

Lincoln University

Education Department



Student Teaching Experience Guide for Cooperating Teachers

Guide for Cooperating Teachers

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Cooperating Teacher Information

Financial Reimbursement for Cooperating Teacher

Each Cooperating Teacher will receive \$150.00 for his/her fourteen weeks of professional services to the Lincoln University Student Teaching program. (\$75.00 for a seven-week placement) (Appendix A)

Student Teacher Observations by Lincoln University Faculty

The Lincoln University Student Teachers will be observed four times during the 14-week period by the Director for Student Teaching. The Cognate Area Specialist will also be eligible to observe as their discretion. The Director will conduct a pre and post conference session with the Student Teacher and records will be kept of all reports for Student Teacher's files for application to state certification. The principal or cooperating teacher may also be asked to conduct an observation which can be included in the student teacher's file. (Appendix B)

Orientation of Student Teachers by Cooperating Teachers

Student Teachers begin their assignments with a keen desire to succeed. This desire may be enhanced or diminished during the early phases of the student teaching experience. The following practices of cooperating teachers have often been helpful in maintaining or increasing the motivation of student teachers.

- Prepare the pupils in the class for the arrival of the student teacher by seeking to develop an acceptance of the student teacher as a teacher.
- Arrange for necessary facilities such as a desk, a mailbox, textbooks, school handbooks, etc. before the arrival of the student teacher.
- Introduce the student teacher to other members of the faculty and school staff
- Acquaint the student teacher with the school. A conducted tour of the building is desirable.
- Arrange for a meeting between the principal and the student teacher to discuss such school policies as discipline, records, administrative routines, etc.
- Arrange for an early conference to give the student teacher an overview of the objectives of each class and the present status of the accomplishments of the class.
- Provide for early participation in classroom activities.
- If policy permits, provide the student teacher with pertinent information on all special needs students and/or ELL students they be in contact with.
- Arrange a time for regular conferences and begin early in the experience to confer on a daily basis about observation, participation, and actual teaching activities.
- Be continually aware of the need to enhance the student teacher's status in the eyes of the students and other faculty members

These suggestions should help to maintain good motivational atmosphere for the student teacher. Enthusiasm and interest on the part of the cooperating teacher are also vital to the experience. If the student teacher feels the cooperating teacher is enthusiastic and is genuinely interested in him/her as a person and teacher, a high degree of motivation is likely to be maintained.

Cooperating Teacher's roles during the mentoring process:

- Familiarize the student teacher with school policies and practices.
- Provide student teacher with as many different kinds of experiences as possible.
- Provide the opportunity for the student teacher to get involved in activities related to the classroom teaching experience.
- Help arrange the observations of other teachers.
- Help the student teacher plan and implement high quality learning experiences for the pupils.
- Help the student teacher develop productive class management and discipline strategies.
- Help the student teacher learn to solve the many problems in normal day-to-day activities.
- Help the student teacher develop a sound philosophy of education-one based on mature professional judgment.
- Help the student teacher select material to be taught, (allow some freedom to experiment if possible).
- Assist the student teacher in developing a variety of practical, productive methodologies.
- Encourage the student teacher to use technology and other appropriate resources.
- Approve all unit and lesson plans at least 24 hours prior to their teaching.
- Serve as the subject matter expert in matters of accuracy, fact, etc.
- Acquaint the student teacher with the record keeping processes and specify the student teacher's responsibility in keeping records.
- Serve as a guiding hand in dealing with daily problems.
- Encourage appropriate input from the student teacher at gathering of the faculty

Guidelines for Cooperating Teachers Working With Student Teachers

As would be expected, student teachers are not prepared to teach full-time immediately upon arrival. At first, they benefit a great deal by observing the cooperating teacher and students to gain a beginning understanding of the classroom dynamics, the curriculum and the teaching and management procedures and policies

The Cooperating Teacher should work closely with the student teacher in order to make maximum use of the observation period. Specific goals for each observation should be arranged ahead of time. Arrangements may also be made to observe other teachers in the building if time and availability permit. Student Teachers need to observe methods used by the mentor teacher in an effort to:

- Motivate pupils
- Introduce new material
- Elicit and conduct classroom discussions
- Make explanations and utilize illustrations
- Provide for individual differences
- Utilize questioning techniques
- Encourage learning at varying cognitive levels
- Utilize subject matter as a means toward desired learning
- Reinforce previous learning

It is also useful for the Student Teacher to spend a considerable amount of time observing individual student behavior, group responses to teaching techniques, and the social and emotional climate of the classroom. All student teachers have been trained in conducting classroom observations and are able to identify and assess each aspect of the classroom.

Participation

Participation suggests a shift from being an active onlooker to an active participant. It implies a planned, team effort between the cooperating teacher and the student teacher. Activities in which the student teacher may become a participant range from cooperative planning of a unit to sharing in team teaching instruction. These are activities in which the student teacher participates but does not have full responsibility for the teaching-learning situation. Some examples of participation activities are:

- Taking attendance, making a seating chart
- Clerical work (checking papers, collecting lunch money, etc.)
- Arranging bulletin boards and displays
- Taking part in class discussions
- Making an inventory of learning materials
- Reviewing cumulative records

- Making special reports to the class and giving demonstrations
- Operating audio-visual equipment
- Helping individuals or small groups
- Supervising study activities
- Reading announcements
- Explaining an assignment
- Preparing anecdotal records on selected students
- Attending PTA, faculty, and departmental meetings
- Participating in community-school activities
- Helping with skits and role-playing activities

Demonstration Teaching

Directed observation allows the student teacher opportunity to observe a variety of effective teaching procedures as demonstrated by the cooperating teacher. Therefore, it is hoped that the cooperating teacher will demonstrate varied teaching methods and confer with the student teacher about the intended learning outcomes of each method.

Cooperative Planning

Good planning is essential to good teaching and cooperative planning is essential to successful learning experiences. The cooperating teacher may assist the student teacher in effective planning by:

1. Giving an overview of the goals of each class.
2. Acquainting the student teacher with available teaching aids and resources.
3. Helping the student teacher to identify an initial teaching unit and begin planning for the first teaching experience.
4. Advising the student teacher on any special needs for modified, inclusive instruction.

The Student Teacher and the Cooperating Teacher should be aware of the need to include:

- Lesson Objectives: Long and short term
- Appropriate content for subject area
- Individual student profiles and learning strategies
- A variety of materials for support of the lessons
- A variety of teacher activities that support a balanced classroom
- Procedures for a variety of assessments based on individual student need
- All other pertinent information for classroom instruction

The Student Teacher will plan and submit tentative written plans to the cooperating teacher prior to teaching the lesson. Through cooperative analysis of the planned activities, many potential difficulties may be resolved before the student teacher teaches the lesson. As the

student teacher gains experience, he/she should gradually develop more independence in both planning and teaching. However, frequent conferences are beneficial to insure that the overall objectives of instruction are being achieved and that students in the classroom are benefiting at an optimum level.

Suggested Plan for Increased Teaching Responsibilities

It is essential that the Student Teacher have challenging and meaningful experiences during early contact with students and the classroom. While not beginning to teach on the first day, the student teacher should be encouraged to begin by developing the ability to become a perceptive observer. He/she should also begin by gradually becoming a participant in the activities of the classroom. These initial experiences and induction into actual teaching experiences should be based upon the principles of readiness and discussed by all parties. The following is a suggested plan for integrating the student teacher into the classroom instructional process. As all individuals differ in readiness, the cooperating teacher may use his/her discretion as to when and how much teaching the student teacher is ready to take on. The student teacher will also know when it is time to begin the transition and how quickly it can move forward.

Early Childhood/ Elementary Education

Week 1	Focused observation; begin some clerical tasks
Week 2	In charge of one group or discipline (i.e., a reading group)
Week 3	Continue with previous responsibilities; add a second group or discipline (i.e., a math group)
Week 4	Continue with two previous groups; add a third group (i.e., writing)
Week 5-7	Continue to include all of the classroom teaching; On Week 7 the student should be in charge.
Week 12	Solo Week

Secondary Education

Week 1	Focused Observation
Week 2	Takes responsibility for one section
Week 4	Adds responsibility for a second section
Week 6	Adds responsibility for a third section
Week 8	Adds responsibility for a fourth section
Week 10	Adds responsibility for a fifth section
Week 11	Has responsibility for five sections
Week 12	Solo Week

These are clearly suggestions however, the cooperating teacher may consider when and how to implement the transition by soliciting input from the student teacher and by observation of the student teacher performance thus far.

Teaching Techniques

A major objective of the student teaching program is for the Student Teacher to develop an effective personal teaching style. If this is to be achieved, practice teaching as much as possible should be allowed since it is through contact with the teaching act that a teaching style is developed. The student teacher should be encouraged to test the workability of ideas and to show initiative in implementing them.

The Student Teacher should be assisted in his/her attempts to perceive the classroom situation accurately. When a novice is teaching, the ability to perceive the total environment is limited however; the cooperating teacher can be of great assistance in analyzing teaching behavior and its effectiveness in the total learning situation. The student teacher is more likely to develop an effective teaching style if he/she has accurate knowledge about students, their perceptions and his/her own teaching behavior as it impacts overall instructional effectiveness.

Spontaneity should be encouraged. The Student Teacher, who has gained confidence in his /her ability to teach, will comfortably adhere to prescribed teaching methods or to textbooks while adding his/her own personality and creativity. The ability to be flexible, to depart from predetermined plans, and to make independent judgments in the classroom is important elements in developing a classroom personality and a personal teaching style. Teacher decision-making should be encouraged so that the student teacher can gain experience in evaluating a situation and determining the action plan as part of the plan to develop professional ethics. During this crucial period of the beginning teacher's professional life, the cooperating teacher can be of great assistance in contributing to his sense of security and feelings of success. This however, in no way, eliminates required lesson planning.

Cooperative Evaluation

Evaluation of the progress of the Student Teacher should be continuous and cooperative. It should be done in terms of the objectives of the student teaching program and the general goal of becoming a highly qualified teacher. The cooperating teacher is encouraged to provide opportunities to offer feedback, reinforcement, and suggestions while the student teacher is encouraged to continually seek methods for effective self-evaluation and professional mentoring.

The Conference

One of the most useful techniques for evaluation is the conference where the student teacher may receive guidance and feedback on classroom performance and interaction. This conference may be structured in a formal format or an informal daily chat. The conference should be private, based primarily on accentuating the positive, and constructive. Most importantly, it should contribute to the self-directedness of the student teacher as a future educator.

“Dialogue Journals”

In the interest of time, the Cooperating Teacher may use a “Dialogue Journal” in which both can record reflections on the teaching process and respond to each other throughout the

week. This journal has been known to be effective since it provides a point of contact for both and serves as a record to keep for the Student Teacher.

The Director of Student Teaching

The Lincoln University supervisor, the Director of Student Teaching, maintains close contact with the Student Teacher and the cooperating teacher. He/She serves as a liaison and acts to aid the process through observations and consultations with both the student teacher and the cooperating teacher. Successful communication should provide both with support that will assure a successful student teaching experience. The Director of Student Teaching conducts four observations and assessments utilizing the Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice PDE 430.

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LINCOLN UNIVERSITY

Lincoln University, Pennsylvania 19352-0999

REQUEST FOR PERSONAL SERVICES

Name _____ Social Security No. _____

Address _____

Purpose _____

Amount _____ Department or Program _____

Approval _____ Date _____
(Use black or blue ink only)

PLEASE SUBMIT IN DUPLICATE

BUSINESS OFFICE USE ONLY

Approval _____ Date _____

Lincoln University

**Informal STUDENT TEACHER
OBSERVATION/ASSESSMENT**

Name:

Date: _____

Cooperating Teacher

Field Supervisor- Dr Butler

Domain A -

Domain B - Environment/Management

Domain C - Lesson Execution

Other

Formal Conference Evaluation

Student _____ Grade/field _____ Date _____

Cooperating Teacher _____ University Supervisor _____

Scoring scale:

1. Clearly has not mastered any of the basic requirements
2. Has not mastered many of the requirements
3. Has mastered the basics of most requirements
4. Is performing at a proficient level
5. Is performing at a highly proficient level.

**Domain A.: AS A SCHOLAR, PROBLEM SOLVER, AND PARTNER, ORGANIZES
CONTENT KNOWLEDGE FOR STUDENT LEARNING BASED ON STATE
STANDARDS**

SLO	Category Item	1-2	3	4-5
5,6	<p>A1: Becomes familiar with relevant aspects of students' background knowledge and experiences:</p> <ul style="list-style-type: none"> •understands theory and research related to human development •understands how students differ in their development and approaches to learning makes adaptations according to the varying abilities and behaviors of individuals 			
2,3	<p>A2: Writes clear learning objectives that are appropriate for the students:</p> <ul style="list-style-type: none"> •selects goals and objectives based on students' abilities and needs, the learning environment, state, national content standards and other factors 			
1,2,3	<p>A3: Demonstrates an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future:</p> <ul style="list-style-type: none"> •knows, understands, and uses fundamental concepts of content area (English, Social Studies, Math and Science) •applies connections among concepts, procedures and applications across the content areas 			

1,2,3	<p>A4: Creates or selects appropriate teaching methods, learning activities and instructional materials or other:</p> <ul style="list-style-type: none"> •selects instructional strategies that promote positive learning results, active engagement, critical thinking, and problem solving •uses a variety of instructional materials and technological resources •creates instructional opportunities that are adapted to diverse students 			
1,2,3	<p>A5: Creates or selects evaluation strategies that are appropriate for the students and that are aligned with the objectives:</p> <ul style="list-style-type: none"> •chooses assessments based on appropriateness to students' learning experiences, abilities, and subject matter •administers assessments to inform others, to make instructional decisions, and to promote continuous development of each student •adapts assessment strategies to accommodate and support the developmental needs of students •uses technology to promote the efficiency of assessment data collection 			

Comments

Domain B : AS A SCHOLAR, PROBLEM SOLVER, AND PARTNER, CREATES AN ENVIRONMENT FOR STUDENT LEARNING THAT SERVES DIVERSE CLASSROOM COMMUNITIES

SLO	Category Item	1-2	3	4-5
4,5	<p>B1: Creates a climate that promotes fairness (e.g., conveys attitude that all students are of equal importance):</p> <ul style="list-style-type: none"> •conveys an attitude that all students are of equal importance •values the many aspects of diversity of individuals (genders, ethnicity, cultural background, socioeconomic levels, and exceptionalities) 			

2,5	<p>B2: Establishes and maintains rapport with students in ways that are appropriate to the students' developmental needs:</p> <ul style="list-style-type: none"> •uses appropriate and effective interpersonal communication techniques •develops effective interactions considering the unique characteristics of each student 			
1,2,3,4,5	<p>B3: Communicates challenging learning expectations to each student:</p> <ul style="list-style-type: none"> •encourages students to assume responsibility for themselves and one another •promotes independence, self-motivation, self-direction, personal empowerment, and self-advocacy in students •communicates explicitly or implicitly a belief that each student is capable of significant achievement 			
4,5	<p>B4: Establishes and maintains consistent standards of mutually respectful classroom interaction and behavior:</p> <ul style="list-style-type: none"> •knows a variety of effective classroom management strategies and application of appropriate strategies 			
4,5	<p>B5: Makes the physical environment as safe and conducive to learning as possible:</p> <ul style="list-style-type: none"> •adapts the physical environment to provide optimal learning opportunities •creates an environment that fosters cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals 			

Comments

Domain C : AS A SCHOLAR, PROBLEM SOLVER, AND PARTNER, TEACHES TO ACCOMMODATE DIVERSE STUDENT LEARNING

SLO	Category Item	1-2	3	4-5
1,2,3,4	<p>C1: Makes learning objectives and instructional procedures clear to students:</p> <ul style="list-style-type: none"> •provides procedural information according to students’ diverse needs, abilities, and learning styles 			
1,2,3,4	<p>C2: Makes content comprehensible to students:</p> <ul style="list-style-type: none"> •implements instructional plans that center on effective teaching strategies, promote active engagement, and build on skills previously acquired to foster student learning •implements instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community, and relates to real world issues •uses effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction 			
1,2,3,4	<p>C3: Encourages students to extend their thinking:</p> <ul style="list-style-type: none"> •enhances students’ development of critical thinking, problem-solving, and performance skills through the use of a variety of instructional materials, technological resources, and multiple teaching and learning strategies 			
1,2,3,4	<p>C4: Monitors students' understanding of content through a variety of means, provides feedback to students to assist learning, and adjusts instruction as the situation demands:</p> <ul style="list-style-type: none"> •uses information gained from monitoring students’ understanding to modify teaching and learning strategies as necessary 			
1,2,3,4	<p>C5: Uses instructional time effectively:</p> <ul style="list-style-type: none"> •paces the lesson according to the content, learner, and situation •establishes efficient classroom routines 			

Comments

Domain D: AS A SCHOLAR, PROBLEM SOLVER, AND PARTNER, DEMONSTRATES REFLECTIVE PRACTICE AND TEACHER PROFESSIONALISM

SLO	Category Item	1-2	3	4-5
1,2,3,4	D1: Reflects upon lesson effectiveness			
1,2,3,4	D2: Demonstrates a sense of efficacy			
4,5	D3: Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students			
4,5	D4: Communicates with parents/guardians regarding student learning			

Comments

Lincoln University Student Learner Outcomes:

1. Listen and effectively communicate ideals through written, spoken and visual means.
2. Think critically via classifying, analyzing, comparing, contrasting, hypothesizing, synthesizing, extrapolating and evaluating ideas.
3. Applying information literacy/research skills to assist their systematic process of critical thought, articulating the problem, gather information from multiple sources and venues; evaluating the accuracy/thoroughness, timeliness of the collected data and determining when/if the problem has been satisfactorily resolved.
4. Compare and contrast self and others and explain their interdependence
5. Demonstrate good citizenship and service to one's community. Students also benefit when they engage in free, intellectual inquiry seeking truth, understanding and appreciating self as well as readiness to learn from and about different cultural/and/or linguistic perspectives.
6. Demonstrate positive, interpersonal skills by adhering to the principles of freedom, justice, equality, fairness, tolerance, opens dialogue and concern for the common good.

Teacher Candidate Key Dispositions Inventory

Dispositions are operationally defined as tendencies or beliefs that are conveyed or made public through observable behaviors. Identify your choice by selecting the appropriate level. Comments providing *specific examples of behaviors* that support ratings are helpful.

Please remember that students are graded with respect to their level of acceptable behavior or their deviation from it.

A score of 3 is given to students for whom you have not observed any behaviors that would lead you to believe that their dispositions are anything other than acceptable.

- Scores that approach 1 should be given to students who exhibit less than acceptable behaviors.
- Scores that approach 5 should be reserved for students who exhibit exceptionally positive behaviors.

Strongly Disagree	(1)
Somewhat Disagree	(2)
No evidence to believe otherwise	(3)
Agree	(4)
Strongly Agree	(5)

Professional Commitment and Responsibility: The candidate demonstrates a commitment to the profession and adheres to the legal and ethical standards set forth by it. The student:

1. Maintains appropriate confidentiality	(1) (2) (3) (4) (5)
2. Demonstrates compliance with laws / regulations	(1) (2) (3) (4) (5)
3. Demonstrates compliance with policies / standards	(1) (2) (3) (4) (5)
4. Maintains professional appearance	(1) (2) (3) (4) (5)
5. Is prepared for class or appointments	(1) (2) (3) (4) (5)
6. Is punctual for class or appointments	(1) (2) (3) (4) (5)
7. Demonstrates academic integrity	(1) (2) (3) (4) (5)

Comments:

Professional Relationships: The candidate develops, maintains, and models appropriate relationships within the workplace, community, and larger society. The student:

8. Demonstrates high expectations for others	(1) (2) (3) (4) (5)
9. Demonstrates respect for the beliefs of others	(1) (2) (3) (4) (5)
10. Demonstrates effective collaboration skills	(1) (2) (3) (4) (5)
11. Demonstrates respect for cultural differences	(1) (2) (3) (4) (5)
12. Demonstrates compassion for those experiencing difficulty	(1) (2) (3) (4) (5)
13. Demonstrates patience during the learning process	(1) (2) (3) (4) (5)
14. Demonstrates flexibility during the learning process	(1) (2) (3) (4) (5)

Comments:

Critical Thinking and Reflective Practice: The candidate demonstrates a commitment to continuous development within the profession. The student:

15. Demonstrates critical thinking in written or verbal form	(1) (2) (3) (4) (5)
16. Addresses issue of concern professionally	(1) (2) (3) (4) (5)
17. Responds positively to constructive criticism	(1) (2) (3) (4) (5)
18. Actively seeks out new information	(1) (2) (3) (4) (5)
19. Seeks help when needed	(1) (2) (3) (4) (5)
20. Demonstrates personal progress	(1) (2) (3) (4) (5)
21. Demonstrates reflective practice in written or verbal form	(1) (2) (3) (4) (5)

Comments:

Student Teacher _____ Date _____

Cooperating Teacher _____ Date _____

Lincoln University Field Supervisor _____ Date _____

Revised fall 2011

Commonwealth of Pennsylvania	DEPARTMENT OF EDUCATION	333 Market St., Harrisburg, PA 17126-0333
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Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

Student/Candidate's Last Name	First	Middle	Social Security Number
Subject(s) Taught			Grade Level

This form is to serve as a permanent record of a student teacher/candidate's professional performance evaluation during a specific time period, based on specific criteria. This form must be used at least twice during the 12-week (minimum) student teaching experience.

<p>PERFORMANCE EVALUATION</p> <p>Directions: Examine all sources of evidence provided by the student teacher/candidate and bear in mind the aspects of teaching for each of the four categories used in this form. Check the appropriate aspects of student teaching, and indicate the sources of evidence used to determine the evaluation of the results in each category. Assign an evaluation for each of the four categories and then assign an overall evaluation of performance. Sign the form and gain the signature of the student teacher.</p>
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Category I: Planning and Preparation — Student teacher/candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Student teacher makes plans and sets goals based on the content to be taught/learned, knowledge of assigned students, and the instructional context.

Alignment: 354.33. (1)(i)(A), (B), (C), (G), (H)

- Student Teacher/Candidate's performance appropriately demonstrates:
- Knowledge of content
 - Knowledge of pedagogy
 - Knowledge of Pennsylvania's K-12 Academic Standards
 - Knowledge of students and how to use this knowledge to impart instruction
 - Use of resources, materials, or technology available through the school or district
 - Instructional goals that show a recognizable sequence with adaptations for individual student needs
 - Assessments of student learning aligned to the instructional goals and adapted as required for student needs
 - Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals

Sources of Evidence (Check all that apply and include dates, types/titles and number)

<input type="checkbox"/> Lesson/Unit Plans _____	<input type="checkbox"/> Student Teacher Interviews _____
<input type="checkbox"/> Resources/Materials/Technology _____	<input type="checkbox"/> Classroom Observations _____
<input type="checkbox"/> Assessment Materials _____	<input type="checkbox"/> Resource Documents _____
<input type="checkbox"/> Information About Students _____	<input type="checkbox"/> Other _____

(Including IEP's)

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate ✓)				

<p>Justification for Evaluation</p>
--

Student/Candidate's Last Name First Middle Social Security Number

<p>Category II: Classroom Environment — Student teacher/candidate establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior. Alignment: 354.33. (1)(f)(E), (B)</p>				
<p>Student Teacher/Candidate's performance appropriately demonstrates:</p> <ul style="list-style-type: none"> • Expectations for student achievement with value placed on the quality of student work • Attention to equitable learning opportunities for students • Appropriate interactions between teacher and students and among students • Effective classroom routines and procedures resulting in little or no loss of instructional time • Clear standards of conduct and effective management of student behavior • Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher • Ability to establish and maintain rapport with students 				
<p>Sources of Evidence (Check all that apply and include dates, types/titles, and number)</p> <p><input type="checkbox"/> Classroom Observations_____ <input type="checkbox"/> Visual Technology_____</p> <p><input type="checkbox"/> Informal Observations/Visits_____ <input type="checkbox"/> Resources/Materials/Technology/Space_____</p> <p><input type="checkbox"/> Student Teacher/Candidate Interviews_____ <input type="checkbox"/> Other_____</p>				
Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate ✓)				
Justification for Evaluation				

Student/Candidate's Last Name First Middle Social Security Number

<p>Category III – Instructional Delivery - Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies. Alignment: 354.33. (1)(D),(E),(G)</p>												
<p>Student Teacher/candidate's performance appropriately demonstrates:</p> <ul style="list-style-type: none"> • Use of knowledge of content and pedagogical theory through his/her instructional delivery • Instructional goals reflecting Pennsylvania K-12 standards • Communication of procedures and clear explanations of content • Use of instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs • Use of questioning and discussion strategies that encourage many students to participate • Engagement of students in learning and adequate pacing of instruction • Feedback to students on their learning • Use of informal and formal assessments to meet learning goals and to monitor student learning • Flexibility and responsiveness in meeting the learning needs of students • Integration of disciplines within the educational curriculum 												
<p>Sources of Evidence (Check all that apply and include dates, types/titles, or number)</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Classroom Observations _____</td> <td><input type="checkbox"/> Student Assignment Sheets _____</td> </tr> <tr> <td><input type="checkbox"/> Informal Observations/Visits _____</td> <td><input type="checkbox"/> Student Work _____</td> </tr> <tr> <td><input type="checkbox"/> Assessment Materials _____</td> <td><input type="checkbox"/> Instructional Resources/Materials/Technology _____</td> </tr> <tr> <td><input type="checkbox"/> Student Teacher/Candidate Interviews _____</td> <td><input type="checkbox"/> Other _____</td> </tr> </table>					<input type="checkbox"/> Classroom Observations _____	<input type="checkbox"/> Student Assignment Sheets _____	<input type="checkbox"/> Informal Observations/Visits _____	<input type="checkbox"/> Student Work _____	<input type="checkbox"/> Assessment Materials _____	<input type="checkbox"/> Instructional Resources/Materials/Technology _____	<input type="checkbox"/> Student Teacher/Candidate Interviews _____	<input type="checkbox"/> Other _____
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Rating (Indicate ✓)												
Justification for Evaluation												

Student/Candidate's Last Name	First	Middle	Social Security Number
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<p>Category IV – Professionalism - Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building. Alignment: 354.33. (1)(I),(J)</p>														
<p>Student Teacher/Candidate's performance appropriately demonstrates:</p> <ul style="list-style-type: none"> • Knowledge of school and district procedures and regulations related to attendance, punctuality and the like • Knowledge of school or district requirements for maintaining accurate records and communicating with families • Knowledge of school and/or district events • Knowledge of district or college's professional growth and development opportunities • Integrity and ethical behavior, professional conduct as stated in <u>Pennsylvania Code of Professional Practice and Conduct for Educators</u>; and local, state, and federal, laws and regulations • Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators • Ability to cultivate professional relationships with school colleagues • Knowledge of Commonwealth requirements for continuing professional development and licensure 														
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Rating (Indicate √)														
Justification for Evaluation														

Overall Rating				
Category	Exemplary (Minimum of 12 Points)	Superior (Minimum of 8 Points)	Satisfactory (Minimum of 4 Points)	Unsatisfactory (0 Points)
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate √)				

Note: This assessment instrument must be used a minimum of two times. A **satisfactory rating (1) in each of the 4 categories, resulting in a minimum total of at least (4) points, must be achieved on the final summative rating to favorably complete this assessment.**

Justification for Overall Rating:

Student Teacher/Candidate's Last Name	First	Middle	Social Security Number
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District/IU	School	Interview/Conference Date
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School Year: _____ Term: _____

Required Signatures:

Supervisor/Evaluator: _____ Date: _____

Student/Teacher Candidate: _____ Date: _____

(Confidential Document)

EDUCATION DEPARTMENT
Lincoln University
Cooperating Teacher Program Evaluation
Spring 2012

Statement	Strongly	Agree	Disagree	Strongly
	Agree			Disagree
1. Orientation to Lincoln's Teacher Education Program was adequate				
2. Written policies, <i>Handbooks</i> , schedules, and contact information were provided and helpful				
3. Communication between cooperating teacher and Lincoln's EDU faculty was timely and helpful				
4. Lincoln's teacher candidate formed positive, appropriate, effective relationships with students				
5. Lincoln's teacher candidate conducted him/herself in a professional manner (respectful, fair, punctual, dependable role model)				
6. Lincoln's teacher candidate's preparation/competency in the following area was...	Poor	Good	Fair	Excellent
(a) Designing instruction (lesson planning, selecting sequencing of material)				
(b) Teaching (implementing)				
(c) Assessing student learning				
(d) Analyzing student assessment data				
(e) Using data to modify practice and monitor student progress				
(f) Managing classroom behaviors effectively				

Suggestions to improve Lincoln University's Teacher Preparation Program