



**MESSIAH
COLLEGE™**

Professional Semester Handbook



Teacher Education Program

Revised Fall 2013

GUIDELINES, ROLES, EXPECTATIONS

In this section you will find guidelines for student teachers and college supervisors. Some special pages have been included to help all know what is expected.

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AT-A-GLANCE GUIDELINES FOR STUDENTS ENROLLED IN THE PROFESSIONAL SEMESTER

The Professional Semester is thought by many to be the most important part of undergraduate preparation for teaching. Impressions that are made during this semester are lasting and could influence the teacher's future for years. In an effort to help students focus on the responsibilities of the Professional Semester, the following policies/practices have been established by the Teacher Education Committee:

Students **are not permitted to enroll in courses other than those required** during the Professional Semester. This includes courses that might be taken at Messiah or any other college.

Students who are athletes are encouraged to schedule their Professional Semester during the off-season of their sport. If the sport spans both semesters and/or if student plays back-to-back sports, **written notification of intent to play sports during student teaching must be filed** at the beginning of the Professional Semester. The Teacher Education Committee reserves the right to recommend that a student either drop the sport or withdraw from the Professional Semester if it is determined that successful performance in both is not possible for the student.

Students are encouraged to clear their schedules of co-curricular activities and responsibilities to as great an extent as possible during the Professional Semester. Students who feel that they must be employed during the Professional Semester are required to file **written notification of intent to continue employment during student teaching** at the beginning of the Professional Semester. The Teacher Education Committee reserves the right to recommend that a student either drop the co-curricular activity or withdraw from the Professional Semester if it is determined that successful performance in both is not possible for the student.

ATTENDANCE

Student teachers are expected to be in their assigned school classroom every day that their school/district is in session once they begin full-time student teaching. Student teachers are required to be in their school setting and participate in all events that are required of the regular classroom teacher. This means that student teachers are required to attend in-service sessions, parent-teacher conferences, staff meetings, open house events, etc. just as any other teacher does.

COLLEGE vs. PUBLIC SCHOOL CALENDAR & EVENTS

Students who are enrolled in the Professional Semester will follow the schedule of their assigned school district, having whatever breaks the district declares. Student teachers may not participate in the Messiah College Fall, Spring Break or other college breaks which occur during the Professional Semester.

EVALUATION

Two instruments will be used to monitor student teacher progress at mid-term and to evaluate overall performance at the end of student teaching. The Messiah College Teacher Education Program Student Teaching Evaluation Form (completed by the cooperating teacher and the college supervisor) and the PDE 430 Form (completed by the college supervisor and required by the Commonwealth of Pennsylvania) serve as a unified system of evaluation.

GRADING

The student teaching experience is graded as "P" for passing or "F" for no credit. In the Messiah College pass/fail system, passing requires performance at a level that would be graded at least as "C-" in a traditional letter-grading system. (Courses taken by Early Childhood, Elementary, and Secondary students during the five weeks prior to full-time student teaching are letter-graded.) The final grade for student teaching will be recorded for all students by the Director of Teacher Education after the final evaluation and PDE 430 forms have been filed by the college supervisor. Students must pass student teaching and all related coursework required for certification in order to qualify for certification candidacy. Certification will only be granted to program completers who exit the program with at least a 3.0 cumulative GPA.

HIGH IMPACT STRATEGIES (AKA – LEARNING FOCUSED SCHOOLS)

Student teachers will participate in a two-day workshop on High Impact Strategies taught by CAIU Professionals prior to beginning their teaching experiences in local schools.

SCHEDULES AND WEEKLY PLANS

Each Thursday, the student teacher is responsible for submitting a completed copy of Form A, front & back, to the college supervisor. This form provides a schedule for the following week, an appraisal of the current week/performance, and other needed information. Form A must be provided to the college supervisor by 5 p.m. each Thursday. Details for completion and submission will be discussed by the college supervisor with the student teacher prior to the beginning of full time student teaching.

VIDEOS AND CREDENTIAL FILES

The college provides excellent assistance to students as they participate in student teaching and as they prepare their credential files and/or portfolios for job-hunting. Students are encouraged to begin working on files and to take advantage of Career Center workshops and/or mock-interviews. Media Services has ample video recording equipment and can provide some technical assistance. (An appointment and a minimal fee may be required for technical assistance in Media Services).

NOTE: Messiah College Career Center subscribes to the model of self-managed credentials. The Career Center **does not** manage individual student files at this time. Check the Career Center website for Career Center services, job search information, and scheduled events such as workshops and job fairs.

NOTE: See Appendix D for Self-Monitoring Video Assignment information

PRESENTATION PORTFOLIO

All student teachers are required to continue to refine their professional portfolios during their Professional Semester and ready the portfolio for use in a job search. The cooperating teacher and college supervisor may best be able to assist the student teacher with an informal critique of the working portfolio and suggesting activities or instructional opportunities in the student teaching classroom/school, which would benefit learning and become a significant artifact. In some schools, the principal and /or assistant principal will offer insights related to portfolio development.



MESSIAH COLLEGE
Teacher Education Program

OVERVIEW OF PROFESSIONAL SEMESTER

The following is a brief description of the activities and expectations of teacher education students involved in the Professional Semester.

The Professional Semester for Messiah College student teachers is structured to provide students in all certification areas with a pre-student teaching transition period as well as a minimum of 12 weeks of full-time student teaching. This varies somewhat by certification area as follows:

***Education PreK-4, Middle (4-8), Dual PreK-4/Special Education, and Secondary** certification student teaching is designed to provide students with three weeks of intensive study and preparation on campus, followed by a brief transition period in which students complete activities that will orient them to the school setting and classroom. (see below)

Note: This on-campus course time is a different model than most colleges and universities follow and requires that students are enrolled in and completing academic coursework while student teaching. This model, though not ideal, allows this group of Messiah College students to earn their degree and be certified to teach in a four-year time framework. It does require extra effort and organization on the part of students but has proven to be quite workable when students are diligent about self-pacing of their work schedules.

WEEK ACTIVITIES/EXPECTATIONS for Education PreK-4, Middle (4-8), Dual, and Secondary

- | | |
|-----|---|
| 1-3 | Students are enrolled in their required <u>academic courses</u> and follow an on-campus schedule of classes designed to better prepare them for their responsibilities in the schools. The courses taken during this time help them to refine knowledge and skills in planning, classroom management, school environments, learner characteristics and traits, and current trends in public education. These are graded courses with specific assignments that may apply to the student's work in the student teaching setting. |
| 4-5 | <u>Transition to student teaching</u> (several days for the PreK-4, PreK-4/Special Education or Middle certification students and 80 hours for the Secondary certification students) The following pages will outline expectations for this transitional period as "Guidelines for the TEP 400 Level Pre-Student Teaching." |
| 6 | <u>Full time student teaching</u> days begin and will likely take shape as follows: |

This is the **first week of full-time student teaching** when the student will report to the school on a daily basis and begin to assume responsibilities as "teacher". During this time the student may continue with some of the get-acquainted/transition activities, spend much time observing and assisting the teacher, begin to pick up some teaching tasks (grading papers, preparing materials, constructing bulletin board, etc.) and will probably assume full instructional responsibility for at least one class period per day.

- | | |
|-----|---|
| 7-8 | During these weeks of student teaching the student will likely be able to pick up instructional responsibilities for a minimum of two lessons per day while continuing to observe and assist the teacher in various ways. |
|-----|---|

- 9-10 The fourth-sixth week of student teaching should find the student teacher assuming responsibilities for about one/half of the teaching load and related functions with a movement, as appropriate for individual students, to assumption of full-time responsibility. **It is during this time that the 3-way mid-term evaluation will occur.** This is an opportunity to assess the student teacher's progress and set goals for the second half of student teaching. The college supervisor will arrange for this evaluation and brief all on how to prepare for it.
- 11-end By now the student teacher should have major responsibilities as full-time teacher in the classroom and we expect student teachers to be working/teaching through the final week of the Professional Semester. During the last week of student teaching, the student and the cooperating teacher may want to do a day or two of team-teaching or other collaborative activities to make for an easy transition back to the cooperating teacher but the student teacher should maintain planning and instructional responsibilities until the end of the experience. Final evaluation of the student teacher's performance will be done by the college supervisor and cooperating teacher during the last week of student teaching.

The schedule above provides a general structure for the experience and may need to be modified since student teachers will develop their skills and confidence at individual rates. The college supervisor will be able to assist, if needed, in determining a time schedule that suits the individual student. Please don't hesitate to ask for help.

***Health & Physical Education** certification student teaching is designed to provide students with two distinct settings (elementary and secondary) for student teaching. For each, students begin with a brief transition period in which they complete activities that will orient them to each particular school setting and classroom. (see below)

WEEK ACTIVITIES/EXPECTATIONS for Health & Physical Education

- 1 Transition to student teaching setting 1 (40 hours of get-acquainted activities) The following pages will outline expectations for this transitional period as “Guidelines for the TEP 400 Level Pre-Student Teaching.”
- 2-7 Full time student teaching days
- 8 Transition to student teaching setting 2 (40 hours of get-acquainted activities) The following pages will outline expectations for this transitional period as “Guidelines for the TEP 400 Level Pre-Student Teaching.”
- 9-15 Full time student teaching days

While all Messiah College student teachers are expected to comply with guidelines outlined in this handbook and in our policy statements, articulated on the Teacher Education Program website, the specific descriptions of the activities and expectations for Health & Physical Education student teachers are provided in a supplementary handbook. The HPE college supervisor will provide students and cooperating teachers with a copy of the Health & Physical Education Handbook for Student Teaching. Questions about the expectations for HPE student teachers should be directed to the HPE college supervisor.

(See Appendix B, “Structured Transition to Student Teaching,” pg. 23” for more details

***Art Education** certification student teaching is designed to provide students with two distinct settings (elementary and secondary) for student teaching. For each, students begin with a brief transition period in which they complete activities that will orient them to each particular school setting and classroom. (see below)

WEEK ACTIVITIES/EXPECTATIONS for Art Education

1	<u>Transition to student teaching setting 1</u> (20 hours of get-acquainted activities) The following pages will outline expectations for this transitional period as “Guidelines for the TEP 400 Level Pre-Student Teaching.”
2-7	<u>Full time student teaching</u> days
8	<u>Transition to student teaching setting 2</u> (40 hours of get-acquainted activities) The following pages will outline expectations for this transitional period as “Guidelines for the TEP 400 Level Pre-Student Teaching.”
9-15	<u>Full time student teaching</u> days

OVERVIEW OF PROFESSIONAL SEMESTER (cont’d)

***Music Education** certification student teaching is designed to provide students with experiences in varied areas of music education for student teaching. These placements are usually in a single school (or district). For each, students begin with a brief transition period in which they complete activities that will orient them to each particular school setting and classroom. (see below)

WEEK ACTIVITIES/EXPECTATIONS for Music Education

1	<u>Transition to student teaching</u> (20 hours of get-acquainted activities) The following pages will outline expectations for this transitional period as “Guidelines for the TEP 400 Level Pre-Student Teaching.”
2-15	<u>Full time student teaching</u> days

If a Music Education assignment/placement is split between two different schools/districts then the student teacher will need to do 10 hours of transition activities for each of these separate settings.

GUIDELINES FOR THE STUDENT TEACHER

The student teacher is expected to:

- know the school district, physical plant, school rules, grading policies, etc. Review the district website in advance of a visit. Ask for a school handbook on one of your first visits, read it, and ask clarifying questions.
- identify the curriculum being followed, know where to access this and how it is used.
- participate in all school events as would be expected of the cooperating teacher, i.e. special programs, faculty meetings, department meetings, in-service activities, parent-teacher meetings, etc. These are professional expectations, not options for you.
- represent him/herself and the College well, demonstrating professional behavior, dress, and demeanor at all times. Poor judgment or irresponsible behavior with regard to punctuality, attendance, school protocol, cooperation with school and cooperating teacher, relationships with students and colleagues, etc. will not be tolerated.
- attend school regularly, being absent only in the event of illness or serious conflict. Read and understand the attendance policy. It is required that any absence be reported to the TEP office using the appropriate form. If an absence is necessary, the student teacher must notify both the cooperating teacher and the college supervisor in advance of the absence. **Any unexcused absence or excessive, habitual tardiness may result in a removal from student teaching and a grade of "F."** We ask that co-ops and college supervisors carefully monitor student teacher attendance.
- be prepared for all teaching responsibilities well in advance of a classroom episode.
- arrange for reliable transportation for travel throughout the student teaching experience. Car trouble is not a valid excuse for absence or tardiness.
- be diligent about paperwork, planning, and deadlines including, but not limited to instructional plans (due to cooperating teacher no less than 48 hours in advance of any teaching), submitting weekly assessment and next week's teaching schedule (due on Thursdays by 5:00), creating and maintaining a file of conference and/or evaluation reports from supervisor and cooperating teacher, and attending all seminars and on-campus sessions that are planned to assist you with your student teaching.
- meet all required Program/certification mandates and deadlines for TB test, criminal history check (if needed), certification application process, Praxis tests, etc.
- refrain from being put in the role of substitute teacher since you are **not** in the employ of the school district and are not a legitimate substitute for the classroom teacher. You may teach in your cooperating teacher's absence, but only under the supervision of a district representative or a paid substitute teacher.
- develop and maintain positive and open channels of communication especially with your cooperating teacher and college supervisor. Should you need assistance beyond these two people, remember that the Coordinator of Field Experiences is available to help you, too.
- manage your credential files in a manner that will ease your job search. Remember that you will need to request letters of recommendation from your cooperating teacher and/or college supervisor if you wish to have those as part of your credential package.
- follow the suggestions and guidance provided by your co-op, college supervisor, and/or building principal. For example, if our supervisor suggests that you videotape lessons for self-critique, do so. If your co-op suggests that you read about a particular classroom management style, do so.

If you have questions or need assistance, contact your college supervisor. Further assistance is available through the Teacher Education Program offices.

ATTENDANCE POLICY FOR STUDENT TEACHERS

Approved by Teacher Education Committee, February 20, 2002

POLICY

Because a complete student teaching experience is required for PA certification, a type of licensure, it is imperative that student teachers meet all requirements established by the Messiah College Teacher Certification Programs in order to be successful. One such requirement is regular, consistent attendance. **Student teachers are expected to be in their assigned school/classroom every day that their school/district is in session once they begin full-time student teaching. (This includes in-service or Act 80 days, parent-teacher conference times, open houses, etc.)**

Therefore

Any absence, for any reason, will need to be made up. Students, cooperating teachers, and college supervisors should be aware of this policy and weigh any decisions related to the student teacher missing a day of school. Student teachers and co-ops will provide a weekly report of the student's attendance, and attendance during student teaching will be documented on the final evaluation form at the end of student teaching.

Illness: **Students will make up all days missed due to illness.** If a student is ill for a single day, written verification of illness must be provided by the student teacher to the Field Placement Office (hand-deliver this to the Boyer 414 or the college supervisor within 48 hours of your absence.) If illness necessitates two or more consecutive days of absence, the student must provide documentation from a health professional. Health Services will see you and evaluate your condition on the second day of illness or you may choose to see your personal physician. Health Services will NOT provide verification of illness unless you are seen in the Health Center. **Regardless of the number of days missed due to illness, those days will be made up.** Illness report may be accessed at: <http://www.messiah.edu/academic/teacher/absencerept.htm>

Exception: Student teachers MAY plan to attend one professional event/activity which might occur during their Student Teaching, particularly if the event is promoted/supported by the student's department and/or the Career Center, without needing to make up the time. Such an event may be a job fair, Teacher Recruitment Day, special conference (such as Music and Foreign Language students often attend), presenting at a conference with a faculty member, etc. To gain permission for such an activity, the student teacher must complete the appropriate electronic form.

Students will find the absence report forms on MCSquare under their Self-Service TEP tab. Complete directions are there. The college supervisors and cooperating teachers will receive notification of decisions made regarding absences and required make-up time.

SOME NOTES ABOUT PLANNING REQUIREMENTS:

- Student teachers are **required** to prepare complete and comprehensive instructional plans for all instructional episodes. Student teachers will not be permitted to conduct lessons from a block plan, sketchy outline, or from the teacher's edition of a text.
- Written plans are to be designed in consultation with the cooperating teacher and reviewed by the co-op **no less than 48 hours before any instruction is delivered**. Student teachers should never teach without plans that have been pre-approved by the cooperating teacher. The cooperating teacher is empowered to refuse the opportunity to teach to a student teacher who has not planned well.
- Written plans are to follow the Instructional Plan Template for Pre K-4, Middle, and Secondary Education (See next page for template.) Student teachers have worked with an instructional model during their junior courses and should be able to easily follow it. Note: Art, Health & Physical Education and Music Education supervisors provide the appropriate planning model to be followed by those student teachers, as shown later in this handbook. (Appendix B, pg. 23)
- For planning to be considered complete and comprehensive, the following must be addressed in the written plan:

Instructional Goal & Learning Outcome

PA Academic Standard(s)

Essential Content

Instructional Objective/Summative Assessment

Instructional Sequence (Pre, Instructional, Post phases)

Modifications & Accommodations

Resources (Materials, Advance Preparations, References)

Daily Lesson Details

Time Estimate

Anticipatory Set (Expectancy, Motivation, Interest, Attention)

Specific Learning Activities

Closure (Review, Wrap-up)

College Supervisors and Cooperating Teachers are urged to study the planning model, to discuss it with the student teacher, and to support its regular use.

If there is a component of planning that is unique to your school district, that element should be added to the planning format

Let's work together to maintain high expectations for student teachers, especially in the area of instructional design and planning. Since many districts now require that non-tenured teachers submit written plans for review it is essential for us to assist student teachers in developing good planning skills and habits during this experience.

**Messiah College
Instructional Plan Template for
Pre K-4, Middle, Secondary Education**

Name: _____ **Subject:** _____
Date: _____ **Topic:** _____
Grade: _____ **School:** _____

A. Instructional Goal and Learning Outcome

B. Pennsylvania Academic Standards

C. Essential Content

D. Instructional Objective (description of Summative Assessment Strategy)

E. Instructional Sequence

- 1. Pre-instructional Phase (preparation)**
- 2. Instructional Phase (engagement)**
- 3. Post-instructional Phase (strengthening)**

F. Summative Assessment (Consistent with Instructional Objective)

G. Modifications and Accommodations

H. Resources

- 1. Materials**
- 2. Advance Preparations**
- 3. References**

I. Daily Lessons (repeat for each daily lesson)

- 1. Time Estimate**
- 2. Expectancy, Motivation, Interest, Attention (Anticipatory Set)**
- 3. Specific Learning Activities (list from Part E)**
- 4. Review, Wrap-up (Closure)**

ANSWERS TO SOME FREQUENTLY ASKED QUESTIONS ABOUT STUDENT TEACHING

1. **What is the cooperating teacher's liability?**

The question "Is a regular teacher liable for negligence occurring in his/her absence from the classroom when he/she leaves a student teacher in charge?" is one which is asked frequently. In recent years the answer has gradually changed from an emphatic "No" to "Probably not."

In general, a safe guideline to follow is that careful attention to details regarding safety rules, school procedure, and good common sense will avoid problems of legal liability. In most cases in the past it has been seen that leaving the student teacher alone in the classroom is an act of the government function of the school district. Negligence would be found only if an incompetent student teacher was left in charge. It is highly doubtful that a cooperating teacher would choose to do this.

The legal department of the Pennsylvania Department of Education suggests that we "Exercise good common sense," "Be prudent," and "Be sure that the student teacher is aware of school district policy regarding safety rules and standard school procedures." The cooperating teacher should determine what is appropriate, based on district policy and building expectations.

For any course a program required field-based experience, the College carries liability insurance which covers students. Student teachers may or may not have their own professional liability insurance.

2. **May student teachers be used as substitute teachers?**

In July 1975 the Bureau of Academic Programs for the Pennsylvania Department of Education circulated to all teacher training institutions the Teacher Education Memorandum #14. Part of this memorandum was a section dealing with the question regarding student teachers being used as substitute teachers. The position held by the State in this memorandum is as follows:

"A substitute teacher must hold a valid Pennsylvania certificate to teach in Pennsylvania public schools. Since student teachers normally do not hold a valid certificate, their assignment as substitute teachers violates the school code. Those teacher educators involved with student teachers should advise student teachers to avoid substitute teacher assignments, as they may find themselves in legal jeopardy."

The above statement should be interpreted to mean that in the absence of the cooperating teacher, a specific district-employed individual should be present with the student teacher. This person could be a substitute or another teacher or administrator in the school system. This designated individual then assumes legal responsibility for the class.

3. **How are assignments of student teachers done?**

At the time of application to the professional semester, the student's past field experience placements are reviewed. Student teaching placement considerations include an attempt to vary grade levels and types of school districts throughout all field assignments prior to graduation. Geographical area and/or school district will be considered in student request; however, specific teacher and building assignment will be determined by the school district and the Field Placement Office.

Upon approval of the student's application for the Professional Semester, contacts will be made with the appropriate personnel in the school systems by the Field Placement Office. Students will then be assigned to cooperating teachers based on agreements between the college, represented by the Field Placement Office, and participating schools.

The college may, on occasion, request a specific teacher but the final decision of which teachers are assigned student teachers is determined by the individual school districts.

4. **Do cooperating teachers get paid?**

As an expression of appreciation for the professional involvement with student teachers, Messiah College provides an honorarium for each cooperating teacher based on the number of weeks of full time student teaching.

5. **What do student teachers know about new initiatives impacting schools?**

In addition to rigorous preparation in their teacher preparation curriculum, student teachers will also receive training (through CAIU) in High Impact Strategies prior to the start of their teaching time. Student teachers should come to you with basic understanding of the teaching/learning process; instructional design and assessment; and identifying and meeting individual needs of students. As an apprentice to you, a master teacher, we expect that the student teacher will be open and eager to learn new concepts and best practices as necessary to succeed as an educator in your classroom.

6. **What if a problem arises with the student teacher? Co-op? Setting?**

The first steps toward resolution should be guided by the college supervisor. If additional assistance is needed, any party (student, co-op, supervisor, building administrator) may contact the Field Placement Office for additional support.

COOPERATING TEACHER RESPONSIBILITIES

The following basic responsibilities, with suggestions for meeting these, are offered to aid the cooperating teacher in helping the student teacher become a positive and enthusiastic professional educator.

- A. Help develop feelings of belonging and feelings of respect as a professional.
1. Establish and maintain open communication with the student teacher.
 2. Include the student teacher in more than the classroom environment by involving them in the regular and informal faculty activities of the school.
 3. Accept the student teacher as a colleague.
 4. Visibly demonstrate to the class and school personnel that you have confidence in the student teacher.
 5. Assist the student teacher in the role confusion which may exist as the student transitions from college student to teacher.
 6. Adapt as needed for personality differences.
- B. Establish daily times to discuss actions and weekly times for extended conferences.
- C. Engage in ongoing dialogue and feedback through:
1. Initial conferencing which relates to:
 - student teacher's background in pedagogy, content and field experiences.
 - role clarification and expectations.
 - orientation to the classroom, scheduling, rules, and procedures.
 - information about supplies, equipment, etc.
 - preplanning for assuming teaching responsibility.
 - initial stages of detailed lesson planning.
 - curriculum and standards
 2. Developmental conferencing which relates to:
 - reflection by student teacher on teaching concerns.
 - discussion of specific lesson plans.
 - reactions to specific lessons taught.
 - analysis of teaching skills.
 - evaluation of performance.
 - discussion for continued improvement.
 - long range planning.
 - discussion on student behaviors.
 - development of strategies for discipline and classroom management.
 - personal concern.
 - enrichment experiences.
 3. Summary conferencing to:
 - review stages of completions for established goals.
 - discuss growth that has occurred.
 - discuss area needing continued development.
 - review final evaluations.
 - discuss aptitudes and attitudes toward teaching.
 - have student teacher reflect on teaching as a profession.

D. Provide written assessments which include:

1. weekly lesson observations using the established form (forward these to the college supervisor each week):
 - positive aspects of the lessons taught.
 - identification of specific problems.
 - specific techniques for improvement.
 - questions to elicit the student teacher's own evaluation.
2. anecdotal notations of any reoccurring problems.
3. records of specific observational instruments used.
4. journal entries related to topics discussed.

E. Identify strategies for success, problem areas and specific plans for remediation of problems.

1. The cooperating teacher and the student teacher, assisted by the college supervisor, should plan collaboratively in order to ensure an optimum instructional environment for students in the classroom.
2. If problems arise, these should be dealt with a few at a time in order of their importance.
3. Specific remediation plans should be developed to solve problems.
4. These plans should be written, reviewed by student teacher, cooperating teacher, and college supervisor, and monitored for progress.
5. After plans have been carried out, evaluate the problem-solving strategy.
6. Continue remediation with a revised plan as necessary.

F. Following each visit and observation by the college supervisor, arrange time for consultation with the student teacher. Time should be arranged so that both the cooperating teacher and student teacher converse with the college supervisor on a regular basis, whether in person or via e-mail.

G. Exhibit genuine interest in the education of teachers and maintain respect for the integrity of the College's Program. Share views related to teacher preparation with the Teacher Education Program.

H. A qualified cooperating teacher will hold an Instructional Level II certificate and be tenured in the school district preferably with at least one year in the school setting where the cooperating teacher and student teacher will work.

PRACTICAL SUGGESTIONS FOR SUCCESSFUL COOPERATING TEACHERS

(Use this if it helps you with your work)

- Provide space for student teacher, preferably not directly in front of the students.
- Acquaint the student teacher with administrative/ school regulations and expectations; emphasize those which they are responsible for following. (e.g. school beginning-ending times, duties, forms)
- Assign immediate responsibilities as morning routine paper work.
- Work out a schedule together with the student teacher and college supervisor that shows progression for assuming the teaching load.
- Clearly state the kind of assistance you expect from the student teacher.
- Give criticism in a positive manner. Confer regularly with the college supervisor regarding the student teacher's progress.
- Permit the student teacher the opportunity to make honest mistakes and learn from them.
- Allow the student teacher to attempt instructional strategies and procedures which may differ from your own.
- Leave the classroom occasionally for brief periods of time to permit the student teacher to learn whether independence and authority in the classroom are being achieved.
- Do not "get the class ready" when the student teacher is going to teach a lesson. Permit the student teacher to initiate the necessary awareness, direction and role as the institutional leader.
- Try not to interrupt student teacher once instruction/activities has been started. Perhaps their directions, procedures, techniques are not the same as yours, but it would be best to permit them to work through the experience, then discuss their reasoning and your views. Sometimes, they can work out situations; if not, coach the student teacher to ensure better success in the future.
- The only time a cooperating teacher must step in is when a class is so out of control so there is no positive learning climate and/or someone may be harmed. Try to do this without destroying the leadership role of the student teacher, if possible.
- Plan at least one or two regular conference times per week. (Many other times will be spent in informal discussion.) Use this planned time for lesson plan review, evaluation of previous lessons, and problem areas which need attention.
- Establish a co-teacher atmosphere with the student teacher. Assist them in exercising initiative so they do not have to ask your permission to do everything, especially in front of the pupils.
- The college supervisor should be introduced to the class as another teacher from the College. Warning the pupils to be "good" for this visitor may hamper the effectiveness of the student teacher's role and give the supervisor a false sense of the student teacher's abilities.
- Report unusual problems or serious deficiencies to the college supervisor as soon as possible. Write a full, consistent and candid recommendation and evaluation of your student teacher.

PERFORMANCE CHECKLIST FOR EFFECTIVE COOPERATING TEACHERS

(Use this if it helps you with your work)

Cooperating teachers serve as role models, facilitators, and sometimes counselors for student teachers. The criteria below provide a self-check for you in your efforts to be a supportive and effective cooperating teacher:

I prepared the student teacher for responsibilities as evidenced by:

- providing thorough orientation to the school, the classroom, the students, and available resources.
- discussing the expectations that I have for my student teacher and listening to her expectations.
- assisting the student in developing a comprehensive picture of my goals, curriculum, pacing, etc. so that he can more readily adjust to the learning environment.

I accept the student teacher as a professional colleague as evidenced by:

- providing the student teacher with his own work space.
- introducing the student teacher to other school personnel.
- showing respect for the student teacher's decisions/ideas.
- allowing him to assume responsibility.
- permitting her to assume the same privileges as a cooperating teacher as she demonstrates readiness to do so.

I accept the usual mistakes of the student teacher as evidenced by:

- refraining from overreacting to mistakes.
- allowing the student teacher to continue with responsibilities.
- stating that mistakes are normal and not irrevocable.
- giving the student an opportunity for a "fresh start" if a mistake has been made.
- guiding the student in reflective analysis so that "mistakes" become learning experiences.

I restrain from prescriptive directions as evidenced by:

- discussing options with the student teacher before a decision is made.
- allowing freedom of choice on the part of the student teacher.

I provide ongoing assessment of and feedback to the student teacher as evidenced by:

- regularly observing the student teacher.
- conveying, by verbal and/or written comments, my perceptions of what is observed.
- providing for a regular conference time each week in addition to less formal exchanges of ideas/comments.

I allow a student teacher to observe and discuss my teaching activities and teacher effectiveness as evidenced by:

- allowing frequent times for observation.
- student teacher analysis of one of my lessons.
- student teacher suggesting alternative procedures to me.

I help the student teacher understand my teaching practice, as evidenced by:

- discussing diagnostic procedures.
- explaining why conclusions/decisions were reached.
- explaining why certain teaching techniques will be employed as a result of the diagnosis and analysis.

PREPARATION CHECKLISTS FOR EFFECTIVE COOPERATING TEACHERS

(Use this if it helps you with your work)

CHECKLIST OF THINGS TO DO BEFORE YOUR STUDENT TEACHER ARRIVES

- Learn about the student teacher's background. Student teacher resumé is provided.
- Read the provided student teaching handbook and visit the Messiah College Teacher Education Program website at www.messiah.edu/teacher.
- Consider a pre-teaching contact with the student teacher in which you clarify expectations for your classroom.
- Secure materials to be used in orienting the student teacher (handbooks, schedules, teacher manuals).
- Become familiar with Messiah College's Program and expectations concerning student teacher responsibilities (handbook, workshop).
- Be aware of legal status of student teachers and responsibility of supervising teacher.
- Make necessary arrangements for student teacher to comfortably assimilate into your classroom (desk, supplies).
- Develop a plan for the student teacher's entry into teaching; introduction to the class, faculty, initial teaching, secure texts, curriculum guides, etc.

CHECKLIST OF THINGS TO DO DURING FIRST FEW DAYS WITH STUDENT TEACHER

- Introduce the student teacher to a class in such a way that his/her status is established.
- Place the student teacher in a partnership arrangement with you for planning and determining procedures.
- Introduce the student teacher to other faculty members, administrative staff, and facilities.
- Acquaint the student teacher with the classroom routine and management techniques.
- Apprise the student teacher of the class work which is currently under way, curricular guides and standards being addressed, and instructional goals/expectations.
- Immediately involve the student teacher in the activities of the classroom.
- Provide the student teacher with all essential materials and work space for successful performance.
- Discuss school policies and regulations with the student teacher.
- Assist the student teacher in learning student names, background information, and essential information for addressing individual student needs.
- Delegate responsibility and authority to the student teacher in a gradual manner.

COLLEGE SUPERVISOR RESPONSIBILITIES

The college supervisor performs numerous roles as the representative from Messiah College and as primary liaison between the Teacher Education Program, the student teacher and co-op, and the assigned public school. Communication between the college and the public school is crucial for all successful student teacher experiences. The college supervisor's roles and responsibilities include the following areas.

A. Orientation and Coordination

1. Orienting student teachers and cooperating teachers to the goals, activities, sequence and administration of the student teaching program and Professional Semester.
2. Coordinate and oversee program activities through frequent school visits, personal conferences with student teacher and cooperating teacher, consultations with building administrators and written memos if needed.
3. Clarify and interpret college policies concerning the student teaching program.
4. Serve as a liaison for the student teacher - cooperating teacher relationship as well as the public school - college relationship.

B. Supervision

1. Make regular "on-site" visits to assess the progress of the student teacher.
2. Observe the student's involvement in classroom instruction.
3. Complete an observation report (cc student teacher, co-op)
4. Confer with the student teacher prior to and/or following each observation.
5. Confer with the cooperating teacher prior to and/or following each observation, as needed
6. Assist the student teacher in establishing and achieving goals.
7. Assist the student in developing specific instructional skills.
8. Provide personal and instructional support.
9. Assist the student in reflecting on the current experience and moving to a broader perspective on the profession of teaching.
10. Assist the cooperating teacher with supervisory techniques.
11. Provide supportive suggestions to work through difficult situations for all parties.
12. Provide related information to both parties which will enhance the experience in a positive manner.

C. Evaluation

1. Document observations with written statements/reports which are shared with the student teacher and cooperating teacher.
2. Maintain an ongoing log of actions with the student teacher.
3. Keep the Coordinator of Field Experiences informed of any concerns and/or issues which might be a problem for the student teacher via weekly report system.
4. Arrange and conduct a mid-term three way conference for evaluative purposes.
5. Prepare with the cooperating teacher the final evaluation (Messiah College TEP Evaluation Form) and individually the PDE 430. Submit these to the office of the Coordinator of Field Experiences as the basis for the final grade.
6. Recommend the final grade (P/F) to the Field Placement Office.

D. Program Improvement

1. Provide formal and informal feedback to the Teacher Education Program and Department of Education on issues related to the student teaching program.
2. Assist the Teacher Education Program and Department of Education in ongoing upgrading efforts for the field experiences to continue educationally sound programs and involvement with the public schools.

SPECIFIC EXPECTATIONS FOR OBSERVATION AND EVALUATION OF STUDENT TEACHERS

It is expected that the student teacher will be observed regularly throughout the professional semester. Some observations will be informal, with the cooperating teacher and/or college supervisor providing verbal or informal written feedback in the form of dialogue notes to the student teacher, Journaling activities, etc.

Some in-depth observations need to be planned. During these times the cooperating teacher, college supervisor, and occasionally even the building principal should determine a specific time and perhaps even a specific area of performance around which to focus the observation.

Perceptions of the student teacher's performance, as observed by teaching professionals, should be shared with the student. Observing and critiquing without direct and clear feedback to the student cannot effectively contribute to the student's growth and development in the teaching setting.

The college supervisor will discuss forms and observation procedures during one of his/her first visits with the cooperating teacher and student teacher.

For Observations and Feedback:

The cooperating teacher needs to complete one written observation of the student teacher work each week. NCR copies of the Messiah College observation form will be provided. A copy of this weekly observation report should be provided to the college supervisor and should be reviewed by you with the student teacher.

The college supervisor will observe and provide feedback through:

- Five live (on-site) observations using the MC Performance Observation Report
- One post video assignment conference
- Conferencing with student teacher and feedback to the cooperation teacher are expected with each observation.

For Evaluation Purposes:

At Midterm:

- The cooperating teacher, college supervisor and student teacher will do formative performance assessment using the Messiah College Midterm Evaluation Form.
- The college supervisor will also complete the PDE 430.

At End of Experience:

- The cooperating teacher and college supervisor will collaborate on the Messiah College Final Evaluation Form.
- The college supervisor will also complete the PDE 430 and submit forms as required

Note: These forms are completed on-line and signed with electronic signatures.

APPENDIX A

STRUCTURED TRANSITION TO STUDENT TEACHING

In this section you'll find more details about the TEP 400 level courses being offered for the first time in Fall 2012. This information should guide student teachers, (and co-ops and supervisors who support them) as they transition from college student to teaching professional in a given and district. Cooperating teachers will be great resources as student teachers meet their orientation requirements.

RATIONALE FOR TEP 400 Level Pre-Student Teaching Courses:

Messiah College's Teacher Education Program devised specific curricular approaches to meet the 190 pre-student teaching hours required by PDE at the time of curriculum review and program approval. Intentionally designed to enhance the experiences of our pre-student teachers and to increase the likelihood for success in student teaching, these additional hours were developed with particular attention to capabilities and knowledge that would be needed by our students. For this reason, it has been determined that Messiah's teacher certification students will still be required to meet the 190 pre-student teaching hours as part of their preparation program.

In order to be certain that all students have opportunity to ease into student teaching and to learn as much as possible about the student teaching site, the last of these 190 hours has been built into the Professional Semester in the form of TEP 400 level courses (TEP 410-Secondary, TEP 411-HPE, TEP 412-Art, TEP-413-Music).

Although the Education:PreK-4 and Education: Middle students have an abundance of pre-student teaching hours prior to the Pro Sem, the TEP plans for "transition into student teaching" activities are deemed to be invaluable to a successful start so these Education students, while not enrolled in a TEP 400 level pre-student teaching course, will also complete and document the orientation experiences required for all student teachers.

In practical terms, these early experiences in the school setting will be the "on-ramp" for all student teachers as you merge into the fast lane of full-time student teaching. You will document your time via a Qualtrics survey and these actual in-school hours will be added to your TEP profile in the database.

TEP 400 Course/Certification Area	Required Hours in TEP 400/Pre-Student Teaching
TEP 410 Secondary (including FCS & Modern Language)	80
TEP 411 Health & Physical Education	80 (divided between two settings 40/40)
TEP 412 Art	40 (divided between two settings 20/20)
TEP 413 Music	20 (divided if assigned to two settings)
No specific TEP Course for Education PreK-4, PreK-4 & Special Education, Middle Level	No specific mandate for hours however, time is built into your Pro Sem calendar and you are expected/required to complete the essential activities listed below as a transition to the full-time student teaching experience.

**GUIDELINES FOR TEP 400 Level Pre-Student Teaching:
TEP410 (Secondary), 411 (HPE), 412 (Art), and 413 (Music)**

CATALOG DESCRIPTION:

Senior-level field experience in a certification-specific context which provides opportunity for observation, reflection, and practice. Students will have opportunities to examine the whole school context through interactions with building-level administrators, school counselors, special educators, classroom teachers, and other professionals and para-professionals. Students will also spend time in certification area specific school settings. Students are expected to connect theoretical ideas acquired in prerequisite and co-requisite courses with actions and decision-making processes associated with effective teaching. Focus on establishing positive classroom climate, developing instructional plans and assessment, and professional interactions with other educators in preparation for the student teaching experience.

DEBRIEFING OCCURS – in certification-specific 407 courses & also with college supervisors through-out the experience. In order to pass the course, student teachers must give evidence of completing requirements below through discussions/reflections in the 407 course (verified by course instructor) and through practice in the school setting (verified by college supervisor). The Field Experience Coordinator will survey you, via Qualtrics, to obtain the total number of hours to add to your TEP profile on the database.

EXPECTATIONS FOR 400 LEVEL FIELD EXPERIENCE(S) PRIOR TO STUDENT TEACHING

Curricular Expectations	Requirements for Meeting Expectations
Complete field-based assignments as required in concurrent courses.	Required: In order to receive a passing grade (P) for this 400 level senior field experience, students must successfully complete all requirements for their certification-specific 407 course, have the endorsement of their college supervisor, and complete activities below before the start of full-time student teaching.
Identify the roles of various educators (principal, school counselor, ESL teachers, special education teachers, regular education teachers, para-professionals) in the school context.	Required: Introduce yourself to these persons in your school setting during your pre-student teaching time Review available materials (personnel handbook, website, etc.) in order to acquaint yourself with roles/responsibilities of all school personnel
Identify positive classroom climate and strategies used to develop this climate.	Required: Review available materials (school handbook, teacher guidelines, student handbook, website, etc.) to become familiar with school expectations, rules for behavior, and courses of action to be followed by teacher in cases of behavior issues Observe master teachers (co-op or principal can

	<p>recommend and these may be in any content area) who have strong positive relationships with learners and who have established positive classroom climates</p> <p>Interview a master teacher of your choice to seek advice/input about developing a positive classroom climate</p> <p>Observe your cooperating teacher, reflect upon his/her established classroom practices and discuss these with him/her for greater insight</p>
<p>Develop instructional plans and assessments appropriate for a given student population</p>	<p>Required:</p> <p>Review available data about students whom you'll teach to inform your instructional decisions</p> <p>Consult with school counselor, ESL teacher, Special Education teacher, and others, as necessary to learn as much as possible about your learners</p> <p>Observe and reflect upon how master teachers target planning, delivery, assessment of instruction for given student populations</p>
<p>Describe how the school context influences the work of individual teachers.</p>	<p>Required:</p> <p>Spend time in the teachers' lounge listening and observing</p> <p>Reflect upon observed/perceived attitudes of teachers in this school</p> <p>Engage in dialogue with individual teachers to learn why they teach, why they are in this school setting, positives and negatives about teaching</p>

Appendix B

Planning

In this section you will find planning guides.

Pre K-4, Dual (Pre K-4/Special Education, Middle (4-8), Secondary	24
Art Education	25
Health & Physical Education	26
Music Education	27

Messiah College
Instructional Plan Template for
Pre K-4, Middle, Secondary Education

Name: _____ **Subject:** _____
Date: _____ **Topic:** _____
Grade: _____ **School:** _____

A. Instructional Goal and Learning Outcome

B. Pennsylvania Academic Standards

C. Essential Content

D. Instructional Objective (description of Summative Assessment Strategy)

E. Instructional Sequence

- 1. Pre-instructional Phase (preparation)**
- 2. Instructional Phase (engagement)**
- 3. Post-instructional Phase (strengthening)**

F. Summative Assessment (Consistent with Instructional Objective)

G. Modifications and Accommodations

H. Resources

- 1. Materials**
- 2. Advance Preparations**
- 3. References**

I. Daily Lessons (repeat for each daily lesson)

- 1. Time Estimate**
- 2. Expectancy, Motivation, Interest, Attention (Anticipatory Set)**
- 3. Specific Learning Activities (list from Part E)**
- 4. Review, Wrap-up (Closure)**

Instructional Plan-ART

Topic:

Date:

Grade Level(s):

Essential Question

- **Instructional Goals**
- **Pennsylvania Academic Standards**
- **Instructional Objectives(s)**
- **Set-Up**
- **Anticipatory Set**
- **Modeling**
- **Guided Practice (incorporate Checking for Understanding)**
- **Independent practice**
- **Cleanup**
- **Closure**
- **Modifications and accommodations**
- **Resources**
- **Assessment**

HPET Majors' Lesson Plan Outline for Activity Courses/Field Experiences

The Lesson Plan Outline may be for teaching experiences on or off campus (e.g. activity courses on campus for first year and sophomore students, school field experiences). The outline serves as an introduction to the more comprehensive plan that will be used for the professional semester/ student teaching. (*Outline to be typed*)

MC Student _____ On-site instructor/leader _____

Date _____

On-site instructor/leader must initial before lesson is taught:

Initial _____ Date _____

No. of student(s) in group/class _____ Teaching
area/facility _____

Equipment/supplies {List major item(s) and # of each}

Safety procedures (*be specific*)

Goal (s): What the student will know and/or be able to do by the end of the lesson.

Assessment (observable/measurable) to determine to what extent the goal is met.

Student Outcomes: Specific observable and measurable outcomes (indicators, steps) within the lesson that will result in achieving the lesson goal. Each outcome must have an action, condition(s) and criteria.

Introduction (est. time)

Formation

Anticipatory set

Warm-up (as appropriate for PE) {est. time}

Formation

Stretching/ROM (as appropriate for PE) {est. time}

Formation

List each stretch, time to be held, and cues {specific points for how to do each stretch correctly}

Lesson focus {est. time}

Formation

Demonstration(s)

Application/Practice, and for each activity (est. time):

Describe activity/activities

Procedures for distributing supplies and/or equipment

Formation (s)

Procedures for gathering/putting away supplies and/or equipment

Closure {est. time}

Formation

Check for understanding/application

Resources used

S. Wentzell (2012)

MESSIAH COLLEGE TEACHER EDUCATION PROGRAM
Lesson Plan Template for Music Education: Secondary

Name: _____

Class: _____

Date: _____

Song or Topic: _____

Grade: _____

School: _____

National Standards Achieved (check all that apply):

- Singing alone and with others a varied repertoire of music
- Performing on instruments alone and with others a varied repertoire of music
- Improvising melodies, variations and accompaniments
- Composing and arranging music with specific guidelines
- Reading and notating music
- Listening to, analyzing, and describing music
- Evaluating music and music performances
- Understanding relationships between music, the other arts and disciplines outside the arts

1. Lesson Focus (concepts and skills to emphasize):

2. Lesson Objectives:

a.

b.

c.

d.

3. Introduction/Motivation

4. Sequence:

a.

b.

c.

d.

e.

5. Review/Wrap-Up:

6. Classroom Setup

7. Materials Needed:

a.

b.

c.

CONFERENCES/OBSERVATIONS/EVALUATION

In this section you will find guidelines for observing and conferring with your student teacher. Also included are forms that you will use to guide your work with, observation and evaluation of the student teacher.

Expectations and Helps for Observations and Conferences	29
Performance Observation Report Forms for Student Teacher	
-Pre K-4, Middle, Secondary /FCS/Art/Modern Language	30
-Health & Physical Education	32
-Music Education	34
Suggestions for Focused Observations	37
Weekly reflection from student teachers for college supervisors.	38

EXPECTATIONS FOR CONFERENCING

It is expected that communication between the student teacher, the cooperating teacher, and the college supervisor will be frequent, open, honest, and beneficial to all. Conversations need to be free of tension if they are to be most useful in assisting the student teacher in successful performance.

The student teacher needs to know that conferencing will be done on a regular basis. Informal feedback is good, but the student needs to know that he/she will have time at least weekly for more formal conferencing with the cooperating teacher and/or college supervisor.

Student teachers are encouraged to take notes and ask clarifying questions during conference times. Additionally, student teachers are expected to be reflective and proactive with information gained through conferences.

SUGGESTIONS FOR CONFERENCING WITH STUDENT TEACHERS

(Use this if it helps you with your work)

ORIENTATION CONFERENCES should help the student teacher learn as much as possible about the school, the students, the community, and the cooperating teacher. Suggestions for topics include, but are not limited to:

- Orientation to school and community
- Philosophy of school and cooperating teacher
- School handbook, policies, procedures
- Activities for first few days
- Information about clerical tasks, supplies, etc.
- Expectations
- General overview/plan for assumption of responsibilities

FORMATIVE CONFERENCES should provide ongoing opportunity for the student teacher to dialogue with you about performance, strategies, concerns, specific skills, strengths and areas where growth could occur. These may be formal and/or informal, regularly scheduled and/or spontaneous times. The student and circumstances should help you determine the nature of these conferences. However they are structured, it is imperative to the success of the student teacher that this type of conferencing occurs throughout the experience.

Suggestions for topics include, but are not limited to:

- Teaching skills, content knowledge, methods and techniques
- Informal evaluation of performance, discussion of expectations, problems, etc.
- Information about students (official data, insights, observations, reasons for behaviors, etc.)
- Professional exchange of ideas about philosophy, student progress and evaluation, classroom management, time management and organization
- Planning for instruction, pre-assessments, post-teaching analysis, long-range planning and scheduling
- Personal concerns about relationships with students, other faculty, parents, administrators
- Planning for enrichment activities such as observations in other classrooms, extra-curricular events, professional development activities

SUMMATIVE/EVALUATIVE CONFERENCES should provide opportunities to review past performance, focus on present circumstances, and/or look to the future. These conferences should provide accurate assessments of the student's performance and should lead to continued growth and improvement. (Students seem to be best able to accept constructive criticisms in these kind of conferences if a climate of positive communication and exchange of ideas has been established throughout the experience.) Suggestions for topics include, but are not limited to:

- College's evaluation form (at mid-term and final)
- Goals and accomplishments
- Areas of growth, to date and projections for the future
- Reflections about teaching/philosophy/professionalism

MESSIAH COLLEGE TEACHER EDUCATION PROGRAM
Student Teaching/Internship Performance Observation Report
 (For Instructional Design Model)

Student Teacher: _____

Observer: _____

Class/Subject: _____

Date: _____

Ratings for Performance Observations

E - EXEMPLARY - Notably surpasses expectations for performing program competencies. Demonstrates exceptional understanding of the teaching/learning process; the roles and responsibilities of a teacher; and the knowledge, skills, and attitudes of a beginning teacher

P - PROFICIENT - Effectively meets expectations for performing stated program competencies. Demonstrates significant understanding of the teaching/learning process, the roles and responsibilities of a teacher; and the knowledge, skills, and attitudes of a beginning teacher.

B - BASIC - Adequately meets expectations for performing stated program competencies. Demonstrates acceptable understanding of the teaching/learning process; roles and responsibilities of a teacher; and the knowledge, skills, and attitudes of a beginning teacher

U - UNSATISFACTORY - Does not meet expectations

A. Planning and Preparation					
1.	States instructional goal(s) clearly in written plan	E	P	B	U
2.	References instructional goal(s) to Pennsylvania Academic Standards and Anchors	E	P	B	U
3.	Specifies content to be learned in written plan; content is valid for instructional goal(s)	E	P	B	U
4.	States instructional objective (conditions, performance, quality); objective is valid for instructional goal(s)	E	P	B	U
5.	Describes teaching/learning activities in sufficient detail	E	P	B	U
6.	Describes strategies for differentiating instruction and accommodating individual learner needs	E	P	B	U
7.	Reflects knowledge of students and learning in plans	E	P	B	U
8.	Describes strategies and learning activities in adequate detail	E	P	B	U
9.	Prepares and organizes all instructional materials in advance of delivery	E	P	B	U

Comments on Planning and Preparation:

B. Classroom Environment					
1.	Manages transitions efficiently and effectively	E	P	B	U
2.	Sequence, flow, and pace are appropriate for learners	E	P	B	U
3.	Actively monitors the entire classroom	E	P	B	U
4.	Sets high expectations for all learners	E	P	B	U
5.	Establishes and consistently enforces clear rules and procedures	E	P	B	U
6.	Anticipates potential problem behaviors and attempts to prevent them	E	P	B	U
7.	Gives clear directions to learners and checks for understanding	E	P	B	U
8.	Practices preventative classroom management	E	P	B	U
9.	Practices responsive classroom management when necessary	E	P	B	U

Comments on Classroom Environment:

C. Instructional Delivery					
Pre-Instructional Phase (Anticipatory Set)					
1.	Activates and directs learner attention	E	P	B	U
2.	Establishes learner expectancy; communicates instructional goal(s) meaningfully to learners	E	P	B	U
3.	Arouses learner motivation and interest for learning	E	P	B	U
4.	Activates recall of relevant prior knowledge	E	P	B	U
Instructional Phase					
1.	Engages students as active participants	E	P	B	U
2.	Provides content, examples and illustrations that are meaningful to learners	E	P	B	U

3.	Uses instructional supports (audio, visual, computer, etc.) to enhance learner understanding	E	P	B	U
4.	Monitors learner engagement and understanding	E	P	B	U
5.	Reinforces major ideas to be learned	E	P	B	U
6.	Elicits frequent overt responses from all learners (formative assessment)	E	P	B	U
7.	Monitors guided practice and provides informative feedback	E	P	B	U
8.	Uses appropriate questioning levels and strategies	E	P	B	U
Post-Instructional Phase					
1.	Provides opportunities for independent practice (e.g., homework, seatwork), consistent with instructional goal(s)	E	P	B	U
2.	Provides opportunities for guided practice, consistent with instructional goal(s)	E	P	B	U
3.	Provides practice opportunities that require learners to interact with new content	E	P	B	U
4.	Monitors practice to correct, encourage, and maintain student engagement	E	P	B	U
Assessment Phase					
1.	Utilizes formative assessment as feedback to learners and to inform instruction	E	P	B	U
2.	Formative and/or summative assessment data are aligned with instructional goal(s)	E	P	B	U
3.	Summative assessment procedures maximize reliability of data collected	E	P	B	U

Comments on Instructional Delivery:

D. Professionalism								
1.	Exhibits professional language, dress, and behavior				E	P	B	U
2.	Demonstrates initiative and stamina				E	P	B	U
3.	Interacts appropriately with others				E	P	B	U
4.	Sets high expectations for self & reflects on performance				E	P	B	U
5.	Possesses (or develops) command of content				E	P	B	U
6.	Conveys enthusiasm for teaching and for learners				E	P	B	U
7.	Models respect for individual differences				E	P	B	U
8.	Practices confidentiality and privacy				E	P	B	U
9.	Is flexible and open to changes				E	P	B	U
10.	Exhibits self-confidence and poise				E	P	B	U
11.	Communicates effectively:	a.	speaks clearly, uses correct pronunciation and grammar		E	P	B	U
		b.	writes clearly, spells correctly, punctuates appropriately		E	P	B	U
		c.	responds appropriately to verbal, written, and non-verbal communication		E	P	B	U
		d.	uses vocal inflection, tone, and volume		E	P	B	U
		e.	uses non-verbal strategies to communicate with learners		E	P	B	U
12.	Manages time and tasks effectively				E	P	B	U
13.	Displays common sense and problem-solving skills				E	P	B	U
14.	Accepts and uses constructive criticism to improve performance				E	P	B	U

Comments on Professionalism:

GENERAL COMMENTS and TOPICS for CONFERENCING

Student's Signature _____

Date _____

Observer's Signature _____

Date _____

Note: College Supervisor will maintain a complete file of these and all documentation related to this student teaching experience and will submit these to the TEP Field Placement Office at the end of the semester.

Supervisor (white), Student (yellow), Co-op (pink)
MESSIAH COLLEGE TEACHER EDUCATION PROGRAM
HPE Student Teaching Observation

Student Teacher: _____ School _____

Classes Observed: _____ Date: _____

Co-op Teacher: _____ Observer: _____

Overall Weekly Assessment: Satisfactory Concern (Circle one. If Concern, please highlight issues.)

I. Lesson Plan	Comments
<p>Writes clearly & legibly Submitted/Reviewed in advance by co-op Review/Prerequisites Clear lesson purpose & student outcomes Warm-up/Stretching specific to lesson Plans for active participation Balances lesson components Plans for various ability levels Plans for closure Considers health/safety factors</p>	
<p>II. Implementation of Lesson Content</p> <p><u>Methodology</u> Clearly states purposes(s)/expectations Teaches to expected student outcomes Presents identifiable sequence Establishes main points clearly Clear directions (step-by-step) Monitors content to meet student needs Promotes analysis and synthesis (i.e., use of questions, problem solving, etc.) Appropriate audiovisual materials Materials accessible (at hand) Previews & follows up on media presentation</p>	
<p><u>Student Involvement/Response</u> Appropriate attire Active participation; on task Enthusiastic response Response by various ability levels Achieved expected outcomes</p>	
<p><u>Closure</u> Evaluates/Re-emphasizes lesson purposes/outcomes Involves student participation</p>	

Assigns appropriate homework Provides overview of next lesson	
--	--

Student Teacher _____ Observer _____ Date _____

<p>III. Teacher Qualities</p> <p><u>Subject Content</u> Knows subject (technically correct) Inspires interest in content Integrates subject areas</p>	
<p><u>Communication Skills</u> Wears professional attire and is carefully groomed Speaks effectively (clear/concise) Uses correct English on students' level Uses students' names Listens attentively to students Shows contagious enthusiasm Uses praise/criticism appropriately Clarifies/corrects common errors Feedback to different ability levels Uses non-verbal rapport skills (i.e., eye contact, smiling, etc.)</p>	
<p><u>Poise and Management</u> Appears poised/confident Deals appropriately & consistently with disruptive behavior Maintains awareness of total class Moves to different locations Emphasizes safety specific to lesson\ Uses time (inc. transitions) effectively</p>	

IV. Summary Statements

Strengths:

Areas for Improvement:

Conference: ___ with co-op ___ with student ___ with co-op and student
I have reviewed and discussed this evaluation with my evaluator(s).

Student Teacher Signature _____ Date _____

MESSIAH COLLEGE TEACHER EDUCATION PROGRAM

Student Teaching Performance Observation for Music Education

Teacher: _____ Observer: _____

Class/Subject: _____ Date: _____

E – EXEMPLARY – Notably surpasses expectations for performing program competencies. Demonstrates exceptional understanding of the teaching/learning process; the roles and responsibilities of a teacher; and the knowledge, skills, and attitudes of a beginning teacher.

P – PROFICIENT – Effectively meets expectations for performing stated program competencies. Demonstrates significant understanding of the teaching/learning process, the roles and responsibilities of a teacher; and the knowledge, skills, and attitudes of a beginning teacher.

B – BASIC – Adequately meets expectations for performing stated program competencies. Demonstrates acceptable understanding of the teaching/learning process, the roles and responsibilities of a teacher; and the knowledge, skills, and attitudes of a beginning teacher.

U – UNSATISFACTORY – Does not meet expectations.

NS – NOT SEEN – Particular teacher performance was not able to be observed during this lesson.

<u>I. Planning</u>	RATING	Comments/Suggestions:
a. Specifies content to be learned in written plan		
b. Identifies daily objectives and long term goals in written plan		
c. Designs a variety of activities to meet a single objective		
d. Describes teaching/learning activities in sufficient detail to assure success for all learners		
e. Prepares and organizes instructional materials in advance of delivery		
f. References instructional goal(s) to National Standards for Music Education		
g. Analyzes scores for rehearsal purposes		
<u>II. Delivery of Instruction</u>	RATING	Comments/Suggestions:
a. Engages learners as active participants in musical activities		
b. Activates recall of relevant prior knowledge		
c. Provides clear and concise directions, models, and illustrations that are meaningful to learners		
d. Sequence, flow, and pace are appropriate for learners		
e. Diagnoses and solves musical errors accurately		
f. Uses appropriate questioning levels and strategies		
g. Utilizes effective non-verbal communication (i.e., eye contact, facial expression, proximity, vocal inflection/projection, etc.)		
h. Teaches to individuals as well as to groups		
h. Incorporates appropriate activities/opportunities for independent practice		
i. Monitors student performance to correct, encourage, and maintain student engagement		
<u>III. Classroom Environment</u>	RATING	Comments/Suggestions:
a. Establishes a positive learning environment		
b. Communicates high expectations for student behavior clearly		
c. Minimizes teacher talk; maximizes opportunities for student response/performance		
d. Manages transitions efficiently and effectively		
e. Establishes and consistently enforces clear rules and procedures		
f. Anticipates potential problem behaviors and attempts to prevent them		
g. Practices preventative and responsive classroom management when necessary		
<u>IV. Learner Assessment</u>	RATING	Comments/Suggestions:
a. Utilizes formative assessment as feedback to learners and to inform instruction		

b. Formative and/or summative assessment data are aligned with lesson objectives		
c. Utilizes summative assessment procedures		
V. Professionalism	RATING	Comments/Suggestions:
a. Communicates and cooperates with other professionals		
b. Fulfills professional responsibilities promptly and efficiently		
c. Demonstrates a desire to improve		
d. Accepts and uses constructive criticism and self-reflection to improve performance		
e. Interacts appropriately with students and staff		
f. Shows enthusiasm for teaching and for learners		
g. Speaks clearly, uses correct pronunciation and grammar		
h. Writes clearly, spells correctly		
i. Displays emotional maturity, self-confidence, and poise		
j. Exhibits professional language, dress, and behavior		
VI. Music Specific Competencies	RATING	Comments/Suggestions:
a. Possesses ability to read music at sight		
b. Possesses ability to perform on secondary instruments		
c. Reads from a full score		
d. Analyzes full scores for rehearsal purposes		
e. Identifies and handles transpositions		
f. Conducts compositions with clear and expressive gestures		
g. Uses high-quality literature for rehearsal, study and performance		
h. Seeks out the highest-quality literature for rehearsal, performance, and study		
i. Presents correct information and accurate demonstrations		
j. Incorporates music of other cultures		
k. Displays knowledge of technology for use in music classrooms		

The following are specific music competencies/capabilities to be demonstrated in a given Music Education situation.

General Music – Check if being observed _____	RATING	Comments/Suggestions:
a. Models using a singing voice that is developmentally appropriate for learners		
b. Sings pitches and rhythms accurately with good intonation		
c. Appropriate use of expressive elements (dynamics, phrasing, etc.)		
d. Guides students' learning in the following areas of classroom instruction: <ul style="list-style-type: none"> • Terminology of music • Singing • Listening • Rhythmic activities • Creative movement • Relation to the arts • Instruments 		
Secondary Choral – Check if being observed _____	RATING	Comments/Suggestions:
a. Models using a singing voice that is developmentally appropriate for learners		
b. Sings pitches and rhythms accurately with good intonation		
c. Appropriate use of expressive elements (dynamics, phrasing, etc.)		

d. Uses piano to enhance and aid in instruction		
e. Analyzes scores for rehearsal purposes		
f. Conducts with clear and expressive gestures		
Secondary General – Check if being observed _____	RATING	Comments/Suggestions:
a. Guides students' learning in the following areas of classroom instruction: <ul style="list-style-type: none"> • Terminology of music • Singing • Listening • Rhythmic activities • Creative movement • Relation to the arts • Instruments 		

Secondary Instrumental – Check if being observed _____	RATING	Comments/Suggestions:
a. Chooses age – appropriate literature		
b. Uses high – quality literature for rehearsal, study and performance		
c. Provides a musical model that is expressive and accurate		
d. Conducts in a manner that indicates the character of the music		
e. Displays an acceptable interpretation of the music being performed		
f. Analyzes full scores for rehearsal purposes		
g. Conducts with clear and expressive gestures		
h. Demonstrates competency on all instruments		
j. Presents correct information and accurate demonstrations		
k. Provides quality musical models in rehearsals/lessons		

Additional comments/suggestions:

Goals to be worked on:

Signature of Student Teacher _____

Signature of Observer _____

Supervisor (white), Student (yellow), Co-op (pink)

SUGGESTIONS FOR FOCUSED OBSERVATION TOPICS AND TECHNIQUES

(Use this if it helps you with your work)

At times, the student teacher will benefit from a focus on a specific aspect of his/her performance. This can be helpful for a student teacher who is having difficulties as well as for the student teacher who is doing well and wants to polish certain areas of performance.

HELPFUL OBSERVATION TOPICS

Suggested below are common areas where beginning teachers may need help. You may want to focus observations around one or more of these.

Giving direction	Language usages – student teacher
Transitions	Rapport with students
Information presentations	Leadership of student teacher
Timing	Handles interruptions
Questioning format	Multi group management
Reinforcement techniques	Individual acting out reactions
Answer/response format	Non-attending pupils
Resource material usage	Discipline statements
Assigned practice	Seeking full class attention
Number of pupils involved	Non-teaching duties
Percentage of teacher/student talk	Disruptive behavior management

POSSIBLE SYSTEMATIC OBSERVATION TECHNIQUES

The major purpose behind any observation should be to provide the student teacher with an accurate snapshot of performance. Systematic observation techniques which may be helpful are stated below.

Tallying

Tally marks may be used to identify areas as numbers of specific teaching behaviors used as response to pupil answers, praise statements, or reprimands.

Listing

One or two word descriptions of key behaviors to point out patterns, variety, consistencies or inconsistencies.

Coding

Describing key behaviors by means of a code or set of symbols.

Anecdotal Writing

Brief running record/description of each event of the lesson.

Timing

Using a watch to record behaviors which occur during the lesson.

Journaling

Recording a running account in journal form of all actions exhibited throughout each day. Use of this is helpful in weekly conferences on progress.

In order for supervisors to plan appropriately, the student teacher needs to provide this 2-page from (Form A) to the supervisor by 5:00 on Thursdays. Fill-in form on Canvas.



FORM A

Teacher Education Program

Student Teacher/Intern Weekly Appraisal

This appraisal should be completed each week by the student teacher, discussed with cooperating teacher, and submitted by 5:00 p.m. Thursday to the college supervisor, as arranged with the college supervisor.

A. Success experiences and strengths demonstrated this week:

1. _____
2. _____
3. _____

B. Skill, technique, situation, etc. to be further developed:

1. _____
2. _____
3. _____

C. New experience to be tried next week: (State when this will occur.)

1. _____
2. _____
3. _____

D. What teaching techniques, student behaviors, etc. should observers monitor this week:

1. _____
2. _____
3. _____

E. Messiah College Supervisor: _____ Date of observation: _____

F. Attendance - check appropriate response and, if requested, provide data (week runs from Fri. to Thurs.):

No absences this week _____ Absent on _____ day(s)/date(s) Reason: _____

Signed _____, Student Teacher Signed _____, Cooperating Teacher

To be considered valid, BOTH signatures must be included.



Teacher Education Program
Weekly Teaching Schedule

Name _____ **Due by 5 pm on Thursdays** School _____

Period:	Time: Room:	Date: _____ Monday Day #	Date: _____ Tuesday Day#	Date: _____ Wednesday Day#	Date: _____ Thursday Day#	Date: _____ Friday Day#
	Time: Room:					
	Time: Room:					
	Time: Room:					
	Time: Room:					
	Time: Room:					
	Time: Room:					
	Time: Room:					
	Time: Room:					

APPENDIX C

EVALUATION/ASSESSMENT/RECOMMENDATIONS

In this section you will find the evaluation form that will be used to report the performance of your student teacher at mid-term (about the 5th or 6th week) and at the end of student teaching. It is important that both you and the student teacher review this form and the categories to be evaluated long in advance of an official evaluation time. Your college supervisor can help if you have questions that pertain to any category on the form. It is good to use the expected performances outlined on this form as a guide for establishing plans and/or setting goals with the student teacher. Also included is information about writing recommendations as provided by the Messiah College Career Center.

General Information	41
Mid-Term Evaluation Form	42
Final Evaluation Form	45

EVALUATION/ASSESSMENT OF STUDENT TEACHER

While ongoing observation of and dialogue about the student teacher's performance is expected throughout the Professional Semester, specific evaluation/assessment is required as follows:

Formal Observation/Critique of a Lesson by Cooperating Teacher

Done weekly by the co-op and submitted to the college supervisor throughout the experience (Forms are shown in earlier pages and will be provided to cooperating teachers in NCR format reviewed with you by the college supervisor.)

Mid-Term Evaluation/3-Way Conference (Student Teacher, Co-Op, Supervisor)

- b. Messiah College mid-term evaluation - completed by student teacher, coop, and supervisor
- c. PDE-430 - completed by the college supervisor and signed by the student teacher

As formative evaluation of student teachers, this mid-point assessment is done at the mid-point of their single assignment. For student teachers with split placements, this assessment is done at the end of the first student teaching placement.

(Samples of the forms follow. Procedure will be guided by the college supervisor.)

Scheduled time/date _____

Final Evaluation

- 1) Messiah College student teaching evaluation form – completed by cooperating teacher and college supervisor
- 2) PDE-430 – completed by the college supervisor and signed by the student teacher

Summative evaluation is done for each student teacher **during the last week of the experience** as part of their credentialing activities

(Samples of the forms follow. Procedure will be guided by the college supervisor.)

Scheduled time/date _____

Letters of Recommendation

While the above evaluative activities are **required** as part of your cooperating teacher role, the writing of a letter of recommendation is **optional** and should be requested of you by your student teacher. Surveys show that the input from the cooperating teacher and college supervisor are highly valued by prospective employers so a letter from you is very important, but it is your option to provide a recommendation letter for your student teacher. Messiah College Career Center guidelines for letter preparation are located at the end of the green pages.

NOTE: Used by you, your co-op and college supervisor at mid-term. The final summative evaluation form is completed by the co-op and college supervisor. The final form does not include the "NY" option. (NY means the student teacher has not yet demonstrated this competency area.) This MC evaluation tool and the PDE 430 form, which follows, are modeled on the Danielson Framework for Teaching. (Charlotte Danielson, *Enhancing Professional Practice: A Framework for Teaching*, ASCD, 2007) 2011-12 is considered to be a pilot year for the use of this MC evaluation form.



Teacher Education Program
Student Teaching/Internship Midterm Evaluation Form

Student Teacher: _____ Semester: _____ Certification Area: _____

Grade Level: _____ Number of Weeks: _____ School District: _____ Building: _____

The following categories have been used as a means of rating the students' performance as compared with program/ certification expectations for all student teachers. Persons interpreting these ratings should keep in mind that the letters reflect the descriptors listed and should not be equated with a letter grade. The student teacher being evaluated may demonstrate exemplary performance in select categories while being proficient and/ or basic in others.

E - EXEMPLARY - Notably surpasses expectations for performing program competencies. Demonstrates exceptional understanding of the teaching/learning process; the roles and responsibilities of a teacher; and the knowledge, skills, and attitudes of a beginning teacher

P - PROFICIENT - Effectively meets expectations for performing stated program competencies. Demonstrates significant understanding of the teaching/learning process; the roles and responsibilities of a teacher; and the knowledge, skills, and attitudes of a beginning teacher.

B - BASIC - Adequately meets expectations for performing stated program competencies. Demonstrates acceptable understanding of the teaching/learning process; the roles and responsibilities of a teacher; and the knowledge, skills, and attitudes of a beginning teacher

U - UNSATISFACTORY - Does not meet expectations; must improve prior to final evaluation in order to be qualified for certification

NY - NOT YET - Limited or no opportunity to demonstrate

I. Planning and Preparation	
A. Knowledge of Content	
1. Demonstrates depth and command of factual and skill-based knowledge	E P B U NY
2. Incorporates curricular content and standards	E P B U NY
3. Selects appropriate content, scope, and sequence	E P B U NY
4. Identifies and effectively uses available content-based resources	E P B U NY
B. Knowledge of Students and Learning	
1. Utilizes learning theories, learning styles, and nature of learners to guide planning	E P B U NY
2. Makes developmentally and individually appropriate choices on content and related activities	E P B U NY
3. Seeks information about learners which is necessary to make sound instructional choices	E P B U NY
C. Planning for Instruction	
1. Develops detailed daily written plans	E P B U NY
2. Develops feasible weekly written plans	E P B U NY
3. Develops long-range/block plans	E P B U NY
4. Writes and uses valid instructional goals and objectives	E P B U NY
5. Purposefully selects teaching methods that achieve stated objectives	E P B U NY
II. Classroom Environment	
A. Relationships with students	
1. Establishes positive rapport with students	E P B U NY

2. Models and expects from students, respect for others and for the school environment	E P B U NY
3. Acknowledges and provides for student needs	E P B U NY
4. Challenges learners to think, question, interact	E P B U NY
B. Managing Students and the Instructional Setting	
1. Practices firm, fair, consistent and positive discipline	E P B U NY
2. Maintains a safe, clean, aesthetically pleasing environment	E P B U NY
3. Establishes and communicates expectations for student behavior	E P B U NY
4. Fosters student self-discipline	E P B U NY
5. Uses a variety of appropriate and constructive discipline techniques	E P B U NY
6. Recognizes and deals effectively with discipline problems	E P B U NY
7. Displays awareness of all student activity in the instructional setting	E P B U NY
III. Instructional Delivery	
A. Instructional Strategies	
1. Adapts strategies to meet individual needs and learning styles of students	E P B U NY
2. Monitors, adjusts, and modifies plans as needed	E P B U NY
3. Involves students as active participants	E P B U NY
4. Explains material at the age/ability level of students	E P B U NY
5. Uses appropriate questioning levels and strategies	E P B U NY
6. Gives directions which are clear and understood by students	E P B U NY
7. Incorporates creative teaching materials and/or media	E P B U NY
8. Teaches effectively to: (a) large group	E P B U NY
(b) small and/or cooperative learning groups	E P B U NY
(c) individuals	E P B U NY
9. Manages transitions between activities	E P B U NY
10. Relates classroom learning to realistic situations	E P B U NY
11. Conveys enthusiasm about teaching and students	E P B U NY
12. Utilizes technology and media to enhance learning	E P B U NY
B. Assessment	
1. Integrates assessment as an essential component of learning and instruction	E P B U NY
2. Selects diverse, appropriate, and effective assessment and evaluation strategies	E P B U NY
3. Provides accurate, clear, and timely feedback to students, parents, appropriate others	E P B U NY
4. Utilizes assessment and evaluation results to shape future instruction	E P B U NY
5. Utilizes feedback and employs appropriate follow-up procedures based on evaluation	E P B U NY
6. Uses a variety of techniques to determine and report student progress	E P B U NY
7. Constructs and administers appropriate formal and informal assessments	E P B U NY
8. Facilitates student self-awareness of progress	E P B U NY
IV. Professionalism	
A. Human Relationships	
1. Demonstrates professional behaviors (self-discipline, perseverance, tact, patience)	E P B U NY
2. Cooperates and collaborates effectively w/other professionals	E P B U NY
3. Interacts effectively with parents and students	E P B U NY
4. Demonstrates respect for others and their opinions	E P B U NY
5. Respects cultural and ethnic differences; empathizes with others	E P B U NY
6. Negotiates and resolves differences	E P B U NY

7. Adheres to a Professional Code of Ethics	E P B U NY
8. Participates in school meetings, conferences, and events	E P B U NY
9. Maintains confidentiality, privacy, and dignity of others	E P B U NY
B. Organization, Management, Problem Solving	
1. Establishes priorities and schedule for accomplishing work.	E P B U NY
2. Identifies problems, available resources, and possible solutions	E P B U NY
3. Demonstrates sound judgment and common sense	E P B U NY
4. Maintains a neat, orderly, attractive classroom	E P B U NY
5. Manages routine clerical tasks and record keeping	E P B U NY
6. Meets responsibilities/assignments/tasks in a timely manner	E P B U NY
7. Utilizes planning time well	E P B U NY
C. Personal Performance Characteristics	
1. Sets and achieves high expectations for own performance	E P B U NY
2. Accepts constructive criticism and uses it for improved performance	E P B U NY
3. Uses self-assessment/reflection to improve performance	E P B U NY
4. Demonstrates flexibility and openness to change	E P B U NY
5. Assumes personal/professional responsibilities	E P B U NY
6. Demonstrates energy, drive, and stamina	E P B U NY
7. Exhibits self-confidence and poise as a teacher	E P B U NY
8. Demonstrates initiative	E P B U NY
D. Communication Skills	
1. Speaks clearly, with correct pronunciation, grammar	E P B U NY
2. Writes clearly, with correct grammar	E P B U NY
3. Presents written work that is clear and legible	E P B U NY
4. Uses vocal inflection and projection effectively	E P B U NY
5. Asks pertinent and purposeful questions of other professionals	E P B U NY
6. Processes verbal, written, and non-verbal communication and responds appropriately	E P B U NY

Specific subjects, grade or ability levels, and/or program experiences for which student teacher was responsible:

Brief Evaluative Summary Statement: (This is an evaluation, not to be confused with a letter of recommendation)

Cooperating Teacher

Date

College Supervisor

Date



**MESSIAH
COLLEGE**

Teacher Education Program

Student Teaching/Internship Final Evaluation Form

Student Teacher: _____ Semester: _____ Certification Area: _____

Grade Level: _____ Number of Weeks: _____ School District: _____ Building: _____

The following categories have been used as a means of rating the students' performance as compared with program/ certification expectations for all student teachers. Persons interpreting these ratings should keep in mind that the letters reflect the descriptors listed and should not be equated with a letter grade. The student teacher being evaluated may demonstrate exemplary performance in select categories while being proficient and/ or basic in others.

E - EXEMPLARY - Notably surpasses expectations for performing program competencies. Demonstrates **exceptional** understanding of the teaching/learning process; the roles and responsibilities of a teacher; and the knowledge, skills, and attitudes of a beginning teacher
P - PROFICIENT - Effectively meets expectations for performing stated program competencies. Demonstrates **significant** understanding of the teaching/learning process, the roles and responsibilities of a teacher; and the knowledge, skills, and attitudes of a beginning teacher.

B - BASIC - Adequately meets expectations for performing stated program competencies. Demonstrates acceptable understanding of the teaching/learning process; the roles and responsibilities of a teacher; and the knowledge, skills, and attitudes of a beginning teacher

U - UNSATISFACTORY - Does not meet expectations; not qualified for certification

I. Planning and Preparation	
A. Knowledge of Content	
1. Demonstrates depth and command of factual and skill-based knowledge	E P B U
2. Incorporates curricular content and standards	E P B U
3. Selects appropriate content, scope, and sequence	E P B U
4. Identifies and effectively uses available content-based resources	E P B U
B. Knowledge of Students and Learning	
1. Utilizes learning theories, learning styles, and nature of learners to guide planning	E P B U
2. Makes developmentally and individually appropriate choices on content and related activities	E P B U
3. Seeks information about learners which is necessary to make sound instructional choices	E P B U
C. Planning for Instruction	
1. Develops detailed daily written plans	E P B U
2. Develops feasible weekly written plans	E P B U
3. Develops long-range/block plans	E P B U
4. Writes and uses valid instructional goals and objectives	E P B U
5. Purposefully selects teaching methods that achieve stated objectives	E P B U
6. Prepares meaningful, appropriate instructional support materials in a timely manner	E P B U
II. Classroom Environment	
A. Relationships with students	
1. Establishes positive rapport with students	E P B U
2. Models and expects from students, respect for others and for the school environment	E P B U
3. Acknowledges and provides for student needs	E P B U
4. Challenges learners to think, question, interact	E P B U
B. Managing Students and the Instructional Setting	
1. Practices firm, fair, consistent and positive discipline	E P B U

2. Maintains a safe, clean, aesthetically pleasing environment	E P B U
3. Establishes and communicates expectations for student behavior	E P B U
4. Fosters student self-discipline	E P B U
5. Uses a variety of appropriate and constructive discipline techniques	E P B U
6. Recognizes and deals effectively with discipline problems	E P B U
7. Displays awareness of all student activity in the instructional setting	E P B U
III. Instructional Delivery	
B. Instructional Strategies	
1. Adapts strategies to meet individual needs and learning styles of students	E P B U
2. Monitors, adjusts, and modifies plans as needed	E P B U
3. Involves students as active participants	E P B U
4. Explains material at the age/ability level of students	E P B U
5. Uses appropriate questioning levels and strategies	E P B U
6. Gives directions which are clear and understood by students	E P B U
7. Incorporates creative teaching materials and/or media	E P B U
8. Teaches effectively to: (a) large group	E P B U
(b) small and/or cooperative learning groups	E P B U
(c) individuals	E P B U
9. Manages transitions between activities	E P B U
10. Relates classroom learning to realistic situations	E P B U
11. Conveys enthusiasm about teaching and students	E P B U
12. Utilizes technology and media to enhance learning	E P B U
B. Assessment	
1. Integrates assessment as an essential component of learning and instruction	E P B U
2. Selects diverse, appropriate, and effective assessment and evaluation strategies	E P B U
3. Provides accurate, clear, and timely feedback to students, parents, appropriate others	E P B U
4. Utilizes assessment and evaluation results to shape future instruction	E P B U
5. Utilizes feedback and employs appropriate follow-up procedures based on evaluation	E P B U
6. Uses a variety of techniques to determine and report student progress	E P B U
7. Constructs and administers appropriate formal and informal assessments	E P B U
8. Facilitates student self-awareness of progress	E P B U
IV. Professionalism	
A. Human Relationships	
1. Demonstrates professional behaviors (self-discipline, perseverance, tact, patience)	E P B U
2. Cooperates and collaborates effectively w/other professionals	E P B U
3. Interacts effectively with parents and students	E P B U
4. Demonstrates respect for others and their opinions	E P B U
5. Respects cultural and ethnic differences; empathizes with others	E P B U
6. Negotiates and resolves differences	E P B U
7. Adheres to a Professional Code of Ethics	E P B U
8. Participates in school meetings, conferences, and events	E P B U
9. Maintains confidentiality, privacy, and dignity of others	E P B U
B. Organization, Management, Problem Solving	
1. Establishes priorities and schedule for accomplishing work.	E P B U

2. Identifies problems, available resources, and possible solutions	E P B U
3. Demonstrates sound judgment and common sense	E P B U
4. Maintains a neat, orderly, attractive classroom	E P B U
5. Manages routine clerical tasks and record keeping	E P B U
6. Meets responsibilities/assignments/tasks in a timely manner	E P B U
7. Utilizes planning time well	E P B U
C. Personal Performance Characteristics	
1. Sets and achieves high expectations for own performance	E P B U
2. Accepts constructive criticism and uses it for improved performance	E P B U
3. Uses self-assessment/reflection to improve performance	E P B U
4. Demonstrates flexibility and openness to change	E P B U
5. Assumes personal/professional responsibilities	E P B U
6. Demonstrates energy, drive, and stamina	E P B U
7. Exhibits self-confidence and poise as a teacher	E P B U
8. Demonstrates initiative	E P B U
D. Communication Skills	
1. Speaks clearly, with correct pronunciation, grammar	E P B U
2. Writes clearly, with correct grammar	E P B U
3. Presents written work that is clear and legible	E P B U
4. Uses vocal inflection and projection effectively	E P B U
5. Asks pertinent and purposeful questions of other professionals	E P B U
6. Processes verbal, written, and non-verbal communication and responds appropriately	E P B U

Specific subjects, grade or ability levels, and/or program experiences for which student teacher was responsible:

Brief Evaluative Summary Statement: (This is an evaluation, not to be confused with a letter of recommendation)

Cooperating Teacher

Date

College Supervisor

Date

APPENDIX D

MESSIAH COLLEGE TEACHER EDUCATION PROGRAM

Student Self-Monitoring Video Assignment



Purpose of Self-Monitoring Video Assignment

Effective teachers spend time reflecting, self-critiquing, monitoring and adjusting their own instructional practices and performance. This is an on-going action throughout the professional life of a committed educator.

To assist Messiah College students to cultivate the practice of self-monitoring, diagnosing ways to improve, and adjusting practice to effect improvement, this assignment is required of all pre-student teachers in the junior field placement and all student teachers.

Completing the Self-Monitoring Video Assignment

For PART 1: The student will plan and teach a lesson or mini-lesson, as coordinated with the host teacher. The lesson will be video recorded and the student will critique his/her performance using the SELF CRITIQUE FORM - FIRST VIDEO RECORDED LESSON found on Canvas. Both the completed self-critique form and the video must be placed in the assignment folder in Canvas for the college supervisor's/mentor's access for potential review.

- Student Teachers must complete Part 1 prior to their mid-term evaluation/conference.
- Pre-student Teachers must complete Part 1 by date indicated on the *Semester at a Glance* document.

For PART 2: With goals established in PART 1 of this assignment, the student will plan and teach a lesson or mini-lesson, as coordinated with the host teacher. The lesson will be video recorded and the student will self-critique his/her performance using the SELF CRITIQUE FORM - SECOND VIDEO RECORDED LESSON found on Canvas. Both the completed self-critique form and the video must be placed in the assignment folder in Canvas for the college supervisor's/mentor's access for potential review.

For PART 3: Once PART 2 is completed and uploaded in the assignment folder in Canvas, the college supervisor/mentor will meet with the student either before or as part of the final evaluation conference. During this conference, the college supervisor/mentor will help the student reflect on his/her goals and performance in order to support improved future teaching effectiveness.

**Use this form
to submit to
Canvas**

MESSIAH COLLEGE TEACHER EDUCATION PROGRAM
STUDENT SELF MONITORING ASSIGNMENT
SELF CRITIQUE/RESPONSE FORM FOR FIRST VIDEO RECORDED LESSON

PERFORMANCE AREA	RATING (5=VERY EFFECTIVE, 1=NOT EFFECTIVE)	COMMENTS/IDEAS FOR IMPROVING OF PERFORMANCE <small>CLICK ON BOX BELOW TO ENTER TEXT</small>
1. Lesson was well-planned and student was well prepared	5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. Lesson pace was appropriate	5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3. Lesson had some content/concepts and reinforcement besides "lecture"	5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
4. All materials were prepared in advance for lesson	5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
5. Lesson had distinct components (opening/body/closing)	5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
6. Teacher was poised and at ease with group	5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
7. Teacher was enthusiastic & inspired interest in topic	5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
8. Teacher's voice, speech, and mannerisms were appropriate	5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
9. Teacher was able to generate student reactions/comments & incorporate these into lesson	5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
10. Teaching technique/approach was effective/appropriate for given audience	5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
11. Lesson was adapted to address needs of all learners	5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
12. Assessment occurred as part of the lesson	5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
13. Based on assessment, it could be determined that learning occurred as a result of this lesson	5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
14. Student reactions to teacher	5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
15. Student reactions to lesson	5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
16. Overall sense of success of lesson	5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Write brief, but thoughtful answers to the following questions.

A) In general, I think the strengths in the final teaching of this lesson were:

B) 3 areas where I really want to focus attention and strive for improvement are: (These will be your identified goals for video 2 of this assignment)

- 1.
- 2.
- 3.

Student Teacher Electronic Signature/Date

Please add your video link here:

MESSIAH COLLEGE TEACHER EDUCATION PROGRAM

STUDENT SELF MONITORING ASSIGNMENT- PART 2 SELF CRITIQUE/RESPONSE FORM FOR SECOND VIDEO RECORDED LESSON

Step A: After the first video recording and self-critique, you set 3 goals for improvement as follows. You've consulted with your cooperating teacher and college supervisor for suggestions as to how to attain these goals, set specific plans/strategies in place to accomplish the goals, and now report on the progress made toward them using the chart below.

GOAL (3 areas identified in self-critique 1)	WHAT I DID TO ATTAIN THIS GOAL	SELF-PERCEIVED PROGRESS TOWARD THIS GOAL
<u>Goal Area 1:</u>		
<u>Goal Area 2:</u>		
<u>Goal Area 3:</u>		

Step B: From your second video, select a 10-15 minute lesson segment that you believe documents progress toward one or more of the goal areas above. Share and discuss this video segment with your college supervisor. The supervisor will document completion for the TEP.

Student Teacher Electronic Signature/Date

Please add your video link here:

APPENDIX E

In this section you will find a document to assist you with writing a letter of reference. Additionally, Messiah's model for supervising is found here.

Guidelines for Writing Reference Letters	53
Messiah College Teacher Education Program Model of Student Teaching Supervision	58

Guidelines for Writing Reference Letters



*The Career Center
Messiah College*

HELPFUL HINTS FOR WRITING LETTERS OF REFERENCE

In today=s competitive market, job and graduate school applicants are asked to produce credentials which will significantly influence the selection process. A reference letter can be one of the most effective (or damaging) sources of evaluation. Because it is so highly regarded, the reference letter should be written with care and with significant knowledge of the person recommended. It is not an easy letter to write. Therefore, the following are suggestions for evaluators to consider.

- When approached about writing a reference letter, consider whether you know the person well enough to evaluate her/his qualifications. If your endorsement would be weak, it is better to decline than write general comments.
- Ask for the person=s resume and/or list of activities and accomplishments.
- Discuss the person=s objective with her/him, so that your letter can reflect their articulated goals.
- **TYPE ALL LETTERS OF REFERENCE.** The appearance of the letter is a reflection on both the candidate and you as the author. Appearance is often as critical as the content.
- Begin with the candidate=s name and her/his request for a general or targeted recommendation letter. (See samples.)
- Focus on your affiliation/relationship with the candidate, giving specific examples of relevant contacts, demonstrated skills and performance, and personal attributes.
- Avoid use of characteristics which may be the basis of discrimination, such as: race, color, nationality, gender, religion, age, appearance, disability, marital status, or political viewpoint.

- Avoid overused and general words such as:

<i>nice</i>	<i>good</i>
<i>average</i>	<i>reasonable</i>
<i>decent</i>	<i>fairly</i>
<i>satisfactory</i>	

More effective words may be:	<i>articulate</i>	<i>efficient</i>
	<i>imaginative</i>	<i>assertive</i>
	<i>dependable</i>	<i>expressive</i>
	<i>intelligent</i>	<i>innovative</i>
	<i>cooperative</i>	<i>observant</i>
	<i>creative</i>	<i>significant</i>

- The following list of attributes, compiled by the National Association of Colleges & Employers, has been cited by employers as important in the selection process:
 - 1) ability to communicate (oral and written); written communication ranges from full length research reports to effectiveness with e-mail and short memos
 - 2) demonstrated intelligence or proficiency in the field of study
 - 3) interpersonal skills and self-confidence
 - 4) demonstrated teamwork abilities
 - 5) initiative and responsibility
 - 6) demonstrated leadership
 - 7) high energy level
 - 8) imagination and creativity
 - 9) flexibility
 - 10) computer knowledge
 - 11) related experiential learning/internship
 - 12) ability to handle conflict
 - 13) motivation or goal achievement
 - 14) problem-solving/decision-making ability

Sample of a “GENERAL” Recommendation
(including format & content suggestions)

Date

Recommendation for _____:

Paragraph 1: Explanation and Expectations

This letter of recommendation is written on behalf of _____ and is provided at his/her request. The information contained in this letter is confidential and should be treated as such.

Paragraph 2: Opening Paragraph

- T A brief description of your affiliation/relationship to the candidate. Length of time you have known him/her, dates or semesters if possible (i.e., second semester junior year), number of classes the candidate has taken from you, job title and department.
- T Give honest, factual information. Utilize specifics when possible: responsibilities, projects worked on, and campus activities/involvement.
- T Document overall quality of work, skills, initiative, responsibility, and perceived attitude.

Paragraph 3: Body Paragraph

- T Competencies and personal qualifications which you have seen demonstrated and which are transferrable to the candidate=s future work or academic program. *(Ask the candidate for a resume or list of activities and accomplishments prior to your writing this reference. It may be helpful in targeting some of your responses.)*
- T Specific examples of competencies and personal qualifications which you have listed.
- T Significant honors, awards, achievements, activities, projects, presentations, and publications.

Paragraph 4: Closing Paragraph

- T Brief summary confirming your recommendation of the candidate.
- T General statement regarding your belief the candidate would be an asset to a company, organization or program.
- T Contact information, if reader desires further assistance.

Sincerely,

Signature

Your Name
Title, Department
College/Work or Home Address
Phone Number (optional)

Sample of a “TARGETED” Recommendation (including format & content suggestions)

Date

Name of Contact Person

Title

Organization

Address

Dear _____:

Paragraph 1: Explanation and Expectations

This reference letter is provided at the written request of _____, who has asked me to serve as a reference on her/his behalf. It is my understanding that _____ is being considered by your organization for the position of _____ (or, *Ais being considered as a candidate for your graduate program in _____@*). The information contained in this letter is confidential and should be treated as such.

Paragraph 2: Opening Paragraph

- T A brief description of your affiliation/relationship to the candidate. Length of time you have known him/her, dates or semesters if possible (i.e., second semester junior year), number of classes the candidate has taken from you, job title and department.
- T Give honest, factual information. Utilize specifics when possible: specific responsibilities, projects worked on, and campus activities/involvement you are personally aware of.
- T Document overall quality of work, skills, initiative, responsibility, and perceived attitude.

Paragraph 3: Body Paragraph

- T Competencies and personal qualifications which you have seen demonstrated and which are transferable to the candidate=s future work or academic program. (*Ask the candidate for a resume or list of activities and accomplishments prior to your writing this reference. It may be helpful in targeting some of your responses.*)
- T Specific examples of competencies and personal qualifications which you have listed.
- T Significant honors, awards, achievements, activities, projects, presentations, and publications.

Paragraph 4: Closing Paragraph

- T Brief summary confirming your recommendation of the candidate.
- T General statement regarding your belief the candidate would be an asset to the contact person=s organization.
- T Contact information, if reader desires further assistance.

Sincerely,

Signature

Name

Title, Department

College Address & Phone (options: fax number, personal e-mail address)

**MESSIAH COLLEGE TEACHER EDUCATION PROGRAM
MODEL OF STUDENT TEACHING SUPERVISION
A GUIDE FOR OUR WORK WITH STUDENT TEACHERS**

The Messiah College Teacher Education Program Model of Student Teaching Supervision is included in the next several pages of this packet. This document will be helpful to read regardless of whether you are the student teacher, the cooperating teacher, or the college supervisor.

By comprehending more fully the foundational beliefs, guiding principles, and suggested implementation and verification strategies outlined to articulate the role of the college supervisor, each of you will have a greater understanding of what you should expect concerning the work of the college supervisor. Additionally, even though the document was developed with the college supervisor and his/her work as its focus, we believe that the other two members of the student teaching triad (student teacher and cooperating teacher) will benefit from attempting to incorporate the basic premises of this document into their interactions in the student teaching assignment.

For example, it is important that we all believe and work on the premise that *student teaching is a learning process* as stated in Foundational Belief number one. When we all accept this as a common belief, the way that we approach our work in the student teaching setting – regardless of our assigned role – will be impacted.

Please read and refer to this Messiah College Teacher Education Program Model of Student Teaching Supervision often throughout the semester – to gain insights and ideas for stronger performances by all – the college supervisor as well as the student teacher and cooperating teacher.

Messiah College
Teacher Education Program
Model of Student Teaching Supervision
October 20, 2006

Context and Rationale

Student teaching is the culminating learning experience in the Teacher Education Program at Messiah College. Through this experience, our students learn to apply the theoretical knowledge and strategic skills that they have acquired in prior coursework to decision-making and problem-solving processes in complex learning environments. The College Supervisor plays a critical role in facilitating student teacher progress, active reflection, and learning from the experience. The *Model of Student Teaching Supervision* was developed to provide a unified and coherent perspective on the critical role of the College Supervisor. The model provides a unifying framework for the large number of certification programs and student teaching supervisors at Messiah College. The model functions to provide a common theoretical and conceptual structure to (a) guide our work with student teachers, (b) help us reflect on our effectiveness as supervisors, and (c) help us communicate more clearly with each other, cooperating teachers, and our student teachers.

The model is comprised of four components:

1. Foundational Beliefs
2. Guiding Principles
3. Implementation Strategies
4. Verification Strategies

The meanings of each of these components is further elaborated below:

- 1. Foundational Belief: A belief statement that describes a strongly held value or ideal.**

Example: We believe that student teaching is a learning process.

- 2. Guiding Principle: A generalization statement that has the power to guide thinking and action. Guiding principles provide the rationale for specific *implementation strategies* and are aligned with *foundational beliefs*.**

Example: Learning is an ongoing, developmental process that involves taking risks, solving problems, and acquiring new understandings.

- 3. Implementation Strategy: A specific supervisory procedure that could be carried out in a concrete context. Strategies are stated with enough specificity to provide a heuristic structure for what we do but general enough to apply to a wide variety of situations. Specific implementation strategies are aligned with specific guiding principles.**

Example: College supervisors should encourage student teachers to exercise initiative and creativity.

- 4. Verification Strategy: A procedure that provides evidence that one or more implementation strategies and their associated guiding principles are being applied regularly and effectively by student teaching supervisors. The purpose of verification strategies is to provide data for program evaluation and to stimulate continued discussion of approaches to student teaching supervision. Verification strategies are not intended to be used to evaluate the performance of individual student teaching supervisors.**

Example: On an end-of-experience questionnaire, student teachers rate supervisors' encouragement to exercise initiative and creativity.

ORGANIZING BELIEF

We believe that graduates of our teacher education program should demonstrate content knowledge, instructional effectiveness, professionalism, and Christian character.

Foundational Beliefs, Guiding Principles, and Implementation Strategies

BELIEF A. We believe that student teaching is a process of developing self-reflective practice that deliberately informs decision making.

Guiding Principles

1. The evidence of effective teaching is student learning; learners are the focus of the instructional process.
2. Learning results from active, meaningful engagement with accurate, developmentally appropriate content.
3. Self-reflective practice involves a continuous cycle of goal setting, planning, implementation, assessment, analysis, and modification.
4. Effective decision-making often requires the application of existing research and taking the initiative to engage in personal research (e.g., data collection).

Implementation Strategies

- a. College supervisors (CS) should continually focus student teachers (ST) on their responsibility to facilitate student learning.
- b. CS should monitor and insist on content depth and accuracy in ST work with learners.
- c. CS should engage ST in opportunities to describe and evaluate the consequences (both intended and unintended) of their thoughts and actions.

- d. CS should facilitate communication between ST and their cooperating teachers regarding goal setting, planning, implementation, assessment, analysis, and modification.
- e. CS should review and evaluate ST written instructional plans that describe instructional goals, teaching strategies, and assessment procedures.
- f. CS should encourage ST to collect and analyze data to help them make decisions and solve problems.
- g. CS should encourage ST to consult and apply existing research findings to help them make decisions and solve problems.

BELIEF B. We believe that student teaching is a learning process.

Guiding Principles

1. Learning is an ongoing, developmental process that involves taking risks, solving problems, and acquiring new understandings.
2. Establishing realistic and attainable goals is necessary for evaluating and monitoring learning progress.

Implementation Strategies

- a. CS should facilitate dialogue between ST and cooperating teachers about their perspectives on teaching and specific instructional strategies.
- b. CS should encourage ST to exercise initiative and creativity.
- c. CS should assist ST to respond constructively to difficulties and challenges they experience.
- d. CS should cultivate relationships with ST that facilitate open dialogue about their personal and professional goals and aspirations.
- e. CS should help ST set specific goals for continued improvement and/or development and collect data to document progress toward attaining those goals.

BELIEF C. We believe that student teachers should engage in thinking, problem-solving, and decision-making processes that are informed by theoretical knowledge.

Guiding Principles

1. Learners' metacognitive awareness fosters understanding of their own and others' thinking processes.
2. The ability to transfer knowledge depends on the opportunity to apply that knowledge in a variety of meaningful contexts.
3. Thinking and decision-making processes are influenced by personal dispositions, beliefs, and interpersonal relationships.

Implementation Strategies

- a. CS should pose probing questions that encourage ST to explain the reasons for their instructional decisions and actions.
- b. CS should pose probing questions that encourage ST to analyze and evaluate the effects of their decisions and actions on themselves and others.
- c. CS should require ST to explain how specific theories and principles inform their instructional decisions and actions.
- d. CS should challenge ST to identify and explain how their personal attitudes, beliefs, and interpersonal relationships influence their instructional decisions and actions.

BELIEF D. We believe that student teachers should seek, receive, and respond to feedback from others.

Guiding Principles

1. Learners benefit from frequent informative feedback that is perceived by the learner as constructive.

Implementation Strategies

- a. CS should provide frequent, detailed written feedback on all aspects of ST performance and encourage cooperating teachers to do the same.
- b. CS should encourage ST to express perceived strengths and areas of concern prior to observation and then provide informative feedback on those areas.
- c. CS should provide opportunities for ST to offer explanations and perspectives on their performance and the CS observations.
- d. CS should facilitate positive, trusting relationships among the CS, ST, and cooperating teacher to promote constructive dialogue and enhance ST success.

BELIEF E. We believe that student teachers should demonstrate an awareness of their Christian faith and how it influences their personal and professional lives.

Guiding Principles

1. Christian beliefs and awareness vary from individual to individual.
2. Christian beliefs are applied differently across varying contexts.

Implementation Strategies

- a. CS should provide ST with frequent opportunities to articulate how their personal Christian beliefs influence their decision-making processes.

BELIEF F. We believe that student teachers should demonstrate the ability to function productively within the immediate learning community and the larger external community.

Guiding Principles

1. Each learning community has its own unique cultural context and social norms.

Implementation Strategies

- a. CS should encourage ST to seek out and participate in school and community activities.
- b. CS should provide frequent opportunities for ST to discuss their active engagement with the school and community culture and what they have learned from those interactions.

BELIEF G. We believe that student teachers benefit from differences across certification programs balanced by the articulation of common perspectives.

Guiding Principles

1. Learners need to have consistent expectations communicated clearly to them.
2. Ongoing awareness and communication are necessary to resolve perceived discrepancies between different perspectives.

Implementation Strategies

- a. CS should make themselves aware of different content, principles, and practices that ST experience in different aspects of their preparation programs.
- b. CS should assist ST to navigate perceived discrepancies between what they experience in different aspects of their preparation programs.
- c. CS should actively help ST identify and understand connections between the expectations of student teaching and what they have experienced in different aspects of their preparation programs.

BELIEF H. We believe that student teaching is an opportunity for personal and professional discovery that inspires a commitment to continued professional development and lifelong learning.

Guiding Principles

1. Learners need to be exposed to people who model examples of professional development and lifelong learning.
2. Learners need to be provided with opportunities and encouraged to experience the benefits of participating in activities that facilitate their continued development.

Implementation Strategies

- a. CS should facilitate dialogue with cooperating teachers and ST about current and future professional development opportunities.
- b. CS should discuss with ST future professional development goals and strategies that are related to their personal strengths and areas for further growth.
- c. CS should model a lifestyle of ongoing professional development.

BELIEF I. We believe that student teaching is an opportunity to develop confidence, self-efficacy, and leadership abilities.

Guiding Principles

1. Confidence and self-efficacy develop as learners experience success with challenging tasks.
2. Learners need to be provided with opportunities and encouraged to experience the benefits of participating in activities that facilitate the development of leadership abilities.

Implementation Strategies

- a. CS should encourage ST to assume new challenges and support them in achieving success.
- b. CS should help ST recognize and understand their emerging areas of strength.
- c. CS should help ST identify and explore opportunities to exercise their emerging leadership abilities.

Verification Strategies

1. supervisors submit weekly observation forms
2. supervisors submit mid-term evaluation forms
3. supervisors submit final evaluation forms
4. supervisors submit early instructional planning forms
5. supervisors submit the PA 430 forms
6. student teachers' written instructional plans
7. student teachers' portfolios
8. yearly questionnaire to graduates of teacher education program
9. cooperating teacher questionnaire
10. end-of-experience questionnaire completed by student teachers (questions about supervisors)
11. group discussions with college supervisors