



HOFSTRA
UNIVERSITY™

School of Education, Health
and Human Services

GUIDE FOR

STUDENT TEACHING

IN

SECONDARY EDUCATION

K-12 SPECIAL EDUCATION

TESL

ELEMENTARY EDUCATION

Table of Contents

Mission Statement of the School of Education, Health and Human Services.....	1
Conceptual Framework of the Department of Curriculum and Teaching.....	2
Introduction.....	3
Student Teaching Policies and Procedures.....	5
Role and Responsibilities of the University Supervisor.....	7
Role and Responsibilities of the Cooperating Teacher.....	10
Role and Responsibilities of the Student Teacher.....	11
Timeline Guidelines for Student Teachers in Early Childhood, Elementary Education and Dual Programs.....	15
Timeline Guidelines for Student Teachers in Secondary Education, Art, Music, ESL.....	17
Evaluation Procedures.....	19
Cooperating Teacher Guidelines for Completing Student Teaching Evaluation Report.....	20
Rubric Evaluation Form.....	21-32
Some Guiding Questions to Assist a Student Teacher’s Self-Evaluation of a Lesson.....	33
Sign-Off Sheet.....	36
Cooperating Teacher’s Early Progress Report.....	37
Time Report.....	38

MISSION OF SCHOOL OF EDUCATION, HEALTH AND HUMAN SERVICES

The mission of the Hofstra University School of Education, Health and Human Services is to prepare professionals in education, health, counseling, and therapeutic services, who will be scholarly in their academic pursuit and committed to social justice and democratic practice. These scholar-practitioners will be dedicated to reflective, participatory, and collaborative processes. They will be committed to and capable of working with diverse populations in a variety of social and cultural contexts and able to meet the challenges of a technologically complex society. We strive to create a diverse and inclusive learning environment in which members participate in, learn from, and help shape professional, local, national, and international communities.

DEPARTMENT OF CURRICULUM AND TEACHING CONCEPTUAL FRAMEWORK

Reflective Activist Scholar-Practitioners

We seek to prepare reflective, scholar-practitioners who can create socially just, Democratic classrooms in which teaching and learning unfold within an ethic of care, with diverse students participating equitably and intellectually as citizens of the classroom community. Our program is a strong integration of supervised field participation and observation with readings, discussions and assignments driven by research on how people learn and based on theoretical principles of practice. Teaching is an interactive art, science and craft that, in its most developed form, requires advocacy and activism. Thus, we seek to prepare teachers who are master learners.

INTRODUCTION

As prospective student teachers, you are entering an important phase of your professional preparation. You will find student teaching both demanding and exciting. Our goal in the Department of Curriculum and Teaching of the School of Education, Health and Human Services at Hofstra University is to ensure that your experience will prepare you to become effective and reflective beginning teachers. As educators, we value teaching and learning and we want to welcome you as our colleagues.

The teacher education program at Hofstra University consists of several critical phases. At this point in the program, you have completed introductory courses, including methods courses. You have had experiences as a participant/observer in several schools. These experiences were designed to familiarize you with the way that students learn and interact, and the diversity of the student populations and the culture of schools.

The first phase of student teaching begins with your assignment to a host school. Many factors are taken into consideration (e.g., selecting highly qualified cooperating teachers, providing a multicultural setting), to ensure that student teaching assignments promote professional growth.

The second phase of student teaching focuses on orientation procedures. This phase provides the student teacher with a general understanding of the school and the school's surrounding community. This phase begins on site with the initial visits to the school. During this phase the student teacher meets school administrators, the cooperating teacher and the rest of the staff.

The third phase of student teaching, which can take between one and two weeks, involves the student teacher's introduction to various classroom settings. The student teacher observes the cooperating teacher and other school staff, meets the students, and begins to become involved in school activities. Gradually, the student teacher becomes part of the educational team in the school.

The fourth phase is the gradual involvement of the student teacher as a classroom teacher. Generally during the second week of student teaching, the student teacher assumes teaching responsibility. During this phase, the student teacher, with the guidance of the cooperating teacher, is planning and implementing instruction.

During the fifth phase, the student teacher, with the guidance and support of the cooperating teacher, school supervisors, the Hofstra field supervisor, and the student teaching seminar leader, is the actual teacher in charge of an educational program. During this phase the student teacher assumes the full range of teaching responsibilities, including but not limited to, short term and long term planning, implementation, evaluation of student performance, administrative work, guidance, and reflective professional interaction with colleagues.

Evaluation goes on during the entire student teaching experience with an emphasis on self-evaluative skills which will serve as a basis for continuous growth as a reflective educator. The ability to evaluate one's growth as a teacher develops through self-study, journaling, professional

readings, and reciprocal relationships with professionals in the schools and in the university. Through these relationships, the student teacher learns to evaluate goals, teaching skills, and students' learning. These professional relationships involve students in the schools with the cooperating teacher, school administrators and teaching colleagues and in the university with the field supervisor, the student teaching seminar leader and the faculty of the Hofstra School of Education, Health and Human Services.

STUDENT TEACHING POLICIES AND PROCEDURES

1. **TERM SCHEDULE:** Student teaching involves 5 full days a week for 15 weeks which includes student teaching seminars at Hofstra.

Those certified teachers enrolled in three semester hour programs (only ELED 249 and CT 268) will student teach five (5) full days a week for eight (8) weeks, including seminars at Hofstra.

2. **ASSIGNMENTS:** Each student teacher receives written instruction from the Assistant Dean as to who, when, and where to report to commence the assignment. Questions about details should be channeled through the Assistant Dean, unless it is clearly a matter for the cooperating teacher at the school to handle. Please note that it is the policy of the School of Education, Health and Human Services to ensure that all graduates from our programs have had a field placement with diverse populations and in high-need schools as defined by New York State.
3. **ATTENDANCE:** Each student teacher is expected to report to his/her respective cooperating school on time each day of the school week, except when excused by the proper cooperating school personnel in accordance with school policy, and with the permission of the university supervisor. In cases of illness or emergency a student teacher is expected to contact designated cooperating school personnel and the university supervisor. Absences will be made up. Hofstra reserves the right to withdraw students from the cooperating school at anytime and for any reason, in its sole discretion.
4. **TEACHING LOAD:** Student teachers should be given increased teaching and teaching related responsibilities as they progress through the student teaching experience, culminating in full-day teaching responsibility.
5. **SCHEDULE:** Each student teacher should obtain from his/her cooperating teacher the schedule which will be followed. A copy of the completed schedule should be given to the university supervisor by the beginning of the second week. The university supervisor should be notified of any changes in the schedule. Any changes to the student teacher's assignment in the school district must be made through the collaboration of, and with the approval of the university supervisor. Classes for which the student teacher will have major teaching responsibility should be clearly indicated. After-school assignments should be included as well.
6. **TIME REPORTS:** Cooperating teachers must verify the student teacher's hours by completing and signing a time report form.
7. **LESSON AND UNIT PLANS:** A student teacher is required to prepare written lesson plans for each different lesson which he/she knows in advance that he/she will teach. The lesson plan and unit plan formats should be acceptable to the cooperating teacher and university supervisor. The lesson and unit plans are to be discussed with and approved by

the cooperating teacher prior to their implementation. After a lesson is taught, a conference should be held utilizing a reflective, clinical model. Every student teacher should plan and teach at least one or more complete instructional units. All plans must be available and shown to the university supervisor during each visit.

8. **JOURNALS:** Student teachers are required to maintain a journal. The journal is a weekly record of the student teacher's experiences, impressions, and ideas. The emphasis of the journal should be analysis. The journal is a personal, critical reflection of your thoughts during your student teaching experience and should only be shared with your university supervisor and co-requisite class professor.
9. **CONFERENCES:** Several conferences between the cooperating teacher and student teacher should be held prior to and at the very beginning of the assignment. A planned conference should be held at least once a week. One of the best times to confer briefly is between classes while matters are fresh in mind. Three-way conferences should take place between the student teacher, university supervisor, and cooperating teacher.
10. **SEMINARS:** Student teacher seminars will be conducted by the university supervisors on the Hofstra University campus or on site in the local school districts.
11. **OUTSIDE EMPLOYMENT:** A student is strongly urged to arrange finances so that outside work is not necessary during the student teaching semester. Employment during student teaching is to be discussed with the Assistant Dean in advance.
12. **SUBSTITUTE TEACHING:** **Student teachers may not take the responsibility or place of a qualified teacher or staff of cooperating school.** Substitute teaching is not permitted during student teaching, except when there is a school emergency.
13. **UNIVERSITY SUPERVISOR:** A selected faculty member of Hofstra University with appropriate teaching certification will be assigned as the university supervisor for several student teachers. The supervisor will visit each student teacher a minimum of three times (four times in some programs) and will engage in pre- and post-conferences. The student teacher and his/her cooperating school personnel are urged to telephone the supervisor whenever the need arises. Supervisors will schedule visits in advance.
14. **COOPERATING TEACHER:** Cooperating teachers must be certified and have at least 3 years of teaching experience in the area in which they supervise student teachers.
15. **ACCIDENTS:** A student teacher should be very prudent in all matters and especially where safety is involved. Emphasis should be placed on accident prevention when planning and conducting activities. The student teacher should know in advance the local policies, procedures, and limitations relative to safety and accidents. Any school accident involving the student teacher must be reported not only to appropriate cooperating school personnel, and the university supervisor, but also directly to the Assistant Dean at the earliest opportunity, and certainly before the next school day.

16. **HEALTH:** All student teachers must have updated health records on file at Hofstra including immunizations for measles, mumps, and rubella, and screening for tuberculosis. All student teachers are responsible for meeting the New York State Department of Health requirements and all cooperating school medical clearance requirements applicable to the type of experience to be received at the cooperating school.
17. **INSURANCE:** It is the sole responsibility of the student to obtain and maintain any insurance policies, if necessary as may be required by the cooperating school.
18. **STATUS/RELATIONSHIP:** No student teacher, teacher or staff member of the cooperating school shall be deemed an employee or agent of Hofstra. Neither Hofstra nor the cooperating school shall be obligated to the other or to student teachers for any compensation for services or expenses for medical, meals, travel or incidental expenses incurred by participating in this program. Tuition remission vouchers may be provided pursuant to the terms of a Memorandum of Understanding (MOA).

ROLE AND RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

Preface:

Supervision of student teachers who are completing part of their professional education at an off-campus school site is a central and essential component of the Curriculum and Teaching (CT) Department's teacher-education programs. Students' off-campus experiences in classrooms and laboratories complement and inform their campus-based studies by providing opportunities for the application and refinement of professional learning.

The university supervisor links the campus, the schoolroom, and the beginning professional educator. The field supervisor is a teacher-educator, a professional who shares responsibility for assisting students to develop their knowledge, skills, attitudes, and beliefs in professionally productive ways within the framework of the university program.

Role and Responsibilities:

The university supervisor is responsible for implementing the requirements, for facilitating the opportunities of the campus-based program, and for assisting students to apply their knowledge and skill to school settings. The supervisor will aid students in improving their professional decision-making abilities through critical self-reflection and self-analysis.

The university field supervisors must be conversant with the philosophy and the implementation of each professional education program whose students they may supervise at off-campus sites. The field supervisors are responsible for being well-informed about the specific content and methodology of the course in each program as well as about current research and trends in professional education.

The field supervisor is a professional and collegial guest in the schools. The supervisor is responsible for establishing and maintaining cooperative relationships between the university and the schools; the supervisor is responsible for first-order remediation of difficulties or differences which may arise and which may affect the student. The supervisor will work collaboratively with the Department Chair and the Assistant Dean, and the appropriate subject-matter specialist, in all cases of difficulty or controversy between or among the student, the university, the school, or school personnel.

The university supervisor is responsible for timely and professionally effective performance of the following tasks and activities:

1. Initial Contact. The supervisor should make prompt contact with assigned students and complete arrangements for initial site visits.

2. Administrative Visits. The supervisor should meet the building principal and appropriate department head(s) not later than the time of the first site visit. At that time, the field supervisor will outline the university's expectations for the field-based student and for the university supervisor. The supervisor will attend to the requirements and expectations of the local school; in case of apparent dissonance with university rules or policies, the supervisor will not attempt to negotiate with the school personnel, nor to create or to modify university requirements, but will refer the matter(s) expeditiously to the Department Chair, Assistant Dean, and program specialist, as appropriate.
3. Number of Site Visits. The number of site visits is a function of the educational needs of the student teacher; three visits (four in some programs) should be seen as a minimum, not as a norm. During the first visit to the school, during a three-way conference, the university supervisor and the cooperating teacher will discuss and identify appropriate experiences in which the student teacher will engage.
4. Pre-Observation Conference. The supervisor will hold a pre-observation conference with the student a few days prior to the scheduled observation to address the context of the student's school experience, to review the student's proposed plans, and to ensure common understandings and expectations.
5. Observations. The supervisor will observe a student teacher for about 40 to 45 minutes. The length of the supervisor's visit will be modulated by the nature of the student's activities, the level and type of class being observed, the school's right to conduct its work in an orderly way, and the individual needs of the student teacher.
6. Post-Observation Conferences. The supervisor will arrange with the student who has been observed for a prompt post-observation conference. This meeting, and subsequent ones, if required academically, will be tailored to the needs and personal styles of the student and supervisor, but will not comprise less than:
 - a) collaboration concerning the explicit standards, purposes, and criteria which the supervisor and student teacher share;
 - b) solicitation of the student's critical reflection and analysis, **based on data** collected through such forms as transcript, audiotape, and videotape;
 - c) a description, possibly in outline form but with appropriate specificity, of what the supervisor noted as professionally significant during the visit;
 - d) application of the criteria to the observation data, leading to one or more assessments, commitments, and recommendations concerning the student's professional development;
 - e) continuous encouragement of the student to be self-reflective and self-evaluative.

7. Using shared rubrics and criteria, the university field supervisor will provide a written summary of the conference to the student, not later than one week after the supervisory visit. The written supervisory communications will be placed in the student's file.

Supervisors will apply standards and expectations to student teachers which are appropriate for the student's level of professional development and which are consonant with the on-campus professional education program; the supervisory process will be conducted in a cumulative and formative manner, save for the final assessment, which may be summative.

Students will have the right to respond in writing to written supervisory statements and to have their responses appended to the supervisor's notes in university files. In all cases, students will sign the supervisor's written statements, in acknowledgment that they have seen and read them, and are aware of their right to respond in writing.

8. The student teachers will meet weekly in seminar. If more than one supervisor shares responsibility for students in a particular certification area within the program, the subject-area specialist among the full-time faculty will coordinate the seminars to assure that each student teacher meets with a qualified supervisor each week. The weekly seminar associated with student teaching is an integral part of the Curriculum and Teaching Teacher Education Programs.

ROLE AND RESPONSIBILITIES OF THE COOPERATING TEACHER

The cooperating teacher is responsible for complying with the following guidelines:

1. Formally introduce the student teacher to the pupils as a professional colleague.
2. Arrange for a tour of the school building.
3. Discuss with the student teacher and provide the student teacher with all rules, policies, and regulations of the school, including those pertaining to passes, late slips, the marking system, fire drills, etc. so that students are aware of and may meet the expectations established by the school.
4. Provide the student teacher with appropriate materials such as state and local syllabi, department outlines, teachers' guides to texts, lists of school owned films, and other instructional materials, etc.
5. Allow the student teacher to teach his/her classes without interrupting him/her.
6. Observe regularly and evaluate lessons taught by the student teacher.
7. Encourage and guide the student teacher to become analytical, reflective, and self-evaluative.
8. Increase responsibility of the student teacher as readiness is demonstrated.
9. Confer with the student teacher regularly and in private.
10. Assist the student teacher to become skillful in the use of audiovisual equipment and instructional materials of all sorts.
11. Provide the student teacher with the opportunity for a variety of experiences related to the multifaceted role of the student teacher.
12. Share instructional ideas, insights, organizational tips, materials, and suggestions with the student teacher.
13. Guide, counsel, and nurture the student teacher in all aspects of teaching.
14. Regularly appraise and inform student teachers of their progress.
15. Confer with the university supervisor about such matters as identifying appropriate experiences, expectations, and progress of the student teacher.
16. Prepare and return an early progress report and a final evaluation form.

ROLE AND RESPONSIBILITIES OF THE COOPERATING SCHOOL

The cooperating school is responsible for complying with the following terms:

1. Make available appropriate classroom space for student teachers and classroom observations, as well as supply qualified teachers to supervise/mentor student teachers.
2. Permit Hofstra liaisons, supervisors, faculty advisors and/or coordinators to do site visits to be agreed upon in advance.
3. Make available emergency treatment to student teachers who may become ill or may be injured while at the cooperating school, at the student's expense. Any school accident involving student teachers must be reported to Hofstra.
4. Comply with all applicable federal, state and local nondiscrimination and equal opportunity laws, orders and regulations. Hofstra and cooperating school shall not engage in unlawful discrimination or harassment against any person because of race, color, creed, religion, sex, age, national origin, disability, sexual orientation, marital status, disability, or veteran status.
5. Agrees to hold free and harmless and to indemnify Hofstra, its trustees, officers, directors, employees, agents, affiliates and students from any and all claims, lawsuits, judgments, and expenses (including reasonable attorneys fees) which Hofstra, its trustees, directors, officers, agents, employees, instructors and students become liable to pay or defend as a result of the injury to person or property arising out of the Placement Site's performance of this Agreement, provided that such loss or damages was not caused solely by the negligence of Hofstra, its trustees, officers, directors, employees, agents, affiliates and students.

ROLE AND RESPONSIBILITIES OF THE STUDENT TEACHER

Participant-Observation

While enrolled in the general methods courses in education, students are introduced to lesson planning, long-range planning, various teaching methods, working effectively with students who have special needs and other topics that bear directly upon the multidimensional role of a teacher. In addition, students observe and participate in schools. While enrolled in the subject area methods courses, students also continue to observe and participate in schools in activities which are directly related to the teaching of their subject areas. Students are placed at least once for their participation-observation or student teaching in a high-need school district, as defined by New York State.

Student Teaching

Student teaching is the culminating field experience in the preservice professional education program. The student teaching experience offers student teachers the opportunity to apply and further develop knowledge and skills of teaching. Critical analysis and reflection are deemed to be important qualities of this learning process.

In general, student teachers undertake, on a limited basis at first and then increasingly, the duties and responsibilities of the experienced teacher. Unlike the experienced teacher, however, the student teacher is provided with continuous support and supervision by both a cooperating teacher and a university supervisor. By the conclusion of the student teaching experience it is expected that the student teacher will be able to demonstrate the knowledge, skills, and professional attitudes expected of a professional teacher.

What should a student teacher do at the beginning of student teaching?

A successful beginning as a student teacher is very important. It involves getting acquainted with students in classes, learning as much as possible about classroom organization, becoming familiar with the routines of the school, observing, assisting with classroom activities, and conferring with the cooperating teacher. Detailed suggestions are presented below to help student teachers understand how to utilize their time advantageously during these first few weeks:

- A. Student teachers should learn about the students in all classes they teach or observe. This may include:
 - 1. Making seating charts (as relevant) and learning pupils' names.
 - 2. Studying individual records for greater understanding of the physical, emotional, and intellectual aspects of each pupil.
 - 3. Informal discussions with pupils whenever appropriate.
 - 4. Studying the community in which the pupils live.

- B. Student teachers should familiarize themselves with the curriculum and materials that are, or could be, used in the classes they teach. Simultaneously, student teachers should begin collecting instructional materials they tentatively plan to use when teaching.

- C. Student teachers should keep notes on lessons observed to be used as a basis for reflection and discussion with the cooperating teacher.

Notes may be on the following items:

1. Principles of teaching.
2. Reasons for particular lessons being given.
3. Teaching strategies, methods, and techniques.
4. Beginning procedures.
5. Methods of involving the students.
6. Use of materials.
7. Classroom management, using positive group focus.
8. Routines such as recording attendance, distributing and collecting materials, and attention to physical characteristics of the room.

- D. Student teachers should volunteer services to the cooperating teacher in such activities as:

1. Checking and recording attendance.
2. Helping individuals or small groups of students.
3. Providing feedback on students' written work.
4. Arranging bulletin board displays.

- E. Student teachers should submit to the university supervisor a copy of their cooperating teacher's schedule, which they will follow.

1. A form will be provided to the student teacher for this purpose. This should be filled out and given to the college supervisor by the second seminar.
2. Whenever student teachers deviate from the schedule, they should first clear the change with the cooperating teacher.
3. The university supervisor should be notified promptly of changes in the schedule.
4. Student teachers should notify both the cooperating teacher and the university supervisor whenever they are going to be absent from the cooperating school due to illness.

What are the continuing responsibilities and role of the student teacher?

1. Assume increasing teaching responsibilities as professional growth indicates.
2. Discuss general professional problems with the cooperating teacher, other members of the faculty and university supervisor.
3. Have a written plan with specific questions and relevant engaging materials for every lesson taught.
4. Collect data, and reflectively analyze the lesson.
5. Confer regularly with the cooperating teacher.

6. Provide the university supervisor with a seating chart (secondary level classrooms), lesson plan, specific questions and relevant engaging materials each time the supervisor visits.
7. Be prepared to critically analyze, reflect on, and discuss one's plan and performance.
8. Demonstrate increasing independence as a teacher.
9. Become progressively familiar with students--their needs, backgrounds, experiences, strengths, weaknesses, and interests.
10. Become increasingly more effective in self-evaluation.
11. Attend scheduled seminars.

Additional responsibilities related to particular areas may include the following:

A. Understanding students:

1. Visiting special school services.
2. Working with youngsters of various academic ability.
3. Working with youngsters who have various needs.
4. Giving remedial help to students.
5. Holding conferences with students.
6. Studying problem pupils.
7. Working with pupils' cumulative records (in cooperation with teachers or guidance counselors).
8. Having conferences with a parent when appropriate (with cooperating teacher's consent and/or participation).
9. Discussing pupils with the cooperating teacher.
10. Keeping parents informed/encouraging parental involvement (in cooperation with teacher).

B. Classroom organization and management:

1. Making seating charts where relevant (to get to know students by name).
2. Becoming familiar with attendance and other procedures.
3. Distributing materials.
4. Planning and arranging bulletin boards.
5. Regulating lighting, temperature, ventilation.
6. Keeping records of homework.
7. Observing several teachers teach.

C. Using instructional materials:

1. Using chalkboard, maps, charts, etc.
2. Bringing in supplementary materials.
3. Locating other teaching materials.
4. Using A.V. equipment (e.g., overhead projector, movie projector, VCR, tape recorder, filmstrip projector and PowerPoint).
5. Using appropriate computer technology.
6. Using materials within defensible strategies which foster critical thinking and facilitate learning.

D. Class instruction:

1. Making assignments.
2. Employing a variety of techniques.
3. Constructing and administering quizzes and examinations, as relevant.
4. Instructing small groups.
5. Instructing classes.
6. Discussing test results with pupils.
7. Preparing daily lesson plans, collecting data, and reflectively analyzing.
8. Preparing long-range plans.
9. Supervising classroom study, as relevant.
10. Cooperatively planning a lesson or activity with a class.
11. Observing or teaching in more than one class.

E. Evaluating pupil growth:

1. Constructing valid tests and authentic means of assessment.
2. Grading papers.
3. Monitoring student progress.
4. Evaluating students by various means.
5. Recording grades or progress.
6. Assisting with reports, grade cards, etc.

F. Engaging in school activities:

1. Assisting with extracurricular activities.
2. Supervising study halls, as relevant.
3. Learning homeroom routine, as relevant.
4. Attending faculty and departmental meetings.
5. Working with faculty committees.
6. Visiting faculty room.
7. Learning school policies and how they are formulated (fire drills, discipline, home visits, accidents, etc.).
8. Learning how curricular decisions are made in the school and school district.

TIMELINE GUIDELINES

Student Teaching in Early Childhood, Elementary Education, and Dual Programs

These guidelines are intended to provide student teachers and cooperating teachers with a suggested timeline for the semester. Adjustments to this schedule may be appropriate, since we know that student teachers develop at different rates, and we respect the individuality of our cooperating teachers and the culture of each school. However, because student teaching is the capstone of the professional program, we want to ensure that all of our student teachers have had extensive teaching experience prior to certification.

Week O:

- If your placement has been arranged, try to visit your school and meet your principal and cooperating teacher prior to the beginning of the semester.

Week 1-2:

- Arrange a daily time to meet with your cooperating teacher to plan, reflect and review your activities.
- Meet administrators, faculty, and staff members (nurse, librarian, etc.) in your school, including other teachers on your grade level.
- Become familiar with curriculum, texts, and materials for the semester.
- Learn and participate in class routines, such as taking attendance, lunch counts, writing the daily schedule on the board, assigning and checking homework, morning meetings, arranging dismissal and fire drill procedures.
- Assist the teacher during his/her lessons.
- Consult with your cooperating teacher to do one or more of the following:
 - select a suitable book and make arrangements to read to the class daily
 - work with a small group of children
 - plan/teach a whole class lesson in one of the academic areas
- Be sure that your cooperating teacher has submitted the *Sign-Off Form*, documenting his/her experience for at least 3 years as a certified teacher (envelope is provided)

Week 2:

- Begin assuming responsibility for morning routines and activities.
- Assume responsibility for one academic area of the curriculum (planning a unit, evaluating what the students learn, setting up activity centers and bulletin boards that reflect the studies in this area.)

Week 3:

- Continue teaching your unit in the first academic area.
- Add a second academic area.

- By the end of week three, be sure that your cooperating teacher has submitted the *Early Progress Report* to the Office of Field Placement (envelope is provided).

Week 4

- Add a third academic area to your teaching responsibilities.
- Plan a thematic unit that integrates curriculum and is inquiry based.

Final week(s) in first half placement:

- Assume more responsibility for the teacher's program. By this time, it is suggested that you should be teaching all academic areas.
- Teach thematic unit that you planned during week four.
- If your second placement is in another school and/or district, try to visit and meet the principal and cooperating teacher
- Be sure that your cooperating teacher has submitted your *Final Evaluation* to the Office of Field Placement (envelope is provided).

Second Placement:

- Repeat the sequence above, beginning with Weeks 1-2

Final weeks in the second half placement:

- Assume full responsibility for the teacher's program by the final week

Suggested activities to participate in throughout the semester:

- Volunteer to work in special help classes
- Ask to participate at Open School or Meet the Teacher Night
- Request permission to attend grade level meetings and full faculty meetings
- Develop exhibits and prepare bulletin boards in the classroom and hallways, with permission
- Attend school-wide activities, assemblies, concerts, shows, etc.
- Attend parent/teacher conferences

TIMELINE GUIDELINES

Student Teaching in Secondary Education, Art, Music, ESL

These guidelines are intended to provide student teachers and cooperating teachers with a suggested timeline for the semester. Adjustments to this schedule may be appropriate, since we know that student teachers develop at different rates, and we respect the individuality of our cooperating teachers and the culture of each school. However, because student teaching is the capstone of the professional program, we want to ensure that all of our student teachers have had extensive teaching experience prior to certification.

Week O:

- If your placement has been arranged, try to visit your school and meet your principal, department chairperson, and cooperating teacher prior to the beginning of the semester.

Week 1-2:

- Meet administrators, faculty, and staff members (nurse, librarian, guidance counselors, etc.) in your school, including other teachers in your discipline.
- See if you can arrange to visit other teachers' classes, within your discipline. These arrangements should be made through the department chairperson and/or your cooperating teacher.
- Become familiar with the curriculum, texts, and materials for the semester.
- Arrange a daily time to meet with your cooperating teacher to plan, reflect and review your activities.
- Assist the teacher during his/her lessons.
- Begin co-teaching one class.
- Be sure that your cooperating teacher has submitted the *Sign-Off Form*, documenting his/her experience for at least 3 years, as a certified teacher of the appropriate subject. (Envelope has been provided.)

Week 2-3:

- Plan and implement lessons, including assessment and grading, for one class.
- Teach a second class, with the same preparation.
- By the end of Week 3, be sure that your cooperating teacher has submitted the *Early Progress Report*, to the Office of Field Placement. (Envelope has been provided.)

Week 4-5:

- Plan/teach a second class, with another preparation.

Final week(s) in first half placement:

- Assume more responsibility for the teacher's program. By this time, you should be teaching a minimum of 2-3 classes, with a minimum of 2 preparations.
- If your second placement is in another school and/or district, try to visit and meet the principal, department chairperson, and cooperating teacher.

- Be sure that your cooperating teacher has submitted your *Final Evaluation* to the Office of Field Placement. (Envelope has been provided.)

Week 7-8:

- Repeat the sequence above, beginning with Weeks 1-2.

Final weeks in the second half placement:

- Assume full responsibility for the teacher's program.

Suggested activities to participate in throughout the semester:

- Volunteer to work in special help classes and during lunchtime tutorials.
- Ask to participate in Open School Night.
- Attend parent-teacher conferences.
- Request permission to attend departmental meetings and full faculty meetings.
- Develop exhibits and prepare bulletin boards in the classroom and hallways, with permission.
- Attend school-wide activities: assemblies, concerts, shows, etc.

EVALUATION PROCEDURES

1. Independently and jointly, the student teacher, cooperating teacher, and university supervisor should evaluate and discuss the student teacher's performance progressively throughout the student teaching assignment. The rubrics that follow are used in analyzing each lesson observed by the university supervisor, and for evaluating overall student teaching skills.
2. Emphasis should be placed on the student teacher's self evaluation. Critical analysis, reflection, and decision making are central themes of the university education programs and should be reflected in student teaching. Student teachers may analytically examine their lessons by applying various systems of interaction analysis and/or by posing, answering, and reflecting on a series of questions based on collected data. Such sample sets of questions follow this section. They may be used by student teachers for self reflection and as a basis for discussion with others, e.g., the cooperating teacher, university supervisor, other student teachers, etc.
3. The cooperating teacher agrees to submit an early progress report and a final evaluation of the student teacher to the university supervisor. The early progress report is due after three weeks of student teaching and the final evaluation is due during the last week with the cooperating teacher. It is strongly recommended that the cooperating teacher thoroughly discuss the early and final evaluations with the student teacher prior to submitting them. These evaluations, which will ultimately be placed in the student's file in the Office of Field Placement., should be given to the field supervisor at the time of their first observation visit.
4. The university supervisor will conduct a conference before and after each visit, and will provide a written summary of the conference to the student not later than one week after each supervisory visit. A copy of the written report will be placed in the student's file. Students may choose to respond in writing to written supervisory statements and have their responses appended to the supervisor's notes. The supervisory process will be conducted in a cumulative and formative manner except for the final assessment, which may be summative. The university supervisor will also work to help the student teacher become self directed.
5. All written evaluations are confidential, except for professional interpretation by the university supervisor or Assistant Dean when recommendations are requested. Students may review their own files at any time.
6. A final grade of Pass/Fail for student teaching will be submitted by each supervisor.

COOPERATING TEACHER GUIDELINES FOR COMPLETING STUDENT TEACHING EVALUATION REPORTS

Our Department would appreciate your careful evaluation of our student teachers. Since evaluations by cooperating teachers are regarded as highly significant, the valuable time and effort that you put into this task will not be treated lightly. You are encouraged to share the evaluations with your student teacher before submitting them.

Stated below are several guidelines which you might want to keep in mind as you complete these evaluation forms. Note that these guidelines are not restrictive, but serve as a reminder of a number of salient points we believe should be made about a student teacher. As you complete the forms, think of the type of information you would desire if our positions were reversed.

1. The student's personal qualities, especially as they affect associations with pupils, staff, parents, and the learning process.
2. The student's professional qualities, especially as related to those tasks appropriately expected of student teachers.
3. Additional teaching qualities, supplementary to those already mentioned under #1 and #2, such as the student's general command of the subject matter, preparation of lesson plans and units, use of effective instructional methods, provisions for an environment which facilitates learning, pupil involvement, meaningfulness, class management, and evaluation of pupils and self progress.
4. The student's participation in areas such as: before and after school help to students, co-curricular activities, conferences with parents, and attendance at meetings.

So that the university supervisor's follow-up conference can be conducted promptly, the final grade submitted, and letters of recommendation written, please complete the evaluations as soon as possible and return them to the university supervisor. Thank you very much for all that you have done and will do for our student teacher.

(D.) Lesson and unit planning: Preparation of activities	10. Alignment of curriculum objectives and activities								
	11. Development of activities that motivate and engage learners								
	12. Use of students' knowledge, skills, and interests to guide lesson planning								
	13. Development of strategies to address the diversity of learners (i.e., differentiation of instruction)								
	14. Preparation of sufficient activities/materials for time allotted								
	15. Effort in preparation of lesson materials								
	16. Effectiveness of prepared lesson materials								
	17. Developmental appropriateness of activities								
	18. Opportunities for students to think critically								
	19. Cultural sensitivity (i.e., respectfulness toward students' gender, race, ethnicity, religion, etc.) of activities								
	20. Preparation of questions to be used in activities								
(E.) Lesson implementation: Classroom organization skills	21. Use of technology to meet lesson objectives, as appropriate								
	22. Introduction and start-up of lessons								
	23. Time management for meeting curriculum objectives								
	24. Implementation of transitions								
	25. Summary/closure of lesson								



Category	Dimension	1	2	3	4	5	6	NA
(F.) Lesson implementation: Skills for facilitation of activities	26. Communication of expectations for students							
	27. Ability to engage students and motivate student learning							
	28. Clarity of directions and explanations							
	29. Cultural sensitivity (i.e., respectfulness toward students' gender, race, ethnicity, religion, etc.) of directions, explanations, and questions							
	30. Ability to adjust the level of support to maximize student learning							
	31. Fostering of student-student interaction							
	32. Appropriate flexibility in implementation of activities							
(G.) Lesson implementation: Questioning/discussion skills	33. Use of questions that are developmentally appropriate							
	34. Use of questions that prompt critical thinking							
	35. Use of follow-up questions							
	36. Use of wait time							
	37. Development of student communication skills							
	38. Quality of responses to students' questions							
(H.) Lesson implementation: Classroom management	39. Capacity to listen to students' ideas and questions and incorporate them into a discussion							
	40. Use of strategies to prevent incidents of misbehavior							
	41. Response to incidents of misbehavior							

(I.) Assessment of student learning	42. Communication of assessment procedures to students								
	43. Ongoing evaluation of student learning during lessons								
	44. Use of performance assessments, as appropriate								
	45. Use of formative assessments (i.e., use of assessments to improve future instruction)								
	46. Use of summative assessments (i.e., use of assessments for end-of-unit evaluation of student performance)								
(J.) Relationships with students	47. Communication with students								
	48. Fairness (equity of opportunities and treatment for all students)								
	49. Rapport with students during lessons								
	50. Rapport with students outside of lessons								
(K.) Relationships with cooperating teacher, other staff members, and supervisor	51. Verbal/written communication with colleagues								
	52. Establishment of appropriate professional relationships								
	53. Integration within school community								
(L.) Reflective practice	54. Response to constructive feedback								
	55. Specification of areas/skills for improvement								
	56. Development of improvement strategies								
	57. Implementation of improvement strategies								
(M.) Fulfillment of professional obligations	58. Attendance								
	59. Punctuality								
	60. Professional appearance								
	61. Fulfillment of responsibilities during school day								
	62. Record keeping and paperwork								

Comments (optional)

Thank you!

Rubric for Summative Assessment of Student Teachers
Assessment Guide

For each of the 62 dimensions, give a rating of 1 to 6 (where "1" is the highest and "6" is lowest). Give a rating of "not applicable" only when a dimension has no relevance to the student teaching placement.

Important! It is essential that you NOT give the highest rating ("1") very often. Give a "1" only

when the student teacher's performance was truly in the **top 2%** of student teachers – a **rare** occurrence.

Accordingly, students ought not expect to receive a slate of straight "ones." A "2" (or even a "3") is not a bad score by any means.

In case you'd like more information about any of the dimensions, each is described below.

Dimension 1: *Breadth of content knowledge*

To what extent did the student teacher demonstrate knowledge of the range of topics he/she needed to know? Was he/she familiar with all the topics, or were gaps in his/her content knowledge evident?

Dimension 2: *Depth of content knowledge*

To what extent did the student teacher demonstrate the detailed knowledge and deep understanding of the topics that he/she needed to have? Did the student teacher show this detailed knowledge and deep understanding, or did he/she seem to know too little about some of the topics?

Dimension 3: *Specification of curriculum objectives (i.e., clarity of purpose and goals of lessons)*

In the student teacher's lesson plans, to what extent did he/she make clear what the goals of the lessons were? Were the aims and objectives clearly stated, or were these aims and objectives left unspecified or vague?

Dimension 4: *Importance/relevance of curriculum objectives*

In the student teacher's lesson plans, to what extent did the curriculum objectives describe things students really needed to learn? Were the objectives well chosen, or did they deal with trivial or irrelevant topics?

Dimension 5: *Developmental appropriateness of curriculum objectives*

In the student teacher's lesson plans, to what extent did the curriculum objectives describe things that students of this age and ability-level are expected to do? Were the curriculum objectives too easy or too difficult, or were they just about right?

Dimension 6: *Compatibility of curriculum objectives with NYS standards*

In the student teacher's lesson plans, to what extent did the curriculum objectives cover topics set out in NYS standards of learning? Did the curriculum objectives too often deal with topics NOT covered in these standards, or were the objectives linked appropriately to the standards?

Dimension 7: *Accuracy of content knowledge provided for students*

To what extent was the information provided to students correct? Was the information incorrect or misleading, or was it accurate?

Dimension 8: *Importance/relevance of content knowledge provided for students*

To what extent did the lessons provide students with information that was useful or significant? Was the information trivial or irrelevant, or was it necessary and important?

Dimension 9: *Organization of content knowledge for student learning*

To what extent did the student teacher organize the content knowledge so that students could learn it effectively? Was the information jumbled and difficult to follow? Or was it well organized and clear?

Dimension 10: *Alignment of curriculum objectives and activities*

To what extent did the student teacher's lesson plans provide activities to cover *all* the knowledge and skills set out in the curriculum objectives? Did the activities cover much more (or much less) than the curriculum objectives? Or were the activities and objectives well matched?

Dimension 11: *Development of activities that motivate and engage learners*

To what extent did the student teacher prepare activities that made students want to participate and learn? Were the activities tedious and off-putting for students, or were they engaging and interesting?

Dimension 12: *Use of students' knowledge, skills, and interests to guide lesson planning*

To what extent did the student teacher prepare activities that involved students' knowledge, skills, and interests? Did the activities spring from the student teacher's viewpoint, or did they effectively draw on students' knowledge, skills, and interests?

Dimension 13: *Development of strategies to address the diversity of learners (i.e., differentiation of instruction)*

To what extent did the student teacher prepare activities that helped *all* students participate and learn? Were the activities similar day after day, or did the teacher diversify the activities to reach out to students who differed in learning styles, intelligences, and so on?

Dimension 14: *Preparation of sufficient activities/materials for time allotted*

To what extent did the student teacher have enough material to fill the instructional period?

Did the student teacher come up short, or did he/she have a sufficient number of activities prepared?

Dimension 15: *Effort in preparation of lesson materials*

To what extent did the student teacher make the effort to prepare lesson materials (e.g., handouts, posters, PowerPoint slides)? Were the student teacher's efforts lackluster, or did he/she expend the energy needed to prepare the lessons appropriately?

Dimension 16: *Effectiveness of prepared lesson materials*

To what extent did the lesson materials (e.g., handouts, posters, PowerPoint slides) help students to participate and learn? Were the materials unclear, tedious, or otherwise poorly designed? Or were they effective in helping the lesson meet its objectives?

Dimension 17: *Developmental appropriateness of activities*

To what extent did the activities involve tasks that students of this age and ability-level are expected to do? Were the activities too easy (or too difficult), or were they just about right?

Dimension 18: *Opportunities for students to think critically*

To what extent did the activities require students to engage in higher-order thinking (i.e., going "beyond the information given")? Did the activities ask students to simply repeat information they had heard or read? Or did the activities also require students to think for themselves, draw their own conclusions, make arguments, and so on?

Dimension 19: *Cultural sensitivity (i.e., respectfulness toward students' gender, race, ethnicity, religion, etc.) of activities*

To what extent were the activities tolerant and respectful concerning students' gender, race, ethnicity, religion, sexual preference, and so on? Were the activities biased, prejudicial, disrespectful, or otherwise insensitive? Or were these pitfalls avoided?

Dimension 20: *Preparation of questions to be used in activities*

To what extent did the lesson plans specify questions for the student teacher to ask (when such questions were appropriate for the subject and grade)? Did the lesson plan lack prepared questions altogether, or include only unclear or otherwise weak questions? Or did the lesson plan include appropriate questions?

Dimension 21: *Use of technology to meet lesson objectives, as appropriate*

To what extent did the activities employ technology (e.g., computers, SmartBoards) to help meet lesson objectives (in instances where use of technology is appropriate)? Did the lessons

lack technology where it might have been helpful, or was technology used appropriately?

Dimension 22: *Introduction and start-up of lessons*

To what extent did the lessons get off to a good start? Did the student teacher introduce the lessons and start them off effectively, or were these tasks not handled well?

Dimension 23: *Time management for meeting curriculum objectives*

To what extent did the lessons proceed through the activities in a timely manner? Were curriculum objectives left unaddressed because the activities proceeded too slowly, or did the lessons move at too fast a pace? Or did the lessons proceed at an appropriate pace, with good "time management" that allowed the curriculum objectives to be met (with enough time left over for lesson closure at the end)?

Dimension 24: *Implementation of transitions*

To what extent were the transitions between activities handled well? Did the activities lack appropriate segues between them, or did "dead time" emerge, or did other transition-related problems crop up? Or were these problems avoided?

Dimension 25: *Summary/closure of lesson*

To what extent was an effective "closure" step included at the end of the lessons? Did the student teacher summarize the content knowledge covered, say why it was important, and dismiss the class? Or was lesson closure handled poorly?

Dimension 26: *Communication of expectations for students*

To what extent did the student teacher make clear to students what was expected of them? Did the student teacher clarify his/her expectations for students in terms of academic performance, classroom behavior, and so on? Or were the expectations left unstated or poorly stated?

Dimension 27: *Ability to engage students and motivate student learning*

To what extent was the student teacher able to induce students to participate and learn? Did he/she engage students and motivate them to participate, or did he/she do so poorly?

Dimension 28: *Clarity of directions and explanations*

To what extent did the student teacher provide directions and explanations that students could understand and follow? Were the directions and explanations too short, too long, unclear, or otherwise problematic? Or were these pitfalls avoided?

Dimension 29: *Cultural sensitivity (i.e., respectfulness toward students' gender, race, ethnicity, religion, etc.) of directions, explanations, and questions*

To what extent did the student teacher provide directions, explanations, and questions that were tolerant and respectful concerning students' gender, race, ethnicity, religion, sexual preference, and so on? Was the student teacher's input biased, prejudicial, disrespectful, or otherwise insensitive? Or were these problems avoided?

Dimension 30: *Ability to adjust the level of support to maximize student learning*

As lessons proceeded, to what extent did the student teacher modify the amount of support he/she provided to students? Was the teacher able to *increase* the level of support (when students appeared to struggle) or *decrease* the level of support (when students appeared to be doing well)? Or was he/she unable to make these adjustments?

Dimension 31: *Fostering of student-student interaction*

To what extent was the student teacher able to get students to communicate and work with one another? Were the lessons comprised mainly of interactions between the student teacher and his/her students, or did the student teacher promote student-to-student interaction as well?

Dimension 32: *Appropriate flexibility in implementation of activities*

As lessons proceeded, to what extent was the student teacher able to change course as needed? Did he/she rigidly stick with the lesson plan even when the lesson encountered difficulties (e.g., students who were confused or off task)? Or was the student teacher able to make appropriate changes (e.g., clarifying, amending, or shortening an activity).

Dimension 33: *Use of questions that are developmentally appropriate*

To what extent did the student teacher ask questions that students of this age and ability-level are expected to answer? Were the questions too easy or too difficult? Or were they just about right?

Dimension 34: *Use of questions that prompt critical thinking*

To what extent did the student teacher ask questions that required students to engage in higher-order thinking (i.e., going "beyond the information given")? Did the questions largely ask students to repeat information they had already heard or read, or did the questions require students to think for themselves, draw their own conclusions, make arguments, and so on?

Dimension 35: *Use of follow-up questions*

To what extent did the student teacher respond to students' comments with follow-up questions, as appropriate? Did the student teacher use follow-up questions to clarify things,

encourage students to elaborate, move the discussion forward, and so on? Or did the student teacher fail to use appropriate follow-up questions?

Dimension 36: *Use of wait time*

To what extent did the student teacher pause after asking a question, to give students time to understand the question and formulate an answer? Was this "wait time" too short or too long? Or was it just about right?

Dimension 37: *Development of student communication skills*

To what extent did the student teacher help students to learn to speak and/or write more clearly? Did the student teacher effectively develop students' communication skills, or did he/she miss opportunities to do so (or do so poorly)?

Dimension 38: *Quality of responses to students' questions*

To what extent did the student teacher provide effective responses when students asked questions? Did the teacher fail to respond, provide unclear answers, or otherwise provide weak responses to student questions? Or did the student teacher respond effectively?

Dimension 39: *Capacity to listen to students' ideas and questions and incorporate them into a discussion*

To what extent did the student teacher listen to what student had to say (i.e., their comments and questions), and then use these comments and questions to advance the discussion? Did the student teacher listen actively and draw on students' remarks in the course of the discussion, or did he/she miss opportunities to do so (or do so poorly)?

Dimension 40: *Use of strategies to prevent incidents of misbehavior*

To what extent did the student teacher make efforts to keep incidents of misbehavior from happening in the first place? Did he/she establish an atmosphere of respect, have clear rules, and use other misbehavior-prevention strategies? Or were few if any of these strategies used?

Dimension 41: *Response to incidents of misbehavior*

How well did the student teacher respond when students were disruptive or inattentive (e.g., having side conversations, passing notes, doing homework for other classes)? Did the student teacher respond appropriately, or was his/her response too permissive or too harsh?

Dimension 42: *Communication of assessment procedures to students*

How well did the student teacher make clear to students how their work was to be evaluated and graded? Were the assessment procedures known to students, or were students NOT

apprised of these procedures?

Dimension 43: *Ongoing evaluation of student learning during lessons*

To what extent did the student teacher evaluate students' performance during the lessons and use this evaluation to guide instruction for the remainder of the lesson? Did the teacher use this evaluation to improve instruction, or were opportunities missed in this regard?

Dimension 44: *Use of performance assessments, as appropriate*

To what extent did the student teacher use performance assessments (e.g., projects, essays, assessments of real-world "authentic" activities) when such assessments were appropriate for the subject and grade? Were performance assessments used when needed, or were they not used?

Dimension 45: *Use of formative assessments (i.e., use of assessments to improve future instruction)*

To what extent did the student teacher use "formative" assessments (i.e., assessments with potential to inform instruction in the coming days in the classroom)? Did the teacher use formative assessments to improve future lessons, or were opportunities missed in this regard?

Dimension 46: *Use of summative assessments (i.e., use of assessments for end-of-unit evaluation of student performance)*

To what extent did the student teacher use "summative" assessments (i.e., assessments that provide an end-of-unit evaluation of students' performance)? Were these assessments nonexistent, inaccurate, undetailed, or otherwise problematic? Or were these problems avoided?

Dimension 47: *Communication with students*

To what extent was the student teacher successful in talking (and otherwise communicating) with students? Did he/she make eye contact, use active-listening skills, affirm students' responses, and use other communication techniques? Or was this communication problematic?

Dimension 48: *Fairness (equity of opportunities and treatment for all students)*

To what extent did the student teacher treat every student the same way? Did some students receive preferential treatment, or did some students receive inferior treatment? Or were *all* students treated fairly by the student teacher?

Dimension 49: *Rapport with students during lessons*

During lessons, to what extent was the student teacher able to establish and maintain appropriate relationships with students? Was the student teacher distant and unsupportive, or unprofessionally intimate? Or were the student teacher's relationships with students during lessons appropriate?

Dimension 50: *Rapport with students outside of lessons*

Outside of lessons (e.g., before school, during passing periods, after school), to what extent was the student teacher able to establish and maintain appropriate relationships with students? Was the student teacher distant and unsupportive, or unprofessionally intimate? Or were the student teacher's relationships with students outside of lessons appropriate?

Dimension 51: *Verbal/written communication with colleagues*

How well did the student teacher communicate with colleagues (cooperating teacher, other school staff, supervisor)? Did the student teacher's verbal and written skills allow for appropriate communication with colleagues, or were there problems in this regard?

Dimension 52: *Establishment of appropriate professional relationships*

To what extent was the student teacher able to establish and maintain effective professional relationships with colleagues (e.g., cooperating teacher, other school staff, supervisor)? Was the student teacher distant and unsociable, or unprofessionally intimate? Or was his/her behavior appropriately collegial and professional?

Dimension 53: *Integration within school community*

To what extent did the student teacher become an active member of the school community? Did she/he participate in school activities and/or otherwise work to become integrated into the school community? Or was the student teacher uninvolved and aloof?

Dimension 54: *Response to constructive feedback*

To what extent was the student teacher open to constructive criticism from colleagues and students? Was the student teacher resistant, defensive, or confrontational? Or was the student able to benefit from constructive feedback from colleagues and students?

Dimension 55: *Specification of areas/skills for improvement*

To what extent was the student teacher able to identify and discuss aspects of his/her teaching that were in need of improvement? Did the student teacher talk about specific areas to improve, or were such self-reflections nonexistent, weak, or inaccurate?

Dimension 56: *Development of improvement strategies*

To what extent was the student teacher able to generate strategies for improvement of his/her teaching? Did he/she come up with strategies that were specific, practical, and likely to be effective? Or were the student teacher's self-improvement strategies nonexistent, vague, impractical, or unlikely to work?

Dimension 57: *Implementation of improvement strategies*

To what extent did the student teacher carry out the strategies for improvement he/she had identified? Did the student teacher effectively enhance his/her teaching in response to the strategies for improvement he/she had identified? Or were the strategies not carried out or implemented poorly?

Dimension 58: *Attendance*

To what extent was the student teacher present on teaching days (excepting when he/she was required to go to Hofstra for classes)? Was his/her attendance record strong or weak?

Dimension 59: *Punctuality*

To what extent did the student teacher arrive on time for classes, meetings, and other duties? Was he/she on time, or late?

Dimension 60: *Professional appearance*

To what extent was the student teacher's appearance professional? Was he/she attired in a professional manner, or were there problems in this regard?

Dimension 61: *Fulfillment of responsibilities during school day*

To what extent did the student teacher meet his/her obligations during the school day? Did he/she show up for (and participate satisfactorily in) all the meetings, events, and duties at which he/she was expected? Or were there problems in this regard?

Dimension 62: *Record keeping and paperwork*

How well did the student teacher handle the record keeping and paperwork tasks required in the teaching profession? Did he/she take care of attendance forms, maintain a gradebook, and manage other clerical tasks? Or were there problems with the student teacher's record keeping and paperwork?

SOME GUIDING QUESTIONS DESIGNED TO ASSIST THE STUDENT TEACHER'S SELF-EVALUATION OF A LESSON

These lists are offered as guides to assist the student teacher and others to evaluate lessons taught by the student teacher. They should be considered as the types of questions that a reflective educator might use to evaluate teaching and learning.

THE LESSON

1. What appears to be the particular purpose of this lesson?
2. How is the purpose of the lesson defensible in light of an acceptable educational theory.
3. Is the purpose of the lesson clear to both you and your students?
4. How was the beginning of the lesson effective in establishing the purpose?
5. How did you vary activities without losing the aim of the lesson?
6. Are the outcomes of the lesson what you anticipated?
7. How did you adapt to the students' conceptual ideas/questions?
8. How did you introduce the lesson in a way that quickly captured the students' interest and immediately involved them in the lesson as active participants?
9. In what ways did the lesson possess unity?
10. How did the lesson challenge the students?
11. How did the develop with reasonable continuity?
12. What methods of teaching did you choose to employ? Why?
13. What alternative methods could you have employed? Why did you choose not to employ them?
14. What was your overall strategy and how does it fit into your philosophy of teaching?
15. What effects do you teaching strategy and methods have upon your students?
16. What were the strongest contributions of this lesson?
17. How did you maintain student interest throughout the lesson?
18. How did the students help to develop the lesson?
19. In what ways did you effectively use various instructional aids and materials?
20. In what ways were you skillful in employing various methods and materials?

THE STUDENTS

1. What evidence is there that you are sensitive to the needs and interests of your students?
2. What evidence is there that you understand the developmental nature of your students' learning?
3. In what ways do your students work cooperatively with one another and with you?
4. When were the students attentive? What might have been contributing factors?
5. In what ways do the students actively participate in the lesson?
6. What evidence is there that you understand your students as individuals?

7. What do you do to facilitate learning for youngsters with disabilities/exceptionalities?
8. What do you do to facilitate learning for youngsters from culturally diverse backgrounds?
9. What do you do to facilitate learning for youngsters from homes in which English is not spoken?
10. How do you teach to meet the individual differences that exist among your students that are related to learning?
11. How do you help students take responsibility for their learning/actions?
12. How would you react to the lesson if you were a student in this classroom?

THE STUDENT TEACHER

1. Do you present evidence of thoroughly planning and preparing beforehand?
2. Are you enthusiastic about your work?
3. How did you develop the lesson so the students' interest was an inherent part of the lesson?
4. Have you established a pleasant working relationship with your students? How have you done this?
5. Do you have control of the classroom situation?
6. Do you implement effective teaching practices such as providing sufficient wait time after asking a question, maintaining students on task, focusing students on the content, etc.?
7. Are your questions thought provoking? Which questions call for varied responses?
8. How do you encourage thinking of various sorts—convergent, divergent, evaluative, etc.—whichever and whenever appropriate?
9. How do you promote student discussion about ideas being developed?
10. Are your questions well worded?
11. How do you build upon your students' ideas?
12. How do you encourage students to question one another and discuss with each other?
13. Do you tape record yourself and analyze your teaching before you teach the next lesson?
14. How do you use instructional materials to promote critical thinking?
15. Are your teaching techniques and methods best suited for the teaching-learning circumstances involved?
16. What is the variety of participatory methods that you employ?
17. Are assignments given with clarity?
18. Are assignments intended to reinforce or extend learning beyond the classroom?
19. What evidence is there that your practices are consistent with your verbalized beliefs?

THE SUBJECT MATTER

1. Does your knowledge of the subject extend beyond that of the textbook?
2. How do you relate the subject matter to other disciplines where appropriate?
3. How is the nature and structure of the discipline reflected in the organization and presentation of the subject matter?
4. How does the subject matter as taught have value for this class?
5. How are the concepts to be learned related to the students' past and future experiences?

6. How is subject matter presented in ways such that students critically examine and think through the subject.

MISCELLANEOUS

1. Are routine matters, such as handling papers and taking attendance, reduced to a minimum of time?
2. Is the room adequately lighted, ventilated, and attractive?
3. What principles of teaching were reflected in this lesson?
4. Was the room arranged in a way to facilitate the accomplishment of the objectives?
5. If available, were teachers' aides effectively employed?
6. What strong points characterized this lesson?

SCHOOL OF EDUCATION, HEALTH AND HUMAN SERVICES
OFFICE OF FIELD PLACEMENT
118 HAGEDORN HALL
HEMPSTEAD, NY 11549-1190
(516) 463-5746

SIGN-OFF SHEET

Please complete and return this sheet to the university student teaching supervisor.

I have read and concur with the roles and responsibilities of all parties contained within the Student Teaching Manual.

I _____ (am, am not) certified in the area in which I am supervising the student.

I _____ (have, don't have) at least three (3) years of teaching experience in this area.

COOPERATING TEACHER: Name: _____

Signature

Date

School and District

Certification Area

STUDENT TEACHER: Name: _____

Signature

Date

Intended Certification Area

UNIVERSITY SUPERVISOR: Name: _____

Signature

Date

SCHOOL OF EDUCATION, HEALTH AND HUMAN SERVICES
OFFICE OF FIELD PLACEMENT
118 HAGEDORN HALL
HEMPSTEAD, NY 11549-1190
(516) 463-5746

COOPERATING TEACHER'S EARLY PROGRESS REPORT

Student Teacher _____ School _____

Cooperating Teacher _____ Hofstra Supervisor _____

In order to help us provide focus for this student teacher early in the semester, kindly respond to the following questions. A return envelope is enclosed.

1. What are the student teacher's strengths, as demonstrated to date?

2. What notable accomplishments have taken place?

3. What areas need development or change? (Please mark with an X.)

- _____ Knowledge of subject/content
- _____ Planning
- _____ Questioning
- _____ Authentic assessment of learning
- _____ Relationship with students
- _____ Classroom organization skills
- _____ Critical self-reflection on teaching
- _____ Relationship with cooperating teacher and other staff members
- _____ Professional dispositions (e.g. responsibility, respect, ethical behavior, etc.)
- _____ Attendance: _____ days absent

Please comment on the areas that you have marked with an X.

Signature of Cooperating Teacher

Date

SCHOOL OF EDUCATION, HEALTH AND HUMAN SERVICES
OFFICE OF FIELD PLACEMENT
118 HAGEDORN HALL
HEMPSTEAD, NY 11549-1190
(516) 463-5746

TIME REPORT

Student's Name: _____
(Last) (First)

School Name and District: _____

School Address: _____

Cooperating Teacher: _____

Subject Taught: _____

Grade Level: _____

Number of Absences: _____

Beginning and Ending Dates of Student Teaching:

_____ (Started) (Ended) _____

(Student's Signature)

Verified by: _____
(Cooperating Teacher or Department Chair's Signature)

NOTE: Credit for student teaching cannot be given until this form is returned to the Office of Field Placement.