STUDENT TEACHING HANDBOOK
FOR
THE LEADING TEACHER PROGRAM

A Guide for Student Teachers, Cooperating Teachers, University Supervisors, and School Administrators

NCATE
The Standard of Excellence in Teacher Preparation

National Council for Accreditation of Teacher Education
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All forms can be accessed on the Duquesne University School of Education webpage www.duq.edu/student-teaching or by contacting the Office of Student Teaching.
INTRODUCTION

The Student Teaching Handbook was prepared to guide students, cooperating teachers, university supervisors, and school administrators during the student teaching experience. If read carefully, most questions regarding the experience will be answered. Questions not addressed in the Handbook should be discussed with the university supervisor, the Director of Student Teaching, the Director of the Leading Teacher Program, or the Office of the Associate Dean for Teacher Education.

Student teaching is the capstone experience of the Leading Teacher Program. The major goal of student teaching is to provide an opportunity for the student teacher to make practical applications of knowledge, learning principles, and techniques of teaching. The Leading Teacher Program meets the standards of excellence for the practice of teaching in the 21st century through curricular infusion of three themes: Leadership, Diversity, and Technology. The student teacher is also challenged to pursue continuous improvement in the following five domains which, together with the three themes, comprise the conceptual framework of the Leading Teacher Program: Learning Theorist; Curriculum Designer; Expert in School Context; Master Practitioner; and Instructional Leader. A full description of the Themes and Domains, with the expected competencies, can be found in Appendix A. Student Teaching will provide the opportunity for the novice teacher to make the teaching-learning connection with the students while experiencing the pressures of full-time teaching and the rewards that accrue.

The cooperating teacher, the university supervisor, and the student teacher should view themselves as a team. A key word in this human endeavor is communication. Most problems occur when there is a breakdown in communication among team members. We therefore encourage all team members to keep the lines of communication open and to work together to achieve a successful experience.

Best wishes to each of you involved in the student teaching program.
STUDENT TEACHING

Student teaching generally is regarded as the most significant component in a teacher education curriculum. It represents the bridge between professional preparation and professional practice. By definition, student teaching is a period of guided teaching when the teacher candidate takes increasing responsibility for leading the school experiences of a group of learners over a period of consecutive weeks.

GUIDING PRINCIPLES

A meaningful student teaching experience is governed by essential guiding principles. The program of student teaching should:

1. plan for the student teacher, but at the same time consider the welfare of the student who is to be taught and meet the procedures and requirements of the university, the certifying agency, and the school system;
2. recognize that the student teacher is still a learner;
3. consider the readiness of the student teacher for new or different experiences;
4. provide for individual differences in student teachers, capitalizing on unique abilities;
5. adjust to meet the needs of student teachers and the environment in which they are placed;
6. apply the democratic process in dealing with student teachers, students, parents, and other professionals in the school;
7. develop and model a code of professional ethics that will be understood and followed;
8. encourage initiative and originality;
9. encourage open mindedness in the student teacher and a willingness to accept constructive feedback;
10. facilitate a caring and supportive relationship between the cooperating teacher and university supervisor aimed toward producing a successful student teacher who will represent the School of Education and Duquesne University in an appropriate manner.

Qualifications For Student Teaching

To apply for student teaching for the following academic year, students must attend the Informational Meeting held in January. Applications for student teaching are due in February and April for students who are planning to register for student teaching in either the subsequent Fall or Spring semester. Note that there are no summer student teaching placements. ALL of the requirements listed below must be met and materials on file with the Office of Student Teaching in G4 Canevin Hall before a receiving your student teaching placement.

Applying for Student Teaching

1. Attend informal meeting held every January

2. Minimum of 3.0 QPA Overall

3. Minimum of 3.0 QPA in the certification subject area (K-12 or Secondary)

4. Removal of all Incomplete or Failing grades from transcript
5. Submit one copy of the ST 16 Placement Application form

6. Submit three typed copies of the ST 17 Autobiographical data form

7. Submit the required faculty recommendations for your certification program
   o complete name, student teaching semester and recommendation type before sending to faculty member

Faculty Recommendations
- Undergraduate PreK-4 and Middle Level Candidates
  o Recommendation from a faculty member teaching a Content Methods Course
  o Recommendation from a faculty member teaching in Semesters 5, 6, or 7

- Undergraduate | Secondary and K-12 Candidates
  o Recommendation from a faculty member teaching a Content Methods Course
  o Recommendation from a faculty member teaching in Semesters 5, 6, or 7
  o Recommendation from a faculty member teaching in the Certification Content Area

- Graduate Candidates
  o Recommendation from a faculty member teaching a Content Methods Course
  o Recommendation from any other School of Education professor

8. Clearances - All Pennsylvania clearances must be current when submitted to the School of Education. Clearances must remain current throughout your student teaching experience.
   - Act 33 Pennsylvania Child Abuse Clearance - https://www.compass.state.pa.us/cwis/public/home
   - Act 34 Pennsylvania Criminal History Clearance - https://epatch.state.pa.us/
   - Act 114 Federal Fingerprint Clearance - www.pa.cogentid.com
   - ST 8 - Negative Tb Result Clearance

9. You must be officially registered for a credited course titled "Student Teaching", "Practicum" or "Internship". Credits will vary based on your undergraduate or graduate status. Please see your advisor for registration codes.

10. Successful completion of one of the following: (undergraduate students)
    - Demonstrate a set criteria using SAT or ACT scores achieved prior to matriculation (see program sheets) or
    - Achieve passing scores on the Pre Service Academic Performance Assessment (PAPA exams) in Reading, Writing and Math or
    - Achieve passing scores on the ETS CORE Assessment

Professional Testing
All candidates will be required to obtain a qualifying score on the PRAXIS Fundamental Subjects: Content Knowledge (5511) and the specialty area certification tests required for the certification area. The exams are not required in order to student teach but for teacher certification.

Registration for Student Teaching. No student is permitted to begin student teaching unless officially registered by the first day of student teaching. If a student is not officially registered by that date, the student may not begin the student teaching experience. Final and late registration dates will not apply for registration of student teaching if those dates are beyond the first day of scheduled student teaching.
Per the Undergraduate catalog, “Only when arrangements have been made to the satisfaction of the University for payment-in-full of all financial charges is a student permitted to attend and receive credit for classes”; and “unless students are officially registered, they are not permitted to attend classes, reside on campus, engage in student affairs, or generally, have access to the buildings and grounds or use of the University’s facilities.” (p. 31, 2010-2011 University Catalog)

Per the Graduate catalog, “Registrations will not be processed or recognized as official registrations unless satisfactory financial arrangements have been finalized.” “Students with a balance due to the University for the Current Semester or prior terms are not permitted to register for the next semester” (on-line graduate catalog pp. 18-19).

**Calendar Structure for Student Teaching**

Student teaching should closely approximate a full-time working experience of no less than 15 weeks. All dual majors are required to complete a 10 week experience in each certification area. Since this requires a time frame beyond a 15 week semester, an Incomplete (“I”) grade will be submitted to the Registrar for undergraduate students and an In Progress (“IP”) grade will be submitted for graduate students. Upon successful completion of the total experience, the Incomplete and In Progress grades will be changed to passing grades (P) and submitted to the Registrar. Student teaching takes place during the Fall and Spring semesters only.

Graduate students who acquire Internship placements follow the calendar of the school district in which they conduct their internship for the full academic year.

**Student Teaching Outside of the Duquesne University Area.** Under exceptional circumstances, students may be permitted to complete their student teaching experience outside of the Duquesne University supervision area. In this situation, the student must contact the Director of Student Teaching prior to the teaching semester to describe the perceived need to teach beyond the Pittsburgh area. The student is responsible for locating a university in the proposed teaching area that has a School or Department of Education. The student must contact the administrator of that institution to ask if a courtesy placement is possible. If so, the student will inform the Director of Student Teaching at Duquesne University of the administrator’s name and contact information. The student will then submit a petition to the Committee on Student Standing to receive permission to teach under the supervision of the proposed institution. If granted, the Director of Student Teaching will contact the administrator of the proposed institution to discuss the academic and financial details. Any additional costs incurred by this arrangement will be the responsibility of the student.

**Conflicts of Interest in Site Selection**

- To avoid conflicts of interest, a student teacher will not be assigned to a school where he/she attended as a student, where a relative is an employee of the school, where a relative is a member of the school board, or where a child or sibling is a student in the school.
- To avoid conflicts of interest, a student teacher will not be assigned to a school where he/she is currently or was employed in any capacity.
- ONLY teaching candidates in the Graduate Education programs who hold a full-time teaching position through emergency certification or employment in a school (e.g. private, parochial, charter, public, etc.) can be allowed to student teach in their teaching position if all of the following conditions are satisfied.
1) The teaching candidate has received at least a level of proficient or satisfactory on an evaluation from the school administration within the last twelve months;
2) the school approves the use of the teaching position as the student teaching placement; and
3) the school provides a faculty member to serve as the mentor teacher who performs the duties of a cooperating teacher.

When each of these three conditions are documented, then the student teacher can apply to the Committee on Student Standing for review and approval of the student teaching placement.

Once approved, the University will assign a student teaching supervisor.

**Student Teaching Abroad**

In keeping with Duquesne University’s mission and the School of Education’s vision to develop leading teachers for service in the world’s schools, students have the opportunity to complete eight (8) weeks of the student teaching experience abroad and twelve (12) weeks of student teaching in the Pittsburgh area. If teacher candidates elect to do this, arrangements for school placements will be made through the Office of Student Teaching. Each January or February, a meeting is held for interested, prospective student teachers to learn about the possible international locations, housing accommodations, passport and visa requirements, required health insurance, and other pertinent information. Additional meetings are held throughout the semester in collaboration with the Office of International Programs. Recruitment materials and the International Student Teaching Handbook can be found on the School of Education Student Teaching website. International placements are not guaranteed and are based on various criteria, including but not limited to availability of host schools, certification needs of the host schools, date of application for teaching abroad, and academic performance. Students are required to be registered for student teaching prior to traveling to the host country.

**Working or Taking Courses While Student Teaching**

Students are advised not to work during weekdays, or engage in activities involving significant time requirements while student teaching. For undergraduate students, courses indicated on the program sheet that are taken during student teaching are permitted. No other courses may be taken during student teaching. Exceptions to the policy regarding work and outside commitments must be approved by the Committee on Student Standing. For graduate students, one course may be taken upon approval of the Graduate School Faculty Advisor and/or the Committee on Student Standing. All methods courses must be completed prior to student teaching.

**Definitions of People Related To Student Teaching**

Student teaching generally is regarded as the most significant component in a teacher education curriculum. The most influential persons in supervising the student teaching experience are the cooperating teacher and the university supervisor. These people assume an important professional responsibility in preparing the student teacher for entrance into the teaching profession. It is of utmost importance that the cooperating teacher and university supervisor establish and maintain the highest level of cooperation and communication with each other and
with the student teacher. The following definitions and guidelines are offered to ensure a high level of cooperation and communication:

**Cooperating Teacher:** A tenured classroom teacher in a public school, private school, or agency assigned to the daily supervision of the student teacher. Specific PA state requirements include:

- at least three years of teaching experience; one of which is in the district where the teacher candidate is assigned;
- being certified in the content area being sought by the student teacher;
- having a teaching assignment appropriate to the subject competency of the teacher candidate, and
- having completed a program of preparation on observation and evaluation skills developed by the college or university.

In some cases, a student teacher may have more than one cooperating teacher, and during any one semester, a cooperating teacher may have more than one student teacher. Cooperating teachers must be recommended by their principal.

**Intern:** A graduate student from Duquesne University enrolled in the student teaching course for academic credit on a full-time basis for two semesters that cover the duration of the district’s academic year. In addition to meeting certain general and academic requirements to enroll in the internship, the student must interview with the school district seeking an intern. If accepted, the student must apply for a Pennsylvania Intern Certificate and sign a contract with the district.

**Student Teacher:** An undergraduate or graduate student from Duquesne University enrolled in the student teaching course for academic credit on a full-time basis for one semester. The student teacher must meet certain general and academic requirements to enroll in student teaching.

**University Supervisor:** The individual assigned by Duquesne University to serve as liaison between the University, the cooperating teacher, and the student teacher. In some cases a student teacher may have more than one university supervisor. In most cases a university supervisor will have responsibility for supervision of more than one student teacher.

**Operational Guidelines For Student Teachers**

1. Student teachers have been exposed to many ideas about teaching and curriculum during their pre-student teaching course work at the University. The student teacher should be allowed, within the bounds of reason, to experiment with different teaching methodologies in order to find a teaching style that is most successful.

2. All parties concerned with student teaching should remember that this course is a learning experience for the student teacher. The student teacher should not be expected to be an accomplished, finished product or a perfect reproduction of either the university supervisor or the cooperating teacher. The cooperating teacher and university supervisor should work with and evaluate the student teacher in terms of strengths, weaknesses, and progress being made toward becoming a competent professional.
3. Student teachers are required to prepare and submit lesson plans to the cooperating teacher prior to lesson implementation. The detail to which lesson plans are required may depend on the success and progress of the student teacher. This is a judgment that should be made jointly by the cooperating teacher and the university supervisor. The types of lesson plans submitted usually progress from detailed plans to outline plans. All lesson plans must include Objectives, Standards, Materials, Procedure, and Assessment. Adaptations for students with special needs should be included, if necessary. A self-evaluation piece should be written after the lesson has been taught by the student teacher and attached to the lesson plan.

4. Student teachers must become familiar with policies, regulations, and procedures required at the assigned school as soon as possible. The cooperating teacher should provide a district or school policy manual for study.

5. Student teachers, though students by University standards, are in most cases regarded as members of the faculty at the school/agency assigned. Student teachers are expected to maintain standards of dress and appearance that conform to the established policies of local school authorities. Implied in this statement are the qualities of good posture, dignity, and professional appearance. This includes length and style of hair, beards and moustaches, visible tattoos and piercings, style of dress, and other matters of appearance and personal hygiene. The student teacher should observe other teachers and ask the cooperating teacher and/or principal for guidance.

6. Student teaching at Duquesne University is a full time experience. Student teachers are expected to be in their classrooms every day at the designated times stipulated by the school or district. Student teachers are expected to keep the same hours as the regular teachers and attend seminars, school staff meetings and in-service meetings with the regular faculty. Variations in schedules must be approved by the Director of Student Teaching and in consultation with the university supervisor and the cooperating teacher.

7. A student teacher MUST NOT assume the role of a substitute teacher. In the event of an absence of the cooperating teacher, a student teacher may do the teaching for the day in the classroom assigned, but a certified substitute teacher MUST be present. Any problems which arise in regard to this policy should be reported immediately to the Director of Student Teaching.

8. Student teachers should remain alert to any hazards which may affect students during instructional activities. Safety instruction should be a vital part of planning any student activity. Physical education, industrial arts, laboratory activities, and playgrounds require special attention. Any school activity must be properly supervised and students appropriately cautioned about hazards.

9. Although schools have limited budgets for materials, librarians, and media specialists, they generally support material usage for the classroom. The student teacher should meet with school personnel to learn the policies for securing materials. The student teacher is responsible for learning correct procedures for checking out materials and returning
them to their proper place. Failure to properly return materials will result in an 
Incomplete grade for student teaching.

10. Student teachers should refrain from giving individual gifts to the students. If the cooperating 
teacher, however, plans to give gifts to the class, the student teacher may share in the 
expense, if desired, and be a part of this kind of giving.

**Attendance**

1. Duquesne University student teachers will follow the schedule of a full-time teacher. Student 
teachers are expected to be in their classrooms every day at the designated times stipulated by 
the school or district. Student teachers are expected to keep the same hours as the regular 
teachers and attend seminars, school staff meetings and in-service meetings with the regular 
faculty. Variations in schedules must be approved by the Director of Student Teaching.

2. Student teachers will be permitted up to **TWO** excused absences for medical or emergency 
reasons without required make-up time. If illness or an emergency makes it necessary to be 
absent from the student teaching assignment, the cooperating teacher and university 
supervisor must be contacted as soon as possible. In addition, the student must send an 
email to them and to the Director of Student Teaching. If the cooperating teacher cannot be 
reached, the student must call the school office and leave a message with the secretary or the 
principal.

   a. **Additional Absences:** If additional absences are requested, the decision for approval 
       will be made by the Director of Student Teaching. The university supervisor and 
       cooperating teacher must be properly notified and in agreement. If additional 
       absences from student teaching are necessary, the make-up time needed should be 
       arranged with the cooperating teacher, the university supervisor, and approved by the 
       Director of Student Teaching. In the event that extended absences are necessary, the 
       Office of Student Teaching should be notified promptly. Several alternatives are 
       available, but the final decision must be approved by the Director of Student 
       Teaching.

   b. **Unexcused Absences** are not permitted and may result in a failing grade.

3. Student Teacher Workshops and Seminars are mandatory and all students are required to 
   attend. Students are also highly encouraged to attend the PERC job fair. Required meetings 
   and job fairs endorsed by Duquesne University are considered excused absences in addition 
   to the two medical/emergency absences described above. Requests to attend out-of-state job 
   fairs or interviews must be made in writing to the Director of Student Teaching who will 
   make the decision to approve or deny the request. If approved, these days must be made up. 
   Documentation must be provided regarding the location, dates, and times of the job fair 
   and/or interview.

**Student Teaching Requirements**

**Portfolio and Reflections**
For evaluative, organizational, and planning purposes, student teachers will keep a portfolio of their impact on student learning during their student teaching experience. Complete directions for this significant demonstration of the development of knowledge, skills, and dispositions while student teaching can be found in Appendix C. The cooperating teacher and university supervisor may have additional requirements regarding the portfolio. The portfolio must be available to the university supervisor to review upon each visit to the school.

Lesson Plans

Good planning is essential for good teaching. **Lesson plans are required for every lesson taught throughout the semester.** The policy and format governing lesson plans will be a joint decision of the cooperating teacher and the university supervisor. The necessary components of each lesson plan, however, are as follows:

1. **Specific Objectives.** The objectives of the lesson should be clearly stated and measurable so that the projected outcome is easily identifiable and understood by the student teacher and students.

2. **Procedure.** The procedure should be specifically described so that the cooperating teacher and/or university supervisor are aware of **how** the student teacher intends to accomplish the stated objectives.

3. **Materials.** The materials necessary for achieving the objectives of the lesson should be listed on each plan. This aids the cooperating teacher/university supervisor in the evaluation of the plan and facilitates daily preparation for each lesson.

4. **Student Assessment.** The means used to evaluate student learning should be identified. How will the student teacher know that the objectives of the lesson were accomplished?

5. **Self-Evaluation.** The habit of self-evaluation and reflection should be developed. Critical self-evaluation leads one to develop skills in examining strengths and weaknesses to foster self-improvement. This should be done following the lesson and attached to the lesson plan.

Questions such as these may be posed to promote reflection on a lesson:

- What went well during the lesson?
- Did the students meet the objectives of the lesson?
  - If so, what did students do that let me know they had met the objectives?
  - If not, what would I do differently if I taught the lesson again?
- What can I do next to help students understand the concept of the lesson?
- Why did __________ occur during the lesson?
- Why was __________ not accomplished?
- Did the students respond to __________ as I anticipated? Why or why not?

6. **Identification of Standards.** School districts have different requirements for the preparation and submission of lesson plans. The Pennsylvania Department of Education recommends that every student teacher aligns the plans with the Pennsylvania Academic Content Standards. The Pennsylvania Academic Content Standards can be found at:
Similarly, professional organizations have developed standards for their respective content areas. The PA and/or professional organization standards must be integrated into lesson plans.

Lesson plans must be submitted to the cooperating teacher at least one day before the student teacher is to teach the lesson or at the direction of the cooperating teacher. This will give the cooperating teacher an opportunity to review the plan and to make suggestions or revisions, if necessary. Lesson plans are to be filed in the student teacher's portfolio which is to be available to the supervisor on each visit to the school. Students are required to word process their lesson plans.

Observations (ST 23)

At some time during the semester, the student teacher should observe in other classrooms, at other grade levels, in contrasting situations, etc. Arrangements for these observations should be made by the cooperating teacher and approved by the university supervisor and school principal, if necessary. The amount of time devoted to this activity should be negotiated by the cooperating teacher and the university supervisor. For a 15-week placement, at least three observations are required; for each ten-week placement, at least two observations are required (four total); for study abroad, at least one international observation and two local observations are required.

Student Teaching Weekly Report of Hours (ST3)

The Student Teaching Weekly Report of Hours was designed to help the student teacher monitor hours spent on various activities and reflect upon the quality of engaged time. The report should be completed by the student teacher each week and signed by the cooperating teacher as validation. The last week of the cumulative reports must be submitted to the supervisor as part of the final documentation of the experience. There are several categories on the form:

- Teaching (classroom, large or small group instruction, tutoring)
- Observation
- Science lab preparation
- Out of class activities (field trips, extracurricular activities)
- Preparation hours (in-school only)
- Professional Development (parent/teacher conferences, faculty/team meetings, workshops, seminars, DU job fairs)
- Lunch, recess or hall duty
- Conference with cooperating teacher and/or university supervisor
- Hours absent from student teaching (time lost due to illness, emergency). See section on attendance.

A 15 week student teaching experience at roughly 35 hours per week approximates a 525 hour experience. Those are in-school hours. Students who become involved in extracurricular activities or after-school tutoring will have more total hours recorded due to more hours spent in these activities.

The Leading Teacher Program Exit Survey

Teacher candidates will complete an exit survey to provide feedback on their experiences while in the Leading Teacher Program (LTP). The results will be used to improve the effectiveness of
the Leading Teacher Program and for annual accreditation reports. The results of the survey are confidential given that the names of candidates are not associated with the survey responses. The completion of this survey is a part of the candidate's exit assessment from the LTP and is a requirement for graduation.

Weekly E-Reports: Students are required to submit weekly electronic reports to their university supervisor via email. The E-Reports will be read and responded to in a timely manner. This evidence of growth is necessary for the students to stay on task, refine their strategies, and maintain a professional relationship with the school community. At the conclusion of each week, an E-Report is to be sent to the university supervisor as a Word attachment. Each entry should be approximately one page in length.

The report should address, but is not limited to the following questions:

- What additional feedback would I have liked to receive from my cooperating teacher that could help me improve as a Leading Teacher?
- Was sufficient time allotted for conferencing with my cooperating teacher following the lessons?
- Does the cooperating teacher encourage creativity in lesson planning?
- In what areas do I think I need the most improvement and can this be discussed during your next visit?

Student Teaching Seminars

During the student teaching experience, student teachers and interns are required to participate in Student Teaching Workshops and Seminars. The purpose of these mandatory Duquesne seminars is to synthesize the domains and competencies inherent in the Leading Teacher Program, address trends and issues in education, discuss procedures for writing resumes and applying for teaching positions, etc. Information will be given to all student teachers/interns at the general orientation meeting held prior to the start of the student teaching experience. Students assigned to a site with the Pittsburgh School District are also required to attend workshops developed by the School District University Collaborative (SDUC). Information of dates and times will be distributed by the Office of Student Teaching and the Site Liaisons at the Pittsburgh Schools.

EVALUATION

Evaluation Forms

There are several forms designed to evaluate the competence of the student teacher.

The Student Teacher Performance Indicators (ST4) is a reference list of statements which define each performance area on the Student Teacher Observation Record (ST5). Observers should refer to this list when completing the analysis section on the Observation Record (ST5).

The Student Teacher Observation Record (ST5) allows the observer to record classroom observations sequentially and to analyze the recorded data in five performance areas utilizing the Performance Indicators. Additional observation tools may be used by the supervisor as determined by content area faculty.
Cumulative performance data from observations on the Student Teacher Observation Record (ST5) are recorded on the Student Teacher Midterm Evaluation (ST6) and the Student Teacher Final Evaluation (ST7) which are to be completed by the Cooperating Teacher in collaboration with the university supervisor. Competence must be evaluated ultimately on the basis of past performance. Evaluation of student teacher competence in each of the five competency areas, therefore, should be derived from the performance data represented on the Observation Records (ST5). The ST6 and the ST7 provide for qualitative evaluation.

The University Supervisor will complete two PDE 430 forms for midterm and final evaluations. The midterm PDE 430 is formative and the final PDE 430 is summative. A Satisfactory rating (1) in each of the four categories, resulting in a minimum total of at least (4) points, must be achieved on the final summative rating to favorably complete this assessment with a passing grade. The four categories are Planning and Preparation, Classroom Environment, Instructional Delivery, and Professionalism. The ratings for each category are Exemplary, Superior, Satisfactory, and Unsatisfactory. The evaluation of the student teacher competence should be derived from the performance data represented on the Observation Records (ST5 and Pathwise).

Forms used by the University Supervisor only in addition to the ST5:
- Pathwise I Class Profile
- Pathwise II Preobservation Survey
- Pathwise III Instruction and Reflection Profile
- PDE 430 Pennsylvania Dept. of Education Principles of Learning Assessment

### SUMMARY TABLE OF EVALUATION FORMS

<table>
<thead>
<tr>
<th>NAME</th>
<th>CODE</th>
<th>WHO COMPLETES IT</th>
<th>*HOW OFTEN COMPLETED</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Teacher Performance Indicators</td>
<td>ST4</td>
<td>N/A</td>
<td>N/A</td>
<td>A reference list of statements that define each performance area on the Student Teacher Observation Record (ST5). Observers refer to this list when completing the analysis section on the Observation Record (ST5).</td>
</tr>
<tr>
<td>Student Teacher Observation Evaluation</td>
<td>ST5</td>
<td>Cooperating Teacher and Supervisor</td>
<td>A minimum of five times for cooperating teachers.</td>
<td>This form allows the observer to record class-room observations sequentially and to analyze the recorded data in 5 performance areas utilizing ST4, Student Teacher Performance Indicators.</td>
</tr>
<tr>
<td>Student Teacher Midterm Evaluation</td>
<td>ST6</td>
<td>Cooperating Teacher</td>
<td>1 time at midterm</td>
<td>Completed for all placements. Ratings are: Progressing or Needs Improvement</td>
</tr>
<tr>
<td>Student Teacher Final Evaluation</td>
<td>ST7</td>
<td>Cooperating Teacher</td>
<td>1 time at final for 15 week placement</td>
<td>A discussion should be held between the University Supervisor, Cooperating Teacher, and Student Teacher. Grades are listed as: Pass or Not Passing.</td>
</tr>
</tbody>
</table>
Grades

Only four grades are possible in student teaching: Pass, Fail, Withdrawal, or Incomplete. **To receive a Pass grade, the student teacher must achieve a rating of at least “Satisfactory” in each of the competency areas of the final PDE 430.**

In the event that a student teacher receives an "I" or an “IP” grade due to extenuating circumstances, the placement may be extended. If the extension requires an additional cooperating teacher and supervisor, the student teacher will bear the cost of the additional supervision.

If it becomes necessary to withdraw from student teaching, the student teacher must provide a written explanation to the Director of Student Teaching. The student is expected to follow standard University procedures and adhere to the published deadline dates in withdrawing from student teaching and/or the University. If a student receives a “W” grade based on extenuating circumstances and re-registers for student teaching in a subsequent semester, the additional cost of supervision by the cooperating teacher and the university supervisor will be the responsibility of the student teacher.

Evaluation Policies

The cooperating teacher and the university supervisor should be as open and candid as possible in their evaluations of the student teacher. The student teacher should be fully aware of the assessment of his/her performance at all times. Each semester, the Office of Student Teaching will distribute a calendar which identifies the midterm date. Cooperating teachers and university supervisors should have at least fifty percent of their observations completed by the midterm. **Each student teacher will receive formal midterm evaluations (PDE 430 and ST6) from the university supervisor and the cooperating teacher. The university supervisor and the cooperating teacher should share their respective evaluations and communicate them to the**
**student teacher.** This evaluation should be a joint effort between the university supervisor and the cooperating teacher. All evaluation forms up to and including the midterm evaluations are to be submitted to the Office of Student Teaching one week after the midterm date of the student teaching experience.

The evaluations should represent the assessment of the student teacher's performance by the university supervisor and cooperating teacher at this juncture. Exemplary or Superior performance should be recognized and reinforced. If however, the student’s performance is considered less than satisfactory, this must be communicated clearly and as early in the experience as possible. **Written documentation is mandatory.**

When a problem is identified, the evaluator must submit to the Director of Student Teaching, in written form, documentation or evidence of issues. The evaluator and the Director of Student Teaching must maintain written records of all meetings and discussions. The Director of Student Teaching will provide a memo to the Associate Dean for Teacher Education, the Director of the Leading Teacher Program, and respective program directors to bring to their attention the possibility of a potential problem. A proactive approach to dealing with the concerns will be initiated.

**Step One:** If, no later than midpoint of the placement, the performance of a student teacher is evaluated by the cooperating teacher and/or the university supervisor as unsatisfactory, and if the prognosis for future satisfactory performance is questionable, the university supervisor must inform the Director of Student Teaching. A conference may be scheduled to include, but not limited to the student teacher, the cooperating teacher, the university supervisor, the Director of the Leading Teacher Program, and if necessary, the school principal.

**Step Two:** The university supervisor and/or cooperating teacher, in consultation with the Director of Student Teaching, will create a support plan with action steps, dates of completion, and expected outcomes. If the problem is content related, a content expert may be involved in the creation of the plan; if the problem involves pedagogy, dispositions, or other related issues, the faculty advisor may be involved in the discussions and/or the plans. All plans must be approved by the Director of the Leading Teacher Program and the respective Program Director.

There are two possible outcomes in Step Two:

- **Outcome 1:** If the student teacher follows the plan and performance improves, the progress will be reported, in written form, to the university supervisor, cooperating teacher, Director of Student Teaching, Director of the Leading Teacher Program, the Program Director, and Associate Dean for Teacher Education. The student teacher may continue with the assignment.

- **Outcome 2:** If the student teacher does not improve, additional steps may be issued and decisions will be made dependent on the nature of the problem.
  
  - **Decision A:** Based on documented evidence, an additional support plan may be created with actions steps, dates for completion, and expected outcomes. The plan will be constructed by the university supervisor, cooperating teacher, and Director of Student Teaching and approved by the Director of the Leading
Teacher Program and the respective Program Director. The outcome of the additional plan will be evaluated by the cooperating teacher, university supervisor, Director of the Leading Teacher Program, respective Program Director and Associate Dean of Teacher Education. The decision will be communicated to the student teacher concerning the assignment.

- Decision B1: If the student teacher is permitted to continue Student Teaching at another time and/or location, the Director of Student Teaching will assign an IP (In Progress) grade and extend the student teaching assignment in the same semester, if possible, or within the next two subsequent academic semesters*; OR

- Decision B2: If the student teacher must repeat the full student teaching experience, the Director of Student Teaching will submit a Complete Withdrawal if the student teacher is registered for only Student Teaching (or course withdrawal if the student teacher is registered for other courses). This decision will require approval by the Dean of the School of Education and the Registrar.
  - The student teacher must bear all tuition costs, university fees, and supervision fees for the repeated student teaching course.

*The costs of additional supervision (university supervisor and cooperating teacher) for the extended experience will be the responsibility of the student teacher.

- Decision C: After reviewing the documentation with the Program Director, the decision may be to terminate student teaching completely. A meeting of the Director of Student Teaching, university supervisor, Director of the Leading Teacher Program, and the Program Director will meet to review all documentation prior to making the final decision of terminating the assignment. Appropriate members of the above mentioned parties will meet with the student to explain the reason for the termination and will advise the student teacher of the option to completely withdraw from the current semester. The Complete Withdrawal will be recorded on the final grade roster, the advisor will be notified, and the student will be given no further student teaching placements by Duquesne University School of Education.

All student teachers and interns must adhere to the Pennsylvania Department of Education Code of Conduct (Appendix B). Any teacher candidate, whose behavior is considered unprofessional by the cooperating teacher, university supervisor, or principal, may be removed immediately from the assignment by the Director of Student Teaching. Meetings with the student and appropriate parties will be conducted and decisions will be made with regard to the academic future of the student.

Prior to or on the last day of the student's teaching experience, the university supervisor and cooperating teacher will complete the final grade reports (summative PDE 430 and ST 7) and have a conference with the student teacher. The student teacher will have the opportunity to discuss the evaluation and the final grade with the two evaluators.
Student Teaching is a Duquesne University course. In the final analysis, School of Education personnel are legally responsible for the grade a student teacher receives and for the subsequent recommendation for teacher certification. The cooperating teacher's grade recommendation will be extremely influential and in most cases the cooperating teacher and university supervisor will agree on the overall evaluation. In cases where the university supervisor and cooperating teacher disagree on the final rating, every attempt should be made to arrive at a consensus. In rare instances where this cannot be achieved, a conference may be held which includes the cooperating teacher, the university supervisor, and the Director of Student Teaching. Hopefully, a consensus can be reached. Note again, however, that the final grade is the legal responsibility of the University, namely, the Director of Student Teaching.

**Evaluations By Cooperating Teachers**

To assist in the evaluation of student teachers, cooperating teachers must follow the standardized evaluation procedures in the Student Teaching Handbook. Individual cooperating teachers may establish, within reason, additional requirements to those set forth in the Handbook. Where questions arise concerning procedures and requirements established by cooperating teachers, the final decision will be left to the Director of Student Teaching.

1. Cooperating teachers should maintain a folder for each student teacher assigned to them. The folder should contain appropriate documentation and evaluation of the student teacher's performance during the semester.

2. Cooperating teachers must make a **minimum of five formal evaluations** (for a 15 week placement) and a minimum of four formal evaluations (for a 10 or 12 week placement) of the student teacher's performance at various times throughout the semester. During each of these evaluations, the cooperating teacher should complete one **ST5 (Student Teacher Observation Record)**. Following the observation or as soon as practical thereafter, the cooperating teacher should review the observation data with the student teacher and provide suggestions and comments to reinforce positive and effective teaching behaviors and to eliminate negative and ineffective teaching behaviors. Each of these evaluations should be signed by the student teacher (either manually or with the electronic signature) and a copy placed in the student teacher's portfolio for the university supervisor’s review.

3. Cooperating teachers must complete one midterm evaluation of the student teacher using form **ST6 (Student Teacher Midterm Evaluation)**. If the student teacher has one 12-week or 15-week placement during the semester, then only one midterm evaluation should be completed. In situations where students have two 10-week placements during the semester, each cooperating teacher should complete one midterm evaluation at the midway point of each placement. Midterm for Interns occurs at the conclusion of the assigned school district’s first semester.

4. Cooperating teachers must complete one final evaluation of the student teacher using form **ST7 (Student Teacher Final Evaluation)**. The **ST22 (Student Teacher Final Grade)** is to be completed cooperatively with the university supervisor at the end of the experience. The Observation Records (ST5), Student Teacher Midterm Evaluation (ST6) and Student Teacher Final Evaluation (ST7) forms must be given to the university supervisor who will submit the documents to the Office of Student Teaching.
5. The University Supervisor Evaluation by the Cooperating Teacher is to be submitted online at the end of the assignment. This form should be placed in a sealed envelope and included with the other student teaching documents, mailed separately, or completed electronically and emailed to the Office of Student Teaching.

**Evaluations By University Supervisors**

To assist in the evaluation of student teachers, university supervisors must follow the standardized evaluation procedures in the Student Teaching Handbook. Individual supervisors may establish, within reason, additional requirements to those set forth in the Handbook. Where questions arise concerning procedures and requirements established by cooperating teachers, the final decision will be left to the Director of Student Teaching.

1. University supervisors are expected to maintain a folder for each student teacher assigned to them during the semester. The folder should contain appropriate documentation and evaluation of the student teacher's performance during the semester (see ST1 Supervisor Checklist).

2. The university supervisor must conduct a minimum number of formal observations using the ST5 Student Teacher Observation Form. The number of formal observations using the ST5 will vary based on the length of the experience. Following each of these formal observations, the university supervisor must conduct a conference with the student teacher and, if possible at the time or soon thereafter, with the cooperating teacher. The evaluation forms must be signed by the supervisor and the student teacher either manually or with their electronic signatures.

3. The university supervisor will make a minimum of two PATHWISE observations. Immediately following the observation, or as soon as practical thereafter, the university supervisor will conduct the post observation conference, review the observation data with the student teacher, and provide suggestions and comments to reinforce positive and effective teaching behaviors and eliminate negative and ineffective ones. If in the judgment of the university supervisor, the student would benefit from professional growth activities, an assignment may be made with the approval of the Director of Student Teaching. Plans for follow-up observations and visits will also be made. During this conference the student teacher should be encouraged to reflect on the lesson and complete form PATH II. At the conclusion of the conference, copies of the following forms will be returned to the student: Class Profile (PATH I), Instruction & Reflections Profile (PATH II), and Pre-Observation Survey (PATH III). The students will be instructed to keep these copies in their portfolio.

4. University supervisors must **complete one midterm and one final evaluation of each student teacher for each 15 week placement during the semester using two PDE 430 forms.** When students have dual assignments during the semester, the university supervisor should complete only one PDE 430 for each placement. Depending on circumstances, student teachers may or may not have the same supervisor for both placements. The supervisor for the first placement will complete one PDE 430 and the supervisor of the second placement will complete the final PDE 430. Both of these evaluations should be
discussed, signed, and dated by the student teacher and the supervisor and copies placed in his/her portfolio.

5. The final Student Teaching Weekly Report of Hours (ST 3), Student Teacher Midterm and Final Evaluations (ST 6, 7, and 2 PDE 430 forms), Pathwise Evaluations, and the Final Grade Report (ST22) should be placed in the student teacher's folder at the end of the semester and submitted to the Office of Student Teaching. **It is the responsibility of the university supervisor to ensure that all forms are completed and signed by all participants prior to submitting them to the Office of Student Teaching at the end of the semester.**

6. All forms are due in the Office of Student Teaching within one week of the student teacher’s last day of teaching.

**Conferences**

Conferences provide opportunities for the student teacher, the cooperating teacher, and the university supervisor to work together and collaborate as professionals. The primary purpose of most conferences is to provide guidance for the student teacher in developing and improving teaching competencies. At the first conference, the cooperating teacher, the university supervisor and student teacher should make long range plans based on guidelines and suggestions provided in the Student Teaching Handbook. Subsequent conferences provide an opportunity to discuss matters that can help the student teacher to acquire strategies for remediation, improvement, or maintenance of teaching behaviors. The most appropriate time for a conference is immediately following the observation of a lesson. A delayed conference session could allow the student teacher to continue to practice an ineffective skill or technique. The data collected during an observation serve as a basis for discussion at the conference.

The cooperating teacher should schedule a weekly conference with the student teacher. This conference is in addition to the short, informal discussions that occur during the normal school day.

The university supervisor should arrange a time and place for conferring with the student teacher following each observation. If it is not convenient to hold a conference immediately following an observation, one should be planned as soon as possible.

**Each situation is unique, but the following topics are common to most conferences:**

- plans for effective observation and data gathering
- classroom management
- plans for evaluating student progress
- plans for instruction (lesson plans, units, field trips, demonstrations)
- self evaluation by the student teacher
The conference is an important event in the student teaching experience. Conferences held early in the term will set the tone of the experience and may prevent problems in the future. Each conference should be directed toward helping the student teacher to become a self-analyzing, reflective professional.
STUDENT TEACHING SUPPORT

Role of the Office of Student Teaching

The Office of Student Teaching, under the direction of the Director of Student Teaching and the Associate Dean for Teacher Education, has responsibility for serving as the liaison between the various teacher education programs in the School of Education and the school districts for scheduling and implementing arrangements for undergraduate and graduate student teaching. The Office of Student Teaching:

- implements all approved standards and policies governing student teaching;
- accepts applications from students who wish to register for student teaching and ascertains that applicants meet eligibility requirements to student teach;
- surveys school systems for qualified classroom teachers to serve as cooperating teachers;
- arranges for placement of students for student teaching;
- creates and revises forms and materials necessary for evaluation and administration of the program;
- prepares and conducts seminars/workshops which assist student teachers for their pre-professional and professional careers.

Role of the Cooperating Teacher

The cooperating teacher must meet the educational and certification standards of the State of Pennsylvania, hold at least an Instructional I certificate, and have at least three years of teaching experience in the school system. The cooperating teacher should be classified as a highly competent teacher, demonstrate expertise in the classroom, be skilled in interpersonal relationships, and be interested in guiding the student teacher. The cooperating teacher has one of the most critical roles in the teacher education process. By assuming the responsibility of guiding a student teacher, the cooperating teacher affirms a commitment to the profession to aid in the development of a highly qualified beginning teacher.

The cooperating teacher undertakes very definite responsibilities in a program for educating teacher candidates. Essentially, the cooperating teacher is responsible for showing the student teacher how to put into practice the principles of teaching which have been learned at the University. The cooperating teacher inducts the teacher candidate into the practical work of teaching in such a manner as to maximize the effectiveness of a beginning teacher. The cooperating teacher must be willing to devote the time necessary to assist in the proper training of a new teacher. **If a teacher does not have the time to spend with the student teacher during and after school, then that teacher should not ask to be considered to serve as a cooperating teacher.**

The cooperating teacher and student teacher should schedule a conference time each week to evaluate progress and to plan for subsequent experiences. This conference time should be used to discuss teaching techniques and materials, to analyze problems which may have occurred and require attention, to assess areas of teaching which have been successful and not successful, and to plan for the remainder of the experience.
Early identification of serious problems in student teaching is essential. If the cooperating teacher and the university supervisor determine that a student teacher's performance is not at an acceptable level, the Director of Student Teaching should be notified immediately. See Evaluation Policies, page 12.

**Guidelines for Cooperating Teachers**

Teachers who agree to guide the progress of a student teacher demonstrate a substantive interest in being a member of a team cooperating in the education of teachers. They recognize that student teachers are learners and, at the same time, accept them as professional associates, creating and maintaining an atmosphere that is conducive to learning and growth. To help student teachers learn and understand that teaching is stimulating, exciting, and satisfying, although complex, cooperating teachers need to have a thorough understanding of their responsibilities. Specific responsibilities of the cooperating teacher include:

- preparing the learners for a second teacher in the classroom;
- orienting the student teacher to the physical facilities and to material resources such as those found in the library or the media area;
- providing the student teacher with a tentative schedule, classroom books, school handbook, desk and storage area;
- planning initial activities that will allow the student teacher to become involved in the classroom routine immediately;
- guiding the student teacher in analyzing and evaluating observations;
- increasing teaching responsibility as the student teacher shows evidence of ability to assume it;
- assisting the student teacher in performing routine duties and record keeping;
- establishing a time for the weekly conference;
- providing daily feedback on the student teacher's classroom performance;
- helping the student teacher analyze each lesson taught, determining strengths and weaknesses;
- working closely with the university supervisor to avoid giving contradictory information to the student teacher;
- checking daily lesson plans and long-range plans well in advance of their intended use;
- scheduling time for the student teacher to observe other classrooms;
- encouraging a positive attitude about supervision and the teaching profession.

**Suggested Induction Plan for Student Teachers**

**Initial Meeting and Conference**

1. Introduce yourself to the student teacher.
   a. Explain your philosophy.
   b. Talk about your expectations.
   c. Discuss goals.
2. Review your student teacher's autobiographical information.
3. Provide an overall picture of your students and your classroom.
   a. Provide the class roster(s).
   b. Talk about your perceptions of your classes.
4. Introduce the student teacher to the school staff. This could be done at a faculty meeting or by a note of introduction to staff.
5. Establish a weekly conference time.
6. Help the student teacher to become familiar with the school facilities.
7. Discuss general policies for classroom management.
8. Discuss responsibilities for materials and equipment.
9. Provide the student teacher with a desk, a school handbook, a daily schedule, teacher manuals, bus schedules, lunch/attendance forms, etc.
10. Exchange home and/or cell telephone numbers (suggested).

First Day
1. The cooperating teacher should involve the student teacher in observing:
   a. how students are called into a group;
   b. how students are dismissed from a group;
   c. verbal and non-verbal signals the teacher uses;
   d. how students get ready for lunch, go outside, go to the library, etc.;
   e. how class routines are established.
2. The cooperating teacher should provide the opportunity for interacting with the students by:
   a. working with large groups;
   b. working with small groups;
   c. helping individual students with seatwork, classroom assignments, projects, etc.

First Week
During the first week of the student teaching experience, the cooperating teacher should afford the opportunity for the student teacher to:
1. Learn the students' names by:
   a. writing brief observations of each student when applicable or having access to class roster(s);
   b. observing any special needs of the students;
   c. establishing individual relationships with the students;
2. Become familiar with management tasks by:
   a. taking responsibility for daily attendance, lunch count, lunch and/or milk monies;
   b. learning the procedures for transition of groups and activities.
3. Become familiar with grading procedures by:
   a. discussing which criteria are emphasized;
   b. discussing the report card used by the school system;
   c. learning the methods used for determining grades and for keeping records.
4. Engage in directed observation by:
   a. observing how a lesson is introduced, how a group is called together and dismissed, how new material is introduced;
   b. reviewing manuals and learning the procedures for using them.
5. Review the cooperating teacher's presentation by:
   a. following the teacher's written lesson plan;
b. discussing the outcome of the lesson.

6. Study classroom management techniques by:
   a. noting management strategies that work with each class;
   b. establishing authority with the students.

7. Participate in the teaching process by:
   a. teaching a lesson to the entire group;
   b. teaching a small group activity planned by the cooperating teacher;
   c. working with individual students who are having difficulties;
   d. assuming more classroom responsibilities, depending upon the readiness of the student teacher; some need more time to gain confidence.

8. Plan for teaching a unit by:
   a. selecting a topic from several provided by the cooperating teacher;
   b. determining deadlines for teaching a unit.

9. Provide new teaching materials by:
   a. creating a classroom aid, game, or bulletin board;
   b. introducing the game, activity, or bulletin board to the class.

**Second Week**
During the second week, the student teacher should begin to assume a more active role in instruction and decision-making. The cooperating teacher should afford the opportunity for the student teacher to:

1. Increase responsibility for instruction by:
   a. planning to meet students' individual needs;
   b. evaluating the cooperating teacher's plans and actual teaching to see why certain activities were carried out or were changed;
   c. differentiating among types of questions asked by the cooperating teacher and understanding why different types of questions are used;
   d. listening carefully to students to be able to respond in an appropriate manner.

2. Assume specific academic responsibility by:
   a. accumulating unit materials from the resource center;
   b. taking responsibility for one group activity such as teaching a reading group or a specific class;
   c. taking responsibility for planning and presenting a classroom demonstration or lab experiment;
   d. teaching an art or music lesson;
   e. leading a group discussion.

3. Assume the role of the teacher by:
   a. making decisions based on the cooperating teacher's rules and policies;
   b. being aware of the effect of the cooperating teacher's verbal and nonverbal behavior;
c. solving discipline problems consistent with policies acceptable to the cooperating teacher and those more formal policies of the school and school district.

Third Week and Beyond
As maturity and confidence increase, the student teacher should be given additional responsibilities in instruction and decision-making until he or she is able to assume full-time teaching. According to PDE, student teachers must assume responsibility for full time teaching for ½ of the student teaching experience. The student teacher should be given ample feedback from the cooperating teacher at an appropriate time following each presentation.

Evaluation of Cooperating Teachers
At the end of the semester the student teacher and university supervisor will have an opportunity to evaluate each cooperating teacher with whom they worked during the semester utilizing a web survey through SurveyMonkey. You will receive the survey(s) via e-mail. The data collected from these evaluations will be used to assist in improving the student teaching program. Each cooperating teacher's file will be available for review by the cooperating teacher in the Office of Student Teaching on an appointment basis during regular University office hours. The responses to each evaluation will be available for review by the cooperating teacher.

Role of the University Supervisor

University Supervisor: The professional faculty/staff member from Duquesne University assigned to serve as liaison between the University, the cooperating teacher and the student teacher. In some cases, a student teacher may have more than one university supervisor. In most cases a university supervisor will have responsibility for supervision of more than one student teacher.

The university supervisor serves as the liaison between the Director of Student Teaching and the cooperating teacher to whom the student teacher is assigned. The principal responsibility of the university supervisor is to assist the student teacher in developing teaching competency. The supervisor must determine the assistance needed and then use knowledge, skill, and resources to help the student teacher. Informal as well as formal observations early in the term and on a regular basis are imperative. Conferences with the student teacher and cooperating teacher should be arranged frequently.

The university supervisor should be especially alert for any problems that may develop between the student teacher and cooperating teacher. When difficulties arise, the university supervisor should strive to work toward a resolution between the student teacher and cooperating teacher. If the student teaching experience is deteriorating, the university supervisor must notify the Director of Student Teaching so that appropriate alternatives may be examined.

If the student teacher is experiencing instructional or behavioral difficulties, the university supervisor should contact the Director of Student Teaching and monitor and document the student teacher's progress. See Evaluation Policies, page 12.
Guidelines for University Supervisors

The university supervisor will maintain a folder for each student teacher. The folder will contain the observation/evaluation instruments, comments, suggestions, etc. The university supervisor, cooperating teacher, and student teacher should read all documents in the folder as they are generated and each person should sign and date each document as required. The contents of the folder for each student teacher will be submitted to the Office of Student Teaching at the midterm point and the final point of the student teacher’s experience.

Specific responsibilities of the university supervisor include:

- working with the Office of Student Teaching in identifying appropriate school sites and qualified cooperating teachers;
- making pertinent information about the student teacher available to the cooperating teacher;
- furnishing the student teacher with pertinent information about the assigned school and cooperating teacher;
- becoming acquainted with the faculty, students, policies, curriculum, and facilities of the assigned schools;
- working with the school administration, the cooperating teacher, and the Office of Student Teaching to help the student teacher make the transition to a professional teacher;
- working closely with the cooperating teacher to avoid giving contradictory information to the student teacher;
- being available as a resource person for the assigned cooperating teachers and student teachers;
- helping student teachers to analyze their teaching experiences;
- working with the cooperating teachers in evaluating the student teachers in terms of growth in skills and techniques in teaching;
- observing the student teacher on a regular basis;
- holding conferences with the student teacher following each observation;
- providing constructive criticism through positive comments when applicable and, when negative comments are necessary, providing suggestions for improvement;
- reporting any major problems concerning a student teacher to the Director of Student Teaching;
- collecting all documentation from the cooperating teacher and student teacher and submitting pertinent data and the student teacher's final grade report to the Office of Student Teaching at the end of the semester (see ST1).

Evaluation of University Supervisors

At the end of the experience, the student teacher and cooperating teacher will have an opportunity to evaluate each university supervisor with whom they worked during the semester utilizing a web survey through SurveyMonkey. You will receive the survey(s) via e-mail. The data collected from these evaluations will be used to assist in improving the student teaching program. Each university supervisor's file will be available for review by the university supervisor in the Office of Student Teaching on an appointment basis during regular University hours. The name of the evaluator of each form will be kept confidential; however, the responses to each evaluation instrument will be available for review by the university supervisor.
Role of the School Principal

The principal, as academic leader of the school, plays a significant role in the student teaching program. The principal is responsible for identifying experienced, competent cooperating teachers to participate in the student teaching program. The principal should prepare the faculty for the arrival of student teachers and should assist the student teachers in adjusting to the total school program.

The principal will be concerned specifically with the following:

- becoming familiar with the University's student teaching program;
- working closely with Office of Student Teaching;
- orienting the faculty and staff about the student teaching program;
- assisting the student teachers in initial orientation to the school;
- becoming familiar with the student teachers assigned to the school and assisting in their development;
- communicating with the Director of Student Teaching concerning problems which may arise.

The principals of the participating schools are important members of the team responsible for excellence in the student teaching program. They give direction and leadership to the entire program of instruction in the school. Their influence is reflected in the attitudes and relationships of faculty members, staff and student teachers.

SUGGESTIONS FOR STUDENT TEACHERS

Successful experiences in student teaching will depend largely on your ability to adapt to a new situation and to develop good working relationships with the cooperating teacher, university supervisor, and professional peers. As you begin your student teaching experience, you will find that other teachers will treat you as a professional and not as a student. A positive attitude toward students, faculty, and staff is critical to success in student teaching. A cooperative spirit, courtesy, professional demeanor and work ethic are necessary for productive relationships. Your experience as a student teacher will be measured by your behavior outside of the classroom as well as in the classroom. For this reason, suggestions are provided to help you during student teaching.

- Secure directions in advance to the school or agency in which you are placed.
- Allow for travel time to arrive at your school/agency on time. You are expected to be punctual.
- Parking spaces at many schools/agencies are limited. Ask about appropriate or designated parking areas.
- Dress appropriately. Remember, you are a professional and will be treated as such.
- Learn the policies, regulations, and schedule of the school as soon as possible. Each of these should be followed carefully.
- Learn the proper procedure for duplicating and/or reproducing materials. Learn the correct procedures for checking out materials from the library or media center.
- Become familiar with the physical facilities of your school.
- Learn the names of the faculty and staff as soon as possible.
Keep a list of questions as situations occur so that you can discuss them with the cooperating teacher and university supervisor.
Maintain a positive attitude and productive professional behavior.

REGISTRATION FOR GRADUATION (THE DEGREE) / APPLICATION FOR CERTIFICATION

Graduation. To register for graduation, students must complete a Degree Application for the semester in which they intend to graduate. Applications can be found on-line. Degree applications must be on file with the Registrar by the date published on the University Academic Calendar. The registrar’s website for both applications and deadlines can be found at:
http://www.duq.edu/registrar/

Certification. Applications for certification should be made upon completion of all program requirements. Program completion requirements for Duquesne University School of Education are:
- submission of the final evaluation forms from the cooperating teacher and the university supervisor;
- a Satisfactory or above rating on the summative PDE 430 form;
- passing scores on all required professional tests;
- satisfactory participation at the Exit Interview in the School of Education;
- a final grade for student teaching submitted to the Registrar.

A fee of $125.00 (as of September 1, 2013) is required by the Pennsylvania Department of Education, with a check or money order payable to PDE.

All certification applications will be submitted through the on-line PDE application system called TIMS (Teacher Information Management System). You are now required to apply online through TIMS, as well as submit some paper materials through Duquesne.

Please see the following information about applying through TIMS:
- Register on the PDE website (www.education.state.pa.us). You will not be able to apply in TIMS until 24 hours after you register on the PDE website.
- Apply in TIMS: See the TIMS "Applicant User Guide" for PDFs to assist you in applying.
- Make sure to select Duquesne University as your "Educator Preparation Program" and to assign your application to Dr. Susan Munson for review.
- Also, select "yes" to the 2 questions that ask for Duquesne to have permission to view your application
- You do not need to fill out the work experience section unless you are applying for an Administrative, Supervisory, or Letter of Eligibility certification.

Once you have applied via TIMS, send Duquesne the following:
1. TIMS online cover sheet (signed and dated)
2. Doctor's signature form (3rd page of cover sheet form--only for students applying for their initial certification)
3. Professional test scores hard copy (upon request)
Once we review your online application and paper materials, we will submit them to the Pennsylvania Department of Education. After you submit your application, you can track the progress in TIMS. **As per PDE, please allow at least 10-14 weeks for certification approval.** PDE will no longer provide hard copies of your certification, but you will be able to print it out once it has been approved.

**Placeholder letter.** Upon completion of the above program requirements and submission of the certification application, a student may obtain a Placeholder Letter which may be included in the professional applications in lieu of the actual Instruction I certificate. All of the above requirements must be met to be eligible for the Placeholder Letter. The request for this letter can be found on the Student and Academic Services website.

*Further information about certification applications will be discussed at the Career Workshop which is held each semester during student teaching.*
PREPARING FOR YOUR CAREER AFTER GRADUATION

Career Services
Students may obtain information from Career Services, in Student and Academic Services, 213 Canevin Hall about interviews to be held on campus and other information about applying for teaching positions. Student teachers should open a placement file with Career Services during their student teaching semester. The file should be updated regularly with information about graduate studies and work experience. Student teachers should have each cooperating teacher and university supervisor complete a recommendation letter to be included in the placement file. Students may call Rachael Moore for information and/or an appointment at 412 396-5193.

Duquesne University Graduate School of Education
Each student applying for graduate study must file an application for admission with Student and Academic Services, 213 Canevin Hall. An application form will be supplied by the Graduate Admissions and Advisement Office upon request. Application closing dates vary by program. Please contact Kelly McGinley regarding the application process for Graduate School. Her phone number is 412 396-1559. Requirements for admission can also be found in the Graduate Handbook for the School of Education. A student will not be accepted for registration in graduate courses unless accepted for admission to the Graduate School of Education.
APPENDIX A: THEMES AND DOMAINS of the LEADING TEACHER PROGRAM

Themes and Domains of the Leading Teacher Program

Themes

The learning experiences reflect the themes of leadership, diversity, and technology and are infused throughout the Leading Teacher Program.

**Leadership:** A leading teacher is a life long learner inspiring a community of learners to pursue continuous improvement and growth.

**Diversity:** A leading teacher is an advocate, creating learning experiences that demonstrate sensitivity, acknowledging students of all abilities and valuing human differences.

**Technology:** A leading teacher is an architect building learning environments that acknowledge and incorporate the power of technology.

Domains and Competencies

**Domain I: Learning Theorist**

Becoming a Learning Theorist - this domain emphasizes an understanding of pedagogy and the cognitive and affective processes that will address the learning needs of people of all ages.

**Learning Theorist Competencies**

LT-1 A leading teacher understands how people of all ages learn and develop and is able to demonstrate the ability to provide learning opportunities that support their intellectual, social, and personal development.

LT-2 A leading teacher understands how people of all ages differ in their approaches to learning and is able to demonstrate the ability to create instructional opportunities that are adapted to diverse learners.

LT-3 A leading teacher understands the concepts of effective verbal, nonverbal and multi-media communication techniques to foster active inquiry and collaboration and is able to provide supportive interaction in the classroom.

**Domain II: Curriculum Designer**

Becoming a Curriculum Designer - this domain emphasizes curricular decisions based on research theory, informed practice, and recommendations of the learned societies.

**Curriculum Designer Competencies**

CD-1 A leading teacher understands the central concepts, curriculum approaches, tools of inquiry, and structures of the discipline(s).

CD-2 A leading teacher plans instruction based upon knowledge of curriculum theory, teaching models, subject matter, students, community and curricular goals, demonstrating the ability to create learning experiences and opportunities that make the subject matter meaningful for people of all ages, races, ethnicity, gender, creed, abilities, health issues or sexual orientation.

CD-3 A leading teacher understands individual and group motivation and behavior and is able to demonstrate the ability to create and modify a learning environment that encourages 1) active engagement in learning, 2) self-motivation, and 3) positive social interaction.
CD-4 A leading teacher understands and is able to demonstrate the use of formal and informal assessment strategies as a continuous part of the instructional cycle, to evaluate and ensure that continuous intellectual, social, emotional, and physical development of the learner is facilitated.

**Domain III: Expert in School Context**

Becoming an Expert in School Context - this domain explores the intellectual, ethical, cultural, economic, historical, political, and governmental influences upon schools including traditional and emerging perspectives.

**School Context Competencies**

SC-1 A leading teacher understands and demonstrates the knowledge of subject matter, students’ needs, the community, and curriculum goals.

SC-2 A leading teacher demonstrates the ability to foster relationships with school colleagues, parents, and agencies in the larger community to support learning and well being for the total school community.

**Domain IV: Master Practitioner**

Becoming a Master Practitioner - this domain develops competence in instructional strategies, technology, reflective practice, school-community-professional linkages and academic training.

**Master Practitioner Competencies**

MP-1 A leading teacher demonstrates uses of instructional strategies that encourage diverse learners of all ages and abilities to develop critical thinking, problem solving and performance skills.

MP-2 A leading teacher applies technologies that support effective teaching and learning, including adaptive technologies and his/her professional development.

MP-3 A leading teacher demonstrates reflective practice by evaluating the effects of his/her choices and decisions on individuals, groups, the school and the community.

MP-4 A leading teacher has the formal and informal training and experience to demonstrate mastery of one or more academic areas or disciplines.

MP-5 A leading teacher actively seeks opportunities to enhance professional growth in self and others, and affective/emotional growth in self and others.

**Domain V: Instructional Leader**

Becoming an Instructional Leader - this domain emphasizes the leader and knowledge of self in relationship with the group and the relationship with the community and society.

**Instructional Leader Competencies**

IL-1 A leading teacher understands the concepts of leadership styles, a code of ethics linked to the democratic process and their relationship to followership and is able to demonstrate the ability to engage in shared leadership with team, group, or circle members.

IL-2 A leading teacher understands the processes of planning, problem analysis, and problem solving and participatory decision-making and is able to demonstrate the ability to build consensus among team, group or circle members.

IL-3 A leading teacher understands the concepts and processes of change agentry and is able to demonstrate the ability to initiate and manage change and growth in the classroom, school, and the total school community.
APPENDIX B: PDE CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Authority

The provisions of this Chapter 235 issued under section (5)(a)(10) of the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § 12-1255(a)(10)), unless otherwise noted.

Source

The provisions of this Chapter 235 adopted June 26, 1992, effective November 1, 1992, 22 Pa. B. 3176, unless otherwise noted.


The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

§ 235.2. Introduction

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. §§ 12-1251—12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10).

(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

§ 235.3. Purpose.

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

(b) Professional educators recognize their primary responsibility to the student and the development of the student’s potential. Central to that development is the professional educator’s
valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

§ 235.4. Practices.

(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator’s conduct toward students and colleagues, and the educator’s employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

(b) Professional educators are expected to abide by the following:

   (1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. §§ 1-101—27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employe Relations Act (43 P. S. §§ 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.

   (2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

   (3) Professional educators shall maintain high levels of competence throughout their careers.

   (4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.

   (5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.

   (6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.

   (7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.
(8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.

(9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

(10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student’s health and safety.

§ 235.5. Conduct.

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of §§ 235.6—235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

§ 235.6. Legal obligations.

(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. §§ 12-1251—12-1268), known as the Teacher Certification Law.

(b) The professional educator may not engage in conduct prohibited by:

(1) The Public School Code of 1949 (24 P. S. §§ 1-101—27-2702) and other laws relating to the schools or the education of children.


(c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Cross References
This section cited in 22 Pa. Code § 235.5 (relating to conduct).

§ 235.7. Certification.

The professional educator may not:

(1) Accept employment, when not properly certificated, in a position for which certification is required.

(2) Assist entry into or continuance in the education profession of an unqualified person.

(3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Cross References
§ 235.8. Civil rights.

The professional educator may not:

(1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

(2) Interfere with a student’s or colleague’s exercise of political and civil rights and responsibilities.

Cross References
This section cited in 22 Pa. Code § 235.5 (relating to conduct).

§ 235.9. Improper personal or financial gain.

The professional educator may not:

(1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.

(2) Exploit a professional relationship for personal gain or advantage.

Cross References
This section cited in 22 Pa. Code § 235.5 (relating to conduct).

§ 235.10. Relationships with students.

The professional educator may not:

(1) Knowingly and intentionally distort or misrepresent evaluations of students.

(2) Knowingly and intentionally misrepresent subject matter or curriculum.

(3) Sexually harass or engage in sexual relationships with students.

(4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Cross References
This section cited in 22 Pa. Code § 235.5 (relating to conduct).

§ 235.11. Professional relationships.

The professional educator may not:

(1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
(2) Knowingly and intentionally distort evaluations of colleagues.

(3) Sexually harass a fellow employee.

(4) Use coercive means or promise special treatment to influence professional decisions of colleagues.

(5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

Cross References
This section cited in 22 Pa. Code § 235.5 (relating to conduct).

APPENDIX C: STUDENT TEACHING WORKING PORTFOLIO AND REFLECTIONS

INTRODUCTION

For evaluative, organizational and planning purposes, student teachers and interns will keep a working portfolio of their student teaching experience. The portfolio focuses on providing evidence of the student teacher’s impact on student learning. Reflections on the evidence of student learning will require you to synthesize the sources of your learning and growth that enabled you to impact the students in your classroom.

In addition, it will be helpful to you and your supervisor for you to include evaluation forms, information about written assignments, the student teacher calendar, weekly reports and any other required paperwork in a separate section in the portfolio.

The evidence contained in the portfolio may be used as part of the conference between the cooperating teacher and the student teacher. It can also be used for the same purpose with the university supervisor as evidence of your growth in the knowledge, skills, and dispositions required for teaching. (You will note that on form ST5, the supervisor will ask to review your portfolio during observational visits.) Keep in mind that the portfolio is an important component of your final assessment of your growth as a leading teacher.

Sharing your portfolio

Toward the end of your student teaching experience, you will be required to share your portfolio in a “Portfolio Interview” with faculty from the School of Education and classroom teachers. You will be asked to describe your professional growth as a result of student teaching and clearly support your impact on student learning with the evidence in your portfolio.

THE PORTFOLIO
For each artifact of evidence of student learning, you will have three “parts”: 1. Evidence of Student Learning 2. Lesson or Instructional Plan, and 3. A Reflection on the Evidence.

1. EVIDENCE OF STUDENT LEARNING

As a teacher, ultimately the measure of your teaching is student learning. As a teacher, the emphasis is on being the facilitator of student learning. What evidence do you have that your knowledge, skills, and dispositions have had an impact on student learning? You should include students’ work samples, photographs, lesson plans, drawings, pre and post assessments, projects, and/or other pieces of evidence of your impact on student learning in your working portfolio. (No student should be able to be identified on the work samples you collect).

You must capture at least one piece of student evidence each week of your student teaching experience. The nature of this evidence will change throughout your student teaching experience as you move from working with individual students to small groups of students to teaching the whole class. Since every classroom differs and your role within the classroom will differ, there is not a set collection of evidence that can be prescribed for you to collect. Instead, the evidence will be dependent on your teaching and your role within the classroom.

2. LESSON OR INSTRUCTIONAL PLAN

When you make the claim that a student learned as a result of your teaching, the next question is what did you do as a teacher that resulted in the student learning? What lesson, instruction, intervention, etc. did you use so that the student(s) learned? It is critically important to establish the teaching-learning connection. You want to demonstrate that you, in the role of the teacher, made the difference in student learning. Therefore, for each piece of evidence of student learning that you collect, you will need to include the lesson or instructional plan that resulted in the learning.

3. REFLECTIONS ON THE EVIDENCE

As part of the portfolio process, you will reflect on the evidence of student learning that you collect each week, including the teaching-learning connection. The questions listed below should provide a guide for your reflection. You will not necessarily respond to each question each week; the questions provide a lens for your reflections on student learning. Cross-reference your earlier writings as needed. Responses to the questions should relate to the evidence of student learning.

1. How does the piece of work you collected that demonstrates student learning provide evidence of your becoming
   a. A learning theorist
   b. A curriculum designer
   c. An expert in school context
   d. A master practitioner
   e. An instructional leader
* The domains and competencies can be found in the syllabus. You should use them as a reference as you reflect specifically on the development of your knowledge, skills, and dispositions in the five domains.

2. Describe your learning this week. Describe your learning as a result of the experiences you have had that lead you to be able to impact student learning.

   a. What new knowledge did you gain or acquire this week? Did you learn this knowledge because your cooperating teacher or supervisor encouraged you in a certain area? Was the learning as a result of needing to teach something to your class? Or was the knowledge you acquired a result of your own initiative? If so, what was the source of your learning? What evidence do you have of the knowledge you have acquired?

   b. Describe any new or improved skills you developed. How can you describe how your new skills have been applied with the students in your class? How did they impact student learning? How was the development of new skills related to the development of any new knowledge? Did someone teach you these skills or did you learn them on your own? If you have learned new skills but have found obstacles to implementing them, explain why this is the case. What evidence do you have of the skill you have developed?

3. Describe the relationship of the evidence of student learning to the three themes of the Leading Teacher Program: **Leadership, Diversity, and Technology.**

4. In this section, reflect on your professional and personal dispositions related to teaching. Have your perspectives on teaching changed this week? (Think about your knowledge, skills, and experiences.) How have your attitudes, values, and beliefs about teaching changed? Was there anything you did on your own initiative that you think is leading you towards becoming a proficient or even distinguished teacher? What have been your primary challenges and how do you intend to overcome them? What has been joyful about your work this week? Explain your remarks.

Reflections should be written in Standard Edited American English (SEAE). You will keep your reflections as part of the portfolio with the evidence of student learning on which you are reflecting and the related instructional plan; however, your university supervisor may also ask you to send separate reflections to him or her periodically.

*The focus of one of the Student Teaching Seminars will be on moving your “working portfolio” (as described in this document) to a “showcase portfolio” that you will be able to use in your portfolio exit interview and as you search for a teaching position. A showcase portfolio presents the best of you and your accomplishments; the working portfolio is a place for you to gather evidence, express your ideas, reflect on your progress – it is a work in process. Therefore, it is the final product that will be assessed. A rubric will be made available for the showcase portfolio when the timing is right.*
Signature Verification

I hereby acknowledge that I have received and read the Student Teaching Handbook. I am responsible for adhering to the policies and guidelines that are stated in the handbook.

__________________________________
Student Name (Print)

_________________________________
Student Signature

___________________________________
Date