

Student Teaching Manual

Initial Baccalaureate Program
and Initial Post Baccalaureate Program

St. Thomas Aquinas College

Division of Teacher Education

Educators are informed decision-makers
who create effective learning opportunities for all students.

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St. Thomas Aquinas College
Division of Teacher Education
 Educators are informed decision-makers
 who create effective learning opportunities for all students.

Dear Teacher Candidate:

The mission of the Division of Teacher Education at St. Thomas Aquinas College is to prepare educators who are informed decision-makers who create effective learning opportunities for all students. The educators we prepare see the potential in every learner and possess the knowledge, skills and dispositions that allow them to make informed decisions that support the achievement of that potential. In carrying out our mission, we create a caring, challenging environment for learning to support your development as an educator.

This manual contains information that will assist you in gaining the most benefit from your student teaching experience. You will find information on your role and responsibilities as a student teacher. The section containing the performance standards for student teachers should be helpful to you as you evaluate your teaching performance and set professional goals for yourself.

The manual also contains information for your cooperating teachers and college supervisor who serve as your mentors and as models of professional practice. They will

provide the support you need in order to develop your ability to create effective learning opportunities for all students.

We welcome you to the student teaching experience and look forward to working with you.

The Faculty of the Division of Teacher Education

Chapter I: Student Teaching: General Policies & Procedures

The *Student Teaching Manual* contains policies and procedures that apply to candidates seeking initial teacher certification at the baccalaureate or post-baccalaureate levels in one of the following areas:

- Childhood Education Grades 1-6
- Childhood Education and Special Education Grades 1-6
- Adolescence Education Grades 7-12: Biology, English, Mathematics, Natural Sciences/Biology, Natural Sciences/Chemistry, Social Studies, or Spanish
- Visual Arts Education Grades K-12 (program no longer offered as of Spring 2003)

Placement, Supervision, and Evaluation of Performance

Candidates in the initial teacher education programs complete a 16 week supervised student teaching experience. Candidates are assigned two placements, each for eight weeks. Placements are at two developmental levels (e.g., lower grades, and upper grades). Candidates are placed with cooperating teachers whose credential matches the credential for which the candidate is preparing. The student population in the student teaching placements must match the specific field and level of the certification for which the candidate is being prepared. Candidates are assigned a college supervisor. Supervisors are certified teachers whose credential matches the credential for which the candidate is preparing.

Successful completion of the student teaching experience requires an acceptable evaluation by the candidate's college supervisor and acceptable evaluations by the candidate's cooperating teachers. Copies of this evaluation form can be found in Appendix C of the *Student Teaching Manual*.

Attendance and Record Keeping

Student teachers are expected to uphold the same attendance and punctuality requirements as their cooperating teachers. They will report to their assigned schools everyday, for the full school day and for the full college semester. Candidates should follow the school district's daily schedule and calendar. In case of absence, student teachers should notify the school according to its policy as well as the cooperating teacher and the college supervisor. Absences may require the extension of the student teaching placement beyond the end of the college semester.

Student teachers are expected to maintain the same types of records as the cooperating teacher. This includes attendance, grades, and other types of clerical materials. All recorded information is kept in strict confidence.

Chapter II: The Teacher Education Program

Our Vision

In collaboration with the broader St. Thomas Aquinas College community and the professional community in schools surrounding our college, the teacher education program seeks to prepare educators who are able to meet the challenges of teaching in the twenty-first century. It is the vision of the teacher education program to prepare knowledgeable, caring educators who are dedicated to their students' intellectual growth and overall well being. Our vision is captured in our goal to prepare **educators who are informed decision-makers and who create effective learning opportunities for all students.**

Our Mission

The mission of the St. Thomas Aquinas Teacher Education Program is to foster the development of learners who are able to contribute to and live successfully in our democratic society and our diverse world community. We accomplish this mission by preparing knowledgeable, caring educators who have a passion for learning and who can develop that passion in their students. They possess a level of content area knowledge and skills that allows them to continue to learn and to apply their knowledge in their vocation as educators. They effectively promote learning through a socially mediated process that supports the learner's personal construction of knowledge. They are effective communicators and collaborators and can create supportive, inclusive environments for learning. They are thoughtful educators who critically reflect on practice. They are committed to lifelong learning in order to help all students achieve to their fullest potential.

Learning Outcomes

To achieve our mission, the St. Thomas Aquinas College Teacher Education Program creates a caring, challenging environment for learning and supports each candidate's development as an educator. We believe that becoming an educator requires:

- 1) an *understanding* of human development and of individual and contextual factors that influence motivation and learning, and the *ability* to personalize instruction for students based on their developmental levels and prior experiences.

- 2) an *understanding* of classroom organization and management, curriculum, and professionalism, and the *ability* to design and maintain learning environments that support student motivation and learning.
- 3) an *understanding* of learning as a socially-mediated, constructive process and the *ability* to use different instructional methods in response to learning objectives and student needs.
- 4) an *understanding* of the disciplines taught, and the *ability* to use instructional strategies that support the development of students' critical thinking and problem solving skills.
- 5) an *understanding* of effective communication and collaboration strategies, and the *ability* to create learning communities in which interactions with and among students, parents, and professionals focus on students' learning and well being.
- 6) an *understanding* of assessment as an ongoing process involving multiple sources of information and varied assessment techniques, and the *ability* to use assessment results to maximize students' motivation and learning.
- 7) an *understanding* of the use self-evaluation and reflection as tools for professional growth, and the *ability* to use the resources within the school and broader professional community as supports for professional growth as a learner and as a teacher.

Chapter III: Performance Standards for Student Teachers

As candidates complete their student teaching experience, they must demonstrate the knowledge, skills and dispositions that allow them to create effective learning opportunities for all students. They must create learning environments that are student-centered, knowledge-centered, and community-centered. They must be able to use assessment to support learning and make informed decisions about what and how to teach students and about their own professional development. The following pages contain the performance standards that are used to evaluate candidates as they complete their student teaching experience.

*The candidate creates **Student-Centered Environments** based on:*

Learning Outcome 1) An *understanding* of human development and of individual and contextual factors that influence motivation and learning and the *ability* to personalize instruction for students based on their developmental levels and prior experiences.

Unacceptable	Acceptable	Target
The candidate does not demonstrate a reliance on developmental and learning theories in the preparation and implementation of learning activities.	The candidate uses knowledge of developmental and learning theories in the preparation and implementation of learning activities.	The candidate uses knowledge of developmental and learning theories to design instruction that meets students' current needs in each domain (cognitive, social-emotional, moral, and physical) and that supports students' further development.
The candidate identifies instructional content and designs instruction without consideration of students' stages of development or strengths and needs.	The candidate identifies instructional content and designs instruction appropriate to students' stages of development, strengths and needs.	The candidate identifies instructional content and designs instruction appropriate to students' stages of development, strengths and needs, making adaptations for students with special learning needs.
The candidate does not connect instruction to students' backgrounds and experiences or adjust instruction for students with disabilities in order to support successful learning for all students.	The candidate connects instruction to students' backgrounds and experiences and adjusts instruction for students with disabilities in order to support successful learning for all students.	The candidate uses teaching approaches that are sensitive to students' backgrounds and experiences and adjusts instruction for students with disabilities in order to support successful learning for all students.

*The candidate creates **Student-Centered Environments** based on:*

Learning Outcome 2) An *understanding* of classroom organization and management, curriculum, and professionalism and the *ability* to design and maintain learning environments that support student motivation and learning.

Unacceptable	Acceptable	Target
The candidate creates learning environments that are	The candidate creates learning environments in which	The candidate creates smoothly functioning learning

disorganized and provide limited opportunities for learning.

students work on purposeful learning activities.

environments in which students have opportunities to collaborate and work independently on purposeful learning activities.

The candidate uses ineffective strategies to motivate students and to develop their self-perceptions as competent learners.

The candidate implements effective strategies to develop students' motivation to learn.

The candidate designs moderately challenging learning activities that provide students with opportunities to make choices and engage in productive work in order to develop students' intrinsic motivation.

The candidate does not create learning environments that support students' development as self-regulated learners.

The candidate creates learning environments that support students' development as self-regulated learners.

The candidate creates orderly, predictable, yet flexible learning environments that support students' development as self-regulated learners.

The candidate creates **Student-Centered Environments** *based on:*

Learning Outcome 3) *An understanding of learning as a socially mediated, constructive process and the ability to use different instructional methods in response to learning objectives and student needs.*

Unacceptable	Acceptable	Target
The candidate does not consider learning objectives, students' experiences and prior knowledge when designing learning experiences.	The candidate designs learning experiences that build on students' experiences and prior knowledge and actively engages students in reading, speaking and writing about what they are learning.	The candidate designs learning experiences that build on students' experiences and prior knowledge and that involve students in "minds-on" learning in which they speak, write, question and analyze and discuss their ideas.
The candidate does not adjust instruction in response to student performance.	The candidate plans and adjusts instruction in response to student performance.	The candidate adjusts instruction in response to student performance and assumes varied roles (e.g., instructor, facilitator, coach, or audience) in response to the purpose of instruction and student performance.

The candidate creates **Knowledge-Centered Environments**
based on:

Learning Outcome 4) An *understanding* of the disciplines taught and the *ability* to use instructional strategies that support the development of students' critical thinking and problem-solving skills.

Unacceptable	Acceptable	Target
The candidate does not express or present concepts in ways that promote student learning.	The candidate expresses and presents concepts clearly and accurately.	The candidate expresses and presents concepts clearly and accurately using alternative explanations to support student understanding.
The candidate does not select teaching methods and curriculum materials that are useful for developing students' understanding of concepts and procedures.	The candidate selects teaching methods and curriculum materials that support students' understanding of concepts and procedures.	The candidate selects teaching methods and curriculum materials that support students' understanding of concepts and procedures and creates learning activities that encourage students to integrate concepts and procedures across subject areas.
The candidate does not use instructional methods and strategies in ways that support the development of students' higher-level thinking skills.	The candidate uses instructional methods and strategies to develop students' critical thinking and problem-solving skills.	The candidate uses varied instructional methods and strategies to help students make connections across subject areas and develop their critical thinking and problem-solving skills.
The candidate does not use national, state or professional standards when planning instruction.	The candidate designs instructional activities at varying challenge levels and that address the expectations in standards as a minimum.	The candidate designs instructional activities at varying challenge levels, using standards to guide planning, implementing and assessing instruction.

The candidate creates *Community-Centered Environments* based on:

Learning Outcome 5) An *understanding* of effective communication and collaboration strategies, and the *ability* to create learning communities in which interactions with and among students, parents, and professionals focus on students' learning and well-being.

Unacceptable	Acceptable	Target
The candidate uses ineffective communication strategies.	The candidate uses effective communication strategies (e.g., questioning, feedback, prompts) to support student learning.	The candidate uses effective communication strategies (e.g., questioning, feedback, prompts) and demonstrates sensitivity to students' diverse backgrounds to support student learning and to encourage students to take responsibility for their own learning.
The candidate does not consider students' perspectives when making decisions related to their learning and to classroom life.	The candidate takes students' perspectives into consideration when making decisions related to their learning and to classroom life.	The candidate implements democratic processes to involve students in making decisions about their learning and classroom life.
The candidate does not engage in collaborative activities with other members of the learning community.	The candidate engages in collaborative activities with students, parents, and professionals to promote student learning and well being.	The candidate engages in collaborative activities with students, parents, and professionals in the school and broader professional communities to support student learning and is an advocate for students.

The candidate *Uses Assessment to Support Learning* based on:

Learning Outcome 6) An *understanding* of assessment as an ongoing process involving multiple sources of information and varied assessment techniques and the *ability* to use assessment results to maximize students' motivation and learning.

Unacceptable	Acceptable	Target
The candidate does not use assessment to make decisions about what and how to teach students and to evaluate the effectiveness of instructional decisions.	The candidate accurately uses assessment to make instructional decisions about what and how to teach students and to evaluate the effectiveness of instructional decisions.	The candidate uses a variety of assessments from varied sources to inform instructional decisions and to evaluate their effects on student learning.

The candidate does not use a variety of formal and informal assessment procedures to monitor and evaluate students' progress and adjust instruction.

The candidate uses a variety of formal and informal assessment procedures to monitor and evaluate students' progress and adjust instruction.

The candidate uses a variety of formal and informal assessment procedures to monitor and evaluate students' progress and adjust instruction.

The candidate does not keep accurate records or communicate assessment information to students, parents and professionals in ways that support student learning.

The candidate keeps accurate records and communicates assessment information to students, parents and professionals in ways that support student learning.

The candidate involves students in self-assessment activities in ways that allow students to take responsibility for their own learning, keeps accurate records and communicates assessment information to students, parents and professionals in ways that support student learning.

The candidate *Uses Assessment to Support Learning* based on:

Learning Outcome 7) An *understanding* of the use of self-evaluation and reflection as tools for professional growth and the *ability* to use the resources within the school and broader professional community as supports for professional growth as a learner and as a teacher.

Unacceptable

The candidate does not use self-evaluation and reflection as a means of professional growth.

Acceptable

The candidate uses teaching experiences and classroom observations for self-evaluation and reflection and learns from professional experience.

Target

The candidate reflects on and evaluates the effect of choices and actions on students and others in the learning environment, sets professional goals, and engages in professional development activities to meet those goals.

Dispositions for All Candidates

The candidate's actions reflect:

1. A belief that all students can learn and the ability to see the potential in every student.
2. A love and enthusiasm for learning.
3. A recognition of the importance of individual responsibility and independence and an appreciation of the contributions of individuals from diverse backgrounds.
4. A commitment to life-long learning.

Unacceptable	Acceptable	Target
The candidate's work does not reflect the dispositions characteristic of educators who are informed decision-makers who create effective learning opportunities for all students.	The candidate's work with students, parents, and the school community reflects the dispositions characteristic of educators who are informed decision-makers who create effective learning opportunities for all students.	The candidate's work with students, parents and the school community reflects the dispositions characteristic of educators who are informed decision-makers who create effective learning opportunities for all students and they recognize when their own dispositions need to be adjusted, develop plans to do so, and act on those plans.

Chapter IV: Roles and Responsibilities Student Teachers

Student teachers are candidates for certification who have satisfied the requirements for admission to student teaching. Specifically they:

- Demonstrate through their teaching, competence in the performance standards of the teacher education program and the professional society that informs their specific certification area.
- Confer and collaborate with cooperating teacher on a daily basis to review performance and to plan instructional and other classroom activities.
- Develop written long and short- term instructional plans under the direct supervision of the cooperating teacher.
- Plan, implement, and evaluate instruction on a daily basis.
- Communicate with parents and encourage parent involvement in the education of their child.
- Attend all school activities, including grade or department meetings, faculty meetings, professional development workshops and programs, and parent/teacher conferences. Participation is encouraged with permission of cooperating teacher, principal or department chairperson, and college supervisor.
- Communicate and confer with college supervisor on a regular basis.
- Engage in on-going reflection for self -evaluation and professional growth
- Engage in professional development by identifying a specific professional goal and by developing and implementing a plan to achieve that goal.
- Prepare a portfolio that contains artifacts selected in consultation with the professionals who have guided them through the student teaching experience.

Cooperating Teachers

Cooperating teachers are tenured, classroom teachers who mentor student teachers. They are certified teachers whose credential matches the credential for which the candidate is preparing. Specifically they:

- Welcome and accept student teacher as a professional.

- Introduce student teacher to students and informs them of the student teacher's teaching responsibilities.
- Assist student teacher in writing a letter of introduction to parents that will be sent home during the first week of the placement.
- Orient student teacher to classroom rules and procedures, including emergency procedures.
- Guide student teacher in planning, providing instruction, and evaluating instruction to meet the needs of all students, including students with linguistic and cultural differences, and students who have special learning needs.

- Collaborate with student teacher on a regular basis to:
 - Share information, knowledge and expertise.
 - Provide constructive feedback with specific suggestions for improving teaching effectiveness.
 - Assist the student teacher in using self-reflection to support professional growth.
- Model effective teaching methods and strategies.
- Support student teacher in assuming full responsibilities of the teaching role.
- Check and approve the student teacher's daily, weekly and unit plans.
- Confer with college supervisor to review progress/concerns.
- Include student teacher in all class and school activities.
- Offer suggestions for student teacher's resume and professional portfolio.
- Complete a summative written evaluation of the student teacher at the end of the placement.

College Supervisors

College supervisors are professional teachers who observe and evaluate student teachers a minimum of six times. Specifically they:

- Meet student teachers at the Student Teacher Orientation and discusses roles, responsibilities and expectations.
- Arrange schedules for observations.
- Observe instruction and confer with student teacher, providing both verbal and written feedback about the lesson.
- Communicate with student teacher on a regular basis between observations to monitor progress and support professional growth.
- Communicate regularly with the cooperating teacher and as necessary with school administrators to monitor progress of student teacher.
- Communicate with the Director of Clinical Experiences to report on the progress of student teacher.
- Complete a formative and summative evaluation of the student teacher at the prescribed times.
- Attend periodic meetings of supervisors.

School Principal and/or Department Chairperson

The school principal or department chair selects and assigns student teachers to exemplary cooperating teachers, models of professional practice, who will serve as mentors to student teachers.

Specifically they:

- Welcome and orient student teachers to the school environment (personnel, policies, and building).
- Monitor student teaching performance, including observations whenever possible.
- Communicate with the student teacher re progress/concerns.
- Communicate with the cooperating teacher and college supervisor re progress/concerns.
- Arrange for student teachers to observe in other classrooms.
- Arrange for student teachers to participate in professional development workshops and programs in the school or school district.
- Include student teachers in parent involvement activities.

Director of Clinical Experiences

The Director of Clinical Experiences coordinates student teaching experiences for candidates in the Teacher Education Program. Specifically, the director:

- Reviews applications for admission to student teaching to verify that candidates have met the requirements.
- Arranges school placements.
- Conducts a pre-student teaching orientation with candidates and supervisors to review roles and responsibilities.
- Serves as a liaison between the college and schools/school districts.
- Receives and reviews evaluations of student teachers from cooperating teachers and college supervisors.
- Arranges a “mock” simulated interview forum for student teachers (with school administrators) to experience the hiring process.
- Conducts focus groups for cooperating teachers, principals, supervisors and student teachers to gather feedback about the student teaching experience.
- Reviews candidates’ records to verify that candidates have met the requirements for completion of student teaching.

Chapter V: The Student Teaching Experience

Student teaching is a gradual introduction to teaching through a progression of experiences from *observation*, to *participation*, to *teaching*. During these experiences, cooperating teachers serve as mentors and models of professional practice for student teachers. Through *collaboration* with cooperating teachers, student teachers receive the support they need in order to create learning environments that are student-centered, knowledge-centered, and community-centered and in which assessment is used to support learning.

Prior to the first day of the placement, student teachers undertake several preliminary tasks. The student teacher should:

- Contact the building principal and cooperating teacher as a means of introduction.
- Attend the student teaching orientation at the college.
- Review the *Student Teaching Manual*.
- Meet with the college supervisor.
- Make any necessary arrangements to eliminate obstacles to their full participation in student teaching (e.g., employment schedules, family responsibilities, etc.).

Observation

At the start of the student teaching experience, observation provides an opportunity for the student teacher to become known to the students as another teacher in the classroom. The student teacher should:

- Become familiar with the policies and schedule of the school.
- Learn the names of the students.
- Learn the classroom schedule and routines.
- Develop an awareness of the style of the cooperating teacher.
- Examine instructional materials, library and technological resources.
- Talk with the cooperating teacher about lessons and units for which s/he will be responsible.
- Meet parents as opportunities arise.
- Arrange an initial visit by the college supervisor and a follow-up conference.

Participation

By the end of the first week, the student teacher begins to take a more active role in the classroom. Participation in instructional activities provides opportunities for the student teacher to assist individuals or groups of students in a variety of formats. During the beginning weeks of the experience, the student teacher should:

- Develop an ease of interaction with the cooperating teacher, the students and teaching assistants.
- Engage in initial teaching experiences.
- Arrange a second visit by the college supervisor and a follow-up conference.

Teaching

As the placement continues, the student teacher should gradually assume full responsibility for planning, for instruction of all students and for the management of classroom activities. Having taken on the responsibilities of a classroom teacher, the student teacher should:

- Arrange a third visit by the college supervisor and a follow-up conference.
- Arrange for an observation by and follow-up conference with the principal or department chairperson.

Collaboration

The most successful student teaching experiences are the result of collaboration between the student teacher and the cooperating teacher. Through collaboration, the student teacher learns to interact with peers and supervisors for the purpose of professional growth. Collaboration fosters the development of:

- Self-awareness
 - to accept responsibility.
 - to reflect on one's own teaching performance – strengths and weaknesses.
 - to adjust one's teaching practice so that student learning is enhanced.
- Communication skills
 - to listen to the ideas and viewpoints of others.
 - to exchange ideas.
 - to discuss concerns and to seek clarification.

Chapter VI: Supervision and Evaluation of Student Teachers

Candidates' performance is monitored over the course of the student teaching experience to support the candidate in achieving the performance standards of the teacher education program (see Chapter III).

Observations and Conferences

Cooperating teachers observe student teachers on a daily basis and provide formative evaluations of candidate performance during collaborative conferences. At the completion of the student teaching placement, the cooperating teachers complete summative evaluations of the candidates' performance (see Appendix C).

During the student teaching experience, college supervisors conduct a minimum of six formal observations of candidates. Supervisors meet with candidates after each observation to provide formative evaluations of the candidate's performance (see Appendix B). The supervisor prepares a written summary of the observation and the post observation conference and gives it to the candidate and the cooperating teacher. Conferences between the supervisor, the cooperating teacher and the candidate are scheduled regularly near the time of observations and are intended to support the development of the candidate's use of reflection and self-evaluation for professional growth.

At the completion of student teaching, the college supervisor and the cooperating teachers evaluate the candidates' performance (see Appendix C). At the same time, candidates evaluate their student teaching experience and their supervisory experience (See Appendix D and Appendix E).

Completion of the Student Teaching Experience

Successful completion of student teaching experience requires:

- Completion of the Reflective Teacher Project (baccalaureate program) or the Action Research Project (post-baccalaureate program)
- Summative evaluations by the college supervisor and the cooperating teachers indicating that the candidate has met the performance standards identified in Chapter III.

The Director of Clinical Experiences and the college supervisor meet with candidates whose evaluations indicate that their student teaching performance has not met the standards (see Chapter III). Such candidates may be required to extend the student teaching experience until they demonstrate performance that is at standard (see Chapter III). In rare instances, candidates may be dismissed from the program.

Appendix A

Sample Lesson Plan Format

SAMPLE LESSON PLAN FORMAT

Subject Area(s) _____ Grade _____

Goals and Objectives

What do I want students to learn and understand during the lesson? (Knowledge or Outcomes)

What do I want students be able to do as a result of the lesson? (Performance outcomes)

Assessment of learning

Over time, how will the students demonstrate what they have learned?

For this lesson, how well have students met the learning objectives?

What alternative assessment strategies will I use for students with special needs?

Materials and Supplies

What materials and supplies will I need in order to achieve my goals and objectives by creating a multi-sensory experience that involves all students in the learning process.

Set Induction

How will I help students to make personal connections to the material to be learned?

(relating new ideas and information to students prior learning and background)

KWL charts

Venn Diagrams

Concept webs

Methodology

How will I organize the instruction?

Will I use Interactive lecture, cooperative groups, reciprocal teaching?

Learning Activities

How will the students be involved?

Discussion

Reading,

Writing, drawing

Simulations, dramatic enactments

Etc.

Accommodating special learning needs

Students with linguistic and cultural differences

Students with special learning needs

Closure

How will I bring closure to the lesson by guiding students to summarize key concepts and reflect on their learning?

Learning Extensions

What will students do to extend their knowledge and understanding; to involve their parents and community?

Reflection on the lesson, your performance.

Appendix B

Lesson Observation Rubric

Student Teacher: Lesson Observation

Rating ^N Indicator	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Accurate Representation & Presentation of Concepts	Content is presented as isolated facts and skills. Use of content contains numerous inaccuracies.	Use of content is generally accurate and an awareness of the “big ideas” or structure of the discipline is somewhat evident. Occasionally, concepts are restated and procedures demonstrated in different ways for clarification. Some clear, specific examples are presented to clarify concepts. Use of proper terminology.	Use of content is accurate and focuses on the “big ideas” or structure of the discipline. Concepts are restated and procedures demonstrated in different ways for clarification. Clear and specific examples and non-examples presented to clarify concepts. Use of proper terminology.	
Development of Students’ Ability to Use Language as a Tool for Learning	Opportunities for students to listen, speak, read, and write about what they are learning are limited or not productive.	Students are sometimes engaged in “minds-on” learning tasks in which they listen, speak, read, and write about what they are learning.	Throughout the lesson, students are engaged in “minds-on” learning tasks in which they listen, speak, read and write about what they are learning.	
Development of Students’ Critical Thinking and Problem-Solving Skills	Most questions asked require students to recall or demonstrate comprehension of facts.	Questioning strategies are sometimes used effectively to guide students in applying their learning as they analyze and evaluate information.	Questioning is used effectively to guide students in applying their learning as they analyze and evaluate information.	
Use of Technological and/or Manipulative Resources	Resources are used ineffectively or with very limited impact on student learning.	When appropriate, resources are integrated into instruction but the contribution to student learning is limited.	When appropriate, resources are integrated into instruction in ways that make a significant contribution to student learning.	
Teaching Strategies	Interactive modeling, questioning and informative feedback are not used or do not lead to productive learning.	Interactive modeling, questioning and informative feedback are used in ways that make a limited contribution to student learning.	Interactive modeling, questioning and informative feedback are used in ways that make a significant contribution to student learning.	
Instructional Management	Strategies (e.g., mobility, transitions, pacing, frequent response opportunities) are not used effectively to maintain students’ interest and	Strategies (e.g., mobility, transitions, pacing, frequent response opportunities) are used to maintain students’ interest and attention during the	Strategies (e.g., mobility, transitions, pacing, frequent response opportunities) are used effectively to maintain students’ interest and	

	attention during the lesson.	lesson.	attention throughout the lesson.	
Communication	Language is not appropriate for students and reflects errors in the use of Standard English. Speech is not expressive, or audible, or articulation is poor.	Language is appropriate for students and reflects accurate use of Standard English. Speech is generally expressive and audible with clear articulation.	Language is appropriate for students and reflects accurate use of Standard English. Speech is expressive and audible with clear articulation.	

Student Teacher: Lesson Observation (page 2)

Level	Score on Rubric
Above Standard	20-21 points
At Standard	17-19 points
Approaching Standard	15-16 points
Unacceptable	0-14 points

Comments & Suggestions:

Appendix C

Student Teacher Evaluation

(completed by cooperating teachers and college supervisors)

1. Childhood Education Grades 1-6
2. Childhood & Special Education Grades 1-6
3. Adolescence Education Grades 7-12

Childhood Education Grades 1-6

St. Thomas Aquinas College
 Division of Teacher Education
 Educators are informed decision-makers
 who create effective learning opportunities for all students.

Student Teacher Evaluation (Childhood Education Grades 1-6)

To be completed by the candidate:

Check one:
_____ I do _____ I do not waive my right to see this evaluation.

Signature _____

Candidate: _____

Social Security
Number: _____

Certification Area: _____

Placement Information

School _____

Principal _____

Address _____

Cooperating Teacher: _____

Telephone _____ e-mail _____

Grade: _____

Person completing this evaluation: _____ cooperating teacher _____ college supervisor:

Please evaluate how well the candidate meets the performance indicators for beginning teachers identified in the teacher education program goals by circling the appropriate letter.

Scale : **A** = very well prepared; **B** = prepared; **C** = somewhat prepared; **D** = not prepared;
NA = not applicable

The candidate effectively uses instructional methods and strategies to promote the development of students' understanding and skills in:

Language Arts/Reading.....	A	B	C	D	NA
Language Arts/Written Expression.....	A	B	C	D	NA
Mathematics.....	A	B	C	D	NA
Science.....	A	B	C	D	NA
Social Studies.....	A	B	C	D	NA

**The candidate creates Student-Centered
Environments by:**

- | | | | | | |
|--|---|---|---|---|----|
| 1. Identifying instructional content and designing learning experiences appropriate to students' stages of development and instructional needs..... | A | B | C | D | NA |
| 2. Connecting instruction to students' backgrounds and experiences..... | A | B | C | D | NA |
| 3. Adjusting instruction for students of different ability levels (e.g., students with disabilities, with gifts) to support the successful learning of all students..... | A | B | C | D | NA |
| 4. Creating safe learning environments in which students work on purposeful learning activities..... | A | B | C | D | NA |
| 5. Implementing effective strategies to develop students' motivation to learn..... | A | B | C | D | NA |
| 6. Considering students' perspectives when making decisions related to their learning and classroom life..... | A | B | C | D | NA |
| 7. Using classroom management strategies that support students' development as self-regulated learners..... | A | B | C | D | NA |
| 8. Designing learning experiences that actively engage students in listening, speaking, reading and writing about what they are learning..... | A | B | C | D | NA |
| 9. Designing learning experiences that are at varying challenge levels..... | A | B | C | D | NA |
| 10. Providing instruction that results in student learning..... | | | | | |

**The candidate creates Knowledge-Centered
Environments by:**

- | | | | | | |
|--|---|---|---|---|----|
| Expressing and presenting concepts and procedures clearly and accurately..... | A | B | C | D | NA |
| Selecting and implementing teaching methods, curriculum materials and technological resources in ways that promote students' understanding of concepts and procedures..... | A | B | C | D | NA |
| Using instructional methods and strategies to promote the development of students' critical thinking and problem-solving skills..... | A | B | C | D | NA |

**The candidate creates Community-Centered
Environments by:**

- | | | | | | |
|--|---|---|---|---|----|
| 14. Using effective communication strategies to support student learning and well being..... | A | B | C | D | NA |
| 15. Engaging in collaborative activities with students, parents, and professionals to support student learning and well being..... | A | B | C | D | NA |
| 16. Modeling appropriate professional behavior..... | | | | | |

The candidate Uses Assessment to Support Learning by:

- 17. Using assessment procedures to monitor and evaluate students' performance and adjust instruction..... A B C D NA
- 18. Accurately using assessment results to make instructional decisions about what and how to teach students and to evaluate the effect of instruction on student learning..... A B C D NA
- 19. Communicating assessment information to students, parents and professionals in ways that support student learning..... A B C D NA
- 20. Using teaching experiences and classroom observations for self-evaluation and reflection in order to learn from professional experience..... A B C D NA

Comments (Please attach additional pages as needed):

Signature: _____ Date: _____

Childhood & Special Education Grades 1-6

St. Thomas Aquinas College
Division of Teacher Education
Educators are informed decision-makers
who create effective learning opportunities for all students.

Student Teacher Evaluation (Childhood & Special Education Grades 1-6)

To be completed by the candidate:

Check one:

I do I do not waive my right to see this evaluation.

Signature _____

Candidate: _____

Social Security Number: _____

Certification Area: _____

Placement Information

School _____

Principal _____

Address _____

Cooperating Teacher: _____

Telephone _____ e-mail _____

Grade: _____

Person completing this evaluation: ____ cooperating teacher ____ college supervisor:

Please evaluate how well the candidate meets the performance indicators for beginning teachers identified in the teacher education program goals by circling the appropriate letter.

Scale: **A** = very well prepared; **B** = prepared; **C** = somewhat prepared; **D** = not prepared;
NA = not applicable

The candidate effectively uses instructional methods and strategies to promote the development of students' understanding and skills in:

Language Arts/Reading.....	A	B	C	D	NA
Language Arts/Written Expression.....	A	B	C	D	NA
Mathematics.....	A	B	C	D	NA
Science.....	A	B	C	D	NA
Social Studies.....	A	B	C	D	NA

**The candidate creates Student-Centered
Environments by:**

- | | | | | | |
|--|---|---|---|---|----|
| 1. Identifying instructional content and designing learning experiences appropriate to students' stages of development and instructional needs..... | A | B | C | D | NA |
| 2. Connecting instruction to students' backgrounds and experiences..... | A | B | C | D | NA |
| 3. Adjusting instruction for students of different ability levels (e.g., students with disabilities, with gifts) to support the successful learning of all students..... | A | B | C | D | NA |
| 4. Creating safe learning environments in which students work on purposeful learning activities..... | A | B | C | D | NA |
| 5. Implementing effective strategies to develop students' motivation to learn..... | A | B | C | D | NA |
| 6. Considering students' perspectives when making decisions related to their learning and classroom life..... | A | B | C | D | NA |
| 7. Using classroom management strategies that support students' development as self-regulated learners..... | A | B | C | D | NA |
| 8. Designing learning experiences that actively engage students in listening, speaking, reading and writing about what they are learning..... | A | B | C | D | NA |
| 9. Designing learning experiences that are at varying challenge levels..... | A | B | C | D | NA |
| 10. Providing instruction that results in student learning..... | | | | | |

**The candidate creates Knowledge-Centered
Environments by:**

- | | | | | | |
|--|---|---|---|---|----|
| 11. Expressing and presenting concepts and procedures clearly and accurately..... | A | B | C | D | NA |
| Selecting and implementing teaching methods, curriculum materials and technological resources in ways that promote students' understanding of concepts and procedures..... | A | B | C | D | NA |
| Using instructional methods and strategies to promote the development of students' critical thinking and problem-solving skills..... | A | B | C | D | NA |

**The candidate creates Community-Centered
Environments by:**

- | | | | | | |
|--|---|---|---|---|----|
| 14. Using effective communication strategies to support student learning and well being..... | A | B | C | D | NA |
| 15. Engaging in collaborative activities with students, parents, and professionals to support student learning and well being..... | A | B | C | D | NA |
| 16. Modeling appropriate professional behavior..... | | | | | |

The candidate Uses Assessment to Support Learning by:

- 21. Using assessment procedures to monitor and evaluate students' performance and adjust instruction..... A B C D NA
- 22. Accurately using assessment results to make instructional decisions about what and how to teach students and to evaluate the effect of instruction on student learning..... A B C D NA
- 23. Communicating assessment information to students, parents and professionals in ways that support student learning..... A B C D NA
- 24. Using teaching experiences and classroom observations for self-evaluation and reflection in order to learn from professional experience..... A B C D NA

Comments (Please attach additional pages as needed):

Signature: _____ Date: _____

Adolescence Education Grades 7-12

St. Thomas Aquinas College
Division of Teacher Education
Educators are informed decision-makers
who create effective learning opportunities for all students.

**Student Teacher Evaluation (Adolescence Education
Grades 7-12)**

To be completed by the candidate:

Check one:
 I do I do not waive my right to see this evaluation.

Signature _____

Candidate: _____

Social Security
Number: _____

Certification Area: _____

Placement Information

School _____

Principal _____

Address _____

Cooperating Teacher: _____

Telephone _____ e-mail _____

Grade: _____

Person completing this evaluation: ____ cooperating teacher ____ college supervisor:

Please evaluate how well the candidate meets the performance indicators for beginning teachers identified in the teacher education program goals by circling the appropriate letter.

Scale: **A** = very well prepared; **B** = prepared; **C** = somewhat prepared; **D** = not prepared;
NA = not applicable

The candidate effectively uses instructional methods and strategies to promote the development of students' understanding and skills in:

Content Area: _____..	A	B	C	D	NA
Reading and Writing.....	A	B	C	D	NA
Interdisciplinary Studies.....	A	B	C	D	NA

**The candidate creates Student-Centered
Environments by:**

- | | | | | | |
|--|---|---|---|---|----|
| 1. Identifying instructional content and designing learning experiences appropriate to students' stages of development and instructional needs..... | A | B | C | D | NA |
| 2. Connecting instruction to students' backgrounds and experiences..... | A | B | C | D | NA |
| 3. Adjusting instruction for students of different ability levels (e.g., students with disabilities, with gifts) to support the successful learning of all students..... | A | B | C | D | NA |
| 4. Creating safe learning environments in which students work on purposeful learning activities..... | A | B | C | D | NA |
| 5. Implementing effective strategies to develop students' motivation to learn..... | A | B | C | D | NA |
| 6. Considering students' perspectives when making decisions related to their learning and classroom life..... | A | B | C | D | NA |
| 7. Using classroom management strategies that support students' development as self-regulated learners..... | | | | | |
| 8. Designing learning experiences that actively engage students in listening, speaking, reading and writing about what they are learning..... | A | B | C | D | NA |
| 9. Designing learning experiences that are at varying challenge levels..... | A | B | C | D | NA |
| 10. Providing instruction that results in student learning..... | | | | | |

**The candidate creates Knowledge-Centered
Environments by:**

- | | | | | | |
|--|---|---|---|---|----|
| 11. Expressing and presenting concepts and procedures clearly and accurately..... | A | B | C | D | NA |
| Selecting and implementing teaching methods, curriculum materials and technological resources in ways that promote students' understanding of concepts and procedures..... | A | B | C | D | NA |
| Using instructional methods and strategies to promote the development of students' critical thinking and problem-solving skills..... | A | B | C | D | NA |

**The candidate creates Community-Centered
Environments by:**

- | | | | | | |
|--|---|---|---|---|----|
| 14. Using effective communication strategies to support student learning and well being..... | A | B | C | D | NA |
| 15. Engaging in collaborative activities with students, parents, and professionals to support student learning and well being..... | A | B | C | D | NA |
| 16. Modeling appropriate professional behavior..... | | | | | |

The candidate Uses Assessment to Support Learning by:

- | | A | B | C | D | NA |
|---|---|---|---|---|----|
| 17. Using assessment procedures to monitor and evaluate students' performance and adjust instruction..... | | | | | |
| 18. Accurately using assessment results to make instructional decisions about what and how to teach students and to evaluate the effect of instruction on student learning..... | A | B | C | D | NA |
| 19. Communicating assessment information to students, parents and professionals in ways that support student learning..... | A | B | C | D | NA |
| 20. Using teaching experiences and classroom observations for self-evaluation and reflection in order to learn from professional experience..... | A | B | C | D | NA |

Comments (Please attach additional pages as needed):

Signature: _____ Date: _____

Appendix D

Student Teaching Supervision Evaluation
(completed by student teachers)

St. Thomas Aquinas College
Division of Teacher Education
Educators are informed decision-makers
who create effective learning opportunities for all students.

Student Teaching Supervision Evaluation

To be completed by the candidate:

Candidate: _____

Social Security
Number: _____

Certification Area: _____

College Supervisor: _____

First Placement

Grade: _____

School: _____

Address: _____

Principal: _____

Cooperating Teacher: _____

Second Placement

Grade: _____

School: _____

Address: _____

Principal: _____

Cooperating Teacher: _____

On the next page, please evaluate the quality of the supervision you received during your student teaching experience.

Indicators :

4 = Always; **3** = Frequently; **2** = Occasionally; **1** = Never

The college supervisor:

- | | | | | |
|--|---|---|---|---|
| 1. Was knowledgeable of developments in teaching/learning strategies..... | 1 | 2 | 3 | 4 |
| 2. Was knowledgeable of ways to personalize instruction in response to the diverse backgrounds of students, including students with disabilities..... | 1 | 2 | 3 | 4 |
| 3. Provided me with information about the teaching competencies I was expected to attain, about lesson planning, about appropriate dress for school and classroom, and about participation in parent meetings, conferences, back-to-school night, district workshops, etc.)..... | 1 | 2 | 3 | 4 |
| 4. Helped me plan experiences that led to my successful acquisition of teaching skills..... | 1 | 2 | 3 | 4 |
| 5. Made regularly scheduled, accurate observations of my planning, instruction and classroom management..... | 1 | 2 | 3 | 4 |
| 6. Conferred with my cooperating teacher after observations..... | 1 | 2 | 3 | 4 |
| 7. Conferred with me after each observation and provided feedback and assistance that supported my professional growth..... | 1 | 2 | 3 | 4 |
| 8. Provided written feedback after each observation..... | 1 | 2 | 3 | 4 |
| 9. Provided suggestions and/or assistance in my use of technological resources to support learning and teaching..... | 1 | 2 | 3 | 4 |
| 10. Assisted me in improving my teaching skills (e.g., planning, materials, management, personal conflicts, schedule conflicts, etc.)..... | 1 | 2 | 3 | 4 |
| 11. Kept the lines of communication open (e.g., was available to both the student teacher and the cooperating teacher during non-working hours)..... | 1 | 2 | 3 | 4 |
| 12. Prepared an accurate, comprehensive formative evaluation of my competencies as a student teacher..... | 1 | 2 | 3 | 4 |

Comments (use additional sheet if needed):

Signature of the candidate: _____ Date: _____

Appendix E

Student Teaching Classroom Survey (completed by student teachers)

St. Thomas Aquinas College
Division of Teacher Education
Educators are informed decision-makers
who create effective learning opportunities for all students.

Student Teaching Classroom Survey

To be completed by the candidate:

Candidate: _____

Social Security
Number: _____

Certification Area: _____

Placement Information

School _____

Principal _____

Address _____

Cooperating Teacher: _____

Telephone _____ e-mail _____

Grade: _____

Type of Classroom: ___ Regular ___ Inclusive ___ Special Education ___ Resource Room

On the next page, please identify characteristics you observed in your student teaching classroom.

Indicators :

4 = Always evident; **3** = Sometimes Evident; **2** = Almost never evident; **1** = Not observed

Student-Centered Environments

- 11. Students engaged in learning experiences that were appropriate to their stages of development and instructional needs..... 1 2 3 4
- 12. Students engaged in learning activities that used their backgrounds and experiences to support understanding..... 1 2 3 4
- 13. Instruction was adjusted in order to support successful learning for students from diverse backgrounds, including students with disabilities..... 1 2 3 4
- 14. Purposeful learning activities were provided in a safe learning environment..... 1 2 3 4
- 15. Learning activities promoted students' motivated to learn..... 1 2 3 4
- 16. Students participated in making decisions about their learning and about classroom life..... 1 2 3 4
- 17. Students were encouraged to become self-regulated learners.... 1 2 3 4
- 18. Students were actively engaged in listening, speaking, reading and writing about what they were learning..... 1 2 3 4
- 19. Learning activities were at varying challenge levels..... 1 2 3 4
- 20. Instruction resulted in student learning..... 1 2 3 4

Knowledge-Centered Environments

- 14. Subject area concepts were expressed and presented clearly and accurately..... 1 2 3 4
- 15. Teaching methods, curriculum materials and technological resources were used in ways that promote students' understanding of concepts and procedures..... 1 2 3 4
- 16. Instructional methods and strategies were used to promote the development of students' critical thinking and problem-solving skills..... 1 2 3 4

Community-Centered Environments

- 17. Communication strategies were used to support student learning and well being..... 1 2 3 4
- 18. There were opportunities for collaboration with students, parents, and professionals to support student learning and well being..... 1 2 3 4
- 19. The teacher modeled professional behavior..... 1 2 3 4

Indicators :

4 = Always evident; **3** = Sometimes Evident; **2** = Almost never evident; **1** = Not observed

Use of Assessment to Support Learning

- | | | | | |
|--|---|---|---|---|
| 25. Assessment was used to monitor and evaluate students' performance and adjust instruction..... | 1 | 2 | 3 | 4 |
| 26. Assessment results were used to make instructional decisions about what and how to teach students and to evaluate the effect of instruction on student learning..... | 1 | 2 | 3 | 4 |
| 27. Assessment information was communicated to students, parents and professionals in ways that support student learning..... | 1 | 2 | 3 | 4 |
| 28. The teacher modeled self-evaluative reflection to improve teaching practice..... | 1 | 2 | 3 | 4 |

Comments:

Signature of the candidate: _____ Date: _____