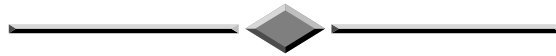


# Student Teaching Performance Guide



## Section I:

# CONCEPTUAL FRAMEWORK

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# Teaching and Learning in a Professional Community: A Conceptual Framework



**PLEASE READ THIS SECTION CAREFULLY.**  
**THE ELEVEN COMPETENCIES ARE THE BASIS FOR ASSESSMENT OF**  
**STUDENT TEACHERS.**

## **Introduction to the JMU Conceptual Framework**

A conceptual framework, in the context of preparing professionals for contemporary schools, is a guiding set of principles, beliefs, and concepts that provide a basis for designing, implementing, monitoring, assessing, and changing programs that prepare teachers and others who work closely with children and others in school settings. It provides guidance and direction for those who develop curricula, courses, experiences, and assessments; it explicitly defines and describes the commitments, philosophies, research, and outcomes expected for faculty and candidates within the context of preparing educational professionals. Furthermore, it delineates how these elements are aligned with state and national standards and other regulatory expectations.

## **Summary of the JMU Conceptual Framework**

The James Madison University Conceptual Framework for the education and development of professional educators rests on the significant goal of preparing effective educators for our rapidly changing society and culture. Furthermore, it is directed by the belief that all children, regardless of heritage, circumstances, or ability, can learn and that all children deserve full opportunity for schooling and education. It is guided and informed by current and reliable research, fueled by strong beliefs and values, supported by collaborations and partnerships, steered by professional and organizational standards, and fully supported by the University and its mission.

In operation, the conceptual framework provides eleven competencies that are expected for both initial and advanced professionals throughout all programs. The competencies are measured and assessed in a systematic and thorough manner, and indicators and measures are collected, analyzed, and used to inform program changes and improvements. The programs, therefore, are flexible and responsive to the changing nature of education in our culture, and continually seek to provide professional and professionally educated teachers and other school personnel for our nation's schools and educational institutions.

## **A Continuum of Professional Development**

The competencies and exemplary components rest within a continuum of professional development. The focus on this model is directed toward how teachers continue to grow and become more competent along a continuum. The JMU conceptual framework and the various programs in the professional education unit subscribe to this model both explicitly and implicitly; that is, the field-based aspects of the work of preparing professional educators reflect how programs continually base developmentally appropriate coursework, both in on-campus coursework and in off-campus practica, upon the realities of contemporary classrooms. In addition, all candidates' programs emphasize and model becoming an effective professional, a life-long endeavor.

## **Professional Educator Competencies**

The Unit faculty, drawing from INTASC and National Board of Professional Teaching Standards, defined eleven core competencies that describe the knowledge, skills and dispositions that all beginning professionals should possess. The following competencies, therefore, are representative of a collaborative process used to establish well-defined, measurable, and meaningful dispositions, practices, and performances.

- 1. The educational professional demonstrates personal qualities and dispositions that reflect effective development as a professional educator.**
- 2. The educational professional understands the structure, skills, core concepts, and methods of inquiry of the discipline(s) taught or practiced, is convinced of the worth of the discipline or subject, and creates learning experiences that make these aspects of subject matter meaningful to students.**
- 3. The educational professional understands the latest research on how children learn and develop and how culture influences human development. The educational professional applies this understanding by providing, supporting, and encouraging learning opportunities that support intellectual, social, and personal development.**
- 4. The educational professional understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.**
- 5. The educational professional plans, supports, and encourages instruction as well as other educationally-related activities and programs that are based on numerous variables including research-based best practices, knowledge of the subject matter, the nature of the learners, students' learning strategies, the goals of the curriculum, and the community.**
- 6. The educational professional uses an extensive repertoire of instructional strategies, including the utilization of a wide variety of educational technology and media, to develop students' critical thinking, problem solving, and performance skills.**
- 7. The educational professional uses an understanding of individual and group motivation and behavior to create a learning environment that encourages personal growth, positive social interaction, active engagement in learning, and self-motivation.**
- 8. The educational professional uses knowledge of effective verbal, non-verbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.**
- 9. The educational professional uses a variety of assessment techniques, both formal and informal, for varying purposes.**
- 10. The educational professional is a reflective practitioner who continually evaluates the effects of educational choices and actions and uses that understanding to adjust teaching, seek support, develop professionally, and improve educational practice based on such reflection.**
- 11. The educational professional fosters relationships with colleagues, families, and communities to support students' learning and well-being.**

From (2000). Preparing Effective Educators for a Changing Society. *Professional Education Conceptual Framework*, (pp. 1, 6, 13).

# Student Teaching Performance Guide



## Section II:

### CO - TEACHING

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# *Partners for Student Achievement*



## **A Co-Teaching Resource Handbook**

*for*

**Cooperating Teachers, Student Teachers, and  
College/University Supervisors**

**in Virginia**

*by the*

***MidValley Consortium for Teacher Education***

**Bridgewater College  
James Madison University  
Augusta County Schools  
Rockingham County Schools  
Staunton City Schools**

**Eastern Mennonite University  
Mary Baldwin College  
Harrisonburg City Schools  
Shenandoah County Schools  
Waynesboro City Schools**

*August, 2000*

*funded by a grant from the Virginia Department of Education*

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## INTRODUCTION

Dear Virginia Educator,

Over the last several years, Virginia's public schools have experienced major changes in curriculum content, instructional methods, delivery format, and expectations for student achievement. The Virginia *Standards of Learning*, as well as the advent of block scheduling, integrated instruction, and team teaching, call for different models of teaching and greater levels of accountability. In response, Virginia's teacher education programs have redesigned their programs to insure that graduates are prepared to meet these new expectations.

One of the most critical components of teacher preparation is student teaching. It is imperative that the student teaching experience be structured to meet reforms and designed so that student teachers provide value-added service that will *enhance* student learning, as they gain the necessary experience to prepare them for their own classrooms and their own students.

In 1998, the MidValley Consortium for Teacher Education received a \$16,870 grant from the Virginia Department of Education for a two-year project to produce and disseminate a *Resource Handbook* containing specific instructional and supervision models and strategies to help clinical faculty and student teachers address these issues. **This handbook is designed to ensure that student learning and student achievement remain paramount throughout the student teaching experience.** We do hope that it will be useful to the many student teachers, cooperating teachers, and college/university supervisors in Virginia who work together as *Partners for Student Achievement*.

Sincerely,

*The MidValley Consortium Steering Committee (2008-09)*

Linda Bigler, James Madison University  
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## *Clinical Faculty and Student Teachers: Partners for Student Achievement*

### **General Findings**

Based on clinical faculty, student teacher, and college/university supervisor feedback, the following general conclusions may be drawn from this project:

1. **Student teachers are a valuable resource for enhancing K-12 classroom instruction.** *Neither the student teaching experience nor student learning should suffer at the expense of the other.*
2. **Clinical faculty and student teachers who use co-teaching strategies can provide K-12 pupils with critical opportunities for intensive instruction in the Virginia Standards of Learning.**
3. **Some co-teaching strategies are more appropriate for certain grade levels or subject areas, or at certain times of the year, than others.** *Clinical faculty, student teachers, and college/university supervisors should work together to design individualized student-teaching schedules that meet the needs of specific K-12 classrooms.*
4. **Co-teaching requires pairing clinical faculty and student teachers who are compatible and can plan, teach, and reflect well together.**
5. **The decision of clinical faculty and student teachers to co-teach must have full school-wide support.** *Neither the clinical faculty nor the student teacher should be asked to assume other responsibilities such as substituting or serving on committees during shared instructional time.*
6. **Student teachers still must have full responsibility for direct instruction and an opportunity to “fly solo”.** *The amount and scheduling of this time, however, should be designed to meet the needs of both the K-12 students and the student teachers. Student teachers should assume increasing responsibility for planning and assessment, even when the actual instruction is being shared with clinical faculty.*
7. **Student teachers who use co-teaching strategies gain experience in teaching the Standards of Learning and in working as part of a team, which will benefit both them and the school divisions that employ them as first-year teachers.**

NOTE:The term *clinical faculty*, as used throughout this handbook, refers to cooperating teachers who have received specific training for mentoring student teachers through the MidValley Consortium. Although this handbook has been produced with *all* cooperating teachers in mind, the term *clinical faculty* is used when referring to those teachers who directly participated in this project.

# PROJECT PARTICIPANTS

The MidValley Consortium expresses its grateful appreciation to the following educators who have worked so hard on this project:

## Clinical Faculty

### Augusta County:

*Tamara Boxler*, Clymore Elementary School  
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# ***CO-TEACHING: A DIFFERENT APPROACH FOR COOPERATING TEACHERS AND STUDENT TEACHERS*** \*

## **Co-Teaching: A Definition and Description**

For the purposes of this paper, co-teaching is defined as a student teacher and a cooperating teacher working together with groups of students and sharing the delivery of instruction and physical space.

For many years cooperating teachers have been encouraged to gradually turn over their teaching responsibilities to the student teacher until, for a period of several weeks, the student teacher has complete responsibility for all teaching. This approach certainly serves the student teacher well, but it does not always take advantage of having an additional adult in the classroom.

In recent years the professional development schools in league with Kansas State University have encouraged cooperating teachers to act as co-teachers with their student teachers. With co-teaching, early in the semester, the student teacher might serve as an assistant and perhaps present portions of lessons while the cooperating teacher remains primarily responsible for the teaching. The student teacher might also work with individuals or small groups of students who need special or additional help. For certain activities, the class might be divided between the two to reduce the teacher-pupil ratio.

As the semester progresses, the cooperating teacher will gradually give the student teacher more and more of the planning and teaching responsibilities and begin to perform some of the functions that the student teacher did earlier in the semester. Near the end of the semester, the student teacher will be primarily responsible for the teaching, much as the cooperating teacher was at the beginning of the semester. With co-teaching, the amount of time the student teacher is left totally alone is reduced so that the cooperating teacher and the school division can take advantage of having an additional, trained adult to teach students.

## **Some Approaches to Co-Teaching**

Marilyn Friend and Lynne Cook (1996a) have presented several approaches to co-teaching that provide ways for two teachers to work together in a classroom. Their videotape (1996b) also explains these approaches, which are briefly discussed below. They include: one teach, one support; parallel teaching; alternative teaching; station teaching; and team teaching.

### **ONE TEACH, ONE SUPPORT**

With this model one teacher has the primary responsibility for planning and teaching, while the other teacher moves around the classroom helping individuals and observing particular behaviors. For example, one teacher could present the lesson while the other walks around or one teacher presents the lesson while the other distributes materials.

### **PARALLEL TEACHING**

In parallel teaching, the teacher and student teacher plan jointly but split the classroom in half to teach the same information at the same time. For example, both teachers could be explaining the same math problem-solving lesson in two different parts of the room. If the room had two computers, each teacher could use a computer to model the use of the Internet or a new piece of software to half of the class. Each half of the class could be involved in a literature study group during a novel study.

---

\*abridged from a paper presented by Perl, Maughmer, and McQueen; ATE National Conference, 1999

## **ALTERNATIVE TEACHING**

In alternative teaching, one teacher manages most of the class while the other teacher works with a small group inside or outside of the classroom. The small group does not have to integrate with the current lesson. For example, a teacher could take an individual student out to catch him/her up on a missed assignment. A teacher could work with an individual or a small group for assessment purposes or to teach social skills. A small group of students could work together for remedial or extended challenge work.

## **STATION TEACHING**

Both teachers divide the instructional content, and each takes responsibility for planning and teaching part of it. In station teaching, the classroom is divided into various teaching centers. The teacher and student teacher are at particular stations; the other stations are run independently by the students or by a teacher's aide. For example, three or more science stations, each containing a different experiment, could be organized with the teacher and student teacher working with the two stations that need the most supervision. It is also possible to use an aide or parent volunteer to supervise stations.

## **TEAM TEACHING**

Both teachers are responsible for planning, and they share the instruction of all students. The lessons are taught by both teachers who actively engage in conversation, not lecture, to encourage discussion by students. Both teachers are actively involved in the management of the lesson and discipline. This approach can be very effective with the classroom teacher and a student teacher or two student teachers working together.

## **Advantages and Disadvantages of Co-Teaching**

### **ADVANTAGES**

Meeting the individual needs of students is becoming more and more difficult. Having two or more adults in a classroom allows students to work with ease in whole group, small group and individual settings. By lowering the student/teacher ratio, co-teachers have a better chance to meet the diverse needs of technology, curriculum, and diversity issues.

Flexible grouping of students is much easier with co-teaching. The use of centers, curriculum groups, interest groups, and individual settings are based on the individual needs of students. Whole group teaching is an option, but typically less time is spent lecturing the whole group; this leaves more time to spend with small groups and individuals.

In co-teaching classrooms, students are actively engaged in learning. Many times, two or more teachers will attempt projects they wouldn't try by themselves.

The old saying of "Two heads are better than one" is very true when it comes to planning curriculum and assessment. Teachers are able to hold conferences with parents and students on a regular basis, as well as during scheduled parent-teacher conference times. Preparing for parent conferences is often very time consuming. Co-teachers are able to reduce the preparation time by sharing the work.

Hundreds of decisions need to be made spontaneously by classroom teachers. By having more than one set of eyes on the classroom, teachers are able to collaborate and problem solve in a timely manner. Problem solving is a true advantage to co-teaching.

Every teacher knows the difficulty of preparing a classroom for the first day of school. Co-teachers are able to work together to prepare bulletin boards, move furniture, and plan the layout of the classroom.

Co-teaching is an excellent opportunity for mentoring an inexperienced teacher. If one is a veteran teacher and the other is a student teacher, inventory is no problem. The student teacher is able to share the classroom inventory, while adding to his/her own throughout the semester.

Ask any teacher what he or she needs, and the response will usually be “more time.” Co-teaching allows time during the teaching day to be used in flexible ways. While one teacher is working with the whole group, another teacher can be planning curriculum, meeting with a small group of teachers to discuss state accreditation testing, etc.

Co-teaching is not easy. Many teachers are uncomfortable managing other adults and dealing with adult conflict; therefore, co-teaching builds leadership skills with real-world applications.

With more demands on today’s educators, teachers find themselves out of the classroom for various professional reasons (e.g., staff development, assessment, committee work, and leadership positions). Students are often left with a substitute. Co-teaching allows for teaching consistency for students because the student teacher remains in the classroom and can co-teach with the substitute.

Performance assessment is an effective way to measure what students really know. Gathering data on individual students for assessment purposes is a very difficult job for one teacher, but co-teaching allows for individual assessment to be ongoing during the teaching day.

Co-teaching is a real-world interaction model. Students observe teachers and student teachers interacting positively as a team.

## **DISADVANTAGES**

A lot of teachers consider their classroom a “home away from home.” They become very possessive of their classrooms because they have devoted hundreds of hours and a lot of money to make them successful. Adding a teacher to a classroom invades the territory of the classroom teacher. Some teachers are able to share their territory better than others. Co-teaching is not for the person who likes to control the class, has little flexibility or believes there is only one right way to teach. Teachers who share a classroom must come to consensus on such philosophical questions as discipline, classroom organization, routines, and procedures.

Another disadvantage is that not all teachers are able to manage adults. Co-teaching requires educators who are able to deal with adult conflict and management.

Collaboration and co-teaching take more time. Teachers will often say, “It would be easier to just do it myself.” Not all teachers are willing to take the time to talk about everything that happens in a classroom.

Many times teachers begin to feel closed in. Sharing physical space can be threatening and teachers feel that they just want some time to themselves.

Since co-teaching is not the norm, parent perception can often make or break the concept. It is imperative that parents know their student will be in a co-teaching classroom. Parents should not think their child is being used as a “guinea pig” for another new idea.

Most teachers are familiar with the “teachable moment” – the spontaneous teaching that experienced teachers use to challenge students to a higher performance level. Many times inexperienced teachers

don't recognize the importance of spontaneous teaching. This can be a frustration to the other teacher who shares the classroom.

One of the most frustrating dilemmas of co-teaching is inconsistent discipline. Co-teaching is much like parenting. Students may try to play one teacher against the other. Many teachers would rather teach alone than deal with inconsistent discipline.

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Friend, M. & Cook, L. (1996b). The power of 2: Making a difference through co-teaching [Videotape]. (Available from the Forum on Education, Smith Research Center, Suite 103, Indiana University, Bloomington, IN 47405-1006)

Walsh, J.J. & Snyder, D. (1993, April). Cooperative teaching: An effective model for all students ED 361 930. Paper presented at the annual convention of the Council for Exceptional Children, San Antonio, TX. (ERIC Document Reproduction Service No. ED 361 930)

## ***General Comments About Co-Teaching Methods***

*Our Clinical Faculty responded in writing and in discussions to their experiences with co-teaching. Summaries of your colleague's reactions to the methods are provided in this section.*

### ***Primary (NK-Grade 3)***

The co-teaching models provide opportunities for classroom teachers to adapt and adjust their teaching styles for active inclusion of student teachers in their classrooms. In lieu of the standard “one teach and one observe” model, these five co-teaching strategies allow two teachers to plan together and implement the method(s) they feel will most suit their own personalities and skills at various times. In reviewing comments from clinical faculty about the five models, we noticed many positive comments about *Station Teaching*, *Team Teaching*, and *One Teach, One Support*. We noticed less favorable comments about *Alternative Teaching* and *Parallel Teaching*. Individual situations will determine which methods suit particular teachers and student teachers best, depending upon personal relationships, personalities, planning time, class and classroom size, available materials, and teacher expertise. These models give experienced and non-experienced teachers the opportunity to make choices that will benefit everyone in the classroom.

### ***Upper Elementary (Grades 4-5)***

Teachers are concerned with student teachers' awareness of the importance of covering the *Standards of Learning* in classroom instruction. The student teacher must assume responsibility for *Standards of Learning* implementation. Because of the *Standards of Learning*, teachers may be more hesitant to relinquish control of the classroom to the student teacher. The co-teaching models encourage smooth transitions during which student teachers must demonstrate both content and instructional competencies. The co-teaching models also require more planning and collaboration between clinical faculty and student teacher, which helps conferencing during student teaching experiences. Most clinical faculty believe that student teachers must eventually “fly solo” and assume responsibility for the entire classroom. Even after student teachers assume full responsibility, clinical faculty and student teachers will confer on a more regular schedule than in previous student teaching models. *One Teach, One Support* appears to be the most popular strategy at the upper elementary level.

### ***Middle (Grades 6-8)***

The data collected from middle school level clinical faculty suggest that all five co-teaching strategies can be useful for modeling and providing transitions in instruction and classroom management for student teachers. Because of their experience in teaming at the middle school level, the clinical faculty were able to suggest concrete strategies to make these co-teaching approaches work. The choice of approaches in a given situation depends upon the content area, the competency of the student teacher, and the personalities of both teachers.

One concept is apparent--the importance of the cooperating teacher in preparing student teachers to implement instruction in the *Standards of Learning*. Cooperating teachers should see themselves as adjunct faculty for the teacher preparation institutions. The role of the cooperating teacher has become much more important in preparing pre-service teachers for the high stakes testing environment in Virginia's public school classrooms.

### ***Secondary (Grades 9-12)***

Most secondary teachers liked the *One Teach, One Support* model because it does not require as much additional planning as other co-teaching methods. They believed it would work well in most subjects and most class settings. Many teachers felt *parallel teaching* would be unworkable in most secondary

classrooms because both teachers would have to share the same space while teaching separately. They thought that *alternate teaching* would work best for special applications such as makeup work, special education, and other unique settings.

Most teachers felt *station teaching* would be impractical on a regular basis; its main limitations are time, materials, and space for the stations. *Team teaching* appealed to some teachers because “two heads are better than one.” This method could actually reduce preparation time, and it gives teachers the opportunity to model desirable behaviors and expose students to different ideas. *Team teaching* requires content knowledge, well-defined roles, and cooperative planning.

Even if co-teaching methods are successful in enabling a student teacher and in enhancing student learning, it is still important for the student teacher to assume sole possession of, and responsibility for, the class during a portion of the experience. All of the co-teaching methods depend on the abilities and compatibility of the teacher and the student teacher. Ultimately each teacher must be the judge of which co-teaching method or combination of methods are appropriate for his/her own teaching style, particular subject area, students, and student teacher, as well as when to use them.

## Strategies

This section identifies strategies to foster pupil achievement that our own clinical faculty have already successfully used with their student teachers. Each strategy has been assigned to a category used on the MidValley Consortium’s *Assessment of Student Teaching Performance: Preparation for Instruction, Instructional Performance, Reflection and Evaluation, and Professionalism*.

### Preparation for Instruction

- Meet with your student teacher prior to the teaching experience. Provide a schedule of daily and weekly routines.
- Develop short- and long-term planning goals including a progression of responsibilities for your student teacher.
- Schedule a common planning time with your student teacher and any resource teachers.
- Plan together with your student teacher on a daily basis. Decide on lesson plan format and expectations for lessons.
- Assist and educate your student teacher in finding materials for planning lessons, including use of the Internet as well as school and community resources. This may include sharing personal resource materials and encouraging your student teacher to find new materials using a variety of sources.
- Model implementation of assessments (informal reading inventories, spelling inventories); then give your student teacher assistance in administering the assessments.
- Help your student teacher plan and develop classroom strategies for differentiated instruction for students with special needs.
- Encourage your student teacher to become familiar with the school handbook, emergency procedures, system policy manual, and grade level discipline procedures.

- Discuss your school division's pacing guides or curriculum mapping materials with your student teacher and follow them when planning instruction.
- Discuss formative and summative assessment of student performance in relationship to progress reports, report cards, etc.
- Familiarize your student teacher with basic SOL content by providing a *Standards of Learning* handbook for planning lessons and pulling sample *Standards of Learning* materials and test questions from the Internet.
- Plan units that incorporate multiple *Standards of Learning* and/or other state assessments.
- Require that your student teacher submit detailed lesson plans for approval *prior* to teaching the lesson.
- Require your student teacher to assign students short-term projects that are graded at timely intervals. This allows you to monitor student progress.
- Assist your student teacher in creating *Standards of Learning*-like assessments or in searching for appropriate tools.
- Explain your grading system and discipline system.
- Establish a regular conferencing schedule to discuss performance, planning, pacing guidelines, content, assessment, and remediation.
- Make sure your student teacher understands the concepts being tested.
- Discuss learning approaches to be used throughout placement.
- Have your student teacher take *Standards of Learning* practice tests to familiarize him/herself with the test format.
- Establish regular conferencing for debriefing, planning, as well as reflecting on performance.
- Share results of spelling inventory, informal reading inventory, and other assessments.
- Stress importance of communication--with other faculty members who share your students, as well as with parents.
- Work as a team to plan curriculum to address the *Standards of Learning*; earmark these in lesson plans.
- Model how teachers incorporate their own ideas to teach the *Standards of Learning* content. Encourage your student teacher to use his/her own ideas in teaching the *Standards of Learning*.
- Share a model lesson plan with your student teacher.
- Prepare your student teacher for co-teaching experiences.
- Develop lesson plans for team teaching.
- Develop activities that encourage both group and individual accountability.

- Explain classroom management procedures to the student teacher and his/her college/university supervisor.
- Articulate and model techniques for effective behavior management for your student teacher.
- Help your student teacher establish high, but reasonable, expectations for all students.
- Encourage mutual respect among the children, your student teacher, and yourself by providing a teaming model that promotes positive interactions.
- Model, articulate, and instruct your student teacher in using techniques for effective behavior management.
- Require your student teacher to observe other faculty members for management styles and techniques.
- Support reasonable discipline decisions made by your student teacher.
- Allow your student teacher to be in charge of behavior management with support and feedback.
- Share classroom management expectations and review the school handbook.
- Encourage your student teacher to develop a positive personal and professional rapport with each student.
- Develop your student teacher's awareness of cultural and ethnic diversities within assigned classes and their impact on instruction.
- Develop your student teacher's awareness of students' individual differences, special needs, and learning styles.

### **Instructional Performance**

- Team teach with your student teacher before giving him/her full responsibility for the class.
- Model effective classroom instructional techniques.
- Model how to work in an inclusive environment and how to differentiate instruction.
- Ensure that all scheduled *Standards of Learning* are taught during student teaching.
- Have your student teacher develop and administer an assessment of the *Standards of Learning* he/she has taught.
- Use a variety of teaching strategies in different subject areas (e.g., whole class, small groups, individual instruction).
- Identify specific *Standards of Learning* objectives orally or in writing for students.
- Develop co-teaching skills to enhance instructional goals.
- Integrate student use of technology with classroom curriculum.

- Model effective classroom management techniques.
- Show your student teacher how to differentiate instruction for diverse students.
- Blend *Standards of Learning*-like assessments with alternative assessments.
- Rotate teaching/observation to encourage reflection.
- Co-teach to cover *Standards of Learning*.
- Model a class lesson that your student teacher will teach to a later class.
- Use the expertise of each person to provide differentiated instruction through teaming.
- Model effective classroom management practices and pacing.
- Allow your student teacher to observe and co-administer the *Standards of Learning* tests in his/her own subject area if possible.
- Rotate teaching/observation to encourage reflection.

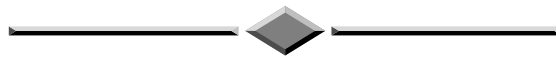
### **Reflection and Evaluation**

- Give your student teacher opportunities to observe and work with other teachers and alone with small groups of students.
- Have your student teacher reflect on and revise assessments for lessons.
- Have feedback on your student teacher observations readily available, and give your student teacher an opportunity to “reflect” on how he/she thinks the lesson went before the evaluation is discussed.
- Utilize a journal format to correspond with and/or respond to your student teacher on a regular basis.
- Have your student teacher write a letter of introduction to parents at the onset of the placement.
- Establish regular conferencing for debriefing, planning, as well as reflecting on performance.
- Make sure your student teacher understands the concepts being tested.
- Share test-taking skills with your student teacher.
- Use a checklist as a tool to set the stage for expectations.
- Model reflection for improvement by videotaping yourself and your student teacher.
- Aid your student teacher in assessing his/her own classroom management skills.
- Communicate immediate feedback to your student teacher after teaching a lesson.

## **Professionalism**

- Work closely with school and community resources.
- Schedule meetings with parents at times when your student teacher is available.
- Share importance of communication—with other faculty members who share your students, as well as parents.
- Include your student teacher in collaboration with team members, resource teachers, and support staff regarding instructional techniques and behavioral management of all students.

# Student Teaching Performance Guide



Section III:

POLICIES  
AND  
PROCEDURES

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# General Information

## Overview

The teacher education program at James Madison University has been developed in accordance with the guidelines of nationally recognized professional organizations and is accredited by the National Council for Accreditation of Teacher Education. NCATE accreditation recognizes that JMU's teacher education program meets rigorous standards of excellence developed by the profession and provides high quality preparation for effective teaching.

JMU offers licensure programs in art education, early childhood education, elementary education, middle education, music education, physical and health education, reading education, secondary education, special education, school administration, communication sciences and disorders, school psychology and school counseling. The program in each of these areas is consistent with the unit's conceptual framework. **Please contact the department chair or program coordinator directly if you have questions about any education program.**

## The Student Teaching Experience

Student teachers complete their experience according to this schedule:

ART, ECED, ELED, MSED, MUED, SEED and SPED –

Block 1 and Block 2 **OR** Block 3 and Block 4;

PHETE – Undergrads – Block 4 senior year;

Grads – one mid-semester block that begins the fifth or sixth week of spring semester

ECED/MAT – one extended block that begins on the first day of the semester.

Block 1 and Block 2 (fall semester), Block 3 and Block 4 (spring semester), and the mid-semester block last approximately eight weeks. The extended block lasts approximately twelve weeks.

Student teachers are *strongly* encouraged to participate in their school division's pre-school activities if summer responsibilities do not make that impossible. Student teachers assigned to each semester should contact the first cooperating teacher with whom they will be working to establish if, and when, it will be convenient for them to shadow the teacher during pre-service workdays. The official beginning date for student teaching is the first day of the JMU semester. **Student teachers who begin their placements early still finish the block at the regular time.**

Regardless of the format of the student teaching/internship experience, **students must follow the school division, not the university, calendar – including vacations, holidays, and workdays.** In case of inclement weather, they need to listen to the local radio or television station for “no school” announcements. They must attend any school “make-up” days that are scheduled during the time of the placement.

Student teachers are expected to follow the cooperating teacher's schedule throughout the placement, observing the same hours and attending professional meetings such as faculty meetings, parent conferences, PTA, and county or city in-service workshops. They are also expected to take an active part in extra-curricular activities as appropriate.

## The Student Teacher Placement Process

In the year before they intend to student teach, JMU candidates submit a student teaching packet to the Education Support Center for distribution to the school divisions in which the candidates are placed for student teaching.

The Coordinator of Field Experiences discusses possible placement requests with the appropriate department head or program coordinator. Some factors that affect where these requests are made include where the student teacher is living, the degree of match between JMU and school division programs and expectations, the

possibility of clustering student teachers at school partnership sites, and efficiency of supervision. All student teaching requests for the next year are submitted in early spring.

The requests are sent to individual school divisions (or to individual schools when the school division has so indicated) in two groups. The first group contains requests for students who have met all student teaching requirements and deadlines. Approximately a month later, a second, smaller group of requests is sent to the school divisions. This group includes candidates who, for various reasons, were not able to complete all of their requirements prior to the regular student teaching deadline (for example, a student who was enrolled in, but had not completed, a required course). This second group also includes candidates who could not be placed in the school division originally requested. *Under no circumstances will JMU request a placement for any candidate who has not met all prerequisites for student teaching.*

Each school division handles its local placement process differently, but JMU and its partner school divisions have agreed to place student teachers only with cooperating teachers who have:

- ✓ a valid Virginia Collegiate Professional License with proper endorsement for the teaching assignment;
- ✓ three years (minimum) experience as a successful classroom teacher;
- ✓ a commitment to life-long learning as evidenced by work towards a master's degree, workshops, college credits, or other types of activities that assist the teacher in increasing his/her knowledge and performance related to the teaching profession;
- ✓ recognized expertise in subject matter knowledge and current and varied instructional strategies for the classroom;
- ✓ skill in effective classroom management techniques;
- ✓ knowledge of school/community relations;
- ✓ strong oral and written communication skills;
- ✓ strong organizational skills;
- ✓ excellent human relations skills;
- ✓ experience in working with adults and/or student teachers; and
- ✓ a desire, willingness, and ability to work cooperatively with colleagues and student teachers.

*Once a school division provides the ESC with its confirmed placements, the Coordinator of Field Experiences sends a confirmation letter to the student teacher and a welcome letter to the cooperating teacher. A cooperating teacher may know about his/her student teacher and make an initial contact long before the student teacher gets a confirmation letter from the ESC. Because other factors besides a teacher's willingness to serve as a cooperating teacher may contribute to a final placement decision, we tell our student teachers that no placement is actually confirmed until they receive the confirmation letter from the ESC.*

In general, a candidate is not placed in schools he/she attended as a student, where any immediate family members work or are students, or where he/she completed a practicum experience. The following placement policy also has been considered in securing positions:

Local student teaching placements are made in accredited Virginia public and private schools, programs, and agencies within approximately one hour's driving distance from campus. Some programs also place student teachers in northern Virginia, Richmond, and/or Tidewater. Other local and non-local placement sites may be assigned in accordance with individual program and/or student needs. All placements are based on availability and efficiency of appropriate supervision.

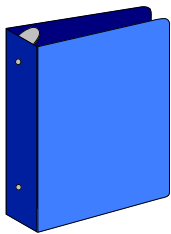
***Student teachers should not contact school division personnel directly and may not request a student teaching or internship placement with a specific school division, school, or teacher. Out-of-state student teaching/internship placements are not an option for any program at the present time.***

## Key JMU Teacher Education Contacts

Program	Coordinator	Location	Phone	E-mail
Art Education	Kathy Schwartz	Duke 217	568-6464	<a href="mailto:schwarka@jmu.edu">schwarka@jmu.edu</a>
Music Education	Gary Ritcher	Music 344	568-6753	<a href="mailto:ritchegek@jmu.edu">ritchegek@jmu.edu</a>
Physical and Health Education	Jacqueline Williams	Godwin 317	568-6957	<a href="mailto:williaja@jmu.edu">williaja@jmu.edu</a>

Department	Chair	Location	Phone	E-mail
Early, Elementary and Reading Education	Martha Ross	Memorial 3100C	568-3473	<a href="mailto:rossmk@jmu.edu">rossmk@jmu.edu</a>
Middle, Secondary, and Math	Steve Purcell	Memorial 3200B	568-6793	<a href="mailto:purcelsl@jmu.edu">purcelsl@jmu.edu</a>
Exceptional Education	Laura Desportes	Memorial 3126A	568-4527	<a href="mailto:desporlx@jmu.edu">desporlx@jmu.edu</a>

### Student Teaching/Internship Policies and Procedures



The teacher education programs at James Madison University have established critical guidelines to ensure program integrity and to provide quality educational experiences for their students.

### Eligibility Requirements

Candidates approved for student teaching will have completed these requirements: been admitted into Teacher Education; maintained a 2.5 GPA; completed all prerequisite course requirements; submitted evidence of a negative TB screening; and completed training in child abuse recognition/reporting and in universal precautions.

*Note: The ESC monitors the status of candidates prior to the start of each teaching block. A placement is withdrawn if the candidate has not maintained eligibility for student teaching/internships.*

### Changes in Placements

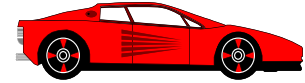
Changes in placements typically will not be made once positions within a specific school division have been requested and/or confirmed, unless a particular placement is inappropriate, which may happen occasionally. If a student teacher receives notification of an assignment that he/she believes will not satisfy licensure requirements – i.e., a vocal music placement for an instrumental music student teacher or an elementary level position for a secondary placement – he/she should contact the ESC immediately. The ESC makes the changes necessary to ensure that the placement will meet licensure requirements.

In *rare* instances the placement might be found to be inappropriate *after* the student teacher has made contact with the cooperating teacher – i.e., the cooperating teacher’s schedule will not allow sufficient time to assume full responsibility for classroom instruction. In this situation, the student will notify the university supervisor or program coordinator immediately. The ESC will work with the student, cooperating teacher, and program coordinator to provide an appropriate experience.

## Housing and Transportation



Student teachers are responsible for their own housing during the student teaching/internship. Spring student teachers who live on campus should check with Residence Life to determine which dormitories will remain open during spring break before making housing commitments.



Student teachers are also responsible for their own transportation while student teaching. They should check with the ESC for the names of other student teachers or interns placed in or near their host school if they wish to carpool.

## Attendance

**There is no provision for absence during student teaching or internship except for personal illness, death in the immediate family, or other extreme circumstances.** Any pre-planned absence from student teaching, including reporting to school late or leaving school early, must be approved in advance by the cooperating teacher, university supervisor, department head/program coordinator and/or director of the ESC.

In case of unexpected absence (illness, car trouble, etc.), the student teacher must notify the cooperating teacher immediately, calling the teacher at home or at school as soon as a problem arises. If the student teacher cannot reach the teacher, he/she must contact the school principal. He/she must keep calling until the teacher or principal has been notified. At that time the student teacher should also inform his/her supervisor of any situation requiring an absence. The student teacher/intern is still responsible for providing the cooperating teacher with lesson plans to ensure continuity of instruction during the absence.



Student teachers are excused from classroom responsibilities in order to attend the required professional development conference held on campus each semester. Interns and students teaching in their own classroom are encouraged, but not required, to attend these sessions. Spring student teachers are also excused to attend the Teacher Recruitment Day held in February or March. If the student teacher does not attend Teacher Recruitment Day, he/she must be present in the classroom.

Job interviews with school division personnel are important to all student teachers and interns. During student teaching, however, interviews need to be scheduled after school hours or during public school breaks. If this is not possible, the student must complete a request for interview absence form and receive permission for the absence, in advance, from the university supervisor and cooperating teacher. If a student has been absent for more than a few days, the request should not be approved and there should be no more than one approved request.

Some programs recommend that students attend a professional development conference during student teaching. Student teachers wishing to do so must complete a request for interview absence form and receive permission for the absence, in advance, from the university supervisor and cooperating teacher. If a student has been absent for more than a few days, the request should not be approved and there should be no more than one approved request.

If the student teacher is absent more than a few days, for whatever reason, or frequently arrives late or leaves early, the cooperating teacher should contact the university supervisor and the supervisor should contact the ESC and department head or program coordinator to determine if it is necessary to extend the placement to ensure that the student teacher meets program requirements and completes a full experience.

## Professionalism



*Student teaching and internship mark a significant step toward becoming a professional educator. Student teachers are expected, therefore, to demonstrate the attitudes and actions of a professional educator. These include: conforming to the host school's rules and policies; extending basic rules of courtesy to teachers, pupils, school staff, and the broader school community; meeting the standards of dress, personal appearance, and professional behavior expected of the staff at the host school; and placing school responsibilities ahead of personal wishes.*

A student teacher/intern will probably have access to confidential records and other highly personal information. He/she must safeguard such knowledge and use it for professional purposes only. ***The student teacher should exercise professional judgment about when, where, and with whom to discuss any aspect of student teaching/internship experience.*** The supervisor and/or cooperating teacher should share any specific concerns about confidentiality with the student teacher.

## Student Discipline

Student teachers may not participate in administering corporal punishment to any students. Under no circumstances may they use physical force, hit, or place their hands in anger on students to discipline them.

## Outside Course Work, Employment, and/or Extracurricular Activities



Student teaching or internship is considered to be a **full-time experience that takes precedence over all other responsibilities**. Student teachers may not enroll in additional course work without securing prior written approval from his/her advisor, department head or program coordinator, and the Director of the Education Support Center. A form for this purpose is available in the ESC. Such requests will be granted only in exceptional circumstances. In addition, student teachers must limit outside employment or participation in extracurricular activities, including athletics, during the placement. **In no case may outside responsibilities be scheduled during the hours required for student teaching.** Student teachers will be asked to drop any activities that interfere with student teaching or internship.

## Substitute Teaching

Student teaching is the culminating experience for all initial teacher education programs. It is a critical opportunity for candidates to demonstrate their proficiency in integrating the knowledge, skills, and dispositions outlined in the unit's conceptual framework. As such, student teaching requires a significant commitment to a full-time experience under the mentorship of a qualified cooperating teacher.

In certain limited, clearly defined situations, however, a student teacher may serve as a substitute for his/her own cooperating teacher, if school division policies allow. The following guidelines outline the procedures for implementing this policy:

- Student teachers completing two eight-week placements may serve as a substitute for their cooperating teacher during the last two weeks of each placement. Student teachers completing one twelve-week placement may serve as a substitute for their cooperating teacher during the last six weeks of their placement.
- Substituting by a student teacher is limited to a total of three days per placement.
- The decision to allow a student teacher to substitute for his/her cooperating teacher should be made cooperatively by the student teacher, cooperating teacher, building administrator, and university supervisor.

**Student teachers may elect not to serve as a substitute without repercussion.**

School divisions and/or building administrators may elect not to ask a student teacher to serve as a substitute and instead hire someone else to serve as a substitute teacher. The substitute teacher then becomes the teacher-of-record.

- Student teachers may not substitute for other teachers in their building or school division at any time.
- The school division has responsibility for ensuring that the student teacher meets its own requirements for substitute teaching (background checks, orientation, etc.). The student teacher must be paid according to the school division's substitute teacher pay scale.
- The school division assumes legal liability for any student teacher serving as a substitute teacher.

**(Approved by the Teacher Education Coordinating Council, April 24, 2002)**

## **The Role of the Student Teacher/Intern**

### **Making the Initial School Visit**

It is important for the student teacher to become acquainted with the cooperating teacher and the host school soon after the placement is made. There will be many questions that can be answered during the first visit. Some of the topics for discussion might be:

- school philosophy, school policies, school calendar, and daily schedule;
- required reports and record-keeping, building floor plan, grading standards, and discipline procedures (provide a copy of the school handbook if one is available);
- the curriculum and specific skills or SOL content to be covered during the placement;
- the instructional materials and strategies that are used (copies of textbooks or other materials to review prior to the start of experience should be provided at this meeting);
- school expectations for students and information about pupils and their classroom routines (the student handbook should be shared if the school has one);
- information about the community in which the school is located; and
- school expectations in terms of dress, behavior, participation in school activities, etc.

This first visit is an opportunity for the cooperating teacher and student teacher to learn about each other. They should be prepared to discuss their experiences, skills, special interests, and expectations for the student teaching/internship experience.

### **Planning the Student Teaching/Internship Schedule**

There are no hard and fast rules for introducing the student teacher to the instructional process. Each student teacher/intern, cooperating teacher, and learning situation create unique factors that must be considered when making those decisions. In addition, Virginia's focus on SOL instruction and testing, block scheduling, and integrated instruction will require the cooperating teacher and student teacher to work together in a variety of ways. For example, they may need to revise the teaching schedule for full-time responsibility to accommodate SOL review and testing dates. They also may need to consider incorporating extended periods of time during which they work together with smaller groups of students, sharing both space and delivery of instruction.

**The co-teaching models contained in the *Student Teaching Performance Guide* are useful strategies for the cooperating teacher and student teacher to consider when designing the student teaching experience.**

The cooperating teacher, student teacher, and supervisor need to work together to develop an appropriate schedule of activities that provides a broad range of experiences, is compatible with specific school needs, and enhances pupil learning. Some factors to be considered when planning for increasing involvement are:

- the school's academic program and scheduling design, including SOL instruction and testing, teaming, block scheduling, etc;
- the opportunities for working together using a variety of co-teaching strategies;

- the readiness of pupils to accept a student teacher; and
- the cooperating teacher’s willingness to allow the student teacher to assume additional responsibilities.

The following chart presents one *possible* schedule for increasing the student teacher’s teaching responsibilities in each type of placement. *Program area faculty can help to design an appropriate teaching schedule if the position is other than eight weeks or twelve-weeks.* If this is a second student teaching/internship position, the student teacher may be able to assume teaching duties more quickly. Remember, however, that the needs of the pupils in the classroom must take precedence over the needs of the student teacher.

### *Sample Teaching Schedule*

<b>8 - Week</b>	<b>Student Teacher/Intern Responsibilities</b>	<b>12 - Week</b>
1	Observe in classroom, learn pupils’ names	1
	Become acquainted with materials, equipment, records, plan/grade book	
	Study school policies, meet other faculty and staff	
	Assume light instructional duties (help individual students, take groups to library, lead small group discussions), share some cooperative teaching activities planned by the cooperating teacher	
	Prepare for increasing teaching responsibilities	
2	Continue observing in the assigned class and other classrooms in the school	2
	Increase responsibilities for small group instruction and increase role in planning cooperative teaching activities with the cooperating teacher	
	Assume responsibility for planning and leading instruction in at least one subject or class each day	
3-4	Increase leadership responsibility for co-teaching activities with the cooperating teacher and gradually add responsibility for planning and leading instruction in additional subjects until a full load is reached and the student teacher has assumed primary responsibility	3-6
5-7	Continue with full-time teaching responsibilities, incorporating co-teaching activities with the cooperating teacher as appropriate	7-11
8	Decrease teaching responsibilities and observe in other programs and classrooms in the school	12

## **The Role of School Personnel**

### **The Cooperating Teacher**



#### *Specific Roles and Responsibilities*

*The cooperating teacher plays a critical role in helping the student teacher/intern complete the experience successfully. He/she will serve as a mentor, model, coach, counselor, supervisor, evaluator, researcher, and collaborator throughout the student teaching/internship experience. Each of these roles is important to the professional development and growth of the student teacher. Cooperating teacher responsibilities for supporting the student teacher are divided into three main areas:*

## **Planning**

- provide an initial orientation to the assigned school and classroom;
- discuss basic instructional materials and faculty and student handbooks, share an overview of the school faculty and the working relationships in the school, and review his/her classroom expectations;
- orient the student teacher to the school planning process; helping him/her establish objectives for students; providing specific expectations and deadlines for daily lesson plans, unit plans, and student evaluation; and
- plan with the university supervisor for continuous evaluation of the student teacher's performance in all phases of teaching.

## **Teaching**

- provide a teaching/learning atmosphere that supports dialogue and discussion, share advice and constructive feedback, and encourage open communication for the student teacher's self-reflection and professional growth;
- establish a teaching/learning climate that is conducive to student learning and that allows the student teacher to develop planning skills;
- provide opportunities for the student teacher to test theory and practice in the classroom;
- review and provide feedback on lesson plans prior to their being taught;
- observe informally and provide oral feedback on both classroom management skills and at least one lesson or activity each day;
- serve as a resource regarding supplies, equipment, curriculum responsibilities, and the teaching process;
- work cooperatively with the university supervisor to see that the student teacher meets program goals and expectations;
- work cooperatively with the university supervisor to monitor the student teacher's readiness to assume increased classroom teaching responsibilities, and provide those additional opportunities as appropriate; and
- provide increasing feedback and support as the student teacher assumes full responsibility for classroom instruction.

## **Reflection**

- keep the student teacher continually apprised of his/her progress and revising goals and expectations as necessary;
- keep the university supervisor and the principal informed of the student teacher's progress on a regular basis;
- complete the written mid-term and final evaluations and share them with the student teacher and university supervisor; and
- provide opportunities for professional growth by encouraging observations of other educators, attendance at professional meetings, and participation in the entire school's programs.

The cooperating teacher will share teaching activities with the student teacher in a variety of ways, but eventually will leave him/her alone in the classroom for extended periods of time. Brief periodic absences of the cooperating teacher will provide minimum disruption to the class and will help ease the transition to full-time teaching responsibilities. *Observations and feedback on teaching skills are critical as the student teacher assumes a greater teaching role; even when the student teacher is "soloing," it is important for the cooperating teacher to be in the room at various times throughout the day. It is the total responsibility for teaching each day that is important, not just being alone in the classroom.*

## **Clinical Faculty**

A significant number of cooperating teachers in JMU's teaching placement area have received specialized training in supervising student teachers and are designated as "clinical faculty." This training is provided by members of the MidValley Consortium for Teacher Education (a collaborative effort of Bridgewater College, Eastern Mennonite University, James Madison University, Mary Baldwin College, and the public schools in Augusta, Harrisonburg, Page, Rockingham, Shenandoah, Staunton, and Waynesboro).

Twice a year the Consortium provides clinical faculty training workshops which focus on adult learning theory, characteristics of student teachers, and effective techniques for observation, supervision, and evaluation. JMU currently has partnerships at schools in Augusta, Harrisonburg, Rockingham, Shenandoah, and Waynesboro. Approximately 1200 cooperating teachers have completed clinical faculty training.

A cooperating teacher who has had clinical faculty training (indicated by a "CF" or "CT" after his/her name on the student teacher's placement notification letter) will work closely with the supervisor and may assume additional roles and responsibilities during the student teaching/internship placement.

In addition to the regular cooperating teacher responsibilities, clinical faculty are asked to formally observe their student teachers once a week, including pre- and post-conferences, and provide them with written feedback.

Because of their added qualifications, training, and responsibilities, clinical faculty receive an increased honorarium. During the semester that they supervise a JMU student teacher, they are accorded adjunct faculty status and additional library privileges at JMU's Carrier Library. They also earn units toward tuition waivers for courses at JMU. Teachers who are interested in participating in the clinical faculty program should contact the building principal.

## **The Building Principal**

The principal has ultimate responsibility for the school in which students are placed; therefore, *the cooperating teacher and student teacher have an obligation to keep the principal informed about unusual classroom events or potentially harmful or dangerous situations such as suspected child abuse or students in distress.*

Some ways in which the principal might assist the student teacher include:

- helping to introduce the student teacher to school faculty and staff;
- helping to interpret the student teaching/internship program to the broader community;
- ensuring that the student teacher has the space and supplies needed during the student teaching/internship experience; and
- providing time for the cooperating teacher and student teacher to have conferences.

In addition, the principal plays an important role in observing and evaluating the progress of the student teacher/intern. The principal or other building administrator should make at least one formal observation of the student teacher's teaching. **It is the student teacher's responsibility to arrange this observation with the principal.**

# The Role of University Personnel

## Program Faculty

Throughout the teacher education program, program area faculty guide the candidate's journey toward becoming a teacher. They teach courses, supervise practicum experiences and serve as advisors and/or mentors. Not all program faculty function as university supervisors; however, they are still valuable resources as the student teacher continues his/her professional development. Although the primary contact during the student teaching/internship is the university supervisor, student teachers are encouraged to maintain communication with other program faculty as appropriate.



## The University Supervisor



The university supervisor is the primary liaison between the university and the cooperating school. It is the supervisor's responsibility to facilitate the student teacher's transition from university student to student teacher/intern to beginning professional and provide support in the following areas by:

- interpreting the teacher education program and student teaching/internship expectations to the cooperating teacher and principal;
- defining *the supervisor's* specific expectations and requirements for the student teacher;
- participating with the student teacher and cooperating teacher to plan the student teacher's program and schedule;
- providing samples of the lesson and unit plan formats required by the program area;
- providing appropriate professional literature and other instructional resources when needed;
- visiting, observing, and holding individual and joint conferences with the student teacher, cooperating teacher, and building principal when appropriate;
- helping student teachers interpret their plans and experiences based on the theory, research, knowledge base, and best practices taught in their programs;
- encouraging the student teacher's personal and professional growth as a developing teacher;
- arranging for other resources to help with specific instructional problems;
- providing mid-term and final assessments of the student teacher's progress; and
- working with the student teacher, program faculty, and the ESC if special concerns arise;

**The supervisor and cooperating teacher must each complete evaluation forms independently. During the final visit, the supervisor should meet with the cooperating teacher and student teacher to discuss the final evaluation of the student's progress.**

A supervisor should keep in contact with the cooperating teacher and student teacher as necessary between visits and provide them with directions for contact in case of emergencies.

## Student Teaching Withdrawal Policy

### Introduction:

The preparation of teachers is a responsibility jointly shared by the faculties and administrators of James Madison University and its public school partners. This commitment involves ensuring that the student teacher is well prepared for the student teaching experience, that the cooperating teacher models effective teaching practices and demonstrates appropriate supervision skills, and that the placement site itself reflects the knowledge base of the specific licensure program.

Such responsibility requires collaboration in arranging classroom placements for student teachers and in making any changes that might become necessary either before or during those placements. Placement decisions should always strive for the strongest possible match of student teacher, cooperating teacher, student, and classroom characteristics and needs.

Because many factors are involved in making and implementing student teaching placements, many reasons might contribute to one placement being more or less appropriate than another. *If a placement is not working out, the decision to terminate that placement must be a group decision. The decision-making process must focus on those actions that are best for all concerned and not on placing blame.* Participants in this process typically include the student teacher, the cooperating teacher, the building principal or designee, the school division placement coordinator, the university program coordinator, the university supervisor, and the director of the Education Support Center.

### **Procedures:**

1. There are many reasons for withdrawing a request for a student teaching placement *prior* to the start of that placement. Both the university and its school division partners will make every attempt to minimize such requests. Whenever such requests are necessary, however, the university coordinator of field experiences and the school division placement coordinator will notify the appropriate participants in their respective constituencies in a timely manner. This notification should include the specific reasons for requesting the withdrawal. The student teacher, prospective teacher, and building principal should be included in making this decision as appropriate. If a new student teaching placement is to be requested, school division personnel will help determine the appropriateness of requesting the new placement within the same school division.

2. When questions about the appropriateness of a particular student teaching placement arise *after* the placement has begun (i.e., after the student teacher and the cooperating teacher have made their initial contact), the following activities should occur:

a. *for concerns related to the cooperating teacher's roles or responsibilities:*

- The cooperating teacher and the university supervisor should meet as soon as possible to discuss the areas of concern and develop a specific plan of action.
- The building principal and the university program coordinator should also be involved as appropriate.
- All participants (cooperating teacher, building principal, school division placement coordinator, university supervisor, university program coordinator or department head, and director of the ESC) should participate in any decisions made.

b. *for concerns related to the performance of the student teacher:*

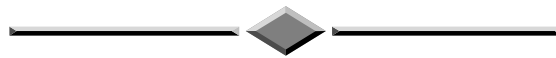
- The cooperating teacher, university supervisor, and student teacher should meet to develop a plan of action that includes:
  - ◆identification of the specific concerns of all participants,
  - ◆development of appropriate strategies and evaluation criteria to address those concerns, and
  - ◆setting of a realistic time line for review of the action plan.
- The cooperating teacher and university supervisor should keep the building principal, university program coordinator, and director of the ESC apprised of these actions as appropriate.
- If the specific concerns of all parties are not addressed satisfactorily during the designated time period, the university supervisor should set up a conference with the student teacher, cooperating teacher, and university program coordinator to determine the advisability of:
  - ◆developing a second action plan, using the guidelines outlined in the previous section;
  - ◆recommending termination of the placement; or
  - ◆recommending withdrawal from the teacher education program.

- The building principal and director of the ESC should be kept informed of this meeting; the building principal should be included as a participant if termination of the placement is being considered as a possible option. The school division placement coordinator and the director of the ESC may be included in this meeting if appropriate.
- If the recommendation is to terminate the student teaching placement, the university program coordinator, university supervisor, and the director of the ESC will meet to finalize the recommendation and determine the student's next steps. The director of the ESC will notify in writing all persons involved in the original placement and send a letter of appreciation to the appropriate school division personnel.
- If the recommendation is to withdraw the student teacher from the teacher education program, the university program coordinator or department head will notify the student and other appropriate personnel in writing. This notification will provide information on available supporting campus resources and the procedures for appeal.

*\* Occasionally there are placement situations that require immediate action because the safety of one or more participants is in question or because the interests of one or more participants are in jeopardy. In this instance, any of the involved parties may request that the student teacher not participate in classroom activities until the steps listed above have been accomplished. The outlined procedures should then be scheduled as expeditiously as possible so that there will be minimal disruption of the student teaching experience.*

**(Approved by the Teacher Education Coordinating Council May 23, 1996)**

# Student Teaching Performance Guide



Section IV:

ASSESSMENT  
AND  
OBSERVATION

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## ASSESSMENT POLICIES

The process for observing and assessing the progress of a student teacher has been cross-referenced with the eleven core competencies that are part of James Madison University's conceptual framework. The assessment process is performance-based and encourages the student teacher to set goals, to reflect on his/her teaching progress, and to revise instruction accordingly. This process is continuous and multi-faceted, beginning when the student teacher first arrives in the classroom and continuing throughout the placement. It is designed to assess the student teacher as a beginning teacher, not as a seasoned professional. More detailed information about the specific assessment categories, competencies, and scoring anchors may be found in the Reference Guide in the *Student Teaching Performance Guide*, Section V.

A team consisting of student teacher, cooperating teacher, building principal, and university supervisor will cooperate in evaluating the progress of the student teacher/intern. The process involves both formative, or developmental, assessments (lesson/unit plans, projects, observations, conferences, and mid-point evaluation) and a summative assessment (final evaluation).

The university supervisor and cooperating teacher will discuss with the student teacher how they will use these criteria in assessing progress. Each professional is viewing the teaching from a different perspective, so evaluation comments and ratings may legitimately vary. Each participant in the triad has the responsibility to talk with other participants if he/she has any concerns about evaluations.



The university supervisor has the responsibility for determining the final grade for each placement, but he/she will work closely with the cooperating teacher to reach consensus on the assigned grade. Undergraduate student teachers receive "C" (Credit) or "NC" (No Credit) for the student teaching experience. Graduate student teachers receive "S" (Satisfactory) or "U" (Unsatisfactory). If a student teacher receives No Credit, Unsatisfactory, or Incomplete (which may happen in rare instances), he/she must discuss the options and expectations for new placements with the coordinator or department head for his/her program area.

## PROCEDURES

The required information enables the cooperating teacher and university supervisor to offer guidance, determine progress, give help, and enrich the student teacher's program. **The student teacher/intern is responsible for the prompt submission of complete and accurate information.**

The following section describes the various reports and the schedule for completing them. The observation form and leave forms are hard copy. **The rest of the forms/information will be submitted in the Field Experience Binder in Tk20, which will be available the Friday before each placement begins.**

This chart summarizes the reporting requirements for the student teaching/internship experience:

REPORT	WHO COMPLETES	WHEN TO COMPLETE
Block Organizer	Student Teacher/ Intern, Cooperating Teacher, (University Supervisor)	Once, at beginning of placement
Activity Log	Student Teacher/Intern	Weekly, beginning with Week 1
Observation <sup>1</sup>	University Supervisor, Clinical Faculty (and sometimes Cooperating Teacher)	At time of each observation
Reflection	Student	Weekly
Reflection	Cooperating Teacher	Weekly
Assessment <sup>2</sup>	University Supervisor, Cooperating Teacher	Twice, at midblock and end of each placement
Administrator Observation	Building Principal or Designee <u>This observation is optional, with the exceptions of Rockingham County (do not request) and Fairfax County (request if want to teach there).</u>	Once, during weeks 5-7 of an 8-week, or weeks 8-11 of an extended block (Use school division form)
Check-out List	Student Teacher/Intern, (Cooperating Teacher)	Once, at end of each placement
Student Teacher Feedback for University Supervisor	Student Teacher/Intern	Once, at end of each placement
Cooperating Teacher Feedback for University Supervisor	Cooperating Teacher	Once, at end of each placement
Student Teacher Feedback on Placement	Student Teacher/Intern	Once, at end of each placement
University Supervisor Feedback on Placement	University Supervisor	Once, at end of each placement
Conference Leave Request	Student Teacher, Cooperating Teacher, University Supervisor	Once, if requesting conference leave (Download from ESC Website)
Interview Leave Request	Student Teacher, Cooperating Teacher, University Supervisor	Once, if requesting interview leave (Download from ESC Web site)

<sup>1</sup>**The observation form includes copies for the student teacher (white), university supervisor (yellow), and cooperating teacher (pink).**

<sup>2</sup>**The university supervisor and cooperating teacher may need to consult on some areas of assessment, but each one needs to complete the assessments independently.**

## **BLOCK ORGANIZER**

STUDENT TEACHER SUBMITS INFORMATION IN TK20 DURING WEEK 1 OF EACH BLOCK

**The student teacher, cooperating teacher, and university supervisor (if possible) should discuss the following issues and complete this form at the *beginning* of each student teaching block.**

Special *scheduling concerns* (block scheduling, departmental planning, itinerant classes, parent conferences, grading periods, field trips, teacher in-service / work days, etc.):

Important *school / student testing dates* (Standards of Learning tests, standardized tests, teacher exams, etc.):

Specific *curriculum topics / units* to be covered, critical SOLs to be taught:

### **PROJECTED TEACHING PLAN BY WEEK**

Week 1  
Week 2  
Week 3  
Week 4  
Week 5  
Week 6  
Week 7  
Week 8

### **SPECIFIC STUDENT INFORMATION – ENTER NUMERALS ONLY**

**Total Number of Students in All of Your Classes**

**Total Number of Special Education Students with individual plans.**

**Total Number of Title I Students**

**Total Number of Gifted and Talented Students**

**Total Number of Minority Students**

**Total Number of ESL Students**

**Other**

**How we will know our students are learning:**

**ACTIVITY LOG**  
**STUDENT TEACHER SUBMITS WEEKLY IN TK20**

**Use this section to record the hours you were involved with various teaching activities from this PAST week. The number of hours you record does not have to equal the total hours you were at the school. Sometimes hours may be recorded in two categories, such as when you have taken over primary responsibility and including co-teaching as part of the instruction.**

Primary Responsibility = primary responsibility for teaching in the classroom.

Co-Teaching = shared teaching responsibilities with Cooperating Teacher

Routine Duties = activities not related to direct classroom instruction

Observation = time you were observing instructional activities

Date of the first work day for the week (Select from the calendar in Tk20)

Primary Teaching Responsibility: enter total hours for the week

Co-teaching: enter total hours for the week

Routine duties: enter total hours for the week

Observation: enter total hours for this week

**ATTENDANCE**

Total days absent during this past week

Comments regarding absence

**Use this section of the form to outline your expected teaching activities for NEXT week so that your University Supervisor can plan for observations. If plans change during the week, you can change the information in the artifact.**

First day of next week's teaching (Select from the calendar in tk20.)

Monday expected teaching times

Tuesday expected teaching times

Wednesday expected teaching times

Thursday expected teaching times

Friday expected teaching times

**OBSERVATION OF CLASSROOM TEACHING**  
**PROFILE OF STUDENT TEACHING PERFORMANCE:**  
**A CONTINUUM OF PROFESSIONAL DEVELOPMENT**

UNIVERSITY SUPERVISOR AND CLINICAL FACULTY COMPLETE FOR EACH FORMAL OBSERVATION

**The observation form is included in the packets provided to university supervisors (US) and clinical faculty (CF). The categories provide a structure for observations and post-conferences and should be used by US and CF during each formal observation.**

**The observation form is designed to provide feedback on an observed lesson and there are no ratings. It is unlikely that the observer will see all of the items demonstrated during a single lesson and it is unnecessary to comment on all of the items each time. Most of the focus during an observation will be on Section C, instructional performance, but the observer will be attending to other areas, as well. Midblock and final assessments should reflect information noted on the observation forms.**

Time/Class/Period \_\_\_\_\_

Topics \_\_\_\_\_

Instructional Strategies Used \_\_\_\_\_

<b>A: <u>KNOWLEDGE OF CONTENT</u> The student teacher....</b>
<b>A1.</b> demonstrates an understanding of appropriate content standards (SOL/Professional Standards).
<b>A2.</b> identifies basic principles and concepts of subject matter.
<b>A3.</b> uses examples to support basic principles of content.
<b>A4.</b> links content to students' prior experiences and to related subject areas.

<b>B: <u>PREPARATION FOR INSTRUCTION</u> The student teacher....</b>
<b>B1.</b> is familiar with relevant aspects of students' background, knowledge, experiences, and skills.
<b>B2.</b> plans for the unique characteristics of individual students (i.e. TAG/GT, ESL, Special Needs, among others).
<b>B3.</b> formulates clear learning outcomes that are appropriate for students.
<b>B4.</b> plans appropriate methods to meet the learning outcomes (i.e. technology, cooperative learning, etc.).
<b>B5.</b> plans assessments of learning outcomes.

<b>C: <u>INSTRUCTIONAL PERFORMANCE</u> The student teacher....</b>
<b>C1.</b> establishes a safe physical and psychological environment.
<b>C2.</b> creates a climate of fairness and respect.
<b>C3.</b> maintains consistent standards for positive classroom behavior.
<b>C4.</b> makes procedures and outcomes clear to students.
<b>C5.</b> presents content effectively.
<b>C6.</b> models appropriate language usage.
<b>C7.</b> provides appropriate accommodations for diverse learners.
<b>C8.</b> provides opportunities for content application.
<b>C9.</b> checks for understanding using a variety of formal or informal assessment techniques.
<b>C10.</b> uses instructional time effectively.

**D: REFLECTION AND EVALUATION – IMPACT ON STUDENT LEARNING** The student teacher....

**D1.** provides specific evidence to document student learning.

**D2.** accurately describes the strengths and weaknesses of his/her teaching skills in relation to student learning.

**D3.** seeks and uses information from professional sources (i.e. cooperating teacher, colleagues, and/or research) to improve instruction.

**D4.** indicates strategies to improve instruction.

**E: PROFESSIONALISM** The student teacher....

*The student teacher demonstrates personal and professional behaviors that support student learning and/or the performance of other professional responsibilities (Use ✓ for observed, N/O for not observed and N/A for not applicable.)*

\_\_\_ is responsible and dependable.

\_\_\_ shows initiative.

\_\_\_ exhibits the ability to make decisions.

\_\_\_ demonstrates enthusiasm for teaching.

\_\_\_ has compassion for students.

\_\_\_ dresses appropriately.

\_\_\_ demonstrates professional behavior.

\_\_\_ displays mature judgment and self control.

**Suggestions for Continuing Professional Development: Areas of Strength and Areas for Growth**

### **COOPERATING TEACHER REFLECTION**

**THE COOPERATING TEACHER ENTERS HIS/HER REFLECTIONS IN THE FIELD EXPERIENCE BINDER IN TK20  
UNDER THE FEEDBACK TAB**

Reflections from the week –

Be specific about what went well and why, what didn't go as well and why, and make suggestions for things the student teacher might change.

### **STUDENT TEACHER REFLECTION**

**THE STUDENT TEACHER ENTERS HIS/HER REFLECTIONS INSIDE THE ACTIVITY LOG IN TK20**

Indicate if this is your first or second student teaching placement –

Choose the week of your student teaching placement –

Reflections from the week –

Be specific about what went well and why, what didn't go as well and why, and how you might work to change things.

You should use this reflection to indicate how you will respond to the suggestions and ideas in the cooperating teacher reflection.

## ASSESSMENT OF STUDENT TEACHING

THE COOPERATING TEACHER AND UNIVERSITY SUPERVISOR COMPLETE THE ASSESSMENT INDIVIDUALLY IN  
TK20 AT MIDBLOCK AND END OF EACH STUDENT TEACHING BLOCK

### A. KNOWLEDGE OF CONTENT The student teacher...

<b>A1. DEMONSTRATES AN UNDERSTANDING OF APPROPRIATE CONTENT STANDARDS (SOL/PROFESSIONAL STANDARDS)</b>	
3.0 explicitly references <b>AND</b> clearly aligns appropriate content standards with planned activities and assessments.	3.0 <input type="checkbox"/>
2.0 explicitly references appropriate content standards in daily plans.	2.5 <input type="checkbox"/>
1.0 inaccurately and vaguely references <b>OR</b> does not reference appropriate content standards.	2.0 <input type="checkbox"/>
	1.5 <input type="checkbox"/>
	1.0 <input type="checkbox"/>

<b>A2. IDENTIFIES KEY PRINCIPLES AND CONCEPTS OF SUBJECT MATTER</b>	
3.0 clearly identifies key principles and concepts in daily plans <b>AND</b> effectively uses them to organize instruction, develop learning activities, or assess student work.	3.0 <input type="checkbox"/>
2.0 clearly identifies key principles and concepts in his/her daily plans.	2.5 <input type="checkbox"/>
1.0 inaccurately and unclearly identifies <b>OR</b> does not identify key principles and concepts in daily plans.	2.0 <input type="checkbox"/>
	1.5 <input type="checkbox"/>
	1.0 <input type="checkbox"/>

<b>A3. USES EXAMPLES TO SUPPORT BASIC PRINCIPLES OF CONTENT</b>	
3.0 uses appropriate <b>AND</b> varied examples to illustrate basic content principles.	3.0 <input type="checkbox"/>
2.0 uses some appropriate examples to illustrate basic content principles.	2.5 <input type="checkbox"/>
1.0 uses inappropriate examples <b>OR</b> no examples to illustrate basic content principles.	2.0 <input type="checkbox"/>
	1.5 <input type="checkbox"/>
	1.0 <input type="checkbox"/>

<b>A4. LINKS CONTENT TO STUDENTS' PRIOR EXPERIENCES AND TO RELATED SUBJECT AREAS</b>	
3.0 references content to both the students' prior experiences <b>AND</b> related subject areas.	3.0 <input type="checkbox"/>
2.0 references content to <b>EITHER</b> the students' prior experiences <b>OR</b> related subject areas.	2.5 <input type="checkbox"/>
1.0 references content to <b>NEITHER</b> the students' prior experiences <b>NOR</b> related subject areas.	2.0 <input type="checkbox"/>
	1.5 <input type="checkbox"/>
	1.0 <input type="checkbox"/>

### B. PREPARATION FOR INSTRUCTION The student teacher ...

<b>B1. IS FAMILIAR WITH RELEVANT ASPECTS OF STUDENTS' BACKGROUND, KNOWLEDGE, EXPERIENCE AND SKILLS</b>	
3.0 demonstrates detailed understanding of the background, experiences, and skill level of all students in the class.	3.0 <input type="checkbox"/>
2.0 demonstrates basic understanding of the background, experiences, and skill level of most students in the class.	2.5 <input type="checkbox"/>
1.0 demonstrates limited understanding of the background, experiences, and skill level of most students in the class.	2.0 <input type="checkbox"/>
	1.5 <input type="checkbox"/>
	1.0 <input type="checkbox"/>

<b>B2. PLANS FOR THE UNIQUE CHARACTERISTICS OF INDIVIDUAL STUDENTS (I.E. TAG/GT, ESL, SPECIAL NEEDS, AMONG OTHERS)</b>	
3.0 effectively plans differentiated instruction based on the varying needs of the majority of individuals in the class.	3.0 <input type="checkbox"/>
2.0 plans to differentiate instruction based on the varying needs of some individuals in the class.	2.5 <input type="checkbox"/>
1.0 does not attempt to differentiate instruction based on the varying needs of individuals in the class.	2.0 <input type="checkbox"/>
	1.5 <input type="checkbox"/>
	1.0 <input type="checkbox"/>

<b>B3. FORMULATES CLEAR AND APPROPRIATE LEARNING OUTCOMES</b>	
3.0 develops differentiated learning outcomes <b>AND</b> states these clearly on the lesson plan.	3.0 <input type="checkbox"/>
2.0 develops appropriate learning outcomes for the class <b>AND</b> states these clearly on the lesson plan.	2.5 <input type="checkbox"/>
1.0 develops inappropriate learning outcomes <b>OR</b> fails to state appropriate outcomes clearly on the lesson plan.	2.0 <input type="checkbox"/>
	1.5 <input type="checkbox"/>
	1.0 <input type="checkbox"/>

<b>B4. PLANS APPROPRIATE METHODS TO MEET THE LEARNING OUTCOMES (I.E. TECHNOLOGY, COOPERATIVE LEARNING, ETC)</b>	
3.0 plans appropriate <b>AND</b> varied methods, activities, and technology to support student learning.	3.0 <input type="checkbox"/>
2.0 plans appropriate methods, activities, and technology to support student learning.	2.5 <input type="checkbox"/>
1.0 plans inappropriate methods, activities, or technology to support student learning.	2.0 <input type="checkbox"/>
	1.5 <input type="checkbox"/>
	1.0 <input type="checkbox"/>

<b>B5. PLANS ASSESSMENTS OF LEARNING OUTCOMES</b>	
3.0 plans appropriate assessments <b>AND</b> can articulate ways assessments should impact future learning activities.	3.0 <input type="checkbox"/>
2.0 plans appropriate assessments that are linked to learning outcomes.	2.5 <input type="checkbox"/>
1.0 does not include assessments in the lesson plan <b>OR</b> includes assessments that are inappropriate.	2.0 <input type="checkbox"/>
	1.5 <input type="checkbox"/>
	1.0 <input type="checkbox"/>

**C. INSTRUCTIONAL PERFORMANCE** The student teacher...

<b>C1. ESTABLISHES A SAFE PHYSICAL AND PSYCHOLOGICAL ENVIRONMENT</b>	
3.0 creates a physically and psychologically safe environment <b>AND</b> can explain the purpose for these choices.	3.0 <input type="checkbox"/>
2.0 plans for the physical and psychological safety of students.	2.5 <input type="checkbox"/>
1.0 does not consider the physical and psychological safety of students.	2.0 <input type="checkbox"/>
	1.5 <input type="checkbox"/>
	1.0 <input type="checkbox"/>

<b>C2. CREATES A CLIMATE OF FAIRNESS AND RESPECT</b>	
3.0 actively encourages fairness and respect among students <b>AND</b> creates a climate that provides access to appropriate learning opportunities for all students.	3.0 <input type="checkbox"/>
2.0 treats students fairly and respectfully.	2.5 <input type="checkbox"/>
1.0 does not treat students fairly and respectfully <b>OR</b> allows the climate to interfere with access to appropriate learning opportunities for all students.	2.0 <input type="checkbox"/>
	1.5 <input type="checkbox"/>
	1.0 <input type="checkbox"/>

<b>C3. MAINTAINS CONSISTENT STANDARDS FOR POSITIVE CLASSROOM BEHAVIOR</b>	
3.0 demonstrates the ability to change and adapt classroom management plans based on students' changing needs and behavior.	3.0 <input type="checkbox"/>
2.0 effectively and consistently responds to students' needs and behavior.	2.5 <input type="checkbox"/>
1.0 is unable to effectively and consistently respond to students' needs and behavior.	2.0 <input type="checkbox"/>
	1.5 <input type="checkbox"/>
	1.0 <input type="checkbox"/>

<b>C4. MAKES PROCEDURES AND OUTCOMES CLEAR TO STUDENTS</b>	
3.0 ensures that all students understand the learning objectives and can carry out the procedures for instructional activities.	3.0 <input type="checkbox"/>
2.0 provides students with clear, accurate information about the learning objectives and procedures for instructional activities.	2.5 <input type="checkbox"/>
1.0 presents unclear <b>OR</b> inaccurate information about the learning objectives or the procedures for instructional activities.	2.0 <input type="checkbox"/>
	1.5 <input type="checkbox"/>
	1.0 <input type="checkbox"/>

<b>C5. PRESENTS CONTENT ACCURATELY AND EFFECTIVELY</b>	
3.0 uses effective content delivery strategies, makes content relevant to students' prior experiences, and uses technology appropriately for presentation of content.	3.0 <input type="checkbox"/>
2.0 uses effective strategies to present content to students.	2.5 <input type="checkbox"/>
1.0 does not use strategies effectively to present content to students.	2.0 <input type="checkbox"/>
	1.5 <input type="checkbox"/>
	1.0 <input type="checkbox"/>

<b>C6. MODELS APPROPRIATE LANGUAGE USAGE</b>	
3.0 uses standard English in speech and writing while respecting students' cultural and dialectical differences.	3.0 <input type="checkbox"/>
2.0 uses standard English in speech and writing.	2.5 <input type="checkbox"/>
1.0 does not use standard English in speech or writing.	2.0 <input type="checkbox"/>
	1.5 <input type="checkbox"/>
	1.0 <input type="checkbox"/>

<b>C7. PROVIDES APPROPRIATE ACCOMMODATIONS FOR DIVERSE LEARNERS</b>	
3.0 effectively differentiates instruction based on the varying needs of the majority of individuals in the class.	3.0 <input type="checkbox"/>
2.0 differentiates instruction based on the varying needs of some individuals in the class.	2.5 <input type="checkbox"/>
1.0 does not differentiate instruction based on the varying needs of individuals in the class.	2.0 <input type="checkbox"/>
	1.5 <input type="checkbox"/>
	1.0 <input type="checkbox"/>

<b>C8. PROVIDES OPPORTUNITIES FOR CONTENT APPLICATION</b>	
3.0 uses activities or strategies that are specifically designed to actively encourage students to think independently, creatively, or critically about content.	3.0 <input type="checkbox"/>
2.0 guides students to think independently, creatively, or critically about content.	2.5 <input type="checkbox"/>
1.0 does not provide opportunities for students to think independently, creatively, or critically about content.	2.0 <input type="checkbox"/>
	1.5 <input type="checkbox"/>
	1.0 <input type="checkbox"/>

<b>C9. CHECKS FOR UNDERSTANDING USING A VARIETY OF FORMAL OR INFORMAL ASSESSMENT TECHNIQUES</b>	
3.0 uses a variety of assessment techniques to monitor and analyze individual and group comprehension of the content, makes appropriate instructional adjustments as necessary <b>AND</b> gives all students meaningful, substantive, and specific feedback.	3.0 <input type="checkbox"/>
2.0 monitors student comprehension of content <b>AND</b> provide students with limited feedback.	2.5 <input type="checkbox"/>
1.0 makes few attempts to determine student comprehension <b>AND</b> gives students little feedback.	2.0 <input type="checkbox"/>
	1.5 <input type="checkbox"/>
	1.0 <input type="checkbox"/>

<b>C10. USES INSTRUCTIONAL TIME EFFECTIVELY</b>	
3.0	provides students with activities of instructional value for the entire time, paces them appropriately, <b>AND</b> performs non-instructional procedures efficiently.
2.0	paces instruction appropriately for most of the students <b>AND</b> does not spend an excessive amount of time on non-instructional procedural matters.
1.0	paces instruction inappropriately to the content and/or the students <b>AND</b> spends substantial amounts of instructional time on activities of little instructional value.

3.0	<input type="checkbox"/>
2.5	<input type="checkbox"/>
2.0	<input type="checkbox"/>
1.5	<input type="checkbox"/>
1.0	<input type="checkbox"/>

**D. REFLECTION AND EVALUATION – IMPACT ON STUDENT LEARNING** The student teacher ...

<b>D1. PROVIDES SPECIFIC EVIDENCE TO DOCUMENT STUDENT LEARNING</b>	
3.0	provides appropriate <b>AND</b> detailed evidence to document student learning.
2.0	provides some appropriate evidence to document student learning.
1.0	provides no evidence to document student learning.

3.0	<input type="checkbox"/>
2.5	<input type="checkbox"/>
2.0	<input type="checkbox"/>
1.5	<input type="checkbox"/>
1.0	<input type="checkbox"/>

<b>D2. ACCURATELY DESCRIBES STRENGTHS AND WEAKNESSES OF HIS/HER TEACHING SKILLS IN RELATION TO STUDENT LEARNING</b>	
3.0	uses evidence of student learning to self-assess teaching strengths and weaknesses.
2.0	uses some evidence of student learning to self-assess teaching strengths and weaknesses.
1.0	does not use evidence of student learning to self-assess teaching strengths and weaknesses.

3.0	<input type="checkbox"/>
2.5	<input type="checkbox"/>
2.0	<input type="checkbox"/>
1.5	<input type="checkbox"/>
1.0	<input type="checkbox"/>

<b>D3. SEEKS AND USES INFORMATION FROM PROFESSIONAL SOURCES (I.E. COOPERATING TEACHER, COLLEAGUES, AND/OR RESEARCH) TO IMPROVE INSTRUCTION</b>	
3.0	seeks information from varied professional resources <b>AND</b> uses it effectively to improve instruction.
2.0	seeks information from the cooperating teacher <b>AND</b> attempts to use it to improve instruction.
1.0	neither seeks <b>NOR</b> uses information from professional sources to improve instruction.

3.0	<input type="checkbox"/>
2.5	<input type="checkbox"/>
2.0	<input type="checkbox"/>
1.5	<input type="checkbox"/>
1.0	<input type="checkbox"/>

<b>D4. INDICATES STRATEGIES TO IMPROVE INSTRUCTION</b>	
3.0	develops specific and varied strategies to improve instruction.
2.0	develops general proposals to improve instruction.
1.0	develops no proposals to improve instruction.

3.0	<input type="checkbox"/>
2.5	<input type="checkbox"/>
2.0	<input type="checkbox"/>
1.5	<input type="checkbox"/>
1.0	<input type="checkbox"/>

**E. PROFESSIONALISM**

The student teacher demonstrates personal and professional behaviors that support student learning and/or the performance of other professional responsibilities. (Rate using the following scale: 3 – Exemplary; 2- Acceptable; 1-Not Acceptable.)

- |  |   |
|--|---|
| <input type="checkbox"/> Is responsible and dependable                   | <input type="checkbox"/> Demonstrates enthusiasm for teaching   |
| <input type="checkbox"/> Shows initiative                                | <input type="checkbox"/> Has compassion for students  |
| <input type="checkbox"/> Is punctual and regular in attendance           | <input type="checkbox"/> Dresses appropriately  |
| <input type="checkbox"/> Exhibits the ability to make decisions          | <input type="checkbox"/> Demonstrates professional behavior with students, families, and school personnel |
| <input type="checkbox"/> Sets appropriate priorities and meets deadlines | <input type="checkbox"/> Maintains confidentiality  |
| <input type="checkbox"/> Displays mature judgment and self-control       |   |

**Suggestions for Continuing Professional Development: Areas of Strength and Areas for Growth**

## CHECK-OUT LIST

STUDENT TEACHER SUBMITS IN TK20 DURING LAST WEEK OF EACH BLOCK

**The student teacher will complete all the items, discuss the information with the cooperating teacher, check the boxes on the form, and enter the cooperating teacher name and the date and time of their discussion. A supervisor cannot submit a grade for a placement until he/she has seen the completed check-out list attached to the field experience binder. It is the student teacher's responsibility to notify the supervisor when the form is complete.**

I have returned all materials borrowed from my cooperating teacher

I have returned all materials borrowed from other teachers in the school.

I have returned all materials borrowed from the school library.

I have reviewed and graded all work that I had assigned to students in my classroom.

I have completed all report cards, letters, etc. assigned by my cooperating teacher.

I have paid any outstanding charges for school lunches, personal copying, etc.

I have returned all keys (room or building) as appropriate.

I have reviewed each of the above items with my cooperating teacher and have received clearance for all items on this check-out list.

Name of my assigned Cooperating Teacher.

Enter the date and time that you met with your cooperating teacher and completed / reviewed this form. Choosing the date and time of this meeting is your certification that this meeting occurred. (JMU Honor

Code applies)\*  Date  Time

**STUDENT TEACHER FEEDBACK FOR UNIVERSITY SUPERVISOR**  
**STUDENT TEACHER SUBMITS FEEDBACK FOR THE SUPERVISOR IN TK20 DURING**  
**THE LAST WEEK OF EACH STUDENT TEACHING BLOCK**

**James Madison University’s conceptual framework, *Teaching and Learning in a Professional Community*, emphasizes that all educators thoughtfully reflect and continue to grow throughout their professional careers. For university supervisors, one source for supporting this professional growth is student teacher feedback about their experiences. In accordance with university policy, the university supervisor will receive a copy of this evaluation after you have completed all student teaching requirements.**

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

**The University Supervisor:**

- Indicate number of visits to observe/conference with me \_\_\_\_\_
- regularly reviewed my lesson plans (before observing me teach whenever possible)  Yes  No
- observed me teach one or more classes or activities during each visit  Yes  No
- conferred with me during each visit, or scheduled another time to do so  Yes  No
- provided me with four-week and final evaluations  Yes  No
- worked with me if special student teaching concerns arose  Yes  No

**The University Supervisor worked with me in the following ways:**

**1. Planning** (check all that apply)

- discussed my program area's requirements for student teaching  Yes  No
- defined his/her specific expectations and requirements for my student teaching experience  Yes  No
- provided me with a written syllabus that outlined these expectations and requirements  Yes  No
- clarified my individual program and schedule with my cooperating teacher and me  Yes  No
- provided me with four-week and final evaluations  Yes  No
- discussed the lesson and unit plan formats suggested or required by my program area and provided samples as appropriate  Yes  No

**Planning Suggestions –**

**2. Climate** (check all that apply)

- created a professional atmosphere that supported open communication, dialogue, and discussion  Yes  No
- identified my strengths, shared advice, and provided constructive feedback on a regular basis  Yes  No
- kept in contact with me as necessary between visits and provided me with directions for contacting him/her in case of emergencies  Yes  No
- encouraged my personal and professional growth as a developing teacher  Yes  No

**Climate Suggestions –**

**3. Teaching** (check all that apply)

- helped me interpret my plans and experiences based on the theory, research, knowledge base, and best practices taught in my program  Yes  No
- referred me to other resources to help me with specific instructional problems when necessary  Yes  No

**Teaching Suggestions –**

**4. Reflection** (check all that apply)

- encouraged me to reflect on my experiences  Yes  No
- provided ongoing feedback and helped me revise my goals as necessary  Yes  No

**Reflection Suggestions –**

**General Summary Comments and Suggestions:**

**COOPERATING TEACHER FEEDBACK FOR UNIVERSITY SUPERVISOR**  
**COOPERATING TEACHER SUBMITS FEEDBACK FOR THE SUPERVISOR IN Tk20 DURING**  
**THE LAST WEEK OF THE STUDENT TEACHING BLOCK.**

**James Madison University’s conceptual framework, *Teaching and Learning in a Professional Community*, emphasizes that all educators thoughtfully reflect and continue to grow throughout their professional careers. For university supervisors, one source for supporting this professional growth is feedback from cooperating teachers about their experiences. In accordance with university policy, information from this feedback will be shared with the university supervisor after completion of the full student teaching experience.**

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

**The University Supervisor:**

- Indicate number of visits to observe/conference with my student teacher and/or me \_\_\_\_\_
- regularly reviewed my student teacher’s lesson plans (before observing him/her teach whenever possible)  Yes  No
- observed my student teacher teach one or more classes or activities during each visit  Yes  No
- conferred with my student teacher and/or me during each visit, or scheduled another time to do so  Yes  No
- completed the midblock and final evaluations in a timely manner  Yes  No
- worked with my student teacher and me if special student teaching concerns arose  Yes  No

**The University Supervisor worked with my student teacher and me in the following ways:**

**1. Planning** (check all that apply)

- discussed JMU’s program area requirements for student teaching  Yes  No
- defined his/her specific expectations and requirements for the student teaching experience  Yes  No
- provided my student teacher with a written syllabus that outlined these expectations and requirements  Yes  No
- worked with my student teacher and me to design a student teaching schedule appropriate for my classroom  Yes  No
- discussed suggested or required lesson and unit plan formats and provided samples as appropriate  Yes  No

**Planning Suggestions –**

**2. Climate** (check all that apply)

- created a professional atmosphere that supported open communication, dialogue, and discussion  Yes  No
- identified my student teacher’s strengths, shared advice, and provided constructive feedback on a regular basis  Yes  No
- encouraged my student teacher’s personal and professional growth as a developing teacher  Yes  No
- kept in contact with me as necessary between visits and provided me with directions for contacting him/her in case of emergencies  Yes  No

**Climate Suggestions –**

**3. Teaching** (check all that apply)

- helped my student teacher interpret his/her plans and experiences based on the theory, research, knowledge base, and best practices taught in JMU’s program  Yes  No
- referred my student teacher to other resources to help with specific instructional problems when necessary  Yes  No

**Teaching Suggestions –**

**4. Reflection** (check all that apply)

- encouraged my student teacher to reflect on his/her experiences  Yes  No
- provided ongoing feedback and helped my student teacher revise his/her goals as necessary  Yes  No

**Reflection Suggestions –**

**General Summary Comments and Suggestions:**

## STUDENT TEACHER FEEDBACK ON PLACEMENT

### STUDENT TEACHER SUBMITS FEEDBACK ON THE PLACEMENT IN TK20 DURING THE LAST WEEK OF EACH STUDENT TEACHING BLOCK

**James Madison University's conceptual framework, *Teaching and Learning in a Professional Community*, emphasizes that teachers thoughtfully reflect and continue to grow throughout their professional careers. For cooperating teachers, one source for supporting this professional growth is student teacher/intern feedback about their experiences. Your feedback will not be shared individually with cooperating teachers. It will be used to enhance instructions and materials for cooperating teachers.**

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

**My Cooperating Teacher worked with me in the following ways:**

**1. Planning** (check all that apply)

- provided me with an orientation to the school, the faculty, and the classroom and explained school and classroom procedures  Yes  No
- provided me with instructional materials and handbooks  Yes  No
- reviewed his/her expectations for lesson plans, student assessment, etc.  Yes  No
- helped me establish instructional goals and objectives for my pupils  Yes  No
- helped develop a plan for me to gradually assume full responsibility for classroom instruction  Yes  No
- helped develop a plan for me to receive feedback on a regular basis  Yes  No

**Planning Suggestions –**

**2. Climate** (select all that apply)

- provided a teaching/learning atmosphere that supported dialogue and discussion  Yes  No
- shared advice and constructive feedback  Yes  No
- encouraged open communication for my self-reflection and professional growth  Yes  No
- provided a teaching/learning environment that was conducive to student learning  Yes  No
- helped me develop planning skills and provided opportunities for me to test theory and practice in the classroom  Yes  No
- fostered the support of building-level administrators, staff, and other faculty  Yes  No

**Climate Suggestions –**

**3. Teaching** (select all that apply)

- provided feedback on my lesson plans prior to their being taught  Yes  No
- observed me informally and provided oral feedback on both classroom management skills and at least one lesson or activity each day  Yes  No
- served as a resource person for me regarding supplies, equipment, curriculum responsibilities, and the teaching process  Yes  No
- worked cooperatively with my university supervisor to see that I met program goals and expectations  Yes  No
- worked cooperatively with my university supervisor to monitor my readiness to assume increased classroom teaching responsibilities  Yes  No
- provided increasing feedback and support as I assumed full responsibility for classroom instruction  Yes  No

**Teaching Suggestions –**

**4. Reflection** (select all that apply)

- kept me continually apprised of my progress and revised my goals and expectations as necessary  Yes  No
- kept my supervisor and my principal informed of my progress on a regular basis one lesson or activity each day  Yes  No
- completed my written mid-point and final evaluations in cooperation with my university supervisor  Yes  No
- provided me with opportunities for professional growth by encouraging observations of other educators, attendance at professional meetings, and participation in the entire school's programs  Yes  No

**Reflection Suggestions –**

**Other Faculty, Administration, and Staff worked with me in the following ways:**

- welcomed me as a contributing member of a professional team  Yes  No
- kept my supervisor and my principal informed of my progress on a regular basis one lesson or activity each day  Yes  No
- provided me with ample opportunity to observe other teaching and learning situations during my student teaching/internship  Yes  No
- provided positive feedback, constructive suggestions, and ongoing support  Yes  No

**Suggestions to Help with Future Student Teachers/Interns** (especially for any items that were not checked):

**General Summary Comments and Suggestions:**

**UNIVERSITY SUPERVISOR FEEDBACK ON PLACEMENT**  
**UNIVERSITY SUPERVISOR SUBMITS FEEDBACK ON THE PLACEMENT IN TK20**  
**DURING THE LAST WEEK OF EACH STUDENT TEACHING BLOCK**

**James Madison University’s conceptual framework, *Teaching and Learning in a Professional Community*, emphasizes that teachers thoughtfully reflect and continue to grow throughout their professional careers. For cooperating teachers, one source for supporting this professional growth is supervisor feedback about their experiences. Your feedback will not be shared individually with the cooperating teacher. It will be used to enhance training and materials for cooperating teachers.**

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

**The Cooperating Teacher worked with my student teacher in the following ways:**

**1. Planning** (select all that apply)

- provided the student teacher with an orientation to the school, the faculty, and the classroom and explained school and classroom procedures  Yes  No
- provided the student teacher with instructional materials and handbooks  Yes  No
- reviewed his/her expectations for lesson plans, student assessment, etc.  Yes  No
- helped the student teacher establish instructional goals and objectives for his/her pupils  Yes  No
- helped develop a plan for the student teacher to gradually assume full responsibility for classroom instruction  Yes  No
- helped develop a plan for the student teacher to receive feedback on a regular basis  Yes  No

**Planning Suggestions –**

**2. Climate** (select all that apply)

- provided a teaching/learning atmosphere that supported dialogue and discussion  Yes  No
- shared advice and constructive feedback  Yes  No
- encouraged open communication for the student teacher’s self-reflection and professional growth  Yes  No
- provided a teaching/learning environment that was conducive to student learning  Yes  No
- helped the student teacher develop planning skills and provided opportunities for him/her to test theory and practice in the classroom  Yes  No
- fostered the support of building-level administrators, staff, and other faculty  Yes  No

**Climate Suggestions –**

**3. Teaching** (select all that apply)

- provided the student teacher with feedback on lesson plans prior to their being taught  Yes  No
- observed the student teacher informally and provided oral feedback on both classroom management skills and at least one lesson or activity each day  Yes  No
- served as a resource person for the student teacher regarding supplies, equipment, curriculum responsibilities, and the teaching process  Yes  No
- worked cooperatively with me to see that the student teacher met program goals and expectations  Yes  No
- worked cooperatively with me to monitor the student teacher’s readiness to assume increased classroom teaching responsibilities  Yes  No
- provided increasing feedback and support as the student teacher assumed full responsibility for classroom instruction  Yes  No

**Teaching Suggestions –**

**4. Reflection** (select all that apply)

- kept me continually apprised of the student teacher’s progress and revised his/her goals and expectations as necessary  Yes  No
- kept the principal informed of the student teacher’s progress on a regular basis  Yes  No
- completed the student teacher’s midblock and final evaluations in a timely manner  Yes  No
- provided the student teacher with opportunities for professional growth by encouraging observations of other educators, attendance at professional meetings, and participation in the entire school’s programs  Yes  No

**Reflection Suggestions –**

**Other Faculty, Administration, and Staff worked with me in the following ways:**

- welcomed the student teacher as a contributing member of a professional team  Yes  No
- provided the student teacher with ample opportunity to observe other teaching and learning situations during his/her student teaching/internship each day  Yes  No
- provided the student teacher with positive feedback, constructive suggestions, and ongoing support  Yes  No

**Suggestions to Help with Future Student Teachers/Interns** (especially for any items that were not checked):

**General Summary Comments and Suggestions:**

**PROFESSIONAL CONFERENCE LEAVE REQUEST**

STUDENT TEACHER SUBMITS ONCE, AS NEEDED

**The student teacher/intern will download this form from the ESC Web site to request time away from the classroom to attend a professional development conference. The student teacher/intern will complete the form and submit it, at least three weeks in advance of the requested absence, to the cooperating teacher and university supervisor for approval. A student may not attend more than one conference during the semester.**

**This form must be completed by the student teacher and signed by both the cooperating teacher and university supervisor at least three weeks prior to the conference for the requested leave to be approved.**

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

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

Conference Name: \_\_\_\_\_

Conference Location \_\_\_\_\_

Conference Attendance Dates: \_\_\_\_\_ Presentation    \_\_\_ YES    \_\_\_ NO

Reason for Attendance: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Total number of student teaching days missed (including conference day[s]) \_\_\_\_\_

\_\_\_\_\_  Approve     Do not approve  
Cooperating Teacher Signature

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

\_\_\_\_\_  Approve     Do not approve  
University Supervisor Signature

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

**When you return, complete the bottom section and submit to University Supervisor**

VALUE TO PROFESSIONAL DEVELOPMENT

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**INTERVIEW LEAVE REQUEST**  
**STUDENT SUBMITS ONCE, AS NEEDED**

**The student teacher/intern will download this form from the ESC Web site to request time away from the classroom to attend a job interview. When scheduling an interview, student teachers/interns should ask for a time that will not interfere with their professional duties. If an interview cannot be scheduled outside of school hours, the student teacher/intern will complete the form and submit it, at least one week in advance of the requested absence, to the cooperating teacher and university supervisor for approval. A student may not attend more than one outside interview during the semester.**

**This form must be completed by the student teacher and signed by both the cooperating teacher and university supervisor at least one week prior to the interview for the requested leave to be approved.**

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

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

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

Interview Location: \_\_\_\_\_

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

Reason interview cannot be scheduled outside of school hours: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Total number of student teaching days missed (including interview day) \_\_\_\_\_

\_\_\_\_\_  
Cooperating Teacher Signature

\_\_\_ Approve \_\_\_ Do not approve

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

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

\_\_\_ Approve \_\_\_ Do not approve

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

## SELECTED CLASSROOM OBSERVATION STRATEGIES

### SELECTIVE VERBATIM

**Description:** Selective Verbatim observations provide information within a specific category of concern selected by a teacher. An observer records what is said relevant to that expressed concern.

**Preparation:** The teacher and observer identify an area for concern/growth such as classroom management, questioning techniques, general talk patterns (mannerisms; repeated phrases, etc.), or any area of concern. They decide what verbal behaviors will be recorded, which could be teacher talk, student talk, or a combination, depending on the area of concern. Questioning techniques, for instance, would necessarily be limited to teacher talk. Classroom management, on the other hand, could be observed in a variety of ways. It could be open-ended, with anything related to management being recorded. It could be limited to the teacher, with anything he or she says to manage or control the class being recorded. It could be limited to the students, with anything they say to disrupt the class being recorded. It is important that the teacher and observer agree on how the recording will be done.

**Application:** The observer acts as a sorter, recording statements that fit the category identified by the teacher. (Anything unusual or unexpected might also be recorded.) The data can be used for self-reflection or as a basis for establishing goals for professional growth.

**Benefit:** The Selective Verbatim method of observation is a valuable tool in helping a teacher gain greater awareness of himself or herself in the classroom. It can provide both qualitative and quantitative data that a teacher can use to change his or her instructional/ management techniques. (Note: Teachers can choose to analyze their own classroom behavior by using an audio or video tape recorder.)

An example of how this might be valuable is in examining a teacher's questioning techniques. As part of a discussion, a teacher may ask a question a minute, only a few of which were included in the lesson plan. Other questions occur in response to student talk, with no preparation except experience. The pattern of these spontaneous questions can provide information about the teacher's technique. Information about clarity, function, and/or form might be obtained. The variety of data to be provided by this technique makes it a valuable tool in many situations.

### VERBAL FLOW

**Description:** Verbal Flow observations provide information on how a teacher responds verbally and physically to students in a classroom. An observer records the involvement of students in classroom discussion.

**Preparation:** The observer draws a chart of the students' seating pattern. (Because of the wide variety of seating patterns, a chart created on a blank pad is recommended.) The chart should also include information that might differentiate one group from another within the classroom—male and female; racial differences, etc.

**Application:** The observer keeps track of verbal flow by drawing arrows from the speaker to the intended recipient. Other markings can be added to the arrows to provide greater information, such as when the teacher apparently regards the comment as inaccurate or irrelevant, or when students are talking with each other outside the context of the discussion. The variety of symbols is limited only by the imagination of the observer.

**Benefit:** The Verbal Flow method of observation is one way of determining how classroom procedures inhibit, encourage, or allow students to participate in the classroom. If the record is kept for all students, the teacher can see if there appears to be a pattern of reliance on particular students, whether it be a racial or gender or “very vocal” group. The record might be kept for selected students if the teacher has concerns related to that group. The major benefit of this method is the opportunity to examine individual participation within the whole group as a means of inviting each student to be a contributing, vital member of the class.

### **AT TASK**

**Description:** At-Task observations provide information on whether or not students are engaged in the tasks that the teacher indicates are appropriate. An observer records student behavior at regular intervals within a given class period or portion of a class period.

**Preparation:** The observer becomes very familiar with the teacher's expectations for at-task behavior. (This step is especially important if a variety of activities will occur within the observation period.) The observer creates a seating pattern chart and a legend for behaviors to be identified. The box for each student should contain the numbers 1-20 and the name of the student or identifying characteristics.

**Application:** The observer sweeps the room at selected intervals and notes the behavior of students as identified in the legend. Behaviors noted might include at-task, stalling, doing non-productive work, talking to neighbor(s), appearing distracted, and being out of seat.

**Benefit:** The At-Task method of observation gives a teacher another set of eyes to enhance awareness of classroom behavior. Information that is gathered on the behavior of a single student over a class period could signal a pattern of behavior that indicates the need for further observation and/or intervention. The data provided on the at-task behavior of the whole class can show how students respond to particular activities and may be useful in planning and/or pacing lessons.

## TEACHER MOVEMENT

**Description:** Observations of teacher movement provide information on the teacher's ability to give specific attention to all individuals and/or small groups as the lesson progresses. An observer records the teacher's traffic pattern throughout the lesson.

**Preparation:** As with Verbal Flow, the observer draws a chart of the students' seating pattern. The chart should also include information that might differentiate one group from another within the classroom—male and female; racial differences, etc.

**Application:** The observer keeps track of the teacher's movement by drawing lines and arrows indicating where he or she travels throughout the lesson. Stops to work with individual students or groups are indicated by a solid line circle; pauses to talk with the whole class can be indicated by a dotted line circle. All circles should be numbered consecutively.

**Benefit:** The Teacher Movement method of observation gives a teacher a good picture of his or her ability to reach all students during a class period. Among other things, this technique can indicate whether the teacher is paying more attention to boys rather than girls, to the more vocal students rather than those who are working quietly, or to certain parts of the room at the expense of other areas. Used in conjunction with any of the other techniques, it can provide valuable information to help teachers individualize their instruction to meet the needs of all students.

## FOCUSED SCRIPTING

**Description:** Focused Scripting is a helpful method for gathering data on several observation categories or behaviors during a single lesson or class period. It can provide general or specific feedback, depending on the particular need of the teacher being observed.

**Preparation:** The teacher and the observer should decide on the categories of behavior to be observed. These categories typically reflect items on the school division observation or evaluation form. Some of these items might include classroom climate, classroom safety, classroom management, giving directions, individualizing instruction, questioning techniques, extending students' thinking, etc. The observer lists these topics on a single sheet of paper, leaving sufficient space for taking notes between each heading.

**Application:** The observer takes narrative notes as the lesson proceeds, placing them under the appropriate headings. Notes may be brief or detailed, depending on the purpose of the observation. If the observer sees that certain headings have few notes, he or she can adjust the focus of the observation to make sure that all categories have been covered; specific items can also be starred for eventual discussion during the feedback session. If the observer wishes to change the location of a specific note after recording it, he or she can simply indicate this with an arrow or some similar coding.

**Benefit:** Focused Scripting gives the teacher a comprehensive picture of his or her instructional techniques. It provides relatively general feedback that can identify specific issues that need further attention. Those issues can then be followed up by using some of the other observation strategies.