

Cooperating Teacher/ Student Teacher Handbook

Fall 2008

TABLE OF CONTENTS

Architects of the Future	3
Planning	3
Teaching Skills.....	4
Interpersonal Skills.....	4
Decision-making Skills	4
Professional Commitment	5
Diversity	5
Bibliography.....	6
Components of the Student Teaching Semester	11
Phases of the Student Teaching Experience	11
Observation	11
Partial Participation	11
Full Responsibility	11
Ending Experience	11
Notebook	11
Journal	11
Seminar	12
Evaluation - Student Teacher Assessment.....	12
What Your Student Teacher Would Like to Tell You.....	13
Ten Commandments for Cooperating Teachers	14
Student Teaching Schedule.....	15
Student Teaching Course Syllabi.....	16
Educ 403.....	17
Educ 404.....	19
Educ 408.....	21
Educ 405.....	23
Educ 406.....	25
Educ 407.....	27
Educ 409.....	29
Educ 411.....	31
Field Experience Activities.....	33
Eligibility for Cooperating Teacher.....	34
Guidelines for Student Teacher Supervision	35
Professional Education Performance Assessment Instrument	45
PEPA Observation Forms.....	46
PEPA	46
PEPA Summary.....	47
Final Performance Assessment.....	48

Architects of the Future

The knowledge and skills expected of graduates from the West Virginia University Parkersburg elementary education program are expressed in the unit's conceptual framework: Architects of the Future. This model envisions teachers who use their skills and knowledge to shape and construct the future by educating tomorrow's leaders . . . today's children. The overarching concept, Architects of the Future, and the six components which undergird it provide the framework for curriculum and instructional development in the teacher education program at WVU Parkersburg.

Teacher candidates are assessed in each area of the conceptual framework beginning with the first professional education course and its co-requisite field experience. This process includes teacher candidate self-assessment of their growth in each area of the framework and performance assessment by their cooperating teachers and professional education instructors. Student teaching and subsequent program evaluation represent the culmination of this process within the program.

Planning - Planning for instruction refers to decisions that teachers make about organizing, implementing, and evaluating instruction. The planning process, which is fundamental to effective instruction, involves five successive, systematic steps:

1. Formation of goals;
2. Specification of objectives;
3. Assessment of student needs with regard to identified goals;
4. Development of instructional strategies and techniques which form learning activities to aid student mastery of stated objectives;
5. Evaluation of student performance relative to the specified objective.

In this model, planning is seen as a dynamic process in that data generated in one phase leads to changes in the other phases.

Teacher candidates begin their development of planning skills by demonstrating the ability to plan their time, class, and field experience schedules to meet program expectations. The level of planning increases as teacher candidates work with advisors, cooperating teachers and university supervisors to ensure the successful completion of their program. Professional education and instructional strategies courses require bulletin board plans, management plans, tutoring plans, and plans for teaching individuals and groups. Student teaching is the opportunity to demonstrate mastery of the complete planning process from establishing goals and objectives to meet the needs of a diverse student population, to the process of evaluation. Teacher candidates must plan to meet state established goals, prepare appropriate objectives, match instructional strategies with the needs of a diverse student population, plan for assessment and prepare a plan for their own professional development.

Teaching Skills - Organizing and conducting an effective lesson requires appropriate planning and knowledge of a variety of strategies for the delivery of instruction. The beginning of a lesson must capture the students' attention, stimulate recall of prerequisites, introduce the lesson objectives, and orient students to the lesson. Actions taken by teachers in the middle of a lesson must establish and maintain an effective learning environment. Closure and a summary of key concepts need to be provided at the end of a lesson. Teachers also need to give attention to time on task, wait time, clarity, and enthusiasm in presenting lessons.

Through a systematic progression of field experiences and classroom activities, teacher candidates have many opportunities to observe, practice, and refine teaching skills and a variety of instructional strategies. Performance assessment which is required in each field experience provides teacher candidates with information necessary to develop their teaching skills.

The opportunity to demonstrate mastery of teaching skills and the incorporation of 21st century learning comes in student teaching. Discipline specific approaches to instruction from instructional strategies courses combine with general methods like cooperative learning from the Professional Development School experience to compose a broad instructional repertoire. Regular feedback from university supervisors and cooperating teachers nurture teaching skills.

Interpersonal Skills - Interpersonal skills are at the heart of teaching. The teacher is expected to interact effectively with different people in multiple environments that characterize the school climate and culture. Successful educators must be capable of communicating with students, peers, parents, administrators, and other professional personnel. Interpersonal skills are essential in today's schools where decision-making is shared and trust is built through collaborative working relationships among peers, principals, and parents.

Progress through the program provides teacher candidates with frequent opportunities to interact with administrators, teachers, and other professional staff. Classroom experience in cooperative learning increases skill in perspective-taking and helps to develop other social skills necessary for effective communication.

Experience during student teaching in IEP conferences and SBAT experiences underscore the importance of professional interaction with peers and team members. Interpersonal skills are encouraged by peer tutoring which occurs during the Student Teaching Seminar. Interviewing skills are honed during the seminar and practiced at Education Expo during interviews with potential employers.

Decision-Making Skills - Teachers make decisions as they plan, implement, and evaluate instruction. The process of decision-making involves choices to arrive at solutions which end uncertainty. The linear-rational approach to planning is, in fact, a decision-making process. Decisions made at each point lay the foundation for decisions-making on subsequent issues.

As teachers become more experienced, they rely less on a linear approach to decision-making and more on the process of reflection. In this process, teachers reflect upon and evaluate the

success of past decisions in an effort to make better decisions in the future. John Dewey is often cited as a supporter of the reflection model of decision-making which involves active, persistent, and careful consideration of classroom practices. Being a reflective decision-maker involves constant self-analysis of one's traits and behaviors in relation to the events that take place in the classroom.

Teacher candidates are involved in a wide variety of field experiences as they move through the program. Reflective journals kept during these experiences aid teacher candidates in assessing their own decision-making and the decisions made by others. Journals, along with other reflective classroom activities, encourage the growth of decision-making.

Professional Commitment - A deep and lasting commitment to students, to learning, to the discipline taught, and to professional practice is characteristic of the professional teacher. The committed professional adopts a high standard of professional ethics and models behaviors that are consistent with that code of ethics. Commitment to the profession is demonstrated by the teacher's continued professional growth and development and serious pursuit of improving his/her professional practice.

Commitment is assessed and nurtured as teacher candidates advance toward program completion. Practica in Professional Development Schools is demanding and requires much commitment on the part of the teacher candidate. These experiences give teacher candidates access to student information which requires good judgment in its use. Joint professional development in these experiences give teacher candidates the opportunity to experience the professional commitment required in the profession. College organizations and activities as well as field experiences provide opportunities to understand and accept the commitment demanded of the professional educator.

Diversity - Student enrollment from diverse backgrounds continues to increase in today's public schools. This makes it imperative for today's teachers to have knowledge and understanding of multicultural forces that affect teaching and learning. Teachers must be able to plan and implement a multicultural education program that integrates cultural diversity into all teaching and learning situations. Such a program must include awareness, understanding, and acceptance of cultural differences.

The many faces of diversity include developmental, linguistic, cultural, racial, ethnic and gender differences. Experiences with diversity both in the classroom and through field placements are designed to increase understanding of the array of differences which exist in the public school environment and of one's own cultural background and biases. This understanding is expressed through the preparation and teaching of lessons intended to meet the needs of all students.

Conceptual Framework Research Base Bibliographic References

Planning

Bredenkamp, S. (1987). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8*. Washington, DC: National Association for the Education of Young Children.

Dewey, J. (1933). *How We Think: A Restatement of the Relation of Reflective Thinking to the Educative Process* (Rev. Ed.). Lexington, MA: D. C. Heath.

Ducharme, E. R. & Ducharme, M. K. (1996). Reflecting on Reflecting. *Journal of Teacher Education*, 47, 83-84.

Eby, J. W. & Kujawa, E. (2001). *Reflective Planning, Teaching and Evaluation: K-12* (3rd ed.). New York: Macmillan.

Goodlad, J. I. (1990). *Teachers for Our Nation's Schools*. San Francisco: Jossey-Bass

Gore, J. M. (1987). Reflecting on Reflective Teaching. *Journal of Teacher Education*, 38, 33-39.

Jensen, Eric (1998). *Teaching with the Brain in Mind*. Alexandria: ASCD.

Kemp, J. E. & Smellie, D. C. (1994). *Planning, Producing, and Using Instructional Technologies* (7th ed.). New York: Harper Collins.

Millis, Barbara & Cottell, Philip (1998). *Cooperative Learning for Higher Education Faculty*. Phoenix, AZ: The Oryx Press.

Sylwester, R. (2000). *A Biological Brain in a Cultural Classroom*. Thousand Oaks: Corwin Press, Inc.

Teaching Skills

Borich, G. D. (2003). *Effective Teaching Methods* (5th ed.). Englewood Cliffs, NJ: Prentice Hall.

Branson, R. K. & Buckner, T. (1995). *Quality Applications to the Classroom of Tomorrow*. *Educational Technology*, 35, 19-22.

- Erikson, H. Lynn (2001). *Stirring the Head, Heart, and Soul: Redefining Curriculum and Instruction* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Gardner, Howard (1999). *Intelligence Reframed: Multiple Intelligences for the 21st Century*. New York: Basic Books.
- Gardner, Howard (1993). *Multiple Intelligences: The Theory in Practice*. New York: BasicBooks.
- Grabe, M. & Grabe, C. (2003). *Integrating Technology for Meaningful Learning* (4th ed.). Boston: Houghton Mifflin.
- Hunter, M. (1994). *Enhancing Teaching*. New York: Macmillan.
- Jensen, Eric (2000). *Brain-Based Learning*. San Diego: The Brain Store, Inc.
- Kindsvatter, R., Wilen, W., & Ashler, M. (1992). *Dynamics for Effective Teaching* (2nd ed.). White Plains, NY: Longman.
- Kottler, Jeffrey & Zehm, Stanley (2000). *On Being a Teacher: The Human Dimension* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- McKinney, K. (1993). *Improving Math and Science Teaching: A Report on the Secretary's Second Conference on Mathematics and Science*. Washington, DC: Office of Educational Research and Improvement.
- Myers, C. B & Myers, L. K. (1995). *The Professional Educator: A New Introduction to Teaching and Schools*. Belmont, CA: Wadsworth.
- Orlich, C. O., Harder, R. J., Callahan, R. C., Kauchak, D. P. & Gibson, H. W. (2000). *Teaching Strategies: A Guide to Better Instruction* (6th ed.). Boston, MA: Houghton Mifflin.
- Owen, L. B. & Lamb, C. E. (1996). *Bringing the NCTM Standards to Life: Best Practices for Elementary Educators*. Princeton, NJ: Eye on Education.
- Raizen, S. A. & Michelsohn, A. M. (Eds). (1994) *The Future of Science in Elementary Schools: Educating Prospective Teachers*. San Francisco: Jossey-Bass.

Interpersonal Skills

- Bauwens, J. & Hourcade, J. J. (1995). *Cooperative Teaching: Rebuilding the Schoolhouse for All Students*. Austin, TX: Pro-Ed.

- Bosworth, K. (1994). Developing Collaborative Skills in College Students. *New Directions for Teaching and Learning*. 59, 25-31.
- Burns, R. (1993). *Parents and Schools: From Visitors to Partners*. Washington, DC: National Education Association.
- McNeil, J. H. & Payne, P. K. (1996). Cooperative Learning Groups at the College Level: Applicable Learning. Phoenix, AZ: Paper presented at the International Early Childhood Conference on Children with Special Needs.
- Mills, R. L. (1991). Behavior Style Training: A Model for Helping Students Build Effective Interpersonal Skills. *Journal of Education for Business*. 76, 56-60.
- Schnell, J. (1995). *Effective Listening: More Than Just Hearing*. Columbus, OH: Merrill.

Decision-Making Skills

- Allen, J. J. & Yen, W. M. (2001). *Introduction to Measurement Theory*. Prosperous Heights: Warmland Press.
- Brubaker, D. L. & Simon, L. H. (1993). *Teacher as Decision Maker: Methodologies for Exploring Self and School Context*. New York: Garland.
- Bullough, R. V. (1992). Beginning Teacher Curriculum Decision Making, Personal Teaching Metaphors, and Teacher Education. *Teaching and Teacher Education*, 8, 239-52.
- Guskey, T. R. & Peterson, K. D. (1996). The Road to Classroom Change. *Educational Leadership*, 53, 4, 10-14.
- Loughran, John (1996). *Developing Reflective Practice: Learning about Teaching and Learning through Modeling*. Bristol, PA: Falmer Press.
- McConnell, M. E. (2001). *Functional Behavioral Assessment*. Demiar: Low Publishing Co.
- Pasch, M. (1995). *Teaching as Decision Making: Successful Practices for the Elementary Teacher* (2nd Ed.). New York: Harper Collins.
- Wakefield, J. F. (1996). *Educational Psychology: Learning to be a Problem Solver*. Boston: Jossey-Bass.

Professional Commitment

- Association of Teacher Educators. (1991) *Restructuring the Education of Teachers: Report of the Commission on the Education of Teachers into the 21st Century*. Reston, VA.
- Bandura, A. (1986). *Social Foundations of Thought and Action: A Social Cognitive Theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bullough, R. & Gitlin, A.. (1995). *Becoming a Student of Teaching: Methodologies of Exploring Self and School Context*. New York: Garland.
- Goodlad, J. I. (1990). *Teachers for Our Nation's Schools*. San Francisco: Jossey-Bass.
- Goodlad, J. I. (Ed.). (1990). *The Moral Dimensions of Teaching*. San Francisco: Jossey-Bass.
- Goodlad, J. I. (1994). *Educational Renewal: Better Teachers, Better Schools*. San Francisco: Jossey-Bass.
- Lieberman, A. (Ed.). (1990). *Schools as Collaborative Cultures: Creating the Future Now*. New York: Harper Collins.
- Lieberman, A. (Ed.). (1991) *Building a Professional Culture in Schools*. New York: Harper Collins.
- Myers, C. B. & Myers, L. K. (1995). *The Professional Educator: A New Introduction to Teaching and Schools*. Belmont, CA: Wadsworth.
- National Board for Professional Teaching Standards. *NBPTS Standards Documents: Early Childhood/Generalist* (2nd ed.).
- Sims, Pamela (1997). *Awakening Brilliance: How to Inspire Children to Become Successful Learners*. Atlanta: Bayhampton Publications.

Diversity

- Banks, J. A. (2002). *Teaching Strategies for Ethnic Studies* (7th Ed.). Boston: Allyn and Bacon.
- Bennett, C. I. (1995). *Comprehensive Multicultural Education: Theory and Practice* (3rd ed.). Boston: Allyn and Bacon.
- Campbell, D. E. (2003). *Choosing Democracy: A Practical Guide to Multicultural Education* (3rd ed.). Englewood Cliffs, NJ: Prentice Hall.

- Carter, Rita (1999). *Mapping the Mind*. Berkeley: University of California Press.
- Davidman, L. & Davidman, P. T. (1994). *Teaching With a Multicultural Perspective: A Practical Guide*. New York: Longman.
- Ducharme, E. R. & M. K. (Eds.). (1995) Preparing Teachers for Cultural Diversity [Special Issue]. *Journal of Teacher Education*, 46 (5).
- Fogarty, Robin (1997). *Brain Compatible Classrooms*. Arlington Heights, IL: SkyLight Professional Development.
- Garcia, E. (2001). *Understanding and Meeting the Challenge of Student Cultural Diversity* (3rd ed.). Boston: Houghton Mifflin.
- Gay, Geneva (2002). Preparing for Culturally Responsive Teaching. *Journal of Teacher Education*, 53 (2), 106-116.
- Hallahan, D. P., Kauffman, J. M., & Lloyd, J. W. (1999). *Introduction to Learning Disabilities* (2nd Ed.). Boston: Allyn and Bacon.
- Jensen, Eric (2000). *Different Brains, Different Learners: How to Reach the Hard to Reach*. San Diego: The Brain Store, Inc.
- Kammeenui, E. J. (1993). Diverse Learners and the Tyranny of Time: Don't Fix Blame; Fix the Leaky Roof. *The Reading Teacher*, 46 (5), 376-383.
- Powell, R. R., Zehm, S., & Garcia, J. (1996). *Field Experience: Strategies for Exploring Diversity in Schools*. Englewood Cliffs, NJ: Merrill.
- Southern Poverty Law Center (periodical). Teaching Tolerance.
- Tiedt, P. L. & Tiedt, I. M. (1995). *Multicultural Teaching: A Handbook of Activities, Information, and Resources* (4th Ed.). Boston: Allyn and Bacon.
- Timm, J. T. (1996). *Four Perspectives in Multicultural Education*. Belmont, CA: Wadsworth.

STUDENT TEACHING SEMESTER

During the student teaching semester the student teacher will enroll in Education 404 and Education 408. Education 404 is the student teaching experience in Kindergarten through 3rd grade, while Education 408 is the student teaching experience in the 4th through 6th grade. The student teacher is required to complete a minimum of six (6) weeks of field experience in each level. Education 403, 405, 406, 407, 409, and 411 are specialization student teaching experiences; enrollment is dependent upon the candidate's chosen teaching field(s).

COMPONENTS OF THE STUDENT TEACHING SEMESTER

A. Phases of the Student Teaching Experience

1. Observation - The first week of the field experience is devoted to classroom orientation. This provides the teacher candidate opportunities for becoming acquainted with pupils, instructional organization, available resources, and non-instructional duties. The student teacher should expect to assume some responsibilities in the first week.
2. Partial Participation - Responsibility for planning and presenting instruction increases gradually during the student teaching experience. The student teacher may assume direct responsibility for classroom instruction as early as the end of the first week of the experience by planning and teaching a lesson to a group or the whole class. Responsibility for planning and teaching will increase until the student teacher is teaching all classes.
3. Full Responsibility - The student teacher assumes full teaching responsibility when the cooperating teacher and the student teacher deem it advisable. While every placement is different, one approach often used in assuming full class responsibility is by adding on a subject or class a day until by the end of the third week the student teacher is teaching all subjects or classes.
4. Ending Experience - During the student teacher's last week of placement, the cooperating teacher will gradually resume classroom responsibility. This will facilitate pupil reorientation to the teacher and culminate the experience for the student teacher. Arrangements should be made for observation in other classroom environments as time permits.

B. Notebook - Student teachers are to maintain a three ring binder which will hold lesson plans, journals, records of student progress, copies of assessments and other related materials. The notebook will be kept in a location which is accessible to the College supervisor.

C. Journal - The student teacher is to keep a reflective journal with daily dated entries. The journal should reflect classroom experiences related to planning, teaching, relationships with students and professional personnel and other matters related to student teaching.

- D. Seminar - Student teachers will attend Education 410 each Wednesday evening from 4:30 - 6:30 p.m. This is the only activity that can take priority over school related experiences.

EVALUATION

Student Teacher Assessment - The student teacher will be assessed throughout the student teaching semester by the cooperating teacher and the College supervisor. The tool used for these assessments will be the Professional Education Performance Assessment Instrument (PEPA). A detailed description of this instrument follows, as does a copy of the actual observation assessment form.

A minimum of five PEPA's will be completed during each of the candidate's student teaching placements. At least two of these will be completed by the cooperating teacher and at least three by the College supervisor. The first PEPA from the cooperating teacher must be completed before the end of the third student teaching week. The first College supervisor PEPA is to be completed by the third week of student teaching.

The College supervisor will leave a copy of the completed PEPA for both the cooperating teacher and the student teacher after each visit. While conferences will be on-going between the student teacher and the cooperating teacher, throughout the experience, the College supervisor will have a conference with the student teacher after each visit. There will be at least one conference between the College supervisor, the cooperating teacher, and the student teacher to discuss the performance of the teacher candidate.

Other details about the student teaching experience are outlined in the PEPA, as are descriptions of each criterion used for evaluation of the student teacher. Other questions about the student teaching semester may be directed to the Education Division.

WHAT YOUR STUDENT TEACHER WOULD LIKE TO TELL YOU

November/December 1999 - www.TeachingK-8.com

By: Sandra Looper

These tips were a compilation of East Central College Project TEAMS students' response when asked, "What things can your mentor teacher do to assist you in your growth as a professional educator?"

Remember, I'm just learning to become a teacher. Please

*Be understanding
when I don't
meet your
expectations.
I'm just a
beginner, so
remember my
knowledge base
is pretty limited
at this time.
Teach me with
kindness.*

Provide encouragement and support when I need it.

Don't put me in a difficult situation which I'm not yet equipped to handle.

Provide honest and timely feedback so I won't keep making the same mistakes over again and develop bad habits. Offer alternatives and suggestions when I have a problem. Tell me when I've done something wrong (privately and courteously, but tell me.)

Communicate with me. Inform me about what you want me to do and how I can help. Provide me with the basic classroom procedures so I'll know how you want things done.

Give me some of your insight into the children as individuals so that I might better understand their personalities, their learning styles, their strengths and weaknesses.

Discuss the techniques and methods that you've tried and share those that have or haven't worked.

Allow me to share in some of the excitement of learning that goes on in the classroom. I realize that grading papers and putting up bulletin boards are part of a teacher's role, but please don't limit my experience only to the things you dislike doing.

Let me gain some experience before you expect me to handle a "large group" activity.

Try to provide some time in the schedule away from the students so that I can feel free to ask questions and process what's actually taking place in the classroom.

Teach me how you plan activities and develop lesson plans and schedules.

Be as flexible as possible. I'm working around a school schedule, work schedule and family schedule just like you are.

Listen to me and be receptive to my ideas and suggestions.

Instruct me about effective classroom management and the unique guidelines for your school/classroom.

Show me how to organize a classroom and keep up with the myriad of details.

Share tips on handling parent conferences and ways of dealing with angry or unhappy parents.

Be the kind of role model that will make me want to be like you.

I need your knowledge, support and confidence. You're my teacher, my mentor, my friend. I'm counting on you.

Sandra Looper has been an educator for 27 years, and has served as an elementary teacher, an elementary principal and a college professor.

Ten Commandments for Cooperating Teachers

1. Thou shalt remember that thy student teacher is inexperienced and lacking in teaching aids with which to teach thy students unless thou shareth thine own with him.
2. Thy student is frail and easily overburdened by too many classes assigned too soon, yet surely he needeth practice to grow in stature.
3. Thou shalt not attempt to mold thy fledgling in thy image, for he hath a personality different from thine.
4. Thou shalt not shame or reproach thy student teacher by saying, “Warily, thou didst not profit from thy campus disciplines as did my student teacher before thee, for he was richly blessed with initiative and imagination.”
5. Thou shouldst hide the light of thy excellence under thy humility in order that the light from the student teacher should fill the classroom, for it is surely a blessing to train one whose skill excels thine own.
6. When thou commandeth thy student teacher saying, “Go forth and prepare a lesson plan for the morrow,” and he returneth forthwith, be not hasty in discarding the ideas therein lest he raise his voice in lamentation saying, “I am exceedingly sad and sorrowful for, lo, I am permitted no experimenting.”
7. Thou should not always refuse when thy student teacher wishes to depart from thy established way, neither should thou remain steadfastly in thy room at all times, nor tarry in the teachers’ lounge at great length.
8. When thou discovereth a weakness in thy student teacher, thou shalt confer with him privately to show him the error of his way while there is yet time for improvement.
9. When thy student teacher lags in his progress, thou shalt make him mindful of his slowness and show him how stride may be lengthened and his pace quickened.
10. Thou shalt not use much flowery praise to lead thy student teacher to believe he doeth well and then cast him down with thy mark and thy recommendation.

–Leonard Douglas
New Mexico State College

From Kappa Delta Pi Record
December 1967

STUDENT TEACHING SCHEDULE

Cooperating Teacher Name _____ Room _____

School _____ Phone _____ Principal _____

Student Teacher _____ College Supervisor _____

Student Teacher Phone _____ Endorsement Area _____

AM

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

NOON

PM

SPECIAL NOTES:

STUDENT TEACHING

EDUCATION 403

EDUCATION 404

EDUCATION 408

EDUCATION 405

EDUCATION 406

EDUCATION 407

EDUCATION 409

EDUCATION 411

IV. **Methods of Student Evaluation**
Tests (how many? How often? What type?)

Quizzes

Oral Presentations

Written Papers

Laboratory Activities

Clinical Experiences

Other (describe)

- Professional Education Preparation Assessment form – five assessments minimum; two completed by cooperating teacher; two completed by college supervisor; one summative assessment completed in three-way conference including the teacher candidate, cooperating teacher, and college supervisor.
- Assessments of Projects – journal, technology project, action research project.

V. **Assessment of Outcomes**

What measurements will be used to demonstrate that outcomes have been reached? (Must be written in terms of demonstrated student exit behavior.)

90% of teacher candidates will receive a rating of 1.0 or higher on the final Professional Education Preparation Assessment.

VI. **Other Information**

What additional information will help to clarify the course?

NA

VII. **Disability Statement**

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Disability Services (424-8378).

VIII. **Social Justice Statement**

West Virginia University at Parkersburg is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Disability Services (424-8378).

**WEST VIRGINIA UNIVERSITY AT PARKERSBURG
UNIFORM COURSE SYLLABUS**

Name of Course: Student Teaching (K-3) **Course No.:** Educ 404 **Division:** Education

Credit Hours: 5 **Instructor:** Various **Meeting Time:** Various

Meeting Days: Various

Prerequisite: Admission to student teaching and satisfactory performance on Praxis II and PLT exams

Course Description Eight weeks of full-time classroom observation and teaching at the early childhood level (K-3) under the direct supervision of public schools and college supervisors.

Relationship to the Conceptual Framework: Students will be assessed in all areas of the Conceptual Framework during each classroom visit. Planning, teaching, interpersonal skills, decision-making, professional commitment and the ability to work with all students must be demonstrated at a satisfactory level.

I. Course Objectives

1. Demonstrate pre-teaching competencies in developing plans which include learner characteristics, outcomes and objectives, teacher behaviors, and assessments.
2. Demonstrate the selection, modification, adaptation, and development of instructional and assessment materials and media.
3. Demonstrate competencies in student, peer, parental, professional and administrative conferences.
4. Demonstrate teaching competencies incorporating the establishment of positive learning environments, various instructional strategies, effective communication skills, instructional management strategies, questioning techniques, assessment strategies and feedback procedures.
5. Demonstrate post-teaching competencies incorporating assessment and evaluation strategies, utilization of data for instructional planning, and reporting of student performance(s) to students, parents, and appropriate administrative personnel.
6. Demonstrate competencies in other professional activities including: self evaluation strategies, implementing continuing education, functioning successfully with school committees, non-teaching responsibilities, and adhering to school policies, rules, and all educational regulations.
7. Demonstrate the integration of 21st century skills and technology throughout the curriculum.

II. Topics to be Studied

How will course objectives be met?

1. Gradually assume all teaching and professional responsibilities of the cooperating teacher. (Faculty Senate, SBAT, IEP, Parent Teacher Conference, etc.)
2. Conference with College supervisor and cooperating teacher to assess progress and discuss self evaluations.
3. Complete all planning requirements of the instructional settings.
4. Participate in the School Based Assistance Team (SBAT) procedure.
5. Follow cooperating teacher's schedule to become a participant in Faculty Senate functions.

III. Special Projects to be Included in Course

Research Papers	Reports
Surveys	Annotated bibliographies
Other	

1. Maintain a notebook to include copies of all planning, assessment, and self-evaluation documents.
2. Maintain a reflective journal with daily dated entries.

IV. **Methods of Student Evaluation**

Tests (how many? how often? what type?)

Quizzes

Oral Presentations

Written Papers

Laboratory Activities

Clinical Experiences

1. Professional Education Preparation Assessment form - Five copies minimum; two completed by local cooperating teacher; two completed by the college supervisor; and one summative evaluation to be completed in a 3-way conference setting participated in by the candidate, cooperating teacher, and the college supervisor (a rating of "satisfactory" or higher on each of the 26 competencies is required for successful completion of student teaching). 90%
2. Project Assessments. Evaluation of the reflective journal and other materials which document participation. 10%

V. **Assessment of Outcomes**

What measurements will be used to demonstrate that outcomes have been reached? (Refers to class as a whole, not individual students.)

1. Professional Education Performance Assessment will result in 90% of students receiving a grade of CR.
2. Reflective journals and other documentation will be satisfactory for 90% of the students

VI. **Other Information**

What additional information will help to clarify the course?

**WEST VIRGINIA UNIVERSITY AT PARKERSBURG
UNIFORM COURSE SYLLABUS**

Name of Course: Student Teaching (4-6) **Course No.:** Educ 408 **Division:** Education
Credit Hours: 5 **Instructor:** Various **Meeting Time:** Various
Meeting Days: Various

Prerequisites: Admission to student teaching and satisfactory performance on Praxis II and PLT exams.

Course Description: Eight weeks of full-time classroom observation and teaching at the intermediate (4-6) levels under the direct supervision of public schools and college supervisors.

Relationship to the Conceptual Framework: Students will be assessed in all areas of the Conceptual Framework during each classroom visit. Planning, teaching, interpersonal skills, decision-making, professional commitment and the ability to work with all students must be demonstrated at a satisfactory level.

I. Course Objectives

1. Demonstrate pre-teaching competencies in developing plans which include characteristics, outcomes and objectives, teacher behaviors, and assessment.
2. Demonstrate the selection, modification, adaptation, and development of instructional materials.
3. Demonstrate competencies in student, peer, parental, and administrative conferences.
4. Demonstrate teaching competencies incorporating the establishment of positive learning environments, effective communication skills, instructional management strategies, questioning techniques, and feedback procedures.
5. Demonstrate post-teaching competencies incorporating assessment and evaluation strategies, utilization of data for instructional planning, and reporting of student performance(s) to students, parents, and appropriate administrative personnel.
6. Demonstrate competencies in other professional activities incorporating: implementing continuing education, functioning successfully with school committees, non-teaching responsibilities, and adhering to school policies, rules and all educational regulations.
7. Demonstrate the integration of 21st century skills and technology throughout the curriculum.

II. Topics to be Studied

How will course objectives be met?

1. Gradually assume all teaching and professional responsibilities of the cooperating teacher. (Faculty Senate, SBAT, IEP, Parent Teacher Conference, etc.)
2. Conference with College supervisor and cooperating teacher to assess progress and discuss self evaluations.
3. Complete all planning requirements of the instructional settings.
4. Participate in the School Based Assistance Team (SBAT) procedure.
5. Follow cooperating teacher's schedule to become a participant in Faculty Senate functions.

III. Special Projects to be Included in Course

Research papers Reports
Surveys Annotated bibliographies
Other

1. Maintain a notebook to include copies of all planning documents.
2. Submit a written assessment of the School Based Assistance Team activity.
3. Submit a written position paper detailing one's Faculty Senate participation.

IV. Methods of Student Evaluation

Tests (how many? how often? what type?)

Quizzes

Oral Presentations

Written Papers

Laboratory Activities

Clinical Experiences

1. Professional Education Preparation Assessment form - five copies minimum (two completed by local cooperating teacher; two completed by the college supervisor; and one summative evaluation to be completed in a 3-way conference setting participated in by the candidate, cooperating teacher, and the college supervisor (**a rating of "satisfactory" or higher on each of the 26 competencies is required for successful completion of student teaching**).
2. Project Assessments. Evaluation of reports assigned to document participation.

V. Assessment of Outcomes

What measurements will be used to demonstrate that outcomes have been reached? (Refers to class as a whole, not individual students.)

Minimal acceptable performance levels are:

1. Professional Education Preparation Assessment (PEPA) = 90% completion rate.
2. Project Assessment = 95% mastery.

VI. Other Information

What additional information will help to clarify the course?

**WEST VIRGINIA UNIVERSITY AT PARKERSBURG
UNIFORM COURSE SYLLABUS**

Name of Course: Student Teaching in Science (5-9)

Course No.: Educ 405

Division: Education

Credit Hrs: 5

Instructor: Various

Meeting Time: Various

Meeting Days: Various

Prerequisites: Admission to student teaching and satisfactory performance on Principles of Learning and Teaching test and Praxis Middle School Science test.

Course Description: Full-time planning, teaching and evaluation at the middle school level in Science under the direct supervision of public school and college supervisors.

Relationship to the Conceptual Framework: Students will be assessed in all areas of the Conceptual Framework during each classroom visit. Planning, teaching, interpersonal skills, decision-making, professional commitment and the ability to work with all students must be demonstrated at a satisfactory level.

I. Course Objectives

1. Demonstrate pre-teaching competencies in developing plans which include characteristics, outcomes and objectives, teacher behaviors, and assessment appropriate to middle school science classroom.
2. Demonstrate the selection, modification, adaptation, and development of instructional materials appropriate for middle school science classroom.
3. Demonstrate competencies in student, peer, parental, and administrative conferences.
4. Demonstrate teaching competencies incorporating the establishment of positive learning environments, effective communication skills, instructional management strategies, questioning techniques, and feedback procedures.
5. Demonstrate post-teaching competencies incorporating assessment and evaluation strategies, utilization of data for instructional planning, and reporting of student performance(s) to students, parents, and appropriate administrative personnel.
6. Demonstrate competencies in other professional activities incorporating: implementing continuing education, functioning successfully with school committees, non-teaching responsibilities, and adhering to school policies, rules, and all educational regulations.
7. Demonstrate the integration of 21st century skills and technology throughout the curriculum.

II. Topics to Be Studied

How will course objectives be met?

1. Gradually assume all teaching and professional responsibilities of the cooperating teacher. (Faculty Senate, SBAT, IEP, Parent Teacher Conference, etc.)
2. Conference with College supervisor and cooperating teacher to assess progress and discuss self evaluations.
3. Complete all planning requirements of the instructional settings.
4. Participate in the School Based Assistance Team (SBAT) procedure.
5. Follow cooperating teacher's schedule to become a participant in Faculty Senate functions.

III. Special Projects to Be Included in Course

Research Papers

Reports

Surveys

Annotated bibliographies

Other

1. Maintain a notebook to include copies of all planning, assessment, and self-evaluation documents.
2. Maintain a reflective journal with daily dated entries.

IV. **Methods of Student Evaluation**

Tests (how many? how often? what type?)

Quizzes

Oral Presentations

Written Papers

Laboratory Activities

Clinical Experiences

1. Professional Education Preparation Assessment form - five copies minimum (two completed by local cooperating teacher; two completed by the college supervisor; and one summative evaluation to be completed in a 3-way conference setting participated in by the candidate, cooperating teacher, and the college supervisor **(rating of “satisfactory” or higher on each of the 26 competencies is required for successful completion of student teaching).**
2. Project Assessments–evaluation of reports assigned to document participation.

V. **Assessment of Outcomes**

What measurements will be used to demonstrate that outcomes have been reached? (refers to class as a whole, not individual students.)

Minimal acceptable performance levels are:

1. Professional Education Preparation Assessment (PEPA) = 90% completion rate.
2. Project Assessment = 95% mastery.

VI. **Other Information**

What additional information will help to clarify the course?

**WEST VIRGINIA UNIVERSITY AT PARKERSBURG
UNIFORM COURSE SYLLABUS**

Name of Course: Student Teaching in General Math - Algebra I

Course No.: Educ 406

Division: Education

Credit Hrs: 5

Instructor: Various

Meeting Time: Various

Meeting Days: Various

Prerequisites: Admission to student teaching and satisfactory performance on Principles of Learning and Teaching test and Praxis Middle School Math test.

Course Description: Full-time planning, teaching and evaluation at the middle school level in Mathematics under the direct supervision of public school and college supervisors.

Relationship to the Conceptual Framework: Students will be assessed in all areas of the Conceptual Framework during each classroom visit. Planning, teaching, interpersonal skills, decision-making, professional commitment and the ability to work with all students must be demonstrated at a satisfactory level.

I. Course Objectives

1. Demonstrate pre-teaching competencies in developing plans which include characteristics, outcomes and objectives, teacher behaviors, and assessment appropriate to middle school math classroom.
2. Demonstrate the selection, modification, adaptation, and development of instructional materials appropriate for middle school math classroom.
3. Demonstrate competencies in student, peer, parental, and administrative conferences.
4. Demonstrate teaching competencies incorporating the establishment of positive learning environments, effective communication skills, instructional management strategies, questioning techniques, and feedback procedures.
5. Demonstrate post-teaching competencies incorporating assessment and evaluation strategies, utilization of data for instructional planning, and reporting of student performance(s) to students, parents, and appropriate administrative personnel.
6. Demonstrate competencies in other professional activities incorporating: implementing continuing education, functioning successfully with school committees, non-teaching responsibilities, and adhering to school policies, rules, and all educational regulations.
7. Demonstrate the integration of 21st century skills and technology throughout the curriculum.

II. Topics to Be Studied

How will course objectives be met?

1. Gradually assume all teaching and professional responsibilities of the cooperating teacher. (Faculty Senate, SBAT, IEP, Parent Teacher Conference, etc.)
2. Conference with College supervisor and cooperating teacher to assess progress and discuss self evaluations.
3. Complete all planning requirements of the instructional settings.
4. Participate in the School Based Assistance Team (SBAT) procedure.
5. Follow cooperating teacher's schedule to become a participant in Faculty Senate functions.

III. Special Projects to Be Included in Course

Research Papers

Reports

Surveys

Annotated bibliographies

Other

1. Maintain a notebook to include copies of all planning, assessment, and self-evaluation documents.
2. Maintain a reflective journal with daily dated entries.

IV. **Methods of Student Evaluation**

Tests (how many? how often? what type?)

Quizzes

Oral Presentations

Written Papers

Laboratory Activities

Clinical Experiences

1. Professional Education Preparation Assessment form - five copies minimum (two completed by local cooperating teacher; two completed by the college supervisor; and one summative evaluation to be completed in a 3-way conference setting participated in by the candidate, cooperating teacher, and the college supervisor (**rating of “satisfactory” or higher on each of the 26 competencies is required for successful completion of student teaching**).
2. Project Assessments—evaluation of reports assigned to document participation.

V. **Assessment of Outcomes**

What measurements will be used to demonstrate that outcomes have been reached? (refers to class as a whole, not individual students.)

Minimal acceptable performance levels are:

1. Professional Education Preparation Assessment (PEPA) = 90% completion rate.
2. Project Assessment = 95% mastery.

VI. **Other Information**

What additional information will help to clarify the course?

**WEST VIRGINIA UNIVERSITY AT PARKERSBURG
UNIFORM COURSE SYLLABUS**

Name of Course: Student Teaching in English (5-9)

Course No.: Educ 407

Division: Education

Credit Hrs: 5

Instructor: Various

Meeting Time: Various

Meeting Days: Various

Prerequisites: Admission to student teaching and satisfactory performance on Principles of Learning and Teaching test and Praxis Middle School English/Language Arts test.

Course Description: Full-time planning, teaching and evaluation at the middle school level in English under the direct supervision of public school and college supervisors.

Relationship to the Conceptual Framework: Students will be assessed in all areas of the Conceptual Framework during each classroom visit. Planning, teaching, interpersonal skills, decision-making, professional commitment and the ability to work with all students must be demonstrated at a satisfactory level.

I. Course Objectives

1. Demonstrate pre-teaching competencies in developing plans which include characteristics, outcomes and objectives, teacher behaviors, and assessment appropriate to middle school English classroom.
2. Demonstrate the selection, modification, adaptation, and development of instructional materials appropriate for middle school English classroom.
3. Demonstrate competencies in student, peer, parental, and administrative conferences.
4. Demonstrate teaching competencies incorporating the establishment of positive learning environments, effective communication skills, instructional management strategies, questioning techniques, and feedback procedures.
5. Demonstrate post-teaching competencies incorporating assessment and evaluation strategies, utilization of data for instructional planning, and reporting of student performance(s) to students, parents, and appropriate administrative personnel.
6. Demonstrate competencies in other professional activities incorporating: implementing continuing education, functioning successfully with school committees, non-teaching responsibilities, and adhering to school policies, rules, and all educational regulations.
7. Demonstrate the integration of 21st century skills and technology throughout the curriculum.

II. Topics to Be Studied

How will course objectives be met?

1. Gradually assume all teaching and professional responsibilities of the cooperating teacher. (Faculty Senate, SBAT, IEP, Parent Teacher Conference, etc.)
2. Conference with College supervisor and cooperating teacher to assess progress and discuss self evaluations.
3. Complete all planning requirements of the instructional settings.
4. Participate in the School Based Assistance Team (SBAT) procedure.
5. Follow cooperating teacher's schedule to become a participant in Faculty Senate functions.

III. Special Projects to Be Included in Course

Research Papers

Reports

Surveys

Annotated bibliographies

Other

1. Maintain a notebook to include copies of all planning, assessment, and self-evaluation documents.
2. Maintain a reflective journal with daily dated entries.

IV. **Methods of Student Evaluation**

Tests (how many? how often? what type?)

Quizzes

Oral Presentations

Written Papers

Laboratory Activities

Clinical Experiences

1. Professional Education Preparation Assessment form - five copies minimum (two completed by local cooperating teacher; two completed by the college supervisor; and one summative evaluation to be completed in a 3-way conference setting participated in by the candidate, cooperating teacher, and the college supervisor **(rating of “satisfactory” or higher on each of the 26 competencies is required for successful completion of student teaching).**
2. Project Assessments–evaluation of reports assigned to document participation.

V. **Assessment of Outcomes**

What measurements will be used to demonstrate that outcomes have been reached? (refers to class as a whole, not individual students.)

Minimal acceptable performance levels are:

1. Professional Education Preparation Assessment (PEPA) = 90% completion rate.
2. Project Assessment = 95% mastery.

VI. **Other Information**

What additional information will help to clarify the course?

**WEST VIRGINIA UNIVERSITY AT PARKERSBURG
UNIFORM COURSE SYLLABUS**

Name of Course: Social Studies Student Teaching (5-9)

Course No.: Educ 409

Division: Education

Credit Hrs: 5

Instructor: Various

Meeting Time: Various

Meeting Days: Various

Prerequisites: Admission to student teaching and satisfactory performance on Principles of Learning and Teaching test and Praxis Middle School Social Studies test.

Course Description: Full-time planning, teaching and evaluation at the middle school level in Social Studies under the direct supervision of public school and college supervisors.

Relationship to the Conceptual Framework: Students will be assessed in all areas of the Conceptual Framework during each classroom visit. Planning, teaching, interpersonal skills, decision-making, professional commitment and the ability to work with all students must be demonstrated at a satisfactory level.

I. Course Objectives

1. Demonstrate pre-teaching competencies in developing plans which include characteristics, outcomes and objectives, teacher behaviors, and assessment appropriate to middle school social studies classroom.
2. Demonstrate the selection, modification, adaptation, and development of instructional materials appropriate for middle school social studies classroom.
3. Demonstrate competencies in student, peer, parental, and administrative conferences.
4. Demonstrate teaching competencies incorporating the establishment of positive learning environments, effective communication skills, instructional management strategies, questioning techniques, and feedback procedures.
5. Demonstrate post-teaching competencies incorporating assessment and evaluation strategies, utilization of data for instructional planning, and reporting of student performance(s) to students, parents, and appropriate administrative personnel.
6. Demonstrate competencies in other professional activities incorporating: implementing continuing education, functioning successfully with school committees, non-teaching responsibilities, and adhering to school policies, rules, and all educational regulations.
7. Demonstrate the integration of 21st century skills and technology throughout the curriculum.

II. Topics to Be Studied

How will course objectives be met?

1. Gradually assume all teaching and professional responsibilities of the cooperating teacher. (Faculty Senate, SBAT, IEP, Parent Teacher Conference, etc.)
2. Conference with College supervisor and cooperating teacher to assess progress and discuss self evaluations.
3. Complete all planning requirements of the instructional settings.
4. Participate in the School Based Assistance Team (SBAT) procedure.
5. Follow cooperating teacher's schedule to become a participant in Faculty Senate functions.

III. Special Projects to Be Included in Course

Research Papers	Reports
Surveys	Annotated bibliographies
Other	

1. Maintain a notebook to include copies of all planning, assessment, and self-evaluation documents.
2. Maintain a reflective journal with daily dated entries.

IV. **Methods of Student Evaluation**

Tests (how many? how often? what type?)

Quizzes

Oral Presentations

Written Papers

Laboratory Activities

Clinical Experiences

1. Professional Education Preparation Assessment form - five copies minimum (two completed by local cooperating teacher; two completed by the college supervisor; and one summative evaluation to be completed in a 3-way conference setting participated in by the candidate, cooperating teacher, and the college supervisor **(rating of “satisfactory” or higher on each of the 26 competencies is required for successful completion of student teaching).**
2. Project Assessments—evaluation of reports assigned to document participation.

V. **Assessment of Outcomes**

What measurements will be used to demonstrate that outcomes have been reached? (refers to class as a whole, not individual students.)

Minimal acceptable performance levels are:

1. Professional Education Preparation Assessment (PEPA) = 90% completion rate.
2. Project Assessment = 95% mastery.

VI. **Other Information**

What additional information will help to clarify the course?

**WEST VIRGINIA UNIVERSITY AT PARKERSBURG
UNIFORM COURSE SYLLABUS**

Name of Course: Student Teaching in Math K-4
Delivery Format (ADS/E/Traditional): Traditional
Division: Education

Course#: Education 411
Department: Education
Credit Hours: 5

Is there a textbook for this course? No
Is the textbook required? No

Catalog Course Description:

Full time planning, teaching, and evaluation at the primary level in mathematics under direct supervision of public school and college supervisors. (Pre-requisite: Admission to Student Teaching.) F-S

I. Course Objectives

1. Demonstrate pre-teaching competencies in developing plans which include characteristics, outcomes and objectives, teacher behaviors, and assessment appropriate to middle K-4 mathematics classroom.
2. Demonstrate the selection, modification, adaptation, and development of instructional materials appropriate for K-4 mathematics classroom.
3. Demonstrate competencies in student, peer, parental, and administrative conferences.
4. Demonstrate teaching competencies incorporating the establishment of positive learning environments, effective communication skills, instructional management strategies, questioning techniques, and feedback procedures.
5. Demonstrate post-teaching competencies incorporating assessment and evaluation strategies, utilization of data for instructional planning, and reporting of student performance(s) to students, parents, and appropriate administrative personnel.
6. Demonstrate competencies in other professional activities incorporating: implementing continuing education, functioning successfully with school committees, non-teaching responsibilities, and adhering to school policies, rules, and all educational regulations.
7. Demonstrate the integration of 21st century skills and technology throughout the curriculum.

II. Topics to Be Studied

1. Gradually assume all teaching and professional responsibilities of the cooperating teacher. (Faculty Senate, SBAT, IEP, Parent Teacher Conference, etc.)
2. Conference with College supervisor and cooperating teacher to assess progress and discuss self evaluations.
3. Complete all planning requirements of the instructional settings.
4. Participate in the School Based Assistance Team (SBAT) procedure.
5. Follow cooperating teacher's schedule to become a participant in Faculty Senate functions.

III. Special Projects to Be Included in Course

Research Papers	Reports
Surveys	Annotated Bibliographies
Other	

1. Maintain a notebook to include copies of all planning, assessment, and self-evaluation documents.
2. Maintain a reflective journal with daily dated entries.

IV. Methods of Student Evaluation
Tests (how many? How often? What type?)

Quizzes
Oral Presentations
Written Papers
Laboratory Activities
Clinical Experiences
Other (describe)

1. Professional Education Preparation Assessment form - five copies minimum (two completed by local cooperating teacher; two completed by the college supervisor; and one summative evaluation to be completed in a 3-way conference setting participated in by the candidate, cooperating teacher, and the college supervisor **(rating of “satisfactory” or higher on each of the 26 competencies is required for successful completion of student teaching)**).
2. Project Assessments–evaluation of reports assigned to document participation.

V. Assessment of Outcomes
What measurements will be used to demonstrate that outcomes have been reached? (Must be written in terms of demonstrated student exit behavior.)

Minimal acceptable performance levels are:

1. Professional Education Preparation Assessment (PEPA) = 90% completion rate.
2. Project Assessment = 95% mastery.

VI. Other Information
What additional information will help to clarify the course?

NA

VII. Disability Statement

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Disability Services (424-8378).

VIII. Social Justice Statement

West Virginia University at Parkersburg is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Disability Services (424-8378).

FIELD EXPERIENCE ACTIVITIES
EDUCATION 403, 404, 405, 406, 407, 408, 409, 411
Student Teaching

1.0 FIELD EXPERIENCE OBJECTIVES :

- 1.1 Demonstrate competency in developing plans which include learner characteristics, outcomes and objectives, teacher behaviors, and assessment.
- 1.2 Demonstrate decision-making skills in the selection, modification, adaptation, and development of instructional and assessment materials and media.
- 1.3 Demonstrate interpersonal skills in student, peer, parental, professional, and administrative conferences.
- 1.4 Demonstrate teaching skills in the establishment of positive learning environments, various instructional strategies, effective communication skills, instructional management strategies, questioning techniques, assessment strategies and feedback procedures for all students.
- 1.5 Demonstrate decision-making skills in the selection of assessment and evaluation strategies, utilization of data for instructional planning, and interpersonal skills on reporting of student performance(s) to students, parents, and appropriate administrative personnel.
- 1.6 Demonstrate professional commitment in other activities including: self evaluation strategies, implementing continuing education, functioning successfully with school committees, non-teaching responsibilities, and adhering to school policies, rules and regulations.
- 1.7 Demonstrate the integration of 21st century skills and technology throughout the curriculum.

2.0 STUDENT RESPONSIBILITIES :

- 2.1 Confer with cooperating teacher to establish a schedule for the gradual assumption of all teaching and professional responsibilities during each of the two eight week placements.
- 2.2 Carry out teaching and professional classroom responsibilities.
- 2.3 Maintain a notebook which contains planning, assessment and self-evaluation documents.
- 2.4 Keep a reflective journal with daily dated entries.
- 2.5 Submit reflective journal, self-evaluations, assessments and other documentation to the College supervisor in a timely manner.

3.0 COOPERATING TEACHER RESPONSIBILITIES :

- 3.1 Welcome the student teacher as a member of the education community.
- 3.2 Conference with the student teacher to establish a schedule for the gradual assumption of all teaching and professional responsibilities.
- 3.3 Provide the student teacher with regular, informal assessment of their progress.
- 3.4 Complete PEPA's in a timely manner and discuss them with the student teacher and the College supervisor.
- 3.5 Supply necessary information and paperwork to College personnel.

4.0 COLLEGE SUPERVISOR RESPONSIBILITIES :

- 4.1 Make regular and timely visits to supervise the student teacher and to review journals and other documentation.
- 4.2 Conference with the student teacher and the cooperating teacher on each visit.
- 4.3 Complete PEPA's in a timely manner and discuss them with the student teacher and the cooperating teacher.
- 4.4 Schedule and lead the final conference with the student teacher and the cooperating teacher.

5.0 COORDINATOR OF FIELD EXPERIENCES RESPONSIBILITIES :

- 5.1 Submit student names to county central office for approval.
- 5.2 Initiate contact with building principals to arrange placement.
- 5.3 Meet with students to assign field placement.
- 5.4 Arrange an orientation for cooperating teachers and student teachers.
- 5.5 Maintain open communication between the Education Division and principals and teachers.
- 5.6 Maintain record of student field experience.

Eligibility Criteria for Cooperating Teacher

1. The teacher must be certified in the area for which he or she is currently employed.
2. The teacher must have a minimum of three years teaching experience at their current level of assignment (the area of student teaching).
3. The teacher must have an earned Master's Degree or substantial teaching experience based upon the recommendation of the principal.

Guidelines For Student Teacher Supervision

1. Student teachers are to receive **at least three** written evaluations (PEPA) from their college supervisor. One is to be completed by the end of the third week of each placement and the second by the end of the sixth week of each placement. Students who are having difficulty should receive more evaluations to assist them in meeting student teaching objectives. Completed PEPA's are to be filed in the Education Division Office.
2. Classroom visits are to be planned during a time when student teachers are actively engaged in teaching. Each visit should be no less than one hour in length.
3. During classroom visits the student teacher's lesson plans are to be reviewed and notations made if appropriate. Journals are to be read and written comments made where appropriate.
4. A conference should be held with the student teacher during each visit. Formal evaluations are to be reviewed and signed. Strengths and weaknesses of the student teacher are to be discussed and specific directions given.
5. A conference should be held with the cooperating teacher during each visit to discuss the student teacher's progress and to review PEPA's completed by the cooperating teacher.
6. At the conclusion of each placement a three-way conference is to be held. The PEPA is to be used to review the student teacher's progress during the placement and the final evaluation form is to be completed and signed by all parties.

PROFESSIONAL
EDUCATION
PERFORMANCE
ASSESSMENT
INSTRUMENT

Introduction

The Professional Education Performance Assessment Instrument is designed to assess the College student's performance in student teaching. The instrument can also serve as a guide to assist the student teacher in developing a professional growth plan that can strengthen beginning teaching skills through the transitional period from College to public or private school classrooms.

How will the instrument be used?

The competencies the student teacher must demonstrate before a certificate to teach will be issued have been divided into four categories by the West Virginia Department of Education: Pre-teaching, Teaching, Post-teaching, and Other Professional Activities.

During the student teaching experience, an assessment will be made of how well the student can perform those planning skills required of a teacher prior to teaching a group of pupils in the classroom. The West Virginia Department of Education competency list refers to this as Pre-teaching.

During the Student Teaching Semester, an assessment will be made of how well the student can perform while Teaching.

A further assessment will determine what the student can do with the information acquired while teaching in the classroom to improve instruction. The West Virginia Department of Education refers to this group of competencies as Post-teaching.

The final assessment will be of a set of competencies the state refers to as Other Professional Activities.

What methods will be used to assess performance?

Actual performance in the classroom will be assessed by the College supervisor and the school supervising teacher. An example would be that of teaching a lesson to pupils and/or providing the supervisors with a lesson plan or test developed for use in the classroom.

Simulated performance will be an option for some of the competencies. This method provides for performance in a controlled environment. It can serve as an opportunity to practice what one might do on the job if faced with a similar situation. This could be performed in a college seminar which accompanies student teaching.

Oral Assessment, such as an interview, will be one means of assessing the student's understanding of teacher performance.

Will all of the performance items be checked in one visit to the student?

No. Assessment will be made during many visits by College supervisor(s) and daily assessment by the supervising teacher.

Will the student teacher be informed as to when she/he should have the materials, plans, etc., ready for the assessment?

If the evaluators (College supervisor and/or school supervising teacher) plan to ask for a specific portfolio of materials, or to observe for a specific skill in a particular content area and at a specific programmatic level, the student teacher will be informed. Of course, there are many of the competencies that are demonstrated frequently and might easily be observed during an ordinary day in the classroom. For example, it should be safe to assume that all student teachers know and can show what they intend to teach, how they intend to teach it, and how they will know if the learner outcomes have been accomplished. It is not anticipated that an extra burden will be placed on the students. In fact, the intent is to place a support system under the student teachers that should reduce stress by advising them of what they should know to be successful in the classroom once they are on their own as teachers.

Who will be assessed?

Any person who plans to apply for a certificate from the West Virginia Department of Education is required to demonstrate competency on the job-related performance objectives of the state prior to issuance of the certificate. Performance will be assessed at each level, (K-3), (4-6), and/or the appropriate programmatic and content level.

Where can the student go for answers to questions and other types of help related to the assessment if needed?

The student teacher should see his/her advisor. Help is also available through professors teaching courses and supervising field experiences, and the Chair of the Education Division.

Who will evaluate the performance of the student teacher?

The College and the public schools will share in the evaluation of the student teachers. The supervisors from the College and the supervising teachers in the public school classrooms will be the evaluators.

What are the criteria used to assess each item?

Use of the behavioral descriptors for each item on the PEPA and the professional judgment of public school and College supervisors.

What are the criteria for successful completion of student teaching using the Professional Education Performance Assessment Instrument?

The expectation is "S" and/or "A" in all competencies. If a student has more than one deficiency ("X" or "U") in any area, or one deficiency identified by public school and/or College supervisors as critical to the individuals potential for success as a teacher, a meeting will be held to discuss possible outcomes for the student. Options and time limits for remediation shall be specified to students. Participants in the meeting may include:

- 1) Coordinator of Field Experiences
- 2) College Supervisor
- 3) Public School Supervisor
- 4) Teacher Education Candidate
- 5) Education Division Chair

Professional Education Performance Assessment Instrument

DIRECTIONS: The following evaluation categories are the basis for describing the performance of pre-service teacher educators.

- SCALE:**
- X = No Opportunity** or insufficient Opportunity to Observe
 - U = Unsatisfactory Performance** - Competency Not Demonstrated
 - S = Satisfactory Performance** - Demonstration at Average Level
 - A = Above Average Performance** - Outstanding Performance

1.0 PRE-TEACHING (Includes planning, decision-making and diversity.)

1.1 Incorporates instructional objectives and state learner outcomes into instructional plans.

X U S A

U = Objectives not stated. Unable to determine plan of instruction. Lesson plan not based on learner outcomes.

S = Lesson plan includes clearly stated objectives. Selects and specifies learner outcomes from state documents across programmatic and developmental levels.

1.2 Plans instructional strategies that are consistent with intended outcomes and learning objectives.

X U S A

U = Inconsistencies between procedures and objectives.

S = Acceptable performance is evidenced. Describes teaching strategies that relate to specified learner outcomes.

1.3 Incorporates student characteristics identified from various sources to design appropriate instruction.

X U S A

U = Plan not based on developmental level(s) of learner(s).

No effort made to incorporate information from records or others in plans.

S = Plans for differences in abilities, based on student records.

Plans for differences based on student interests.

Plans for differences based on cultural, ethnic, academic, and other various backgrounds of students.

Plans for the exceptional child.

Plans are appropriate for developmental level.

Plans for individual child based upon identified need.

Uses records and references when writing lesson plans.

1.4 Incorporates teacher behaviors into instructional plans.

X U S A

- U = Plan not based on developmental level(s) of learner(s).
No effort made to incorporate information from records or others in plans.
- S = Specifies a workable procedure for delivery of objectives.
Plans to provide for a variety of teaching styles.
Plans realistic pacing for delivery of lessons and non-teaching tasks.
Plans time for summarizing accomplishments (students and teacher).

1.5 Incorporates major concepts, principles, theories, and research related to development of children to design instruction..

X U S A

- U = Plans for instruction not based on developmental levels or theory of learning.
- S = Uses principles and theories of learning to design instruction.
Uses theory of development of learning to plan instruction..

1.6 Selects, develops, or modifies materials to create instructional opportunities for diverse learners.

X U S A

- U = Teaching materials not specified in lesson plan.
- S = Identifies materials and objectives for which they will be used.
Identifies activity or procedure for which materials will be used.
Matches materials to specified learner outcomes.

1.7 Determines appropriate classroom procedures and organizational strategies to support the instructional environment.

X U S A

- U = Unstructured environment. Routines not planned.
- S = Identifies routines for learning (rules, time schedules, lunch, etc.).
Plans routines to match learning styles.

1.8 Selects assessment or evaluation strategies to measure learning outcomes, objectives, and instructional effectiveness.

X U S A

- U = Plan does not include procedure for assessing learner achievement.
- S = Identifies procedure for assessing learner achievement.
Identifies material to be used for evaluation of learner achievement.
Matches evaluation procedure to learner outcome.
Matches evaluation material to learner outcome.

1.9 Incorporates the use of technology and 21st century skills to design instruction.

X U S A

- U = Does not incorporate the use of technology in the teaching and learning experience.
- S = Plans to use technology to enhance learning, increase productivity, and promote creativity.
 - Plans effective learning experiences supported by technology.
 - Develops plans that encourage the use of 21st century skills across the curriculum.
 - Plans to integrate technology across the curriculum.

2.0 TEACHING (Includes planning, teaching, decision-making, interpersonal skills and diversity.)

2.1 Maintains a positive learning environment to support mastery of learning outcomes and objectives by all students.

X U S A

- U = Exhibits negative attitude toward teaching responsibilities.
 - Exhibits lack of confidence.
 - Exhibits intolerant demeanor toward students, peers, and others.
 - Learning environment out of control.
 - Exhibits anger, frustration, intolerance, favoritism.
- S = Behaves with consistently positive attitude toward teaching.
 - Communicates a warm and friendly attitude to all students.
 - Actions reflect an attitude of confidence and accomplishment.
 - Realistic expectations bring forth learner achievement.
 - Displays an understanding and tolerant demeanor toward cultural, ethnic, academic, and other differences among students.
 - Uses positive management techniques to monitor and maintain control of the learning environment.
 - Responds positively to all students.

2.2 Organizes students, materials, and the classroom environment in ways that are consistent with instructional plans.

X U S A

- U = Organizational skills not demonstrated.
 - Materials inconsistent with plans.
- S = Groups students effectively.
 - Makes resources and materials accessible to learner.
 - Arranges classroom environment to promote instruction and transition between activities.
 - Maintains orderly routines.
 - Distributes materials efficiently.
 - Maximizes time on task.

2.3 Communicates with all students to provide a context for learning that is consistent with instructional plans.

X U S A

- U = Lessons are started before students know what to do.
 - Directions are not given or are not clear.
 - Communication for teaching and learning is not clear or concise.
 - Communication for teaching and learning is not directed to all learners.
- S = Establishes and sets expectations for learning.
 - Gives clear, explicit directions to learners.
 - Communicates objectives to learners.
 - Communicates procedures to learners.
 - Provides feedback to clarify pupil questions.
 - Communicates accurate subject area knowledge.
 - Communicates for teaching and learning while considering cultural, ethnic, academic, and other various backgrounds of students.
 - Verbal and non-verbal communications are consistent.

2.4 Manages instructional environment to enhance student learning and development consistent with instructional plans.

X U S A

- U = Instructional environment lacks management, organization, control, and/or communication.
- S = Exhibits poise and self-control.
 - Models behaviors of one in the role of teacher.
 - Uses common sense when responding to unplanned or unexpected situations.
 - Verbalizes behavioral expectations to students.
 - Provides feedback to learners related to their behavior.
 - Identifies sources of misbehavior and plans for prevention.
 - Resolves disruptive behavior and conflicts.
 - Uses positive management techniques to monitor and maintain control of the learning environment.

2.5 Implements a variety of instructional strategies and materials that demonstrates knowledge and understanding of fundamental and major concepts associated with multi-subject areas.

X U S A

- U = No variation in methods when needed to help students learn or understand.
 - Does not demonstrate fundamental knowledge of content area concepts.
 - Is unable to integrate concepts across curricular areas.
- S = Uses a variety of instructional strategies/resources to encourage learning among all students.
 - Implements learning tasks that are related to the learning level(s) of all students in the classroom.
 - Implements learning tasks that demonstrate competence in content knowledge.
 - Implements learning tasks that integrate concepts across curricular areas.

2.6 Implements and incorporates technology and 21st century skills into instructional environment.

X U S A

- U = Does not use technology to enhance teacher or student productivity or learning.
Does not demonstrate understanding of technology operations and concepts.
Does not demonstrate understanding of 21st century skills.
- S = Demonstrates continual growth in technology knowledge and skills.
Applies technology to increase productivity.
Facilitates equitable access to technology resources for all students.
Integrates 21st century skills throughout teaching and learning experiences.
Models and teaches ethical practice related to technology use.

2.7 Utilizes questioning strategies consistent with instructional plans.

X U S A

- U = Questioning techniques are not used.
Questioning techniques not consistent with instructional goals.
- S = Questioning is used to help learners identify or clarify objectives.
Uses sequential questioning strategies.
Asks questions at various taxonomic levels. (Knowledge, Application, Analysis, Evaluation, Synthesis).
Uses sufficient wait time for students to respond to questions.

2.8 Provides verbal and/or nonverbal feedback to students.

X U S A

- U = Does not provide feedback to students.
Does not use feedback appropriate for needs of diverse learners.
- S = Considers student differences to provide appropriate feedback.
Restates and interprets learner responses during direct instruction.
Uses verbal and nonverbal positive reinforcement techniques.
Uses nonverbal gestures as cues for learning.

3.0 POSTTEACHING (Includes planning, decision-making and interpersonal skills.)

3.1 Evaluates the effectiveness of the instructional process.

X U S A

- U = No evidence of evaluation or reflection of the instructional process.
No evidence of assessment of personal teaching behaviors.
- S = Assesses personal teaching behaviors and plans adjustments in consultation with the school and college supervisors.
Identifies and prepares techniques and tools to assess learner outcomes/objectives.
Identifies weaknesses in lesson plans based on the level of achievement of the learner.
Responds appropriately to feedback from professionals.

3.2 Evaluates student progress toward mastery of learning outcomes and objectives/using formal and informal assessment procedures.

X U S A

- U = No evidence of student progress records present.
- S = Designs and uses teacher-made diagnostic tests.
 - Administers achievement measures, informal and/or formal, to assess pupil achievement.
 - Administers and interprets standardized tests.
 - Evaluates student written assignments.
 - Uses observation and questioning for formative assessments.
 - Utilizes technology tools for assessment needs where appropriate.
 - Assesses and reflects on integration of 21st century skills.

3.3 Organizes, interprets, and summarizes evaluation data for instructional planning, delivery, and management.

X U S A

- U = No evidence of organization, interpretation, or summary of data.
- S = Develops remediation plan based on assessment data and considering student cultural, ethnic, academic, and other various characteristics.
 - Identifies difficulties with lessons/activities through review of data, both individual and group.
 - Incorporates evaluation data in lesson plans.

3.4 Communicates student evaluation results to students, parents, appropriate school personnel, and college supervisors.

X U S A

- U = Is unable to articulate student progress and evaluation procedures.
 - Does not clearly communicate student progress to parents, peers, appropriate school personnel or college supervisors.
- S = Prepares evaluation reports and documents for reporting student progress.
 - Participates in parent conferences.
 - Maintains documentation for parent/teacher conferences.
 - Explains grading system to students.
 - Informs students of their achievements and "next steps" toward mastery.
 - Participates in conferences with supervising teacher(s) regarding student's performance.

3.5 Uses evaluation results in making instructional decisions, designing remediation activities and/or enrichment activities.

X U S A

- U = Does not incorporate student assessment results into future lesson plans.
- S = Organizes and interprets assessment data for review of instruction and learning.
 - Modifies lesson plan(s) to incorporate evaluation data on learner achievement.

4.0 OTHER PROFESSIONAL ACTIVITIES (Includes planning, interpersonal skills and professional commitment)

4.1 Demonstrates management skills to carry out nonteaching responsibilities.

X U S A

U = Does not include nonteaching responsibilities in plans.

S = Performs record-keeping and housekeeping functions related to classroom/school responsibilities.
Plans include those functions.

4.2 Shows professional commitment by following school policies, rules, and regulations.

X U S A

U = Cannot identify school policies, rules, and regulations.

Does not follow school policies, rules, and regulations.

S = Obtains knowledge of school policies, rules, and regulations.

Follows school policies, rules, and regulations.

Follows school procedures/regulations when referring students for further action.

Follows and models state and school technology use guidelines.

4.3 Demonstrates interpersonal skills necessary to work with school committees, parents, and/or community groups.

X U S A

U = Does not interact with colleagues, school committees, parents, and/or community group appropriately.

Is not willing to interact with others.

S = Completes job responsibilities dependably.

Communicates effectively in group and individual situations.

Participates in extracurricular activities.

Utilizes technology as a communication tool as appropriate.

4.4 Establishes and implements a continuing education plan to meet personal and professional goals.

X U S A

U = Does not have a written continuing education (staff development) plan.

Does not participate in staff and professional development.

S = Participates in in-service programs, workshops, and professional development opportunities.

Completes a plan to implement during the transition from college to the first year of public School teaching.

Participates in West Virginia Department of Education and/or other professional conferences.

PEPA OBSERVATION FORMS

PERFORMANCE ASSESSMENT - FIELD OBSERVATION

Student Teacher _____ Name of Lesson _____

In the space provided to the right of each competency place an "X", "U", "S" or "A" to indicate the level met.

1.0 PRETEACHING COMPETENCIES - (Includes planning, decision-making and diversity.)

- 1.1 Incorporates instructional objectives into plan.
1.2 Incorporates state and/or county learning outcomes.
1.3 Incorporates student characteristics identified from various sources to design instruction.
1.4 Incorporates teacher behaviors into plans.
1.5 Plans instructional strategies that are consistent with intended outcomes & learning objectives.
1.6 Selects, develops, modifies instructional materials.
1.7 Determines appropriate classroom procedures and organizational strategies to support instruction.
1.8 Selects evaluation strategies to measure learning outcomes, objectives, instructional effectiveness.
1.9 Incorporates the use of technology and 21st century skills to design instruction.

Specific Comments _____

Next Steps _____

2.0 TEACHING COMPETENCIES (Includes planning, teaching, decision-making, interpersonal skills and diversity.)

- 2.1 Maintains a positive learning environment to support mastery of learning outcomes and objectives by all students.
2.2 Organizes students, materials, and the classroom in ways that are consistent with instructional plans.
2.3 Communicates with all students to provide a context for learning that is consistent with instructional plans.
2.4 Manages instructional environment to enhance student learning and development consistent with plans.
2.5 Implements a variety of instructional strategies and materials consistent with instructional plans.
2.6 Utilizes questioning strategies consistent with plans.

Provides verbal and nonverbal feedback to students. _____

Provides verbal and/or nonverbal feedback to students. _____

Specific Comments _____

Next Steps _____

3.0 POST-TEACHING COMPETENCIES (Includes planning, decision-making and interpersonal skills.)

- 3.1 Evaluates the effectiveness of instructional process.
3.2 Evaluates student progress toward mastery of learning outcomes using formal and informal assessments.
3.3 Organizes, interprets and summarizes evaluation data for instructional planning, delivery, and management.
3.4 Communicates student evaluation results to students, parents, appropriate school personnel, and college supervisors.
3.5 Uses evaluation results in making instructional decisions, designing remediation activities, and enrichment activities.

Specific Comments _____

Next Steps _____

4.0 OTHER PROFESSIONAL COMPETENCIES (Includes planning, interpersonal skills and professional commitment.)

- 4.1 Demonstrates management skills to carry out non-teaching responsibilities.
4.2 Shows professional commitment by following school policies, rules, and regulations.
4.3 Demonstrates interpersonal skills necessary to work with school committees and/or community groups.
4.4 Establishes and implements a continuing education plan to meet personal and professional goals.

Observer's Signature _____ Observation # _____ Date _____

Student Teacher's Signature _____ Date _____

Copies to: Teacher Education Office Classroom Teacher Student Teacher College Supervisor

**West Virginia University at Parkersburg
Teacher Education
Professional Education Performance Assessment
PEPA Summary**

(Candidates are to be evaluated at least once in each content specialization and at each programmatic level for which they are seeking)

Teacher Education Candidate: _____ Content Specialization: _____

Programmatic Level K-3 _____ 4-6 _____

Math 5-9 _____ Science 5-9 _____ SoSt 5-9 _____

English 5-9 _____ PreK-K _____ Elem Math K-4 _____

Name of School _____ Date Assigned _____

Specific subjects and grade levels taught by the student teacher were: _____

SIGNATURES OF:

Public School Supervising Teacher _____
College Supervisor _____
Candidate _____

In the space below please indicate the success or failure of this candidate.

Successful demonstration of competencies _____

Failure to successfully demonstrate competencies _____

Comments:

FINAL PERFORMANCE ASSESSMENT

Student Teacher _____ Exit Conference: First Placement _____ Second Placement _____

In the space provided to the right of each competency place an X = 0, U = 0, S= 1 or A = 2 to indicate the level met.

1.0 PRETEACHING COMPETENCIES - (Includes planning, decision-making and diversity.)	X	U	S	A
1.1 Incorporates instructional objectives into plan.	___	___	___	___
1.2 Incorporates state and/or county learning outcomes.	___	___	___	___
1.3 Incorporates student characteristics identified from various sources to design instruction.	___	___	___	___
1.4 Incorporates teacher behaviors into plans.	___	___	___	___
1.5 Plans instructional strategies that are consistent with intended outcomes & learning objectives.	___	___	___	___
1.6 Selects, develops, modifies instructional materials.	___	___	___	___
1.7 Determines appropriate classroom procedures and organizational strategies to support instruction	___	___	___	___
1.8 Selects evaluation strategies to measure learning outcomes, objectives, instructional effectiveness.	___	___	___	___
1.9 Incorporates the use of technology and 21 st century skills to design instruction.	___	___	___	___

Specific Comments: _____

2.0 TEACHING COMPETENCIES - (Includes planning, teaching, decision-making, interpersonal skills & diversity)	X	U	S	A
2.1 Maintains a positive learning environment to support mastery of learning outcomes and objectives	___	___	___	___
2.2 Organizes students, materials, and the classroom in ways that are consistent with instructional plans	___	___	___	___
2.3 Communicates with all students to provide context for learning consistent with instructional plans.	___	___	___	___
2.4 Manages instructional environment to enhance student learning and development consistent with plan.	___	___	___	___
2.5 Implements a variety of instructional strategies and materials consistent with instructional plans.	___	___	___	___
2.6 Utilizes questioning strategies consistent with plans.	___	___	___	___
2.7 Provides verbal and nonverbal feedback to students.	___	___	___	___
2.8 Provides verbal and/or nonverbal feedback to students.	___	___	___	___

Specific Comments: _____

3.0 POST-TEACHING COMPETENCIES (Includes planning, decision-making and interpersonal skills)	X	U	S	A
3.1 Evaluates the effectiveness of instructional process.	___	___	___	___
3.2 Evaluates student progress toward mastery of learning outcomes using formal and informal assessments.	___	___	___	___
3.3 Organizes, interprets and summarizes evaluation data for instructional planning, delivery, and management.	___	___	___	___
3.4 Communicates student evaluation results to students, parents, appropriate school personnel, and college supervisor	___	___	___	___
3.5 Uses evaluation results in making instructional decisions, designing remediation activities, and enrichment activities.	___	___	___	___

Specific Comments: _____

4.0 OTHER PROFESSIONAL COMPETENCIES (Includes planning, interpersonal skills and professional commitment)	X	U	S	A
4.1 Demonstrates management skills to carry out non-teaching responsibilities.	___	___	___	___
4.2 Shows professional commitment by following school policies, rules and regulations.	___	___	___	___
4.3 Demonstrates interpersonal skills necessary to work with school committees and/or community groups.	___	___	___	___
4.4 Establishes and implements a continuing education plan to meet personal and professional goals.	___	___	___	___

TOTAL X U S A

MEAN SCORE _____

College Supervisor Signature _____ Student Teacher Signature _____

Cooperating Teacher Signature _____ Date _____