



TEACHER
EDUCATION PROGRAM

Professional Semester Handbook

Revised Fall 2020

GUIDELINES, ROLES, EXPECTATIONS

In this section, you will find guidelines for teacher candidates and university supervisors.

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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 university.

In order for Messiah to be the endorsing institution for teacher certification you need to graduate with a major connected to teacher certification.

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, Declaration of Intended Activities During Student Teaching form** 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

Teacher candidates 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. Teacher candidates are required to be in their school setting and participate in all events that are required of the regular classroom teacher. This means that teacher candidates are required to attend in-service sessions, parent-teacher conferences, staff meetings, open house events, etc. just as any other teacher does.

UNIVERSITY vs. PUBLIC SCHOOL CALENDAR & EVENTS

Students who are enrolled in the Professional Semester will follow the schedule of their assigned school district. Teacher candidates may not participate in the Messiah University Fall, Spring Break or other university breaks which occur during the Professional Semester.

EVALUATION

Two instruments will be used to monitor teacher candidate progress at mid-term and to evaluate overall performance at the end of student teaching. The Messiah University Teacher Education Program Student Teaching Evaluation Form (completed by the cooperating teacher and the university supervisor) and the PDE 430 Form (completed by the university 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 University 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 Field Experience Coordinator after the final evaluation and PDE 430 forms have been filed by the university 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 or have the required higher certification exam score and at least a 2.8 GPA.

HIGH IMPACT STRATEGIES

Teacher candidates will participate in a workshop on High Impact Strategies taught by CAIU Professionals prior to beginning their teaching experiences in local schools.

SCHEDULES AND WEEKLY PLANS

Each Friday, the teacher candidate is responsible for submitting the weekly goal/reflection and schedule to the university supervisor via Canvas. This form provides a schedule for the following week, an appraisal of the current week/performance, and other needed information. The reflection must be provided to the university supervisor by 11:59 pm on Fridays. Details for completion and submission will be discussed by the university supervisor with the teacher candidate prior to the beginning of full time student teaching.

VIDEOS AND CREDENTIAL FILES

The university 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. Technology Support Services has ample video recording equipment and can provide technical assistance.

Equipment Reservation link:

http://www.messiah.edu/offices/its/phones_cabletv_video/reserve_equipment.html

For technical assistance, call x4444 or send an email to Helpdesk@messiah.edu

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

PRESENTATION PORTFOLIO

All teacher candidates are required to continue to prepare and refine their professional portfolios during their Professional Semester. The portfolio will reflect the Domains of the Danielson Model. The cooperating teacher and university supervisor may best be able to assist the teacher candidate with an informal critique of the portfolio and suggest 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 also offer insights related to portfolio development.

Messiah University 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 University teacher candidates is structured to provide students in all certification areas with a minimum of 12 weeks of full-time student teaching.

***Education PreK-4, Dual PreK-4/Special Education, Grades 4 – 8, FCS, Modern Language, and Secondary** certification student teaching is designed to provide students with three weeks of intensive study and preparation on campus, followed by the 12 weeks of student teaching. (See below)

Weekly Student Teaching Schedule:

PreK-4, Dual (PreK-4/Special Education), Grades 4-8, Secondary, Music, Art, and HPE

WEEK	ACTIVITIES/EXPECTATIONS
<i>prior to the start of the field placement</i>	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.
Day 1 ★	Teacher candidates will immediately engage in One Teach/One Observe and One Teach/One Assist co-teaching strategies.
1-2	Teacher candidates begin to assume responsibilities for teaching in the field placement. Teacher candidates will engage in introductory and transition activities, solo and co-teach, observe in other classrooms in the school, assume management tasks such as grading papers, prepare materials, construct bulletin board, etc., and take the lead in co-planning and co-teaching one-two class preps per day.
3-5	Teacher candidates will take the lead on a minimum of half of the instructional responsibilities while continuing to observe and assist the teacher during the remainder of the day.
6-7	At this time, the 3-way mid-term evaluation/conference will occur. This is an opportunity for all participants to assess the teacher candidate's progress and set goals for the remainder of the field experience. The university supervisor will arrange the conference and brief all participants on the preparations for this evaluation.
7-8 Art and HPE only	Art and HPE student teachers begin second placement , which provides two distinct settings (elementary and secondary) for student teaching. Teacher candidates begin to assume responsibilities for teaching in the field placement. Teacher candidates will engage in introductory and transition activities, solo and co-teach, observe in other classrooms in the school, assume management tasks such as grading papers, prepare materials, construct bulletin board, etc., and take the lead in co-planning and co-teaching one-two class preps per day.

6-11 (9-11 for Art and HPE)	The teacher candidate should have major responsibilities and taken the lead on co-planning and co-teaching in the classroom. We expect teacher candidates to solo teach and co-teach through the final week of the Professional Semester.
12	During the last week of student teaching, the student and the cooperating teacher are encouraged to plan for an easy transition back to the cooperating teacher, but the teacher candidate should maintain co-planning and instructional responsibilities until the end of the experience. Final evaluation of the teacher candidate's performance will be completed by the university 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 teacher candidates will develop their skills and confidence at individual rates. The university supervisor will be able to assist, if needed, in determining a time schedule that suits the individual student. Please do not hesitate to ask for help.

GUIDELINES FOR THE TEACHER CANDIDATE

The teacher candidate 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 access to a school handbook on one of your first visits, read it, and ask clarifying questions.
- research and read the curriculum
- 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 Messiah University 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 online form. If an absence is necessary, the teacher candidate must notify both the cooperating teacher and the university 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 university supervisors carefully monitor teacher candidate attendance.
- be prepared for all teaching responsibilities well in advance of the scheduled teaching time.
- 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 goal/reflection and the following week's teaching schedule (due on Fridays by 6:00), 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, security clearances, certification application process, testing, etc.
- refrain from being put in the role of substitute teacher since you are **not** a certified 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 with your cooperating teacher and university supervisor. Please contact the Field Experience Coordinator for additional assistance.
- 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 university supervisor in a timely manner.

ATTENDANCE POLICY FOR TEACHER CANDIDATES

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 teacher candidates meet all requirements established by the Messiah University Teacher Preparation Programs in order to be successful. One such requirement is regular, consistent attendance. **Teacher candidates 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.)**

Any absence, for any reason, will need to be made up. Students, cooperating teachers, and university supervisors should be aware of this policy and weigh any decisions related to the teacher candidate missing a day of school. Teacher candidates must report absences through the Self-Service Menu at the time of the absence. Reported absences will automatically be documented on the final evaluation form at the end of student teaching. Make-up days will be assigned for absences and need to be completed during regular school day hours. *(Updated 5/10/19)*

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 teacher candidate to the Field Experience Coordinator. 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.

Exception: Teacher candidates 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 teacher candidate must complete the appropriate electronic form.

Students will find the absence report forms under their Self-Service TEP tab.

SUBSTITUTE POLICY FOR TEACHER CANDIDATES
Approved by Teacher Education Committee, September 12, 2018

POLICY

Student teachers could request to be allowed to serve as a substitute teacher in the following way and under the following circumstances.

- After 6 weeks of successful student teaching (apply during the sixth week)
 - For students in split placements (HPE, Art), eligibility would begin after two weeks of successful performance in the SECOND placement
- By submitting a letter of request to the Assistant Dean of Teacher Education
- With written recommendation from the cooperating teacher, building principal, and university supervisor
- Student must be approved through the district's usual process of hiring substitute teachers (this could be done in advance of the student teaching semester)
- Paid as a substitute teacher by the district and covered by relevant liability insurance
- District agrees to have certified teacher and/or building administrator check in a minimum of three times during the day
- May serve in their current classroom or another classroom in the same building where the student's certification grade band (not necessarily content area) would apply
- Student must provide lesson plans to cooperating teacher when missing class to substitute
- May serve a total of 5 days as a substitute teacher; additional days would need to be made up at the end of the semester
- May need to do additional days at the end of the semester as make up days at the discretion of the Messiah University Assistant Dean of Teacher Education

PROCEDURE

Steps you must take to be approved to serve as a substitute:

1. Apply through the district's usual process for hiring substitute teachers
2. Complete 6 weeks of successful student teaching
3. Obtain written recommendation from the cooperating teacher, building principal, and university supervisor
4. Submit letter of request with recommendations to the Field Experience Coordinator

Steps you must take once you are approved by TEP:

5. Obtain approval from your cooperating teacher for every subbing opportunity before agreeing to serve.
6. Send an email copying the following people indicating what day you will be serving as a substitute: Field Experience Coordinator, your university supervisor, and your cooperating teacher.

Please be professional in all communication and decisions regarding this process, and remember that your primary responsibility is to your cooperating teacher and your classroom.

NOTES ABOUT PLANNING REQUIREMENTS:

- Teacher candidates are **required** to complete the appropriate Messiah University Instructional Planning Template for all instructional episodes. Teacher candidates 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**. Teacher candidates 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 teacher candidate who has not planned well. Teaching time that is missed due to lack of adequate plans may need to be made up at the end of the semester.
- Written plans are to follow the Instructional Plan Template for Pre K-4, Middle, and Secondary Education (See next page for template.) Teacher candidates 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 teacher candidates, 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/Core 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)

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

Messiah University
Instructional Plan Template for
Pre K-4, Grade 4-8, Secondary Education

Name:

Subject:

Date:

Topic:

Grade:

School:

A. Instructional Goal and Learning Outcome

B. Pennsylvania 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)**

Co-teaching Strategies

Increasingly, teacher candidates and cooperating teachers are engaging in co-teaching practices. This section is a brief overview of the definitions and strategies for co-teaching.

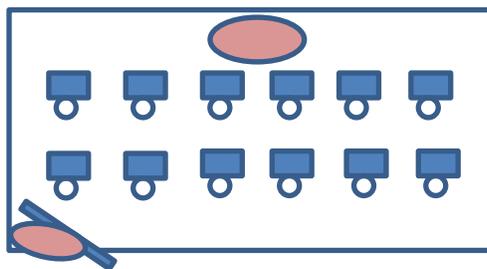
Co-teaching is defined as two teachers, cooperating teacher and teacher candidate, and working together with groups of students - sharing the planning, organization, delivery and assessment of instruction as well as the physical space. Both teachers are actively involved and engaged in all aspects of instruction.

Co-Teaching <i>Is</i>	Co-Teaching <i>Is Not</i>
<ul style="list-style-type: none"> • A service delivery option • Two or more professionals with equal status in the classroom • Instructional responsibility and accountability shared for a single group of students for whom they both are invested in • A shared classroom or workspace • Specific and varied levels of participation based on co-teachers' skills and the instructional needs of the students • The power differential between the teacher candidate and the cooperating teacher is discussed and evenly balanced. 	<ul style="list-style-type: none"> • An extra set of hands • One person teaching while the other person roams about the classroom to provide assistance • An arrangement where one person takes the lead one day and the other the next day • A means to get out-of-class duties completed during class time • Allowing two classes to share one room • A means to meet inclusion requirements • Simply collaboration, which refers to how individuals interact

Seven Co-Teaching Strategies

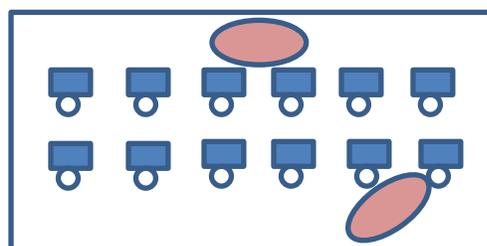
One Teach, One Observe

One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation.



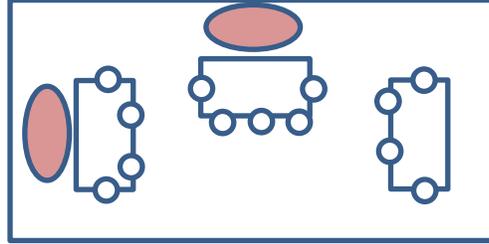
One Teach, One Assist

One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.



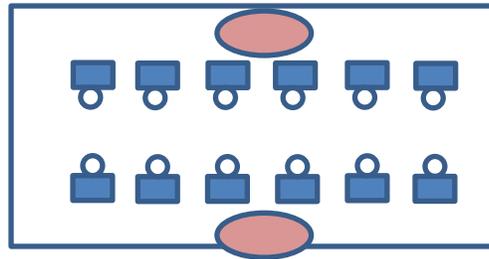
Station Teaching

The co-teaching pair divide the instructional content into parts. Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station.



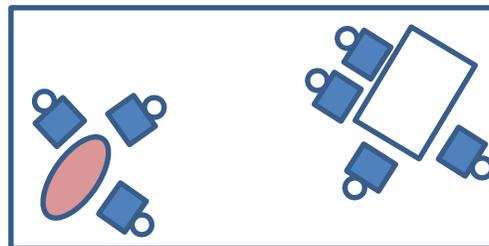
Parallel Teaching

In this approach, each teacher instructs half the students. The two teachers are addressing the same instructional material using the same teaching strategies. This strategy provides a reduction of student to teacher ratio.



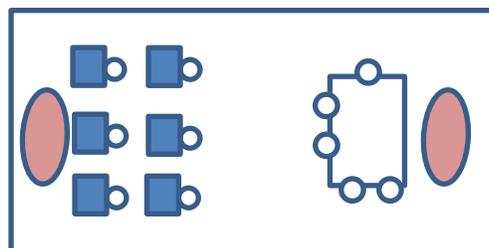
Supplemental Teaching

This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials extended or remediated.



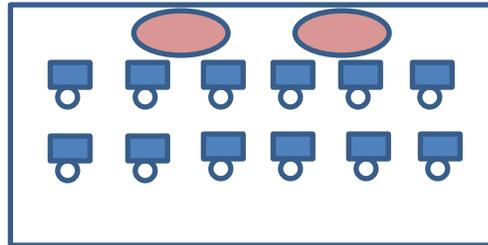
Alternative Teaching

Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however, the avenue for getting there is different.



Team-teaching

Well planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.



The Benefits of Co-Teaching

Studies have evaluated and reevaluated the practice of co-teaching and have found many benefits that stem from the use of co-teaching strategies. The practice of co-teaching began with the over-arching themes of inclusion practices and the push to increase diversity in schools with an emphasis on school and teacher accountability. The many benefits of co-teaching include:

- **Enhances student learning**
- **Reduces the student-teacher ratio**
- **Increases instructional opportunities for all students**
- **Supports differentiation practices**
- **Improves classroom management**
- **Benefits student participation and engagement**
- **Aids in student and teacher collaboration skills**

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 teacher candidate in charge?" is one that is asked frequently. In recent years, the answer has gradually changed from an emphatic "No" to "Probably not."

The legal department of the Pennsylvania Department of Education suggests that we "Exercise good common sense," "Be prudent," and "Be sure that the teacher candidate 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 program-required field experience, the University carries liability insurance that covers our students. Teacher candidates may or may not have their own professional liability insurance.

2. **May student teachers be used as substitute teachers during their professional semester?**

Messiah University teacher candidates may work as substitute teachers during days/semesters when they are not fulfilling the requirements of a field experience or student teaching. When Messiah University students are serving as teacher candidates during their professional semester, they may serve as substitute teachers after being approved by the Teacher Education Program, following the Substitute Policy for Teacher Candidates (p. 9). The purpose of the field experience/student teaching is to provide supervised field experience with a certified teacher who can provide support and feedback so students may only serve a total of five days as a substitute. Additional days would need to be made up at the end of the semester.

3. **How are assignments of teacher candidates arranged?**

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, school district and cooperating teacher requests 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, the Field Placement Office will make contacts with the appropriate personnel in the school systems. Students will then be assigned to cooperating teachers based on agreements between the university, represented by the Field Placement Office, and participating schools.

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

4. **Are cooperating teachers compensated?**

As an expression of appreciation for the professional involvement with teacher candidates, Messiah University provides an honorarium for each cooperating teacher.

5. **What do teacher candidates know about new initiatives impacting schools?**

In addition to rigorous preparation in their teacher preparation curriculum, teacher candidates will also receive training (through CAIU) in High Impact Strategies prior to the start of their teaching time. Teacher candidates should come to you with foundational 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 teacher candidate 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 teacher candidate? Co-op? Setting?**

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

Occasionally, teacher candidates or field experience students observe unprofessional behavior and/or an unsafe situation in a field placement. Generally, we encourage students to reflect on and learn from this situation. However, if a teacher candidate or a university supervisor reports a significant issue with a placement to the Teacher Education Program Office, the Field Experience Coordinator will consult with the Director of Teacher Education to determine the appropriate intervention. These interventions may include a conversation with the cooperating teacher or on rare occasions, a conversation with the building principal and/or district office administrator.

COOPERATING TEACHER RESPONSIBILITIES

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

A. Help develop feelings of belonging and feelings of respect as a professional.

1. Incorporate an introduction that deliberately sets the stage for the teacher candidate to be a respected teacher in the classroom.
2. Involve the teacher candidate in regular and informal faculty activities of the school.
3. Visibly demonstrate to the class and school personnel that you have confidence in the teacher candidate.
4. Assist the teacher candidate in the role confusion that may exist as the student transitions from university student to teacher.
5. Adapt as needed for personality differences.
6. Maintain open communication with the teacher candidate.

B. Establish daily times to discuss actions and weekly times for extended conferences.

C. Engage and promote ongoing dialogue, highlighting the following:

1. Beginning topics:
 - teacher candidate's pedagogy, content and field experiences
 - role clarification, expectations, routines, and procedures
 - orientation to district policies, school building, classroom, and supplies
 - preplanning for assuming teaching responsibility/transitioning to full load
 - initial stages of detailed lesson planning
 - curriculum and standards
2. Continuous topics:
 - meeting the needs of all learners
 - daily / long-range co- planning and reflection
 - analysis of specific teaching skills and suggestions for improvement based on evidence
 - evaluation of performance
 - classroom management strategies
 - daily/weekly observations
3. Culminating topics:
 - reflect upon goals, articulate strengths and areas of growth
 - feedback on portfolio and interviewing preparation
 - review final evaluation

D. Provide written assessments that include:

1. weekly performance observation form (minimum of one observation form per week)
 - student engagement
 - identification of specific areas of concern
 - specific techniques for improvement

2. anecdotal notations of any reoccurring problems.
 3. records of specific observational instruments used.
- E. Identify strategies for success, problem areas and specific plans for remediation of problems.
1. The cooperating teacher and the teacher candidate, assisted by the university 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 teacher candidate, cooperating teacher, and university 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 university supervisor, arrange time for consultation with the teacher candidate. Time should be arranged so that both the cooperating teacher and teacher candidate converse with the university supervisor on a regular basis, whether in person or via e-mail/phone.
- G. Exhibit genuine interest in the education of teachers and maintain respect for the integrity of the University'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 teacher candidate will work.

PRACTICAL SUGGESTIONS FOR SUCCESSFUL COOPERATING TEACHERS

- Plan an introduction of the teacher candidate, establishing the role early on in this placement.
- Establish a co-teacher atmosphere with the teacher candidate. Assist them in exercising initiative so they do not have to ask your permission to do everything, especially in front of the pupils.
- Provide physical classroom space for teacher candidate.
- Acquaint the teacher candidate with school policies, administrative/school regulations and expectations; emphasize expected arrival and departure times
- Assign immediate responsibilities such as morning routine, administrative tasks and duties.
- Define a schedule together with the teacher candidate and university supervisor that shows progression for assuming the teaching load.
- Provide constructive criticism in a positive manner. Confer regularly with the university supervisor regarding the teacher candidate's progress.
- Report problems or serious deficiencies to the university supervisor early on in the field experience. Write a professional, yet candid recommendation and evaluation of your teacher candidate.
- Permit the teacher candidate to make honest mistakes and learn from them.
- Allow the teacher candidate to attempt instructional strategies and procedures that may differ from your own.
- When appropriate, leave the classroom for brief periods of time, permitting the teacher candidate to learn independence and sole authority in the classroom.
- Refrain from "getting the class ready" when the teacher candidate is preparing to teach a lesson. Permit the teacher candidate to set the stage as the instructional leader.
- Refrain from interrupting the teacher candidate once instruction has been initiated. Directions, procedures, and techniques may differ; permit them to work through the experience, coaching them to ensure better success in the future.
- Step in when a lack of control may result in a safety issue; attempt this without destroying the leadership role of the teacher candidate.
- Schedule weekly conferences and co-planning times. (*Continual, informal discussions will be ongoing.*) Use this time for lesson planning, reflection and evaluation of previous lessons, and problem solving. Introduce the university supervisor as a teacher from Messiah University. Please refrain from warning the students to be on their best behavior as this may give the supervisor a false sense of the teacher candidate's abilities.

PERFORMANCE CHECKLIST FOR EFFECTIVE COOPERATING TEACHERS

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

I will prepare the teacher candidate for responsibilities by:

- offering an orientation to the school, the classroom, the students, and available resources.
- discussing the expectations for my teacher candidate and listening to his/her expectations.
- developing a comprehensive image of my goals, curriculum, and long range plans.

I will accept the teacher candidate as a professional colleague by:

- providing workspace.
- introducing to school personnel.
- respecting decisions, ideas, and planning.
- transferring the lead in planning, instructing, and managing the responsibilities.

I will accept the typical mistakes of the teacher candidate by:

- refraining from overreacting to mistakes.
- allowing the continuation of responsibilities.
- modeling that mistakes are normal and not irrevocable.
- providing a 'clean slate' following a mistake.
- guiding through reflective analysis.

I will restrain from prescriptive directions by:

- discussing options/ideas before a decision is finalized.
- allowing freedom of choice.

I will provide ongoing assessment of and feedback to the teacher candidate by:

- regularly observing.
- conveying perceptions of observations through verbal and/or written comments
- scheduling conference times each week in addition to less formal exchanges of ideas/comments.

I will allow a teacher candidate to observe and discuss my teaching activities and teacher effectiveness by:

- promoting frequent times for observation.
- inviting analysis of my lessons.

I will help the teacher candidate understand my teaching practice by:

- discussing diagnostic procedures.
- explaining conclusions/decisions.
- explaining the implementation of teaching techniques as a result of the diagnosis and analysis.

Helpful Tips for Effective Cooperating Teachers

Before your teacher candidate arrives:

- Attend the Pairs Workshop at Messiah University prior to the first day of student teaching, familiarizing yourself with your teacher candidate as well as the Teacher Education Program expectations.
- Learn about the teacher candidate's background; review the student teacher's resume.
- Read the provided student teaching handbook and visit the Messiah University Teacher Education Program website at www.messiah.edu/teacher.
- Connect with your teacher candidate through e-mail and a possible visit to the school.
- Secure materials to be used in orienting the teacher candidate (handbooks, schedules, manuals).
- Know and understand the legal status of teacher candidates and the responsibility of a supervising teacher.
- Make necessary arrangements for the teacher candidate to comfortably assimilate into your classroom (desk, supplies).
- Develop a plan for introducing the teacher candidate to the class and faculty,

The first few days with your teacher candidate:

- Introduce the teacher candidate to a class in such a way that his/her status is established.
- Place the teacher candidate in a partnership arrangement with you for planning and determining procedures.
- Introduce the teacher candidate to other faculty members, administrative staff, and facilities.
- Acquaint the teacher candidate with the classroom routine and management techniques.
- Apprise the teacher candidate of the class work that is currently under way, curricular guides and standards, and instructional goals/expectations.
- Immediately involve the teacher candidate in the activities of the classroom.
- Provide the teacher candidate with essential materials and work space for successful performance.

- Discuss school policies and regulations with the teacher candidate.
- Assist the teacher candidate in learning student names, background information, and essential information for addressing individual student needs.
- Delegate responsibility and authority to the teacher candidate in a gradual manner.

UNIVERSITY SUPERVISOR RESPONSIBILITIES

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

- A. Orientation and Coordination
 1. Orienting teacher candidates 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 teacher candidate and cooperating teacher, consultations with building administrators and written memos if needed.
 3. Clarify and interpret university policies concerning the student teaching program.
 4. Serve as a liaison for the teacher candidate - cooperating teacher relationship as well as the public school - university relationship.
- B. Supervision
 1. Make regular "on-site" visits to assess the progress of the teacher candidate.
 2. Observe the student's involvement in classroom instruction.
 3. Complete an observation report (cc teacher candidate, co-op)
 4. Confer with the teacher candidate 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 teacher candidate 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.
 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 teacher candidate and cooperating teacher.
 2. Maintain an ongoing log of actions with the teacher candidate.
 3. Keep the Field Experience Coordinator informed of any concerns and/or issues that might be a problem for the teacher candidate 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 University TEP Evaluation Form) and individually the PDE 430. Submit these online 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 Experience Coordinator.
- D. Program Improvement

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

SPECIFIC EXPECTATIONS FOR OBSERVATION AND EVALUATION OF TEACHER CANDIDATES

It is expected that the teacher candidate will be observed regularly throughout the professional semester. The cooperating teacher will formally observe weekly, using the TEP observation form for documentation. The university supervisor will formally observe throughout the semester, also using the TEP observation form for documentation. The Messiah University supervisor will discuss forms and observation procedures during an initial visit with the cooperating teacher and teacher candidate.

- The cooperating teacher will complete one written observation of the teacher candidate each week. The Performance Observation Report form will be provided through email at the beginning of the semester. Each week, the completed form should be emailed to the student, the university supervisor, and the field experience coordinator within 24 hours of the observation after conferencing with the teacher candidate.
- The university supervisor will observe five live observations using the Performance Observation Report form. Feedback will be provided following each observation as well as the video assignment.

Perceptions of the teacher candidate's performance, as observed by teaching professionals, should be shared regularly with the student. Direct and clear feedback is essential to the student's growth and development in the teaching setting.

Mid-Term Evaluation 3-Way Conference

The Messiah University Mid-term Evaluation (p. 43) will be completed on-line and signed with electronic signatures by the teacher candidate, coop, and supervisor. As formative evaluation of the teacher candidate, this mid-point assessment is completed at the mid-point of a single assignment. For teacher candidates with split placements, this assessment is completed at the end of the first split placement.

The PDE-430 will be completed by the Messiah University supervisor and signed by the teacher candidate

Final Evaluation

The Messiah University Final Evaluation form (p. 47) will be completed on-line and signed with electronic signatures by the cooperating teacher and the Messiah University supervisor. This summative evaluation is completed for each teacher candidate during the last week of the experience.

The PDE-430 will be completed by the Messiah University supervisor and signed by the teacher candidate.

Appendix A

Planning

In this section, you will find planning guides.

Pre K-4, Dual (Pre K-4/Special Education, Grade 4-8, Secondary	27
Art Education	28
Health & Physical Education	29
Music Education	30

Messiah University
Instructional Plan Template for
Pre K-4, Grade 4-8, Secondary Education

Name:
Date:
Grade:

Subject:
Topic:
School:

A. Instructional Goal and Learning Outcome

B. Pennsylvania 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 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

MESSIAH UNIVERSITY 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.

Appendix B
CONFERENCES/OBSERVATIONS/WEEKLY REFLECTION

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

Expectations and Tips for Observations and Conferences	32
Performance Observation Report Forms	
Pre K-4, Grade 4-8, Secondary /FCS/Art/Modern Language	34
Health & Physical Education	36
Music Education	38
Suggestions for Focused Observations	40
Weekly Reflection from teacher candidates for university supervisors.	41

EXPECTATIONS FOR CONFERENCING

Communication between the teacher candidate, the cooperating teacher, and the university supervisor will be frequent, candid and constructive.

The teacher candidate is aware that conferencing will be completed on a regular basis. Informal feedback will be critical as the student progresses daily. The teacher candidate will expect for more formal conferencing with the cooperating teacher and/or university supervisor as observations are completed.

Teacher candidates are encouraged to take notes and ask clarifying questions during conference times. We encourage our teacher candidates to be reflective and proactive with information gained through conferences.

SUGGESTIONS FOR CONFERENCING WITH TEACHER CANDIDATES

ORIENTATION CONFERENCES will assist the teacher candidate in learning as much as possible about the school, the students, the community, and the cooperating teacher. Suggestions for topics may include:

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

FORMATIVE CONFERENCES will provide ongoing opportunity for the teacher candidate to dialogue about performance, strategies, concerns, specific skills, strengths and areas where growth could occur. These may be formal and/or informal. The student and circumstances will drive the nature of these conferences. Suggestions for topics may include:

- Teaching skills, content knowledge, differentiated instruction, methods and techniques
- Informal evaluation of professional performance, discussion of expectations, concerns, 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 regarding relationships with students, faculty, parents, administrators
- Planning for enrichment activities such as observations in other classrooms, extra-curricular events, professional development activities

SUMMATIVE/EVALUATIVE CONFERENCES will provide opportunities to review past performance, focus on present circumstances and set goals for future employment. These conferences will provide accurate evidence of the student's performance. Suggestions for topics may include:

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

MESSIAH UNIVERSITY TEACHER EDUCATION PROGRAM
Student Teaching/Internship Performance Observation Report

Teacher candidate/Intern: _____

Observer: _____

Class/Subject: _____

Date: _____

Ratings for Performance Observations

D	DISTINGUISHED	Notably surpasses expectations for level of performance of a teacher candidate. 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 level of performance of a teacher candidate. 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 level of performance of a teacher candidate. 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 of a teacher candidate.

I. Domain: Planning and Preparation

A. Demonstrates content knowledge	D P B U
B. States instructional goal(s) clearly in written plan	D P B U
C. References instructional goal(s) to Pennsylvania Standards and Anchors	D P B U
D. Specifies content to be learned in written plan; content is valid for instructional goal(s)	D P B U
E. States instructional objective (conditions, performance, quality); objective is valid for instructional goal(s)	D P B U
F. Describes strategies for differentiating instruction and accommodating individual learner needs	D P B U
G. Reflects knowledge of students and learning in plans	D P B U
H. Describes strategies and learning activities in adequate detail	D P B U
I. Prepares and organizes all instructional materials in advance of delivery	D P B U

Comments on Planning and Preparation:

II. Domain: Classroom Environment

A. Manages transitions efficiently and effectively	D P B U
B. Sequence, flow, and pace are appropriate for learners	D P B U
C. Monitors and attends to all classroom activities	D P B U
D. Sets high expectations for all learners	D P B U
E. Establishes and consistently enforces clear rules and procedures	D P B U
F. Anticipates potential problem behaviors and attempts to prevent them	D P B U
G. Gives clear directions to learners and checks for understanding	D P B U
H. Ability to establish and maintain rapport with students	D P B U
I. Practices responsive classroom management when necessary	D P B U

Comments on Classroom Environment:

III. Domain: Instructional Delivery
Pre-Instructional Phase (Anticipatory Set)

A. Activates and directs learner attention	D P B U
B. Establishes learner expectancy; communicates instructional goal(s) meaningfully to learners	D P B U
C. Arouses learner motivation and interest for learning	D P B U
D. Activates recall of relevant prior knowledge	D P B U

Instructional Phase	
A. Engages students as active participants	D P B U
B. Provides content, examples and illustrations that are meaningful to learners	D P B U
C. Uses instructional supports (audio, visual, computer, etc.) to enhance learner understanding	D P B U
D. Monitors learner engagement and understanding, providing informative feedback	D P B U
E. Reinforces major ideas to be learned	D P B U
F. Elicits frequent overt responses from all learners (formative assessment)	D P B U
G. Uses appropriate questioning levels and strategies	D P B U
Post-Instructional Phase	
A. Provides opportunities for independent practice (e.g., homework, seatwork), consistent with instructional goal(s)	D P B U
B. Provides practice opportunities that require learners to interact with new content	D P B U
C. Monitors independent practice to correct, encourage, and maintain student engagement	D P B U
Assessment	
A. Utilizes formative assessment as feedback to learners and to inform instruction	D P B U
B. Formative and/or summative assessment data are aligned with instructional goal(s)	D P B U
C. Summative assessment procedures maximize reliability of data collected	D P B U
Communicating with Students	
A. Use vocal inflection, tone and volume	D P B U
B. Uses non-verbal strategies to communicate with learners	D P B U
C. Conveys enthusiasm for teaching and for learners	D P B U

Comments on Instructional Delivery:

IV: Domain: Professionalism	
A. Uses self-assessment and reflection to improve performances	D P B U
B. Exhibits professional language, dress, and behavior	D P B U
C. Models respect for individual differences	D P B U
D. Exhibits self-confidence and poise	D P B U
E. Communicates effectively:	
1. Speaks clearly, uses correct pronunciation and grammar	D P B U
2. Writes clearly, spells correctly, punctuates appropriately	D P B U
F. Manages time and tasks effectively	D P B U
G. Displays common sense and problem-solving skills	D P B U

Comments on Professionalism:

GENERAL COMMENTS and TOPICS for CONFERENCING

MESSIAH UNIVERSITY TEACHER EDUCATION PROGRAM
HPE Student Teaching/Internship Performance Observation Report

Student Teacher/Intern: _____ Observer: _____

Class/Subject: _____ Date: _____

Ratings for Performance Observations

D	DISTINGUISHED	Notably surpasses expectations for level of performance of a student teacher. 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 level of performance of a student teacher. 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 level of performance of a student teacher. 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 of a student teacher

I. Domain: Planning and Preparation	
A. Demonstrates content knowledge	D P B U
B. States instructional goal(s) clearly in written plan	D P B U
C. References instructional goal(s) to National Standards for Health & Physical Education	D P B U
D. Specifies content to be learned in written plan; content is valid for instructional goal(s)	D P B U
E. States instructional objective (conditions, performance, quality); objective is valid for instructional goal(s)	D P B U
F. Describes strategies for differentiating instruction and accommodating individual learner needs	D P B U
G. Reflects knowledge of students and learning in plans	D P B U
H. Describes strategies and learning activities in adequate detail	D P B U
I. Prepares and organizes all instructional materials in advance of delivery	D P B U

Comments on Planning and Preparation:

II. Domain: Classroom Environment	
A. Manages transitions efficiently and effectively	D P B U
B. Maintains appropriate sequence, flow, and pace for learners	D P B U
C. Monitors and attends to all classroom activities, i.e. scanning and moving to various locations	D P B U
D. Sets high expectations for all learners	D P B U
E. Establishes and consistently enforces clear rules and procedures	D P B U
F. Anticipates potential problem behaviors and attempts to prevent them, including health and safety factors	D P B U
G. Gives clear directions to learners and checks for understanding	D P B U
H. Establishes and maintains rapport with students	D P B U
I. Practices responsive classroom management when necessary	D P B U

Comments on Classroom Environment:

III. Domain: Instructional Delivery	
Pre-Instructional Phase (Anticipatory Set)	
A. Activates and directs learner attention	D P B U
B. Establishes learner expectancy; communicates instructional goal(s) meaningfully to learners	D P B U
C. Arouses learner motivation and interest for learning	D P B U
D. Activates recall of relevant prior knowledge	D P B U
E. Includes specific methods of warm-up/stretching exercises	D P B U
Instructional Phase	

A. Engages students as active participants	D P B U
B. Integrates content from other subject areas	D P B U
C. Provides content, examples, and illustrations that are meaningful to learners	D P B U
D. Uses instructional supports (audio, visual, computer, etc.) to enhance learner understanding	D P B U
E. Monitors learner engagement and understanding, providing informative feedback	D P B U
F. Reinforces major ideas to be learned	D P B U
G. Elicits frequent overt responses from all learners (formative assessment)	D P B U
H. Uses appropriate questioning levels and strategies	D P B U
Post-Instructional Phase	
A. Provides opportunities for independent practice (e.g., homework, seatwork) consistent with instructional goal(s)	D P B U
B. Provides practice opportunities that require learners to interact with new content	D P B U
C. Monitors independent practice to correct, encourage, and maintain student engagement	D P B U
Assessment	
A. Utilizes formative assessment as feedback to learners and to inform instruction	D P B U
B. Aligns formative and/or summative assessment with instructional goal(s)	D P B U
C. Maximizes reliability of summative assessment data	D P B U
Communicating with Students	
A. Uses vocal inflection, tone, and volume effectively	D P B U
B. Uses non-verbal strategies to communicate with learners	D P B U
C. Conveys enthusiasm for teaching and for learners	D P B U

Comments on Instructional Delivery:

IV. Domain: Professionalism	
A. Uses self-assessment and reflection to improve performances	D P B U
B. Exhibits professional language, dress, and behavior	D P B U
C. Models respect for individual differences	D P B U
D. Exhibits self-confidence and poise	D P B U
E. Communicates effectively:	
1. Speaks clearly, uses correct pronunciation and grammar	D P B U
2. Writes clearly, spells correctly, punctuates appropriately	D P B U
F. Manages time and tasks effectively	D P B U
G. Displays common sense and problem-solving skills	D P B U

Comments on Professionalism:

GENERAL COMMENTS AND TOPICS FOR CONFERENCING

MESSIAH UNIVERSITY TEACHER EDUCATION PROGRAM
Music Student Teaching/Internship Performance Observation Report

Student Teacher/Intern: _____ Observer: _____

Class/Subject: _____ Date: _____

D	DISTINGUISHED	Notably surpasses expectations for level of performance of a student teacher. Demonstrates exceptional understanding of the teaching/learning process; the roles and responsibilities of a teacher; & the knowledge, skills, and attitudes of a beginning teacher
P	PROFICIENT	Effectively meets expectations for level of performance of a student teacher. Demonstrates significant understanding of the teaching/learning process; the roles and responsibilities of a teacher; & the knowledge, skills, and attitudes of a beginning teacher
B	BASIC	Adequately meets expectations for level of performance of a student teacher. Demonstrates acceptable understanding of the teaching/learning process; the roles and responsibilities of a teacher; & the knowledge, skills, and attitudes of a beginning teacher
U	UNSATISFACTORY	Does not meet expectations of a student teacher
N	NOT SEEN	Particular teacher performance was not able to be observed during this lesson

I. Domain: Planning and Preparation	
A. Demonstrates content knowledge	D P B U N
B. States instructional goal(s) clearly in written plan	D P B U N
C. References instructional goal(s) to National Standards for Music Education	D P B U N
D. Specifies content to be learned in written plan; content is valid for instructional goal(s)	D P B U N
E. States instructional objective (conditions, performance, quality); objective is valid for instructional goal(s)	D P B U N
F. Describes strategies for differentiating instruction and accommodating individual learner needs	D P B U N
G. Reflects knowledge of students and learning in plans	D P B U N
H. Describes strategies and learning activities in adequate detail	D P B U N
I. Prepares and organizes all instructional materials in advance of delivery	D P B U N

Comments on Planning and Preparation:

II. Domain: Classroom Environment	
A. Manages transitions efficiently and effectively	D P B U N
B. Maintains appropriate sequence, flow, and pace for learners	D P B U N
C. Monitors and attends to all classroom activities	D P B U N
D. Sets high expectations for all learners	D P B U N
E. Establishes and consistently enforces clear rules and procedures	D P B U N
F. Anticipates potential problem behaviors and attempts to prevent them	D P B U N
G. Gives clear directions to learners and checks for understanding	D P B U N
H. Establishes and maintains rapport with students	D P B U N
I. Practices responsive classroom management when necessary	D P B U N

Comments on Classroom Environment:

III. Domain: Instructional Delivery	
Pre-Instructional Phase (Anticipatory Set)	
A. Activates and directs learner attention	D P B U N
B. Establishes learner expectancy; communicates instructional goal(s) meaningfully to learners	D P B U N
C. Arouses learner motivation and interest for learning	D P B U N
D. Activates recall of relevant prior knowledge	D P B U N
Instructional Phase	
A. Engages students as active participants	D P B U N
B. Provides content, examples, and illustrations that are meaningful to learners	D P B U N
C. Uses instructional supports (audio, visual, computer, etc.) to enhance learner understanding	D P B U N
D. Monitors learner engagement and understanding, providing informative feedback	D P B U N
E. Reinforces major ideas to be learned	D P B U N

F. Elicits frequent overt responses from all learners (formative assessment)	D P B U N
G. Uses appropriate questioning levels and strategies	D P B U N
Post-Instructional Phase	
A. Provides opportunities for independent practice consistent with instructional goal(s)	D P B U N
B. Provides practice opportunities that require learners to interact with new content	D P B U N
C. Monitors independent practice to correct, encourage, and maintain student engagement	D P B U N
Assessment	
A. Utilizes formative assessment as feedback to learners and to inform instruction	D P B U N
B. Aligns formative and/or summative assessment with instructional goal(s)	D P B U N
C. Maximizes reliability of summative assessment data	D P B U N
Communicating with Students	
A. Uses vocal inflection, tone, and volume effectively	D P B U N
B. Uses non-verbal strategies to communicate with learners (i.e., eye contact, facial expression, proximity, vocal inflection/projection)	D P B U N
C. Conveys enthusiasm for teaching and for learners	D P B U N

Comments on Instructional Delivery:

IV. Domain: Professionalism	
A. Uses self-assessment and reflection to improve performances	D P B U N
B. Exhibits professional language, dress, and behavior	D P B U N
C. Models respect for individual differences	D P B U N
D. Exhibits self-confidence and poise	D P B U N
E. Communicates effectively:	
1. Speaks clearly, uses correct pronunciation and grammar	D P B U N
2. Writes clearly, spells correctly, punctuates appropriately	D P B U N
F. Manages time and tasks effectively	D P B U N
G. Displays common sense and problem-solving skills	D P B U N

Comments on Professionalism:

Music Specific Competencies	
A. Possesses ability to read music at sight	D P B U N
B. Possesses ability to perform on secondary instruments	D P B U N
C. Reads from a full score	D P B U N
D. Analyzes full scores for rehearsal purposes	D P B U N
E. Identifies and handles transpositions	D P B U N
F. Conducts compositions with clear and expressive gestures	D P B U N
G. Presents correct information and accurate demonstrations	D P B U N
H. Incorporates music of other cultures	D P B U N
I. Displays knowledge of technology for use in music classrooms	D P B U N
J. Provides a model that is expressive, accurate and developmentally appropriate.	D P B U N
K. Sings pitches and rhythms accurately with good intonation	D P B U N
L. Appropriate use of expressive elements (dynamics, phrasing, etc.)	D P B U N

Comments on Music Specific Competencies:

GENERAL COMMENTS AND TOPICS FOR CONFERENCING

--

SUGGESTIONS FOR FOCUSED OBSERVATION TOPICS AND TECHNIQUES

At times, the teacher candidate will benefit from a focus on a specific aspect of his/her performance. This can be helpful for a teacher candidate who is having difficulties as well as for the teacher candidate 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 – teacher candidate
Transitions	Rapport with students
Information presentations	Leadership of teacher candidate
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 teacher candidate with an accurate snapshot of performance. Systematic observation techniques that 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 that 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.

*This reflection should be completed each week by the teacher candidate, discussed with cooperating teacher, and submitted in Canvas for the supervisor's review. **This form can be found as a fill-in on Canvas.***

MESSIAH UNIVERSITY
Teacher candidate Reflection Assignment

DIRECTIONS: This form will be a running record of your goal setting and reflections. Start with week 0 and move through week 12 of your placement adding on to the document each week.

At the start of the semester, you will identify a goal in each of Danielson's four domains that will be the basis of your professional portfolio. **These four goals will remain the SAME throughout the semester.** Each week (starting with the end of week 1 in the field placement), you will reflect on what you did to accomplish the four goals you set at the start of the semester and what evidence you have collected to document your progress. You will then identify what you will do in the coming week to work toward those goals. In the final week, you will answer the final reflection questions based on your weekly reflections throughout the semester.

You will save this document each week with a different name (Professional Reflection Week # ___) and upload it to Canvas for your university supervisor to review.

The Danielson **domains** and *components* listed below will be the guiding framework for your goal-setting.

DOMAIN 1: Planning and Preparation	DOMAIN 2: Classroom Environment	DOMAIN 3: Instruction	DOMAIN 4: Professional Responsibilities
<i>1a. Demonstrating knowledge of content and pedagogy</i>	<i>2a. Creating an environment of respect and rapport</i>	<i>3a. Communicating with students</i>	<i>4a. Reflecting on teaching</i>
<i>1b. Demonstrating knowledge of students</i>	<i>2b. Establishing a culture for learning</i>	<i>3b. Using questioning and discussion techniques</i>	<i>4b. Maintaining accurate records</i>
<i>1c. Setting instructional outcomes</i>	<i>2c. Managing classroom procedures</i>	<i>3c. Engaging students in learning</i>	<i>4c. Communicating with families</i>
<i>1d. Demonstrating knowledge of resources</i>	<i>2d. Managing student behavior</i>	<i>3d. Using assessment in instruction</i>	<i>4d. Participating in the professional community</i>
<i>1e. Designing coherent instruction</i>	<i>2e. Organizing physical space</i>	<i>3e. Demonstrating flexibility and responsiveness</i>	<i>4e. Growing and developing professionally</i>
<i>1f. Designing student assessments</i>			<i>4f. Showing professionalism</i>

APPENDIX C

EVALUATION/ASSESSMENT/VIDEO ASSIGNMENT

In this section you will find the evaluation forms that will be used to report the performance of your teacher candidate at mid-term (about the 5th or 6th week) and at the end of student teaching. It is important that both you and the teacher candidate review these forms and the categories to be evaluated long in advance of an official evaluation time. Your university supervisor can help if you have questions that pertain to any category on the forms. It is good to use the expected performances outlined on these forms as a guide for establishing plans and/or setting goals with the teacher candidate. Also included is the Self-Monitoring Video Assignment.

Mid Term Evaluation Form	44
Final Evaluation Form	48
Video Assignment	52

Messiah University
Teacher Education Program
Student Teaching/Internship Midterm Evaluation Form

Teacher candidate: _____ 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 teacher candidates. The teacher candidate being evaluated may demonstrate distinguished performance in select categories while being proficient and/ or basic in others.

D	DISTINGUISHED	Notably surpasses expectations for level of performance of a pre-teacher candidate. 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 level of performance of a pre-teacher candidate. 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 level of performance of a pre-teacher candidate. 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 of a pre-teacher candidate.
NY	NOT YET	Limited or no opportunity to demonstrate

I. Domain: Planning and Preparation	
A. Demonstrating knowledge of content of pedagogy	
1. Demonstrates command of content knowledge	D P B U NY
2. Incorporates instructional strategies in lesson plans that are appropriate for the content	D P B U NY
3. Selects appropriate content, scope, and sequence for short and long term plans	D P B U NY
4. Appropriately references PA Standards	D P B U NY
B. Demonstrating knowledge of students	
1. Seeks information about learners which is necessary to make sound instructional choices	D P B U NY
2. Utilizes learning styles and nature of learners to guide planning	D P B U NY
C. Setting instructional outcomes	
1. Sets outcomes that represent high expectations and rigor	D P B U NY
2. Connects outcomes to previous and future learning	D P B U NY
D. Demonstrating knowledge of resources	
1. Selects instructional materials that align with learning outcomes	D P B U NY
2. Selects materials that are appropriately challenging	D P B U NY
3. Identifies materials/resources that supplement teachers' content knowledge	D P B U NY
4. Prepares and organizes all instructional materials in advance of delivery	D P B U NY
E. Designing coherent instruction	
1. Designs instruction to engage students and advance them through the content	D P B U NY
2. Organizes instructional groups to support student learning	D P B U NY
3. Develops detailed written plans describing teaching methods to achieve stated objectives	D P B U NY

D. Using assessment in instruction	
1. Integrates formative and summative assessment as an essential component of learning and instruction	D P B U NY
2. Utilizes assessment results, employing appropriate follow-up procedures based on evaluation	D P B U NY
3. Facilitates student self-awareness of progress	D P B U NY
4. Uses summative assessment procedures that maximize reliability of data collected	D P B U NY
E. Demonstrating Flexibility and Responsiveness	
1. Adjusts instruction in response to student needs	D P B U NY
2. Identifies problems, available resources, and possible solutions	D P B U NY
IV. Domain: Professional Responsibilities	
A. Reflecting on teaching	
1. Sets realistically high expectations for own performance	D P B U NY
2. Accurately assesses the effectiveness of instruction	D P B U NY
3. Identifies specific ways in which student learning might be improved	D P B U NY
B. Maintaining accurate records	
1. Maintains accurate records of student progress	D P B U NY
2. Establishes priorities to complete responsibilities/assignments/tasks in a timely manner	D P B U NY
3. Disseminates information about completed and/or missing assignments	D P B U NY
C. Communicating with families	
1. Shares information about the instructional program and student progress with families	D P B U NY
2. Respects and actively considers cultural, ethnic, and socioeconomic differences	D P B U NY
3. Interacts effectively with families	D P B U NY
4. Communicates effectively: a) speaks clearly, uses correct pronunciation and grammar	D P B U NY
b) writes clearly, spells correctly, punctuates appropriately	D P B U NY
D. Participating in the professional community	
1. Seeks to develop professional relationships that encourage sharing, planning, and collaboration toward improved instructional skill and student success	D P B U NY
2. Moves beyond classroom duties by contributing to school initiatives and projects	D P B U NY
3. Processes verbal, written, and non-verbal communication and responds appropriately	D P B U NY
E. Growing and Developing professionally	
1. Solicits and readily accepts feedback and uses it for improvement	D P B U NY
2. Exhibits self-confidence and poise as a teacher	D P B U NY
3. Demonstrates initiative	D P B U NY
4. Exhibits professional language, dress, and behavior	D P B U NY
5. Demonstrates professional behaviors (self-discipline, perseverance, tact, patience)	D P B U NY
F. Showing professionalism	
1. Demonstrates sound judgment, integrity, and confidentiality	D P B U NY
2. Adheres to all relevant district and school policies	D P B U NY
3. Adheres to the PA Code of Professional Practice and Conduct for Educators	D P B U NY

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

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

Cooperating Teacher

Date

University Supervisor

Date

Messiah University
Teacher Education Program
Student Teaching/Internship Final Evaluation Form

Teacher candidate: _____ 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 teacher candidates. The teacher candidate being evaluated may demonstrate distinguished performance in select categories while being proficient and/ or basic in others.

D	DISTINGUISHED	Notably surpasses expectations for level of performance of a pre-teacher candidate. 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 level of performance of a pre-teacher candidate. 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 level of performance of a pre-teacher candidate. 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 of a pre-teacher candidate.

I. Domain: Planning and Preparation	
A. Demonstrating knowledge of content and pedagogy	
1. Demonstrates command of content knowledge	D P B U
2. Incorporates instructional strategies in lesson plans that are appropriate for the content	D P B U
3. Selects appropriate content, scope, and sequence for short and long term plans	D P B U
4. Appropriately references PA Standards	D P B U
B. Demonstrating knowledge of students	
1. Seeks information about learners which is necessary to make sound instructional choices	D P B U
2. Utilizes learning styles and nature of learners to guide planning	D P B U
C. Setting instructional outcomes	
1. Sets outcomes that represent high expectations and rigor	D P B U
2. Connects outcomes to previous and future learning	D P B U
D. Demonstrating knowledge of resources	
1. Selects instructional materials that align with learning outcomes	D P B U
2. Selects materials that are appropriately challenging	D P B U
3. Identifies materials/resources that supplement teachers' content knowledge	D P B U
4. Prepares and organizes all instructional materials in advance of delivery	D P B U
E. Designing coherent instruction	
1. Designs instruction to engage students and advance them through the content	D P B U
2. Organizes instructional groups to support student learning	D P B U
3. Develops detailed written plans describing teaching methods to achieve stated objectives	D P B U
4. Develops long-range/block plans	D P B U
F. Designing Student Assessments	
1. Connects assessments to learning outcomes	D P B U

2. Uses results of assessments to guide potential future planning	D P B U
II. Domain: Classroom Environment	
A. Creating an environment of respect and rapport	
1. Establishes positive professional rapport with students	D P B U
2. Models and holds students accountable for respecting others and the school environment	D P B U
B. Establishing a culture for learning	
1. Establishes and communicates expectations for student learning and participation	D P B U
C. Managing classroom procedures	
1. Incorporates routines and procedures to support orderly learning environment	D P B U
2. Leads transitions and directions with little or no loss of instructional time	D P B U
3. Maintains appropriate sequence, flow, and pace for learners	D P B U
D. Managing student behavior	
1. Establishes and communicates high expectations for student behavior	D P B U
2. Recognizes and deals effectively with discipline problems	D P B U
3. Displays awareness of all student activity in the instructional setting	D P B U
4. Fosters student self-discipline	D P B U
5. Anticipates potential problem behaviors and attempts to prevent them	D P B U
E. Organizing physical space	
1. Arranges classroom to support student learning	D P B U
2. Makes appropriate use of available technology and instructional tools	D P B U
III. Domain: Instruction	
A. Communicating with students	
1. Explains material clearly, with appropriate scaffolding and consideration of misconceptions	D P B U
2. Conveys enthusiasm about teaching and students	D P B U
B. Using questioning and discussion techniques	
1. Uses appropriate questioning levels and strategies to encourage student to think, question, interact	D P B U
C. Engaging students in learning	
1. Provides opportunities for student reflection and closure on the lesson to consolidate understanding	D P B U
2. Teaches effectively to: a) large group	D P B U
b)small and/or cooperative learning groups	D P B U
c) individuals	D P B U
3. Incorporates creative teaching materials and/or media	D P B U
4. Relates classroom learning to realistic situations	D P B U
5. Activates and directs learner attention	D P B U
6. Arouses learner motivation and interest for learning	D P B U
7. Provides opportunities for independent practice (e.g., homework, seatwork), consistent with instructional goals(s)	D P B U
D. Using assessment in instruction	
1. Integrates formative and summative assessment as an essential component of learning and instruction	D P B U
2. Utilizes assessment results, employing appropriate follow-up procedures based on evaluation	D P B U

3. Facilitates student self-awareness of progress	D P B U
4. Uses summative assessment procedures that maximize reliability of data collected	D P B U
E. Demonstrating Flexibility and Responsiveness	
1. Adjusts instruction in response to student needs	D P B U
2. Identifies problems, available resources, and possible solutions	D P B U
IV. Domain: Professional Responsibilities	
A. Reflecting on teaching	
1. Sets realistically high expectations for own performance	D P B U
2. Accurately assesses the effectiveness of instruction	D P B U
3. Identifies specific ways in which student learning might be improved	D P B U
B. Maintaining accurate records	
1. Maintains accurate records of student progress	D P B U
2. Establishes priorities to complete responsibilities/assignments/tasks in a timely manner	D P B U
3. Disseminates information about completed and/or missing assignments	D P B U
C. Communicating with families	
1. Shares information about the instructional program and student progress with families	D P B U
2. Respects and actively considers cultural, ethnic, and socioeconomic differences	D P B U
3. Interacts effectively with families	D P B U
4. Communicates effectively: a) speaks clearly, uses correct pronunciation and grammar	D P B U
b) writes clearly, spells correctly, punctuates appropriately	D P B U
D. Participating in the professional community	
1. Seeks to develop professional relationships that encourage sharing, planning, and collaboration toward improved instructional skill and student success	D P B U
2. Moves beyond classroom duties by contributing to school initiatives and projects	D P B U
3. Processes verbal, written, and non-verbal communication and responds appropriately	D P B U
E. Growing and Developing professionally	
1. Solicits and readily accepts feedback and uses it for improvement	D P B U
2. Exhibits self-confidence and poise as a teacher	D P B U
3. Demonstrates initiative	D P B U
4. Exhibits professional language, dress, and behavior	D P B U
5. Demonstrates professional behaviors (self-discipline, perseverance, tact, patience)	D P B U
F. Showing professionalism	
1. Demonstrates sound judgment, integrity, and confidentiality	D P B U
2. Adheres to all relevant district and school policies	D P B U
3. Adheres to the PA Code of Professional Practice and Conduct for Educators	D P B U

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

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

Cooperating Teacher

Date

University Supervisor

Date

MESSIAH UNIVERSITY TEACHER EDUCATION PROGRAM
Student Self-Monitoring Video Assignment

Purpose of the Self-Monitoring Video Assignment

Effective teachers spend on-going time reflecting, self-critiquing, monitoring and adjusting their own instructional practices and performance.

To assist Messiah University 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-teacher candidates in the junior field placement and all teacher candidates.

Completing the Video Assignments

PART 1:

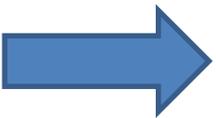
- The student will plan and teach a lesson or mini-lesson, as coordinated with the host teacher. The lesson will be video recorded.
- The student will complete and submit in Canvas the **Video 1 Reflection Sheet**, critiquing his/her performance.
- The student will submit the video link in the assignment folder in Canvas.
- Link leading to directions for downloading and uploading:
<http://www.messiah.edu/offices/its/help/articles/video/index.html>

PART 2:

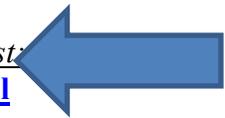
- With goals established in PART 1 of this assignment, the student will plan and teach a lesson or mini-lesson, as coordinated with the host teacher. The lesson will be video recorded.
- The student will complete and submit in Canvas the **Video 2 Reflection Sheet**, critiquing his/her performance. The student will submit the video link in the assignment folder in Canvas.
- Link leading to directions for downloading and uploading:
- <http://www.messiah.edu/offices/its/help/articles/video/index.html>

PART 3:

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



If in need of assistance, please use this link to submit an IT request:
<http://rt.messiah.edu/SelfService/CreateServiceRequest.html>



**Use this form
to submit to
Canvas**

MESSIAH UNIVERSITY 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 CLICK ON BOX BELOW TO ENTER TEXT
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.

Teacher candidate Electronic Signature/Date

Please add your video link here: [Uploading](#) and [Downloading](#) Directions found in Modules under Video

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 university 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 university supervisor. The supervisor will document completion for the TEP.

Teacher candidate Electronic Signature/Date

Please add your video link here: [Uploading](#) and [Downloading](#) Directions found in Modules under Video Assignment.

APPENDIX D

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	56
Messiah University Teacher Education Program Model of Student Teaching Supervision	60

HELPFUL HINTS FOR WRITING LETTERS OF REFERENCE

In today=s competitive market, job and graduate school applicants are asked to produce credentials that 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 that 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 Universitys & 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 that 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 that 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
University/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 that 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 that 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

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

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

The Messiah University 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 teacher candidate, the cooperating teacher, or the university supervisor.

By comprehending more fully the foundational beliefs, guiding principles, and suggested implementation and verification strategies outlined to articulate the role of the university supervisor, each of you will have a greater understanding of what you should expect concerning the work of the university supervisor. Additionally, even though the document was developed with the university supervisor and his/her work as its focus, we believe that the other two members of the student teaching triad (teacher candidate 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 University Teacher Education Program Model of Student Teaching Supervision often throughout the semester – to gain insights and ideas for stronger performances by all – the university supervisor as well as the teacher candidate and cooperating teacher.

Messiah University
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 University. 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 University Supervisor plays a critical role in facilitating teacher candidate 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 University Supervisor. The model provides a unifying framework for the large number of certification programs and student teaching supervisors at Messiah University. The model functions to provide a common theoretical and conceptual structure to (a) guide our work with teacher candidates, (b) help us reflect on our effectiveness as supervisors, and (c) help us communicate more clearly with each other, cooperating teachers, and our teacher candidates.

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: University supervisors should encourage teacher candidates 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, teacher candidates 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. University supervisors (CS) should continually focus teacher candidates (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 teacher candidates 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 teacher candidates 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 teacher candidates 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 teacher candidates 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 teacher candidates 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. teacher candidates' written instructional plans
7. teacher candidates' portfolios
8. yearly questionnaire to graduates of teacher education program
9. cooperating teacher questionnaire
10. end-of-experience questionnaire completed by teacher candidates (questions about supervisors)
11. group discussions with university supervisors