STUDENT TEACHING HANDBOOK
FOR
THE LEADING TEACHER PROGRAM

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

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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, with the Director of the Leading Teacher Program, or the Office of the Dean.

Student teaching is the most significant phase of the student’s certification 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 novice needs the opportunity to experience 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 teacher 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, students must attend the Orientation and Application Meeting held once each year in January. Completed applications for student teaching are due February 14th for students interested in registering 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 209D or G4 Canevin Hall before a student teaching placement will be made.

1. Five copies of the Autobiographical Data Form **(typed)**
2. Placement Preference Sheet
3. Two faculty recommendations (Graduate students must have 3 including the advisor’s recommendation)
4. Tuberculin PPD test results (valid only within one year of the date of assignment)
5. Act 34 Clearance (valid only within one year of the date of assignment)
6. Act 33/151 Clearance (valid only within one year of the date of assignment)
7. Act 114 FBI Fingerprinting Clearance
8. Removal of all Incomplete and resolution of any Failing grades
9. Minimum QPA of 3.00 overall
10. Minimum QPA of 3.00 in the content area
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 a Pass and submitted to the Registrar. Student teaching takes place during the Fall and Spring semesters. **Note that there are no summer student teaching placements.**

**All students must complete a minimum of 10 weeks of student teaching in the Pittsburgh service area under the supervision of a School of Education university supervisor.** Students will be permitted to complete the remainder of the experience outside of the Greater Pittsburgh area only under the most unusual of circumstances. The student must contact the Director of Student Teaching prior to student teaching to describe the perceived need to teach outside of the Pittsburgh area and must submit a detailed letter to the Committee on Student Standing in the School of Education to request permission. Any additional costs will be incurred by the student.

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

CONFLICTS OF INTEREST IN SITE SELECTION
To avoid conflicts of interest, a student will not be assigned to a school that he/she attended as a student, where a relative is an employee of the school district, where a relative is a member of the school board, or where a child of the student teacher attends.

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 spring semester, a meeting is held for interested, prospective student teachers to explain the options available to them in locating appropriate housing accommodations abroad, passport and visa requirements, Power of Attorney, 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 website under the Student Teaching link.

WORKING OR TAKING COURSES WHILE STUDENT TEACHING
Students are advised not to take coursework or to engage in activities involving significant time requirements while student teaching. However, one course may be taken upon approval of the Academic Advisor and/or the Committee on Student Standing.
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 with three years of teaching experience in a public school, private school, or agency assigned to the daily supervision of the student teacher. 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 K-12 academic year. In addition to meeting certain general and academic requirements to enroll in student teaching, the intern must interview with the school district seeking an intern.

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

University Supervisor: The individual assigned from 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.

4. Student teachers must become familiar with policies, regulations, and procedures required at the 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 personal appearance. The student teacher should observe other teachers and ask the cooperating teacher and 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.

7. A student teacher MUST NOT be used as a substitute teacher. In the event of the absence of the cooperating teacher, a student teacher may do the teaching for the day in the classroom assigned, but a 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 school personnel to learn 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. Student teachers at Duquesne University 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 do 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 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 as well as 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 Duquesne University and PERC job fairs. Required
meetings and Duquesne University sponsored job fairs are considered excused absences, in addition to the two medical 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 for an absence. If approved, these days must be made up. Documentation must be provided regarding the job fair and/or interview.

**STUDENT TEACHING REQUIREMENTS**

**Portfolio and Journal**

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 A. 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. **Lesson Reflection.** 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: “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 did ________react the way he/she did during the lesson?”

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 learns how to align the plans with the Pennsylvania Academic Content Standards. The Pennsylvania Academic Content Standards can be found at: http://www.pde.state.pa.us. Similarly, professional organizations have developed standards for their respective content areas. The PA and professional organization standards should 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. 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. The last of the cumulative reports must be submitted to the supervisor as part of the final documentation of the experience. There are five categories on the form:

1. **Hours of observation** refer to actual hours spent observing the cooperating teacher or other teachers in the school.

2. **Hours of responsible teaching** refer to time spent in actual instruction including activities such as tutoring, small group, or large group instruction.

3. **Hours of participation** refer to time spent in activities similar to the following:
   - Collecting, organizing, filing materials
   - Preparing a test or quiz
   - Recording grades
   - Supervising study halls, playgrounds, etc.
   - Helping with field trips, parties, or programs
   - Attending PTA meetings, in-service days, parent conferences, faculty meetings
   - Preparing bulletin boards
   - Recording information on the chalk board
   - Assisting in athletics, clubs, etc.
   - Attendance at the DU Career Seminar and the PPS Seminar (if applicable)

4. **Hours spent in conference** with the cooperating teacher or the university supervisor refers to time spent planning, pre-conferencing for observations, and post-conferencing with the cooperating teacher or university supervisor.

5. **Hours absent from student teaching** refer to time lost due to illness or other causes. (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 will have more total hours recorded due to more hours spent in category three activities.

**Other Written Assignments**

Other written assignments may be required during the semester. The student teacher will be informed of these assignments in sufficient time to complete them.
**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 as to time and location 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. 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**

The appendix contains four 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 ST4, Student Teacher Performance Indicators.

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)**. 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 (ST 5). The ST6 and the ST7 provide for qualitative evaluation. These are to be completed by the Cooperating Teacher.

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 (ST 5 and Pathwise).

**Forms used by the University Supervisor only**

<table>
<thead>
<tr>
<th>Path</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Path I</td>
<td>Class Profile</td>
</tr>
<tr>
<td>Path II</td>
<td>Preobservation Survey</td>
</tr>
<tr>
<td>Path III</td>
<td>Instruction and Reflection Profile</td>
</tr>
</tbody>
</table>

PDE 430 Pennsylvania Dept. of Education Principles of Learning Assessment

Ratings:
- Exemplary
- Superior
- Satisfactory
- Unsatisfactory
<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 Record</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 classroom 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>
<tr>
<td>Final Record of Student Teacher Assignment</td>
<td>ST22</td>
<td>University Supervisor and Cooperating Teacher</td>
<td>1 time at completion of experience</td>
<td></td>
</tr>
<tr>
<td>University Supervisor Evaluation</td>
<td>ST9</td>
<td>Cooperating Teacher</td>
<td>1 time at completion of experience</td>
<td></td>
</tr>
<tr>
<td>Cooperating Teacher Evaluation</td>
<td>ST11</td>
<td>University Supervisor</td>
<td>1 time at completion of experience</td>
<td></td>
</tr>
<tr>
<td>Student Teacher Evaluation Assessment</td>
<td>PDE 430</td>
<td>University Supervisor</td>
<td>A minimum of 2 times. Once at midterm and once at final.</td>
<td>Ratings are Exemplary, Superior, Satisfactory, and Unsatisfactory. Midterm is formative; Final is summative.</td>
</tr>
<tr>
<td>Class Profile</td>
<td>Pathwise I</td>
<td>Student Teacher</td>
<td>2 minimum</td>
<td>Path I – Path III are completed as a set for each Pathwise observation.</td>
</tr>
<tr>
<td>Pre-observation Survey</td>
<td>Pathwise II</td>
<td>Student Teacher</td>
<td>2 minimum</td>
<td></td>
</tr>
<tr>
<td>Instruction &amp; Reflection Profile</td>
<td>Pathwise III</td>
<td>Student Teacher</td>
<td>2 minimum</td>
<td>Reflection on lesson observed for Pathwise Evaluation.</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 be rated at least as “Satisfactory” in each of the competency areas of the final PDE 430. In the event that a student teacher receives an "I" grade due to extenuating circumstances, the placement may be extended. In such cases, the student teacher will bear the cost of additional supervision by the cooperating teacher and the university supervisor.

If it becomes necessary to withdraw from student teaching, the student teacher must provide a written explanation to the cooperating teacher, the university supervisor and 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.

A student teacher whose progress is considered unsatisfactory or unprofessional by the cooperating teacher, the university supervisor, and/or the principal of the school may be removed from student teaching by the Director of Student Teaching. The student may be advised of additional coursework and/or additional requirements necessary before re-registering for student teaching in the future.

EVALUATION POLICIES

1. 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. Exemplary or Superior performance should be recognized and reinforced. If, however, the student's performance is considered less than satisfactory, this should also be communicated clearly and as early in the experience as possible.

2. If a student teacher has not earned a passing grade for student teaching, the following steps will be employed:
   a. The university supervisor and the Director of Student Teaching will meet with the student teacher and explain exactly why the non-passing grade was given. A detailed list of the improvements that need to be made to earn a passing grade will be presented to the student teacher.
   b. If the student decides to repeat student teaching in a subsequent semester, a student teaching placement will be identified and all arrangements, i.e. cooperating teacher, location, etc., will be made through the Office of Student Teaching. The student teacher will assume the cost for the cooperating teacher and supervisor for the repeated student teaching assignment.

3. 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 should 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. The evaluations should represent the assessment of the student teacher’s performance by the university supervisor and cooperating teacher at this juncture. If the cooperating teacher and the university supervisor are of the professional opinion that there are indications that the student teacher's performance is changing significantly, this should be included in written narrative comments.

4. If, at midterm, the performance of a student teacher is evaluated by the cooperating teacher and the university supervisor as unsatisfactory, and if the prognosis for future satisfactory performance is questionable, the university supervisor should inform the Director of Student Teaching. A conference may be scheduled to include the student teacher, the cooperating teacher, the university supervisor,
and, if necessary, the school principal. In the conference, available alternatives will be discussed with the student teacher.

5. 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 (second 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.

6. 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 and grade. In cases where the university supervisor and cooperating teacher disagree on the final grade, every attempt should be made to arrive at a common grade. 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.

EVALUATIONS BY COOPERATING TEACHERS

To assist in the evaluation of student teachers, cooperating teachers must follow 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 on 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 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 only one 15-week placement (or a 12-week placement) during the semester, then only one midterm evaluation should be completed. In cases where students have two 10-week placements during the semester, each cooperating teacher should complete one midterm evaluation at the midway point of the placement.

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 (ST 9) is to be submitted to the Office of Student Teaching in Canevin Hall at the end of the semester. This form should be placed in a sealed envelope and included with the other student teaching documents or mailed separately in postal mail to the Office of Student Teaching.
EVALUATIONS BY UNIVERSITY SUPERVISORS

To assist in the evaluation of student teachers, university supervisors must follow 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 on 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 will make a minimum of two PATHWISE observations. Immediately following the observation, or as soon as practical thereafter, the university supervisor will hold 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. 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 Class Profile (PATH III). The students will be instructed to keep these copies in their portfolio.

3. University supervisors must complete one midterm and one final evaluation of each student teacher for each 12 or 15 week placement during the semester using 2 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 placed in his/her portfolio.

4. The final Student Teaching Weekly Report of Hours (ST 3), Student Teacher Midterm and Final Evaluations (ST 6, 7, and 2 PDE 430 forms) should be placed in the student teacher's portfolio 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 the Student Teacher Final Grade Report (ST22) is properly completed, signed and submitted to the Office of Student Teaching at the end of the semester.

5. The Cooperating Teacher Evaluation (ST 11) is to be submitted to the Office of Student Teaching at the end of the semester.

CONFERENCES

Conferences provide opportunities for the student teacher, the cooperating teacher, and the university supervisor to work together and collaborate as professionals. The primary aim 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 incorrect 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 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 in 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 enroll in student teaching and ascertains that applicants meet qualifications to student teach;
- surveys school systems for qualified classroom teachers to serve as cooperating teachers;
- arranges for placement of students for student teaching;
- develops forms and materials necessary for evaluation and administration of the program.

**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 beginning teachers. 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. The Director, in conjunction with the cooperating teacher and the university supervisor, will decide what action should be taken.

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:

1. preparing the learners for a second teacher in the classroom;
2. orienting the student teacher to the physical facilities and to material resources such as those found in the library or the media area;
3. providing the student teacher with a tentative schedule, classroom books, school handbook, desk and storage area;
4. planning initial activities that will allow the student teacher to become involved in the classroom routine immediately;
5. guiding the student teacher in analyzing and evaluating observations;
6. increasing teaching responsibility as the student teacher shows evidence of ability to assume it;
7. assisting the student teacher in performing routine duties and record keeping;
8. establishing a time for the weekly conference;
9. providing daily feedback on the student teacher's classroom performance;
10. helping the student teacher analyze each lesson taught, determining strengths and weaknesses;
11. working closely with the university supervisor to avoid giving contradictory information to the student teacher;
12. checking daily lesson plans and long-range plans well in advance of their intended use;
13. scheduling time for the student teacher to observe other classrooms;
14. 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 roll.
   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 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 rolls;
   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, other 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 discipline techniques by:
   a. noting classroom management that works 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 in the classroom for a minimum of ten days. Most student teachers far exceed the ten-day minimum requirement. 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 the following evaluation forms: ST11 and ST12. These evaluations will be submitted to the Office of Student Teaching and maintained in a file under each cooperating teacher's name. 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 the student teacher's progress.

**Guidelines for University Supervisors**

The university supervisor will maintain a folder for each student teacher. The folder will contain the observation instruments used, 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 date and initial each document. The folder for each student teacher will be submitted to the Office of Student Teaching at the end of the semester.

Specific responsibilities of the university supervisor include:

1. working with the Office of Student Teaching in identifying appropriate school sites and qualified cooperating teachers;
2. making pertinent information about the student teacher available to the cooperating teacher;
3. furnishing the student teacher with pertinent information about the assigned school and cooperating teacher;
4. becoming acquainted with the faculty, students, policies, curriculum and school facilities of the assigned schools;
5. 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;
6. working closely with the cooperating teacher to avoid giving contradictory information to the student teacher;
7. being available as a resource person for the assigned cooperating teachers and student teachers;
8. helping student teachers to analyze their teaching experiences;
9. working with the cooperating teachers in evaluating the student teachers in terms of growth in skills and techniques in teaching;
10. observing the student teacher on a regular basis;
11. holding conferences with the student teacher following each observation;
12. providing constructive criticism through positive comments when applicable and, when negative comments are necessary, provide suggestions for improvement;
13. reporting any major problems concerning a student teacher to the Director of Student Teaching;
14. collecting all documentation on the student teacher from the cooperating teacher and student teacher, and submit 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 semester, the student teacher and cooperating teacher will have an opportunity to evaluate each university supervisor with whom they worked during the semester utilizing the following evaluation forms: ST9 and ST10. These evaluations will be submitted Student and Academic Services and maintained in a file under each university supervisor's name. 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:

1. becoming familiar with the University's student teaching program;
2. working closely with Office of Student Teaching;
3. orienting the faculty and staff about the student teaching program;
4. assisting the student teachers in initial orientation to the school;
5. becoming familiar with the student teachers assigned to the school and assisting in their development;
6. 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 treat you as a professional and not as a student. A positive attitude toward students, faculty, and staff is critical to accomplishment 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 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 resource 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 THE DEGREE / APPLICATION FOR CERTIFICATION

To apply for graduation, students must register for their degree for the semester in which they intend to graduate. Applications for certification should be made upon completion of program requirements. The student is responsible for completing all documents. Forms are available in Student and Academic Services, 213 Canevin Hall. Further information about certification applications will be discussed at the student teaching seminars.

PREPARING FOR YOUR CAREER AFTER GRADUATION

CAREER SERVICES CENTER

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 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 to be included in the placement file. Students may call for information at 412.396.6647.

DUQUESNE UNIVERSITY GRADUATE SCHOOL OF EDUCATION

Each student applying for graduate study must file an application for admission with Student and Academic Services, 214 Canevin Hall. An application form will be supplied by the Graduate Admissions and Advisement Office upon request. Closing date for receiving applications for the Fall Semester is August 1; for the Spring Semester, December 1; and for the Summer Session, May 1. Unless the application, accompanied by a complete set of official transcripts and credentials, is received on or before the aforementioned dates, no assurance can be given that a student will be permitted to register for the semester immediately following the application. A student will not be accepted for registration in graduate courses unless accepted for admission to the Graduate School of Education. Requirements for admission can be found in the Graduate Handbook for the School of Education.
Appendix A
Student Teaching Working Portfolio and Journal

INTRODUCTION

For evaluative, organizational and planning purposes, student teachers will keep a working portfolio of their student teaching experience. The portfolio will focus on providing evidence of the student teacher’s impact on student learning. Weekly reflections 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 this assignment 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 share your portfolio with faculty from the School of Education and other professionals in the education field at Exit Interviews. You will be asked to describe your professional growth as a result of student teaching and demonstrate your impact on student learning. You may also be asked in smaller groups to return to campus to share your progress with faculty.

THE PORTFOLIO

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 children’s work samples, photographs, lesson plans, drawings, pre and post assessments, projects, and/or other pieces of evidence of your impact on student learning. (No child should be able to be identified on the work samples you collect). You must capture at least one piece of evidence each week of your student teaching experience.

2. REFLECTIVE JOURNAL

Throughout your student teaching experience, you are required to write a weekly 1-2 page entry in your student teaching journal. The entries will reflect on the evidence of your becoming a leading teacher as demonstrated by your impact on student learning.

Reflect on the evidence of student learning that you collected this week. The following questions should provide a guide for your reflection. You may not need to respond to each question each week. Cross-reference your earlier writings as needed. Responses to the following 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 Appendix B. 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 is 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 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 superior or even exemplary 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.

Journal entries 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; however, your university supervisor may also ask you to send the reflections to him or her electronically.
Appendix B
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*

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.
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.
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*

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

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

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.
2. A leading teacher applies technologies that support effective teaching and learning, including adaptive technologies and his/her professional development.
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.
4. A leading teacher has the formal and informal training and experience to demonstrate mastery of one or more academic areas or disciplines.
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**

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.
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.
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 C
CODE OF ETHICS OF THE EDUCATION PROFESSION
Adopted by the NEA Representative Assembly, July 1975

PREAMBLE:

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive, and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

PRINCIPLE I - COMMITMENT TO THE STUDENT:

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.

2. Shall not unreasonably deny the student access to varying points of view.

3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.

4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.

5. Shall not intentionally expose the student to embarrassment or disparagement.

6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation unfairly:
   a. Exclude any student from participation in any program;
   b. Deny benefits to any student;
   c. Grant any advantage to any student.

7. Shall not use professional relationships with students for private advantage.

8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II - COMMITMENT TO THE PROFESSION:

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.
In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.