

Pacific Lutheran University
School of Education and Movement Studies



Undergraduate
Student Teaching Handbook
2010~2011

Spring 2011

Revised February 7, 2011

Also Available on the PLU/School of Education and Movement Studies Website
www.plu.edu/~educ

Table of Contents

The Student Teaching Experience	4
Purpose of Teaching	4
Assignment Procedures	4
Schedule of Student Teaching Experience	5
Guidelines for the Assumption of Teaching Responsibilities	5
Responsibilities of the Student Teacher	7
Professional Obligations of the Student Teacher	7
Student Teaching Tasks	7
Task One: School and Community Data Collection	8
Part One: District/School/Classroom Profile	8
Classroom and Student Characteristics	9
Part Two: Resource Identification and Utilization Plan	10
Task Two: Building Classroom Community	10
Task Three: Analysis of Student Work	11
Task Four: Analysis and Discussion of Videotaped Lessons	13
Guidelines for Student Teaching Videotaping	13
Task Five: Professional Growth Plan	14
Lesson Planning Guidelines	14
Lesson Planning	14
Creating Instructional Plans for the Pedagogy Assessment	15
Responsibilities of the Cooperating Teacher	17
Activities/Guideline for Cooperating Teachers	17
Before Student Teacher Arrives	17
The Phases of Student Teaching	17
Ongoing Responsibilities of the Cooperating Teacher	20
Responsibilities of the Building Principal	22
Use of the Student Teacher as a Substitute Teacher	22
Policy on Intern Substitute Certificate	23
Hiring the Student Teacher	23
Responsibilities of the University Supervisor	24

General Information for Teachers, Principals, and Supervisors	25
Evaluation	25
Recommendations for Placement Files	25
Appendix A: Student Teaching Tasks	26
Appendix B: Emerging Professional Growth Plan	37
Appendix C: Lesson Planning	38
Appendix D: Student Teacher/Intern Field Evaluation Form	46
References	50

THE STUDENT TEACHING EXPERIENCE

Purpose of Student Teaching

The student teaching experience provides students an opportunity to apply the knowledge, pedagogical skills, and values acquired throughout the preparation program. The student will learn to make the transition from a generally passive role as a student to an active, decision-oriented role as a teacher. The mentor teacher will be instrumental in helping the student teacher gradually assume teaching responsibilities. During this time, the student teacher will have the opportunity to try out the teaching skills modeled by the mentor teacher, as well as experiment individually. Both the University supervisor and the mentor teacher provide feedback concerning the teaching style and effectiveness of the student teacher. In the process of developing effective skills the student teacher will find support to learn from mistakes and, when appropriate, to modify behavior. By the completion of the experience, the student teacher will have had the opportunity to apply theoretical knowledge to meet the practical demands of classroom teaching and to begin to identify a “teaching voice” and will have demonstrated that they have met all standards for residency certification in Washington State.

Assignment Procedures

Students submit applications for student teaching approximately five months prior to the semester during which they will student teach. The university placement coordinator, the student’s university advisor, and a personnel administrator from the K-12 schools review the application materials and generally arrive at a placement assignment that attempts match the skills of the student teacher with the mentoring abilities of the teacher. Except in unusual circumstances, placements are made in school districts that are within a fifteen – twenty mile radius of PLU. Attempts are made to make cluster-assignments to facilitate carpooling, supervision, collaboration, and peer coaching and support.

While students may request specific placements, ultimately all assignments are negotiated between the school’s Field Placement Director and one for the district and follow individual district guidelines and procedures.

Once students are notified that a placement has been confirmed they are invited to contact the school and the mentor teacher. If mutually agreeable the student teacher will make arrangements to visit the school and meet the mentor teacher and to receive any materials that may be helpful in planning to teach. This meeting also provides the student teacher the opportunity to share this handbook with the mentor teacher and principal.

Schedule of Student Teaching Experience

Fall student teachers should plan to begin their student teaching according to the district start date. They should contact the school, their cooperating teacher, and the principal prior to that date and, if possible, arrange to participate in beginning activities. Fall student teachers should adhere to the calendar of their assigned schools, observing school – not University-holidays and breaks. **Spring student teachers begin their student teaching on the first day of the semester although it is highly recommended they begin on the Monday before the first day of PLU’s semester.** They should contact the school, their cooperating teacher, and the principal prior to that date and, if possible, visit the classroom and observe in January before the semester actually begins. Spring student teachers should adhere to the calendar of their assigned schools, **observing school – not PLU- holidays and breaks.** The only time seminar is not held is during PLU’s spring break.

The length of the teaching day should be the same as for any certificated teacher in the assigned school and particularly aligned with the day of the mentor teacher. However, for the Wednesday seminar sessions, student teacher may need to arrange with the cooperating teacher to leave school early to arrive on time for seminar.

Guidelines for the Assumption of Teaching Responsibilities

The student’s transition into teaching should be planned and gradual. While the rate of assumption of responsibility will necessarily vary somewhat, depending upon the readiness of the student teacher and the comfort of the mentor teacher, the suggested sequence below can be used as a general “rule of thumb.” The idea is that the student teacher has appropriate time to move smoothly from dependence to independence as a teacher.

<u>Phase I:</u> <u>Introduction</u>	<u>Phase II:</u> <u>Emerging</u> <u>Competence</u>	<u>Phase III:</u> <u>Developing</u> <u>Competence</u>	<u>Phase IV:</u> <u>Demonstrating</u> <u>Competence</u>	<u>Phase V:</u> <u>Transition</u>
<i>Student observes and works with small groups of students in group work and tutoring</i>	<i>Limited teaching responsibilities in 1 or more classes/academic areas - including introducing lessons, leading a discussion etc.</i>	<i>Full responsibility in 1 or more classes/academic areas with more limited responsibilities in others</i>	<i>Student teachers will assume full responsibility for a group of students' learning experiences (full teaching load)</i>	<i>Begin to phase out of teaching responsibilities to allow mentor teacher a smooth transition back into the class</i>
<i>Length of time depends upon readiness of student teacher (typically 1-2 weeks)</i>	<i>Length of time depends upon readiness of student teacher (typically 1-2 weeks)</i>	<i>Length of time depends upon readiness of student teacher (typically 2-3 weeks)</i>	<i>Suggested time: minimum of 6 weeks</i>	<i>Student teaching typically is completed in one semester, but may be extended.</i>

The student teaching experience is intended to be a learning experience for the student teacher. Therefore, it is expected that the student will transition into teaching smoothly; that the student teacher will be encouraged to accept full teaching responsibilities in an incremental manner from assisting to assuming full responsibility. The degree to which the student teacher assumes the mentor teacher's load must necessarily depend upon the relationship between the mentor teacher and the student teacher and upon the comfort and confidence of both. Because quality of the experience is important for both the student and mentor, we offer the following as guidelines that might be helpful to mentors and students.

- A. The student teacher should be helped to select an initial teaching experience in an area or class most likely to result in a successful experience.
- B. Careful supervision should be provided during the initial teaching experience.
- C. Systematic and specific written feedback on each lesson taught should be provided.
- D. Reinforcement should be provided following appropriate student teaching behaviors and successful experiences should be recognized and acknowledged.
- E. Adequate conference time should be provided for the purpose of collaborative planning between mentor and student teacher.
- F. Teaching progress should be monitored and evaluated frequently as the student teacher's load is increased using the collaborative conversation. This is essential for growth.
- G. Student teachers seeking supporting endorsement in a content area should be encouraged to do some teaching that focuses on this area.

RESPONSIBILITIES OF THE STUDENT TEACHER

Professional Obligations of the Student Teacher

Pre-service teachers are expected to adhere to the Washington State Code of Professional Ethics and the following professional obligations:

- A. Follow the cooperating teacher's lead for arriving at and leaving the school.
- B. Participate in a number of out-of-class responsibilities required of teachers (e.g. lunch duty, open house, faculty meetings, in-service workdays, parent-teacher conferences).
- C. Dress appropriately and professionally.
- D. Interact with students, faculty members, and school personnel in an ethical and professional manner.
- E. Be well prepared for all teaching sessions. Written lesson plans are required for each and every lesson taught.
- F. Discuss lesson plans with the cooperating teacher prior to their implementation.
- G. Have a written plan available for the supervisor every visit.
- H. Contact the cooperating teacher, school, and University supervisor if an emergency or illness necessitates lateness or absence.
- I. Attend all scheduled required teaching seminars.

Student Teaching Tasks

Each of the student teacher tasks described below has four purposes: The first is to offer student teachers the opportunities to intentionally engage in the kind of activities that accomplished teachers often do “naturally” and “unconsciously.” The second is to require student teachers to engage in activities that research on “best practices” suggests will promote student learning. The third is to give student teachers opportunities to demonstrate that they have met all standards for residency certification and to accumulate evidence documenting their accomplishments. The fourth is to assist the student teacher in the development of the Instructional Plan for use with the Pedagogy Assessment. With the completion of each task, student teachers will have the skills necessary for the development of the Instructional Plan. These products will be evaluated by your university supervisor, will be included as part of your instructional plan for the PPA and may be included as evidence in final Capstone presentation. The evidence of competence accumulated through the Student Teaching Tasks and the Pedagogy Assessment become the work to support a successful final presentation.

Check *Appendix* for Rubrics and supporting materials for specific tasks.

Task One: School and Community Data Collection

The purpose of this data collection assignment is to allow you to:

- A. Familiarize yourself with school and district policies and expectations as well as professional obligations and opportunities.

Part One: District/School/Classroom Profile

As an educator, it is important that you know very well every aspect of teaching and learning. This includes knowing the background of your students; understanding the history and background of the community your school serves; understanding the expectations and make up of the school district you serve; understanding the organization of your school; and, last but not least, understanding the impact of state and federal legislation, mandates, and funding.

The purpose of this task is many-fold. The data you collect in this task will be pertinent to your teaching and your instructional plan for the PPA. Completing this task will help you

understand:

1. policies and procedures of your school
2. how teachers in your school build and encourage a successful classroom community
3. definitions and types of classroom management theories, philosophies, and systems as defined within your school
4. communities both inside and outside of your school and how these different stakeholders impact your school.
5. broad types and uses of assessment and evaluation data used broadly in school settings and how they effect instructional decisions at your school.
6. intersection of federal, state, district, and school policies, mandates, and expectations

Much of the information about the school is accessible online or through the school office.

Student Characteristics for PPA:

CLASSROOM AND STUDENT CHARACTERISTICS

Teacher Candidate: _____ Date: _____

Cooperating Teacher: _____ School & District: _____

Grade: _____ Subject: _____ University Supervisor: _____

Lesson Title/Focus: _____

1. Classroom rules and routines that affect the lesson:
2. Physical arrangement and grouping patterns that affect the lesson:
3. Total number of students: _____ Females: _____ Males: _____ Age range: _____
4. Describe the range of abilities in the classroom:
5. Describe the range of socio-economic backgrounds of the students:
6. Describe the racial/ethnic composition of the classroom, and what is done to make the teaching and learning culturally responsive:
7. How many students are limited English proficient (LEP)? _____
8. Describe the range of native languages and what, if any, modifications are made for LEP students:
9. How many special education and gifted/talented students are in the class and what accommodations, if any, are made for them?

Special Education Category	Number of Students	Accommodations/Pertinent IEP Objectives
_____	_____	_____
_____	_____	_____
_____	_____	_____

10. How many 504 students are there? _____ What accommodations are made for these students?

11. Are there additional considerations about the classroom/students for which you need to adapt your teaching (e.g., religious beliefs, family situations, sexual orientation)?

Part Two: Resource Identification and Utilization Plan

To enhance your impact on student learning, you will need work in collaboration with other professionals and community partners; your school and district, the parents/families of your students and the surrounding community. With the assistance of your cooperating teacher and your university supervisor, you will need to make a plan showing what you will do to collect the information you will need to facilitate this collaboration. [Then, you will collect it and submit a written summary to your university supervisor. This will also help with the PPA as you think about ways to engage parents and the community.

A. School/district resources (examples)

1. Get a copy of your district/school handbooks and review them.
2. Explore resources in your school/district that could support your students and their families. These could be resources to support academic learning or they could be resources to assist students and families in coping with other issues.
3. Explore resources in your school/district to support teacher professional growth and well-being. (You might want to speak with secretaries, school staff, administrators, WEA representatives, special education and other resource teachers as you explore these resources).
4. Explore the decision-making structure in your school and district and identify policy and resource issues that might affect both teachers and students. Take these into account as you make your plan.

B. Outside the school: students' families and community resources

Student and parental input and support are essential to students' growth. To build engagement with families, you need to get to know them and the community they live in.

1. What do you know about your students' lives outside your classroom? How will that knowledge inform your teaching and enhance their learning?
2. What is the nature of the community your students come from? How will that information inform your teaching and enhance their learning?

Task Two: Building Classroom Community

The purpose of this task is to support your documentation and reflection of how you build a positive classroom environment where all students are learning successfully.

The following components will be included in this task:

- A. *Getting to know your students*: Choose and implement a strategy that helps you come to know your students and to continue to build positive relationships between you and the students, and between the students themselves. Document the strategies you use, and reflect upon the relationships and how they are impacting student learning in your classroom.
- B. *Management plan*: Create and document your management plan and the subsequent strategies that you will incorporate to support student learning.

To begin this task, take one day to focus on and observe how your cooperating teacher utilizes the instructional strategies listed below. Focus on only one at a time throughout the day and across curricular areas as appropriate. Take thorough notes as this will become the basis for your reflection upon, and creation of your plan, Pay special attention to these aspects:

1. Introduction and closure to lessons.
2. Active participation by students in lessons.
3. Transitions throughout the day: physically (to and from places) and cognitively (making shifts from one subject/concept to another within the teaching day).
4. Management strategies: classroom routines.
5. Management strategies: classroom discipline guidelines.

Document how you work through the implementation of this plan (what worked, what didn't, what changes you implemented, your thinking about why you are choosing to do what you are doing, and so on).

- C. *Strategies for family involvement:* Document how you have included particular strategies that include families in the development of your classroom community. How will you include the building of relationships with families? How will you communicate expectations of students in your classroom community?
- D. *Reflection on development and success of your strategies:* Include reflections on your success with particular strategies and innovations and how you have altered or changed your strategies/approaches both with groups and individuals.

Task Three: Analysis of Student Work

The purpose of this task is to look at the performance of all students in your class in relationship to a learning target and make instructional decisions based on the learning needs of your students.

In order to complete this task you will need to select a learning objective that you teach several times during the semester. Writing, literacy skills such as comprehension, finding support details, and math problem-solving all work well. You will teach a lesson, identify the learning target and complete the Analysis of Student work form. Using information from your first lesson you will identify instructional strategies (differentiation) you plan to use to help students move closer to the learning target. A month or so later you can teach the same concept, complete another Analysis of Student work form, and look at growth among students. Including student growth and the efficacy of your selected strategies should be included in the second reflection. An electronic copy of this document will be posted on the course's Sakai site.

Analysis of Student Work

PLU Candidate: _____ Mentor Teacher: _____
Grade Level/Subject: _____ Date: _____
Student Work Selected for Analysis: _____
Standard: _____

Expectations for Student Work/Performance:
(Describe what does work look like that meets standard. Providing clarity make your work as a teacher in terms of identifying where your students' work or performance fits on the chart)

Student Names

BELOW	APPROACHING	MEETING	EXCEEDING
____ % of Class	____ % of Class	____ % of Class	____ % of Class

Description of Student Performance (one student from each category)

BELOW	APPROACHING	MEETING	EXCEEDING

Learning Needs:

BELOW	APPROACHING	MEETING	EXCEEDING

Differentiated Strategies

Note any patterns and trends. Consider resources and/or personnel to support you. What are your plans to help all students move to the next level?

Personal Reflection on Teaching and Student Learning

Task Four: Analysis and Discussion of Videotaped Lessons

The purpose of this task is to give you the opportunity to look closely at your teaching, analyze your teaching behaviors as well as the behaviors of the students, and to set personal goals for yourself as you prepare to enter your full time teaching.

This task has two foci: one, on students and how their learning has been positively impacted by your teaching, and, two, an instructional focus, looking at how you have grown and developed as a professional educator over the past three semesters. You will videotape a lesson during your student teaching to analyze your impact on student learning; and, you will compare and discuss your growth as a teacher across videotaped lessons from Term II, Term III, and student teaching.

Guidelines for Student Teaching Videotaping

Ideally, choose a lesson you are teaching about a 1/3 of the way into your student teaching. The goal is to give you the opportunity to reflect upon your teaching at this point, setting goals for your full-time teaching experience.

- A. Choose a lesson that you feel comfortable videotaping. Write a clear, concise lesson plan: remember you will be watching closely to see
1. if you have met your objectives and if you carried out the lesson in the way you had originally envisioned it. You will want to prepare a lesson that incorporates a good deal of teacher-student interaction and questioning so you can observe how your teacher talk works. You will also want to think about the type of management you will need to implement for the type of lesson you are planning.
 2. Prepare for the videotaping. Prepare your students: If they are not used to the video camera, use the camera in some preliminary ways to help them become more comfortable with the process. You may want to talk about the camera, the process, and so on, to avoid the "newness" responses during your lesson.
 3. Make arrangements for the camera (PLU does have some available through the media center; most schools do have videotaping equipment readily available--make sure you discover the procedures for how to do this early on; if you choose to use your own equipment, make sure your university supervisor has compatible equipment--some cassettes only run in the cameras in which the tape was shot).
 4. Make arrangements for the video set up and filming. *Find out the rules for videotaping for your school. Typically you will need to get parents' permission to videotape. Check with your school in regard to permission slips.* If possible, have another student teacher in your building, your cooperating teacher, or another willing colleague videotape you. Your data will be much more compelling if you can see both what you are doing and what your students are doing--you want to see the interactions. A stationary camera will not pick up as much information, and often captures odd views of you (i.e., the top of your head, the blackboard only, and other seemingly improbable viewpoints). Also make sure you understand how the sound system on the camera works: if the microphone is attached to the top of the camera, make sure you are close enough to pick up enough sound to record. If there is a moveable microphone, try to figure out how to use that.

5. Think about the important parts to be videotaped: Do you need to videotape the entire lesson? Will there be a work time where it might be better to turn off the camera? Plan out how your lesson and the videotaping might best fit together.

B. Do it!

C. Evaluation:

1. Using the analysis questions in the *Appendix* -- as a framework, analyze your videotape. Your University supervisor may want you to write all this information out formally, or may want you to present it orally.
2. Using the questions for analysis again, this time with your responses, identify at least two areas that you would most like to improve in your practice.
3. Using the course of action form found in the *Appendix*, identify your end goals and how you will reach them. Set a time frame in which you will revisit these goals and reanalyze later during your full time teaching.

One seminar session will be spent sharing and reviewing videotape and reflection with your peers. Plan ahead so you are prepared for this session.

Task Five: Professional Growth Plan

You are required to complete out a Professional Growth Plan based on the 7/12 standards for Professional Certification. See Appendix for a template and the criteria.

Lesson Planning Guidelines

Of course, lesson planning is a key component in the student teacher experience. While you have had some opportunity to plan, develop, and teach lessons across the curriculum in the portion of your summer coursework that addressed methods, it is during student teaching where you become able to refine your skill at developing and implementing lessons.

Over the semester, you will move from planning comprehensive lesson plans for small segments of the curriculum, to planning all lessons for your teaching day during full time student teacher. Your supervisor will guide you from full blown, descriptive lesson plans to more and more concise methods of planning as you move to full time. **Keep in mind at all times that there always must be a clear and credible connection between your teaching and your students' learning, which you must document. In other words, your students' performance must demonstrate the effectiveness of your plans/teaching.**

Lesson Planning

- A. There are various acceptable ways to plan lessons/units. You should discuss these with your supervisor, mentor, and cooperating teacher and design an approach that works for you. We ask that you construct thorough plans during your student teacher even if you have had experience teaching and feel comfortable with brief written plans. We have two reasons for this request:

1. The act of formally planning and taking into account all of the variables listed below is a good way to develop the “habits of mind” of a fine teacher. It forces you to be sure that you’ve considered the many factors that shape learning in a thoughtful way
2. We must have these plans to assess your readiness to be certified. They provide us with important evidence about your thinking/practice.

Remember that you must always know (and be able to explain) WHY you are doing what you're doing. All planning needs to be purposeful and intentional, and clearly linked to student learning. Thus, you must always tie planning to assessment and document your results, which then guide the continuing process of re-assessment, ongoing planning and implementation (teaching). Also remember that lesson planning is necessary (and a program requirement) even if the curriculum you are teaching comes with “pre-developed plans.” It is fine to use pre-developed plans as a baseline for your planning, but should customize them for the specific learners in your class and include the GLE’s that you are addressing.

- B. Provide your supervisor with a Classroom Schedule that shows the daily routine and your expected responsibilities. This will help your supervisor understand when to expect lesson plans.
- C. Lesson plans should be reviewed by your cooperating teacher, in advance of teaching, for comments and feedback. This is an important communication tool in your beginning days of teaching.
- D. Immediately after teaching a lesson, you should complete a simple reflection on it. These reflections should tie student performance back to your objectives and look at the degree to which you accomplished them. You should also focus on what you plan to do “next time” to overcome problems and to ensure that student learning happens. These reflections are important “evidence” of your ability to reflect on student learning and your practice and of your commitment to student achievement and your own professional growth. These reflections can be kept in your lesson plan book, on the written plan, or in a separate journal.
- E. Maintain a file of all of your lessons with the reflections connected to each lesson. Keep all lessons for future reference and for possible inclusion in your portfolio. In addition, keep other materials that you use during your teaching (assessments, materials for students, samples of student work, etc.) to build your body of evidence documenting the link between instruction and student learning. You will discuss ways to have this available for your supervisor each visit.
- F. During full time teaching, you will be expected to have your binder of lesson plans available to your supervisor along with daily reflections. On the day your supervisor is to visit, also provide him/her with an extra copy of that day's lesson to follow as you teach.
- G. See *Appendix* for lesson plan formats, reflection questions, and other helpful guidelines for lesson planning.

Creating Instructional Plans for the Pedagogy Assessment

Each of you will be assessed by your university supervisor using an observation protocol known as the Washington State Performance Based Pedagogy Assessment. At least twice, you will be required to create “instructional plans” that follow a specified format, to present these to your

supervisor prior to his/her observation of you using the pedagogy assessment, and to “deliver” instruction following the plans you have laid out. The format for this instructional plan is available on the PLU website.

You will receive training in the pedagogy assessment during seminar and you will also have seminar time with your supervisor to become very familiar with this assessment and with what is expected of you. Your supervisor will work with you to determine when you are ready for the pedagogy assessment.

RESPONSIBILITIES OF THE COOPERATING TEACHER

The student teaching experience is guided primarily by the cooperating teacher. The day-to-day contact with student teachers provides the cooperating teacher with the best opportunities to systematically guide the professional growth of the student teacher. For this reason, cooperating teachers are selected on the basis of experience and demonstrated excellence in the classroom.

The cooperating teacher has several major responsibilities with regard to the student teacher's professional education and preparation within the school environment. First, the cooperating teacher is a model and example. Second, he or she is a senior colleague for the student teacher. Third, the cooperating teacher is an evaluator of the personal and professional growth of the student teacher. Fourth, the cooperating teacher is an interpreter of the culture and of the school community for the student teacher.

Activities/Guidelines for Cooperating Teachers

Below we offer guidelines for the mentor teacher. **Please note, these are only guidelines.** Individual circumstances will dictate the ways mentors work with student teachers.

Before Student Teacher Arrives

- A. When possible, prepare your students for the student teacher, encouraging their cooperation and support so that the student teacher can practice in a friendly environment. You may also want to send a note home to the students' parents introducing your student teacher and the process you are about to begin. Your University supervisor can give you sample letters if you need one. You may also ask your student teacher to send an introductory note home.
- B. Review the student teacher's section of this handbook so that you are aware of responsibilities and expectations.
- C. Complete and return the mentor teacher information form received with initial placement notification.
- D. Confer with the student teacher to discuss expectations, schedules, arrival and departure times, etc.

The Phases of Student Teaching

Phase I: Introduction (Depends upon the readiness of the student teacher (Typically the first week or two)

(Again, note that these are guidelines; your timing will depend on the circumstances of your situation.)

- A. Provide an orientation to the school, your program, and the role of a teacher at your school. Introduce the student teacher to the staff.
- B. Acquaint the student teacher with the reports and records that are the responsibility of the classroom teacher.

- C. Discuss the instructional program and identify long-range and immediate goals, including student learning objectives. Provide and discuss the local curriculum guides, policies and procedures, as well as the EALR's, GLE's and PE's for your subject area if applicable.
- D. Acquaint the student teacher with the testing program of the school and district.
- E. Make expectations and policies concerning pupil discipline clear to the student teacher.
- F. Acquaint the student teacher with the procedures for obtaining expendable materials and supplies.
- G. Provide the student teacher with class lists and seating charts.
- H. Facilitate the gathering of information needed for the initial tasks assigned to your student teacher (see tasks in this handbook).
- I. Allow the student teacher to observe your teaching; discuss it with him/her afterwards.
- J. Determine future teaching duties and units/seasons to be taught.
- K. Gradually involve the student teacher in your classes (working with small groups of students in group work and tutoring) and other teaching duties.

Phase II: Emerging competence. Limited teaching responsibilities in 1 or more classes/academic areas-including introducing lessons, leading a discussion, etc. (Depends upon the readiness of the student teacher; typically weeks 2-3)

1. Allow the student teacher to observe your teaching and discuss the classes afterwards.
2. Work with the student teacher to determine his or her involvement over the coming weeks (mirror teaching, team teaching, introducing lessons, working with small groups of students, etc.) Discuss when he/she will take charge, lesson planning, etc.
3. Plan for the student teacher to take full responsibility in one or more classes, with more limited responsibilities in the other during weeks 4-6. This early teaching may follow your lesson plans while the student teacher is developing his or her own. **PLEASE, NO FULL LOADS THIS EARLY.**
4. Hold student teacher responsible for planning and documenting those plans. Review lesson plans and provide feedback prior to their implementation. Remember, no written lesson plan, no teaching. Please remind the teacher that planning is required even if the curriculum has "pre-developed" lesson plans. We expect the student teacher to use the "pre-developed" plans as a baseline and to customize them for the specific learners in your classroom.
5. Observe student teacher teaching at least one full lesson per day and provide feedback. (ideally during a cooperating teacher/ student teacher conference). .
6. Allow and encourage the student teacher, under your guidance, to practice teaching, management, and strategy styles that may differ from yours.
7. Communicate the progress of the student teacher to the University supervisor.

Phase III: Developing Competence: Full responsibility in one or more classes/academic areas with more limited responsibilities in others. (Depends upon the readiness of the student teacher; typically Weeks Four-Six)

1. Your student teacher will now have full responsibility in one or more areas, with more limited responsibilities in the others, while continuing to observe you.
2. Continue to review lesson plans prior to implementation. **PLEASE BE FIRM IN SEEKING COMPLIANCE ON THIS PLANNING. We recognize that you, as an**

experienced teacher, may not write detailed plans, but planning is a vital component of a successful student teaching experience. Assist the student teacher in his/her ongoing process of assessment/evaluation, creating a body of evidence documenting student learning and linking it to instruction.

3. Actively observe your student teacher teaching at least 60% of the time, (i.e., observe and provide accurate written and verbal feedback on the lesson's completion). Complete post-teaching conferences following the lessons. Communicate the progress of the student teacher to the university supervisor.
4. Involve your student teacher in non-teaching duties and responsibilities before, during, and after school. For example, encourage the student teacher to attend any professional meetings going on at your school (open house, parent/teacher conferences, IEP meetings, and departmental meetings).
5. Formally evaluate the student teacher based on the objectives you set and those of the university program at the midpoint and end of the semester and provide feedback based on this evaluation during a conference with you, the student teacher, and the university supervisor.
6. Gradually leave the room more often as the semester progresses and as competence is shown.
7. Help your student teacher arrange for a videotape to be made of an entire lesson. (See instructions in student tasks.) Your student teacher's analysis of the lesson should provide a springboard to discussion.
8. Complete a mid-semester evaluation of your student teacher. The university supervisor will collect the evaluations after review with you.

Phase IV: Demonstrating Competence: Student teachers should plan to assume full responsibility for a group of students' learning (assume a full teaching load). Suggested time: minimum of six weeks.

1. Your student teacher will have primary teaching responsibility for an extended period of time (approximately six weeks); continue monitoring his/her long-term and daily
2. Conference regularly to discuss both plans and problems encountered in teaching and related duties. lesson plans, and enforcing the "no plans; no teaching" policy. **Please assist your student teacher in his/her ongoing process of assessment/evaluation, creating a body of evidence documenting student learning and linking it to instruction.**
3. Though you will be out of the classroom more during this period, make periodic observations to provide data for the final evaluation of the student teacher.
4. Follow guidelines set forth by this handbook and the schools in which you are working

Phase V: Transition. Your student teacher will begin to phase out of teaching responsibilities to allow you a smooth transition back into your class(es). (Student teaching is typically completed in one semester, but may be extended.)

1. Your student teacher will begin to phase out of teaching responsibilities to allow you a smooth transition back.
2. Make the student teacher aware of any assignments not finished yet.
3. At the end of the semester, complete a second and final Student Teacher Evaluation form and submit to the university supervisor.
4. The student may also ask you to complete a recommendation form for his/her placement file. This form will be similar to the one you filled out for evaluation purposes. It does, however, need to be filled out as a separate form. (The Federal Education Right to Privacy Act

(FERPA) requires us to treat evaluation forms such as the student Teacher Evaluation form as privileged and private information and requires a separate form (requested by students) for placement files.

Ongoing Responsibilities of the Cooperating Teacher

1. Serve as mentor, model, and guide for the student teacher, in cooperation with the university supervisor.
2. Demonstrate a high level of professional conduct, and expect the student teacher to maintain ethical standards.
3. Engage in long-term planning with the student teacher so that the semester goals are clear.
4. Review long-term and daily lesson plans of student teacher before they are taught, making suggestions as necessary.
5. Establish acceptable student teaching standards of performance; make expectations clear.
6. Give specific oral and written feedback of observations of student teaching performance; discuss your observations and serve as mentor. Help the person to recognize strengths and overcome weaknesses.
7. Guide the student teacher in evaluating him/herself as experiences are attempted. Assist the student teacher in his/her ongoing process of assessment/evaluation, creating a body of evidence documenting student learning and linking it to instruction. It is advisable to encourage the student teacher to attempt new techniques and to use new ideas and materials.
8. Help the student teacher to feel accepted and respected, keeping in mind that over-protection on the part of the cooperating teacher may show a lack of real acceptance.
9. Challenge the student teacher with professional responsibilities, under careful supervision, as rapidly as he/she is capable of accepting them.
10. When student-teacher conferences are held, invite the student teacher to participate whenever possible.
11. Work cooperatively with the university supervisor and the principal for the improvement of the student teacher's performance. Inform the university supervisor of developing problems before a crisis develops.
12. Report to the university supervisor positive aspects of the student teacher's performance along with concerns, problems, or issues that need to be drawn to the attention of the team. (mentor teacher, principal, and university supervisor). **The university supervisor assigned to the student teacher should always be contacted about problems, concerns, etc. with student teachers. In the event that you cannot reach the supervisor and/or if you'd like additional support or information, please feel free also to contact Dr. Jan Weiss, Undergraduate Program Coordinator of the Department of Instructional Development and Leadership or Kathlyn Mickel, Field Placement Director. You can reach Dr. Weiss at 253-535-7282 or by e-mail at weissjm@plu.edu or Kathlyn Mickel at 253-535-7253, or by email at mickelkm@plu.edu.**
13. Encourage and invite the student teacher to participate in the life and activities of the faculty, school, community, and professional associations.

14. Complete the university *Student Teacher Evaluation* form at mid-semester and at the end of the semester and submit to the university supervisor.

If you need any information or clarification about your role, please discuss this with the University supervisor or call Dr. Jan Weiss or Kathlyn Mickel.

RESPONSIBILITIES OF THE BUILDING PRINCIPAL

- Participate in the selection of qualified cooperating teachers by identifying teachers who meet the qualifications for cooperating teachers and have desirable personal qualities and professional competence.
- Introduce the student teacher to staff members; acquaint the student teacher with the building and facilities. Make copies of building policies and procedures available.
- Give assistance and support to the student teacher in the development of appropriate professional relationships with the faculty, staff, pupils, and community.
- Point out to concerned persons the values of the student teaching program for strengthening the school's program and for recruiting new teachers through a controlled screening process.
- Acquaint the university supervisor with school policies and personnel changes that may affect the student teaching program.
- Be informed about the progress of the student teacher.
- Schedule observation periods for viewing the student teacher's work and hold follow-up conferences to discuss progress.
- Encourage and invite the student teacher to participate in the life and activities of the faculty, school, and community.
- Work with the cooperating teacher to plan a balanced sequence of experiences for the student teacher, including participation in school-community activities.
- Accept responsibility for an accurate and thoughtful evaluation of the student teacher's work near the close of the semester.
- Whenever difficulties arise, make every reasonable effort to resolve the problem, keeping the cooperating teacher and the university informed. The welfare of the pupils in the classroom is to be a first and major consideration. If a situation becomes untenable, the principal helps to recommend appropriate action to the university supervisor.
- Safeguard the student teacher from being used by the school for services for which there is little readiness or need.
- Fill out evaluation and placement forms as appropriate.
- If you need any information or clarification about your role, please discuss this with the university supervisor or call Dr. Jan Weiss, Undergraduate Program Coordinator of the Department of Instructional Development and Leadership, 253-535-7282, or Kathlyn Mickel, Field Placement Director at 253-535-7656.

Use of the Student Teacher as a Substitute Teacher

The student teacher is still a university student in the school for guidance in gradually assuming teaching responsibilities. He/she is not yet in a position to serve as substitute teachers. Lacking certification the student teacher has no legal responsibility. Any exceptions related to substitute teaching must be discussed and agreed upon by the principal, the mentor teacher, and the University supervisor, and planned most carefully. Care should be taken that student teachers are not exploited unintentionally.

Policy on Intern Substitute Certificate

The School of Education and Movement Studies' policy on agreeing to the intern substitute certificate available to student teachers focuses on making sure our student teachers are fully ready to take over the classroom. Consideration of university approval in granting this certificate will be based upon the successful completion of the pedagogy assessment, and support from the cooperating teacher and principal, and the university supervisor.

Hiring the Student Teacher

Sometimes as the semester draws to a close and following a particularly successful student teaching experience, a school seeks to hire a student teacher and requests a temporary certificate. Before issuing a temporary certificate, we are required to do a final "check" to ensure that a student has, indeed, completed all requirements for graduation. We ask students to assume responsibility for getting documentation (in the form of a letter, e-mail message, etc.) from all individuals responsible for evaluating their student teaching and academic work. When we have written verification that the student has successfully completed his/her entire program, we will issue a temporary certificate. Principals who wish to hire the student teacher prior to this time may consider seeking an emergency certificate. This certificate must be initiated between the school district and OSPI. The university is then asked to verify that the student teacher is currently enrolled in a teacher education program and will soon complete all requirements.

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The university supervisor works with the student teacher throughout the term to offer instructional help and guidance and to share in the decisions affecting the student teacher in the school. The minimum number of observation visits for regular student teachers is five; however, more visits may be scheduled if deemed advisable by the university supervisor or requested by the cooperating teacher or principal. The supervisor also functions in a liaison capacity between the university and the school district, and officially interprets the student teaching program to school district personnel. The supervisor serves as resource person for both cooperating teachers and student teachers, and as overall coordinator of student teaching experiences.

Specific responsibilities of the supervisor include:

1. Make a minimum of five supervisory visits including at least two using the State of Washington Performance-Based Pedagogy Assessment Instrument of Teacher Candidates. (copy available on the PLU SOEMS website).
2. Assist the student teacher in the planning of appropriate experiences.
3. Acquaint the cooperating public school personnel with the objectives and policies of the student teaching program.
4. Acquaint the student teacher with the student teaching program requirements and with individual responsibilities and obligations.
5. Meet with the student teacher regularly in conference concerning progress, schedules, requirements, relationships, and questions.
6. Review the lesson plans and objectives of the student teacher on an ongoing basis.
7. Help to establish with the student teacher (and the cooperating teacher) acceptable standards of performance for the student teacher. Assist the student teacher in his/her ongoing process of assessment/evaluation, creating a body of evidence documenting student learning and linking it to instruction.
8. Appropriately respond to requests for assistance from cooperating teacher(s) and student teacher(s).
9. Serve as advocate for the student teacher when necessary.
10. Work closely with the cooperating teacher in helping the student teacher grow.
11. Keep a written record of the visits and the progress of the student teacher.
12. Communicate the essence of the supervisory visit with both the student teacher and the cooperating teacher in terms of progress and in terms of the perceived strengths and weaknesses of the student teacher.
13. Whenever difficulties arise, make every reasonable effort to resolve the problem, keeping the cooperating teacher and the principal informed. The welfare of the pupils in the classroom is to be a first and major consideration. If a situation becomes untenable, the supervisor is prepared to recommend appropriate action to the appropriate administrator in the School of Education and Movement Studies/Department of Instructional Development and Leadership .
14. Complete the appropriate evaluation(s) for the placement file, and turn in a final grade for student teaching.

GENERAL INFORMATION FOR TEACHERS, PRINCIPALS, AND SUPERVISORS

Evaluation

Evaluation during student teaching fulfills two functions. First, there is ongoing and regular feedback for the purpose of assisting in the professional growth of the student teacher. This evaluation tends to be informal and takes the form of written communication and conferences. Second, formal evaluations are made on university forms for inclusion in placement files used for employment purposes.

The form for formal evaluation of student teaching is completed by the cooperating teacher at mid-term and reviewed with the university supervisor. A final formal evaluation form is completed by the mentor teacher, principal, and university supervisor near the close of the semester.

For transcript purposes, student teaching is graded on a pass/fail basis. It is the responsibility of the university to assign the grade after consultation with the mentor teacher and in some cases consulting with the Principal.

Recommendations for Placement Files

The Federal Education Right to Privacy Act (FERPA) protects a student's right to privacy. Among other things, it mandates that student work and evaluations belong to the student and can only be seen by university officials who have some official responsibility for assessing the student and his/her work. The student teacher evaluation forms contain privileged and private information and cannot be placed in a student's placement file. A student teacher may ask a teacher, supervisor, or principal to fill out a separate "recommendation" for his/her placement file. The student always initiates the request for recommendations. Recommendations may be "closed" (i.e., not seen by the student), or "open" (the student may view). The student must however, request them and they may not be used by the university to evaluate students. The student should clearly communicate whether the recommendation will be "open" or "closed" when they make their request. More information on this may be found on the PLU SEMS website.

APPENDIX A

Student Teaching Tasks

These resources are organized according to the different tasks you will be doing during your student teaching/ internship. In each section you will find a rubric that will be used to assess your work. We encourage you to assess your own work against this rubric, remembering that successful completion of your teacher preparation requires you to be at the “demonstrating competence” level in relationship to all standards for residency certification. The internship tasks – completed at the level of “demonstrating competence” can be used as evidence that you meet certification standards.

STUDENT TEACHING TASKS OVERVIEW
Spring 2011

Student Teaching Tasks
Task 1: District/School/Classroom Profile
Task 2: Building classroom community <ol style="list-style-type: none"> a. Getting to know students: Choose an implement a strategy that helps you to come to know your students and build positive relationships. b. Create and document your management plan/strategies that support student learning. c. Include your strategies for including families in the development of your classroom community. d. Include reflections on your success with strategies and how you alter or change your strategies and approaches both with groups and individuals.
Task 3: Analysis of Student Work
Task 4: Analysis and Discussion of videotaped lessons <ol style="list-style-type: none"> a. Student Focus <ul style="list-style-type: none"> Demonstration of Positive Impact on Student Learning Videotape students engaged in a learning activity b. Instructional Focus: Growth over three semesters as a teacher <ul style="list-style-type: none"> Analysis of teaching Terms II-IV Positive impact Appropriate alignment Appropriate multi-level questioning strategies Clarity of instruction Routines, transitions Teacher presence
Task 5: Professional Growth Plan As per WA state pro cert standards

TASK ONE

School and Community Data Collection

Rubric for Task 1, Part 1a -- The Students

Developing Competence (Growth is needed.)	Demonstrating Competence (Candidate meets standard.)
<ul style="list-style-type: none"> ❑ Candidate’s effort to get to know students is inconsistent or superficial. ❑ Note taking/student tracking system is poorly, partially developed or implemented. ❑ There is no evidence that note taking/ student tracking was implemented early in the internship experience. ❑ Candidate’s tracking of two students focuses only superficially on student learning and development ❑ Candidate’s reflections on student learning and development are inconsistently linked to evidence that has been collected. ❑ Candidate – at times – “jumps to conclusions” and uses stereotypes/ reports of others excessively, ignoring evidence collected during case studies. ❑ Candidate’s reflections on student progress are only superficially related to instructional goals for students. ❑ Candidate’s reflections on student progress do not attend to key issues: <ul style="list-style-type: none"> ○ Student development ○ Cultural, race, community factors shaping student experience ○ Special needs, abilities, disabilities ○ Race, ethnicity, culture ○ Family, parental issues 	<ul style="list-style-type: none"> ❑ Candidate develops and consistently uses a system for tracking student progress. ❑ Candidate uses knowledge of students to reach out to students – especially to “low-status/ historically marginalized” students ❑ Candidate uses evidence accumulated on student progress to guide instructional decision ❑ Candidate’s tracking of two students focuses explicitly on student learning and development ❑ Early in internship candidate provides evidence of getting to know each student in his/her class. ❑ Candidate’s reflections on student learning and development are consistently linked to evidence that has been collected. ❑ Candidate’s reflections on student learning appropriately refer to theories of learning and development and/or research on learning, best practices. ❑ Candidate’s reflections on student progress are related to instructional goals for students. ❑ Candidate’s reflections on student learning and growth demonstrate an understanding of <ul style="list-style-type: none"> ○ Student development ○ Cultural, race, community factors shaping student experience ○ Special needs, abilities, disabilities ○ Race, ethnicity, culture ○ Family, parental issues

Rubric for Task 1, Part 1b – The School and Classroom

Developing Competence (Growth is needed.)	Demonstrating Competence (Candidate meets standard)
<ul style="list-style-type: none"> ❑ Evidence that is provided suggests that candidate’s observation of teacher, class, classroom routines was superficial or cursory. ❑ Candidate’s reflections on observations are offered without reference to his/her instructional plans or educational philosophy ❑ Candidate’s reflections do not reveal efforts to understand classroom issues from the teacher’s perspective ❑ Candidate did not attend to all of the items specified in the task: <ul style="list-style-type: none"> ◆ Introduction and closure to lessons. ◆ Active participation in lessons. ◆ Transitions throughout the day: physically (to and from places) and cognitively (making shifts from one subject/concept to another within the teaching day). ◆ Management strategies: classroom routines. ◆ Management strategies: classroom discipline guidelines. 	<ul style="list-style-type: none"> ❑ Evidence that is provided indicates a thorough and complete observation of teacher, class, and classroom routines. ❑ Candidate’s reflections on observations are linked to instructional plans or educational philosophy ❑ Candidate’s reflections reveal an understanding of the teacher’s perspective ❑ Candidate attended to all of the items specified in the task and in reflections—linked observations of these to observation about student learning: <ul style="list-style-type: none"> ○ Introduction and closure to lessons. ○ Active participation in lessons. ○ Transitions throughout the day: physically (to and from places) and cognitively (making shifts from one subject/concept to another within the teaching day). ○ Management strategies: classroom routines. ○ Management strategies: classroom discipline guidelines.

Rubric for Task 1, Part 2 – School and Community Resources to Support Learning, Resource Utilization Plan

Developing Competence (Growth is needed.)	Demonstrating Competence (Candidate meets standard)
<ul style="list-style-type: none"> ❑ Candidate collected information on resources from a very limited number of sources (e.g. only a website or a website and a single interview) ❑ Evidence presented by candidate did not reveal an understanding of how resources could support student learning. ❑ The information gathered about family/community failed to focus on strengths within these systems. ❑ Resource utilization plan is inadequate or unrealistic (e.g., It may over look important resources or take the teacher beyond an appropriate or legal role.) ❑ Candidate failed to investigate the following: <ul style="list-style-type: none"> ○ District/ school handbook or policy documents ○ In-school resources to support student learning, development ○ In school resources to support teacher growth ○ Decision making structures and roles of teacher in these structures ○ Students’ families and their lives outside of school ○ Community resources that could support student learning and student/family development. 	<ul style="list-style-type: none"> ❑ Candidate collected information on resources from a range of sources ❑ Evidence presented by candidate reveals an understanding of how resources could support student learning. <ul style="list-style-type: none"> ❑ The information gathered about family/community focuses on strengths within these systems. ❑ Resource utilization plan is realistic and appropriate. ❑ Candidate investigated the following: <ul style="list-style-type: none"> ○ District/ school handbook or policy documents ○ In-school resources to support student learning, development ○ In school resources to support teacher growth ○ Decision-making structures and roles of teacher in these structures ○ Students’ families and their lives outside of school ○ Community resources that could support student learning and student/family development.

TASK TWO
Building Classroom Community

Rubric for Task 2

Developing Competence (Growth is needed.)	Demonstrating Competence (Candidate meets standard)
<ul style="list-style-type: none"> • Candidate employs minimal strategies that do not promote consistent, positive relationships with students. • Candidate has little or minimal evidence of strategies and shows little relationship to building classroom community. • Candidate has difficulty in describing and analyzing classroom routines and management expectations and does not understand appropriate responses consistently. • Candidate has difficulty describing their own management plan, and struggles to implement a consistent plan. • Candidate has difficulty creating an appropriate plan for involving all families in their classroom community. • Candidate has difficulty in reflecting on their strategies and the implementation of any plan. 	<ul style="list-style-type: none"> • Candidate employs a variety of appropriate strategies that promote consistent, positive relationships with students. • Candidate has adequate evidence of strategies and their impact on building classroom community. • Candidate describes and analyzes classroom routines and management expectations, and understands appropriate responses consistently. • Candidate describes their own management plan, and is able to implement a consistent plan successfully. • Candidate has a clear and appropriate plan to involve all families in their classroom community. • Candidate reflects on their strategies and the implementation of management and family plans.

TASK THREE
Analysis of Student Work

Rubric for Task 3 – Analysis of Student Work

Developing Competence (Growth is needed.)	Demonstrating Competence (Candidate meets standard)
<ul style="list-style-type: none"> ❑ Candidate includes limited source/types of evidence that demonstrate a positive impact on student learning. ❑ Little evidence is included to show development of students' thinking/learning over time. ❑ Candidate's reflections do not include plans to adapt/design instruction based upon student learning, or plans that are included are superficial. 	<ul style="list-style-type: none"> ❑ Candidate includes multiple sources/types of evidence that demonstrate a positive impact on student learning (e.g. test scores, student work samples over time, student products, observational reports, etc.). ❑ Evidence of student learning that is presented is linked to specific learning objectives in lesson/unit plans. ❑ Candidate traces the learning of the class over time as evidenced on the analysis of student work form. ❑ Candidate's reflections on these students' learning demonstrates his/her ability to assess student learning and modify/ design instruction to meet specific needs, to address prior knowledge, and to align with student learning styles and strategies.

TASK FOUR:
Analysis and Discussion of Videotaped Lesson

Rubric for Task 4 – Videotaping

Developing Competence (Growth is needed.)	Demonstrating Competence (Candidates meets standard.)
<ul style="list-style-type: none"> ❑ Reflections are omitted or significant questions are not addressed. ❑ Reflections focus on teacher activities and pay relatively little attention to student learning. ❑ Reflections fail to draw connections between teacher action and student learning. ❑ Reflections fail to note both strengths and challenges for the teacher. ❑ Reflections do not include plans for the future. ❑ Reflections do not include or summarize peer response and feedback. 	<ul style="list-style-type: none"> ❑ Reflections on videotape address questions included in handbook ❑ Reflections on videotape focus on student thinking and learning ❑ Reflections focus on links between teacher action and student learning and make credible connections between the two ❑ Reflections on videotape note both strengths and challenges for the teacher. ❑ Reflections on videotape discuss teacher’s ability to engage all students in activities that lead to powerful learning. ❑ Reflections on videotape include plans for teaching in the future. ❑ Reflections include and summarize peer response and feedback.

QUESTIONS FOR REFLECTING ON VIDEOTAPING

(Some parts adapted from the portfolio for National Board for Professional Teaching Standards)

You will gain valuable information about your teaching effectiveness from viewing your videotape that would be difficult to learn any other way...it is a terrific tool for a reflective practitioner. However, seeing ourselves as others see us is often difficult, so remember, you're not expected to be perfect, nor are you expected to look like a teacher with years of experience! Use these questions to guide your self-analysis and the discussion you have about your videotape with your University supervisor and your cooperating teacher. It will also serve as an element in your body of evidence documenting the link between your teaching and students' learning.

The lesson itself:

1. What kind of tasks did you ask students to do? Did you capitalize on their previous knowledge and experiences?
2. What kinds of questions did you ask? Can all questions be answered with a single word? How long do you wait for responses? Do you ask students to explain and/or defend a particular answer or approach? Do you ask students to compare or evaluate alternative interpretations or strategies?
3. Were there any opportunities for students to ask questions? How would you categorize the students' questions? (e.g.: did they indicate confusion and a need for clarification or understanding and extension?)

Student/teacher interactions:

4. What is the extent of classroom involvement? (e.g.: are the same students doing all the talking?)
5. Are the students engaged in the lesson? How can you tell? What do students' facial expressions and body language tell you about your instruction and their learning?
6. What roles (e.g.: expert, facilitator, co-learner) did you play in the videotape? Was each role appropriate for the situation?
7. What evidence did you see of the students taking intellectual risks? Does the class look safe as an environment for getting something wrong? Do students talk to each other as well as to you?
8. Did you push students to take risks, to speculate, to offer conjectures about possible approaches, strategies, and interpretations?

Achievement of goals/objectives influencing student learning:

9. Were the learning goals for the lesson achieved? Did you adjust the lesson so your goals could be achieved by every student? What is the evidence for your answers, both in the videotape, and from other sources?
10. Explain how your design and execution of this lesson affected the achievement of your instructional goals. (Your response might include-but is not limited to-such things as the anticipation and handling of student misconceptions the unexpected questions from students, the unanticipated opportunity for learning that you captured, or your planned strategy and its outcomes in the lesson.)

Post-videotaping Course of Action Form

(Adapted from the portfolio for National Board for Professional Teaching Standards)

Now you will define the particular features of your practice that you would like to polish. One useful way to think about this tool is to look back at the questions for analysis and identify those areas that you would most like to improve in your practice. You can then use the form to chart your course of action.

In the boxes below, list two specific areas in your practice that viewing/analyzing the video made you want to improve or further develop, and answer the questions below.

Area 1	Area 2
Identify an end goal (i.e.: what would you want to see in your practice as evidence of development).	Identify an end goal (i.e.: what would you want to see in your practice as evidence of development).
How will you reach this goal?	How will you reach this goal?

**TASK FIVE:
Professional Growth Plan
Standards and Criteria**

**New language on the Professional Certificate
Adopted by SBE 10/22/04**

WAC 180-78A-540 Approval standard -- Knowledge and skills. (1) Teacher. A successful candidate for the teacher professional certificate shall demonstrate:

1) The knowledge and skills for effective teaching which ensure student learning by:

- (a) Using instructional strategies that make learning meaningful and show positive impact on student learning;
- (b) Using a variety of assessment strategies and data to monitor and improve instruction;
- (c) Using appropriate classroom management principles, processes and practices to foster a safe, positive, student-focused learning environment;
- (d) Designing and/or adapting challenging curriculum that is based on the diverse needs of each student;
- (e) Demonstrating cultural sensitivity in teaching and in relationships with students, families, and community members;
- (f) Integrating technology into instruction and assessment; and
- (g) Informing, involving, and collaborating with families and community members as partners in each student's educational process, including using information about student achievement and performance.

2) A successful candidate for the professional certificate shall demonstrate the knowledge and skills for professional development by:

- (a) Evaluating the effects of his/her teaching through feedback and reflection;
- (b) Using professional standards and district criteria to assess professional performance, and plan and implement appropriate growth activities; and
- (c) Remaining current in subject area(s), theories, practice, research and ethical practice.

3) A successful candidate for the professional certificate shall demonstrate professional contributions to the improvement of the school, community, and the profession by:

- (a) Advocating for curriculum, instruction, and learning environments that meet the diverse needs of each student; and
- (b) Participating collaboratively in school improvement activities and contributing to collegial decision-making.

Using the following template, create a plan for each of the standards above. Use one template for each standard/criteria. This is due with your Final Documented Entry.

Appendix C Lesson Planning

Overview

You are required to have a lesson plan for **every** lesson you teach. This is a requirement for all student teachers in the School of Education. There are a number of acceptable formats for these lessons. At a minimum, each plan should include:

Part One

- Overview/Rationale: Write a brief paragraph giving the setting (for whom, how long) and rationale for the unit. Include reports of any assessments that have guided your thinking/planning
- Focus: State a few well-chosen major ideas that will be kept in mind during instruction.

Part Two

- Objectives: You should have objectives for each lesson. These should be connected to unit objectives and to EALRs and GLEs.
 - List the contributing concepts/content to be developed.
 - List the skills/strategies to be developed during the unit.
 - State the attitudes, values, or beliefs to be explored.
 - Include EALRs/GLEs and district goals/objectives.

Part Three

- Activities
 - A. Beginning activity. Describe how the lesson will be introduced and how student input and decision-making will be included. Plan for engaging students with this activity
 - B. Activities to develop concepts and objectives. List a series of activities that can be used. Arrange them in a logical format that you will be able to use as you are teaching the unit.
 - C. Concluding activity. This culminating activity should allow students to review or share what has been learned, and to show they have taken ownership of the concepts and skills. Document how the students have participated in the evolution of such an activity.
 - D. Materials. Include teacher background references, bibliography of textbooks, trade books, magazine and journal articles, sources of free materials, etc., and any media resources (films, movies, resource persons, etc.).
 - E. Assessment and Evaluation. At what points and in what ways will the teacher and the students assess and evaluate? What techniques will you use? Will students have an opportunity to self-assess? **You must ultimately document a positive impact on student learning.**

On the following pages we include templates for lesson plans and tips that you may find helpful, as well as other materials. These templates are for use only with daily lesson plans, not when you are being observed with the pedagogy assessment tool (see section on pedagogy assessment and instructional plan).

A THINKING GUIDE FOR THE TEACHER
From the Commission on Student Learning

PARTICIPANTS – Who? What?

Who are the learners? A class? Specific group? What do you know about your learners? (This will change as your year progresses and you learn the following: talents, styles, cultures, goals, previous life experiences, views of the world, and capabilities of individual learners.)

PERFORMANCE – What will they do?

What do you want your learners to know and be able to do? Think about the end result. What will the learners DO to demonstrate what they know? How will THEY know they KNOW?

PURPOSE – What?

Why is it important to know and use the concepts/skills/behaviors? What is the benefit to the learner and others? Why is it a tool for the learner? What is the connection to living, learning, and working?

PREREQUISITES – By what means?

What skills, knowledge, and behaviors must the participants learn in order to be successful? All groups come with different prior knowledge and experiences. Based upon your diagnosis of THIS GROUP of participants, what are the skill steps, sub-skills, and knowledge the learners need in order to achieve the performance?

PLACE/TIME – Where and when?

Where and when will the learners apply the performance? Where, specifically, will the knowledge, skills, behaviors be applied? In what other contexts will these skills, behaviors, knowledge be transferred?

PERFORMANCE STANDARD – How well? To what extent?

What scoring criteria will be used to measure the performance? How will the learners know quality in the performance? Will the learners participate in developing the scoring criteria? Will the learners self assess? Will the measure be qualitative (how well), quantitative (how much), or a combination?

SAMPLE LESSON PLAN FORMAT #1

Date:
Unit:
Grade Level:
Lesson

Goals/Aims/Objectives	Essential Academic Learning Requirements/GLEs

Body of Lesson:
 Opening
 Activities
 Closing

How will the learning be assessed?
State specifically the evidence found in your assessment of student work that documents successful progress toward your goals and the EALRs and/or GLEs.

Resources/Materials

SAMPLE LESSON PLAN FORMAT #2

Date: _____ Subject: _____ Grade: _____
 Goals/Objectives/EALRs/GLEs: _____

Time	Opening/Framing the Lesson/Introduction/Early Assessment	Monitor/Feedback
	The Lesson Structure: Activities	
	Closing/Assessment	
	Homework	
Self Evaluation of the Lesson		
Resources/Materials		

SAMPLE LESSON PLAN FORMAT #3

Name:

Unit:

Grade Level:

Lesson:

Goals:
Concepts
Essential Learnings (EALRs)/Grade Level Expectancies (GLEs)
Materials:
Motivational Hooks:
Framing the Lesson: Opening
Activities
Closing
Adaptations of the Above
Assessment

ITIP Lesson Plans
Instructional Theory into Practice/Madeline Hunter Model

The students should know or be able to do something at the end of the lesson that they did not know or were not able to do at the beginning. You need to include the EALR's in this lesson plan. They are not part of the ITIP model, but they are a part of Washington's requirements.

1. ANTICIPATORY SET

This brief activity is related to the lesson that student will have in class that day. The activity – often something written on the board as students walk in the door – helps focus students' attention and develops a readiness for more in-depth instruction to follow. The anticipatory set enables the student to become mentally and physically ready for the lesson. The teacher will use the anticipatory set as a context for the day's objectives, sharing the lesson objectives with the students. "By the end of class, you will be able to..."

2. OBJECTIVE AND EALRs/GLEs

There are four parts to the lesson objective:

- The conditions under which the lesson occurs: "Given a Shel Silverstein poem..."
- What student will do, stated in terms of student learning: "...the student will identify..."
- The content that will be covered: "... all nouns, verbs, adjectives, and adverbs..."
- The form of assessment and the degree to which it will be evaluated: "... with at least 90% accuracy. Nouns will be underlined, verbs circled, adjectives double underlined, and adverbs boxed."

3. INPUT

What information must the student have in order to reach the lesson objectives? How is the student going to get this information, and what will the instruction look like? What new information might be needed?

4. MODELING

The teacher models what he/she wants the students to do. In this example, the teacher will use another Shel Silverstein poem as an example, and on the overhead, show the students how they should underline, circle, and box the different parts of the speech.

5. CHECK FOR UNDERSTANDING

The teacher checks that students understand what they are to do – that they have the essential information, the prerequisite skills, and grasp of the task to do what is asked for today’s lesson. The teacher can observe the students, ask questions, or ask individual students to demonstrate.

6. GUIDED PRACTICE

The students are invited to practice the new learning under the teacher’s guidance. The teacher closely monitors the students’ task behaviors to see that the instruction has been understood and that the task is done correctly. Mistakes are corrected by the teacher.

7. INDEPENDENT PRACTICE

When the student is able to perform the task correctly, he/she is ready to develop fluency by practicing without the teacher’s oversight. The teacher does not need to monitor the practice as the student is doing it, but should check the finished product (homework, in-class assignments, etc.)

8. CLOSURE

The teacher and students review the lesson’s objectives and the understandings and skills they have developed. The lesson is summarized. The teacher may want to briefly preview the next lesson.

REFLECTING ON LESSONS: QUESTIONS TO CONSIDER

Objectives/planned activities

- Are instructional objectives clear and practical?
- Do the objectives take into account the needs of students, rigorous content, the state EALR's, GLEs and state reforms?
- Are the activities aligned to the objectives? (Did the objectives drive your choice of activities?)
- Do all activities support the accomplishment of your objectives?

Implementation of the plan/assessment:

- Did the lesson go well? (Were students engaged; did they meet the objectives?)
- What helped students most accomplish the objectives?
- What assessment did you use to determine if students met the objectives?
- What would you do differently in teaching this the next time? What will you do tomorrow that is informed by what happened today?

Student Teacher/Intern Field Evaluation Form

Pacific Lutheran University

School of Education/Movement Studies
Tacoma, WA 98447

- UNDERGRADUATE
- ALTERNATIVE ROUTES
- MAE WITH CERTIFICATION

Evaluator (Print Name)

POSITION (check one)

- Mentor Teacher (Alt Rts Only)
- Cooperating Teacher
- Principal / Designate
- University Supervisor

MID-TERM EVALUATION

FINAL EVALUATION

Please note this evaluation may be shared with the candidate.

1) Student's Name:

4) Evaluation Date:

2) Subject:

5) School:

3) District:

PLEASE ASSESS ACCORDING TO THE FOLLOWING KEY:

Not Acceptable (1): performs far below what is expected of a novice teacher

Emerging (2): performs at a level that requires coaching and mentoring

Competent (3): performs at a level expected of a novice teacher

Exceptional (4): performs above a level expected of a novice teacher

Unable to Evaluate (X)

GENERAL PROFESSIONAL CHARACTERISTICS

6) Classroom management and discipline

Demonstrates leadership within the physical and human environment of the classroom in a way that promotes student self-discipline and learning.

Not Acceptable (1)

Emerging (2)

Competent (3)

Exceptional (4)

Unable to Evaluate (X)

7) Understands school culture

Demonstrates an understanding of the school policy in relationship to student behavior.

Not Acceptable (1)

Emerging (2)

Competent (3)

Exceptional (4)

Unable to Evaluate (X)

8) Interest in teaching pupils

Demonstrates an attitude of care and a commitment to the growth and development of all students.

Not Acceptable (1)

Emerging (2)

Competent (3)

Exceptional (4)

Unable to Evaluate (X)

9) Professionalism

Demonstrates respect for students, colleagues and the profession through attention to one's manner, dress, speech, attendance and promptness.

Not Acceptable (1)

Emerging (2)

Competent (3)

Exceptional (4)

Unable to Evaluate (X)

10) Personal preparation and scholarship

Demonstrates an understanding of and ability to use theories and research to improve learning for all students.

Not Acceptable (1)

Emerging (2)

Competent (3)

Exceptional (4)

Unable to Evaluate (X)

STANDARD 5.1 KNOWLEDGE OF SUBJECT MATTER AND CURRICULUM GOALS		
11) 5.1.A. Content driven. All students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology.	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Competent (3)	<input type="checkbox"/> Emerging (2) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)
12) 5.1.B. Aligned with curriculum standards and outcomes All students know the learning targets and their progress towards meeting them.	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Competent (3)	<input type="checkbox"/> Emerging (2) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)
13) 5.1.C. Integrated across content areas All students learn subject matter content that integrates mathematical, scientific, and aesthetic reasoning.	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Competent (3)	<input type="checkbox"/> Emerging (2) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)
STANDARD 5.2 Knowledge of Teaching		
14) 5.2.A. Informed by standards-based assessment. All students benefit from learning that is systematically analyzed using multiple formative, summative, and self-assessment strategies.	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Competent (3)	<input type="checkbox"/> Emerging (2) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)
15) 5.2.B. Intentionally planned. All students benefit from standards-based planning that is personalized.	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Competent (3)	<input type="checkbox"/> Emerging (2) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)
16) 5.2.C. Influenced by multiple instructional strategies. All students benefit from personalized instruction that addresses their ability levels and cultural and linguistic backgrounds.	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Competent (3)	<input type="checkbox"/> Emerging (2) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)
17) 5.2.D. Informed by technology. All students benefit from instruction that utilizes effective technologies and is designed to create technologically proficient learners.	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Competent (3)	<input type="checkbox"/> Emerging (2) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)
STANDARD 5.3 Knowledge of Learners and their Development in Social Contexts		
18) 5.3.A. Learner centered. All students engage in a variety of culturally responsive, developmentally, and age appropriate strategies.	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Competent (3)	<input type="checkbox"/> Emerging (2) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)
19) 5.3.B. Classroom/school centered. Student learning is connected to communities within the classroom and the school, including knowledge and skills for working with others.	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Competent (3)	<input type="checkbox"/> Emerging (2) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)
20) 5.3.C. Family/neighborhood centered. Student learning is informed by collaboration with families and neighborhoods.	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Competent (3)	<input type="checkbox"/> Emerging (2) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)
21) 5.3.D. Contextual community centered. All students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected and diverse society.	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Competent (3)	<input type="checkbox"/> Emerging (2) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)

STANDARD 5.4 Understanding of Teaching as a Profession		
<p>22) 5.4.A. Informed by professional responsibilities and policies 5.5 D. Valuing All students benefit from a collegial and professional school setting. Candidate abides by the WA State Code of Professional Conduct. Candidate articulates and critically assesses his / her own values with an awareness of the communities and traditions that have helped shaped them. The candidate also recognizes how others have arrived at values different from his / her own and considers their views charitably. The candidate has developed a habit of caring for 1) oneself, 2) for others and 3) for the environment.</p>	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Competent (3)	<input type="checkbox"/> Emerging (2) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)
<p>23) 5.4.B. Enhanced by a reflective, collaborative, professional growth-centered practice 5.5.A. Critical reflection Candidate A. Critically reflects own practice, B. analyzes issues from multiple perspectives to solve problems, C. Evaluates assumptions and consequences while assessing support and defending judgments, D. Assesses how educational environments may be modified to be more caring, just and equitable.</p>	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Competent (3)	<input type="checkbox"/> Emerging (2) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)
<p>24) 5.4.B. Enhanced by a reflective, collaborative, professional growth-centered practice 5.5.C. Interaction with others All students benefit from the professional growth of their teachers. Candidate participates in collaborative learning communities and the development of collegial relationships. Candidate also A. demonstrates attentive behavior, B. completes work on time, C. listens actively, D. is punctual at the university and/or school placement.</p>	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Competent (3)	<input type="checkbox"/> Emerging (2) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)
<p>25) 5.4.C. Informed by legal and ethical responsibilities 5.5.B Expression All students benefit from a safe and respectful learning environment. Candidate A. uses appropriate and respectful verbal and written communication, respects the diverse linguistic traditions and practices that students bring with them to school, and contextualizes communications to various audiences using appropriate media, convention and styles.</p>	<input type="checkbox"/> Rarely or Never (1) <input type="checkbox"/> Consistently (3)	<input type="checkbox"/> Sometimes (2) <input type="checkbox"/> Exemplifies (4) <input type="checkbox"/> Unable to Evaluate (X)
<p>26) 5.4.C. Informed by legal and ethical responsibilities 5.5.E. Multiple frameworks All students benefit from a safe and respectful learning environment. Candidate cultivates respect for diverse cultures, practices and traditions, and recognizes how cultures shape different assumptions and behaviors about teaching, learning and schooling. The candidate also identifies issues and problems facing students and their families, peers and the larger community and seeks constructive strategies for addressing them.</p>	<input type="checkbox"/> Rarely or Never (1) <input type="checkbox"/> Consistently (3)	<input type="checkbox"/> Sometimes (2) <input type="checkbox"/> Exemplifies (4) <input type="checkbox"/> Unable to Evaluate (X)

27) COMMENTS (Please include strengths, areas of professional growth, competencies):

Evaluator Signature _____

PLU USE ONLY

Data Entry Completed Date:

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