

**STUDENT TEACHING
HANDBOOK
FOR
EDUCATION MAJORS**

**SPECIAL EDUCATION
EARLY CHILDHOOD EDUCATION
ELEMENTARY EDUCATION
SECONDARY EDUCATION**

**The University of Scranton
Education Department
Revised Summer 2007**

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“Student teachers are covered by the University’s insurance policies while they are teaching. That covers liability. However, it should be noted that in the case of a physical injury to a student while the student is teaching, the student is not covered by the University’s worker’s compensation policy because the student is not an employee of the University. The student’s own insurance would have to cover any claims from such injuries, or, depending on the circumstances of the injury, the teaching site may be liable.”

(D. Christiansen, 2000)

Preface

This handbook has been prepared to assist the host school, the co-operating teacher, the university supervisor, and the student teacher in completing the twelve-week student teaching program. Furthermore, it is upon the twelve-week model that most of the guidelines contained herein are based—dates for form and project completion will vary, depending upon the actual student teaching period. Teacher preparation programs across the United States continue to evolve, calling for modifications in course work and programs to accommodate changing state certification requirements. The University of Scranton's Education Department, in recognizing the need to maximally prepare our educators for the future, offers programs that will prepare individuals to work specifically with children in various educational settings.

The policies, requirements, and procedures outlined here reflect the objectives of the education programs at The University of Scranton, yet allow enough flexibility to insure the meeting of individual situations and needs. Appreciation is expressed to those teachers, school administrators, university supervisors, and student teachers that have made contributions and suggestions for this handbook. Acknowledgement is given to the co-operating teachers and their schools for their professionalism in providing the student teacher with the guidance and support necessary in this final phase of the preparation program. Without their invaluable help, no program of preparation could be successful. You will be provided with the information on the best way to communicate with your university supervisor upon your initial meeting.

Additional Education Department contacts:

Lisa LoBasso
Director of Field Experience
Phone: 570-941-5518
Email: lobassol2@scranton.edu

Dr. Dona Bauman
Dr. Vanessa Silla-Zaleski
Directors of Basic Undergraduate
Education Programs
Phone: 570-941-7421
Email: baumand4@scranton.edu
sillav2@scranton.edu

Dr. Derry Stufft
Director of Graduate
Education Programs
Phone: 570-941-4301
Email: stufftd2@scranton.edu

Dr. Barbara Cozza
Chair, Education Department
Phone: 570-941-7421
Rm. 130 McGurrin Hall
Email: cozzab2@scranton.edu

The Challenge

Student teaching is the culminating experience in the program of teacher education. With this experience, the student utilizes the scholarship and reflective experience in the forum of the college classroom to positively impact the learning of the P-12 experience.

The student teaching experience should present an opportunity for growth, a sense of new responsibilities, and a personal and professional challenge to the aspiring teacher. If the effort to fully realize its potential for learning and growth is forthcoming, it should prove a rewarding and worthwhile experience.

The student teaching experience is an opportunity for a practical application of the model of the teacher as scholar and decision-maker and for the pre-service teacher to begin to find his or her own professional identity. It is an opportunity to develop skills, attitudes, and understandings about teaching and about themselves in the role of the teacher. It is an opportunity to open areas for study, to try various techniques, and to reflect on the effectiveness of those practices on the teaching/learning experience. Emphasis on honest self-evaluation and on personal and professional growth is central to a successful experience in teaching.

The Student Teacher

The student teacher is a representative of The University of Scranton and a guest in the host school. The student teacher, entering a professional situation, is expected to display a professional manner and is responsible for developing a positive working relationship within the assigned school setting.

Each student teacher is assigned to work with a co-operating teacher, an experienced teacher in his or her assigned grade/subject area. During the student teaching experience, the pre-service teacher will be both teacher and learner. No one is more important in helping the student teacher fill both of these roles than the co-operating teacher. The co-operating teacher can be a friend as well as mentor, counselor, and guide. Although the co-operating teacher is there to aid the student teacher, he or she has one overriding concern--the welfare of the students.

Student teachers are bound by all the rules and requirements that apply to the full-time faculty at the assigned school. They should learn those rules and requirements and feel free to ask the co-operating teacher for guidance when any questions arise. The student teacher, developing a positive working relationship within the school setting, should always confer with the co-operating teacher or university supervisor prior to taking any actions.

Roles and Responsibilities of the Student Teacher

1. Learn the rules and requirements that apply to full-time faculty. Tardiness, either at the beginning of the day or the start of a class, will not be tolerated. The working day, Monday through Friday, will be identical with that of the regular faculty. The only valid excuses for absence are illness, a death in your immediate family, or a professional activity approved by the university supervisor. Any absences will be made up by the student teacher. Whenever possible, confer with your university supervisor prior to any absence. If you

must be absent, it is your professional responsibility to telephone the school first. Second, you should contact the co-operating teacher so that he or she can plan to teach your classes. Third, notify your university supervisor, and, if applicable, the content area supervisor so an observational visit will not be scheduled on that day. Again, it is your responsibility to have the necessary telephone numbers and make the required telephone calls. This data should be procured *before* the student teaching experience. **Do not place the responsibility of notifying the people concerned in the hands of another individual.** If an emergency situation arises and you are unable to make the necessary telephone calls, ensure that a dependable individual makes them. Then, contact the university supervisor as soon as possible to explain the departure from established policy. If the university supervisor cannot be reached, call the Director of Field Experience at 570-941-5518 or the Education Department at 570-941-7421.

2. If you have assumed teaching responsibilities, you likewise have assumed the responsibility for delivering lesson plans to the co-operating teacher for use during your absence. Do not expect the co-operating teacher to step in without the necessary lesson plans, textbooks, or other relevant materials. It is good practice for you to develop a set of emergency plans to be used in the event of an absence. These can also serve as follow-up activities for lessons already taught. Update them periodically and leave them at the school. This may, in fact, be the policy for every teacher in your assigned school.
3. Learn your assigned school's guidelines and procedures for dealing with Various emergency situations (unauthorized building intruders, fire drills, etc.).
4. It is expected that student teachers display professional demeanor and conduct themselves accordingly at all times. Be positive in your interactions and don't allow personal problems to interfere with fulfilling responsibilities. Dress and groom neatly at all times—a professional appearance testifies to the student teacher's attitude towards the hosting school, the co-operating teacher, the students, and him or herself. A good general rule is to determine what is acceptable at your site and then increase that level one step up.
5. During fieldwork, student teachers enter into a privileged situation where they are exposed to a variety of confidential information. Certain materials, student records, school or classroom issues, and conversations may be of a confidential nature. The dissemination of such information is considered a breach of professional ethics, which may lead to your dismissal from the school and even the program. When in doubt about an issue, consult with your co-operating teacher and/or your university supervisor.

6. Undergraduate student teachers are required to perform at least 10 hours of service learning. These hours are to be approved by the University Supervisor and submitted to the Dean's Office.

The University Supervisor

The university supervisor and the co-operating teacher will work together to facilitate a productive relationship among all participants by providing the necessary support to help ensure a successful student teaching experience for everyone. This is accomplished by assuming the role of consultant, counselor, resource person, evaluator, and administrator.

Continuous feedback is crucial for your student teacher. It provides the substance needed for critical reflection allowing for improvement, refinement of necessary skills, and opportunities for growth. You will be expected to provide feedback by observing, conferencing, and assessing your student teacher. The continuous feedback to the student teacher should facilitate self-evaluation and self-improvement by the student teacher. Encourage the student teacher as he or she builds self-confidence. Collect observational data and conduct conferences that enable the student teacher to effectively engage in reflective practices, allowing for analysis of his or her lessons and implementation of modifications to instruction when needed.

PLAN → OBSERVE → CONFERENCE → ASSESS

PLAN for the observation of teaching. Conduct a pre-observation conference during which the expectations of the observation are stated.

OBSERVE the teaching of the student teacher. Take detailed notes to use during the post-observation conference. Go over the notes as soon as possible and prepare an analysis of the lesson before conferring with the student teacher.

CONFERENCE with the student teacher soon after the observation. The purpose is to give the student teacher feedback about his or her performance allowing for critical reflection by the student teacher. The conference gives the supervisor an opportunity to give valuable feedback to the student teacher. This is the time to indicate the strong points of the lesson, the weak points of the lesson, and to question segments of the lesson that were not clearly understood by students. Give specific suggestions as to performance in the classroom.

ASSESS the performance of the student teacher. Provide specific feedback regarding the lesson presentation. Look at the whole picture. As a supervisor, support the professional growth of your student teacher and help him or her develop traits needed for successfully teaching children.

Roles and Responsibilities of the University Supervisor

The university supervisor is a faculty member with significant K-12 teaching experience whose role is to serve as the liaison between school sites and the University with specific responsibilities concerning this role. After receiving school site assignments, the university supervisor should make the initial contact with his or her co-operating teachers. Prior to the start of the supervisory semester, orientation meetings are held on the University campus to introduce and explain program expectations and requirements. ***Attendance at this orientation session and meetings held throughout the semester is required.*** Weekly seminars with student teachers allow the university supervisor and student teachers the opportunity to focus on general concerns of group members and to provide materials and/or instruction as needed. These seminars are mandatory for both the supervisor and the student teachers.

The university supervisor promotes a positive relationship with the co-operating teacher by acting as a consultant in developing a quality student teaching experience. In this role, he or she helps to solve problems and provides information and materials as needed, maintains communication with the co-operating teacher and the student teacher while sharing concerns and successes about the student teaching experience. The supervisor also communicates with the co-operating teacher on a regular basis to discuss problems that the student teacher may experience, and helps to plan a sequential schedule for assuming teacher duties.

The supervisor aids in the development of the student teacher's self-confidence throughout the experience. Through analysis of the student teaching experience, the supervisor provides additional insights and assists the student teacher in meeting program objectives. Providing the student teacher with an avenue with which to discuss concerns about this experience and offering guidance to the student teacher in the areas of planning, instruction, management, and professional behavior, the supervisor suggests resources that can be utilized to complement these areas. The supervisor will make at least five (5) visits to the school site during the semester. The initial visit should take place early in the student's classroom assignment. It is a courtesy visit and does not require formal observation or evaluation. Henceforth, the student teacher should be observed and evaluated on a regular basis. Supervisors record and report on a minimum of four (4) observations of lessons taught. These observations are to be evenly-spaced, approximately every fifteen days for a regular twelve-week placement, in order to determine the development of the student teacher over the entire student teaching experience.

The university supervisor will act, in accordance to criteria established throughout the handbook, to remove a student from the student teaching program in the event of unremediated difficulties when one or more of the following exists:

- ❑ Unprofessional behavior
- ❑ Lack of preparation for teacher duties
- ❑ Frequent absenteeism
- ❑ Incompetence

With the aid of the co-operating teacher's evaluations, the student teacher's log, class observations, and the student teacher's final report, the university supervisor has the responsibility of determining the final grade of his or her student teachers. Supervisors will be communicating with the co-operating teacher at regular intervals throughout the semester to make this determination.

The Content Area Supervisor

The content area supervisor functions in the capacity of a consultant in the area of his or her specialty. The duty of the content area supervisor is to verify that the content that is being taught by the student teacher is valid. The input of the content supervisor is one source of information that the university supervisor uses to compose a grade in the "Planning" and in the "Instruction" areas that reflect content knowledge.

The content area supervisor will visit, observe, and confer with the student teacher on the validity and the organization of the subject matter as used by the student teacher in the classroom. This includes the student teacher's knowledge of content and its adaptation to the class and pedagogy pertinent to the content.

The content area supervisor will file reports on three observations of lessons taught by the student teacher. These visits should be evenly-spaced throughout the semester (approximately every twenty school days) in order to observe the progress and growth of the student teacher. After each visit, the observation report will be submitted to the university supervisor.

Content area supervisors should conduct a pre-observation conference, if possible, to discuss the expectations that the student teacher has for the teaching of the lesson. Following the lesson, the content supervisor should confer with the student teacher to discuss the lesson, strengths and weaknesses of content knowledge, and offer suggestions for improvement. In case of an issue where as content knowledge is weak, the content supervisor will notify the chair of the Education Department to discuss these matters. The content area supervisor will submit a visitation log at the conclusion of the semester.

The Co-operating Teacher

No teacher preparation program could claim success without the vital assistance of the co-operating teachers. Their role in the student teaching experience is indeed a critical one. No other person in the program can duplicate the value of the day-to-day contact that they have with the student teachers. Co-operating teachers should be experienced professionals, competent in their teaching area with a commitment to their students and learning in general. They should identify the apprehensions, concerns, and joys that a student teacher will experience, giving encouragement and feedback on a regular basis.

In order for the student teaching experience to accomplish its purpose in developing the competencies to meet the standards set forth by the Commonwealth of Pennsylvania, it is important that the co-operating teachers understand the University's Education program and help us in the final attainment of the program's outcomes. It is understood that by accepting one of our students, you are agreeing to help us in this endeavor. To accomplish these expectations, co-operating teachers will need to be aware of the outcome expectations of our program. They must also assume a role that is administrative, supervisory, collegial, and supportive. Clarification of these roles follows, but questions and dialogue concerning them is encouraged.

The following is provided to familiarize you with the Education Department's program:

- ❑ Students must apply for admission to student teaching at the beginning of the semester *prior* to the semester during which they expect to student teach.
- ❑ Student teaching applications are reviewed, and acceptance is based on the student's academic and non-academic record and performance.
- ❑ Students must complete all of their major courses, including Education and Teaching Area ones, with a grade of "C" or better and maintain a 3.0 G.P.A. in order to be considered eligible to student teach.
- ❑ The general education program, approximately sixty-three (63) credits, constitutes the rest of the University's liberal arts curriculum
- ❑ Students must provide reports on their Act 151 PA Criminal Background Check, Act 34 PA Child Abuse History Clearance, and Act 114 FBI Fingerprint Clearances. Clearances which report violations will result in the student being denied a student teaching placement.
- ❑ It should be noted that by the time the students have reached student teaching, they will have had multiple experiences for guided, systematic classroom observation as well as significant individualized and whole-class teaching.

The Co-operating Teacher as Colleague

Building a climate of collegiality will ease your student teacher in making the transition from "student" to "teacher." Treat the student teacher as a professional, and do not tolerate anything other than professional behavior from the student teacher. Introduce the student teacher to the social dynamics within the school, but please be aware that student teachers are not to get involved in internal school politics. Introduce the student teacher to support personnel and explain how they impact on the functioning of the school.

Familiarize the student teacher with the location/operation of copy machines, AV equipment, educational materials, computer areas, etc. Listen actively and reflectively. Guide your student teacher in the development of positive, professional behavior. Know that your student teacher's growth, like that of your students, is incremental, gradual, and

personal. Provide opportunities for your student teacher to practice new skills in a low-risk setting. Suggest methodologies, strategies, and materials freely as a means of increasing your student teacher’s repertoire of available options. Allow your student teacher to experiment with new methodologies and strategies, if well planned. Make your student teacher feel like a contributing part of the faculty. Allow your student teacher to interact with other teachers, paraprofessionals, administrators, and parents. Allow the student teacher to share classroom anxieties and triumphs with you regularly.

The co-operating teacher, as part of the student teaching team, is invited to make contributions and suggestions for the improvement of the student teaching program and this handbook. Following the student teaching experience, the co-operating teacher will be asked to complete a program evaluation. The evaluations are used to improve the program and are an integral part of our annual program evaluation.

Additionally, the co-operating teacher is invited to make use of the University’s Curriculum Laboratory located in the Weinberg Library (570-941-7526). Your student teacher can help you locate materials to complement your program. Faculty members of the Education Department are also available as resources. Please feel free to call on members if you are in need of their assistance.

The University of Scranton Education Department Student Teaching Time Table

Observations to lessons begin	60%-80% of all duties carried out	Full-time teaching	Transition back co-operating teacher
I	I	I	I
Week 1	Week 6	Week 8	Week 12

Roles and Responsibilities of the Co-operating Teacher

In orienting the student teacher, the following are recommended as a guide to prepare for the student teacher's entrance into your classroom:

1. Inform your regular students, as well as parents and other faculty members, of the arrival of your student teacher.
2. Familiarize yourself with The University of Scranton's student teaching program by attending an orientation session on campus and reviewing the handbook.
3. Make a copy of the class roster, daily schedule, and school policies and rules for your student teacher.
4. The student teacher is an emerging professional, and as such, will require a space to conduct his or her work just like a certified teacher. Provide a desk or table to serve as a workspace.
5. Acquaint your student teacher with important individuals and the site and its facilities, including:
 - ❑ Administrators
 - ❑ Other teachers and staff
 - ❑ The building and classrooms
 - ❑ Philosophies and objectives of your school's program
 - ❑ School regulations and your building's handbook in general
 - ❑ School safety policies and procedures
6. Introduce the student teacher to your classes as a member of the teaching team.

Please keep in mind that a positive orientation to the student teaching experience provides the student teacher with a sense of belonging that goes far toward fostering his or her professional growth and development.

The Co-operating Teacher as Mentor

Continuous feedback is crucial for the student teacher's improvement and refinement of necessary skills. You will be expected to provide feedback by observing, conferencing, and assessing the student teacher. The continuous feedback should facilitate self-evaluation and self-improvement by the student teacher. Encourage the student teacher as he or she builds self-confidence. Collect observational data, and conduct conferences that enable the student teacher to effectively analyze lesson plans and implement modifications to instruction when needed.

PLAN ~ OBSERVE ~ CONFERENCE ~ ASSESS

PLAN for the observation of teaching. Conduct a pre-observation conference during which the expectations of the observation are stated. Lesson plans should be checked and signed at least three (3) days prior to teaching.

OBSERVE the teaching of the student teacher. Take detailed notes to use during the post-observation conference. Go over the notes as soon as possible with the student teacher.

CONFERENCE with the student teacher soon after the observation. The conference gives the co-operating teacher an opportunity to give valuable feedback to the student teacher about his or her performance. This is the time to indicate the strong points of the lesson, the weak points of the lesson, and to question segments of the lesson that were not clearly understood by students. Give specific suggestions as to performance in the classroom.

ASSESS the student teacher's performance. Look at the whole picture. Provide specific feedback regarding the lesson presentation. Support your student teacher's professional growth and help him or her develop the competencies needed for success in the classroom.

Try to establish an appropriate balance between remaining with the student teacher and allowing him or her an opportunity for teaching independently. The co-operating teacher is expected to sign and date all lesson plans (after revisions, if necessary) as an indication that the plans are acceptable to use for teaching. No planning or poor planning by the student teacher means that he or she should not teach the lesson.

The co-operating teacher should complete one (1) Student Teacher Advancement toward Outcomes Evaluation Form addressing the areas of planning and evaluation, classroom instruction, classroom management and professional growth. The student teacher will submit self-evaluations addressing the same areas of concern at these same times. It is recommended that the student teacher and the co-operating teacher conduct a conference to discuss the evaluations after each has completed the forms independently. ***A three-way conference with the university supervisor is advisable whenever possible.***

The co-operating teacher should also complete four (4) Student Teacher Class Observation Forms. Again, lesson plans should be checked and signed lesson three (3) days prior to teaching. The schedule for submission of the evaluation forms is as follows:

- after fifteen (15) days of student teaching
- after thirty (30) days of student teaching
- after forty-five (45) days of student teaching
- after sixty (60) days of student teaching

Additionally, there is a form to be completed at the midway point and at the end of the student teacher's experience. The use of additional forms may be required (or suggested) by the university supervisor.

The student teacher should begin his or her experience by teaching a single course, with more eventually being added at the discretion of the co-operating teacher and the university supervisor. This should culminate in a minimum at least three weeks of full-time teaching. The co-operating teacher should assign the student teacher to duties beyond the classroom to aid in the awareness of the total school program, be available for discussions during the university supervisor's announced visits, and warn the student teacher of unprofessional behaviors before they become habitual. The co-operating teacher should contact the university supervisor immediately if the student teacher is absent unexpectedly, is chronically late, displays unprofessional behavior, is unplanned or unprepared for class, becomes involved in school politics, or shows any evidence of incompetence, all of which may threaten successful completion of the program.

Final Assessment

Assessment is based on the assumption that every student teacher develops minimum competence in all areas specified by the competencies. For successful completion, this needs to be verified by various observers, including the co-operating teacher. Assessment is both continuous and comprehensive. The assessment criteria below (also found on the Student Teacher Advancement Toward Outcomes Form) are the same by which the final evaluation of the student teacher's performance will be made. In the following areas, the student teacher should do the following:

Planning and Evaluation

- Demonstrate content knowledge appropriate to students' developmental levels
- Write clear objectives in a variety of formats appropriate to the lessons
- Use a variety of instruction, assessment and technology appropriate to concepts and grade level
- Design instruction to target individual student needs incorporating state and professional standards
- Assess students' prior knowledge in planning for effective instruction

Classroom / Individualized Instruction

- Organize classroom environment and learning experiences that promote effective whole class, small group, and individualized instruction
- Effectively communicate accurate and appropriately sequenced lesson content
- Monitor student understanding to assess progress and effectively modifies lesson content and/or instructional strategies
- Use strategies to facilitate student motivation and active learning
- Use appropriate grammar and sentence structure

Classroom Management

- Create and maintains an environment conducive to learning
- Clearly communicate expectations for learner behavior
- Promptly identify off-task behaviors and uses a variety of low profile interventions
- Respond appropriately to continued off-task behaviors and major disruptions
- Create and maintain a positive inclusive learning environment

Professional Growth & Development

- Exercise the need for discretion when dealing with students, parents, and professionals
- Maintain confidentiality in dealing with school matters
- Fulfill professional responsibilities promptly and consistently
- Engage in reflective practice and set goals for improvement
- Accept and use feedback

In conclusion, communication between parties and adherence to Handbook policies is essential for successful completion of the student teaching experience. Again, we in the Education Department at The University of Scranton wish to express our thanks and appreciation to the teachers and administrators in area schools who continue to assist us in preparing student teachers to become professional educators in the increasingly-challenging yet richly-rewarding art of teaching.

SPECIAL EDUCATION MAJOR

The student teacher is a representative of The University of Scranton and is a guest in the host school. As he or she is entering a professional situation, it is fully expected that a professional manner will be displayed at all times.

ATTENDANCE LOG

Student teachers will maintain a daily log, signed by their co-operating teachers, reflecting their attendance throughout student teaching. It must be available upon request by the university supervisor and the co-operating teacher (and others, if deemed necessary). The student teacher will follow the holiday and inclement weather schedules of his or her assigned site.

JOURNAL / LOG

Student teachers will maintain an ongoing journal/log of their student teaching experience. Entries will include personal reactions, reflective comments, questions for their co-operating teacher or university supervisor, notations regarding instructional activities/strategies, documentation of meetings, and other entries that verify student teaching activities, like parent conferences and extracurricular activities. At least two (2) dated entries must be made during each week of student teaching. The log should be available for review by the co-operating teacher and university supervisor. It must include verification (including dates) of at least three (3) weeks of full-time teaching responsibilities during each of the two (2) site assignments.

CLASSROOM DESCRIPTION AND CALENDAR

Student teachers will prepare a descriptive summary of their assigned class, including various pertinent details like student demographics, location, typical class/course content, examples of IEP goals/objectives, and staff and other resources. The description should be completed during the first week of each of the two (2) student teaching assignments, incorporating a calendar with details of a typical week and comments regarding relationship between class activities and student objectives.

STUDENT DESCRIPTIONS

Student teachers will prepare a descriptive summary of at least (3) exceptional students in each assigned class, incorporating a synopsis of the relevant content of the student IEP's, suggested instructional strategies, and other pertinent information gained from observation and the co-operating teacher, teacher aides, and/or parents. Care should be taken to respect student and family confidentiality, with all material prepared in a manner that precludes identification of individual students. These should be completed by the third week of each assignment.

CLASSROOM MANAGEMENT/POSITIVE BEHAVIORAL SUPPORT PLANS

Student teachers will prepare a class-wide behavior management plan consistent with the needs of their students in one of their assigned classes. This may be in the form

of a detailed report on current plans/procedures employed in their classroom or a new appropriate plan. Students will also conduct and document a functional assessment leading to an individualized positive behavior support plan for a least one student.

DATA-BASED DECISION MAKING

Student teachers will provide objective evidence of data-based decision making during each student teaching assignment. This can be in the form of classroom records, graphs, and daily/weekly probes, or other means as agreed upon by the student teacher, the co-operating teacher and/or the university supervisor.

PROFESSIONAL ACTIVITIES

Student teachers will provide objective evidence of active professional engagement and peer contact/communication outside of routine classroom responsibilities. This can be in the form of notes from professional meetings, calendar/journal entries regarding IEP and other meetings, or minutes verifying attendance at school or professional committees or other professional functions.

PARENT INVOLVEMENT

Student teachers will provide objective evidence of active parent contact/communication. This can be in the form of notes from parent meetings, copies of parent contact logs or calendar/journal entries regarding IEP and other meetings.

CO-OPERATING TEACHER ASSESSMENT

Student teachers will be assessed by their co-operating teachers in a variety of areas regarding their ability to implement “best practices” of special education. This will occur at least four (4) times--two (2) times during each student teaching assignment. Forms will be provided for this purpose and copies of these assessments should be retained by the student teacher.

UNIVERSITY SUPERVISOR OBSERVATIONS

Student teachers will be observed on many occasions. At least four (4) of these observations--two (2) during each student teaching assignment--will be documented on forms provided for this purpose. Copies of these observations should be retained by the student teacher.

SELF-EVALUATION

Student teachers will conduct at least (3) Advancement Toward Outcomes addressing Planning and Evaluation, Classroom / Individualized Instruction, Classroom Management, and Professional Growth and Development—two (2) at the first site, one (1) at the second site *as well as a final self-analysis*. Assessments should be conducted at the fourth and eighth week of each assignment. For the first three, students will use the “Advancement Toward Outcomes” form. The fourth and final self-analysis will be a two-page typed paper to be completed at the conclusion of the student teaching experience, reflecting upon the entire student teaching experience (Self-Analysis) while still focusing on the same four areas on the form. The student teacher and the co-operating teacher should hold a conference to discuss the evaluations after each has completed the forms

independently. A three-way conference with the university supervisor is advisable whenever possible.

SEMINARS

Student teachers must attend all seminars run by their university supervisor. These will typically be scheduled on a weekly basis and may be held at various school or university sites.

ROLES AND RESPONSIBILITIES OF THE SPECIAL EDUCATION STUDENT TEACHER

1. Demonstrate and maintain appropriate professional behaviors and demeanor consistent with the expectations of The University of Scranton's Education Department and the teacher, school, and district to which the student is assigned. This includes (but is not limited to) professional time frames, dress, language, and social conduct, as well as adherence to all regulations and expectations of an educator at the assigned school.
2. Demonstrate competency as a student teacher representing the University's Education Department.
3. Attend all assigned teaching days and seminars. Exceptions will only be made for serious illness and/or serious family emergencies such as death and bereavement. Absences (including excused absences) will be made up within the semester that student teaching is conducted.

The student teacher is expected to do the following:

- ❑ Teach students in a progressively more responsible manner leading to at least a three (3) week period of independent responsibility for the entire classroom at each assignment.
- ❑ Conduct teaching activities in a manner consistent with "best practices" of the Special Education profession and within the ethical parameters of the Council for Exceptional Children. This should include, but not be limited to, group and individual instruction, scheduling, individual and class-wide behavior management planning, materials development (e.g., learning stations, bulletin boards, and worksheets), classroom seating and organization, collaborating with other professionals, etc.
- ❑ Write and implement lesson plans consistent with the special needs of students and approved by the cooperating teacher. A format for lesson plans may be prescribed by the co-operating teacher or the university supervisor.
- ❑ Attend parent and professional meetings (typical of those engaged in by teachers at the assigned school) as required by the co-operating teacher, the host school, or the university supervisor.
- ❑ Engage in non-classroom responsibilities (typical of those engaged in by teachers at the assigned school) before, during and after regular

school hours as required by the co-operating teacher, the host school, or the university supervisor.

- ❑ Maintain a work and teaching schedule comparable to that of the teachers to which the student is assigned and to other teachers in the school.
- ❑ Complete and submit required forms and documentation consistent with the Student Teacher Handbook and other material as requested by the co-operating teacher and/or the university supervisor.

Failure to submit records and designated items as scheduled will adversely affect your final student teaching grade.

ROLES AND RESPONSIBILITIES OF THE CO-OPERATING TEACHER

The co-operating teacher serves as a host, mentor, and role model for the student teacher. The co-operating teacher is requested to do the following:

1. Observe, assess and supervise the student teacher in multiple special education activities.
2. Provide professional direction and support for the student teacher, which includes identifying areas of weakness and recommendations for improvement.
3. Document student growth and accomplishments informally (through conversations with the university supervisor and the student teacher) as well as formally (via documents provided by the University).
4. Lead the student teacher through successive levels of independence culminating in a minimum of at least three (3) weeks of full instructional responsibility for the assigned class.
5. Communicate with the university supervisor as needed.

ROLES AND RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The university supervisor is a consultant who acts as a liaison between the University's Education Department and the student teacher and the co-operating teacher, and is there for their mutual support. The university supervisor will do the following:

1. Facilitate the initial student placement in the assigned classroom and transition between placements.
2. Meet regularly with the co-operating teacher and student.
3. Observe and assess students and collect forms and assignments as needed.
4. Conduct regularly-scheduled meetings and seminars with student teachers.
5. Act to resolve problems identified by the co-operating teacher in a timely manner. This may include the removal or change of a student assignment following other appropriate consultation and remedial actions. Removal or change is typically reserved for cases of serious incompatibility, lack of preparation, frequent absences, unsatisfactory performance, or other unprofessional behaviors.

EARLY CHILDHOOD EDUCATION MAJOR

The student teacher is a representative of The University of Scranton and is a guest in the host school. As he or she is entering a professional situation, it is fully expected that a professional manner will be displayed at all times. The student teacher will follow the holiday and inclement weather schedules of his or her assigned site.

OBSERVATIONS

The student teacher begins the student teaching experience with classroom observations. These observations should cover a wide range of academic (including mathematics, science, social studies, language arts, art, music, and health activities) as well as non-academic (story time, lunch, snack, and structured/unstructured play activities) experiences. The student teacher may be asked by the university supervisor to keep an accurate record of all observations.

LESSON PLANNING

Effective teaching requires both long-term and daily planning. The student teacher is required to have prepared a detailed plan for all subjects to be taught.

Detailed plans are needed because...

- ❑ They help maintain direction in the event of interruptions or emergencies.
- ❑ They keep objectives visible.
- ❑ They provide freedom and flexibility while teaching by providing a solid framework for material to be covered.
- ❑ They help to ensure barriers against problems that arise due to lack of preparation.

In order to gain the full value of the co-operating teacher's knowledge and experience, the student teacher is expected to discuss his or her plans with the cooperating teacher prior to teaching the lesson. Each plan, along with supporting materials, must be reviewed and approved by the co-operating teacher in advance of the scheduled class. This must be documented with the co-operating teacher's signature and date. These plans should be discussed well enough in advance for the student teacher to gain the full value of the co-operating teacher's knowledge and experience. Lesson plans should be submitted at least three (3) days in advance of teaching the lesson to give the co-operating teacher the opportunity to provide feedback. The co-operating teacher has a wealth of content knowledge and in order to derive the full pedagogical benefit and knowledge, the student teacher will discuss lesson plans prior to their lesson.

TEACHING

The student teacher should begin accepting teaching duties as early as both the student teacher and the co-operating teacher believe would be beneficial. Teaching responsibilities should gradually increase until the student teacher is assuming full responsibility for the entire day. It is expected that student teachers will have minimal teaching responsibilities (story time, calendar activities, etc.) by their second or third day in the classroom. Teaching time constitutes any time (e.g., story time, recess or nap, small

group instruction, opening activities, etc.) during which you are responsible for a group of students' learning and behavior. Teaching assignments must include mathematics, science, social studies, language arts, health, and expressive arts. It should be remembered that at all times the co-operating teacher is the master teacher and ultimately responsible for classroom activities. The student teacher should teach in accordance with this understanding.

SYSTEMATIC OBSERVATION

At the beginning of their classroom experience, student teachers are required to systematically observe, document, and report on four (4) students. A varied cross-section of pupils should be chosen as subjects, with real names not used for reasons of confidentiality. Each of the four descriptive paragraphs should include information regarding the physical, social, emotional, and cognitive development of the child. These paragraphs will be due at the second student teaching seminar. A second paragraph on each student will be written and submitted at the end of student teaching, noting any changes observed. Thus, a total of eight (8) observational reports are to be completed.

PROFESSIONAL ACTIVITIES

The Early Childhood Education student teacher is required to assume the non-teaching duties that are a part of the assignment of the co-operating teacher (e.g., lunch duty, recess duty, bus duty, bulletin board, material preparation, etc.). It is expected that the student teacher attend school functions like P.T.O meetings, workshops, and back-to-school nights.

THE JOURNAL

The student teacher is required to maintain a daily reflective journal during student teaching. This journal should contain comments concerning the teacher's role, an understanding of that role, interesting events, unusual happenings, and personal reflections on the teaching task. The journal should not recap the day's teaching, but should instead be an opportunity for reflection on the day's events and their effect on the student teacher as an individual and a professional. Confidentiality is of major importance. Thus, student and teacher names should not be used.

SELF-EVALUATION

Student teachers will conduct at least four (4) self-assessments addressing Planning and Evaluation, Classroom / Individualized Instruction, Classroom Management, and Professional Growth and Development—two (2) at each site. Assessments should be conducted at the third and sixth week of each assignment. For the first three, students will use the "Advancement toward Outcomes" form. The fourth and final self-assessment will be a two-page typed paper to be completed at the conclusion of the student teaching experience, reflecting upon the entire student teaching experience while still focusing on the same four areas on the form. The student teacher and the co-operating teacher should hold a conference to discuss the evaluations after each has completed the forms independently. A three-way conference with the university supervisor is advisable whenever possible.

PROFESSIONAL SEMINAR

The student teacher is required to attend the weekly professional seminar that is conducted by the university supervisor. Seminars are an integral part of the early childhood student teaching experience, providing the support necessary to successfully negotiate this important time in one's pre-service training. Seminars give the university supervisor an opportunity to provide resources, information, and guidance to the student teacher. All student teachers are expected to be active participants.

ITEMS FOR SUBMISSION

Periodically-submitted materials according to the university supervisor's requirements include the following:

- Co-operating teacher observations/evaluations
- Self-evaluations
- Systematic observations of classroom students
- Student teaching journal

Final submission after completion of the student teaching experience includes the following:

- Final co-operating teacher evaluation
- Final self-evaluation
- Final systematic observations of classroom students
- Professional activities log
- Student teaching journal

Failure to submit records and designated items as scheduled will adversely affect your final student teaching grade.

ELEMENTARY EDUCATION MAJOR

The student teacher is a representative of The University of Scranton and is a guest in the host school. As he or she is entering a professional environment, it is fully expected that a professional manner will be displayed at all times.

TIME REQUIREMENTS

The student teacher will follow the regular teacher day for a minimum of twelve (12) weeks or sixty (60) school days. The student teacher will follow the holiday and inclement weather schedules of his or her assigned site.

OBSERVATIONS

The student teacher begins the student teaching experience with classroom observations. These observations should include classes of the co-operating teacher, of other teachers in the school, and of non-academic activities. These non-academic activities can include, but are not limited to, supervised activities sponsored by the school or other public agencies. Some of this observation time will be spent in the early weeks of the student teaching experience as the student familiarizes him or herself with the routine of the classroom to which they are assigned. Other time for observation can be completed at the end of the assignment as the cooperating teacher begins to resume teaching duties and responsibilities. The student teacher may be asked by the university supervisor to keep an accurate record of all observations.

LESSON PLANNING

Effective teaching requires both long-term and daily planning. The student teacher is required to have prepared a detailed plan for all subjects to be taught.

Detailed plans are needed because...

- ❑ They help maintain direction in the event of interruptions or emergencies.
- ❑ They keep objectives visible.
- ❑ They provide freedom and flexibility while teaching by providing a solid framework for material to be covered.
- ❑ They help to ensure barriers against problems that arise due to lack of preparation.

In order to gain the full value of the co-operating teacher's knowledge and experience, the student teacher is expected to discuss his or her plans with the cooperating teacher prior to teaching the lesson. Each plan, along with supporting materials, must be reviewed and approved by the co-operating teacher in advance of the scheduled class. This must be documented with the co-operating teacher's signature and date. These plans should be discussed well enough in advance for the student teacher to gain the full value of the co-operating teacher's knowledge and experience. Lesson plans should be submitted at least three (3) days in advance of teaching the lesson to give the co-operating teacher the opportunity to provide feedback. The co-operating teacher has a

wealth of content knowledge and in order to derive the full pedagogical benefit and knowledge, the student teacher will discuss lesson plans prior to their lesson.

TEACHING

The student teacher should begin teaching duties as early as both the student teacher and the co-operating teacher believe would be beneficial. The student teacher should begin by teaching a single subject, with subjects being added at the discretion of the co-operating teacher and the university supervisor until the student teacher is assuming the full teaching load. The student teacher should eventually teach full-time for at least three (3) weeks.

SYSTEMATIC OBSERVATIONS

At the beginning of their classroom experience, student teachers are required to systematically observe, document, and report on five (5) students. A varied cross-section of pupils should be chosen as subjects, with real names not used for reasons of confidentiality. Each of the five descriptive paragraphs should include information regarding the physical, social, emotional, and cognitive development of the child. A second paragraph on each student will be written and submitted at the end of student teaching, noting any changes observed. Thus, a total of ten (10) observational reports are to be completed. Paragraphs will be submitted to the university supervisor according to the schedule given at the weekly seminar.

PROFESSIONAL ACTIVITIES

The Elementary Education student teacher is required to assume the non-teaching duties that are a part of the assignment of the co-operating teacher (e.g., lunch duty, recess duty, bus duty, bulletin board, material preparation, etc.). It is expected that the student teacher attend school functions like P.T.O meetings, workshops, and back-to-school nights. Non-teaching activities should be noted on the record of hours form but should not be counted as hours toward observation or teaching time.

THE JOURNAL

The student teacher is required to maintain a daily reflective journal during student teaching. This journal should contain comments concerning your role as a teacher as well as your understanding of that role, interesting events, unusual happenings, and personal reflections on the teaching task. The journal should not recap the day's teaching, but should instead be an opportunity for reflection on the day's events and their effect on the student teacher as an individual and a professional. Confidentiality is of major importance. Thus, student and teacher names should not be used.

SELF-EVALUATION

Student teachers will conduct at least four (4) self-assessments addressing Planning and Evaluation, Classroom / Individualized Instruction, Classroom Management, and Professional Growth and Development. For the first three, students will use the "Advancement Toward Outcomes" form. The fourth and final self-assessment will be a two-page typed paper to be completed at the conclusion of the

student teaching experience, reflecting upon the entire student teaching experience while still focusing on the same four areas on the form. The student teacher and the co-operating teacher should hold a conference to discuss the evaluations after each has completed the forms independently. A three-way conference with the university supervisor is advisable whenever possible.

PROFESSIONAL SEMINAR

The student teacher is required to attend the weekly professional seminar that is conducted by the university supervisor. Seminars are an integral part of the student teaching experience, providing the support necessary to successfully negotiate this important time in one's pre-service training. Seminars give the university supervisor an opportunity to provide resources, information, and guidance to the student teacher. All student teachers are expected to be active participants.

ITEMS FOR SUBMISSION

Periodically-submitted materials according to the university supervisor's requirements include the following:

- Co-operating teacher observations/evaluations
- Self-evaluations
- Systematic observations of classroom students
- Student teaching journal

Final submission after completion of the student teaching experience includes the following:

- Final co-operating teacher evaluation
- Final self-evaluation
- Final systematic observations of classroom students
- Professional activities log
- Student teaching journal

Failure to submit records and designated items as scheduled will adversely affect your final student teaching grade.

SECONDARY EDUCATION MAJOR

The student teacher is a representative of The University of Scranton and is a guest in the host school. As he or she is entering a professional environment, it is fully expected that a professional manner will be displayed at all times.

TIME REQUIREMENTS

The student teacher will follow the regular teacher day for a minimum of twelve (12) weeks or sixty (60) school days. The student teacher will follow the holiday and inclement weather schedules of his or her assigned site.

OBSERVATIONS

The student teacher begins the student teaching experience with classroom observations. These observations must include a combination of classes of the co-operating teacher, other teachers in the teaching area or department, teachers in other subject areas, and of non-academic activities. Some of this observation time will be spent in the early weeks of the student teaching experience as the student familiarizes himself or herself with the routine of the assigned classroom. Other time for observation can be completed at the end of the assignment, as the co-operating teacher begins to resume teaching duties and responsibilities. The student teacher may be asked by the university supervisor to keep an accurate record of all observations.

LESSON PLANNING

Effective teaching requires both long-term and daily planning. The student teacher is required to have prepared a detailed plan for all classes to be taught.

Detailed plans are needed because...

- ❑ They help maintain direction in the event of interruptions or emergencies.
- ❑ They keep objectives visible.
- ❑ They provide freedom and flexibility while teaching by providing a solid framework for material to be covered.
- ❑ They help to ensure barriers against problems that arise due to lack of preparation.

In order to gain the full value of the co-operating teacher's knowledge and experience, the student is expected to discuss his or her plans with the co-operating teacher prior to teaching the lesson. Each plan, along with supporting materials, must be reviewed and approved in advance of the scheduled class. This must be documented with the co-operating teacher's signature and date. Lesson plans should be submitted at least three (3) days in advance of teaching the lesson to give the co-operating teacher the opportunity to provide feedback. The co-operating teacher has a wealth of content knowledge and in order to derive the full pedagogical benefit and knowledge, the student teacher will discuss lesson plans prior to their lesson.

TEACHING

All teaching plans must be kept on file along with copies of tests, quizzes, handouts, etc., and be available for review by the university supervisor at any given time. The student teacher should begin teaching duties as early as both the student teacher and the co-operative teacher believe would be beneficial. The student teacher should begin by teaching a single class, with classes being added at the discretion of the co-operating teacher and university supervisor until the student teacher is assuming the full teaching load. The student teacher should eventually teach full time for at least three (3) weeks.

SYSTEMATIC OBSERVATIONS

At the beginning of their classroom experience, student teachers are required to systematically observe, document, and report on five (5) students. A varied cross-section of pupils should be chosen as subjects, with real names not used for reasons of confidentiality. Each of the five descriptive paragraphs should include information regarding the physical, social, emotional, and cognitive development of the child. A second paragraph on each student will be written and submitted at the end of student teaching, noting any changes observed. Thus, a total of ten (10) observational reports are to be completed. Paragraphs will be submitted to the university supervisor according to the schedule given at the weekly seminar.

PROFESSIONAL ACTIVITIES

The Secondary Education student teacher is required to assume the non-teaching duties that are a part of the assignment of the co-operating teacher (e.g., lunch duty, recess duty, bus duty, bulletin board, material preparation, etc.). It is expected that the student teacher attend school functions like P.T.O meetings, workshops, and back-to-school nights. Non-teaching activities should be noted on the record of hours form but should not be counted as hours toward observation or teaching time.

THE JOURNAL

The student teacher is required to maintain a daily reflective journal during student teaching. This journal should contain comments concerning your role as a teacher as well as your understanding of that role, interesting events, unusual happenings, and personal reflections on the teaching task. The journal should not recap the day's teaching, but should instead be an opportunity for reflection on the day's events and their effect on the student teacher as an individual and a professional.

SELF-EVALUATION

Student teachers will conduct at least four (4) self-assessments addressing Planning and Evaluation, Classroom / Individualized Instruction, Classroom Management, and Professional Growth and Development. For the first three, students will use the "Advancement Toward Outcomes" form. The fourth and final self-assessment will be a two-page typed paper to be completed at the conclusion of the student teaching experience, reflecting upon the entire student teaching experience while still focusing on the same four areas on the form. The student teacher and the co-

operating teacher should hold a conference to discuss the evaluations after each has completed the forms independently. A three-way conference with the university supervisor is advisable whenever possible.

PROFESSIONAL SEMINAR

The student teacher is required to attend the weekly professional seminar that is conducted by the university supervisor. Seminars are an integral part of the students teaching experience, providing the support necessary to successfully negotiate this important time in one's pre-service training. Seminars give the university supervisor an opportunity to provide resources, information, and guidance to the student teacher. All student teachers are expected to be active participants.

Failure to submit records and designated items as scheduled will adversely affect your final student teaching grade.

ITEMS FOR SUBMISSION

Periodically-submitted materials according to the university supervisor's requirements include the following:

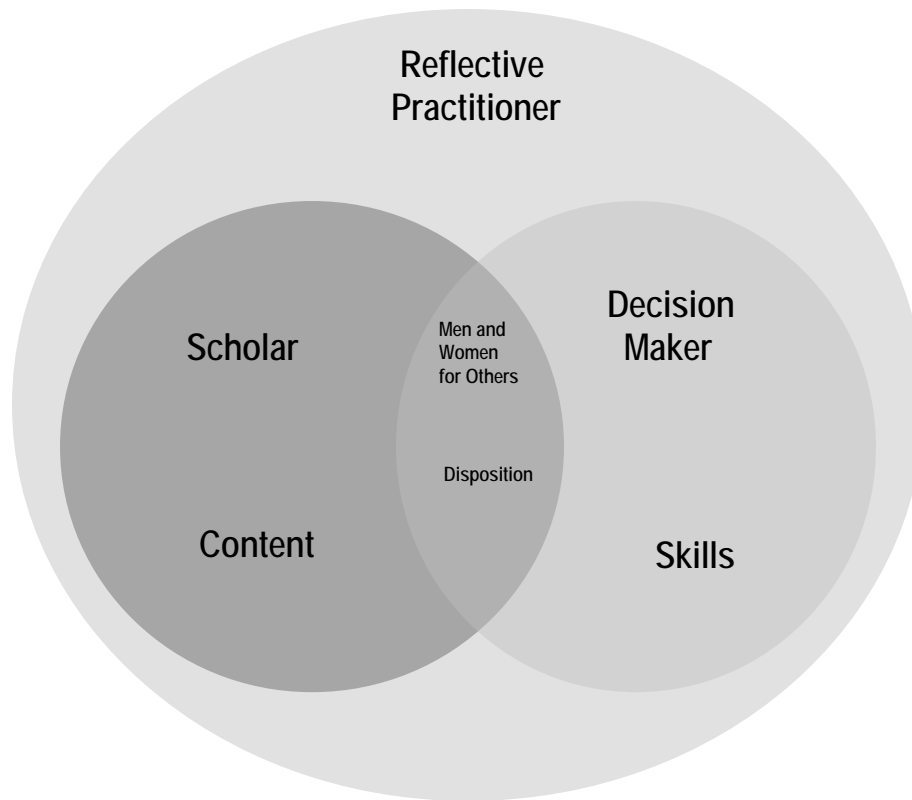
- Co-operating teacher observations/evaluations
- Self-evaluations
- Systematic observations of classroom students
- Student teaching log

Final submission after completion of the student teaching experience includes the following:

- Final co-operating teacher evaluation
- Final self-evaluation
- Final systematic observations of classroom students
- Professional activities log
- Student teaching journal

Appendices

The Unit's Scholar/Decision-Maker Model



Actively Seeking Knowledge and Making Reasoned Professional Decisions

The largest circle represents the reflective practitioner, combining all aspects of the teacher candidate as a scholar and decision-maker. Advocacy for reflection is found in the pragmatic philosophy of education espoused by Dewey (1933, pg.2). Dewey believed that the most important teacher quality is the ability to engage in critical reflection. Dewey viewed reflective thought as an active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds supporting it and future conclusions to which it tends (Dewey, 1933, pg.6). It is for these reasons that the Unit provides teacher candidates and educators with multiple opportunities for reflective practice throughout all programs in both informal and formal ways.

The Scholar/Decision-Maker Conceptual Framework Model lays the groundwork for success among professionals in education. Educators who actively seek knowledge and make reasoned professional decisions are bound to be successful and, equally important, pass these characteristics on to students in order to make them lifelong learners.

Student Teacher Performance Assessment

The Education Department uses a variety of assessment tools in order to monitor its student teachers. Two meetings are held throughout the course of the semester in order to orient local teachers to the philosophy of the Department.

Weekly meetings are held, in which the student teachers are grouped (approximately four to five per group) according to their majors, where university supervisors monitor student teacher paperwork, co-operating teacher notes, track student hours of observation and teaching, and discuss individual their areas of weaknesses or strengths. These group formats are further supplemented by individual meeting between University faculty, co-operating teachers, and the student teachers, where progress in various areas of actual teaching duties are analyzed.

Some of the forms utilized include the following:

Student Teacher Advancement Toward Outcomes Evaluation Form (completed twice per student teacher each semester and four times by the student teacher). This form looks at the following areas: Planning and Evaluation, Classroom/Individualized Instruction, Classroom Management, and Professional Growth & Development. Supervisors and students address these areas using prose.

Final Student Teacher Evaluation Form (completed at the completion of the student teaching experience by the university supervisor and the co-operating teacher). This form addresses the same areas as above but the supervisor rates these areas according to a scale.

PDE's Statewide Evaluation Form for Student Professional Knowledge and Practice (completed twice per student teacher each semester by the university supervisor)

Co-operating teachers must sanction student teacher lesson plans two to three days before the actual lesson is taught. Additionally, on the form, students must reflect upon the lesson plan as to its strengths and weaknesses. Elementary Education majors' lessons are evaluated formally at least eight times, while Secondary Education majors have an additional three formal observations by content area supervisors. Additionally, there are forms that track student teacher attendance, teaching and observation hours, and out-of-classroom professional activities. These forms are currently in a state of transition and are being revised.

ALIGNMENT OF PDE STANDARDS, UNIT STANDARDS FOR INITIAL PROGRAMS, AND INTASC PRINCIPLES

Pennsylvania Statewide Evaluation for Student Professional Knowledge and Practice

<p>Category I: Planning and Preparation – Student teacher/candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Student teacher makes plans and sets goals based on the content to be taught/learned, their knowledge of assigned students and his/her instructional context. <i>Alignment with PA Code, Act 354.33. (1)(i)(A), (B), (C), (G), (H)</i> <i>Aligned with the UofS Scholar/Decision-Maker: Planning Domains</i></p>	<p>Category II: Classroom Environment – Student teacher/candidate establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior. <i>Alignment with PA Code, Act 354.33. (1)(i)(E), (B)</i> <i>Aligned with the UofS Scholar/Decision-Maker: Instruction Domains</i></p>	<p>Category III – Instructional Delivery - Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies. <i>Alignment with PA Code 22, Act 354.33. (1)(i)(D),(F),(G)</i> <i>Aligned with the UofS Scholar/Decision-Maker: Management Domains</i></p>	<p>Category IV – Professionalism - Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building. <i>Alignment with PA Code 22, Act 354.33. (1)(i)(I),(J)</i> <i>Aligned with the UofS Scholar/Decision-Maker: Professional Growth Domains</i></p>
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The University of Scranton Unit Standards

As Scholars, teacher candidates...

As Decision-Makers, teacher candidates...

<p>plan teaching models that use major concepts, principles, theories, research and technology related to learning, including attention to the needs of diverse learners</p> <p>1.Planning</p>	<p>implement the central concepts, tools of inquiry, and structures of content for the various developmental levels of diverse populations and use continuous reflective self-assessment for professional growth.</p> <p>2.Instruction</p>	<p>utilize data gathering techniques that include research, analytical processes, assessment and the use of appropriate technology throughout the curriculum. Candidates practice proper professional behaviors and deal ethically with colleagues, superiors, students and families.</p> <p>3.Management</p>	<p>apply effective verbal, written and technological communication and management techniques, and react with sensitivity to the various needs and feelings of students, families, colleagues and others.</p> <p>4.Professional Growth</p>	<p>design instruction for the diversity of student needs, based on the use of appropriate learning theory, content knowledge including academic content standards, multicultural materials, and technological options.</p> <p>1.Planning</p>	<p>develop goals and objectives appropriate for all students and integrate a variety of teaching strategies based on the assessed needs of their diverse student population.</p> <p>2.Instruction</p>	<p>show concern for peers and students by managing positive, respectful and safe learning environments, and by demonstrating the belief that all children can learn.</p> <p>3.Management</p>	<p>effectively communicate with colleagues, administrators, families and other professionals and facilitate the social acceptance of diverse populations by encouraging positive relationships, and considering feedback from those relationships. Appropriate professional behaviors are practiced consistently.</p> <p>4.Professional Growth</p>
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The Teacher...

Interstate New Teacher Assessment and Support Consortium (INTASC) Principles

<p>understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p> <p><i>Aligned with Scholar 1</i></p>	<p>understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.</p> <p><i>Aligned with Scholar 1,4</i></p>	<p>understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p> <p><i>Aligned with Scholar 2; Decision-Maker 2</i></p>	<p>understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p> <p><i>Aligned with Decision-Maker 1</i></p>	<p>uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p> <p><i>Aligned with Scholar 3; Decision-Maker 3</i></p>	<p>uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p><i>Aligned with Decision-Maker 3</i></p>	<p>plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p> <p><i>Aligned with Decision-Maker 1</i></p>	<p>understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.</p> <p><i>Aligned with Decision-Maker 2</i></p>	<p>is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p> <p><i>Aligned with Scholar 4; Decision-Maker 3,4</i></p>	<p>fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p> <p><i>Aligned with Decision-Maker 4</i></p>
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ALIGNMENT OF PDE, UNIT STANDARDS FOR ADVANCED PROGRAMS AND NBPTS CORE PROPOSITIONS FOR ADVANCED PROGRAMS: READING, CURRICULUM AND INSTRUCTION, SPECIAL EDUCATION, ENGLISH AS A SECOND LANGUAGE, AND EARLY CHILDHOOD EDUCATION

PDE Standards for Professional Competency

<p>Category I: Planning and Preparation – Teacher demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Teacher makes plans and sets goals based on the content to be taught/learned, their knowledge of assigned students and his/her instructional context. <i>Alignment with PA Code, Act 354.33. (1)(i)(A), (B), (C), (G), (H)</i> <i>Aligned with the UofS Scholar/Decision-Maker: Planning Domains</i></p>	<p>Category II: Classroom Environment – Teacher establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior. <i>Alignment with PA Code, Act 354.33. (1)(i)(E), (B)</i> <i>Aligned with the UofS Scholar/Decision-Maker: Instruction Domains</i></p>	<p>Category III – Instructional Delivery - Teacher, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies. <i>Alignment with PA Code 22, Act 354.33. (1)(i)(D),(F),(G)</i> <i>Aligned with the UofS Scholar/Decision-Maker: Management Domains</i></p>	<p>Category IV – Professionalism - Teacher demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building. <i>Alignment with PA Code 22, Act 354.33. (1)(i)(I),(J)</i> <i>Aligned with the UofS Scholar/Decision-Maker: Professional Growth Domains</i></p>
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The University of Scranton Unit Standards as Decision-Makers, Teachers...

<i>As Scholars, teachers...</i>				<i>as Decision-Makers, Teachers...</i>			
<p>plan teaching models that use major concepts, principles, theories, research and technology related to learning, including attention to the needs of diverse learners</p> <p>1.Planning</p>	<p>implement the central concepts, tools of inquiry, and structures of content for the various developmental levels of diverse populations and use continuous reflective self-assessment for professional growth.</p> <p>2.Instruction</p>	<p>utilize data gathering techniques that include research, analytical processes, assessment and the use of appropriate technology throughout the curriculum. Candidates practice proper professional behaviors and deal ethically with colleagues, superiors, students and families.</p> <p>3.Management</p>	<p>apply effective verbal, written and technological communication and management techniques, and react with sensitivity to the various needs and feelings of students, families, colleagues and others.</p> <p>4.Professional Growth</p>	<p>design instruction for the diversity of student needs, based on the use of appropriate learning theory, content knowledge including academic content standards, multicultural materials, and technological options.</p> <p>1.Planning</p>	<p>develop goals and objectives appropriate for all students and integrate a variety of teaching strategies based on the assessed needs of their diverse student population.</p> <p>2.Instruction</p>	<p>show concern for peers and students by managing positive, respectful and safe learning environments, and by demonstrating the belief that all children can learn.</p> <p>3.Management</p>	<p>effectively communicate with colleagues, administrators, families and other professionals and facilitate the social acceptance of diverse populations by encouraging positive relationships, and considering feedback from those relationships. Appropriate professional behaviors are practiced consistently.</p> <p>4.Professional Growth</p>

Five Core Propositions of the National Board for Professional Teaching Standards

<p>Teachers are committed to students and their learning. Accomplished teachers develop students' cognitive capacity and their respect for learning. They foster students' self-esteem, motivation, character, civic responsibility and their respect for individual, cultural, religious and racial difference.</p> <p>Aligned with Scholar 4; Decision-Maker 4</p>	<p>Teachers know the subjects they teach and how to teach those subjects to students. Accomplished teachers have an instructional repertoire that allows them to create multiple paths to the subjects they teach, and they are adept at teaching students how to pose and solve problems.</p> <p>Aligned with Scholar 1,2; Decision-Maker 1,2</p>	<p>Teachers are responsible for managing and monitoring student learning. Accomplished teachers can assess the progress of individual students as well as that of the class as a whole. They employ multiple methods for measuring student growth and understanding and can clearly explain student performance to parents.</p> <p>Aligned with Scholar 3; Decision-Maker 3</p>	<p>Teachers think systematically about their practice and learn from experience. Striving to strengthen their teaching, accomplished teachers critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgement and adapt their teaching to new findings, ideas and theories.</p> <p>Aligned with Scholar 2; Decision-Maker 3</p>	<p>Teachers are members of learning communities. Accomplished teachers find ways to work collaboratively and creatively with families and other who support the student, engaging them productively in the work of the school.</p> <p>Aligned with Scholar 3,4; Decision-Maker 3,4</p>
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University supervisors: 4 per student (1 every 15 days)
Co-operating teachers: 4 per student (1 every 15 days)
Content area supervisors: 3 per student (1 every 20 days)

The University of Scranton
Education Department
Student Teaching Lesson Plan Observation Form (SPEC ED, ECE, EL ED, SEC ED)

Student Teacher _____ Subject area _____ Topic _____

Co-operating teachers and university supervisors will make four (4) periodic observations (approximately every fifteen days) of lessons planned and taught by the student teacher. Content area supervisors will make three (3) periodic observations (approximately every twenty days). As the student teacher conducts the lesson, use this form to comment on performance in areas such as setting direction, methods of instruction, management, use of resources, implementation of plans, and overall evaluation of student performance.

Strengths:

Goals for improvement:

Observer _____ Date _____

(Please circle one)

University supervisor
Content area supervisor
Co-operating teacher

White: Student's copy

Yellow: University supervisor's copy

Pink: Co-operating teacher's copy

Co-operating teachers: 1 per student (midway)
Student teachers: 3 per student (one every 15 days)

The University of Scranton
Education Department
Student Teacher Advancement toward Outcomes
Evaluation Form (SPEC ED, ECE, EL ED, SEC ED)

Co-operating teachers will use this form to evaluate the student teacher's progress toward the professional outcomes noted in the Student Teaching Handbook midway through the student teaching experience (approximately thirty school days).

Student teachers will use this form for **three (3)** separate self-evaluations according to the schedule given to them by their university supervisor.

1. Planning & Evaluation:

2. Classroom / Individualized Instruction:

3. Classroom Management:

4. Professional Growth & Development:

Student teacher _____ Date _____

Co-operating teacher(s) _____ School _____

Who completed this form? (Please circle one) Student teacher Co-operating teacher

White: Student's copy Yellow: University supervisor's copy Pink: Co-operating teacher's copy

Co-operating teachers: 1 per student (at end)

The University of Scranton
Education Department
Final Student Teacher Evaluation Form (SPEC ED, ECE, EL ED, SEC ED)

Student teacher _____ School _____

Major _____

Observer _____ Date _____

This form is to be completed at the end of the teaching experience by the co-operating teacher.

Evaluation Scale: 1 = Unacceptable, 2 = Poor (below average), 3 = Acceptable (average), 4 = Very Good, 5 = Excellent

PROFESSIONAL GROWTH	ACHIEVEMENT	RECOMMENDATIONS
Exercises the need for discretion when dealing with students, parents, & professionals.	1 2 3 4 5 N/A	
Maintains confidentiality in dealing with school matters.	1 2 3 4 5 N/A	
Fulfills professional responsibilities promptly & consistently.	1 2 3 4 5 N/A	
Engages in reflective practice & sets goals for improvement.	1 2 3 4 5 N/A	
Accepts & uses feedback.	1 2 3 4 5 N/A	
CLASSROOM MANAGEMENT		
Creates & maintains an environment conducive to learning.	1 2 3 4 5 N/A	
Clearly communicates expectations for learner behavior.	1 2 3 4 5 N/A	
Promptly identifies off-task behaviors & uses a variety of low-profile interventions.	1 2 3 4 5 N/A	
Responds appropriately to continued off-task behaviors & major disruptions.	1 2 3 4 5 N/A	
Creates & maintains a positive inclusive learning environment.	1 2 3 4 5 N/A	
PLANNING		
Demonstrates content knowledge appropriate to students' developmental levels.	1 2 3 4 5 N/A	
Writes clear objectives in a variety of formats appropriate to the lessons.	1 2 3 4 5 N/A	
Uses a variety of instruction, assessment & technology appropriate to concepts & grade level with attention to the diverse needs of learners.	1 2 3 4 5 N/A	
Designs instruction to target individual student needs incorporating state & professional standards.	1 2 3 4 5 N/A	
Assesses students' prior knowledge in planning for effective instruction.	1 2 3 4 5 N/A	
INSTRUCTION		
Organizes classroom environment & learning experiences that promote effective whole class, small group, & individualized instruction.	1 2 3 4 5 N/A	
Effectively communicates accurate & appropriately sequenced lesson content.	1 2 3 4 5 N/A	
Monitors student understanding to assess progress & effectively modifies lesson content and/or instructional strategies.	1 2 3 4 5 N/A	
Uses strategies to facilitate student motivation & active learning.	1 2 3 4 5 N/A	
Uses appropriate grammar & sentence structure.	1 2 3 4 5 N/A	

Observer's signature _____

Student's signature _____

White: Student's copy

Yellow: University supervisor's copy

Co-operating teachers: 1 per student (at end)

The University of Scranton
Education Department

Evaluation Checklist for Assessing the Special Education Students Teacher's Progress toward Outcomes

Student teacher _____ School _____ Co-operating teacher _____ Date _____

	Low	High					
PROFESSIONAL GROWTH IN SPECIAL EDUCATION	Consistently Demonstrates					Recommendations / Use back as needed	
1. Demonstrates an increasing level of professional independence and responsibility.	1	2	3	4	5	N/A	
2. Works collaboratively with other special educators, general educators, and related service staff.	1	2	3	4	5	N/A	
3. Routinely seeks new information and opportunities for professional growth and development.	1	2	3	4	5	N/A	
4. Seeks and accepts feedback from peers and supervisors.	1	2	3	4	5	N/A	
5. Uses appropriate professional language and terminology	1	2	3	4	5	N/A	
CLASSROOM AND BEHAVIOR MANAGEMENT	Consistently Demonstrates					Recommendations / Use back as needed	
1. Employs positive procedures to strengthen appropriate student / learner behaviors.	1	2	3	4	5	N/A	
2. Develops / maintains appropriate class-wide behavior management plans.	1	2	3	4	5	N/A	
3. Anticipates potential problems and intervenes / redirects to positive student outcomes.	1	2	3	4	5	N/A	
4. Develops and implements individualized positive behavior support plans.	1	2	3	4	5	N/A	
5. Employs behavior interventions that conform to local regulations and national (CEC) ethical standards.	1	2	3	4	5	N/A	
PLANNING AND DOCUMENTATION	Consistently Demonstrates					Recommendations / Use back as needed	
1. Participates in IEP planning process and prepares appropriate IEP goals and objectives.	1	2	3	4	5	N/A	
2. Conducts individualized assessments.	1	2	3	4	5	N/A	
3. Maintains appropriate classroom records / individual student data.	1	2	3	4	5	N/A	
4. Prepares daily / weekly lesson plans appropriate to students and setting.	1	2	3	4	5	N/A	
5. Adapts tests, quizzes and standardized assessment tools as needed.	1	2	3	4	5	N/A	
INSTRUCTION	Consistently Demonstrates					Recommendations / Use back as needed	
1. Links instruction to prior assessment.	1	2	3	4	5	N/A	
2. Individualizes instruction to conform with students IEP goals and objectives.	1	2	3	4	5	N/A	
3. Adapts sequence / content of lesson plans as needed.	1	2	3	4	5	N/A	
4. Uses multiple instructional modalities / techniques.	1	2	3	4	5	N/A	
5. Augments instruction with peer tutoring / cooperative learning as appropriate.	1	2	3	4	5	N/A	
6. Monitors individual student performance and modifies instruction based on student outcomes.	1	2	3	4	5	N/A	
7. Incorporates assessments and recommendations of related service staff in instructional plans and activities	1	2	3	4	5	N/A	
8. Incorporates teachers aid / assistant in instructional activities as appropriate.	1	2	3	4	5	N/A	
Other	Consistently Demonstrates					Recommendations / Use back as needed	
1. Implements universal health precautions as appropriate.	1	2	3	4	5	N/A	
2. Utilizes and maintains adaptive and prosthetic devices.	1	2	3	4	5	N/A	
3. Adapts classroom to promote full access and mobility.	1	2	3	4	5	N/A	
4. Uses alternative communication modalities and adaptive communication devices as needed.	1	2	3	4	5	N/A	
5. Communicates appropriately with parents / other family members.	1	2	3	4	5	N/A	
6. Maintains confidentiality in all aspects of special education service delivery.	1	2	3	4	5	N/A	
7. Other (use back as needed):	1	2	3	4	5	N/A	

EVALUATION FORMAT
5 = Excellent, Indicates exceptional achievement, 4= Very good, Indicates extensive achievement, 3= Satisfactory, Indicates acceptable achievement, 2= Poor, Indicates below average achievement, 1 = Unacceptable, Indicates inadequate achievement.

Co-operating Teacher Signature(s)

Student Teacher's signature

University supervisors: 2 per student (1 midway, 1 at end)
Co-operating teachers: 1 per student (at the end)

The University of Scranton
NCSS Citizenship Education Standards (SEC ED Citizenship ONLY)

Student Teacher Evaluation Form: Thematic Standards Performance Evidence

This form is to be completed by the university supervisor and the co-operating teacher at least twice for each student teacher during the student teacher's twelve-week placement.

Student Teacher/Intern _____ Date _____

Supervisor _____

School _____ Grade _____

Lesson Content/Objective:

For each theme, underline or highlight on this form specific questions addressed in the lesson plan and during the observation. Circle on this form the appropriate quantitative evaluation to indicate evidence in planning and evidence in teaching for each new theme. The numbers on the evaluation scales mean the following:

- 1. Inadequate
- 2. Minimally acceptable
- 3. Average
- 4. Very Good
- 5. Excellent
- NA Not applicable

NCSS Theme I: Culture and Cultural Diversity

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **culture** and **cultural diversity**.*

Description: The study of culture prepares students to answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about culture? In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

Adapted from the Thematic Standards Teacher Evaluation form found on the NCSS web-site.

NCSS Theme II: Time, Continuity and Change

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **time continuity and change**.*

Description: Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop an historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? This theme typically appears in courses in history and others that draw upon historical knowledge and habits.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

NCSS Theme III: People, Places and Environments

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **people, places, and environments**.*

Description: The study of people, places and human-environment interactions assists students as they create spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding provided by questions such as: Where are things located? Why are they located where they are: What do we mean by "region"? How do landforms change? What implications do these changes have for people? In schools, this theme typically appears in units and courses dealing with area studies and geography.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

NCSS Theme IV: Individual Human Development and Identity

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of ideas associated with **individual human development and identity**.*

Description: Personal identity is shaped by one's culture, by groups, and by institutional influences. Students should consider such questions as: How do people learn? Why do people behave as they do? What influences how people learn, perceive and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood? In schools, this theme typically appears in units and courses dealing with psychology and anthropology.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

NCSS Theme V: Individuals, Groups and Institutions

Teachers of social studies at all levels should provide developmentally appropriate experiences as they guide learners in the study of interactions among individuals, groups, and institutions.

Description: Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people's lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? In schools, this theme typically appears in units in courses dealing with sociology, anthropology, psychology, political science, and history.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

CSS Theme VI: Power, Authority and Governance

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of power, authority, and governance.

Description: Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U. S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can individuals' rights be protected within the context of majority rule? In schools, this theme typically appears in units or courses dealing with government, politics, political science, history, law, and other social sciences.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

NCSS Theme VII: Production, Distribution, Consumption

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of how people organize for the production, distribution, and consumption of goods and services.

Description: Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors to be produced (land, labor, capital, and management)? In schools, this theme typically appears in units in courses dealing with economic concepts and issues.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

NCSS Theme VIII: Science, Technology, Society

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **science and technology**.*

Description: Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change? This theme draws upon the natural and physical sciences and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics, and government.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

NCSS Theme IX: Global Connections and Interdependence

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **global connections and interdependence**.*

Description: The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as health care, the environment, human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances. This theme typically appears in units in courses dealing with geography, culture, and economics, but may also draw upon the natural and physical sciences and the humanities.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

NCSS Theme X: Civic Ideals and Practices

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **civic ideals and practices**.*

Description: An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

The University of Scranton
 Education Department
 Student Teacher Observation/Teaching Log (SPEC ED, ECE, EL ED, SEC ED)

Week of (date) _____ *Week number* _____

Day	Date	Teaching hours	Observation hours
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Weekly totals			

Week of (date) _____ *Week number* _____

Day	Date	Teaching hours	Observation hours
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Weekly totals			

Student teacher _____

Co-operating teacher(s) _____

School _____ Grade level _____