our web pages at [www.maryville.edu/academics-ed-mission.htm](http://www.maryville.edu/academics-ed-mission.htm) for more detail, references on our conceptual model, and program outcomes you must successfully demonstrate in student teaching).



### *The School Experience*

**The ultimate goal** of the teacher education program at Maryville, and especially clinical experiences, is to foster the commitment of future teachers to become stewards of the school, classroom and students they teach. By stewards we mean having voice in what is fair and moral for the students who are taught, caring for all members of the school, making choices that are the best for the child and the school community. Teachers who complete Maryville's program are reflective with a moral perspective. Our requirements are based not only on the strands of our program, but upon our definition about reflective practice for a teacher committed to the moral dimensions of teaching: *stewardship of the schools; enculturation into a social and political democracy; access to knowledge; and nurturing of their own pedagogy.*

University supervisor, cooperating teacher and student teacher/intern should **review goals** for the experience and the final evaluation form at the very beginning of the semester. The student teacher/intern should be given the opportunity to articulate his/her goals at the very beginning of the experience. Cooperating teachers should share building goals, district curriculum guides, student planners and any other policies/procedures that will help the student teacher/intern to contribute positively to the classroom and school environment.

It is desirable for student teachers to **become immersed** in as wide a range as possible of the responsibilities teachers are expected to assume, with major emphasis given to developing and practicing skills in classroom instruction, management and assessment. Normally, our candidates focus on four areas for that purpose: observation of experienced teachers and their classrooms; experience in teaching individuals, small groups, and large groups; extended practice with assessment; and analysis of and reflection upon these activities. The ultimate purpose of this reflection is improved learning opportunities for his/her students.

**Orientation** to the classroom should be given the greatest emphasis at the beginning of the student teaching experience along with other "introductory" activities, which acquaint the student teacher with the school setting. Teaching and assessment experience should be given increasing emphasis during the progress of the student teaching term. Analysis of reflection upon the teaching act, as practiced by both experienced teachers and the student teachers should be stressed at all times.

We believe that the student teacher should **gain increasing autonomy** in instructional responsibility as the weeks go by. To this end, it is requested that the student teacher begin small teaching episodes as early as the first or second week in the semester. The early experience may take the form of short lessons (reading a story, conducting a class warm-up, reviewing previous learning) rather than a lesson sequence. It may be desirable to encourage the student teacher to present a lesson, which was developed by the cooperating teacher. The early experience might take the form of small group instruction. Beginning as soon as possible, the student teacher should gradually and systematically share in the teaching load and learn the needs of the children, often by teaming and partnering with the cooperating teacher --not simply taking his/her place. It is NOT intended that the student teacher assume extensive responsibilities for long periods of time. Beginning teachers need more time to plan, reflect, research, study children....they will do it all better next year with the gift of time and support.

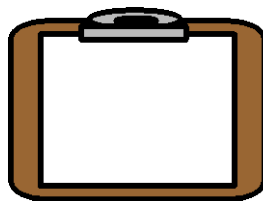
It needs to be emphasized that student teachers are **evolving and honing their skills** at the beginning of the semester. This is considered appropriate to their normal development. Some students are more assured, for a variety of reasons, than others. However, they must be helped to grow and develop in a non-threatening manner. This goal is best achieved by the cooperating teacher's and the university supervisor's observation, honest evaluation and coaching. They are expecting feedback and are accustomed to receiving it.

Maryville's teacher education program promotes the development of reflective teachers who act upon their beliefs that **all children can learn**. Some of the skills to be developed that are related to this goal are: designing lessons which are sensitive to student's varying abilities and interests; engaging a group of students in goal setting; challenging the student to creative and disciplined thinking by using a variety of resources; differentiating instruction with understanding of the needs of ELL and special needs students; using the technology in the school; and teaching in a manner sensitive to diverse cultures and differences in the human condition. The student teacher/intern also needs a great deal of practice crafting materials, methods and assessments for working with children, both in groups and in an individualized manner. While they have learned techniques to do so, implementing them and understanding how students will learn and react is a long-term process. They need guidance, support, and overt feedback in this area.

It is ideal for the student teacher to engage in **team planning and team teaching** with the cooperating teacher as collaboration is an important quality we hope to foster. Ultimately however, the student teacher should assume responsibility for teaching at least an entire week (eight week placement) or at least two weeks (sixteen week placement) which includes total classroom responsibilities. The most opportune time for the student teacher to take total control should be decided between the cooperating teacher and the student teacher/intern.

Student teachers/interns are also expected to form relationships with the **school community at large** including parents, other teachers and staff, school administrators and district administrators. It is highly recommended that the student teacher participates in parent conferences and faculty meetings whenever possible. Student teachers/interns are expected to participate in **all** activities in which the cooperating teacher participates including in-service activities, faculty meetings, etc.

It is important that the cooperating teacher knows that we at Maryville understand that working with a student teacher is hard and demanding work. Each cooperating teacher receives a voucher for a graduate level course at Maryville in exchange for his or her time and effort. We are most grateful to our cooperating teachers and hope they feel the excitement and satisfaction from being part of the process of their student teacher "becoming a teacher." **Thank you!**



### *Student Teacher Assessment*

The faculty believes strongly that **continual conferencing, coaching, and assessment/analysis** engaged in by the cooperating teacher, university supervisor and the student teacher/intern are vital to helping the student teacher/intern reflect upon his/her teaching and growth as a professional. University supervisors conduct formal observations six to eight times a semester and participate in post-conference coaching sessions with the student teacher and the cooperating teacher. The cooperating teacher and the university supervisor assume the responsibility to observe the student teacher constantly and offer feedback and coaching in as non-threatening a manner as possible. Three-way conferences are desirable, though it is not always possible. But when possible, both the cooperating teacher and the student teaching supervisor should observe the lesson and conference together. Every effort should be made to make this a possibility. Cooperating teachers and student teachers should negotiate a way to continually share observations that is comfortable for both parties.

One of the major objectives of these observations and conferences is assisting the student teacher in the development of his/her **ability to analyze and reflect upon his/her own teaching**. The student teacher should be encouraged to indicate what was or was not accomplished in the lesson, which the supervisor or cooperating teacher observed. Although we recognize that student teaching is a transitional period during which the student teacher gradually assumes the role of "*teacher*," we also recognize that teachers are always in the process of "*becoming*," and thus we encourage students to develop a habit of continual analysis and reflection on their own teaching in light of their classroom objectives and the Maryville University program outcomes. To this end we strongly discourage the "laundry-list" method of letting the student teacher know what went wrong/right. Instead, we advocate questioning, analysis and thoughtful reflection. Student teachers should have 2-3 things to work on at any one time—no more.

Sometimes, **problems** can arise among partners. The School of Education has developed a problem-solving protocol to assist all partners in identifying procedures to assist with conflicts/ misunderstandings (see Appendix E). Any party is encouraged to use the protocol as soon as there is a problem. No one wins when a problem festers and grows.

To assist the cooperating teacher in guiding the student teacher's progress, the **University supervisor** needs to play a dual role. He/she should be an observer/critic/friend of the student teacher on one hand, and a partner of the cooperating teacher on the other. In the latter role, the supervisor should consult with the cooperating teacher regarding the sequence of teaching-learning activities for each student teacher suggested in this handbook and learn about the student teacher's day-to-day development. Both university supervisor and cooperating teacher should constantly refer to the program outcomes to ensure the student teacher has the opportunity to accomplish tasks related to each. The University supervisor is always available for telephone conferencing or email if the cooperating teacher or student teacher has any questions or concerns.

The cooperating teacher can be of great assistance in the appraisal of the student teacher through **periodic assessment** based on definite criteria pertaining to the items on the student teaching/internship evaluation form. Please note this assessment is aligned with the four program strands and the final program outcomes which inform the teacher education program at Maryville: developmental, school and society, curriculum and instruction and research/inquiry. This form is appended to the handbook and available at [www.maryville.edu/academics-ed-documents.htm](http://www.maryville.edu/academics-ed-documents.htm). Suggestions to improve this assessment are always welcome.

Maryville University also believes that it is important for student teachers to **seek feedback from the pupils** with whom they work as evidence of their ability to establish a caring relationship and help students learn. Student teachers should have the pupils in the classroom complete a "Student Evaluation of the Teacher" form. Samples of these forms for different age levels appear in appendices (B-D).

The **performance** of the student teacher/intern should be carefully assessed by the cooperating teacher and university supervisor at mid-term and specific areas of improvement indicated, so that the final evaluation can be made accurately. The student teacher/intern, cooperating teacher and supervisor should complete final evaluation forms at the end of the semester. The final 3 way conference reviews and brings consensus to these evaluations. The university supervisor is responsible for the final arbitration in any areas for which there is disagreement. These are placed on file in the School of Education Office at the university. Successful completion of the student teaching/internship experience is necessary for a candidate to be recommended for certification.

***PLEASE NOTE:  
GRADING IN STUDENT TEACHING IS DONE ON A PASS/FAIL (P/F) BASIS.***

***August Experience for Spring Student Teachers***

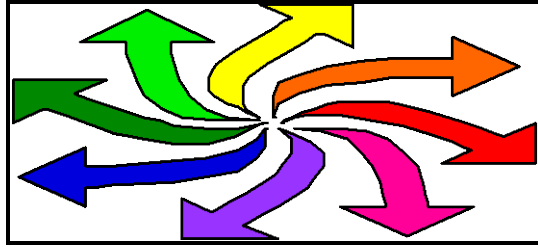
For students who will student teach in the spring, in the fall of their senior year, they are expected to begin school at their spring student teacher placement. This "August Experience" is an essential part of their preparation program as it allows our students to build essential skills for truly effective student teaching. They experience the beginning of school at their projected spring placement, assisting their cooperating teacher with set-up and helping during that all-so-important first two weeks of the fall semester with students. Our candidates then continue their relationship with the teacher and class(es) through the fall semester, visiting the classroom on a regular basis. This allows our candidates the opportunity to truly get to know their students, the full curriculum, and the school community. Their effectiveness and success during spring student teaching is greatly enhanced by these foundational experiences in the fall.



### ***Student Teaching Requirements***

In addition to satisfactory performance in the specified outcomes noted on the student teaching evaluations, additional expectations for student teaching are listed below. The university supervisor, in collaboration with the cooperating teacher or partner school faculty may require additional work beyond what is listed.

1. Seminar Attendance -- Student teachers/interns are required to attend the seminar. Secondary interns complete a professional seminar course in the summer after their internship experience. If a student is ill, he/she is expected to contact the instructor prior to the start of the seminar. This seminar provides university support and a capstone experience to help the student teachers/interns with their own evaluation of the ways in which they meet the outcomes as they appear on the final student teacher/internship evaluation forms.
2. Teacher Performance Assessment—Student teachers/interns document evidence of student learning through the Teacher Performance Assessment. Guidelines for the project are discussed and guided by the student teaching seminar instructor. Student teachers give a public presentation that includes the use of technology for sophomores and juniors in the program during the week after they complete student teaching.
3. Lesson Plans -- Written lesson plans are to be developed for each lesson taught and shared with the cooperating teacher and the university supervisor upon request.
4. Video -- One lesson, chosen by the student, must be videoed prior to the seminar for analysis purposes. A final tape and analysis are to be submitted to the university supervisor and then included in the professional portfolio.
5. Participation in All Activities—Student teachers are expected to attend all activities that the teacher attends as part of his/her professional responsibilities, including those after school hours.
6. Professional Portfolio -- Throughout their Maryville experience the student teachers have kept a professional portfolio. During the student teaching assignment, the student teacher should continue honing his/her professional portfolio. Artifacts as evidence of attaining each program outcome are to be included. The portfolio instructions are available at [www.maryville.edu/academics-ed-documents.htm](http://www.maryville.edu/academics-ed-documents.htm). The portfolio is screened and scored by the advisor before student teaching and discussed more fully in the student teaching seminar. It can be used by the student teacher when applying for teaching positions. A complete copy of the portfolio, including artifacts from student teaching is rescored and must be judged acceptable before the application for certification is processed by the Dean's Office.
7. Weekly Reflective Journal—Students are asked to reflect upon teaching and other experiences as it relates to the student teaching outcomes. These entries help the student mark his/her growth and "AHA's" while student teaching. The journal is emailed to the university supervisor so he/she can stay informed regarding the student's day-to-day progress and may be shared with the cooperating teacher, if the student teacher/intern wishes (see Appendix F).



### *Other Matters of Importance*

#### ***Child Abuse Reporting***

By law, all persons involved in the care or education of children and youth are required to report any "reasonable cause to suspect" the abuse or neglect of a child. A candidate from the university who is working in the classroom should immediately report such suspicions to the classroom teacher and the university supervisor. The cooperating teacher and the university faculty member are then responsible for reporting the incident to the principal, who, in turn, is required to file a report with the appropriate agency.

#### ***Background Check***

All student teachers must have an appropriate background check prior to student teaching. Information regarding these checks is given to the student teachers/interns and must be completed and approved before they student teach. All student teachers/interns must be fingerprinted and results sent to Department of Elementary and Secondary Education less than six (6) months before applying for certification.

#### ***Substitute Teaching***

Student teachers should not be used as a substitute teacher for an absent teacher. While an emergency might require a cooperating teacher leave the building, a substitute should be hired to supervise the class or another building educator should be assigned to cover. If asked to substitute, the student teacher should state that it is against university policy.

### ***Student Teaching/Internship Policies***

**Selection of Cooperating Teachers:** Cooperating teachers are selected upon recommendations of faculty members, school administrators, and others in the field. They are chosen for their own ability to teach and have a positive impact on student learning. They must have three or more years of teaching experience and full certification in the area in which they are teaching. More importantly, they are chosen because they exhibit the skills to enhance the abilities of novice teachers and provide them with support. Placements are made in schools that have committed to the support of Maryville University's School of Education. They are aware of the conceptual framework and requirements for the teacher candidates.

**Training of Cooperating Teachers:** The School of Education provides one training session each fall and all cooperating teachers are encouraged to attend. The School of Education will also offer individualized training for cooperating teachers on an as-needed basis. Any site may also request a credit-bearing workshop if sufficient demand exists.

**Evaluation of Student teaching/internship candidates:** The supervisor, cooperating teacher and candidate meet and jointly reflect upon the evaluation of knowledge, skills and dispositions for each candidate. The evaluation is the culminating assessment related to the program themes. The university supervisor is the ultimate decision maker with regard to the final summative assessment. All original

evaluation forms are to be submitted to the Coordinator of Clinical Experiences by the end of the semester of student teaching.

**Evaluation of the teacher education program, cooperating teacher, and university supervisor:** Final feedback forms are sent out by the Coordinator of Clinical Experiences in order to evaluate the cooperating teacher, supervisor, and the Maryville teacher education program. Aggregated data from these assessments are used by the Maryville faculty to provide feedback for continuous improvement. Individual feedback is shared with, at a minimum, the Dean. An evaluation form for the supervisor will be completed by the candidate and the cooperating teacher. Each student teacher/intern must satisfactorily complete a student assessment (student work sampling) project.

**Remuneration for cooperating teachers:** To assist teachers in partner schools with professional development and to express appreciation for the participation of teachers in clinical sites, Maryville University provides vouchers for tuition for graduate M.A. in Education classes at the university. Vouchers are good for one year from the date of issue. Vouchers to cooperating teachers are issued directly to the teacher and are not transferable. Each voucher will be issued to the cooperating teacher upon receipt of the student teacher assessment and the evaluation of the teacher education program.

**Faculty Supervision of Student Teachers/Interns:** Faculty supervisors from the university will make a minimum of six visits to evaluate the candidate. The supervisors will also maintain contact by the use of Maryville email.

**Teacher assistant experience waiver:** Student teaching may be waived for post-baccalaureate teacher certification students who have been employed in public or accredited nonpublic schools for at least two years as teacher assistants if the following conditions are met: 1) The experience as a teacher assistant is concurrent with participation in the teacher education program and in the same certification content area and grade range; 2) The teacher assistant is conducting teaching activities comparable to those required for other preservice education students in conventional student teaching placements and demonstrating similar competencies at proficient or above level; 3) The teacher with whom the teacher assistant served meets the qualifications and training for a cooperating teacher; and 4) The teacher assistant has been working with permission and under the authority of the principal of the school or a designee. Students interested in this waiver must submit a letter of request to the dean along with full documentation that all conditions are met.



### *Final Thoughts*

We aspire to have the student teaching/internship provide a deep and rich experience for all involved. The emphasis on learning is for each of the members of the team, as well as the school in which the student teacher is placed. Maryville faculty improve upon the program through the input provided by those involved in the student teaching/internship experience. We thank you for your willingness to be part of the development and future of our profession.

Questions or suggestions regarding the Maryville University Teacher Education Program are always welcome. Please feel free to contact the student teacher's supervisor should you have any questions. If there are any questions regarding the student placements please contact Ms. Penny Greene at 314-529-9581 or [pgreene@maryville.edu](mailto:pgreene@maryville.edu). Dean Sam Hausfather can answer programmatic questions, at 314-529-9466 or [shausfather@maryville.edu](mailto:shausfather@maryville.edu).

### ***Suggested Activities and Timelines***

The following activities are suggested as experiences for the student teacher/intern term. The activities range from “becoming acquainted” activities to those directly involved with working within the classroom. This is a guide only! Please ask the supervisor if there are questions about this list.

#### ***Early Introductions***

- \_\_\_\_\_ Be formally introduced to the building principal, administrative assistants, staff and other teachers.
- \_\_\_\_\_ Be formally introduced to the class or classes.
- \_\_\_\_\_ Understand the roles and responsibilities of and meet the cooperating teacher, college supervisor, building principal, and other school personnel such as counselors, special teachers, administrative assistants, custodians, health service personnel, etc.
- \_\_\_\_\_ Become acquainted with the administrative staff.
- \_\_\_\_\_ Become acquainted with and observe other faculty members, preferably on an ongoing basis.

#### ***Getting to Know Your School***

- \_\_\_\_\_ Become familiar with the mission and philosophy of the school district and the written policies, structure, and traditions of the school.
- \_\_\_\_\_ Become familiar with the organization of the school and with its extra-curricular activities.
- \_\_\_\_\_ Become familiar with school disciplinary measures and procedures.
- \_\_\_\_\_ Become familiar with the standardized tests used in the building and the results of those tests for your students.
- \_\_\_\_\_ Become familiar with special education classes and other special classes.
- \_\_\_\_\_ Learn the daily routine of the school, including class periods, recesses, and lunch periods.
- \_\_\_\_\_ Identify emergency and safety procedures for the school including administrative contacts.
- \_\_\_\_\_ Obtain a copy of the school calendar.

#### ***Getting to Know School Policies and Procedures***

- \_\_\_\_\_ Investigate the practices of the school system in keeping attendance, scholastic, and personnel records. Review a folder, if possible.
- \_\_\_\_\_ Learn how to handle special permits and excuses.
- \_\_\_\_\_ Discuss procedures in case of student teacher absence.

#### ***Getting to Know Your Students***

- \_\_\_\_\_ Make seating charts and learn the names of the students.
- \_\_\_\_\_ Become familiar with the special problems and/or needs of each student through formal and informal observation and interaction.

- \_\_\_\_\_ Become familiar with special class facilities for remedial groups, adjustment groups, and handicapped children.
- \_\_\_\_\_ Discuss how to establish communication links with parents and families.
- \_\_\_\_\_ Discuss IEPs of students with the cooperating teacher to make sure that lessons include appropriate accommodations.

### ***Assessment and Grading***

- \_\_\_\_\_ Become familiar with the nature and value of standardized tests and learn where to obtain tests or test results.
- \_\_\_\_\_ Participate in completing the grade cards or progress reports for parents at the end of a reporting period.
- \_\_\_\_\_ Evaluate individual and group work, oral discussions, and daily assignments. Discuss evaluations with the cooperating teacher.
- \_\_\_\_\_ Formulate assessment questions, administer tests, grade, and evaluate results.

### ***Other Duties and Responsibilities***

- \_\_\_\_\_ When possible, participate in extra-curricular activities such as home rooms, clubs, PTA meetings, Youth Center, class parties, and assembly programs.
- \_\_\_\_\_ Supervise study groups and committee or group work.
- \_\_\_\_\_ If appropriate and agreeable to school policy, attend parent conferences and be prepared to participate if needed.
- \_\_\_\_\_ Attend faculty meetings and staff development opportunities.

### ***Student Teacher Responsibilities***

- \_\_\_\_\_ Finalize a professional portfolio of plans (objectives, activities, appropriate evaluation) developed and/or executed during prior courses or practica.
- \_\_\_\_\_ Near the end of the semester, finalize professional portfolio.
- \_\_\_\_\_ Begin a file or notebook of teaching ideas.
- \_\_\_\_\_ Make sure that cooperating teacher has a schedule of seminar dates and times.
- \_\_\_\_\_ Make sure that MoREAP is completed early in the semester.

### ***The Teaching Progression-THE BEGINNING***

- \_\_\_\_\_ If possible and as appropriate, select and arrange exhibit materials for bulletin boards and other displays.
- \_\_\_\_\_ Become familiar with school disciplinary measures and procedures.
- \_\_\_\_\_ Become familiar with a variety of text materials and resources on the subject taught.
- \_\_\_\_\_ Learn the routine of the classroom.
- \_\_\_\_\_ Become familiar with the instructional materials and resources available in the school, including hardware and software.
- \_\_\_\_\_ Become acquainted with the overall program of the students by observing them in classes in other subjects.
- \_\_\_\_\_ Become acquainted with, and schedule observations of other faculty members, preferably on an ongoing basis.
- \_\_\_\_\_ Observe and analyze instruction in cooperating teacher's classroom. Discuss together.
- \_\_\_\_\_ Work with individual students and small groups.
- \_\_\_\_\_ Take children to the playground for activities (as appropriate for grade level).
- \_\_\_\_\_ Facilitate small instructional tasks (i.e. giving directions, oral exams, etc.).
- \_\_\_\_\_ Collaboratively establish specific goals for student teaching.
- \_\_\_\_\_ Begin to generate assessment project ideas.

- \_\_\_\_\_ Obtain copies of grade level curriculum.
- \_\_\_\_\_ Review student teaching evaluation with cooperating teacher.
- \_\_\_\_\_ Review student files and folders.
- \_\_\_\_\_ Become familiar with the library.
- \_\_\_\_\_ Become familiar with classroom and school wide technology.
- \_\_\_\_\_ Begin to analyze ways for the student teacher to become involved in the life of the entire school.

### ***The Teaching Progression-THE MIDDLE***

- \_\_\_\_\_ Be familiar with materials and assignments made to the class in order to take charge of the class, part of the class, or individuals when necessary.
- \_\_\_\_\_ Assist in the preparation and use of audio-visual materials and computer technology.
- \_\_\_\_\_ Assist in the preparation and direction of laboratory activities.
- \_\_\_\_\_ Begin to share duties with the cooperating teacher.
- \_\_\_\_\_ Team-teach with the cooperating teacher in the execution of cooperatively planned lessons; collaboratively reflect on the process.
- \_\_\_\_\_ Conduct short periods of teaching which involve experiences such as recess, movies, and computers.
- \_\_\_\_\_ Gradually assume responsibility for increased teaching responsibilities.
- \_\_\_\_\_ Complete midterm assessment of teaching with cooperating teacher and university supervisor.
- \_\_\_\_\_ Videotape a class session in which the student teacher is working with a small group or the whole class. Be prepared to analyze and evaluate the videotape.
- \_\_\_\_\_ Update cooperating teacher on teacher performance assessment unit and procedures for data collection with cooperating teacher.

### ***The Teaching Progression-THE END***

- \_\_\_\_\_ Assume full responsibility for planning and directing the learning experiences of the class or classes for at least two full weeks.
- \_\_\_\_\_ If possible, invite principal or assistant principal to observe and give feedback on teaching performance.
- \_\_\_\_\_ Videotape a class session in which the student teacher is working with the entire class. Be prepared to analyze and evaluate the videotape.
- \_\_\_\_\_ Discuss action research results with cooperating teacher.
- \_\_\_\_\_ Solicit letters of recommendation.
- \_\_\_\_\_ Complete student evaluations of student teacher (samples in appendix).
- \_\_\_\_\_ Schedule final three-way evaluation conference.

This form completed by: (check one)	
<input type="checkbox"/>	Cooperating Teacher
<input type="checkbox"/>	Teacher Candidate
<input type="checkbox"/>	University Supervisor

Candidate's Name \_\_\_\_\_ Placement School \_\_\_\_\_ Grade \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ Date \_\_\_\_\_

Please complete this form based upon your knowledge of the candidate's capabilities as a pre-service teacher. We encourage you to write comments under each area to support/clarify your evaluation.

**Directions:** This instrument is to be completed by cooperating teachers, supervising teachers and candidates to communicate the developmental progress of the teacher candidate. We ask that you consider the candidate's progress both globally in relationship to his/her total performance at what would be the level of a beginning teacher, and specifically in relationship to the competencies of our program. The global ratings are found at the end of the document. The specific ratings are found below. Please note that a rating of *exemplary* is the exception. *Proficient is the target rating.* Please circle the rating which most closely indicates the performance of the candidate in each competency area on the numbered items below.

### Competency Rating

<b><u>Exemplary:</u></b>	The candidate demonstrates exceptional knowledge and skill and shares his/her skill with colleagues.
<b><u>Proficient:</u></b>	The candidate demonstrates consistent mastery of this component of the outcome.
<b><u>Progressing:</u></b>	The candidate begins to address this component, but not consistently enough to demonstrate mastery.
<b><u>Unacceptable:</u></b>	The candidate consistently fails to demonstrate knowledge or skill in this component.
<b><u>N/A:</u></b>	There was no opportunity for the candidate to demonstrate performance in this area.

### SCHOOL AND SOCIETY STRAND

**Outcome #1** The teacher candidate reflects on the roles that teachers and education play in a political and social democracy, and advances the moral and ethical purposes of schooling.

- |   |   |   |    |   |     |
|---|---|---|----|---|-----|
| 1. There is evidence that the candidate considers and uses strategies for providing equal access to knowledge and skills for every student.   | E | P | PG | U | N/A |
| 2. The candidate engages students in opportunities to appreciate their own and other cultures.  | E | P | PG | U | N/A |
| 3. The candidate provides opportunities for students to acquire the capacities of good citizenship.<br>(Building trust, exchanging ideas, listening, respecting civil discourse, promoting thoughtful problem solving, caring for common good, sharing responsibility). | E | P | PG | U | N/A |

Please list narrative evidence of the candidate's proficiency in this area. Examples may relate to those above or others, including ethical and moral decision making; reflective thinking about what is best for students; establishment of democratic principles in the classroom; reflection upon one's own practice; strategies that facilitate citizenship; or behaviors that demonstrate the candidate's positive actions in the school.

**Outcome #2** The teacher candidate understands that teachers, school, and school systems must advocate to meet the needs of all children and that, as a teacher, s/he should solicit and use the input of families and actively contribute to the school community.

4. The candidate serves as an advocate for the students and the school.	E	P	PG	U	N/A
5. The candidate demonstrates professional interactions within the school community by:					
a. responding appropriately to students	E	P	PG	U	N/A
b. maintaining discretion and confidentiality	E	P	PG	U	N/A
c. working well with supervisor	E	P	PG	U	N/A
d. working well with other staff, contributing, when appropriate, in team meetings	E	P	PG	U	N/A
e. demonstrating ability to work (communicate) with parents/caretakers	E	P	PG	U	N/A

Please list narrative evidence of the candidate's proficiency in this area. Examples may also include attendances at meetings, voluntary service, communication and work with students and parents/caretakers, special advocacy for a student, etc.

## DEVELOPMENT STRAND

**Outcome #3** The teacher candidate exhibits professionalism and is actively engaged in ongoing professional growth and development.

6. The candidate meets professional guidelines/expectations in regard to:					
a. initiative (asks questions, offers to assist, tutors, discusses observations)	E	P	PG	U	N/A
b. reflection upon his/her growth/experiences in relationship to planning and delivery of instruction and using reflection to modify work	E	P	PG	U	N/A
c. punctuality	E	P	PG	U	N/A
d. attendance	E	P	PG	U	N/A
e. dress and appearance	E	P	PG	U	N/A
f. preparedness for classroom experiences	E	P	PG	U	N/A
g. enthusiasm for teaching	E	P	PG	U	N/A
h. solicitation and acceptance of suggestions and criticism	E	P	PG	U	N/A
i. use of goal setting to improve professional performance	E	P	PG	U	N/A



7. The candidate displays the behaviors consistent with resourcefulness as a professional: attending workshops, consulting experts, using professional association materials and other resources.

E P PG U N/A

Please list narrative evidence of the candidate's proficiency in this area. Examples may also include using technological resources, etc.

**Outcomes #4** The teacher candidate expands his/her knowledge of how diverse students learn and develop and provides learning opportunities that support the intellectual, social, and personal growth of all students.

8. The candidate applies knowledge of child development to planning and delivery of lessons.

E P PG U N/A

9. The candidate demonstrates knowledge related to the diversity of individuals in the class(es).

E P PG U N/A

10. The candidate plans and executes lessons to meet needs of students in the regular classroom, including:

- a. students who are English language learners
- b. students who are gifted
- c. students who are learning disabled
- d. students with significant disabilities who are included in the classroom
- e. students with severe behavior problems

E P PG U N/A  
E P PG U N/A  
E P PG U N/A  
E P PG U N/A  
E P PG U N/A

Please list narrative evidence of the candidate's proficiency in this area. Examples may also include strategies to reduce prejudice and increase communications; differentiation of instruction, etc.

## CURRICULUM AND INSTRUCTION STRAND

**Outcome #5** The teacher candidate demonstrates an ability to appropriately use and reflect upon a variety of instructional models and strategies, including using technology.

11. The candidate demonstrates willingness and ability to:

- a. use multiple teaching strategies and methods with students
- b. infuse technology into the teaching
- c. use assessment data to inform initial and day-to-day planning
- d. develop a complete lesson plan
- e. use hands-on material to introduce or reinforce concepts
- f. develop lessons plans that encourage student reasoning and multiple means of communication
- g. use correct conceptual language and vocabulary when teaching students
- h. plan lessons which engage students in authentic, meaningful performance

E P PG U N/A  
E P PG U N/A  
E P PG U N/A  
E P PG U N/A  
E P PG U N/A  
E P PG U N/A  
E P PG U N/A  
E P PG U N/A

Please list narrative evidence of the candidate's proficiency in this area. Examples should list specifics about the various models of instruction used by candidate.

**Outcome #6** The teacher candidate develops the ability to manage a safe, productive, classroom. He/she reflects upon, organizes, and teaches in ways that dignify student voice, model democratic practices, and motivate students to learn.

12. The candidate demonstrates ability to plan for classroom strategies which maintain a productive classroom environment by:

a. giving students voice and/or choice in activities	E	P	PG	U	N/A
b. giving clear expectations and directions	E	P	PG	U	N/A
c. starting lessons well	E	P	PG	U	N/A
d. planning for transitions	E	P	PG	U	N/A
e. planning for closure	E	P	PG	U	N/A

Please list narrative evidence of the candidate's proficiency in this area. Examples might also include holding classroom meetings, setting rules/goals with students, facilitating student choice in projects, etc.

**Outcome #7** The teacher candidate shapes instruction in light of evidence from a variety of assessments that are aligned with learning goals. He/she includes appropriate feedback to students and families to positively impact learning.

13. The candidate demonstrates the ability to:

a. develop multiple tools for the assessment of learning and understanding	E	P	PG	U	N/A
b. assess prior learning	E	P	PG	U	N/A
c. continually check for understanding	E	P	PG	U	N/A
d. use multiple strategies for giving feedback to students on performance	E	P	PG	U	N/A
e. engage in strategies for giving feedback to parents/caretakers	E	P	PG	U	N/A
f. correlate assessments with standards	E	P	PG	U	N/A

Please list narrative evidence of the candidate's proficiency in this area. Give examples of the multiple types of assessment developed and used by the candidate and examples of how results of the assessments were shared with students and parents/caretakers.

**Outcome #8** The teacher candidate develops short and long term developmentally appropriate curriculum plans. These plans are based on student prior ideas and performances and correlate with district, state, and national standards.

14. The candidate uses state, district, and national guidelines in planning for curriculum, instruction and assessment in his/her content area.	E	P	PG	U	N/A
15. The candidate develops effective long-term units as well as day-to-day lessons.	E	P	PG	U	N/A
16. The candidate uses student interest, prior knowledge, and misconceptions when planning.	E	P	PG	U	N/A

Please list narrative evidence of the candidate's proficiency in this area. Give examples in respect to planning with standards, pre-assessing student knowledge, etc.

**Outcome #9** The teacher candidate demonstrates a command of the academic disciplines, and plans and implements instruction that introduces learners to the ideas and ways of knowing appropriate to the discipline(s).

17. The candidate displays a strong knowledge base in the content bases she/he is teaching.	E	P	PG	U	N/A
18. The candidate displays the ability to integrate ideas, concepts and/or content areas when planning the curriculum.	E	P	PG	U	N/A

Please list narrative evidence of the candidate's proficiency in this area. Give examples where the strength of content knowledge was evident.

## RESEARCH AND INQUIRY STRAND

**Outcome #10** The teacher candidate continually improves her/his practice by systematically inquiring into her/his teaching and connecting those inquiries to existing research.

19. The candidate uses inquiry, observation and data collection to profile student development and learning	E	P	PG	U	N/A
20. The candidate uses professional research when planning for instruction.	E	P	PG	U	N/A
21. The candidate begins to use student work analysis to inform practice.	E	P	PG	U	N/A

Please list narrative evidence of the candidate's proficiency in this area. Give examples of the candidate's use of reflection, existing research, action research and/or data in practice.

***Global Rating***

**Independent:** The candidate demonstrates knowledge, skills and dispositions without guidance or supervision at the level expected of a beginning teacher.

**Developing:** The candidate demonstrates knowledge, skills and dispositions with minimal to moderate guidance and supervision.

**Emergent:** The candidate demonstrates knowledge, skills and dispositions with substantial guidance and close supervision. (A care team plan is recommended).

**Limited:** The candidate demonstrates limited knowledge, skills, and dispositions even with substantial guidance and close supervision. (A care team plan is required).

***Global Rating***

The overall rating of the candidate at the end of this practicum experience (please circle one).

**Independent**

**Developing**

**Emergent**

**Limited**

---

Student Teacher/Intern's Signature

Date

---

Cooperating Teacher's Signature

Date

---

University Supervisor's Signature

Date

These signatures indicate that this report was shared and discussed with the above persons present.

Comments of student teacher, in case of disagreement with the above evaluation: (use back of this paper, if necessary).

Suggested evaluation of performance

Pass\_\_\_\_\_

Fail\_\_\_\_\_

## Appendix B

### Some Suggested Evaluation for Pupil Assessment of Student Teacher

#### Student Evaluation of the Teacher -- Grades K-3

Please circle the response you feel best describes your teacher.

This teacher:

- |  |     |      |
|--|-----|------|
| 1. Has helped me to learn.....                         | Yes | No ? |
| 2. Likes me.....                                       | Yes | No ? |
| 3. Is friendly .....                                   | Yes | No ? |
| 4. Is happy when I learn something .....               | Yes | No ? |
| 5. Is easy to talk to .....                            | Yes | No ? |
| 6. Enjoys listening to me.....                         | Yes | No ? |
| 7. Knows what I'm good at.....                         | Yes | No ? |
| 8. Knows what I'm interested in .....                  | Yes | No ? |
| 9. Brings extra things to school to help me learn..... | Yes | No ? |
| 10. Makes me feel good when I try.....                 | Yes | No ? |
| 11. Helps me get my work done on time .....            | Yes | No ? |
| 12. Is fair, listens to my side of the story .....     | Yes | No ? |

## Appendix C

### Student Evaluation of the Teacher -- Grades 4-6

Please circle the response you feel best describes your teacher.

This teacher:

- |  |     |     |
|--|-----|-----|
| 1. Is well prepared for class .....                                | Yes | No? |
| 2. Gets my papers back to me in a reasonable amount of time.....   | Yes | No? |
| 3. Helps me take responsibility for getting my work done .....     | Yes | No? |
| 4. Is fair .....   | Yes | No? |
| 5. Lets me tell my side of the story .....                         | Yes | No? |
| 6. Understands how it feels to be a student.....                   | Yes | No? |
| 7. Compliments me when I do my work well .....                     | Yes | No? |
| 8. Lets me work at my own rate.....                                | Yes | No? |
| 9. Has taught me things that are important .....                   | Yes | No? |
| 10. Knows what my interests are .....                              | Yes | No? |
| 11. Enjoys listening to me.....                                    | Yes | No? |
| 12. Lets me answer in class instead of doing all the talking ..... | Yes | No? |
| 13. Is interested in things I do.....                              | Yes | No? |
| 14. Takes time with me if I need extra help.....                   | Yes | No? |
| 15. Encourages me to think of new ways to do things.....           | Yes | No? |
| 16. Tries new ideas in teaching this class .....                   | Yes | No? |
| 17. Brings in extra things to help me learn .....                  | Yes | No? |
| 18. Lets me help make up some of the classroom rules.....          | Yes | No? |

## Appendix D

### Student Evaluation of the Teacher -- Grades 7-12

Please circle the response you feel best describes your teacher.

This teacher:

1. Is well prepared for class ..... Yes No?
2. Gets work done on time (return my papers or tests in a reasonable amount of time)..... Yes No ?
3. Is flexible during class presentations to meet my needs and interests and answer my questions ..... Yes No?
4. Is fair ..... Yes No?
6. Understands how it feels to be a student..... Yes No?
7. Would understand my feelings in a stress situation ..... Yes No?
8. Has a sense of humor ..... Yes No?
9. Compliments me on work done well ..... Yes No?
10. Has taught me things that are important ..... Yes No?
13. Enjoys listening to me..... Yes No?
14. Has a good positive relationship with me ..... Yes No?
15. Is interested in things I do outside of school..... Yes No?
17. Takes time with me if I need extra help..... Yes No?
18. Encourages me to think of new ways to do things..... Yes No ?
19. Encourages me to interact in class instead of doing all the talking. Yes No?
20. Tries new ideas in teaching this class ..... Yes No?
21. Brings in extra things to help me learn ..... Yes No?
23. Is able to maintain good discipline (or a pleasant learning climate) Yes No?
24. Lets me help make up some of the classroom rules..... Yes No?

## Appendix E

### *Problem Solving Protocol*

Establishing and maintaining professional relationships with colleagues is very important if a school and university partnership is to function as a learning community. This does not mean, however, that there won't be problems and conflicts among personnel. Wherever one practices the art and craft of teaching, individuals in a setting might perceive the same event differently or come to the situation with a differing set of values, beliefs and behaviors.

Such episodes can be positive in that they give the pre-service teacher an opportunity to practice the communication and problem solving skills necessary for collaboration to occur. Indeed, as members of the National Network for Educational Renewal, we are committed to helping pre-service and in-service teachers effect needed changes in school organizations. This document is intended to provide a set of protocols to assist the pre-service teacher, the cooperating and university supervising professor and others in solving problems that are inevitable when adults work closely together in these efforts. Some of this document comes from work done by the Texas A & PG University, Corpus Christi. We are grateful to JoAnn Canales for her work in this area.

#### Guiding Thoughts About Conflict Management

1. You may perceive there is a problem, but others may not. Your standards or norms may be different from the other person, resulting in your perception of a problem -- or theirs.
2. Most problems are best solved by those **in** the situation, not outside of it. If at all possible, talk to the person that you perceive to be a part of the problem, **not others**.  
This means talking with the person with whom you have the problem, not other practicum students or other teachers in the building if they are not involved. Rallying support for yourself before trying to solve the problem is not acceptable. It is fair and important to get problems addressed and solved, but the strategies used are critical. If you need to get perspective before approaching the person involved, your university supervising professor and/or advisor are the only people to whom you should speak.
3. Most problems are best solved when they are addressed as soon as possible. When we sit on problems, they often become harder to solve. Also, unresolved prior conflicts can result in tension in a relationship. Your professional development includes learning to solve problems.
4. When problems are well defined, resolutions often follow more easily. The following steps are helpful in problem definition.
  - ❑ Define the problem for yourself as clearly as you can---what is occurring, how often, and under what circumstances.
  - ❑ Consider who/what is contributing to the problem. Are you and others working from the same data and vocabulary? Are you and others drawing different conclusions from the same facts? Do you share the same values and beliefs? Are there ambiguous jurisdictions that need to be clarified? What are the honorable intentions of all who are involved? Think about how you might be contributing to the problem.
  - ❑ What is within your control and the others' control regarding the problem? If the problem is outside the control of either of you, should you live with it or take it to a "next level?"



- ❑ Stop and check your behavior as you identify the problem. Are you listening to the point of view of the other person? What is the other person's perception of the problem? Are you attacking the person with whom you may not agree rather than attacking the problem? After thinking about these things, restate the problem.
- ❑ Spend some time thinking about how to pose the problem. Try to be concrete and specific but at the same time respectful in your phrasing.
- ❑ Consider when to meet with the person with whom you are having a problem. It is best to meet in private during an agreed upon time. Don't address the problem in front of others or bring it up at an inopportune time. Always ask, "When could I meet with you?" or "Is this a good time to discuss a problem?"
- ❑ In approaching another person with a problem, it is usually helpful to share perceptions of the problem before suggesting solutions. Remember at this point to listen carefully and objectively to the perceptions of others. Once a problem is identified, it is best to determine common objectives before brainstorming solutions. You might find your objectives are similar, but that your ideas about solutions vary. Try to find a solution that meets each participant's objectives.
- ❑ If the other person does not agree with you, it may not be because he/she isn't listening. They may not agree with you. There are times when we must agree to disagree with grace. To get respect in a problem-solving situation, we must give it. There are times when we must also acknowledge the impact our solutions might have for the other person.
- ❑ If a solution is agreed upon or negotiated, "field test" it and revisit the solution.

### ***Specific Protocols for Pre-service Teachers/Interns***

#### **If you are a pre-service teacher/intern with a problem with a cooperating teacher**

1. Define the problem for yourself. (See previous information). Determine if the problem is "real." Consult your university supervising professor if the issue is major...to help you with the reality check.
2. Meet with the cooperating teacher
  - a. present the problem
  - b. listen to the perceptions of the cooperating teacher
  - c. determine joint objectives and generate solutions
  - d. negotiate if necessary
  - e. generate an action plan, including goals, responsibilities, timelines
  - f. share plan with cooperating teacher
3. If problem is resolved, acknowledge that to cooperating teacher. If the problem continues, repeat the previous steps and check with university supervising professor.
4. If a resolution is not possible, request help from the university supervising professor and if necessary, request a care team.

You are a pre-service teacher/intern with a problem with a university supervising professor

1. Define the problem for yourself.
2. Meet with the supervising university professor
  - a. present the problem
  - b. listen to the perceptions of the university supervising professor
  - c. determine joint objectives and generate solutions
  - d. negotiate as necessary
  - e. generate an action plan

3. If problem is resolved, acknowledge this to university supervising professor. If the problem continues, repeat the previous steps.
4. If a resolution is not possible, request the help of the Assistant Dean or Dean of the School of Education.

You are a pre-service teacher/intern with a problem with another pre-service teacher/intern

1. Define the problem for yourself.
2. ONLY if the problem involves other students should you also talk with them about your perceptions. Determine if you should meet with the student alone or as a group.
3. As determined in #2, meet with the other pre-service teacher/intern
  - a. present the problem
  - b. listen to the perceptions of the pre-service teacher/intern
  - c. determine joint objectives and generate solutions
  - d. negotiate as necessary
  - e. generate an action plan
4. If the problem is resolved, acknowledge that to the pre-service teacher/intern. If the problem continues, repeat the previous step.
5. If the resolution is not possible, request help for the site facilitator or university supervising professor.

### **Specific Protocols for Cooperating Teachers**

*If you are a cooperating teacher who has a problem with a pre-service teacher/intern in your school.*

1. Define the problem for yourself.
2. If you view the problem as minor, continue the remaining steps on your own. If you view the problem as major, talk with the university supervisor and site facilitator (if applicable). Determine whether to meet with the pre-service teacher intern alone or with others.
3. As decided in #2, meet with the pre-service teacher/intern to
  - a. present the problem
  - b. listen to the perceptions of the pre-service teacher/intern
  - c. determine joint objectives and generate solutions
  - d. negotiate as necessary
  - e. generate an action plan
4. If the problem is resolved, acknowledge that to the pre-service teacher/intern. If the problem remains, repeat the previous steps.
5. If resolution is not possible, consult with the university supervising professor. Determine if a “care team” is needed to resolve the problem. A “care team” consists of the student’s advisor, the student, an advocate of the student’s choice, and the student’s teachers for the semester. The purpose of the team is to address unresolved issues and establish a plan of action for the student.

If you are a cooperating teacher who has a problem with a university supervising professor or a site facilitator.

1. *Define the problem for yourself.*
2. Meet with the university supervising professor or site facilitator to
  - a. present the problem

- b. listen to the perceptions of the university supervising professor or site facilitator
  - c. determine joint objectives and generate solutions
  - d. negotiate as necessary
  - e. generate an action plan for addressing the issue
3. If the problem is solved, acknowledge that to the university supervising teacher or site facilitator. If it continues, repeat the previous steps.
  4. If resolution is not possible, inform the site facilitator (if problem is with university supervising teacher), the principal and the Assistant Dean or Dean of the School of Education. If the problem is with the site facilitator, inform the principal and the Assistant Dean or Dean of the School of Education.

### **Specific Protocols for University Supervising Professors**

If you are a university supervising professor who has a problem with a pre-service teacher/intern.

1. Define the problem for yourself.
2. If the problem involves the cooperating teacher and/or other school staff, talk with the appropriate person about is/her perceptions. Determine whether to meet with the pre-service teacher/intern alone or with the CT and other school staff.
3. As decided in #2, meet with the pre-service teacher/intern to
  - a. present the problem
  - b. listen to the perceptions of the pre-service teacher/intern
  - c. determine joint objectives and generate solutions
  - d. negotiate if necessary
  - e. generate an action plan, including responsibilities, timelines, etc.
4. If the problem is resolved, acknowledge that to the pre-service teacher/intern. If it continues, repeat the previous steps.
5. If a resolution is not possible, request help from the site facilitator and the Asst Dean Dean of the School of Education. Determine if a care team meeting is appropriate.

#### **If you are a university supervising professor who has a problem with a cooperating teacher**

1. Define the problem for yourself.
2. Meet with the CT to
  - a. present the problem
  - b. listen to the perceptions of the CT
  - c. determine joint objectives and generate solutions
  - d. negotiate if necessary
  - e. generate an action plan
3. If the problem is resolved, acknowledge that to the CT. If it continues, repeat previous steps.
4. If the resolution is not possible, request help from the site facilitator or principal.  
Discuss the issue with the Assistant Dean or Dean of the School of Education.

## Appendix F

### ***STUDENT-TEACHING EXPERIENCE REFLECTION JOURNAL***

A number of theorists and experts (Cruikshank, Dewey, Schon, Zeichner) indicate that various types of reflection become a way of knowing about our actions. This learning through reflection facilitates our decision making, and further reflection provides us with a feedback mechanism whereby we can continue to improve as teachers. The purpose of this Reflection Journal assignment is to provide you with an opportunity to reflect about your student-teaching experiences and to provide us with a means of "conversing" with you about those experiences.

You should make an entry in your Reflection Journal at least 1-3 times per week, using the format described below (Posner). The sooner you commit your reflections to paper, the better the quality your responses are likely to have. These logs can be emailed to your university supervisor or turned in each time you meet, and will all be returned to you afterwards.

#### **REFLECTION JOURNAL FORMAT:**

##### **A. HEADING**

Include the dates covered and your name.

##### **B. ELABORATION OF ONE OR TWO SIGNIFICANT EPISODES**

An episode is an "event or sequence of events complete in itself, but forming a part of a larger one." Select episodes that are significant to you because what happened excites you, causes you to rethink an initial idea, convinces you that your initial idea was valid, or bothers you. Whether the episode you report was a success or a failure, it is significant if you learned something important from it.

Once you pick an episode, describe it in detail. Reliving the experience will enable you to think about what you felt and thought during the episode, how you perceived the responses of the children and the teacher to your actions, and who or what contributed significantly to shaping the events.

##### **C. ANALYSIS OF EPISODE(S)**

State why the episode was important to you and how you interpret it. Write about what you accomplished, problems that emerged and how you followed up on them, and what you learned. This last point is the most important. You may have learned what works and what does not; if so, describe what you concluded. You may also have learned something about your philosophy of teaching (your perspective). Does the episode confirm your ideas or force you to reconsider them? Maybe some initial ideas you held rather dogmatically depend, to a large extent, on the situation in which you apply them. If so, what was it about the situation that affected the applicability of the ideas? Many experiences raise more questions than they answer. You might use your logs as an opportunity to note questions that arise during your student teaching that you want to discuss with your supervisor or bring up at a student-teaching seminar.

As your supervisor responds to your journals, he/she will be looking for comments which fall into one or more of the following three levels of reflection (Van Manen, Zeichner & Liston):

**Technical Rationality** - reflections on WHAT happened; focuses on events relying on personal experience and/or observations without due regard for a system or theory.

**Practical Action or Contextual** - reflections on WHY decisions were made; concerned with clarifying the assumptions and predispositions underlying competing pedagogical goals and with assessing the educational consequences toward which a teaching action leads.

**Ethical or Critical Reflection** - reflections on what SHOULD be; concerned with the worth of knowledge and the social circumstances useful to students.