Southwestern College

Education Preparation Program

STUDENT TEACHING HANDBOOK

for Student Teachers, Cooperating Teachers, and USD Personnel

Revised January 2, 2014

Southwestern College is
- a learning community dedicated to
- intellectual growth and career preparation,
- individual development and Christian values,
- lifetime learning and responsible citizenship, and
- leadership through service in a world without boundaries.

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The purpose of this booklet is to inform student teachers, cooperating teachers, building administrators, Southwestern College faculty members and others about the student teaching experience, expected activities, and evaluations to name only a few information areas develop herein. A careful reading of the booklet will provide a thorough understanding of the student teaching experience as a course and a clinical experience. In addition, the information set forth provides ongoing development of the content knowledge, materials, and instructional methods associated with early childhood, elementary, middle level, and secondary student teaching courses. All of these courses are aligned with the goals of the Teacher Education Program's Conceptual Framework. Assessment processes during student teaching ensure that qualitative measures are in place to determine how well student teachers meet the program goals.

Goals of the Initial and Advanced Teacher Education Program

The professional educator will:
-possess wisdom of practice.
-have the ability to facilitate student learning.
-have the ability to interact effectively.
-have the ability to reflect.

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Observation and Supervised Teaching in

- **Early Childhood Program (EDUC 446)**
- **Elementary Education (EDUC 447)**
- **Middle School (EDUC 448)**
- **Secondary Education (EDUC 449)**

Course description: Clinical experiences in the public schools for teacher licensure candidates. Concurrent with EDUC 440 Student Teaching Seminar. Credit 12 hours. Prerequisite: Unconditional admission into student teaching.

Course Goal:

Through clinical experiences within the classroom, candidates will apply the knowledge and skills gained through course work in the practical situations of observing, guiding, directing, and evaluating the activities of classroom students.

In addition to meeting the goals of the conceptual framework, this course is aligned with the KDSE Professional Education Teaching Standards.

Course objectives:

Candidates will:

- create learning opportunities which utilize the central concepts, tools of inquiry and structures of each discipline taught which will make subject matter meaningful for all students.
- provide developmentally appropriate instruction for all students.
- adapt instruction to meet the needs of diverse learners.
- demonstrate the ability to utilize a variety of appropriate instructional strategies.
- create learning environments which encourage positive social interaction, and active engagement in the learning process by students.
- utilize a variety of effective verbal and non-verbal communication techniques.
- plan effective instruction based upon knowledge of subject matter and curricular outcomes.
- utilize a variety of formal and informal assessment strategies to insure the continual personal development of all students.
- participate in the school improvement process (QPA, ESEA/ NCLB/State Waiver)
- foster collegial relationships with school personnel, parents, and others within the educational setting.
- demonstrate the ability to integrate instruction across and within content areas.
- incorporate the use of technology within the teaching/learning process.
- demonstrate the use of reflection in developing and refining instructional practices and content delivery.

Introduction to Student Teaching

The teacher education faculty members in the Education Preparation Program of Southwestern College (SC) know that a successful clinical experience depends upon a strong tripartite relationship among our Teacher Education Program faculty, the cooperating teacher, and the student teacher.

Student teaching is the culmination of many semesters of preparation and career planning. The relationship noted above develops during a time that is critically important to our Southwestern College students and their significant others. This relationship sets the tone for the student teacher's professional semester.

In order to enable a successful clinical experience, the SC education program facilitates the development of educators who have wisdom and the abilities to interact, facilitate, and reflect. Through the program, the Southwestern College faculty strive to ensure that the student teacher is prepared to provide successful learning experiences for all PK-12 students. In order to be certain this occurs, the student teacher will routinely analyze her/his teaching through videotapes and a teacher work sample project that measures student learning during at least one unit of instruction.

Truly, the Southwestern College faculty are grateful for your willingness to be part of this important process and appreciate your essential role as a vital part of our educational team.

Aims of the Student Teaching Clinical Experience

The clinical experiences during student teaching are generally considered the most meaningful parts of the entire teacher preparation program. The knowledge and skills gained through course work and the theories studied and developed concerning teaching are used during practical experiences such as: observing, guiding, directing, evaluating, and assessing the activities of students in the school room. Specifically, student teaching must include experiences which:

1. Provide opportunities for learning to understand students through observation and the study of individuals and of groups, and for gaining more knowledge in the use of instructional and assessment techniques.

2. Give insight into learning processes in action.

3. Help to develop, through observation and practical experience, effective procedures in lesson planning, preparation and presentation.

4. Provide experiences in observing, and with professional guidance, practice in good classroom management.

5. Give guidance in procedures of student evaluation, assessment, and effective teaching.

6. Help in developing the ability to work under supervision and accepting constructive criticism in the development of a creative, independent and reflective teacher.

7. Provide opportunities for learning about professional relationships among faculty members, administration and staff, and the relationship of the school to the community.

8. Give the student teacher an understanding of the overall educational programming in the school, its goals, objectives, and desired outcomes as well as identifying potential contributions in the program, which may be made by the student teacher as part of a team effort.

9. Aid the student teacher in identifying personal strengths and weaknesses as well as insights into an individual’s potential as a professional educator.

10. Lead to a professional attitude as well as dedication to students and teaching, and a realistic awareness of their importance in today's world.

Assignment of Student Teachers

During the semester the pre-service teacher is enrolled in EDUC 437 or 439 Educational Methods in the Elementary School or Secondary School, respectively, an application is completed for student teaching. After a serious review of the applicant's credentials and dispositions, approval to student teach may be received. This assignment is conducted by the Admissions Committee, which is part of the Teacher Education Committee. In the event of approval, placement of the student teacher is by the Director of Student Teaching (DST). This process is coordinated with CTE faculty as appropriate, and arranged with district level administrative personnel in the various cooperating school districts.

The following guidelines are utilized when selecting teachers to serve as cooperating teachers:

1. Cooperating teachers must hold valid state certification. Additionally, the building administrator and the Director should agree that this person is capable of assuming the responsibilities of a cooperating teacher.
2. The cooperating teacher should have demonstrated above-average ability as a teacher and have at least three-years of experience, with at least one semester in the host district.
3. The cooperating teacher should demonstrate evidence of continued professional growth, either toward advanced study, travel, or other professional activities.
4. The cooperating teacher is able and willing to communicate the craft and skill of classroom teaching.
5. Characteristics of a cooperating teacher include, but are not limited to the following:
    - a willingness to dedicate time for the student teacher.
    - a track record of high professional achievement.
    - a wide range of interests, broad knowledge base.
    - congenial, accessible, friendly.
    - genuine and sincere in helping others.
    - a track record of teaching excellence.
    - an ability to work with adults as well as students.
    - a positive view of people and the teaching profession.
    - a confident in professional and personal realms.
    - dependable and trustworthy.
    - enthusiastic, hopeful, optimistic.
    - open to new ideas.
    - adaptable to new situations, flexible.
    - a good listener.
    - patient, helpful, caring.
    - able to maneuver within and show influence in the system.
    - viewed by peers as professional and competent.*

    * adapted from Coaching and Mentoring First-Year & Student Teachers by India Podsen.

Once the Director of Student Teaching has finalized student teaching placements, and the Student Teaching Orientation for pre-service teachers is completed, materials such as this booklet and other information will be provided to the cooperating teacher or mailed by the College. Student Teachers will not take information/materials from College to the Cooperating Teacher. An introductory visit will be scheduled by the student teacher with the cooperating teacher as a means of continuing the process of structuring the student teaching experience,

exchanging information, and in general, becoming familiar with the goals and expectations of the coming semester.

School personnel are requested to familiarize themselves with the contents of this handbook.

At the beginning of each semester, a training will be scheduled by the Southwestern Director of Student Teaching for cooperating teachers and student teachers to discuss procedures, expectations, the use of the Southwestern Electronic Walkthrough Tool (eWT) and other details pertaining to the student teaching experience.

After a discussion about the goals for the student teaching experience, an individualized plan will be developed for the student teaching experience based upon the Conceptual Framework of the Teacher Education Program. This plan should include timelines, specific areas of development for the student teacher and resources needed. Successful completion of this plan will be assessed by the cooperating teacher at the end of the student teaching experience utilizing the Field Experience Plan. The Conceptual Framework is Appendix H.

Weekly conferencing and reflection will be expected between the cooperating teacher and the student teacher as a part of the mentoring process.

Credit and Time Requirements

- Student teaching assignments are made for a 14-week period. Typically student teachers will remain with a cooperating teacher for the entire 14 weeks. However, with the wide variety of district/building organizational structures, modification of this expectation may be made as situations warrant. Students completing a K-12 Music or Physical Education program will divide their time among multiple school levels in the district's respective programs.
- Student teachers seeking licensure in more than one area will be assigned to additional content areas relative to the licensure areas sought.
- Full school days are spent in student teaching. The assignment period corresponds to the cooperating school's calendar.
- Exact dates for each experience are included with written communication from the College to cooperating schools.
- Student teachers will follow the public school calendar rather than that of Southwestern College with regard to holidays, teacher in-service days, conference days, and the like.
- Twelve (12) credit hours are earned for the student teacher experience.

Format and Sequence of Student Teaching Experience

The student teacher satisfies certification requirements through:

- Observation of teaching techniques employed by the cooperating teacher.
- Planning for teaching.
- Actual experience of teaching students and evaluating the results of the teaching. Actual experience of teaching may occur in public schools, private, virtual and other approved alternative models of interdisciplinary instruction under the supervision and direction of the principal and cooperating teacher.
- Participation in public school activities under the supervision and direction of the principal and cooperating teacher.

The cooperating teacher's professional judgment will guide the student teacher as to when s/he is ready to assume full teaching responsibilities in the assigned classrooms. The following is a **suggested** pattern for all student teachers except those in the fields of music and physical education.

I. Phasing In

- This period of time allows the student teacher observation co-teaching opportunities (routines procedures, management styles, expectations) of the classroom.
- Student teachers are expected to assist in many of the routine aspects of the classroom (paper management, assisting individual/small group activities and other similar tasks).
- As the student teacher becomes familiar with the classroom and students, responsibility for preparing/teaching one class, then another, and another begins to take place until a full teaching load is attained.
- This period should be **highly interactive** between the student teacher and the cooperating teacher. The cooperating teacher should freely explain the "hows" and "whys" of routines and procedures as well as exchange ideas and questions with the student teacher.

II. Full Load -- During this time we ask that the cooperating teacher:

- Observe the student teacher and utilize these observations as a basis for regular conferences using the eWT tool. Routine formal and informal meetings between the cooperating teacher and the student teacher are expected. Written comments should address the goals on the individualized plan for the student teacher; these serve as documentation for both formal and informal conferences.
- While the student teacher is teaching, the cooperating teacher are invited to spend part of the time working with other students or attending to other duties in the classroom. Often cooperating teachers and student teachers work together as a teaching team.
- When the student teacher is able, the cooperating teacher should leave the room for part of the time so that the student teacher may have the experience of handling the class alone. The cooperating teacher is not expected to be out of the classroom for the full school day.
- A minimum of 2-3 weeks of full time teaching and planning is required to meet the KPTP expectations. Full time teaching should continue to occur beyond the KPTP requirements.

*****KPTP Seminar:**

The KPTP seminar is part of the student teaching experience. The seminar will be during the school day for students to interact, collaborate, network, and develop their

KPTP units. The KPTP seminar allows students to focus more on their student teaching since a block of time is dedicated for them to work. The time for the seminar is from 10 to 2 on the 2nd Wednesday (1/15, 2/12, 3/12, 4/9) and 4th Friday (1/24, 2/28, 3/28, 4/25). The block of time allows for students to drive and arrive back as part of the school day. Students will be responsible for developing lesson plans for any instruction they are responsible for during Seminar days.

****The following is a progression on how often the cooperating teacher should observe with the eWT tool:**

- **Progression of eWalkThrough parallel to ST phase in/out**
  - **weeks 1-3, 1-2 eWalkThroughs (eWT)**
  - **weeks 4-6, 1 eWT completed each week**
  - **weeks 7-9, 2 eWT completed (They can be for the KPTP lessons if those are being taught) Two eWT's are expected whenever the KPTP lessons are taught.**
  - **weeks 10-12 2 eWT completed each week**
  - **weeks 13-14 1 eWT completed each week**
    - **10-15 minutes each, except KPTP lesson (full lesson)**
    - **eWT should be conducted at different times of day, at different times in the lesson cycle, and/or other times representing teaching duties**
- **An approximate total of eWT's is 15 to 20.**

III. Phasing Out

- Toward the end of the student teaching assignment the teaching load can be phased back to the cooperating teacher, dropping one class or subject at a time.
- It is recommended that the final days of student teaching can be profitably spent in observing other teachers and classrooms within the school, district, and/or other districts. This experience will allow observations and gathering of ideas in a variety of settings.

  A written copy of the formalized Phase in/out plan, developed collaboratively by the Cooperating Teacher and Student Teacher, will be submitted to the Director of Student Teaching and College Supervisor (if applicable).

IV. Feedback

- Through all phases of the student teaching experience, a high degree of communication and interaction is desired between the student teacher and cooperating teacher. Frequent informal formative conferences are encouraged and regularly scheduled conferences of a more formal evaluative nature are expectected each week using the eWT tool. Topics for discussion may include items from the eWT tool, mid-term and final evaluation forms, Conceptual Framework of the Teacher Education Program, and other site-specific elements. Cooperating teachers are encouraged to use the eWT tool providing feedback to the student teacher.

- ***Self-evaluation.*** The student teacher will complete a self-evaluation **at the Mid term and Final points** of the semester utilizing the "Student Teaching Self- Evaluation" form

provided by the College. [See Appendix I]. The completed form shall be returned to the Director of Student Teaching.

Familiarizing the Student Teacher with the School Situation

The first few days in the cooperating school should be spent in getting acquainted with the school as a unique and complex organization. Some specific things about which the student teacher should learn are listed below. Notations should be made as each item is completed.

(Date Completed)

_____1. Know the school's regulations and policies, schedules, extra-class activities and special services.

_____2. Know the staff, administrators, teachers, special teachers, and their duties.

_____3. Learn the general plan of the buildings, the classrooms, offices, library, audio-visual and technology resources and other aids.

_____4. Obtain a desk or similar space to keep lesson plans, teaching materials, and related materials for easy access by cooperating teacher.

_____5. As early as possible and with permission of the administrator, the student teacher should become familiar with support services.

_____6. As soon as possible, communicate the weekly classroom schedule to the Director of Student Teaching. This may be submitted via email, FAX, mail, or other means.

On-going Student Teacher-Cooperating Teacher Relationship

The importance of regular conferences cannot be over-emphasized in order to acquaint the student teacher with the theory behind classroom techniques and practices. A suggested list of topics for such weekly conferences includes the following:

_____1. Orientation to school policies, regulations, hours and other information deemed helpful.

_____2. Preparation of units and daily lesson plans.

_____3. Classroom policies, practices, and procedures.

_____4. Preparation of the physical environment of the classroom.

_____5. Teaching aids, manipulatives, A/V and technological resources and usage.

_____6. Grading system.

_____7. Management of the classroom.

_____8. Assessment practices and instruments.

_____9. Working with special needs students (processes, procedures, support).

_____10. Homework and supervised study.

_____11. Teacher-pupil relations.

_____12. Professional publications and resources.

_____13. Resources (school, district, community, other).

_____14. Teacher/teacher relations and teacher/administration relations.

_____15. Self-evaluation.

_____16. Essential things to look for in observation

_____17. Elements/processes/procedures involved with meeting accreditation and adequate-yearly progress expectations.

Responsibilities of Student Teachers

The student teacher is expected to be a ***credit*** to the College as well as a worthy model before pupils, teachers and parents. The student teacher speaks and acts as an individual and at no time is a representative of the college, faculty or administration of Southwestern College as a whole, or of the Education Department.

1. ***Professional Behavior***
   The student teacher will respect the confidential nature of all information concerning school records, student behavior and parent interactions, teacher actions and school policies. The student teacher will have access to records, test scores, and other information concerning pupils. This information may be confidential and/or personal and is to be treated as such. The student teacher has an ethical as well as legal obligation to divulge this information only to legally authorized persons according to FERPA guidelines and regulations. The sharing of confidential information is legally regulated and the student teacher must follow public school policy at all times regarding this and all professional matters.

2. ***Student Teacher Dress***
   The student teacher is expected to dress professionally and use good taste in dress at all times. Business casual is acceptable. Dress and grooming are to be consistent with the standards of the school to which the student teacher is assigned. The student teacher should seek the cooperating teacher's advice on this matter, but the cooperating teacher may feel free to make suggestions to the student teacher concerning dress. All visible tattoos and piercings should be covered.

3. ***Absences***
   If the student teacher must be absent from school, the principal, the Education Department and the cooperating teacher and Director of Student Teaching must be notified at the earliest possible time. Excessive absences deemed by the cooperating teachers, principal, and Director of Student Teaching could result in the termination of the student teacher. (Jackie.glasgow@sckans.edu)

4. ***Vacations***
   The student teacher will follow the cooperating school's calendar of vacations and holidays rather than the Southwestern College calendar. The only exceptions are the Fall and Spring semester beginning and ending dates when the Southwestern College calendar will be observed.

5. ***Student Teaching Certification***
   In accordance with Kansas statutes, each student teacher will be issued a student teaching certificate. This certificate will be presented to the building administrator at the beginning of the student teaching experience for duplication and record keeping.

6. ***Certification of Health for School Personnel***
   In accordance with Kansas Statute (KSA 72-5213) each student teacher will present to the building principal a certificate of health for duplication and record keeping.

7. ***Student Teaching Seminar***
Part of the college's requirements for the Teacher Education Program is the successful completion of the seminar (EDUC 440). This class is taken by students concurrently with the student teaching semester. Course expectations are drawn from, support, and reflect experiences of the student teaching process.

The Kansas Performance Teachers Portfolio [KPTP] and The Southwestern Assessment process [Exit procedures] are components of the seminar course. Cooperating teachers will serve as resources and facilitators as student teachers complete this expectation.

***Kansas Performance Teaching Portfolio [KPTP]**

The following is a ***suggested*** approach to completing the classroom portions of the KPTP process by the student teacher [ST]. The time frame may vary as circumstances indicate:

- Within the first 3 weeks the ST should assume one subject area as a teaching responsibility. That area is recommended as the one used for the KPTP process.
- Also during this time period, a second content area should be added to the ST's teaching load. This second content area is recommended for the first observation by the Cooperating Teacher.
- By week 6, the ST should be familiar enough with the initial content area to begin the KPTP unit teaching process. This unit will continue into week 7. As this unit is taught, the second and third observation by the Cooperating Teacher will be scheduled and completed. [Note: Two of the observations must be video recorded for the ST's reflection and self-evaluation].

8. ***Academic Responsibilities***
The student teaching assignment takes precedence over any college, community, or personal activity. It is realized that exceptions must be made in emergency situations. If such a situation arises, contact the college supervisor, public school principal, and cooperating teacher(s).

9. ***Observation of Classroom Procedures***
Careful observation of the pupils in all situations will assist the student teacher in understanding student needs. At all times the student teacher is encouraged to perceive parallels between actual student behavior and the theoretical ideas drawn from Developmental Psychology, Educational Psychology, Methods, and other college content courses and research.

Observe also the physical environment, including the arrangement of the classroom furniture and materials. Student teachers are encouraged to observe the cooperating teacher's methods, techniques, strategies, plans, methods, etc., of teaching. The student teacher must be given an opportunity to see the cooperating teacher's lesson plans, teacher's manuals, and district level content scope and sequence expectations so that he/she can observe how each day's work fits into the overall plan.

10. ***Making Plans to Assume Teaching Responsibilities***
Cooperating teachers have different approaches to the preparation of unit and daily lesson plans. Classroom, building, and district level expectations should be made clear to the student teacher. Student teachers are expected to meet the classroom planning

expectations, and are encouraged to exceed existing expectations for their own comfort and confidence in lesson preparation.

The student teacher will provide the Director of Student Teaching, Cooperating Teacher and College Supervisor (if applicable) with a formal lesson plan at the time of each of the scheduled observations. The student teacher will use the SC Unit and Lesson Plan Template. [Appendix L].

Lesson plans should follow the SC unit and lesson plan template to include a minimum of:

a) Teaching objectives.
b) Instructional procedures.
c) Essential questions
d) Assessment plan and data analysis (How will objectives be evaluated?).
e) Adaptive procedures and differentiating instruction strategies where needed
f) Common Core State Standards addressed by this lesson.
g) Incorporation of technology in at least one of the observations **(required by KPTP).**
h) Reflection and Review of lesson

11. Extra-curricular Activities

The student teacher is required to participate in all extra-curricular activities related to their academic field as requested by the cooperating teacher [e.g. faculty meetings, workshops, inservice, parent teacher conferences]. It is suggested that a calendar of events be made available to the student teacher early in the semester by the cooperating teacher.

12. Disciplinary Responsibility of the Student Teacher

a) <u>The student teacher should be informed by the cooperating teacher as to the exact position of the student teacher concerning classroom discipline and procedures to be followed as well as building and district level policies and guidelines to be observed.</u>
b) During the student teaching experience, the college student is strongly urged to become a member of the student KNEA in order to take advantage of the professional liability insurance offered through membership. Enrollment information and materials are provided to the student prior to the beginning of the student teaching semester.
c) The use of corporal punishment by a student teacher is prohibited by the Teacher Education Department of Southwestern College. This includes both active (i.e. administering corporal punishment) and passive (i.e. as a 3rd party witness to corporal punishment) use.

Violations of this prohibition may result in removal from student teaching as "conduct unbecoming a teacher in training" (See Appendix A).

13. ***Videotaping of Classroom Presentations***

During the course of the semester, **student teachers are required to videotape three (3) classroom presentations** for use in self evaluation, reflective teaching, and collecting information and suggestions for teaching improvement from cooperating teachers.

2 taping sessions will occur during the KPTP unit when the cooperating teacher and/or college supervisor is scheduled to observe.

The 3rd taping class and topic choice is left to the student teacher

The student teacher will complete a self-evaluation of each taping utilizing the form found as Appendix K. The completed self evaluation will be returned to the Director of Student Teaching.

This requirement also serves to meet expectations of the Student Teaching Seminar (EDUC 440) course as part of the exit interview process. Additional information and specifics will be provided through that avenue.

A "Release Form" is required prior to taping activities. It is the responsibility of the student teacher to distribute, collect and keep this form on file for the members of each class to be videotaped. The "Release Form" is found in Appendix E.

For school districts utilizing a "blanket release from" for photography/video taping, a copy of the blanket release should be provided to the student teacher for his/her records.

Cooperating Teacher-College Relationship

1. The College recognizes that the first responsibility of the cooperating teacher is for the students in the classroom. Consequently, the Director of Student Teaching will not knowingly ask for an assignment of a student teacher to a cooperating teacher who has not expressed a willingness to participate in the program. However, once accepted, the College believes that the cooperating teacher has assumed the responsibility for providing every assistance including close supervision of the student teacher as well as mentorship throughout the student teaching experience.

2. The cooperating teacher should discuss any problem or concern with the student teacher as soon as it becomes apparent.

3. The principal of the school and the Director of Student Teaching should be notified that a problem or concern exists.

4. Should the problem continue unresolved, a conference with the student teacher, the cooperating teacher, the principal, and the Director of Student Teaching may be held.

5. The cooperating teacher will keep anecdotal records of all occurrences and conferences with the student teacher, stating the date, time, and nature of the conference.

6. Offenses such as immoral activity, conduct unbecoming a teacher in training, insubordination, failure to obey reasonable rules promulgated by the college and/or cooperating school district, failure to show normal improvement and evidence of professional training should be brought to the attention of the Director of Student Teaching immediately. Such action may warrant immediate suspension from Student Teaching.

Should such action be indicated, established procedures, including the opportunity for due process, shall be implemented according to policies of the Education Preparation Program/Southwestern College (see Appendix A).

7. Student Teachers may request a change of assignment from the Director of Student Teaching. Such a request shall be followed by consultation between the student teacher and the Director to determine if such action is warranted. If deemed appropriate and/or advisable, the process for re-placing shall be managed by the Director of Student Teaching and approved by the Admissions Committee according to established procedures.

8. The College desires to provide the supervision deemed necessary in the guiding of the student teacher. The Director of Student Teaching shall conduct online administrative visits with the cooperating teacher for the purpose of clarifying and providing fidelity for the eWT tool and other elements of the teaching process and for providing suggestions.
9. The cooperating teacher, when completing an observation of the student teacher, will complete the eWT of the observation and confer with the student teacher. A copy of this report will be sent to the student teacher and Director of Student Teaching. The cooperating teacher will save a copy of each observation for further reports and evaluation.

10. The cooperating teacher and/or the administrator should feel welcome at any time to confer with the college Director concerning the performances of the assigned student teacher and is requested to keep the college supervisor informed of any problems as soon as they become apparent.

11. The cooperating teacher should notify the Director of Student Teaching in case a student teacher has not satisfactorily accounted for an absence.

12. At the midterm and end of the student teaching experience, a final evaluation and completion of the Conceptual Framework will be completed by the cooperating teacher and shared with the student teacher prior to its return to the Education Department. The student teacher may make a copy of these evaluations for his/her records. These evaluations will be included in the student's academic file but will **not** become a part of a credential file.

13. A student teacher may request a recommendation from the cooperating teacher for inclusion in a credential file and/or professional portfolio. Details regarding procedures for establishing a credential file along with appropriate forms are provided to students as part of the EDUC 440 Student Teaching Seminar course.

14. **The College pays the cooperating school, through its District Offices, a stipend for each student teacher participating in the USD. This is an honorarium intended for the cooperating teacher. The cooperating teacher has a choice of the stipend or 3 hours of college credit. In addition, the cooperating teacher receives one hour of college credit for the eWT training.**

Appendices

Appendix A

The teacher education faculty members in the Education Preparation Program of Southwestern College, Winfield, Kansas, recognize the importance of careful selection of students admitted to, and retained in the department's Teacher Education Program. The department also recognizes the importance of due process if a student is removed from the program. Students who violate the program's standards can be removed. If the event a recommendation for removal is made, students have the right of due process.

The application for admission to the Teacher Education Program form shall include the following statement:

> "Having requested admission to a program that requires certain high standards of character and professional competence, and that includes off-campus assignments in public school classrooms, I understand that my admission to the Teacher Education Program may be deferred, disapproved, or that, if I am accepted, I may be removed subsequently from the program for the following cause(s):
>
> 1. immoral character,
> 2. conduct unbecoming a teacher in training,
> 3. insubordination,
> 4. failure to obey reasonable rules promulgated by the college and/or cooperating school district,
> 5. failure to show normal improvement and evidence of professional training,
>
> I further understand that, in the event of disapproval of this application, or of deferment, or of subsequent removal form the Teacher Education Program following acceptance I am entitled to certain rights as set forth herein."

Students may access the due process procedure through either the Director of Teacher Education or the chair of the Hearing Panel of the Teacher Education Committee (named annually).

The procedure for due process for a student who has his or her Admission to Teacher Education or Student Teaching application rejected is as follows:

1. The student is notified in writing of the date, time, and place of a hearing before the Hearing Panel of Southwestern College. Said hearing shall take place not later than ten (10) calendar days following the mailing of the notice of the hearing.
2. The student has the right to have counsel of his or her own choosing present at the hearing and the right to receive the advice of such counsel or such other person(s) as may be selected.
3. The student may have parents or guardians present at the hearing.
4. A summary of testimony of witnesses, if any, shall be read at the hearing. If requested in advance, the witnesses may testify in person at the hearing.
5. The student shall have the right to present witnesses in his or her behalf that may testify either in person or by affidavit.
6. The student shall have the right to testify in his or her owns behalf and shall have the right to cross-examine any witnesses who will testify against him or her.
7. The Hearing Panel shall render a fair and impartial decision based upon the evidence.

8. The student shall be informed in writing of the decision of the Hearing Panel within ten (10) calendar days of the hearing and of his or her status in the teacher education program.
9. In the event the removal occurs at the end of the semester and there is not time to complete the due process hearing within the designated timeline, the ten (10) calendar days will start with the beginning of the next academic semester.

In the event that the student has been advised that he or she has been removed from an off-campus assignment, the following procedure will be followed:

1. If the cooperating school initiates action for removal from an off-campus assignment, the supervising teacher will notify the principal who will contact the Director of Student Teaching and furnish him or her with statements regarding the nature of the difficulty. These statements will become a written document which upon review and agreement with the statements, will be signed by the supervising teacher and principal.
2. All the rights of the student as set forth above in the procedure for due process shall apply.

Appendix B

Mid Term/Final Evaluation format

Education Department
Southwestern College

Midterm and Final Evaluation for Student Teacher
(to be completed online with Survey Monkey)

Candidate: _____ Semester:_____

Evaluator/Cooperating Teacher(s)_____

Outcomes	Exemplary **(5)**	Above expectation **(4)**	Meets expectation **(3)**	Below expectation **(2)**	Unsatisfactory **(1)**	Numeric rating
a. Candidate creates leaning opportunities of each discipline taught which will make subject manner meaningful for all learners.	Clearly and consis-tently provides uniquely different approaches to learning and creates instruct-ional opportunities in content areas that are equitable for all students.	Consistently provides different approaches to learning and creates instructional opportunities in content areas that are equitable for all students.	Provides different approaches to learning and creates instructional opportunities in content areas that are equitable for all students	Generally provides different approaches to learning and creates instructional opportunities in content areas that are equitable for all students	Does not provide evidence of differentiating instruction for all students	
b. Candidate provides developmentally appropriate instruction for all students.	Demonstrates an exceptional under-standing of develop-mental characteristics of the age group and implementation of developmentally appropriate practice [DAP] is consistent.	Demonstrates understanding of developmental characteristics of the age group and implementation of DAP is consistent	Demonstrates ongoing under-standing of developmental characteristics of the age group and implementation of DAP is typically consistent	Demonstrates some under-standing of developmental characteristics of the age group and implement-ation is somewhat consistent.	Demonstrates little under-standing of developmental characteristics of the age group.	
c. Candidate adapts instruction to meet the needs of all	Presents every lesson with excep-tional learning opp-	Presents every lesson with learning opportunities at various	Presents lesson with learning opportunities at various developmental	Presents occasional lessons with learning opportunities at	Does not identify appropriate ser-vices or resources to meet diverse	

students.	ortunities at various developmental levels and plans are adapted to diverse learners, including those with excep-tionalities.	developmental levels and plans are adapted to diverse learners, including those with exceptionalities.	levels and plans are adapted to diverse learners, including those with exceptionalities	one developmental level and plans are partially adapted to diverse learners, in-cluding those with exceptionalities	and exceptional learning needs.	
d. Candidate utilizes a number of appropriate instructional strategies.	Demonstrates excep-tional understanding and uses a variety of cutting edge instructional strategies to develop student learning.	Demonstrates a clear understanding and uses a variety of innovative instructional strategies to develop student learning.	Demonstrates a clear understanding and uses a variety of instructional strategies to develop student learning.	Demonstrates some understanding and uses instructional strategies to develop student learning.	Relies upon one or two styles or strategies for in-struction.	
e. Candidate creates learning environments which encourage positive social inter-action and active engagement by students.	Uses a keen under-standing of individual and group behaviors to routinely create unique learning ex-periences that encourage positive social inter-action and active engagement in learning.	Uses a remarkable understanding of individual and group behaviors to frequently create learning ex-periences that encourage positive social inter-action and active engagement in learning.	Uses an understanding of individual and group behaviors to occasionally create learning ex-periences that encourage positive social inter-action and active engagement in learning	Is developing an understanding of individual and group behaviors and creates learning experiences that seldom allow for positive social inter-action and active engagement in learning.	Lacks an under-standing of indi-vidual and group behaviors, and exhibits limited skill in creating learning experiences that allow for positive social interaction and active engagement in learning	
f. Candidate utilizes a variety of effective verbal and non-verbal communication techniques.	Uses a wide variety of highly effective verbal and non-verbal communica-tion techniques	Uses a variety of uniquely effective verbal and non-verbal communi-cation techniques.	Uses a variety of verbal and non-verbal communi-cation techniques	Uses one or two effective verbal and non-verbal communication techniques	Does not effectively use verbal and non-verbal communication techniques.	
g. Candidate plans instruction based upon knowledge of subject matter and curricular	There is uncustomary evidence that the teacher has a deep understanding of the	There is consistent evidence that the teacher has a deep understanding of the	There is substantive evidence that the teacher has a deep understanding of the	There is inconsistent evidence that the teacher has a deep understanding	There is little evidence that the teacher has a deep understanding of the major concepts	

outcomes.	major concepts and cur-ricular concepts which are taught.	major concepts and cur-ricular concepts which are taught.	major concepts and cur-ricular concepts which are taught.	of the major concepts and cur-ricular concepts which are taught.	and cur-ricular concepts which are taught.	
h. Candidate utilizes formal and informal assessment strategies and instruments to assure continual personal development for all students.	Understands and uses formal and informal assessment strategies to effectively evalu-ate and ensure specific lessons will provide for continual development of all learners.	Understands and uses formal and informal assess-ment strategies to evaluate and ensure specific lessons will optimally provide for continual development of all learners	Understands and uses formal and informal assess-ment strategies to evaluate and ensure the continual develop-ment of all learners	Occasionally uses formal and informal assess-ment strategies to evaluate and ensure the continual develop-ment of all learners	Does not effectively use formal and informal assess-ment strategies to evaluate and ensure the continual develop-ment of all learners.	
i. Candidate fosters collegial relationships with school personnel, parents, and others within the school setting.	Fosters strong collegial relationships with school personnel parents, and others through innovative means	Fosters collegial relationships with school personnel, parents, and others through unique means.	Fosters collegial relationships with school personnel, parents, and others.	Fosters collegial relationships with school personnel, parents, and others on an occasional or in-consistent basis	Does not attempt to foster collegial relationships with school personnel, parents, and others.	
j. Candidate integrates curriculum within and across curricular areas.	Consistently creates unique learning experiences that allow students to integrate knowledge and skills from within and across curricular areas.	Consistently creates learning experiences that allow students to integrate knowledge and skills from within and across curricular areas	Generally creates learning experiences that allow students to integrate knowledge and skills from within and across curricular areas	Occasionally creates learning experiences that allow students to integrate knowledge and skills from within and across curricular areas	Focuses learning experiences on one subject area.	
k. Candidate incorporates technology within the teaching/learning process.	Has a keen under-standing of the role and use of technology in the teaching/learning process, and demon-strates	Has a strong understanding of the role of technology in the teaching/learning process and demon-strates strong skills in helping students	Understand the role of technology in the teaching/learning process and demon-strates adequate skills in helping students use technology	Has some under-standing of the role of technology in the teaching/ learning process and demonstrates some skills in	Has marginal understanding of the role of tech-nology in the teaching/learning process and evidences weak skills in helping student use technology	

	exceptional skills in helping students use instructional technology both innovatively and effectively.	use technology effectively	effectively	helping students use technology occassionally		
l. Candidate utilizes reflection and professional feedback in developing and refining instructional practices.	Is a reflective practi-tioner who uses a deep understanding in applying reflection and professional feedback in developing and refining instructional practices in innovative ways	Is a reflective practi-tioner who uses refection and pro-fessional feedback in developing and refining instructional practices in a consistent manner.	Is a reflective pract-itioner who uses reflection and pro-fessional feedback in developing and refining instructional practices.	Is a reflective practitioner who uses reflection and professional feedback in developing and refining instruct-ional some practices	Does not use reflection and/or professional feedback in developing and refining instruct-ional practices.	

Appendix C
Kansas State Department of Education Regulations

The following citations from Kansas Statutes Annotated (KSA 991-19-6) are included for informational purposes:

1. **Supervision of student teachers.** Student teachers shall be under the supervision of cooperating teachers and administrators of the accredited or approved educational agencies to which they are assigned, and shall not be expected to assume tasks or responsibilities not generally assigned to teachers.

2. **Student teachers prohibited from serving as regular or substitute teachers.** Certified student teachers shall be prohibited from serving as regular or substitute teachers in Kansas accredited or approved educational agencies.

Appendix D
To contact Southwestern College Student Teaching Personnel:

Mail: Southwestern Education Department
100 College Street
Winfield KS 67156-2499

FAX: (620) 229-6341

Phone: (620) 229-6253 OR 1-800-846-1543 ext. 6253 (the "800" number may be used to contact individuals listed below by substituting appropriate extension numbers)

Jackie Glasgow (Director of Student Teaching)
ext. 6315 229-6315
email: jackie.glasgow@sckans.edu

Pam Green (Director of Secondary Education)
ext. 6331 229-6331
email: pam.green@sckans.edu

Nili Luo (Director of Early Childhood Education)
ext. 6360 229-6360
email: nili.luo@sckans.edu

Sheryl Erickson (Elementary Education)
Ext. 6192 229-6192
Email: sheryl.erickson@sckans.edu

Christine Rogers (Special Education)
Ext. 6053 229-6305
Email: Christine.rogers@sckans.edu

Cameron Carlson (Dean of Education)
ext. 6115 229-6115
email: Cameron.carlson@sckans.edu

John Hope (KPTP)
Email: john.hope@sckans.edu or johnhope67002@hotmail.com
Cell:

Sally Hanson (KPTP)
Email: sally.hansen@sckans.edu or hansensally66@hotmail.com
Cell: 316-708-0400

Appendix E
STUDENT RELEASE FORM*

Date:

Dear Parent/Guardian:

I am a student teacher from Southwestern College, Winfield, KS during this semester in your child's classroom. One of the requirements of the student teaching program is to video tape at least 3 of my presentations to students during the semester. During the process of video taping, your child's image may appear within the videotape.

Although the videotapes involve both the student teacher and various students, the primary focus is on the student teacher's instructional practices, not on the students in the class. These videotapes will be used by me for purposes of self evaluation of teaching methods and a source of reflection of my classroom performance. In addition, these videotapes may be shared with my cooperating teacher (your child's classroom teacher) and my college supervisors for purposes of collecting additional information and suggestions for improvement in my teaching.

No student will be identified by name in any evaluation processes. There is no public presentation of any student in the videotape. Again, the tapes are made for instructional purposes only.

The form below will be used to document your permission for this activity.

Sincerely,

Southwestern College Student Teacher

PERMISSION SLIP

_____
Name of School

_____
Student Teacher Name

Student Name: _____

Home Address: _____

As the parent/guardian of the child named above, I have received and read the information contained in the letter above regarding the videotaping activities involved with the student teaching program of Southwestern College, Winfield, Kansas, and agree to the following:

I DO give permission to include my child's image on videotape as he or she participates in a class noted

Signature of Parent/Guardian _____Date: _____

I DO NOT give permission to include my child's image on videotape as he or she participates in a class noted

Signature of Parent/Guardian _____Date: _____

I am the student named above and am 18 years of age or older. I have received and read the description given above. I understand that my performance is **not** being evaluated by this project.

I DO give permission to include my image on videotape as I participate in this class.

Signature of Student: _____ Date: _____

Date of Birth___/___/___

I DO NOT give permission to include my image on videotape as I participate in this class.

Signature of Student: _____ Date: _____

Appendix F
Student Teaching Timeline
(To complete the first week of student teaching)

Southwestern College
Education Preparation Program

Student Teaching Planning Timeline

Site_____ Date_____

Student Teacher_____Cooperating Teacher_____

College Supervisor_____Time(duration)_____

Others present (name and title)_____

Topics discussed:
*__***All documents will be submitted on Bb for Student Teachers only***__

____ Student teacher handbook (**1st Week)**

____ Expectations **(1st Week)**

- Handbook information/questions
- Objectives of student teaching [Handbook p. 1]
- *Evaluation process
- Site specific additions/adaptations (specify):

____ Conferences with eWT tool **(beginning 2-3rd week until 14th week)**

- Topic sources for informal and formal conversation
  - Handbook expectation
  - Conceptual framework form
  - Mid Term/Final evaluation form [appendix B/Survey Monkey]
  - Self evaluation form [appendix I & electronic edition]

____ Written plan for phase in/full load/phase out [handbook page 8] which includes the plan for the KPTP lesson presentations. See Sample Appendix G
(**Complete within the 2-4th week) (ST)**

____ 3 self-evaluations from video taping [appendix K]. Two will be completed at the time of the KPTP observation and the other at the choice of the student teacher. **(ST)**

____ Field Experience Plan (choose 1 goal from each construct/column). [handbook p. 5]. See Appendix G and Sample. **(Complete within the 2nd-4th week) (ST)**

____ Four lesson plans (2 KPTP and 2 non-KPTP) **(ST)**

____ *Evaluation responsibilities for Cooperating Teacher and College Supervisor (if applicable): **(CT and CS)**

- Mid term [Link sent from DST for Survey Monkey]
- Final [Link sent from DST for Survey Monkey]
- 2 eWT observations during the KPTP lesson process
- Conceptual framework [appendix G] –email to DST by the end of the 14 weeks

____ Kansas Performance Teaching Portfolio [KPTP] completion as part of the EDUC 440/Student Teaching Seminar. (**first 7-8 weeks)**

Signatures of all members present (signature indicates topics above, questions specific to site, and other questions and/or concerns have been addressed):

_____

_____

Appendix G

Sample Phase-in/Phase Out Plan for Secondary

Date (week):	Phase-in/out:
Aug. 23-24	Observe/Assist
Aug. 27-31	Observe/Assist + 1
Sept. 3-7	Observe/Assist + 2
Sept. 10-14	Pre-AP 10 + Assist + 2 (lessons, groups)
Sept. 17-21	AP 10 + above
Sept. 24-28	AP 10 + above
Oct. 1-5	AP 10, CP 12 + above
Oct. 8-12	AP 10, CP 12 + above
Oct. 15-19	AP 10, 11, CP 12 + above
Oct. 22-24 (end of 1st qtr.)	AP 10, 11, 12, CP 12 (full time)
Oct. 29-Nov. 2 (KPTP due Nov. 1)	AP 10, 11, 12, CP 12 (full time)
Nov. 5-9	AP 10, 11, CP 12 + assist
Nov. 12-16	AP 10, CP 12 + assist
Nov. 19-20	AP 10, CP 12 + assist
Nov. 26-30	AP 10 + assist
Dec. 3-7	AP 10 + assist
Dec. 10-14	Observe other teachers
Dec. 17-20	Observe other teachers
Schedule	**Schedule**
A Days: Block 1 -- AP 11 Block 2 -- Pre-AP 10 Block 3 -- PLAN Block 4 -- CP 12	**B Days:** Block 1 -- AP 11 Block 2 -- Pre-AP 10 Block 3 -- PLAN Block 4 -- CP 12

Appendix G

Sample Phase-in/Phase Out Plan for Elementary

Week 1 8/12-8/16	Observe, Get to know students
Week 2 8/19-8/23	Begin teaching cursive writing, observe
Week 3 8/26-8/30	Continue cursive, add on spelling and fluency block
Week 4 9/2-9/6	Continue cursive (no spelling due to short week), add on Morning Meeting
Week 5 9/9-9/13	Continue cursive, spelling, morning meeting, add on Vocabulary block
Week 6 9/16-9/20	Continue cursive, spelling morning meeting, vocab, begin KPTP social studies lessons (week 1) for social studies block
Week 7 9/23-9/27	Continue cursive, vocab, KPTP social studies lesson week 2, add on Science block
Week 8 9/30-10/4	Continue morning meeting, cursive, vocabulary, spelling, science, social studies, add on Math block in p.m.
Week 9 10/6-10/10	Continue morning meeting, spelling, vocab science/social studies, add on Reading block in a.m.
Week 10 10/14-10/18	FULL LOAD (Week 1) partial week
Week 11 10/21-10/25	FULL LOAD (Week 2) partial week
Week 12 10/28-11/1	FULL LOAD (Week 3) full week
Week 13 11/4-11/8	Begin phase-out, remove science/social studies
Week 14 11/11-11/15	Continue phase-out, remove math, science/social studies
Week 15 11/18-11/22	Continue phase-out, remove reading, science/social studies, math
Week 16 11/25-11/29	Two day week, remove morning meeting, reading, science/social studies, math
Week 17 12/2-12/6	Final Week – Observations of other classes at Lincoln
Week 16 11/25-11/29	Two day week, remove morning meeting, reading, science/social studies, math
Week 17 12/2-12/6	Final Week – Observations of other classes at Lincoln

Student:
Dates:
Course Name/Number:

SOUTHWESTERN COLLEGE
EDUCATION DEPARTMENT
CONCEPTUAL FRAMEWORK

620-229-6253
1-800-846-1643 Ext. 6253
Fax: 620-229-6341

CONTENT AND PEDAGOGY

Knowledge- Educator understands:

Academic currency, content, and structures of the	
discipline(s)	
Typical and atypical child and adolescent development	
The learning process	
How individual student characteristics impact learning	
How instructional planning supports student learning	
Historical, philosophical, and social foundations	
of educational practices	
Skills- Educator demonstrates ability to:	
Apply content knowledge	
Plan instruction based on knowledge of effective	
Articulate the purpose and context for the choice of	
instructional actions	
Dispositions-Educator displays:	
Enthusiasm for disciplinary content	
A conviction that each child can learn	
A belief in ongoing professional learning	
An appreciation for the contribution of research to the	
profession	

SCORING:

E= Exceeds expectations

M=Meets expectations

I=Improvement needed

Cooperating Teacher:

School:

Grade Level/Subject:

INSTRUCTION AND ASSESSMENT

Knowledge: Educator understands:

The role of standards in instruction	
A variety of instructional strategies	
Effective classroom management and student	
discipline	
Student engagement and motivation principles	
The impact of a positive learning environment	
Multiple methods of assessments	
Methods and evidence for including learners in	
self-monitoring and self-assessment	
School and community resources availability	
for student and classroom use	
Skills- Educator demonstrates ability to:	
Plan discipline specific learning demonstrating	
high expectations and rigor aligned with a	
sequence of learning outcomes	
Integrate research and best practice conducive to	
promoting high levels of learning for every student	
Communicate content effectively given students'	
ages, interests, and experiences	
Differentiate instruction across and within student	
populations	
Engage learners in active construction of	
understanding	
Create and manage flexible instructional groups	
to productively engage students	
Structure and pace learning for coherence,	
reflection, and closure	
Effectively manages transitions	
Use classroom rules and procedures to effectively	
manages students' behaviors	

Use technology and information systems to
assess and plan future instruction
Effectively use multiple and appropriate
types of assessment data to identify
each students' learning needs
Utilize a variety of means and
processess to thoroughly assess
and document student progress
Access and utilize school and
community resources
Dispositions-Educator displays:
High expectations for student learning
Respect for learning differences, ensuring
an inclusive learning environment
Flexibility
Resourcefulness

	Use appropriate instructional technologies to		
	support learning outcomes and student engagement		

COLLABORATION		LEADERSHIP	REFLECTION AND GROWTH
Knowledge: Educator understands:		**Knowledge: Educator understands:**	**Knowledge: Educator understands:**
The nature of collaboration		The principles of leadership	The characteristics of a reflective practitioner
How one's own cultural lens impacts		The formal and informal layers of	How to analyze assessment data to under-
interactions		leadership within the school	stand gaps in learning
The impact of culture and family		The potential moral and legal	How self-assessment is used to reveal areas
dynamics on learning		consequences of decision making	for professional growth
The differences in learning and		The role of assessments and	
interaction styles effect student		evaluation in leadership tasks	**Skills- Educator demonstrates ability to:**
growth		How to guide paraprofessionals and	Reflect on teaching with accuracy and specificity
That alignment of family, school, and		volunteers	Synthesis information to modify practices accordingly
community spheres of influence		The necessity of using resources	Make changes in instruction based on student
enhances student learning		efficiently	performance
The obligation to grow and develop			Seek feedback from others for professional
professionally through interactions		**Skills- Educator demonstrates ability to:**	development
with colleagues and professional		Model continuous and sustainable	
organizations		improvement through self-	**Dispositions-Educator displays:**
		awareness, reflective practice,	Professional standards of practice
Skills- Educator demonstrates ability to:		transparency, and ethical behavior	Initiative in taking responsibility for student learning
Create environments of respect and		Comply with rules, regulations, and laws	Constructive responses to feedback
rapport		related to teacher-student relationships	Persistence to accomplish professional growth
Communicate in a respectful and		Nurture a collaborative, coherent culture	
timely manner with families		to ensure the growth of every student	
regarding student progress		Engage collaboratively with an organization	
Communicate clearly and effectively		recognizing roles and levels of	
through writing, conforming to		responsibilities	
standard English and appropriate		Implement rigorous and relevant	
to audience		curriculum, instruction, and support	
Communicate clearly, effectively, and		services that promote success for all	
confidently through speaking		students	
conforming to standard English		Use performance-based assessments	
and appropriate to audience		and evaluation to enhance effective	
Share responsibility for student		learning environments	
growth and development, learning,		Effectively utilize paraprofessionals and	
and well-being		volunteers	
Dispositions-Educator displays:		Make a contribution to school and district	
Respect and empathy for others'		events and projects	
ideas and positions		Promote opportunities for members of	
Initiative in working with others		the school community to develop	

Competence as a thoughtful responsive listener and observer		capacity for leadership
		Develop individual and shared
		leadership excellence
		Act to influence local, district, state,
		and national decisions affecting
		student learning
		Dispositions-Educator displays:
		Servant leadership
		Honesty, integrity, and confidentiality
		in all professional interactions
		Persistance to improve the quality of
		the profession
		Dedication to ongoing self-improvement
		Self-efficacy and competence

Appendix I

Student Teaching Self Evaluation (Mid-term & Final). Name/date:

Complete the following rubric utilizing the following scale:

Y = yes **S = sometimes** **N = no** **C = cannot evaluate**

14 week placements: Complete and return to the CTE at the mid-term and final points of the semester.

7/7 placements: Complete and return to the CTE at the end of each portion of your placements.

Other placements (K-12): Consult with college supervisor for completion expectations.

Mid Final

Instruction is guided by a preplanned curriculum based upon standards.

____ ____ 1. Do I develop appropriate learning goals and objectives that are aligned with district guidelines and standards?

____ ____ 2. Do I logically sequence objectives for instructional purposes?

____ ____ 3. Do I select materials and activities that help all students to achieve the learning objectives?

____ ____ 4. Do I modify material and activities when necessary to ensure that all students are able to achieve the objectives?

Mid Final There are high expectations for student learning.

____ ____ 5. Do I communicate high standards and expectations for all students regarding meeting learning objectives?

____ ____ 6. Do I establish and maintain consistent standards and expectations for student performance?

____ ____ 7. Do I verify that students understand the standards and expectations for accomplishing learning objectives?

Mid Final Students are carefully oriented to lessons

____ ____ 8. Do I gain the attention of students before beginning/continuing instruction?

____ ____ 9. Do I refer to relevant past learning experiences/activities before beginning new instruction?

____ ____ 10. Do I communicate lesson objectives to all students and check for understanding?

Mid Final Instruction is clear and focused.

____ ____ 11. Do I model the skill(s) which students are expected to perform?

____ ____ 12. Do I use clear, concise language when teaching skills/concepts?

____ ____ 13. Do I proceed step-by-step when teaching new skills/concepts?

____ ____ 14. Do I check for students' understanding during instruction?

____ ____ 15. Do I provide a sufficient amount of guided practice as new skills/concepts are taught?

Mid Final Learning progress is monitored closely

____ ____ 16. Do I check to see if students can perform skills independently?

____ ____ 17. Do I seek many responses from students during teacher directed activities, monitor written and oral responses and adjust the lesson based upon the feedback?

____ ____ 18. Do I involve all students by calling on non-volunteers?

____ ____ 19. Do I monitor the completion of independent work and provide feedback accurately?

____ ____ 20. Do I collect performance data at appropriate intervals?

____ ____ 21. Do I utilize collected data to make instructional decisions?

Mid Final When students don't understand, they are re-taught.

____ ____ 22. Do I review relevant previously taught skills/concepts thoroughly before beginning new instruction?

____ ____ 23. Do I re-teach key concepts to in ensure all students are achieving a successful level of performance?

____ ____ 24. Do I systematically review key skills/concepts throughout the school year to monitor student retention?

Mid Final Class time is utilized efficiently for learning

____ ____ 25. Do I maintain appropriate pacing for activities?

____ ____ 26. Do I schedule adequate time for teacher directed instruction?

____ ____ 27. Do I carefully follow established schedules?

____ ____ 28. Do I minimize the amount of time spent on non-academic activities?

Mid Final There are smooth, efficient classroom routines.

____ ____ 29. Do I minimize the length of transition time between activities?

____ ____ 30. Do I manage disruptions efficiently during instruction time?

____ ____ 31. Do I use non-verbal signals and cues to maintain attention?

Mid Final Instructional groups formed fit instructional needs

____ ____ 32. Do I place students within small groups to facilitate individual achievement of objectives?

____ ____ 33. Do I monitor small group performance and adjust student placements accordingly?

____ ____ 34. Do I monitor interaction within groups to ensure objectives are being addressed?

Mid Final Standards for classroom behavior are explicit

____ ____ 35. Do I establish a plan for managing behavior which includes rules and appropriate rewards & consequences?

____ ____ 36. Do I consistently deliver specific positive reinforcement for acceptable behavior?

____ ____ 37. Do I consistently deliver specific negative consequences for unacceptable behavior?

____ ____ 38. Do I teach specific behavioral expectations for specific activities?

____ ____ 39. Do I encourage students to take an active role in the management of their own behavior?

____ ____ 40. Do I attend to student needs, interests and accomplishments?

Appendix J
Unit/Lesson Plan Template

Name: Course: Date:

Unit Title:

Subject(s)

Grade level(s)

Southwestern College-Teacher Education

Unit Planning Guidelines and Template with Lesson Plan format embedded

Directions: Use the following template for unit and lesson planning.

Goals: In the space below, list standards that will be addressed in the unit. Use Common Core Standards for ELA and Math. Use state standards for other disciplines.

Standards include:	
For math use-	
Domain:	Code:
Cluster:	
Standard:	
For ELA use-	
Strand:	Code:
Boxed Sub-heading:	
Standard:	
For all other subjects use-	
Standard:	Code:
Benchmark:	
Indicator:	

What will student know, understand, be able to do as a result of this unit?

Know (nouns)	**Definition**
List the key concepts (nouns/noun phrases) and provide a common definition of the nouns/noun phrases as used in this context.	
•	
•	
•	
•	
•	

Be Able to Do (Verbs)	**Level I**	**Level II**	**Level III**	**Level IV**	**Level V**
List the verbs that are key learning targets, then determine the cognitive demand level (Bloom's) with verbs in context by placing a checkmark in the appropriate square:	**Knowledge/ Remembering Memorize facts, definitions, & formulas**	**Comprehension/ Understanding Perform Procedures**	**Application Demonstrate understanding of math**	**Analysis Conjecture, Generalize, Prove**	**Synthesis/Evaluate/ Create; Solve non-routine problems; make connections**
•	☐	☐	☐	☐	☐

•	☐	☐	☐	☐	☐
•	☐	☐	☐	☐	☐
•	☐	☐	☐	☐	☐
•	☐	☐	☐	☐	☐
This standard means a student will know and be able to do…*(use your own student friendly words)*					
•					
Essential Questions: *What big idea question(s) focus this unit? Broad overarching question that can bridge subject areas and units.-This unit won't end the learning on this question.*					
•					
Unit Questions: *Guiding, open-ended, unit-specific question(s) that help build understanding of the Essential Question.*					
•					
•					
•					
•					

Summary: In the space below, write a brief summary for the unit. *A concise overview of your unit explaining what is to be learned and how students will attain the learning goals.*

(Why are you teaching this? Why is it needed? How will students benefit from this lesson? How can you justify the time spent?)

Data type:
Analysis details:

series of lessons *on similar learning goals. Assessment may be informal-teacher observation, checklist, journal entry, practice tasks. It may be formal-written task, performance task, paper/pencil or computer based quiz/test.* ***You*** *may come back and* ***make adjustments to the assessments*** *as you progress through planning or even after teaching the lesson to* ***ensure objectives, instruction, and assessment are aligned and students are meeting the objectives****.)*

Performance *Task(s)*:

- Through what authentic performance tasks will students demonstrate the desired understandings?
- By what criteria will performances of understanding be judged?

Formative-
1.
2.
3.
Summative-

Other Evidence:

- Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?
- How will student reflect upon and self-assess their learning?
-

Materials and Resources: In the space below, brainstorm any materials you might need to complete the lesson in your classroom. This may include teacher and student books, guest speakers, technology, materials/supplies needed for demonstration and instruction or needed by students to complete tasks, etc. As you continue to work on your lessons, you will likely add to this list.

Unit Outline-Lesson Segments: Provide a brief description of each session in the unit sequence.

Session	Instruction and Learning Experience
1	
2	
3	
4	
cont	

Lesson Plan Guidelines –What teachings and learning will equip students to demonstrate targeted knowledge, understanding, skills(be able to do) ***(information and questions in parenthesis provide guidance about what should be included in each section of the lesson plan)***	**Approx. time to complete**
Objective(s): *(Objectives are specific, measurable, short-term behaviors students should be able to demonstrate at the end of the lesson. What do you want students to know and be able to do? The student(s) will… .)* Instructional Plan: *(How will you get students to achieve the learning objective? List the activities and* ***explain*** *the procedures for each instructional and learning component. What will the teacher do, what will the students do?)* Meeting the needs of various learners/Accommodations: *(As you prepare to teach this lesson, what accommodations or modifications are needed for ESL, students with disabilities, students who need extra support, high performing students?) (Small group differentiation as part of core, intervention in small groups beyond core lesson time, one-on-one support. Who/How will this be provided?)*	

Accommodations for differentiation	
Students with disabilities/students needing additional support	*Describe accommodations and support for students, such as scaffolding, leveled materials, extra time, adjusted learning objectives, modified assignments, grouping, assignment calendars, adaptive technologies, and support from specialists or others. Also describe how students express their learning-for example: oral interview instead of written test, use of scribe, choice of product to fit learning style.*
Nonnative English speaker	*Describe language support, such as English Language Learner (ELL) instruction and tutoring from more able bilingual students or community volunteers. Describe adaptive materials, such as first-language texts, graphic organizers, visuals, realia, illustrated texts, dual-language dictionaries, and translation tools. Describe modifications in how students express their learning, such as first-language rather than English or an oral interview instead of a written test.*
High performing students/exceeds expectations	*Describe the various ways students may explore curriculum content, including independent study, and various options through which students can demonstrate or exhibit what they have learned, such as more challenging tasks, extensions that require in-depth uncoverage, extended investigation in related topics of the learner's choice, and open-ended tasks or projects.*

Opening: *(set purpose for lesson, activate prior knowledge)*
Instruction: *(Core instruction, introduction to content, vocabulary, skill, strategy, demonstration, teacher modeling.)(For literacy lessons include in instructional sequence-* **Into/Through/Beyond***)*
Practice: *(Guided practice may be done in pairs, teams, individually with various ways for teacher to observe, see responses and student work)*

- Guided Practice *(I do-teacher models the task for students, explaining the how and why as demonstrating what needs to be done)[Used when introducing, reteaching, working with Tier II and III groups]*
- Guided Practice (*We do, teacher has demonstrated/modeled now guides students in doing.)[initial practice after I do]*
- Guided Practice *(We do it, teacher asks students what to do as students and teacher do.)[continued practice]*
- Guided Practice *(We do, as students practice, remind them what to do.)*
- Independent Practice *(You do. Students complete practice on the learning objective independently. This may not happen the first day new content, skill, or strategy is introduced.)[used when formative checks from observation or practice work from We do show student ready to work on own]*

Closing: *(quick assessment, formative checkpoint)[examples: exit cards, reflection, students communicate learning, explain how, apply]*

After Assessment: *(Was your objective met? By how many? What will you do for students who did not meet the objective? How can learning be extended or enriched for those who did meet objective?)[What reteaching is needed-for whom?/many-reteach in core, some-Tier II, few-Tier III]*

Compiled and adapted with resources from: Understanding by Design, Kansas Association for Supervision and Curriculum Development, Charlotte Danielson's Framework for Enhancing Professional Practice, Wichita Public Schools instructional frameworks, Gradual Release of Responsibility model, Bloom's Taxonomy, Friend's Co-Teaching strategies, INTEL Teach Program unit planning model.

Lesson Plan Example- Elementary

Southwestern College-Educator Preparation Program
Lesson Planning Template
See Unit and Lesson Planning Template with Explanations for directions to complete this template.
Lesson designer: Course lesson designed for: Student Teaching Date: 10/7/13
Subject area of lesson: Reading Grade level of lesson: 3rd

Standard(s) for this lesson's objective(s): Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Students will compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). For math use CCSS-	
Domain:	Code:
Cluster:	
Standard:	
For ELA use CCSS- **Literacy.RL.3**	
Strand: Key Ideas and Details, Integration of Knowledge and Ideas,	Code: **Literacy.RL.3.1** **Literacy.RL.3.9**
Boxed Sub-heading: Literacy Standards for Reading	
For all other subjects use-	
Standard:	Code:
Benchmark:	
Indicator:	

Lesson title: **Three Little Pigs and The True Story of The Three Little Pigs**

Objective (s):

Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Students will compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Assessment: Formal written test will be given at the end of the lesson

Meeting the needs of various learners/accommodations:

No adaptions will be made to the material or text. The same test will be given to all students.

Low students will read with the help of the Para.

Instructional Plan ***Indicate approximate time allocated for each component.***

Day 1 - Opening: 2 minutes

- How many of you have heard the story of **The Three Little Pigs**? What if I told you there could be another side to that story, and maybe, just maybe the wolf wasn't a bad wolf after all. (Note: Compare information from the fiction passage "The Story of the Three Little Pigs" and the book The True Story of the Three Little Pigs to recognize how the portrayal of a character can differ between two versions of a story.)

Day 2 – Opening: 2 minutes

- Transition students into the text: **The True Story of The Three Little Pigs.**
- **I do** – Teacher reads asking guiding questions and students follow along in their text.

Day 3 – Opening: 5 minutes

- Use KWL graphic organizer to open discussion. Have a whole class discussion over the two stories.

Instruction: 3minutes

- **Day 1** -Students will partner read The Three Little Pigs.
- **Day 2 –** Listen and follow along as I read. (Read the first two sentences of the book to capture students' attention. Put special emphasis on the second sentence. "Everybody knows the story of the Three Little Pigs. Or at least they think they do." After stirring their interest, restart the book.)
- **Day 3 –** Pass out written test. Discuss rules for test taking.

Practice: 25 minutes

Day 1 –

- After students have read have a whole group discussion.
- Teacher and students will start a graphic organizer together (KWL).

Teacher asks:

- **Example**: What does the wolf do that causes the houses of the first two little pigs to fall down?
- **Example**: Based on what the wolf says and does in "The Story of the Three Little Pigs," what words would you use to describe him? Give a reason for each word you choose.

Day 2 - Practice: 35 minutes

Teacher reads, guides, and asks:

- **Example:** Read pages 1 and 2 out loud, and then stop. Page 2 ends with "it's all wrong." Who is telling this story? (Al- Alexander T. Wolf) What does Al say about the "Big Bad Wolf" thing? (He says it's all wrong.)
- **Example:** Read page 3, the page ends Big and Bad, too. What does Al say wolves eat? (He says they eat bunnies and sheep and pigs.) He says they eat cute little animals. (Make sure this response is given before moving on.)

- Continue asking guiding questions throughout the story.

Day 3 Practice: Students will take written test.
Closing: Day 1 – Students will be assessed through whole-group discussion after they read the story, and participation with their graphic organizers.
Closing: Day 2 – Students will be assessed through whole-group discussion during and after the guided read. Revisit and complete the graphic organizer (KWL).
Closing: Day 3 – Formative written assessment.
After Assessment:
Day 1 – Students really enjoyed partner reading the story together. It was an easy read for many of them and the entire class stayed on-task.
Day 2: None of the students had ever heard the second version of the story. They were engaged throughout the lesson and asked higher level questions during the guided reading. I don't like to do guided reading often, but I think it was a good choice for this text.
Day 3: Students really enjoyed this lesson and were engaged throughout.

Lesson Plan Example-Secondary

Southwestern College-Educator Preparation Program
Lesson Planning Template
See Unit and Lesson Planning Template with Explanations for directions to complete this template.
Lesson designer: ***Course lesson designed for:*** English 3 ***Date:*** Thursday September 19, 2013
Subject area of lesson: Persuasion & Argument ***Grade level of lesson:*** 11th grade

Standard(s) for this lesson's objective(s):
For ELA use CCSS-

Strand: Reading Informational Text	Code: RI. 11-12.5
Boxed Sub-heading: Craft & Structure	
Standard: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	
Strand: Reading Informational Text	Code: RI. 11-12.6
Boxed Sub-heading: Craft & Structure	
Standard: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	
Strand: Writing Standards (W)	Code: W. 11-12.9
Boxed Sub-heading: Research to Build and Present Knowledge	
Standard: Draw evidence from literary or informational texts to support analysis, reflection, and research.	

Lesson title: Elements of Persuasion and Argument

Objective (s): Students will be able to identify and evaluate the effectiveness of persuasive elements in "Sinners in the Hands of an Angry God" by Jonathan Edwards.

Assessment: Student will receive an informal formative assessment through their responses to audio listening activity and their notes. There will be a summative assessment project in which students will choose from three different assignments to demonstrate their understanding of how Edwards' uses persuasive language to emphasize audience, purpose, and tone.

Meeting the needs of various learners/accommodations: ESL students will receive a list of key vocabulary terms. Students with disabilities will receive summary of the speech, example of a finished product, and additional guided instruction.

Instructional Plan ***Indicate approximate time allocated for each component.***

Opening: (10 minutes) I begin by showing a short informative power point and video clip about Jonathan Edwards' sermon. I then explain how this famous sermon ties in with persuasion and argumentation as well as introduce them to the Puritan period.

Instruction: (25 minutes) Students listen to a recorded version of the sermon and imagine that they are in the audience. The first listening activity is followed by question and response over the elements of persuasion and argumentation, i.e. audience, tone, purpose, emotion, logic, and ethics.

Practice: (35 minutes) Students then listen a second time and write down significant words and/or phrases that stand out identifying words and phrases that indicate audience, tone, and purpose. This activity is followed by a third listening, this time students will follow along in their textbooks looking specifically for persuasive words, phrases, and vivid language.

Closing: (15 minutes) Students will have a formative assessment project in which they will identify and evaluate the effectiveness of persuasive elements in "Sinners in the Hands of an Angry God" by choosing among three projects which include designing a CD cover, an advertisement, or newspaper. This assessment was chosen as a way to allow students to express creativity by incorporating their knowledge of audience, purpose, and tone as well as identifying evidence of persuasive language.

After Assessment: (5 minutes) I will informally assess the students during the last five minutes of class by circling the room and observing their projects.

Appendix K
Self evaluation from video taping

Southwestern Education Department

Name of student teacher_____

School Assignment _____Date of Visit _____ Time (duration) _____

Subject taught _____ Cooperating Teacher (s) _____

College supervising teacher _____

Ratings:

5. Exemplary
4. Target
3. Developing
2. Emerging
1. Lacking
NF not a focus area
NA not applicable during the observation

Dispositions	5	4	3	2	1	
a) Creative						
b) Flexible						
c) Strong work ethic *						
d) Values service to others *						
e) Respects and values diversity						
f) Respects others' ideas and positions						
g) Is open to constructive feedback						
h) Practices reflection						

* Check with extended school community

Skills

Goal 1. Possess wisdom of practice

	5	4	3	2	1	
a) Utilizes best practice						
b) Plans instruction based on effective teaching strategies						
c) Articulates the reasons for the choice of instructional activities						
d) Can identify major teaching concepts in content areas						
e) Seeks information from diverse sources						

Goal 2. Facilitate student learning

	5	4	3	2	1	
a) Locates and manages resources						
b) Problem-solves effectively						
c) Effectively manipulates learning environments						
d) Uses effective classroom management procedures						
e) Uses a variety of means to assess student progress						
f) Can make necessary curricular adaptations to meet individual student needs						
g) Incorporates scope and sequence in lesson planning						
h) Uses a variety of technology tools to improve instruction						
i) Makes effective use of instructional time						

Goal 3. Ability to interact effectively.

	5	4	3	2	1	
a) Can use a variety of communication styles						
b) Establishes rapport with students, professionals, and parents						
c) Writes clearly and effectively, using appropriate grammar						
d) Speaks clearly with appropriate grammar and communicates ideas with confidence						
e) Treats children and adults fairly						

Strengths noted:	Suggestions for improvements