ECSP

Student Teaching Handbook

First Edition

VERIFICATION AND ACKNOWLEDGEMENT OF HAVING READ THE
ECSP HANDBOOK FOR STUDENT TEACHING

1. This is to verify that I have read the ECSP Handbook for Student Teaching. Furthermore:

2. I acknowledge that I will be held responsible for all policies and requirements noted in the ECSP Student Teaching Handbook.

3. I understand that submission of this signed form to the Teacher Education Office is a requirement before beginning student teaching.

Name (print):_____

Signature: _____

Date: _____

Return to:
Teacher Education Office

                        104 Stouffer Hall

ECSP Student Teaching Handbook First Edition

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<center>**Introduction**</center>

Student teaching constitutes the culmination of your preparation to enter the teaching profession. Your immersion into early childhood classrooms and special education settings demands that you exhibit mastery of the knowledge and skills as acquired through coursework and prior field experiences. Equally important, your performance in the classroom serves to evidence the personal attributes required of high caliber professionals.

Because the Departments of Professional Studies and Special Education and Clinical Services commit to preparing individuals personifying the very best of the education profession, you must meet the standards and high expectations accompanying exemplary teacher preparation programs. While your demonstration of the skills required to translate theory into best practice is a given—you are also expected to personify the values, work ethic, and interpersonal skills required to excel among teachers entering the profession. Our program expects you to embrace the realization that as a teacher, you do "make a difference" and you represent a critical variable in a child's learning.

ECSP Motto: Education through Collaboration and Successful Partnership

ECSP Mission Statement

It is the mission of the ECSP program to prepare teachers to be successful in inclusive classrooms and a variety of special education settings. The program blends pedagogical knowledge and skill sets of two disciplines to create a teacher education program that fosters

collaboration among education partners. Our mission will be met through providing

opportunities for candidates to participate in exemplary education, research, and service.

ECSP Vision

Teachers who graduate from the ECSP program will:

- Demonstrate, with active and creative minds, a sense of understanding and compassion for children with and without special needs and the courage to advocate for the students and families they serve.
- Create rigorous, caring learning environments that incorporate high expectations for success through developmentally appropriate, differentiated instruction and assessment that embraces individual differences, multiple intelligences, and learning styles.
- Challenge all children to reach their full intellectual, social/emotional, creative, and physical potential through a fully integrated curriculum.
- Foster the full inclusion of all children in school, family, and community life with dignity and respect.
- Meet classroom (e.g. academic and social/emotional) challenges with openness, enthusiasm, and a willingness to solve problems.
- Be dedicated to serve students with the understanding that diversity is a strength to be respected and valued.
- Honor, through collaboration, the lives of children, their families, and their communities.
- Reflect upon personal and professional practices, values, integrity, ethical decision-making, and reputation as they serve as role models for students.
- Serve as ambassadors and spokespersons for the importance and nobility of the teaching profession.

Ethics and Teacher Education

Overview

Ethics and ethical codes are central to the teaching profession. Every child in our care is

vulnerable, and can be helped or harmed by what we do every single day. Teachers are

responsible for upholding the highest principles of the profession and for demonstrating

kindness, compassion, understanding, and encouragement for all children. They are also

responsible for seeking the excellence in preparation and instruction that gives all their students the opportunity to *reach their highest potential.* All children, regardless of labels that may be applied to them in school settings, should be viewed as worthy persons and capable learners. All teachers, regardless of the challenges they face in the school setting, should set forth daily to create a classroom environment in which all children are welcomed and in which all children truly have the opportunity to learn, to develop, and to grow as individuals and as members of society.

We Teach Who We Are

We cannot become outstanding and ethical teachers simply by developing practical classroom

skills. We must also continuously seek to develop the personal qualities and characteristics that we want to encourage in our students. If we seek to have integrity and to meet our personal and professional responsibilities on a high level, then our students have a daily role model for those characteristics. If we are gentle and caring in our words, even when we are disappointed or angry, then our students are in the daily company of someone who models positive and compassionate human characteristics. We simply cannot have ethical integrity as teachers if we ask children to do things that we do not do ourselves. If we are late, or unprepared, or harsh in our words – children see our hypocrisy when we punish or chastise them for what we do ourselves. Ethical teachers must have a strong and obvious alignment between what they demand of themselves and what they demand of others. We are constantly teaching by example – good or bad!

Inclusion Means Everyone

Diversity in America and around the world takes many forms. Students exhibit differences in family income, language, gender, skin color (race), ethnicity, sexual orientation, religion, and ability. As ethical teachers, we must constantly seek to be *inclusive* –welcoming of all differences as we build classroom communities that teach children how to respect each other, be kind to one another, and work with one another. In our program at IUP, we are very fortunate to have an emphasis on *inclusion* in terms of ability differences. We know that all the children in our classrooms are *our children* and that, in the context of their gifts, abilities, and special needs, they help us to teach all our students how to live and function in diverse communities. No one is "less than" or "more than" – we respect the individual experiences of all students, recognizing both challenges which require our assistance and abilities to be honored and recognized. Our students are like sponges, watching how we treat differences and following our example.

Talk Matters

Students in this program are expected to describe children in positive and respectful terms, and to use "people first" language. A label is *never* placed in a descriptive sentence without establishing the *personhood* first. A *child* has a disability, a *person* has hearing loss, a *man* is older, and a *woman* is experiencing emotional problems. We are all members of the human family first, and then *if necessary* the label follows in order to be useful to the reader or listener. People first language is like any other language – it must be practiced with determination until it becomes a deeply held habit.

Talk is *action* that makes things happen in the lives of children, even if they never actually

hear what we say. We must never be careless in the unnecessary sharing of potentially harmful confidentialities ("his mother is an alcoholic" "his father is in prison") and must never make habitually unkind statements about certain children ("that kind of child is never going to be successful"). Deficit based assumptions ("poor children in urban areas are all at risk") with no basis in actual fact or research are unethical and harmful to children. Children are always more than test scores or numbers – they are marvelous sparks of the promise of human life and they must be protected daily by the words we use to describe them to others.

A Different Kind of Fame and Fortune

Excellent, ethical teachers may never by recognized by anyone outside the walls of the school in which children grow and flourish in their brilliant practice and care. Their financial compensation, while it has improved tremendously from earlier days, will not create personal wealth. We are all aware of people such as athletes who are famous and who make millions of dollars every year. The lives of excellent and ethical teachers take a different kind of path. For them, fame is *an outstanding professional reputation,* constructed daily with integrity and professional distinction and carried forth by generations of students who revere and remember them throughout their lives. Their wealth is their *carefully and fully constructed lives of worth and meaning*, so generously shared throughout the years with so many others. It is a struggle to try to do what is right, to avoid and confront what is wrong, and to constantly reflect on the very best thing that must be done. The end result of this successful struggle is a beautiful career that makes the world a better and happier place for many, many other people.

Preparation, Professionalism, and Positive Thinking

The implementation of the major content pedagogy bases is supported by the three Ps: Preparation, Professionalism, and Positive Thinking. These Ps are important to your success in student teaching.

Preparation for Teaching

It is very important for you to realize that many hours of preparation will be necessary for each day you spend in educational settings. Teaching is not easy. It requires extensive thought, planning, and preparation necessary for successful instruction of children. Children respond well to lessons that are interesting and meaningful. An important part of student teaching is demonstrating the ability to teach creative, exciting, and well-prepared lessons. You will need to discover new sources to increase your knowledge about the subject you will teach, prepare different levels of questions, create visuals and other materials of your own, and develop interesting activities that support your objectives.

Keep in mind that you are receiving 10 academic credits for student teaching and two credits for your professional seminar. Think of the amount of work you would have to do to receive an A in four demanding courses on campus this semester. You will have to do the same amount of high quality work, or more, to be an excellent student teacher. Plan on working in the evenings and on weekends to prepare your lessons -- that is what excellent teachers do throughout their careers!

Professionalism in Teaching

Professionalism may mean many different things in various educational settings. It is reflected in your attire and your interactions with and behavior around students, other teachers,

and parents. Although school districts may vary in some of their expectations, students representing IUP are expected to present themselves in a professional manner at all times during the student teaching experience. This section of the handbook presents guidelines that will help you project the professional image and model for your students that will attract future employers rather than create barriers to success. You have devoted a great deal of time and hard work to becoming an excellent teacher. Making wise choices about your professionalism is a choice you will make that will unquestionably affect your professional future.

Professionalism in Dress and Appearance

While student teaching, you are a guest in the educational setting and a representative of IUP. As such, you should use good judgment in selecting clothing for the classroom or setting. In most cases, men will be required to wear a shirt with a collar and a tie. Suit coats may not be required. Women should wear dresses, dress slacks, or skirts that are appropriate for the classroom. Clothes that are too short or revealing in any way are not appropriate choices in working in schools and educational settings. It is also generally not acceptable to come to school without socks or hose. Neatness is always advantageous.

All teacher candidates should remember that jeans and sneakers or athletic shoes are not considered to be professional attire by many school districts and will be deemed unacceptable in student teaching (unless it is the day of an outdoor field trip and your cooperating teacher has made the recommendation). Even if your school has a policy of "dress down day," keep in mind that you are at a point in your career where you should constantly strive to make a positive professional impression on teachers, administrators, and parents. All teacher candidates know that while many items of clothing may be perfect for some occasions, they may still be

unacceptable for schools, which are usually more conservative than the university setting. When in doubt about your clothing choice, it is suggested that you should err on the side of caution and select a different outfit.

In addition to clothing, professionalism in dress and appearance would also include appropriate personal grooming. Neatness is important and students are advised to strive to regularly present themselves in a neat and well-groomed way. Visible body piercing and tattoos may be a statement of your individuality and style, but may also be considered a distraction in a classroom by many school districts. Students should keep in mind that school personnel (including your cooperating teacher and school administrators) have the right to expect you to be more conservative and remove or cover such adornments. Failure to do so could result in the school requesting that your placement be terminated due to the distracting nature of your appearance or non-compliance with the school dress code. It is advised that teacher candidates consider this before the first visit to the classroom and attempt to maintain a professional image throughout the experience. Teacher candidates should keep in mind that as teachers they are role models. The personal choices you make regarding appearance may affect the perceptions of others and your professional future.

Professionalism in Oral and Written Communication

Throughout the teacher preparation program at IUP, you have been encouraged to speak and write using Standard English and to avoid colloquialisms and slang so that you will speak and write professionally, serving as a model for the children you teach. The school district will likely expect you to maintain good habits of oral and written communication at all times. Both your cooperating teacher and university supervisor will be expecting to see the professional use

of oral and written language during this capstone experience.

Professionalism in Behavior

Your behavior says a great deal about not only you as a teacher, but also you as a person. Individuals should carefully select the personal items they bring to school. Certain photographs and other belongings may be viewed as inappropriate for the school setting. Teacher candidates are role models and should remember that in addition to their dress, language, and behavior, their personal possessions viewed by students, teachers, and parents also send a message regarding professionalism. In addition, teacher candidates should use good judgment and not bring valuables including large sums of money, cell phones, and jewelry to an educational setting where they cannot be secured. Many of these personal items may be interesting and attractive to children.

Your students, their parents, other teachers and school personnel will view and form opinions regarding your professionalism not only because of the way you dress and speak, but also the way you act. As a teacher, you have the responsibility of always considering your actions so that you offer appropriate and mature behavior for your students to model. You have both an educational and ethical responsibility to your students. All teacher candidates should review the section of this handbook devoted to ethical behavior and strive to always influence the students with whom they work in a most favorable and positive way.

Each of you has been asked to sign a student teaching contract. This agreement acknowledges your commitment to professionalism and the availability of professional support from your cooperating teacher and university supervisor.

Positive Thinking

What is positive thinking? It is realizing that, in the profession of teaching, problems do exist. However, many happy and successful experiences also exist. Some of the lessons you prepare during your student teaching experience may result in some real problems in delivery, or you may realize that you have made some mistakes in planning. Sometimes children may need to have directions repeated many times, they may need differentiated instruction, and they may demonstrate on a test that they really did not master the content you thought you had taught so well. Sometimes children may misbehave, talk when you are talking, or fail to pay attention to the lessons you have planned. This is the time for you to realize that teaching requires trying again and again to reach success with a class full of unique children. Teaching is not an easy job! Refer to your classroom management plan and think positively as you focus on your strengths and the strengths of the students.

As you think about the three "Ps," you also must begin to think about the impact of those "Ps" on recommendations you will be seeking from professionals in the field. Student teachers often request recommendations from cooperating teachers and supervisors. If you have failed to prepare assignments in a timely manner, to implement suggestions positively, or to act professionally, strong recommendations are difficult to obtain. Your goal is to demonstrate that you are a dedicated and hard working teacher with genuine concern for your students. Student teachers who are prepared, professional, and have a positive attitude are student teachers who receive strong recommendations when they are seeking jobs.

In addition to a knowledge base in content pedagogy, we expect our graduates to exhibit

ethical behavior with regard to diversity. As such, please reflect on the motto, mission, and vision of the ECSP program and the statements regarding Teaching and Ethics.

No child should ever be harmed in the process of education. Thus, ethical educators constantly seek to promote healthy development in the minds and hearts of children. It is not easy to be patient and compassionate on a daily basis, particularly when you need to struggle hard to help some children to be successful learners in school. Just keep asking yourself what is right, and reminding yourself that you entered education because you loved children and wanted to help to change their world for the better!

WE EXPECT YOU WILL:

➢ Avoid discussing children in terms of labels.

➢ Observe and encourage growth in all children.

➢ Focus on the strengths and interests of children.

➢ Discuss IQ and other test scores in confidence.

➢ Work to actively find positive strengths and attributes in all children.

➢ Avoid unnecessary or unethical sharing of confidential information.

➢ Model a positive approach to potentially negative information about children.

➢ Focus on positive aspects and strengths of all children.

➢ Respect the strength and dignity of all families.

➢ Openly express a commitment to respect all children and families.

➢ Strive continually to find a level of professional comfort with all the differences you encounter in children.

➢ Actively seek ways to help children feel welcome in your classroom.

➢ Use books that reinforce the different abilities, cultures, and experiences of children in your classroom in a positive way.

➢ Actively encourage all your students to accept diversity and to seek to treat each other kindly and fairly.

➢ Seek gender equity in all lessons and activities.

➢ Actively avoid any discriminatory, rejecting, or hurtful attitudes and actions toward any children in your classroom.

➢ Follow the "people first" guidelines of the Americans With Disabilities Act and place the label after the personhood when you speak or write about students ("Child with a learning disability" rather than "Learning disabled child" or "Student in special education" rather than "Special needs student.")

The Student Teaching Experience

Since ECSP majors possess a distinctive body of knowledge for teaching Pre-kindergarten through fourth grade and Special education Pre-kindergarten to eighth grade, it is strongly recommended that each student teacher have varied experiences in a wide range of subjects/activities. The cooperating teacher and university supervisor will decide on the types of experiences depending on your competence and availability of appropriate classroom settings. They will take into consideration previous assignments during the ECSP field experiences.

For students in ECSP, teaching several subjects, skills, and/or activities constitutes a normal class load to be achieved and maintained throughout the semester. The student teaching experience will begin with observation and responsibilities that are described in the *College of*

Education and Educational Technology Student Teaching Handbook. However, it is important to progress toward total responsibility of the classroom or setting as soon as possible. To guide you, progressive plans which increase weekly responsibilities throughout the semester are included in this handbook. Choose the plan in Appendix <u>H</u>, <u>I</u>, or <u>J</u> which describes your student teaching situation. Work together with your cooperating teacher to construct both short and long range plans.

Guest lessons are a recommendation for all student teachers. With the help of your cooperating teacher, you may teach two guest lessons in grade levels other than the one in which you are placed. Also, during your student teaching you are required to integrate the arts (art, music, and/or theater) into your teaching. This/these lesson plan(s) should be included in your portfolio, as well.

In your special education placement, you will plan and implement an Individual Behavior Plan *OR* an Instructional Program with task analysis. For the individual behavior plan, you will discuss the selection of a target student and target behavior with your cooperating teacher. You can then plan for monitoring and changing student behavior. For the Instructional Program, you will discuss the target student and the skill/task with your cooperating teacher. You will develop a task analysis on the skill/task related to the instructional program. You can develop an Instructional Programs for one of the four major domains (vocational, domestic community, & recreation/leisure). The forms to be used are included in the Appendix section of this handbook. The assignments must be typed.

Non-instructional duties of student teachers may vary based on placement; however, we believe that all students must expand opportunities within educational contexts to include non-

instructional activities such as being involved in sharing responsibility for bus duty and recess

supervision, assisting in extra-curricular programs the students are involved in, participating in

parent conferences, attending professional development seminars, and attending after school

activities and school-community functions.

Expectations of Student Teaching

As a teacher candidate, you will be expected to perform in three different categories:

Pre-teaching, Teaching, and Portfolio Requirements.

1. Pre-teaching

Pre-teaching includes those activities in which you prepare to teach, such as preparing

unit and lesson plans, individual behavior plans, and instructional programs. It is important for

all instructional plans and tools to include components characteristic of effective teaching. The

unit plan and lesson plan formats, as well as the individual behavior plan and instructional

program formats required by the departments are presented in the Appendix section of this

document. Unit and lesson plans **must be typed**.

All students are responsible for developing instructional unit plans during student

teaching. You should discuss the unit plan requirement with your cooperating teacher and your

university supervisor prior to beginning your work on the unit. Find out what your teacher and

supervisor expect. The completed unit plan must be approved by your cooperating teacher and

your university supervisor well in advance of teaching it.

There are general requirements for lesson plans, also. Lesson plans should be completed

as far in advance of teaching the lesson as specified by your cooperating teacher. Advance preparation is important to enable you to receive feedback on the lesson from your cooperating teacher and to meet the planning requirements of the school administration. Some cooperating teachers are required to submit lesson plans one week in advance of teaching the lessons. Lesson plans should be organized systematically in a binder by subject for quick perusal by your university supervisor.

2. Teaching

Your teaching will be evaluated through observation by your university supervisor and your cooperating teacher. A Lesson Observation Form is used to provide feedback on the quality of your teaching. Lesson Observation Forms differ for settings. The observation forms are based on the outcomes/competencies and performance indicators for the major and professional education core required by the *College of Education and Educational Technology*. Outcomes/competencies and exit outcomes appear in Appendices D and E, respectively. Professional education outcomes and performance indicators are included in the *College of Education and Educational Technology Student Teaching Handbook*.

Three additional areas for evaluation are included on the second page of the form. They are **areas of strength**, **suggestions for growth**, and **formative evaluation**.

All teacher candidates have positive qualities or areas in which they are particularly accomplished. Your supervisors will tell you what you have done well and areas or teaching strategies in which you have made progress. This type of information is included in the category, **Areas of Strength**.

It would be almost impossible for anyone to teach a lesson which could not be improved

in some way. Your areas of difficulty should not discourage you, but only give you a clearer focus about ways you can become an even better teacher. Respond to this feedback in a positive and professional way and be sure that you understand exactly what is expected of you. This information is included in the category, **Suggestions for Growth**.

Formative Evaluation represents a combination of your strengths and areas needed for growth on a continuum. This data on the continuum will give you a clear idea of your current teaching performance and will also give you the opportunity to assess your progress as you implement suggestions made by your cooperating teacher and university supervisor.

General Suggestions for Responding to Observations

➢ Before your conference, tell your supervisor or cooperating teacher you welcome her or his suggestions.

➢ Take notes in a designated notebook during the conference. This will give you time to reflect carefully on suggestions before speaking.

➢ Repeat the main points made by your supervisor or cooperating teacher during the conferences.

➢ Thank your supervisor or cooperating teacher for feedback and indicate your intention to accept suggestions.

3. Portfolio Requirements

The College of Education and Education Technology (COE-ET) requires all teacher candidates to maintain and continually update an electronic portfolio following the designated format.   The Teacher Work Sample that you will complete during the student teaching semester is the Step 3 portfolio requirement. You need to make two copies of your Step 3 electronic

portfolio. Retain a personal copy and submit the other copy to your IUP student teaching

supervisor. The electronic portfolio will be assessed by your student teaching supervisor. While

the electronic portfolio may not be a requirement for application for a teaching position, the

portfolio does serve as evidence of your mastery of competencies required by the college and the

accrediting bodies at the state and national levels. Completion and submission of the required

Teacher Work Sample is considered a part of your grade for student teaching.

Many teacher candidates decide to create an abbreviated paper portfolio to be used when

they interview for a teaching position. This material should reflect your best professional efforts.

The following are some components you might consider when developing the interview

portfolio:

- ➢ Completed resume and cover letter (see Career Services publication for guidelines)
- ➢ Completed philosophy statement
- ➢ Letters of reference
- ➢ Exemplary teaching theme or unit that you have developed
- ➢ Samples of best plans, including your evaluations and samples of student responses
- ➢ Assessment measures that you designed to evaluate student learning
- ➢ Photographs of teaching materials, learning centers, bulletin boards, and displays of children's work
- ➢ Completed professional readings
- ➢ Two videotapes of your teaching performance (if possible)

➢ Where appropriate, teacher candidates should include reflective statements that address the competencies/standards that are addressed by the various artifacts.

Videotaping is an effective tool for self-evaluation for student teachers and inservice teachers. Each teacher candidate should (if possible) videotape lessons from any content area. However, you must obtain approval before videotaping. Schedule your videotaping early in the semester. If you wait until the last minute, you may not be able to schedule the necessary equipment or complete your self-evaluation. After videotaping, write a self-evaluation of your performance by using the Lesson Observation Form appropriate to the setting.

Evaluation of Student Teaching

Evaluation is an ongoing process conducted by the university supervisor and the cooperating teacher. Formative or ongoing evaluation occurs daily, as well as at midterm. Summative evaluation occurs at the end of the student teaching experience. The forms for the midterm and final evaluations, and Evaluation of Student Teaching, are in the Appendix section of this handbook.

The purpose of the midterm evaluation in each setting is to ensure that communication takes place regarding the following: 1) in the identification of strengths and areas of growth; 2) in providing constructive instruction in appropriate techniques and planning strategies; 3) in establishing goals and procedures for the remainder of the student teaching experience; and 4) in providing counseling as necessary.

The final evaluation uses the same form as the midterm evaluation. The final grade for each setting is established, in cooperation, by the university supervisor and the cooperating

teacher. The final responsibility for the grade rests with the university supervisor.

Because we believe that self-evaluation and reflecting on one's own performance are important skills for an effective teacher, it is important that the student teacher be a part of the evaluation process. At the request of your university supervisor, you may be asked to complete an evaluation form of your performance prior to the midterm and final conferences.

The final grade for each placement reflects criteria related to pre-teaching, teaching, and portfolio requirements. Remember, professionalism is an important component of all of these criteria. Additional information about student teaching grades is included in the *College of Education and Educational Technology Student Teaching Handbook*.

Conclusion

This handbook addresses some specific issues relating to teaching in early childhood and special education settings. It offers some suggestions which we hope will make your experience a rewarding one. The handbook is not meant to supply all of the information you will need in the student teaching experience. Rather, it is designed to highlight some guidelines adopted and approved by the department and to reinforce some philosophical underpinnings which the faculty believes offer a raison d'etre for the framework of our early childhood and special education student teaching programs.

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Appendix A

CHARLOTTE DANIELSON'S FRAMEWORK

DOMAIN 1: PLANNING AND PREPARATION • Knowledge of Content • Knowledge of Students • Selecting Instructional Goals • Knowledge of Resources • Designing Coherent Instruction • Assessing Student Learning	DOMAIN 2: CLASSROOM ENVIRONMENT • Creating Respect and Rapport • Establishing Culture for Learning • Managing Classroom Procedures • Managing Student Behavior • Organizing Physical Space
DOMAIN 3: INSTRUCTION • Communicating Clearly and Accurately • Using Questioning / Discussion Techniques • Engaging Students in Learning • Providing Feedback to Students • Demonstrating Flexibility and Responsiveness	DOMAIN 4: PROFESSIONAL RESPONSIBILITIES • Reflecting on Teaching • Maintaining Accurate Records • Communicating with Families • Contributing to School and District • Growing and Developing Professionally • Showing Professionalism

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Appendix B - Alignment of Program Standards

Alignment of NAEYC and CEC Standards to the INTASC Principles

	1. Learner Development	2. Learning Differences	3. Learning Environments	4. Content Knowledge	5. Application of Content	6. Assessment	7. Planning for Instruction	8. Instructional Strategies	9. Professional Learning and Ethical Practices	10. Leadership and Collaboration
NAEYC Initial Licensure Standards										
1. Promoting Child Development and Learning	X	X	X				X			
2. Building Family and Community Relations		X			X		X			X
3. Observing, Documenting, and Assessing to Support Children and Families		X	X			X	X			
4. Teaching and Learning	X	X	X	X	X	X	X	X	X	X
5. Using Content Knowledge				X	X	X	X	X		
6. Growing as a Professional					X				X	X
7. Early Childhood Field Experiences			X	X					X	X
CEC Initial Licensure Standards										
1. Foundations		X		X	X	X				X
2. Development and Characteristics of Learners	X	X		X	X	X	X			X
3. Individual Learning Differences		X		X	X					X
4. Instructional Strategies		X		X	X		X	X	X	X
5. Learning Environments and Social Interactions		X	X	X	X	X	X	X	X	
6. Language		X				X		X		
7. Instructional Planning		X		X	X	X	X	X		
8. Assessment		X		X	X			X		
9. Professional and Ethical Practice		X		X	X			X	X	X
10. Collaboration		X		X	X	X	X	X		X

Appendix C

ECSP Observation Form

http://www.iup.edu/teachereducation/forms/default.aspx

Appendix D

Teacher Education

Minimal Teaching Field Outcomes and Performance Indicators for Cooperating Teachers' and Student Teachers' Reference

EARLY CHILDHOOD EDUCATION

LEARNER:

Outcome 1: **Demonstrates a sensitivity to the needs of individual children and establishes rapport with children and parents.**

Performance
Indicators: Helps children to be aware of their own goals and classroom goals
Selects goals for emphasis based on children's interests and developmental needs.
Helps children learn to get along with others and encouraging feelings of mutual respect.
Uses formal and informal conferences to allow parents to assist in the development of acceptable classroom behavior.
Designs instructional plans that reflect input from parents and are safe and healthy for children.

LEARNER/COMPETENCE:

Outcome 1: **Demonstrates methods of classroom management that guide children toward independence and self-discipline.**

Performance
Indicators: Anticipates problems and prevents their occurrence.
Reinforces appropriate behavior.
Modifies and adapts instruction when appropriate and when attention of children is not focused.
Uses appropriate child guidance strategies.

COMMITMENT:

Outcome 1: **Demonstrates commitment to the teaching profession.**

Performance
Indicators: Reads, comprehends, and interprets professional materials.
Assumes personal responsibility for professional growth by involvement
in professional organizations and other professional development opportunities.
Acquires knowledge and information about the services and agencies available
to families and children.
Respects and accepts children.

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CONTENT/COMPETENCE:

Outcome 1:	**Demonstrates the ability to utilize a variety of developmentally appropriate techniques to teach language arts, including reading, writing, speaking, and listening.**

Performance
Indicators:	Applies knowledge of language acquisition to the planning and development of
literature-based reading, writing, speaking, and listening.
Analyzes children's cognitive skills through verbal sharing, writing, and emergent reading.
Uses puppetry, creative dramatics, and other types of enactment to promote
language development.

Outcome 2:	**Demonstrates the ability to help children understand and appreciate the physical environment, the scientific process, and number concepts.**

Performance
Indicators:	Helps children to construct number and non-number concepts.
Helps children to construct prenumber concepts.
Helps children to understand the physical and natural world.
Helps children develop cognitive skills including observing, communicating, classifying,
measuring inferring, and predicting.

Outcome 3:	**Demonstrates the ability to integrate the curriculum including content from the social sciences, health, and the arts.**

Performance
Indicators:	Encourages the development of positive interpersonal behavior among students.
Engages students in activities that promote health and safety promotes positive life skills.
Integrates art, music, and movement into the content areas to enhance the understanding of
concepts.

Outcome 4:	**Demonstrates the ability to utilize "hands on" strategies to advance children's physical and intellectual competence in all content areas.**

Performance
Indicators:	Provides proper materials, equipment and activities for children to grow and develop physically
through art, movement, music, dance, and play.
Provides realistic models of people, places, and things that promote an understanding of home,
school, and society.
Designs materials and instruction in all content areas that is sequential from concrete to abstract.
Provides alternative materials which accommodate children's differences in learning tasks and
style.

COMPETENCE/COLLABORATION:

Outcome 1: **Demonstrates the ability to effectively use human and technological resources in the classroom.**

Performance
Indicators: Utilizes responsible persons, including parents and other community members to participate in teaching and learning.
Utilizes tape recorders, cassettes, listening centers, computers, and visual aids to enhance instruction.
Seeks new ways to engage people and technology in the teaching/learning process.

Outcome 2: **Demonstrates a knowledge of and sensitivity to social/cultural patterns and relationships.**

Performance
Indicators: Gets to know children by engaging them in informal conversation.
Learns different cultural patterns through personal contacts, readings, and interactions with people.
Engages parents of diverse cultural, social, and economic backgrounds in development and implementation of curriculum and instruction.
Uses supplementary materials that are nonstereotypical and that are inclusive.

COMPETENCE/LEARNER:

Outcome 1: **Demonstrates the ability to set up and maintain a safe and healthy learning environment.**

Performance
Indicators: Provides a psychologically safe environment where children function freely and securely.
Selects materials and equipment and arranges the room in ways that provide for mobility, flexibility, and creativity.
Provides balance and pacing in activities; active/quiet, indoor/outdoor.

Teacher Education
Minimal Teaching Field Outcomes and Performance Indicators for Cooperating Teachers' and Student Teachers' Reference

SPECIAL EDUCATION

LEARNER:

Outcome 1: **Implements an appropriate curriculum geared to meet the individual needs of the students with mental and/or physical disabilities within the classroom.**

Performance
Indicators:
- Establishes attainable goals for all students within parameters set by the IEP
- Develops and uses short range objectives that are consistent with the goals
- Adapts materials and methods to the needs of the students
- Continuously evaluates students' outcomes which inform future programming

Outcome 2: **Demonstrates adaptability, flexibility, and initiative in meeting the changing needs of students with mental and/or physical disabilities in the learning environment.**

Performance
Indicators:
- Is adaptable in crisis situations
- Is adaptable in the use of material and equipment
- Is adaptable to changes in schedules, group size, the presence of visitors
- Is flexible in lesson delivery
- Is flexible in identifying and meeting the needs of the students
- Is flexible in long range goals
- Shows initiative in preparing instructional bulletin boards, learning centers, activity
- centers
- Shows initiative in taking on additional classroom-related responsibility and professional growth
- Shows initiative in school-based extracurricular and co-curricular activities

COMMITMENT:

Outcome 1: **Demonstrates knowledge and application of professionalism and ethical practices.**
Performance
Indicators:
- Practices within the CEC Code of Ethics and other standards of professionalism
- Demonstrates positive regard for the gender, culture, religion, and sexuality of the student
- Exercises objective professional judgment in the practice of the profession
- Promotes and maintains a high level of competence and integrity in the practice of the profession

CONTENT:
Outcome 1: **Uses positive behavior management techniques and applies reinforcement principles appropriately.**
Performance
Indicators :
- Reinforces positive behavior appropriately; i.e., use of social reinforcement, tangible rewards
- Keeps adequate records when using formal behavior modification
- Uses various types of behavior modification techniques
- Is systematic in applying reinforcement strategies
- Uses techniques that suggest effective group management skills; i.e., positions oneself in such a manner as to be able to observe entire class
- Uses various techniques in classroom behavior control, such as eye contact, voice modification, and proximity
- Provides motivation by teaching in an interesting way, i.e., making learning fun and exciting
- Changes types of tasks or activities frequently enough to avoid boredom

Outcome 2: **Assesses and profiles pupils strengths and limitations in ways that can be utilized for instructional planning.**
Performance
Indicators: -
- Utilizes individual case history information appropriately
- Utilizes appropriate formal assessment tools (group & individual)
- Utilizes appropriate informal assessment tools in an ongoing way, as an integral part of the instructional process
- Uses appropriate charts and graphs to profile student learning outcomes

COLLABORATION:
Outcome 1: **Demonstrates knowledge of communication and collaborative partnerships.**
Performance
Indicators:
- Communicates and collaborates effectively with students, parents, school, and community personnel
- Develops student programs collaboratively with other team members
- Adheres to ethical practice in communicating to others about individuals with exceptional learning needs

Outcome 2: **Engages in collaborative teamwork.**
Performance
Indicators:
- Collaborates with other school personnel for inclusion of students into various learning environments
- Communicates and collaborates with other school personnel about characteristics and needs of specific students
- Uses collaborative strategies in working with students, parents, and local school and community personnel in various learning environments

COMPETENCE:
Outcome 1: **Practices diagnostic and prescriptive instructional procedures.**
Performance
Indicators:
- Utilizes available diagnostic information for short and long range plans for teaching

- Plans specific lessons for individual students
- Sets attainable goals for students
- Considers individual differences in determining beginning levels of tasks
- Demonstrates the ability to analyze a task to reduce it to its component parts and to sequence
- Recognizes and manipulates the variables in the learning task
- Matches teaching techniques and student learning style

Outcome 2: **Uses and adapts special equipment and materials used by and/or with specific students with mental and/or physical disabilities.**

Performance
Indicators: -

- Adapts equipment for properly positioning students
- Designs and/or adapts instructional materials to individualized needs of children
- Is concerned about and attempts to fit furniture to the child
- Encourages students to manipulate materials and special equipment independently

Outcome 3: **Plans for and effectively uses paraprofessionals.**

Performance
Indicators: -

- Works cooperatively with paraprofessionals
- Includes paraprofessionals as one of the classroom team
- Gives adequate directions, assistance, and supervision to the paraprofessional
- Assigns tasks to the paraprofessional that are within his/her job description

Appendix F

Teacher Education: Evaluation of Student Teaching

Student's Name_____ Social Security #_____ Date_____
Department_____ Grades Taught_____ Subjects or Program_____

School District_____ School Building_____
Check Appropriate Blocks: ___1st Experience ___2nd Experience ___Midterm ___Final

Based on observation of your student teacher's performance and/or examination of his/her records and other product outcomes, please assess his/her development of the following competencies as an entry level teacher. Please make heavy black marks in the squares for the rating of the competency level. Refer to the suggested list of performance indicators on the separate outcomes sheet to assist in the evaluation process. These performance indicators are not finite.

CONS   **Demonstrates Consistent Achievement of Outcome**   **DNAO**   **Demonstrates No Achievement of Outcome**
PART   **Demonstrates Partial Achievement of Outcome**   **NOTD**   **No Opportunity To Demonstrate**
MIN   **Demonstrates Minimal Progress in Achieving Outcome**

Minimal Generic Teacher Education Outcomes

	CONS	PART	MIN	DNAO	NOTD
1. Emphasizes the teaching of learning strategies over rote learning of specific facts and content and encourages active participation in the learning process	___	___	___	___	___
2. Applies principles of learning to classroom practice	___	___	___	___	___
3. Demonstrates understanding of the growth and developmental characteristics of students being taught by engaging in developmentally appropriate practices	___	___	___	___	___
4. Displays professionalism in all interactions within the classroom and in the community	___	___	___	___	___
5. Demonstrates broad understandings and affirmation of cultural, ethnic, academic, and socio-economic diversity	___	___	___	___	___
6. Exhibits personal involvement in teaching	___	___	___	___	___
7. Establishes a positive environment for acceptance of student ideas	___	___	___	___	___
8. Accepts suggestions and modifies behavior accordingly	___	___	___	___	___
9. Serves as a positive role model for students, colleagues and parents	___	___	___	___	___
10. Demonstrates firm grounding in academic subjects	___	___	___	___	___
11. Plans for student engagement in issues, processes, and material related to the subject matter	___	___	___	___	___
12. Interacts effectively with all members of the educational community	___	___	___	___	___
13. Encourages collaboration among students	___	___	___	___	___
14. Communicates effectively in oral and written form	___	___	___	___	___

15. Displays ability to assume total responsibility for the classroom ___ ___ ___ ___ ___

16. Uses appropriate techniques for assessment, both formally and informally ___ ___ ___ ___ ___

17. Uses well developed pedagogical skills in teaching content ___ ___ ___ ___ ___

18. Provides for classroom management ___ ___ ___ ___ ___

19. Uses a variety of teaching materials and equipment creatively and effectively ___ ___ ___ ___ ___

SUMMARY - OVERALL RATING ___ ___ ___ ___ ___

Photocopies should be provided to the following:
    Student Teacher/Cooperating Teacher/University Supervisor
    The original goes to: Teacher Education Office

IUP

Teacher Education: Evaluation of Student Teaching
Part II – will be updated in October, 2013

Teacher Education: Evaluation of Student Teaching

Part III

Name _____ Department _____

Cooperating Teacher: _____

_____   _____   _____

Signature of Cooperating Teacher   Date   Recommended Grade

University Supervisor: _____

_____   _____   _____

Signature of University Supervisor   Date   Midterm/Final Grade

Student Teacher: _____

I have had the opportunity to meet with my cooperating teacher and university supervisor to discuss this evaluation.

_____   _____

            Signature of Student Teacher   Date
                GENERIC.EVL REV 7/0

Appendix G

http://www.iup.edu/teachereducation/forms/default.aspx

Appendix H
Professional Studies in Education
Student Teaching Matrix – Early Childhood Education

Week #	1	2	3	4	5	6	7
Observe and Assist Classroom Teacher	X	X	X	X	X	X	X
Number of Lessons	2	3-5	5-7	7-10	10-15	15	15
Number of Subjects		1	2	3	3	4	4
Unit Plan	Web or Outline Due		Completed Unit Due				
Full Days of Teaching				1	2	5	
*Teacher Work Sample (TWS)	Description of the Learning Environment		Unit Plan	Pre-Assessment	Teach Unit	Teach Unit	*Completed TWS Due

*The Teacher Work Sample will be completed in one of the two placements; it does not have to be done for both.

Appendix I
Weekly Guideline
Student Teaching Matrix – Special Education

Week #	1	2	3	4	5	6	7
Observe and Assist Classroom Teacher	X	X	X	X	X	X	X
First week reflection	X						
Number of periods teaching		1	2	3	4	5	All day
Instructional program or individual behavior plan		Plan due				Data collecte d	Report completed
Final week reflection							X

*The Teacher Work Sample will be completed in one of the two placements; it does not have to be done for both. The instructional program or individual behavior plan can be used for the Work Sample in the Special Education placement.

Appendix J

TASK ANALYSIS TEMPLATE

Student/ Learner Name:	Program Title:
Program Designer:	Date:

Goal:

	Date:									
	Totals:									

Key:

Appendix K
Instructional Program Template

Student/Learner: **Age:**	**Title:**
Program Designer:	**Location of Instruction:**
Program Implementer:	**Schedule of Instruction:**

Learner Characteristics (physical, behavioral, sensory, etc.):

Program Rationale:

Goal/Objective:

Materials:

Task Analysis (Attached to back of instructional program on data sheet)

Baseline Procedures:

Teaching Procedures: -Instructional Cue -Teaching Technique -Correction Procedures

Reinforcement procedures:
-type(s)
-Schedule
-plan for fading

Data Collection (place "key" on data sheet):
-type of data or measurement system
-frequency of data collection
-probes
-reliability checks

Program Changes:
-frequency of data analysis
-acceptable progress criteria
-unacceptable progress criteria
-possible program changes

Plan for:
-maintenance of the skill once learned:
-generalization of skill

Appendix L

ECSP
INDIVIDUAL BEHAVIOR PLAN FORMAT

1.   Name (*First name or initials)*

2.   Target behavior: *(specify in observable terms)*

3.   Function of behavior *(e.g., avoid something, get something)*

4.   Replacement behavior

5.   Data collection/analysis procedures:

6.   Behavioral Objective:

7.   *I*ntervention procedure(s):
     a.   Antecedent modifications

     b.   Instruction for replacement behavior

     c.   Positive reinforcement for replacement behavior

     d.   Consequences for target behavior

8.   Generalization/maintenance plan (plan for generalizing this behavior to other settings, over time):

Appendix M
ECSP Daily Lesson Plan Format

I. HEADING:
List author/teacher name, date, subject, grade, and time allotted. This information should be left-justified at the top of the first page.

II. RATIONALE AND BACKGROUND:
Briefly explain how the lesson will address Pennsylvania Academic Standards (specify standards, anchors, and/or Common Core Standards, as appropriate) and meet the needs of the students. Address context of the classroom including the social and physical environment, relevance to students' lives and interests, students' background knowledge, and student diversity. This portion typically features two brief paragraphs initiated as follows:
- What is the purpose or essential question of this lesson?
- What are the students familiar with or able to do in relation to this topic?

Facts about the learners:	Specific, required adaptations:

NOTE: **Do not use students' names when giving facts or adaptations.**

III. LESSON OBJECTIVE(S):
An objective is a clear, concise statement of intent designed to guide and anchor a lesson plan. A strong objective contains a condition, student, behavior, and criterion. Include the student's name or group, an observable behavior that students will do to show mastery, the conditions in which you will check mastery, and the criterion for mastery.
Cognitive Examples:
- When given a story starter, students will create a story that includes characters, setting, plot and resolution.
- Given flashcards with Dolch words, Amanda will orally read the words with 100% accuracy on 3 out of 3 trials.

Affective Examples:
- Given specific weather conditions, pre-school students will appreciate the role weather has on their daily lives by identifying proper outdoor attire.
- Given social skills role plays, Graham will act out responses that match classroom rules and procedures for 4 out of 5 scenarios

IV. LIST OF MATERIALS/RESOURCES:
A) Indicate where this lesson came from (mentor, book, website, self). Describe how you made it your own.
B) Provide a complete list of resources (books, articles, websites, etc.) including materials that supplement available textbooks, teachers' manuals, and/or resources to extend knowledge of the lesson/unit topic. (Use APA format.)
C) List materials needed to teach the lesson including audio-visual aids and equipment, technology, outside speakers, student texts, materials, and teacher-made resources.
D) When students need adaptations, be sure to designate any elements of "specially-designed instruction (SDI)" to meet the adaptation requirements.
E) Attach all resources such as handouts and teacher-created materials.

V. **PROCEDURES:** (Logical and sequential; number the steps for ease of use in the classroom)

A) *Initiation/Motivation* – Getting the students "warmed up" for the lesson; this brief activity should catch their attention and motivate them. The introduction will include a:
1. Motivational strategy - Plan this attention getting device with brevity in mind (3 - 5 minutes).
2. Strategy for activating prior knowledge, and
3. Lesson purpose (as appropriate)
(Be sure that the motivator is logically and strongly related to the lesson!)

B) *Lesson Body* – The lesson body will include the following:
1. Describe in sequence the experiences and instructional strategies used to develop the lesson.
2. Include a description of the child's role and opportunities for children to make decisions, problem solve, and be independent.
3. Adapt this section according to varying instructional approaches (i.e., explicit instruction, inquiry approach, cooperative learning activities, etc.) required to fully differentiate the content (what you teach), process (how you teach), product (student outcomes), as well as meeting student learning styles and interests. Each experience should relate to the lesson's objectives and knowledge about the learners.
4. Provide examples of the higher level questions needed to teach this lesson.
5. In some inclusive and support classroom settings small group instruction or highly individualized instruction may be required.

NOTE: The lesson should be sufficiently detailed so that another educator could teach the lesson without further instructions.

Methods of Further Differentiating Instruction – This section addresses how the lesson should be differentiated to meet multiple students' needs. Describe the instructional arrangements as well as fluid grouping arrangements. Include co-teaching approaches when appropriate.

C) *Lesson Closure* – The closure will include one or more of the following:
1. Application of knowledge learned to a new situation to prove that students understand beyond the knowledge level.
2. Review of main concepts through a summary statement, student participation, restatement of purpose of the lesson or questioning.
3. Be sure to address student needs for remediation or enrichment.

NOTE: The Lesson Closure is not a homework assignment. If homework is assigned, note it in a separate section following the closure section.

VI. EVALUATION:

A) *Student Assessment*:
1. Effective teachers monitor and evaluate their instruction. Answer the question, "How will I know if my students understood today's lesson?" Be sure that the evaluation

matches the objective.

2. Describe the plan for assessing student performance. Address formal and/or informal assessment addressed in the lesson plan and note, as in the lesson's objectives, whether it is designed for large group (entire class), small group, or individual assessment. Remember, there are numerous ways to differentiate your assessment measures depending upon student need. Be sure to provide assessment adaptations for students to demonstrate their mastery of objectives; describe assessment adaptations appropriate to meet learner needs. If warranted, be sure to mention progress monitoring routines for students with specific, required adaptations. Be sure to go beyond paper and pencil activities.

NOTE: For clarity, set this up in headings of "Formal Assessment" and/or "Informal Assessment."

B) *Self-Evaluation* (For field experiences, only)*:
   Reflect on the teaching of this lesson and respond to the following items:
   1. Identify and list three (3) strengths of this lesson.
   2. Identify and list three (3) elements or areas that need improvement.
   3. Based on the closure and student evaluation portions of this lesson plan, identify any students (use initials, not names) who were not successful in meeting the stated objectives. Indicate how shortcomings will be addressed with these students to ensure success.

* Include this section in the lesson plan. Only *after this lesson is taught can responses be made to these questions*.

Rev 4/12

Appendix N
Unit Plan Format

I.   **TITLE PAGE** – include unit title, your name, number of days unit is to be taught, grade level, and course for which the unit is required.

II.   **TABLE OF CONTENTS** – specify the page numbers for each section, and for each individual lesson plan.

III.   **RATIONALE/BACKGROUND** – briefly explain how the unit will meet the needs of the students. Address the context of the classroom, relevance to students' lives and interests, student background knowledge, and student diversity (e.g., learning styles, ability levels).

IV.   **ASSESSMENT PLAN** – describe the various methods that will be used to determine if the students have met the objectives of the set of lessons. The methods used to assess students before the unit is taught and after the unit concludes must be included.

V.   **DAILY LESSON PLANS** – include copies of daily plans that follow the basic format. Introductory and culminating activities should be described in the first and the final lesson plans.

Revised Fall 2011

Appendix O

Roles of the Cooperating Teacher, University Supervisor,
Field Placement Director, and ECSP 440 Instructor

Your final semester includes experiences that will help you blossom from student to professional educator. You will have the mentorship and support of many individuals as you progress through your student teaching and professional seminar. Your experiences entail building relationships and maintaining open and honest communication with various stakeholders. **You should always go to your cooperating teacher and university supervisor with initial questions and/or concerns.** The roles of your mentors and support personnel are described as follows:

Cooperating Teacher

- Serve as your day-to-day mentor
- Read and approve your lesson plans and/or instructional programs at least 3 days prior to their implementation (more lead time may be required by cooperating teachers and supervisors)
- Support you in meeting the student teaching requirements/guidelines of the departments
- Provide formative feedback on a regular basis
- Conduct at least one formal observation using the approved Observation Form
- Provide a formative mid-term evaluation to you after 3 ½ weeks
- Work with university supervisor for your final placement grade
- Attend final three-way conference with you and the university supervisor

University Supervisor

- Introduce self to cooperating teacher the first week of student teaching
- Check binders for lesson plans, instructional plans, and written self-reflections
- Complete at least two formal observations per placement
- Discuss formative mid-term evaluation (provided by the cooperating teacher) with you
- Evaluate Teacher Work Sample
- Complete all final paperwork documentation (PDE 430 forms, COE-ET forms, and EDEX or ECED Departmental forms)
- Work with cooperating teacher to determine your final placement grade
- Conduct the final three-way conference
- Serve as IUP instructor of record

Field Placement Director

- Collaborate with school districts to make student teaching placements
- Conduct meeting with all student teachers the semester prior to student teaching
- Collaborate with department chairpersons and/or program coordinators to assign university supervision
- Assist university supervisor, when needed (unbiased observations, conferences if issues arise…)
- Conduct exit conferences if you are asked to be removed from your placement

Associate Dean of Teacher Education

- Build partnerships with school districts
- Assist Field Placement Director, when needed
- Serve as next level of appeal in any removal from a placement
- Serves as certification officer

ECSP 440 Instructor

- Conduct meetings/workshops before, during, and after student teaching
- Assist with development of cover letters and resumes

Appendix P
Requirements and Recommendations

There are several requirements and recommendations for your student teaching experiences. The requirements are necessary in order for you to pass your student teaching experiences. The recommendations are suggestions for going above and beyond the requirements; these recommendations can be the difference between an "A" student teacher and a "B" student teacher.

The following are requirements for student teaching:
1. Lesson Plans and Instructional Programs
2. Master Schedule and cooperating teacher's contact information given to your university supervisor the first week of each placement
3. Daily teaching schedule given to your university supervisor on a weekly basis
4. A three-ring binder on your desk that includes all of your lesson plans, instructional programs, feedback from cooperating teacher, and daily self-reflections
5. One Teacher Work Sample (can be completed in either early childhood or special education placement)
6. One Unit Plan (to be completed in early childhood placement)
7. Data for either a Behavior Management Plan or an Instructional Program (to be completed in special education placement)
8. Complete an observation in another classroom or setting in your school (a different grade level, a "special" subject, a different special education setting…)

The following are recommended experiences for student teaching:
1. Attend parent conferences when permitted by school and parents/families
2. Attend professional development opportunities when permitted by school district
3. Read professional articles related to your placement/teaching and include them in your binder
4. Prepare learning centers and bulletin boards related to your teaching topics
5. Assist with all duties along with your cooperating teacher (bus duty, hall duty, cafeteria duty, recess duty…)
6. Attend after school events/programs (concerts, academic fairs, PTA meetings…) when possible
7. Volunteer for after-school tutoring programs if offered
8. Videotape or audiotape yourself and use the Observation Form to reflect on your teaching; share your reflection with your cooperating teacher and university supervisor

Appendix Q
Special Education Supervisor's Checklist

Date completed	Activities
REQUIRED	
	Classroom schedule/teaching schedule
	First week reflection
	Final week summary reflection
	Lesson plans
	Instructional program OR Individual behavior plan
	Work sample (only required in one placement)
	Observations (one in another classroom)
	One formal evaluation by Co-Op using Danielson's Framework form
	Midterm Evaluation by Co-Op
	Final evaluations by Co-Op and Supervisor
RECOMMENDED	
	Learning center/bulletin board/learning packet
	Professional readings
	IEP conference/parent conference
	Visit other classrooms
	Videotape or audiotape lesson