



Your University of Choice

Cooperating and Student Teacher Handbook

Calumet College of St. Joseph
Education Program
2011-2012



Your University of Choice

The Cooperating Teacher and Student Teacher Handbook of the Education Department at Calumet College of St. Joseph (CCSJ) is designed to provide necessary information and documents regarding the clinical experiences related to student teaching for the supervising, cooperating, and student teachers. Additional information provided upon request. Contact the following:

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Note: Information contained in this publication is subject to change without prior notice and shall not constitute a binding agreement on the part of Calumet College of St. Joseph.

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Introduction

Rooted in a liberal arts foundation, Calumet College of St. Joseph (CCSJ) has been preparing students for teaching careers since its inception in 1951. The collaborative efforts of the CCSJ faculty with teachers from neighboring public, charter, and parochial school systems provide students with a quality curriculum. This linkage has resulted in the sharing of resources and collaboration for pre-service teacher evaluation, practicum placements, continuous assessment, teaching, community learning experiences, and research efforts.

With accredited departments based on the requirements established by the Indiana Department of Education (IDOE) – Division of Professional Standards (DPS), the elementary and secondary curricula make a commitment to excellence through the implementation of the CCSJ mission and goals coupled with the Education Department mission and goals.

Calumet College of St. Joseph History of the Institution

Calumet College of St. Joseph (CCSJ) has enjoyed a unique beginning as a small Catholic college. Founded in 1951 as a two-year urban extension in Lake County, Indiana, of Saint Joseph's College in Rensselaer, Indiana, CCSJ today is a private, Catholic, coeducational, Commuter College that offers certificate, associate and bachelor degree Departments to students from the sprawling Calumet Region. This region includes southeast Cook County, Illinois, and the highly industrialized complex that is Northwest Indiana. Throughout its fifty-five year history, Calumet College of St. Joseph has remained true to its Mission of serving the varied educational needs of its diverse commuter population.

For nine years after its founding, CCSJ led a nomadic existence as it offered classes in rented facilities in Hammond and East Chicago, Indiana. Known then as the Calumet Center, the College conducted most of its courses in borrowed classrooms provided by Bishop Noll Institute and St. John the Baptist Church in Hammond. Nine years later, in 1960, Saint Joseph's College Board of Control authorized the expansion of this two-year extension into a full four-year, degree-granting college. The institution thus became the first college in Lake County to offer Baccalaureate degrees. At that time, Saint Joseph's College Calumet Campus moved into a new home, a former furniture store in East Chicago. For the next three years, this building housed the College's classes and administration offices. Later, the building served as the Administration Building for fifteen years. This East Chicago campus continued to grow throughout the 1960's. Buildings were donated or acquired on Indianapolis Boulevard and Olcott Avenue to provide classroom and office space, a library, laboratories, a theater, a communications center and student recreational facilities.

In the summer of 1971, the College changed its name to St. Joseph Calumet College. The College was officially separated from Saint Joseph's College on November 16, 1973 after Articles of Incorporation were filed with the State of Indiana. The North Central Association approved the transfer of accreditation to Calumet College. The next comprehensive evaluation was scheduled for the 1982/1983 academic year.

On December 31, 1973, American Oil Company (Amoco) deeded its research and development facilities and 256 acres of land in Hammond to CCSJ. Known as Calumet College from 1973 through 1986, the College was renamed Calumet College of St. Joseph in 1987 to re-identify its Catholic heritage.

Over the years, the College has looked for more effective ways to be of service to its students. In 1991, administrative restructuring resulted in the merger of the offices of admissions, financial aid, registrar, academic advising, chaplain, campus ministry, career services and the Skills Assessment Center into the Division of Enrollment Management. This consolidation of all student services into one division provided closer planning and coordination of activities leading not only to the admission of new students but also to the retention of current students as they progress to graduation.

Tutoring Center

The Tutoring Center is dedicated to supporting Calumet College of St. Joseph students through an interactive learning experience. Students work with tutors to develop course competencies and study skills such as time management, test preparation and note taking. In addition, students are provided with tutoring support to help pass a course, to improve a GPA, and to help prepare for continued education or a career. Tutors have a specific charge: to help students learn how to learn subject matter and to develop effective learning skills. Tutoring is open to CCSJ students, at no charge, and is available in most introductory courses. Tutoring in other levels of CCSJ courses may also be available. For more information or to setup an appointment, you can contact the Tutoring Center at (219) 473-4287.

Further services such as the College-Level Examination Program (CLEP) tests are offered for successful students to earn credit for required classes through Student Support Services. In addition, a vocational interest inventory of career interests is available through Career Services. To contact Student Support Services and Career Services for consultations, please call (219) 473-4352.

CCSJ offers Departments that are practical and diverse, including master degrees, baccalaureate degrees, two-year associate degrees, and certificates. In addition to daytime offerings, the College offers a full evening Department to accommodate the needs of its working student population. As part of a pledge to serve the educational needs of the area's residents, the College endeavors to eliminate time and space barriers that limit the educational opportunity to

its area citizens. Thus, it offers weekend classes, credit for life experience through the Life Experience Assessment Department (LEAP), course offerings at various sites in Northwest Indiana, and video-assisted instruction (VAI/telecourses). These telecourses were innovative as the first Department of its kind to be offered in Northwest Indiana.

Perhaps the most successful example of innovation is the Degree Completion Department (DCP), started in September 1987, and now flourishing in opportunities throughout Northwest Indiana and Chicago. Adults with two years of college attend class one night a week at a location near home or work and in approximately 18 months can earn a baccalaureate degree in Organization Management, Healthcare Management, or Law Enforcement Management.

Responsive to student needs and requests, CCSJ continues to seek opportunities to collaborate with business and industry, identifying initiatives that will continue to expand its educational influence. The CCSJ 2005-2011 strategic plan, *Designing Our Future 2005-2010*, indicates potential undergraduate and a new graduate initiative.

Calumet College of St. Joseph Mission Statement

Calumet College of St. Joseph is a degree-granting, Catholic institution of higher education sponsored by the Missionaries of the Precious Blood (C.P.P.S.). The College prepares graduates for careers and graduate school with academic and professional programs based on a strong foundation in the liberal arts and sciences. Our programs are designed to empower graduates to improve their lives and the lives of their families. In an academically challenging and flexible environment dedicated to student learning, the College acknowledges and respects the dignity and worth of each individual. Serving a richly diverse student population, the College encourages differing views, fosters personal growth, and promotes the formation of spiritual, moral and ethical values in support of social justice and personal responsibility.

Profile of CCSJ Student

Since its founding in 1951, Calumet College of St. Joseph (CCSJ) has been preparing students for teaching careers. Initially, the college operated under the accreditation of its parent institution, St. Joseph's College in Rensselaer, Indiana. CCSJ became independent in 1973 and achieved its first accreditation in 1968.

The CCSJ students tend to be first generation, non-traditional college students who come from "blue collar" backgrounds. Non-traditional students exhibit one or more of the following characteristics:

- The student is more than thirty-two years old at the time of enrollment.
- The student has multiple life responsibilities generally involving work and family obligations.
- The student has previously attended a post-secondary institution.
- The student is pursuing post-secondary education in order to enhance his/her economic and/or social position.

These characteristics define CCSJ students accurately. Specifically, there are 642 males (51%) and females 620 (49%) which makes up the population at CCSJ. The majorities of students are Catholic, (45%), and reside in Lake County, Indiana, with 6.5% in other Indiana counties and 40% from Illinois. Only 25% of the students are married. Many CCSJ students attend night classes: However, as the traditional student population grows, more students opt to attend classes during the day. CCSJ students have consistently been mature students who are returning to school in order to better themselves. In the past 10 Fall terms, the average age of students has been 31%, these non-traditional students bring a breadth of work, family, and life experience to their coursework.

Throughout its history, CCSJ has served as a model of cultural diversity. Calumet College of St. Joseph was ranked #1 in campus diversity among private Midwest Master's Universities, according to the U.S. News and World Report "Best Colleges" study. CCSJ enjoys this diversity and celebrates the role of creating an educational environment that encourages various viewpoints and perspectives. Student enrollment has been consistent throughout the years at CCSJ. The current enrollment is an average of 1, 262 undergraduates (excluded Graduate

Students) in the last 11 Fall terms. CCSJ offers two types of programs, traditional college and Degree Completion Programs. As of Fall 2011, 59% of CCSJ students are enrolled in the traditional college and 26% in the Accelerated Undergrad Programs. (The majority of the student population attends the college part-time (54%); 46% are full-time students).

Education Department Mission

The Education Department of Calumet College of St. Joseph supports the mission of the College to prepare a diverse population for professional careers and graduate education. Guided by a Catholic vision of social justice, the education program empowers teacher candidates to improve their personal lives and to create a more equitable society through education. Our mission, therefore, is to implement justice oriented educational experiences for teacher candidates and professional educators that reflect current theory and best practice in the profession according to three essential and interrelated pillars; professional preparation, continuous and critical reflection, and ongoing personal and professional transformation.

Education Department Vision

The Education Unit is deeply committed to the Calumet College of St. Joseph mission to provide quality education for its diverse population which fulfills an essential goal of the College mission: the formation of academic, spiritual, moral and ethical values in support of social justice and personal responsibility. Through quality education, teacher candidates contribute to the just transformation of values and social structures within society, promoting human dignity, freedom, responsibility, and creativity. Thus, the Education Unit contributes to the building of a socially just society wherein the inherent dignity and rights of the individual person are respected and protected in solidarity with others in community.

Drawing from the mission of the College and the values of the Missionaries of the Precious Blood (C.P.P.S.), the vision of the Unit empowers teacher candidates to become effective P-12 educators through the processes of preparation, reflection and transformation. These effective educators demonstrate academic and ethical values and teach students to be morally responsible individuals who prize the acquisition of knowledge for the sake of transforming society towards justice.

Education Department Goals

Five major objectives have been defined under the three pillars: Preparation, Reflection and Transformation that graduates are required to demonstrate:

1. Understand How Students Learn and Differ
2. Knowledge of What to Teach
3. Demonstrate How to Teach Effectively
4. Effectively Implement Technology
5. Continuous Personal and Professional Growth

Graduates of the Education Department at Calumet College of St. Joseph will be prepared to:

1. Demonstrate competency in core knowledge and skills essential to the various disciplines: English, mathematics, theology, philosophy, humanities, sciences, social sciences, and the fine arts.
2. Demonstrate competency as skilled, reflective teaching professionals, cognizant of their role in transforming self, students, and community.
3. Demonstrate knowledge of current standards (INTASC, NCTM, etc.) theories and theorists that establish the framework for educational methodology and pedagogy for a diverse student population.
4. Develop a deep respect for the values inherent in various religions, educational, and cultural traditions.
5. Develop a commitment to life-long spiritual and professional growth with an understanding of one's own system of values and ethics.
6. Develop personal responsibility to transform society for the common good based on values and principles that insure social justice.
7. Demonstrate integration of reflection, analysis, evaluation, synthesis, and communication skills in problem solving situations.
8. Collaborate with community resources and services to provide quality educational experiences and opportunities to meet the future needs of all students.
9. Incorporate the best media and technology in planning, organizing, and assessing student needs.
10. Demonstrate professional skill and educational leadership in addressing evolving educational trends.

Conceptual Framework Overview

Overview

The unit is deeply committed to the Calumet College of St. Joseph educational mission to prepare diverse candidates for professional careers and graduate education. Consonant with the mission, the unit contributes to the building of a socially just society so that the inherent dignity and rights of the individual are respected and protected. Through quality education, teacher candidates are challenged to engage in the transformation of values and social structures within the community. The result is the flourishing of human dignity, freedom, responsibility, and creativity, fulfilling an essential tenet of the College mission: the formation of academic, spiritual, moral, and ethical values in support of social justice and personal responsibility.

Drawing vision from the mission of the College and the values of the Missionaries of the Precious Blood (C.P.P.S.), this conceptual framework empowers teacher candidates to become effective P-12 educators, demonstrating the requisite knowledge, dispositions, and performances outlined in the guiding principles of the Interstate New Teacher Assessment and Support Consortium (INTASC). The conceptual framework of the Education Unit consists of three essential and inter-related pillars: 1) professional preparation, 2) continuous and critical reflection, and 3) ongoing personal and professional transformation.

The pillar of professional preparation provides teacher candidates with appropriate content knowledge and skills that reflect current scholarly research on effective teaching and best practices in the field. The pillar of continuous and critical reflection affords teacher candidates opportunities to evaluate research based best practices with a view towards appropriating the knowledge, dispositions, and performances that will foster effective teaching. The pillar of ongoing personal and professional transformation engages teacher candidates in a dual process of becoming an effective professional educator and consciously applying social justice values to service as quality involvement in society.

Student Teaching Acceptance Criteria

Student teaching is the culminating experience in the professional preparation of teachers. Building on a competence based professional preparation, the student teacher experiences classroom teaching responsibilities to prepare for entrance into the education profession.

Even though the Education Department has prepared the student teacher for this process, new and challenging situations will occur. Alternatives to handling classroom situations are varied, and the cooperating teacher in conjunction with the supervising teacher provides counsel to the student teacher. This collaborative arrangement seeks to provide opportunities for professional growth through the sharing of intellectual stimuli, ideas, options and accomplishments.

The teacher candidate must complete and submit a student teaching application (**Refer to Attachment 1: Student Teaching Application**) by the beginning of the semester prior to student teaching. In addition to submitting the application the teacher candidate must successfully meet the following criteria:

- Current resume
- Updated Philosophy of Education
- Praxis I
- Interview by the Education Committee
- Minimum cumulative grade point average of 2.75/4.00
- Minimum grade point average of 3.00/4.00 in Professional Education and Content Area courses after acceptance into the Education Department
- Current Criminal History clearance
- Completion of prerequisite education and major content courses

Note: If a teacher candidate's application has not been accepted, an appeal may be filed as defined in the CCSJ Student Handbook.

Student Teacher Placement

The teacher candidate may choose up to three preferences of school districts/grade level(s)/subject in which he or she would like to be placed via the student teaching application. Every attempt will be made to secure placement of choice providing it meets the following criteria:

Student teaching placement schools must meet the following requirements:

1. Environment is culturally diverse
2. Technology is implemented throughout the classroom curriculum
3. The school services students with exceptionalities
4. The highly qualified cooperating teacher has at least five years of teaching experience (in developmental/content area) in accredited schools
5. A conflict of interest does not exist (as determined by the Education Committee).
6. Placement is within a 35 mile radius of campus
7. Placement is full-time for 14 weeks or 420 clock hours (minimum)
8. In the event that a student has a an additional content area, placement will be split between disciplines

Role of the Cooperating Teacher

I. Qualification

- A. A. To qualify as a cooperating teacher, the teacher must meet the standards of a highly qualified teacher, hold a practitioners or advanced practitioners license, have a minimum of five years' experience in the subject/grade being requested and be recommended by the building administrator of the school as well as the District School Placement Field Experience Director.
- B. The cooperating teachers attend an orientation provided by CCSJ on general guidelines and timelines associated with student teaching placement. More importantly the cooperating teacher is in-serviced to provide productive and on-going feedback to the student teacher, how to counsel the student if necessary, and procedures for completing the mid-term and final student teaching inventories.

II. Fostering Relationship with Student Teacher

- A. The student teacher may have a feeling of insecurity and uncertainty, even though he/she has completed previous clinical and field experience. It is often a difficult process to acquire the poise and confidence needed for a good appearance. The cooperating teacher is encouraged to foster a comfortable relationship with the student teacher as quickly as possible, so that the student can see the cooperating teacher as a supportive ally.
- B. As the cooperating teacher prepares for the student teacher's arrival, the following is recommended:
 - 1. Inform the class(es) of the student teacher's arrival, indicating the purpose of the student teaching experience, and acquaint the pupils of their role with the student teacher.
 - 2. Provide a place for the student teacher in the classroom. A desk can give the student teacher a sense of security and belonging.
 - 3. Acquaint the student teacher with the school and community policies, emphasizing punctuality, school loyalty, conservative use of materials, good human relationships with the professional staff, participating in extracurricular activities, and playground class or hall supervision, and so on.
 - 4. Discuss with the student teacher: school emergency plans, illness procedures for both cooperating and student teachers, school policy on medication distribution, and

- school policy on alcohol, tobacco, or drugs as well as legal implications on these issues.
5. Collaborative development of a pre/post assessment by student and cooperating teacher to evaluate student knowledge of skills in the specified content area.
 6. Allow the student teacher to observe your teaching using the Classroom Observation Guidelines form provided (**Refer to Attachment 2: Classroom Observation Guidelines**).
 7. Give direction for involvement in classroom activities when necessary, while working collaboratively with the student teacher as an equal in the classroom.
- C. If possible, the cooperating teacher should set aside particular time daily to confer with the student teacher. During conference time, the student teacher should/is to review plans and explain his/her class outlines and specific goals.

III. Observation

- A. During the first week of observation the cooperating teacher demonstrates a variety of teaching methods, e.g., the discussion lecture, small group reports, audio-visual presentations, etc. (**Refer to Attachment 3: Classroom Observation Form**).
- B. The cooperating teacher is responsible for observing the student teacher on a daily basis and provides on-going feedback on how the student teacher can continue to improve.

IV. Teaming

- A. The cooperating teacher and student teacher should collaborate the planning of lessons together. The student is responsible for completing lesson plans according to CCSJ guidelines and should submit prepared lesson plans to the cooperating teacher prior to implementation. Lesson plans for each subject/content area taught should be submitted to the cooperating teacher weekly. (**Refer to Attachment 4: Lesson Plan Template**)
- B. It is important that K-12 students do not suffer academically due to instruction delivered by the student teacher. At times, it may be necessary for the cooperating teacher to engage in a team teaching situation with the student teacher to ensure that learning is taking place for both the K-12 students as well as the teacher candidate.

V. Counseling

- A. Scheduled counseling occurs at two times during the student teaching experience. 1) At the mid-term evaluation period and 2) at the final evaluation period. The cooperating teacher should schedule time with the student teacher to review the mid-term or final

evaluation. The cooperating teacher should explain in detail, deficiencies that the student teacher has and provide strategies by which he or she can improve. **(Refer to Attachment 5: Student Teacher Assessment Inventory)**

- B. Extensive counseling occurs when the cooperating teacher or the student teacher reveals that a problem exists which was not able to be resolved between the cooperating teacher and the student teacher. The supervising teacher should be notified anytime an investigation or decision needs to be made regarding the student teaching experience.
- C. If the situation warrants serious actions or further counseling the supervising teacher will notify the Director of the Education Department to intervene.

VI. Assessment

- A. The cooperating teacher assesses the teacher candidate on three levels:
 - 1. Daily Observation – The cooperating teacher observes the teacher candidate and provides on-going feedback to assist the student teacher in improving.
 - 2. Assessment – Assist the student teacher with the development of a pre/posttest to identify student needs to improve achievement based upon specific content.
 - 3. Mid-Term Evaluation – The cooperating teacher completes the mid-term evaluation during the **7th** week of student teaching (week 4 for a dual placement.). The cooperating teacher is responsible for reviewing the evaluation with the student teacher and supplying both the student teacher and the supervising teacher with a copy. **(Refer to Attachment 5: Student Teacher Assessment Teaching Inventory)**
 - 4. Final Evaluation – The cooperating teacher completes the final evaluation during the **14th** week of student teaching (week 7 for a dual placement.) The cooperating teacher is responsible for reviewing the evaluation with the student teacher and supplying both the student teacher and the supervising teacher with a copy. **(Refer to Attachment 5: Student Teacher Assessment Inventory)**

VII. Mentoring

- A. Each student teacher brings an intricate combination of strengths and areas of expertise to the classroom. Therefore, skillful guidance will help the student teacher prepare for classroom duties. The student teacher will share with the cooperating teacher a list of

strengths and areas of proficiency challenge. Experiences should be arranged to assist the student teacher with these areas of challenge.

- B. Specific help in the area of planning may be needed to show the hierarchy and interrelatedness of lessons to emphasize individual differences, classroom conditions, and curriculum responsibilities.
- C. Refining professionalism in the student teacher is an important aspect of the student teaching experience. The cooperating teacher is encouraged to gently challenge the student teacher in areas of inconsistency. Sharing resources and materials is encouraged.
- D. The student teacher has many theoretical resources while the cooperating teacher has classroom resources.

VIII. Compensation

Cooperating Teachers are compensated at a rate of \$200.00 per student teacher. Cooperating teachers are responsible for providing the Education Department with an invoice, a copy of their driver's license and social security card during the student teacher/cooperating teacher orientation.

IX. Professional Development

In accordance to Rules 2002, the cooperating teacher can receive up to 30 points for the student teaching experience, providing it matches the goal.

Role of the Student Teacher

I. Observation

The actual period of introduction and observation varies from student teacher to student teacher. The cooperating teacher and the student teacher candidate can best decide the time when the student teacher should enter into more hands-on experiences. Two weeks of observations are suggested at the start of the student teaching experience: one week observation of the cooperating teacher at the beginning of the student teaching experience and one week observation with other recommended quality teachers at the end of the student teaching experiences. **(Refer to Attachment 3: Classroom Observation Form).**

II Pre/Post Assessment

The student teacher must know and understand the needs of P-12 students based-upon academic and developmental levels. As the student teacher begins student teaching, it is imperative that they evaluate student knowledge and provide instruction according to appropriate academic and developmental needs. Therefore, teacher candidates will implement a pretest at the beginning of the experience to identify specific needs and a posttest at the end of the experience to evaluate student teaching progress and growth. **(Refer to Attachment 17: Pre/Post Assessment of Student Learning and Attachment 18: Pre/Post Analysis Rubric).**

II. Instruction

The student teacher is embarking on one of the last phases of professional preparation before assuming the full-time role as a teacher. The student teacher needs to be aware of the following guidelines:

- Lesson plans must be submitted to the cooperating teacher for review at least one week before implementation.
- The student teacher must read the faculty and student handbooks (including union agreements if applicable) and comply with all policies and procedures, such as professional dress and conduct.

- All learning activities should be relevant, well planned and organized.
- Various learning resources, aids, and technology should be used.
- Various pedagogical theories should be practiced.
- Inquiry and creativity are encouraged.
- Learning experiences should be conducted to ensure success for all students.
- Positive professional rapport with students and colleagues is developed and maintained.
- The student teacher should consult with the cooperating teacher on a daily basis regarding lesson plans, instructional growth, student concerns, assessment issues, and general overall professional development.
- The student teacher should actively seek direction from both teaching mentors, that is, the supervising and cooperating teachers.
- The student teacher should vigilantly maintain a positive learning environment for all students.
- The student teacher is strongly encouraged to use comprehensive assessment utilizing both traditional and alternative methods

III. Teaming

The Education Department of CCSJ encourages the “team” approach for student teaching. This approach emphasizes that the student and the cooperating teacher share ideas and pool resources in planning, implementing, and evaluating the various teaching and learning experiences.

- A. The cooperating teacher and student teacher should collaborate the planning of lessons. The student is responsible for completing lesson plans according to CCSJ guidelines.
- B. It is important that K-12 students do not suffer academically due to instruction of the student teacher. At times, it may be necessary for the cooperating teacher to engage in a

team teaching situation with the student teacher to ensure that learning is taking place for both the K-12 students as well as the teacher candidate.

IV. Assessment

Multiple assessments of student teaching and clinical practice support the requirements for student teaching, including the systematic documentation and analysis of student learning. Student teaching also provides the opportunity for personal professional development and reflection that many school systems expect of their teachers. **(Refer to Attachment 6: Assessment Timelines).**

- A. **Pre/Post Assessment-** Teacher candidate will implement a pretest at the beginning of the experience to identify specific needs and a posttest at the end of the experience to evaluate student teaching progress and growth. **(Refer to Attachment 17: Pre/Post Assessment of Student Learning and Attachment 18: Pre/Post Analysis Rubric).**

- B. **Lesson Plans** – Teacher candidates are required to write daily lesson plans in accordance with CCSJ guidelines and the school curriculum. Lesson plans are submitted to the cooperating teacher one week prior to the lesson being taught. A copy of the lesson plans should be made available to the supervising teacher at the time of each bi-weekly visit. **(Refer to Attachment 7: Lesson Plan Rubric).**

- C. **Instruction** – Teacher candidates are required to teach in accordance with CCSJ guidelines and the school curriculum. Objectives were developed in accordance with the Education Program Conceptual Framework. Teacher candidates must effectively demonstrate:
 - 1. Understanding of how students learn and how they differ
 - 2. Knowledge of what to teach
 - 3. How to teach effectively
 - 4. Effective implementation of technology
 - 5. Continuous personal and professional growth

Mid-Term Evaluation- The cooperating teacher is responsible for observing and evaluating the student teacher via the Student Teaching Assessment Inventory based on instruction, lesson plans and effective communication. **(Refer to Attachment 5: Student Teacher Assessment Inventory).**

- C. **Journal** – Teacher candidates are responsible for reflecting and journaling on a weekly basis. Teacher candidates continually evaluate the effects of their choices and actions on others through instructional delivery and continuous contact with school faculty and administration. Teacher candidates are able to analyze and provide feedback about the effectiveness of instructional delivery in relationship to improvement of student performance while addressing strengths and weaknesses. As a result of reflection and changes to lesson plans, teacher candidates implement instruction based upon student need and best practice. In addition to implementation of instruction, teacher candidates reflect on parent conferences concerning student progress and how professional development such as workshops, in-services and faculty meetings correlate with professional growth and the effectiveness of an educator. **(Refer to Attachment 8: Journal Guidelines and Rubric).**
- D. **Case Study** – Teacher candidates are responsible for conducting a case study on one student. The teacher candidates should consult with the cooperating teacher regarding a candidate for this assignment. The K-12 student should be one who has been identified as having an academic and or social need or excels beyond required standards in some way. Teacher candidates will record day-to-day events about the chosen student for approximately thirty days and then create a narrative about data collected according to a specified rubric **(Refer to Attachment 9: Case Study Guidelines and Rubric).**
- F. **Video Tapes/Reflections** – Being able to observe oneself teaching provides remarkable feedback and opportunities for growth. Teacher candidates are responsible for videotaping their instruction on two separate occasions: at the beginning, and end of the student teaching experience. Student teachers are required to reflect about each videotaped lesson to ensure maximum opportunity for critiquing and improving instruction. Prior to videotaping an academic lesson, the teacher candidate must secure written permission from parent/guardian of the K-12 students. **(Refer to: Attachment 10: Videotapes Lesson Guidelines and Rubric and Attachment 11: Parent/Guardian Notice of Videotaping).**

- G. **Final Evaluation** - The cooperating teacher is responsible for observing and evaluating the student teacher via the student teaching inventory based on instruction, lesson plans and effective communication. (**Refer to Attachment 5: Student Teacher Assessment Inventory**)

V. Participation

Educational experiences for the student teacher during the initial phase of participation include:

- A. **Classroom activities** such as taking attendance and performing other routines; preparing bulletin boards, grading tests and other papers, assisting with homeroom activities, guiding learning activities for individual pupils and/or small groups, and, on occasion, teaching a lesson.
- B. **Extra-class activities** such as attending school club meetings, musical events, sports events and plays, supervising the lunchroom, hall and/or playground, taking field trips with students.
- D. **Professional activities** such as attending faculty, professional, school committees and PTA/PTO/HSA meetings, and participating in parent-teacher conferences.
- E. **On-site workshops** that provide opportunities for student teachers to share with other student teachers, discuss classroom challenges, and learn practical issues related to planning, classroom management and assessment. Teacher candidates are responsible for attending on-site workshops with their supervising teacher on a bi-weekly basis during the evening. (**Refer to Attachment 13: Sample Student Teaching Syllabus**)

VI. Professionalism

A. Attire

1. Ties (at a minimum), dress slacks and preferably a suit or sport coat are appropriate professional attire for male teacher candidates. Dresses, skirts, or dress slacks are appropriate professional attire for female teacher candidates. Short skirts, shorts, sandals or revealing casual outfits are considered inappropriate.

2. Jeans are not considered appropriate professional attire for a Calumet College of St. Joseph teacher candidate during student teaching.

The above professional dress codes may not be required in the school where the student teacher is placed. You are, however, a representative of the Education Department of Calumet College of St. Joseph and not an employee of the school in which you are student teaching. This means that the student teacher is responsible to meet both (a) the expectations of the school and cooperating teacher and (b) those set by the Education Department of Calumet College of St. Joseph with the expectations of CCSJ taking precedence. Failure to comply with the dress code could have an effect on the student teaching grade.

Note: If there are “extenuating circumstances” that will not allow you to fulfill this policy, please contact your supervising teacher as soon as possible.

B. Communication

Written and verbal communication must always be appropriately constructed. Teacher candidates must have the ability to articulate oral communication effectively and write according to grade, school, and district guidelines. Teacher candidates should have the ability to stimulate a discussion and allow for student questions and feedback. They are aware of the cognitive and affective domain of their students and provide opportunities for classifying and constructing questions and feedback based on this criteria.

Instructional delivery must be presented professionally with the use of correct grammar and syntax. When communicating with parents, teacher candidates should utilize effective techniques for providing information about student progress and classroom performance. Teacher candidates should communicate student behavior through some kind of contract or strategy with the parent that has been developed collaboratively with the cooperating teacher. Teacher candidates must utilize technology as an ongoing form of communication throughout the student teaching field experience to enhance student learning with understanding.

C. Attendance

During the period of student teaching, no personal days off or absences are permitted, except in cases of severe illness and emergencies. The student must be present whenever the school class meets, even though CCSJ may officially be on vacation. Any planned absence must be reported to the school where the candidate is student teaching, their cooperating teacher, and the college student teacher supervisor prior to the absence. A first unexcused absence will result in a serious warning, and the second absence may result in dismissal from Student Teaching. Habitual tardiness is unprofessional and, therefore, is not acceptable.

The student teacher must notify in advance his/her cooperating teacher and supervising teacher of any tardiness or absences. The student teacher is required to make up absences with the approval of the Director of Field Experience.

If an absence is extended over a period of time preventing continuation in the student teaching assignment, the Student Teacher Supervisor and the Director of Field Experience along with the Cooperating Teacher, will evaluate teacher candidate performance (on an individual basis). Credit cannot be given for time and work not completed. If possible, the opportunities to resume the assignment in the same situation for completion will be allowed. If this is not possible, the student teacher will be required to initiate the experience in another classroom for a full 12 weeks. Any teacher candidate, who experiences anxiety or personal difficulties during the student teaching experience, should contact your Student Teaching Supervisor or the Director of Field Experience immediately.

Do not abruptly abandon your assigned placement or discontinue the student teaching experience without conferencing with your Student Teaching Supervisor and the Director of Field Experience. Discontinuance of student teaching without implementing appropriate steps may result in immediate Academic Withdrawal from Student teaching without the opportunity to reapply for three years.

D. Management

The purpose of classroom management is to effectively support student learning. An inviting classroom environment is a positive classroom environment. Characteristics of a well-managed classroom include such variables as:

- students on task, little time wasted changing tasks, and a work oriented climate that is relaxed and pleasant (Wong p. 86).
- The teacher candidate develops procedures and routines and displays these for students.
- It is evident that students are aware of procedures and routines and implements these daily.
- The environment is conducive to learning and the teacher candidate is organized and it is evident that materials, resources, and lesson plans that will be utilized for instructional delivery have been previously prepared and are available at all times.
- Rapport and voice level/tone is professional and developmentally appropriate and positive verbal feedback is provided during instruction.
- Teacher candidates make adjustments of plans to meet the needs of students and responds to misconduct appropriately and in accordance with guidelines developed by the teacher candidate and/or cooperating teacher.
- Area and/or classroom space has been developed to meet the needs of the students as a group and individually in order to minimize potential problems and maximize student engagement in the learning process.

V. Disposition

Teacher candidates should display professional behavior and disposition throughout the Education Department. Teacher candidates are required to meet the following criteria and guidelines to be considered as having an appropriate disposition for educators: (**Refer to Attachment 13: Disposition Rubric**)

- Committed, positive and enthusiastic
- Truthful and trustworthy
- Well-prepared
- Warm, friendly, and supportive of others
- Demonstrates intrinsic motivation

- Exhibits the ability to face challenging situations and then rebound back with a means to improved performance
- Develops productive and positive relationships with others while respecting and appreciating diversity
- Maintains the ability to cooperate, support the decisions of others, and make relevant contributions to discussions
- Develops professional goals and objectives that correlate with required standards for educators
- High expectations for achievements
- Responds appropriately and professionally to adverse situations

Role of the Supervising Teacher

The supervising teacher is a CCSJ faculty member with education content expertise and elementary and/or secondary classroom experience. Each student teacher will have a supervising teacher who will serve as a liaison between CCSJ and the cooperating school. Working cooperatively, the student, cooperating teacher, and the supervising teacher form a team to provide meaningful experiences and evaluations for the student teacher to experience a successful pre-service teacher practicum.

I. Supervision Visits

- The supervising teacher visits/observes the student teacher on a minimum of four visits.
- The supervising teacher evaluates the student teacher's performance.
- The supervising teacher meets with the cooperating teacher and the student teacher to discuss the progress of the student teacher.

II. Support for Cooperating Teacher

- The supervising teacher aids the cooperating teacher and other school personnel in understanding the student teacher and the concerns that the dual role as a student and a teacher imply.
- The supervising teacher is responsible for ongoing communication with the cooperating teacher regarding the student teacher's progress.

III. Support for Student Teacher

- The supervising teacher offers ideas, feedback, and evaluation of assignments.
- The supervising teacher helps develop effective ways of working together in the interest of the student teacher candidate and of the school corporation in the light of the total Education Department.
- The supervising teacher provides support to the student teacher candidate during the first year of teaching at the graduate teacher's request.
- The supervising teacher counsels the student teacher on professional placement procedures.

IV. Assessment

Student teachers are evaluated by the supervising teacher on the basis of disposition; classroom participation; video evaluation; pre/post assessment, journal reflections; professional development participation; instruction; rapport with students, parents, colleagues and administration; lesson plans; case study; and classroom management. The cooperating teacher assesses the student teacher candidate daily and uses the student teaching inventory for the mid-term and final evaluation. The supervising teacher visits the teacher on a bi-weekly basis and uses the student teaching assessment book to evaluate the candidates' performance. Both the cooperating and supervising teacher provide ongoing written and verbal feedback to assist the student teacher with improvement. When counseling is necessary, the cooperating teacher and supervising teacher meet with the student teacher together to discuss concerns and strategies for improvement. If significant improvement does not occur after counseling, the Director of Field Experience observes the student teacher candidate and meets with all parties involved. The Education Department Director and/or the Director of Field Experience make(s) the final decision as to whether the student teacher is able to continue the assignment. Each case is evaluated on its uniqueness: in some cases students are removed without the option to reapply; others may have the student teaching experience extended over the twelve-week period to allow for additional observation, team teaching and guided instruction.

V. Professional Development

The Director of Field Experience is responsible for arranging on-site classroom instruction that cover special topics such as lesson planning, classroom management, assessment and licensing. The Director of the Education Department and the Director of Field Experience are responsible for assisting in the student teaching orientation and the training of the cooperating teacher.

Criteria for Licensing

Teacher candidates complete the following process to apply for an Indiana State License:

Procedure for Initial (Original) Licensure

Teacher Candidate	CCSJ Licensing Advisor
Step 1	Successfully complete Student Teaching
Step 2	Successfully complete Praxis II (Varies by content area)
Step 3	Successfully complete Cardio-Pulmonary Respiratory (CPR) certification program (Red Cross or American Heart Association). Must include AED training on front of card. Email copy to Education Office.
Step 4	Clear all balances in the Business Office
Step 5	Check for current Criminal History
Step 5	Create an account on LVIS (Licensing Verification and Information System Portal). Upload CPR card and Praxis II scores
Step 6	Licensing advisors will review file, code for the license and then send an email of congratulations.
Step 7	Newly minted teacher will print license (color printer).
	Congratulations! You did it!

Liability and Legal Issues

Student teaching is recognized by the states of Indiana and Illinois as a licensing requirement; the legislature has defined guidelines for the establishment of agreements between colleges, universities, and school systems outlining the roles and responsibilities during the student teaching assignment. CCSJ maintains current agreements with neighboring parochial and public school systems in which student teachers are placed. Student teachers should review all relevant handbooks to learn school policies and procedures, legal guidelines, liability definitions, and any pertinent school laws. One of the first items for discussion between the cooperating and student teacher should be the response to emergency situations such as medical emergencies, drug overdose, pupil fights, fires, etc., in the classroom, as well as, school policies regarding these incidents. Clear understanding of the appropriate course of action prior to such emergencies will promote a more effective response by the student teacher.

Substitute Teaching

CCSJ does not allow the student teacher to be assigned as a substitute teacher.

Student teachers are required to work under conditions of direct supervision. Student teaching is not a paid assignment. For these two reasons, the student teacher is not permitted to serve as a paid or unpaid substitute teacher in any classroom. As the experience progresses, the student teacher may be left more and more on his/her own, but the cooperating teacher or a substitute teacher must be in attendance, in the building, and available to supervise the student teacher. However, in emergency situations and for a brief period of time, the student teacher may continue in the assignment in the absence of the cooperating teacher if the school provides sufficient supervision. The lack of a cooperating or substitute teacher being present is a violation of CCSJ's agreement with the school corporation, and the Education Department Director or Director of Field Experience should be notified if such a situation arises. In the case of prolonged absence of the cooperating teacher, the supervising teacher will work with the school administration to reassign the student teacher to another cooperating teacher.

Alternative Student Teaching

Holding a long-term teaching position via Emergency Permit or long-term substitute teaching may be a form of alternative student teaching whereby the teacher candidate receives a mentor instead of a cooperating teacher who will evaluate his/her teaching abilities. The criteria for acceptance, as well as the processes and procedures of traditional student teaching remain the same.

Transportation

The student teacher is responsible for transportation to and from the student teacher assignment. The student teacher is prohibited from driving a student/students for any purposes, including field trips, special school functions, etc. The student teacher may be held personally liable for any accident, which might occur when transporting students if this restriction is ignored.

Teacher Strike/Work Stoppage

Although teacher/employee strikes rarely occur, the student teacher is not to report to the assigned school and must report to the supervising teacher should a strike occur. If the strike extends for more than three days, the supervising teacher will determine further action.

Problems/Reassignment

If any problem should arise with the cooperating teacher or assignment, the student teacher should notify the supervising teacher immediately. Generally, problems are resolved if they are addressed promptly. Request for a change of assignment will be considered and evaluated by the supervising teacher and Education Department Director with input from the cooperating teacher.

Termination

Professional conduct is a major requirement for student teaching. Any student teacher that jeopardizes the welfare of student(s) through unprofessional attitude, conduct, or lack of skills will be removed immediately from the assignment. If, after a careful review of the case, the Education Department Director and Director of Field Experience recommends that the student teacher be removed from the Department, the Education Committee will review the case and make final recommendations. Although the student teacher will be given every consideration, if the conditions warrant that a student be dropped from student teaching, she/he will not be permitted to continue as a teacher candidate. The student can appeal the Education Committee's decision through the process defined in the [CCSJ Student Handbook](#).

Supervisory Consultations

The CCSJ supervising teacher consults with the student teacher a minimum of four times during the student teaching experience to evaluate the progress of the student teacher. During an on-site visit, normal classroom procedures should continue. If the schedule permits, these occasions also provide a convenient time for a conference between the cooperating teacher and supervising teacher.

Concluding Remarks

Student teaching plays a major role in the development of the pre-service teacher. For over forty years, Calumet College of St. Joseph has guided competent students into the professions who have continued as exemplary teachers. This tradition continues as the Education Department adapts to the changing responsibilities of education professionals. The Education Department Director and Director of Field Experience welcome any comments or suggestions for the improvement of this handbook. Your commitment and efforts to making student teaching a beneficial and memorable experience are greatly appreciated.

The Education Department of Calumet College of Saint Joseph has made a commitment to prepare teachers for the challenges of the future-teachers who are prepared, reflective, and transformational professionals.

Attachments

Attachment 1:	Student Teaching Application
Attachment 2:	Classroom Observation Guidelines
Attachment 3:	Classroom Observation Form
Attachment 4:	Lesson Plan Template
Attachment 5:	Student Teaching Assessment Inventory
Attachment 6:	Assessment Timelines
Attachment 7:	Lesson Plan Rubric
Attachment 8:	Journal Guidelines and Rubric
Attachment 9:	Case Study Guidelines and Rubric
Attachment 10:	Videotaped Lesson Guidelines and Rubric
Attachment 11:	Parent/Guardian Notice of Videotaping
Attachment 12:	Sample Syllabus for Student Teaching
Attachment 13:	Disposition Rubric
Attachment 14:	Professional Electronic Portfolio Assessment
Attachment 15:	Student Teacher Placement Cancellation Request
Attachment 16:	Intervention Report
Attachment 17:	Pre /Post Assessment of Student Learning
Attachment 18:	Pre/Post Analysis Rubric
Attachment 19:	Removal from Student Teaching

**Calumet College of St. Joseph
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**Cooperating Teacher
And
Student Teacher Handbook**

Attachment 1: Student Teaching Application



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STUDENT TEACHING APPLICATION

Today's Date

PART ONE: Overview:

As part of the Teacher Candidate preparation process of the Education Department of Calumet College of St. Joseph, you are about to apply for a student teaching assignment and be placed at a school. You are asking a school corporation, including its superintendent, central office staff, one or more of its principals, and a cooperating teacher, as well as the faculty and staff of the Education Department of Calumet College, to commit the personnel, time, and resources to you for the successful completion of your student teaching. It is, therefore, important that you are ready to take on the expectations of a student teacher for the duration of the student teaching experience.

Once placed, you are expected to commit your time and energy to the school community where you will do your student teaching. Declining a student teaching placement at any time may involve serious consequences for the school corporation (which has made numerous plans to accommodate your teaching experience) and the Education Department (whose credibility in the professional community and ability to work with this school corporation in the future may be jeopardized), as well as the successful completion of your own teacher preparation program.

*It is against Calumet College and the Education Department policy for a teacher candidate to request a student teaching placement experience in a school in which there is a conflict of interest, such as your child being enrolled or where a family member is employed as a building administrator. If you are placed in a school to complete a student teaching experience against Calumet College policies, your student teaching experience will be immediately terminated. If your student teaching experience is terminated, you must reapply for student teaching according to developed student teaching dates.

PART TWO: Teacher Candidate Contact Information:

Education Department: Traditional T2T/MAT
Elementary Secondary

Name of Teacher Candidate (please print):	
Student ID#	
Street Address:	
City, State, and Zip:	
Home Phone:	
Other Phone:	
Current e-mail address (please PRINT carefully):	

PART THREE: Start Date Request:

I am requesting to begin my student teaching experience on _____, _____, _____
 (month) (day) (year)

Note: (Check Blackboard Education Program Site for exact student teaching start dates.)

PART FOUR: Teacher Candidate Licensing Information:

1. When I complete the Education Department at Calumet College, I expect to be licensed in:

Developmental Area (Age)	Content Area(s)
Developmental Area (Age)	Content Area(s)
Developmental Area (Age)	Content Area(s)

2. I would, therefore, like to teach the following grades and/or content areas:

Developmental Area (Age)	Content Area(s)
Developmental Area (Age)	Content Area(s)

3. I request that the Education Department place me in one of the following approved schools, listed in order of my preference. (All line items must be complete.)

<u>FIRST CHOICE</u>	
Name of School Corporation:	
Name of School:	
Address of School:	
Phone number of School:	
Principal of School:	
<u>SECOND CHOICE</u>	
Name of School Corporation:	
Name of School:	
Address of School:	
Phone number of School:	
Principal of School:	
<u>THIRD CHOICE</u>	
Name of School Corporation:	
Name of School:	
Address of School:	
Phone number of School:	
Principal of School:	

PART FIVE: Required Application Documents:

Before your application for student teaching placement is approved, the following documents must be **CURRENT** and **ATTACHED** to this application/file. Please check each item below, indicating that the corresponding documentation is attached. *Applications submitted without ALL documentation listed below will not be processed.*

___ I have attached a *current* version of my resume to this application.
Yes No

___ I have attached a *current* version of my philosophy of education to this application.
Yes No

PART SIX: COURSES:

1. List the courses you are *currently* taking:

Course no.	Course name:
Course no.	Course name:
Course no.	Course name:
Course no.	Course name:
Course no.	Course name:
Course no.	Course name:

2. List *outstanding* courses (those that you have to take in the future):

Course no.	Course name:
Course no.	Course name:
Course no.	Course name:
Course no.	Course name:
Course no.	Course name:
Course no.	Course name:

PART SEVEN: ASSESSMENT:

The following must be answered “yes” to qualify for student teaching:

___ I have taken and passed ALL of the Praxis I/PPST (Reading, Writing and Math).
Yes No

___ I have a minimum overall GPA of 2.75 *and* a GPA of 3.0 in my content and pedagogical area.
Yes No

PART EIGHT: Student Candidate Commitment to Student Teaching:

I, the undersigned, hereby attest that this application is complete and is accompanied by the required documentation as detailed above...

Signature

Date

I, the undersigned, hereby request to be enrolled in student teaching for the period indicated above and to be placed in a student teaching assignment corresponding to my licensing goals. I agree to follow the expectations for student teachers outlined by the Education Department of Calumet College of St. Joseph in the current Student Teaching Handbook.

Signature

Date

I understand that once I am placed in a student teaching assignment, I am financially obligated to pay any cost that the institution has incurred on my behalf. If I subsequently cancel my student teaching placement or if I have an outstanding balance which prevents me from registering for student teaching, I will be required to submit a Student Teaching Cancellation Request **and pay a cancellation fee of \$444.00, to be paid prior to making additional arrangements for further coursework or future student teaching assignments.**

Signature

Date

Name (printed)

Date

PART NINE: FOR EDUCATION DEPARTMENT USE.

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Attachment 2: Classroom Observation Guidelines



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Education Department
2400 New York Avenue, Whiting, IN 46394 * 219-473-4385

Classroom Observation Guidelines

- A. Beginning the class
 - 1. How does the teacher get the attention of the class?
 - 2. How is the attendance taken?
 - 3. How are the initial activities related to previous activities?
 - 4. What is the attitude and general response of the students toward the initial activities?
- B. Teaching methods
 - 1. What types of teaching methods are used?
 - 2. What is the purpose of the activity?
 - 3. How does the teacher make the transition from one activity to the next?
 - 4. How does the teacher meet the needs of individual differences?
 - 5. What roles do the teacher and students assume during the class?
 - 6. What group processes are present?
 - 7. When and how are the assignments given?
 - 8. Are the students expected to do the assignments in class or at home?
- C. Content
 - 1. What indication is there that the teacher has tried to select subject matter suited to the varying abilities of the students?
 - 2. How does the teacher organize the subject matter?
- D. Materials
 - 1. What procedures are used in handling supplies and completed assignments?
 - 2. What materials are supplied by the teacher and/or students?
- E. Students
 - 1. What are the ability levels of the students?
 - 2. How does the teacher provide for students with special needs?
 - 3. How are the students self-directed?
 - 4. Is the classroom atmosphere conducive to learning? Why or why not?
 - 5. What is the relationship between teacher and students; students and their peers?
- F. Closure
 - 1. How are the class activities concluded?
 - 2. How are the student outcomes assessed?
 - 3. How are the students dismissed?
 - 4. How does the teacher prepare for the next class?

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Attachment 3: Classroom Observation Form



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Classroom Observation Form

TEACHER: _____	DATE: _____	
Start Time: _____	End Time: _____	Subject being taught _____

Observed by: _____

Techniques Observed:

- | | | |
|--------------------------------------|---------------------------------------|--|
| <input type="checkbox"/> A Lesson | <input type="checkbox"/> Organization | <input type="checkbox"/> Room Management |
| <input type="checkbox"/> An activity | <input type="checkbox"/> Environment | <input type="checkbox"/> Other: _____ |

Students Were:

- | | | |
|--|---|---|
| <input type="checkbox"/> On Task | <input type="checkbox"/> Well Behaved | <input type="checkbox"/> Actively involved |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Reading | <input type="checkbox"/> Working cooperatively |
| <input type="checkbox"/> Presenting | <input type="checkbox"/> Listening | <input type="checkbox"/> Engaged in "real world activities" |
| <input type="checkbox"/> Problem solving | <input type="checkbox"/> Making choices | <input type="checkbox"/> Performing investigations |

Teacher Was:

- | | | |
|---|---|--|
| <input type="checkbox"/> Directly teaching | <input type="checkbox"/> Reading to students | <input type="checkbox"/> Facilitating cooperative learning |
| <input type="checkbox"/> Leading discussion | <input type="checkbox"/> Giving clues | <input type="checkbox"/> Asking higher level questions |
| <input type="checkbox"/> Giving corrections | <input type="checkbox"/> Challenging students | <input type="checkbox"/> Praising and supporting students |
| <input type="checkbox"/> Justifying answers | <input type="checkbox"/> Monitoring students | <input type="checkbox"/> Verbally assessing students |

I Saw:

- | | | |
|---|---|--|
| <input type="checkbox"/> An agenda on board | <input type="checkbox"/> Morning Exercise | <input type="checkbox"/> Standardize test format |
| <input type="checkbox"/> Objectives taught followed school's goal | | |
| <input type="checkbox"/> Classroom environment was motivational and conducive to learning | | |

Positive Classroom Climate Was Shown By:

- | | |
|---|--|
| <input type="checkbox"/> Lots of students' works on display | <input type="checkbox"/> Bulletin board that support instruction |
| <input type="checkbox"/> Obvious well organized lesson | <input type="checkbox"/> Evidence of mutual respect |

Other Comments:

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Attachment 4: Lesson Plan Template



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Calumet College of St. Joseph		
<i>Lesson Plan Template</i>		
Teacher Name:	Date:	Grade: Content/Subject:
	Behavior Objective:	
Day: Core Standard: Academic Standard:	Learning Objective: Instructional Strategies:	
Materials/Teaching Methods:		
Assessment:		
Day: Core Standard: Academic Standard:	Learning Objective: Instructional Strategies:	
Materials/Teaching Method:		
Day: Core Standard: Academic Standard:	Learning Objective: Instructional Strategies:	
Materials/Teaching Method:		
Assessment:		
Teaching Method:		
Day: Core Standard: Academic Standard:	Learning Objective: Instructional Strategies:	

Materials/Teaching Method:	
Assessment:	
Teaching Method:	
Day: Core Standard: Academic Standard:	Learning Objective: Instructional Strategies
Materials/Teaching Method:	
Assessment:	
Day: Core Standard: Academic Standard:	Learning Objective: Instructional Strategies
Materials/Teaching Method:	
Assessment:	

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*Attachment 5: Student Teaching
Assessment Inventory*



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Student Teaching Assessment Inventory

Student Teacher Name: _____

Last

First

Cooperating Teacher: _____

Last

First

Supervising Teacher: _____

Last

First

Elementary or Secondary: _____

Content Area: _____

Grade: _____

Date Completed: _____

Circle One:

MIDTERM

FINAL

Score each statement according to the criteria listed below.

3-Target:

Teacher Candidate (TC) performance excels/exceeds beyond the expectations of a novice. This level of attainment is usually exhibited by a veteran.

2-Acceptable:

Teacher Candidate (TC) performance illustrates a command of basic requirements with additional components/features to enhance both teaching and learning.

1-Unacceptable:

Teacher Candidate (TC) performance fails to exhibit normal expectations for even a novice; lack of disposition to adjust or comply with suggestions for improvement

Communication Skills

_____ 1. The teacher candidate considers and appreciates cultural diversity communication when responding to all students in the classroom.

_____ 2. The teacher candidate utilizes appropriate eye contact when communicating with students.

_____ 3. The teacher candidate knows how to stimulate and facilitate a purposeful discussion.

_____ 4. The teacher candidate utilizes effective verbal and non-verbal communication skills.

_____ 5. The teacher candidate understands how to utilize a variety of communication techniques to communicate effectively with students.

Total _____

Professionalism

_____ 6. The teacher candidate is in attendance and promptly reports to the assigned school on a daily basis.

_____ 7. The teacher candidate dresses according to cooperating school and university guidelines.

_____ 8. The teacher candidate communicates and collaborates with other professional colleagues and administration.

_____ 9. The teacher candidate is enthusiastic about teaching.

_____ 10. The teacher candidate accepts criticism positively and makes changes accordingly.

Total _____

Preparation and Planning

_____ 11. The teacher candidate plans with the cooperating teacher daily.

_____ 12. The teacher candidate develops lesson plans to meet the academic and developmental needs of the students.

_____ 13. The teacher candidate has a lesson plan for every subject that is being taught.

_____ 14. The teacher candidate acquires and prepares materials necessary to implement daily lessons.

_____ 15. The teacher candidate is efficient in utilizing classroom time for instruction.

Total _____

Classroom Management

- _____ 16. The teacher candidate's strategies are consistent with the classroom management plan.
- _____ 17. The teacher candidate uses positive reinforcement to promote appropriate behavior.
- _____ 18. The teacher candidate makes decisions about student discipline based on individual occurrences.
- _____ 19. The teacher candidate handles administrative duties efficiently.
- _____ 20. The teacher candidate documents and maintains accurate records.

Total _____

Performance

- _____ 21. The teacher candidate demonstrates the ability to use theory as a foundation to plan and teach concepts related to required content and developmental level of P-12 students.
- _____ 22. The teacher candidate creates learning experiences which allow for opportunities to integrate knowledge, skills and methods of inquiry according to content and individual developmental levels of P-12 students.
- _____ 23. Teacher candidate demonstrates knowledge of content and creates learning opportunities to promote engaging research based strategies and methodologies during instruction.
- _____ 24. The teacher candidate demonstrates the ability to implement instruction using methodologies related to individual student learning styles and uses instructional strategies which promote P-12 student engagement.
- _____ 25. The teacher candidate demonstrates knowledge and skills in creating a classroom culture which motivates students during instruction.
- _____ 26. The teacher candidate assesses group and individual student performance in order to develop instructional strategies which will meet the needs of students.
- _____ 27. The teacher candidate understands how to develop learning experiences based on diversity of the student population.
- _____ 28. The teacher candidate has high expectations for all learners and develops teaching strategies based on individual student needs.
- _____ 29. The teacher candidate demonstrates the ability to utilize multiple assessment methods when evaluating student academic progress.
- _____ 30. The teacher candidate understands how to gather a variety of materials to support teaching and learning and promote critical thinking and problem solving through instructional delivery..

- ____31. The teacher candidate modifies teaching instruction based on student feedback.
- ____32. The teacher candidate considers the strengths and weaknesses of the students during the development of assessments.
- ____33. The teacher candidate maintains documentation of student work and can evaluate student progress based on this documentation.
- ____34. The teacher candidate researches and uses the most current resources available for professional growth.
- ____35. The teacher candidate seeks out the most current educational practices.
- ____36. The teacher candidate utilizes professional resources to support professional growth.
- ____37. The teacher candidate values and utilizes outside and community resources to improve the overall learning environment.
- ____38. The teacher candidate frequently seeks opportunities to volunteer for activities beyond his/her classroom and outside of the regular school day.
- ____39. The teacher candidate values and involves families in the educational process and academic progression of students.
- ____40. The teacher candidate displays leadership through collaboration with school faculty and administration and shares ideas related to current trends in education.

Total _____

Grand Total Score: _____

Grade: _____

Midterm: _____

Final: _____

Grading Scale:

120 – 108 = A

107 – 96 = B

95 – 86 = C

85 – 72 = D

71 & Below = F

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Attachment 6: Assessment Timeline



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Assessment Timeline

Assessment		Evaluator	Time Frame
Observations		Teacher Candidate	Week1
Pretest Assessment		Teacher Candidate	Week 2
Video Tape #1/Reflection	10%	Teacher Candidate	Week 3
Journal	10%	Teacher Candidate	Weekly
Midterm Evaluation	5%	Cooperating Teacher	Week 7
Performance/Conferences	20%	Supervising Teacher	Bi-weekly
Lesson plan	10%	Teacher Candidate	Weekly
Lesson plan		Supervising Teacher	Bi-weekly
Video Tapes #2/ Reflection	10%	Supervising Teacher	Week 12
Class Participation	10%	Teacher Candidate	Bi-weekly workshops
Final Evaluation	10%	Cooperating Teacher	Week 14
Case Study	5%	Supervising Teacher	Week 14
Observations		Teacher Candidate	Week 14
Posttest Assessment		Teacher Candidate	Week 12
Posttest Analysis	10%	Teacher Candidate	Week 14



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Calumet College of St. Joseph Education Department

Cooperating Teacher And Student Teacher Handbook

Attachment 7: Lesson Plan Rubric



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Lesson Plan Rubric

Date of Plan: _____ Subject or Day _____

		Performance Criteria
Check level of performance		<u>Format</u>
<input type="checkbox"/> 1	<input type="checkbox"/> 2	Lesson plan is typed, neat and organized. All sections are clearly labeled. The following components are included: Teacher's name, Grade, Date, Core and Academic Standard, Behavior objective, Learning objective, Instructional strategies, Homework, Materials and Assessment strategies.
<input type="checkbox"/> 3		
Notes		
Check level of performance		<u>Behavior Objective</u>
<input type="checkbox"/> 1	<input type="checkbox"/> 2	The Behavioral objective, based on Bloom's Taxonomy, is realistic and age appropriate. The behavior objective drives all the lessons on this particular topic and therefore is broadly stated. The objective clearly states what students will be able to do as a result of the total learning experience. The objective also has a personal interest for the student in that it clearly states how the student can apply information to real-life.
<input type="checkbox"/> 3		
Notes:		
Check level of performance		<u>Learning Objective</u>
<input type="checkbox"/> 1	<input type="checkbox"/> 2	The learning objectives are based on Bloom's Taxonomy and is reflective of one class period. It should be realistic and age appropriate. The objective is aligned to Core and Academic standards and clearly states what the student will be able to do as a result of that day's lesson.
<input type="checkbox"/> 3		
Notes:		
Check level of performance		<u>Core/Academic Standard</u>
<input type="checkbox"/> 1	<input type="checkbox"/> 2	Each Core and Academic standard/objective should be written in three-parts as indicated with a brief summary of objective. The standard should also coincide with the behavior and learning objectives.
<input type="checkbox"/> 3		
Notes		

Check level of performance		<u>Instructional Strategies</u>
<input type="checkbox"/> 1	<input type="checkbox"/> 2	Instructional strategies are clearly described with enough detail that an experienced TC could teach the lesson from the written description. The chronology of instruction and student activity is obvious and any special activities are fully described.
<input type="checkbox"/> 3		
Notes:		
Check level of performance		<u>Materials/Teaching Method</u>
<input type="checkbox"/> 1	<input type="checkbox"/> 2	All materials, technology and or resources used for the day's lesson are listed. A variety of resources are utilized to demonstrate that TC addresses multiple learning styles and abilities. TC implements multiple teaching methods such as: Direct Instruction, Experiential Learning, Cooperative Learning, Socratic Method.
<input type="checkbox"/> 3		
Notes		
Check level of performance		<u>Assessment</u>
<input type="checkbox"/> 1	<input type="checkbox"/> 2	A description of assessment being used to determine students' understanding of the lesson. Assessment is written in three parts: class, type and description. Multiple and a variety assessment tools and methods are used to evaluate student ability and understanding of taught concepts. Assessment is fair and is aligned to goals and objectives.
<input type="checkbox"/> 3		

Total Points _____

17/21(passing)

Rubric:

3-Target:

Teacher Candidate (TC) performance excels/exceeds beyond the expectations of a novice. This level of attainment is usually exhibited by a veteran.

2-Acceptable:

Teacher Candidate (TC) performance illustrates a command of basic requirements with additional components/features to enhance both teaching and learning.

1-Unacceptable:

Teacher Candidate (TC) performance fails to exhibit normal expectations for even a novice; lack of disposition to adjust or comply with suggestions for improvement.

Calumet College of St. Joseph Education Department

Cooperating Teacher And Student Teacher Handbook

Attachment 8: Journal Guidelines and Rubric



Your University of Choice



Your University of Choice

Education Department
Journaling Guidelines and Rubric

Directions: The student teacher will demonstrate performance as a reflective practitioner. By reflecting and recording their strengths and weaknesses, the student teacher can develop strategies for improving teaching practices. One method by which the student teacher can demonstrate this skill is through journal writing. The teacher candidate reflects weekly for a total of fourteen weeks, using the electronic journal on Blackboard.

Scoring

3	Target	2	Acceptable	1	Unacceptable
----------	---------------	----------	-------------------	----------	---------------------

<i>Criteria</i>	<i>Objective</i>	<i>Score</i>
Reflection	TC reflects about strategies and methodologies implemented during instruction. Evaluates strengths and weaknesses of instructional delivery and shares ideas for making improvement to meet the needs of students. (student assessments and achievement, video tapes, student feedback, lesson plans)	
Collaboration with faculty and staff	TC reflects about ongoing planning and collaboration with teachers and administration. Shares the outcome of faculty meetings and input to continuously maintain a positive environment. Accepts constructive feedback and is able to implement new ideas. Shares current strategies and best practices with faculty and staff. (faculty meetings, student teaching workshops, student teaching evaluations)	
Collaboration with parents and community	TC collaborates with parents and families about the ongoing performance of students. Seeks opportunities to connect/integrate activities with the community. (field trips, guest speakers, extracurricular activities, parent conferences)	
Professional Growth	TC participates in workshops and in-services that promote educational growth. Subscribes to, reads and implements research based strategies as a part of continuous learning. (faculty meetings, workshops, team meetings, articles)	

3- Target:

Teacher Candidate (TC) performance excels/exceeds beyond the expectations of a novice. This level of attainment is usually exhibited by a veteran.

2- Acceptable:

Teacher Candidate (TC) performance meets basic expectations; conforms to the norm; no additional components/features provided to enhance teaching and learning.

1-Unacceptable:

Teacher Candidate (TC) performance fails to exhibit normal expectations for even a novice; lack of disposition to adjust or comply with suggestions for improvement

Teacher Candidate must achieve 80% mastery 10/12/

Calumet College of St. Joseph Education Department

Cooperating Teacher And Student Teacher Handbook

Attachment 9: Case Study Guidelines and Rubric



Your University of Choice



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*Calumet College of St. Joseph
Education Department*

Case Study Guidelines and Rubric

Scoring

3	<i>Target</i>	2	<i>Acceptable</i>	1	<i>Unacceptable</i>
---	---------------	---	-------------------	---	---------------------

Directions: Team with your cooperating teacher to choose a student who could benefit from additional intervention for academic or social concerns which may affect their academic achievement.

<i>Criteria</i>	<i>Objective</i>	<i>Score</i>
Introduction	State the problem and provide as much information about the student as possible, including history and background. Provide an overview of the student. Describe the demographics, educational background and experiences of the student. Explain why you choose this student for your case study.	
Concern	Describe the circumstances which are interfering with the educational or socialization process.	
Strategies	Describe strategies and methods used to improve the student's performance as you recorded daily occurrences. Detail the occurrences, responses, and adjustments to strategies.	
Outcome	Discuss any progress or the lack of that the student has made. Discuss interventions used that made a meaningful difference.	
Conclusion	Summarize your experience working with the student and their outcome. Describe what you have learned about you as an educator to best serve the needs of the student.	
Writing	Writing is free of errors and has clear format that is legible and in chronological order. Document should be 3 – 5 pages and include name, title and date (see student teaching syllabus).	
Template	Using the Intervention Report Template, record the day-to-day occurrences of the student as it relates the issue. Record interventions for 30 consecutive school days during student teaching.	

Rubric:

3-Target:

Teacher Candidate (TC) performance excels/exceeds beyond the expectations of a novice. This level of attainment is usually exhibited by a veteran.

3-Acceptable:

Teacher Candidate (TC) performance illustrates a command of basic requirements with additional components/features to enhance both teaching and learning.

1-Substandard:

Teacher Candidate (TC) performance fails to exhibit normal expectations for even a novice; lack of disposition to adjust or comply with suggestions for improvement.

Must achieve 80% mastery 17/21

Calumet College of St. Joseph Education Department

Cooperating Teacher And Student Teacher Handbook

Attachment 10: Video Taped Lesson Guidelines and Rubric



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Education Department

Videotaped Lesson Guidelines and Rubric

- I. TC candidate must develop and implement a pretest assessment based upon skills which will be taught during the student teaching experience.
- II. TC will record scores from the pretest on the Pre/Post Student Learning document.
- III. TC will distribute copies of a CCSJ Videotaping Permission Form to each student. The document must be signed by parents and returned prior to the taping session. TC must have a signed document for each student who participates in the taping.
- IV. TC will videotape a lesson taught during Week three according to one or more of the skills which will be taught during the student teaching experience as a result of the pretest.
- V. TC will write a critical reflection about the strengths and weaknesses of the lesson and strategies which will be used to improve student performance during the student teaching experience. (For example, students can identify a noun but cannot explain or apply concepts related to how a noun is utilized in writing text.)
- VI. TC will implement a second videotaped lesson Week nine and write a critical reflection. The reflection should encompass growth over time as compared to the previous videotaped lesson(s). Provide concrete examples of improvements and changes that would facilitate growth as a teacher.

VIDEO RUBRIC

Scoring

3	Target	2	Acceptable	1	Unacceptable
----------	---------------	----------	-------------------	----------	---------------------

TC is able to critically analyze the following based on NBPTS.

Criteria	Objective	Score
Lesson or Activity	Teacher candidate's lessons and activities demonstrate that they understand and respect how students develop and learn by teaching according to individual differences.	
Teacher Candidate Knows Content	Teacher candidates demonstrate mastery over subject matter by teaching beyond the text and using methods and strategies that address multiple learning styles, making subject understandable and relevant to real world applications.	
Motivation and Student Learning	Teacher candidate is able to motivate and engage students in meaningful learning experiences and assess student progress in meeting instructional goals.	
Reflective and Growth	The first taping should be compared to the second one and include information that encompass growth over time. Provide concrete examples of changes that teacher candidate assesses as a result of improved performance as an educator.	
Writing	Reflection is a minimum of one full page, 1.5 space and submitted via VHS or DVD	

Must achieve 0% mastery 12/15

**Calumet College of St. Joseph
Education Department**

**Cooperating Teacher
And
Student Teacher Handbook**

Attachment 11: Parent/Guardian Notice of Videotaping



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Your University of Choice
Education Department

Parent/Guardian Notice of Videotaping

Calumet College of St. Joseph (CCSJ) prepares student teachers for their future positions through a variety of media. A particularly helpful means of learning for prospective teachers is to videotape a lesson. The student teacher reviews the video and applies a set of criteria designed to indicate strong, quality teacher-student interaction. This form of self-assessment has proven quite helpful to the prospective teacher because she/he identifies areas of strength and areas for improvement. The video is then reviewed by one of the Professors for the course who also offers feedback to the student. In this manner, prospective teachers receive high-level feedback to improve their teaching strategies.

Presently a CCSJ teacher candidate is engaged in a course at Calumet College of St. Joseph that requires field experience including observation and teaching in a classroom setting. This *Parent/Guardian Notice of Videotaping* allows you, the parent or guardian, to decide if your child will be included in this video. The focus of the video is the prospective teacher, not the children in the classroom. However, in quality interaction, it might well be the case that a child may be inadvertently included on the video.

Please complete this form and indicate your position relative to this classroom video experience. Please return this form with your child tomorrow. Thank you.

_____ My child has permission to participate in the video. I understand that my child may inadvertently be included in the video.

_____ My child will not participate in this video.

Child's name _____

Parent Name _____

Date _____

Know that Calumet College of St. Joseph is grateful for your cooperation. If you have any questions, please do not hesitate to call the Education Department at 473-4385.

**Calumet College of St. Joseph
Education Department**

**Cooperating Teacher
And
Student Teacher Handbook**

Attachment 12: Sample Syllabus for Student Teaching



Your University of Choice



Your University of Choice

Student Teaching

Term: Fall 2011, 20111
Course Number: 494/542
Instructor: Mrs. Angela Wells
Office: 500 B
Office Phone: 219-473-4309
E-mail: awells@ccsj.edu
Home Phone: 219-670-4020
Office Hours: By appointment
Course Time: Arranged Daily as indicated by school administration

Instructor Background:
Director of Field Experience
Instructor - Curriculum Development

Mission of the Education Program:

Respecting the diverse gifts and culture of each student, the Education Program of Calumet College of St. Joseph prepares quality teacher candidates for the 21st Century through a refining process, which ensures: (1) professional preparation; (2) continuous reflection; and (3) ongoing transformation. The Education Program promotes a multicultural community characterized by diversity, integrity, compassion and commitment.

Vision of the Education Program:

Rooted in the Catholic tradition, the Education Program of Calumet College of St. Joseph: (1) values the dignity and worth of each teacher candidate; (2) shapes attitudes and values; (3) strives for social justice; (4) instills a sensitivity for the poor and the powerless; and (5) refines professional competency and scholarship in every teacher candidate. At Calumet College of St. Joseph we are committed to developing the natural abilities of our students, refining them into high quality professional educators.

Course Description: (course descriptions here)

This is the culminating twelve-week practicum required of all teacher candidates who will apply for an elementary license. The teacher candidate must plan and teach appropriate classes in an accredited elementary school under the supervision of a licensed cooperating teacher and a college supervisor. All required coursework must be completed prior to student teaching.

Prerequisites:

EDU 300, 311, 313, 325, 342, 370, 400, 430, 481, 483, 484, 485,

Learning Outcomes/ Competencies:

Students in this course will:

- Collaborate and plan according to CCSJ, state and school requirements
- Construct and implement lesson plan units including behavior objectives, goals, learning objectives, state goals and performance objectives
- Implement a pre and post assessment to evaluate student knowledge of content
- Construct lesson plan units that reflect integration of academic subjects across the curriculum
- Utilize lesson plans as a tool for academic and social achievement
- Implement lesson plans according to all required standards
- Construct videotapes and reflections of taught lessons
- Develop a variety of assessment tools and implement multiple assessments to evaluate student performance
- Develop and implement lessons to be evaluated with a rubric

-
- **Reflect about teaching practices**
- **Implement practices of a true professional and an effective teacher**
- **Participate in student teaching workshops**

Textbooks:

Wong, H.K. and Wong, R. T. (2001).

The first days of school: How to be an effective teacher. Mountain View, CA: Harry T. Wong Publications.

Learning Strategies: (Group Discussions, Team Projects, Collaborative Learning, Lecturing...etc.)

Group Discussions, Team Projects, and Collaborative Learning

Class Policy for Assignments:

All assignments are expected to be on time. No assignments will be accepted after the class period for which it is due unless special arrangements have been made with the instructor. All presentations are expected to be made at the scheduled time; unless special arrangements are made prior to class, a loss in points for the presentation will occur.

Grading Scale:

Grade	Points
A	100-92
A-	91-90
B+	89-88
B	87-82
B-	81-80
C+	79-78
C	77-72
C-	71-70
D+	69-68
D	67-62
D-	61-60
F	59 and below

Class Policy on Attendance:

Because of the nature of the content and process of this course, it is mandatory that each student attend each class.

Class Policy on Electronic Devices: (optional)(Cell phones, Beeper, Pagers...etc.)

Out of respect for others, cell phones, beepers, and pagers are not permitted.

Course Outline:

Class Sessions	Topics/Assignments
Class 1	Orientation/Lesson Plans
Class 2	Classroom Management
Class 3	Diversity
Class 4	Licensing

Class Participation: (per instructor)

At the beginning of each class, participants will partake in a roundtable discussion with relation to successes and challenges that you are encountering during your student teaching. You are expected to participate and listen attentively, and communicate respectfully with your colleagues. You are expected to give feedback and interact with the instructor as well as colleagues.

Tutoring Center:

The Tutoring Center is dedicated to supporting Calumet College of St. Joseph students. Students work with tutors to develop course competencies and study skills such as time management, test preparation, and note taking. In addition, students are provided with tutoring support to help pass courses, to improve grade point average, and to promote continuing education and career advancement. Tutors have a specific charge: to help students learn how to master specific subject matter and to develop effective learning skills. Tutoring is open to all students at Calumet College of St. Joseph at no charge and is available to support most introductory courses. Tutoring in support of some other courses is available as well. The Tutoring Center is located in Room 413. The telephone number is 219.473.4287 or 800.700.9100 ext. 287.

Format for Written Assignments: The professional Education community has adopted the standards delineated in the *Publication Manual of the American Psychological Association*, 5th edition (2001). The standards described therein are those expected in the professional education community; as professional educator candidates, students of education also need to demonstrate in their writing the standards adopted by the professional education community. While this manual is not required, it is available in the Calumet College bookstore and in the Specker library (REF.BF/76.7/.P82/2001).

Specific expectations for course papers include, but are not limited to, the following:

- Title page includes your name, type of assignment, date of work, course title, and instructor (correctly spelled)
- Margins are *no less* than one-inch on all sides of the page
- Contents are double-spaced
- Type is typically Times New Roman, 12 point
- New paragraphs are indented
- Page numbers are provided in the upper right
- If a running head is used (not required in short papers), use your *last name*. In this way, if the pages come apart, they can be readily reassembled.
- References—in APA style—appear at the end of the paper
- Staple (in the upper left hand corner) pages together
- Standard, formal language is expected: be explicit, use active voice, and use correct grammar and spelling at all times.
- NO abstract is needed (since these are relatively “short” papers)

Statement of Plagiarism:

If an instructor or other Calumet College of St. Joseph personnel find that a student has plagiarized or been involved in another form of academic dishonesty, the instructor or other personnel may elect to bring the matter up for judicial review. The maximum penalty for any form of academic dishonesty is dismissal from the College. The procedures for judicial review are listed under the section of CCSJ handbook that addresses student grievances.

PLEASE NOTE: All papers can and may be submitted for checks on plagiarism from the Internet/Electronic sources/Databases.

Citation Guidelines:

Calumet College of St. Joseph uses citation guidelines, generally MLA or APA format, to document sources quoted or paraphrased in student papers. Check the syllabus for each course to see what each instructor requires. The Library has reference copies of each manual; the Bookstore has copies for sale when required by the instructor. In addition, there are brief MLA and APA checklists in your spiral “Student Handbook and Planner” and on the Library website and literature rack. These texts show how to cite references from many sources, including electronic media, as well as how to space and indent the “Works Cited” and “References” pages respectively. EBSCO and ProQuest articles provide both formats for you to copy and paste. Proper documentation avoids plagiarism.

Withdrawal from Classes Policy:

After the last day for class changes has passed (see College calendar), students may withdraw from a course in which they are registered with permission from the faculty member conducting the course. A written request detailing the reason(s) for the

withdrawal must be filed with the Registrar. The Registrar must receive written request for withdrawal by the last day of classes prior to the final examination dates specified in the catalogue. Written requests may be mailed to the Registrar or faxed to the College fax number 219-473-4259. Students are to make note of the refund schedule when withdrawing from courses. The request is forwarded to the faculty member, who makes the final determination to accept or deny the request. If the request is honored, the student will receive notification of official withdrawal; if denied, the notification will indicate why the withdrawal is disallowed.

An official withdrawal is recorded as a "W" grade on the student's transcript. Dropping a course without written permission automatically incurs an "F" grade for the course (see Refund Schedule).

Disabilities Services:

Disabilities Services and Calumet College of St. Joseph (CCSJ) seeks to provide opportunities for equal access in programs, services and activities. CCSJ and Disabilities Services strive to meet the needs of students with disabilities by providing "reasonable accommodations" and academic services. Academic Services are in accordance with Americans with Disabilities Act (ADA) guidelines. Students with documented disabilities that require support to access academic activities are encouraged to contact Disabilities Services.

If a student believes that he or she needs a "reasonable accommodation" of some kind because of a physical, psychological, or mental condition (e.g., additional time needed for tests, note taking assistance, special testing arrangements, etc.), he or she should contact Disabilities Services at 473-4349. The Disabilities Services Coordinator will secure documentation pertinent to the disability and work with faculty and staff, if necessary, to address the matter.

CCSJ Alert:

Calumet College of St. Joseph utilizes an emergency communications system that transmits messages via text, email, and voice platforms. In the event of an emergency, of weather related closings, or of other incidents, those students who are registered for the system shall receive incident specific message(s) notifying them of the situation. Please sign-up for this important service at any time on the College's website. Alternatively, you can register at the time you register for classes. This service requires each user to register once per academic year. Therefore, at the beginning of each academic year, please remember to re-register for the system. This can be done at: <http://www.ccsj.edu/alerts/index.html>.

School Closing Information:

Internet: <http://www.ccsj.edu>

<http://www.EmergencyClosings.com>
Facility: Calumet College of St. Joseph
Phone: 219.473.4770

Radio:

WAKE – 1500 AM
WGN - 720 AM
WIJE – 105.5 FM
WLS – 890 AM
WZVN – 107.1 FM
WBBM NEWS RADIO 78

TV Channels:

2, 5, 7, 9, 32

Interstate New Teacher Assessment and Support Consortium (INTASC) Principles

The ten INTASC principles listed below include specific standards for knowledge, dispositions, and performances for each principle. The principles and accompanying standards are used as part of the rubric to assess teacher candidate performance progress.

Principle #1: The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle #7: The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

National Board for Professional Teaching Standards NBPTS:

<p>Proposition 1: Teachers are Committed to Students and Their Learning</p> <ul style="list-style-type: none">• NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.• They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.• NBCTs understand how students develop and learn.• They respect the cultural and family differences students bring to their classroom.• They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.• NBCTs are also concerned with the development of character and civic responsibility.	<p>Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.</p> <ul style="list-style-type: none">• NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.• They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.• They are able to use diverse instructional strategies to teach for understanding.
--	--

<ul style="list-style-type: none"> • Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning. • NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused. • They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals. • NBCTs know how to assess the progress of individual students as well as the class as a whole. • They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents. 	<p>Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.</p> <ul style="list-style-type: none"> • NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things. • They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education. • They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.
<p>Proposition 5: Teachers are Members of Learning Communities.</p> <ul style="list-style-type: none"> • NBCTs collaborate with others to improve student learning. • They are leaders and actively know how to seek and build partnerships with community groups and businesses. • They work with other professionals on instructional policy, curriculum development and staff development. • They can evaluate school progress and the allocation of resources in order to meet state and local education objectives. • They know how to work collaboratively with parents to engage them productively in the work of the school. 	

Please see specific standards for elementary and secondary content found under the Indiana Department of Education

Website - <http://www.doe.in.gov/>

For additional policies, procedures, and assignment directions, see the current edition of the *Calumet College of St. Joseph Education Program Student Teaching Handbook*.

**Calumet College of St. Joseph
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Attachment 13: Disposition Rubric



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**Calumet College of St. Joseph
Education Department**

Instructor Professional Dispositions Assessment

Candidate Name: _____

Instructors' Name _____ Semester _____

Course Name: _____ Course Number: _____

The following dispositions are believed to be essential attributes for effective teaching. All students applying to the Education Program and candidates who have been admitted to this program will be evaluated by faculty and field supervisors regarding the demonstration of these behaviors.

Directions:

Place a checkmark in the column below that best describes the student's/candidate's behavior. When a student/candidate does not consistently demonstrate one or more of these behaviors, by the end of a course or field experience, an explanation is to be included in the comments section.

The comments section may also be used to describe behavioral concerns that are not identified on the list below. Place a checkmark in the "Not Selected Column" when you have chosen not to evaluate a disposition.

Behavior			
	Constantly Demonstrates	Occasionally Demonstrates	Does Not Demonstrate
Fulfills the attendance and punctuality requirements			
Demonstrates sensitivity to all students			
Demonstrates mutual respect to all teacher candidates			
Fulfills responsibilities			
Identifies and solves problems independently			
Cooperates, works well with others			
Solicits suggestions and feedback from others			
Maintains confidentiality			
Engages in self-reflection			
Demonstrates professional dress and demeanor			
Submits assignments in a timely manner			
Communicates with instructor effectively			

Comments:

Faculty signature

Date

**Calumet College of St. Joseph
Education Department**

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*Attachment 14: Professional Electronic
Assessment Guide*



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Education Department

Professional Electronic Portfolio Assessment Guide

To Be Completed by Student:

Student Name: _____ Date: _____

Student ID#: _____

Student Phone: _____ Cell Phone: _____

Student Email: _____

Department Use Only:

Review Date: _____ First Actual Score(s) _____

Initial: _____ Initial: _____ Initial: _____

Resubmit: Yes No Signature: _____

Review Date: _____ Resubmit Score(s) _____

Initial: _____ Initial: _____ Initial: _____

Resubmit: Yes No Signature: _____

Review Date: _____ Resubmit Score(s) _____

Initial: _____ Initial: _____ Initial: _____

Approval Effective 8/18/08:

Required Documents: Philosophy of Education, 2 Letters of recommendation, Current resume

Required Documents Submitted: Yes No

Presentation Portfolio **28 points** Licensing Portfolio **32 points**

Final Score: _____

Approval Signature: _____ Date: _____

Rubric:

4-Mastery:

Teacher Candidate (TC) performance excels/exceeds beyond the expectations of a novice. This level of attainment is usually exhibited by a veteran.

3-Competent:

Teacher Candidate (TC) performance exceeds ordinary expectations of a novice; illustrates a command of basic requirements with additional components/features to enhance both teaching and learning.

2-Standard:

Teacher Candidate (TC) performance meets basic expectations; conforms to the norm; no additional components/features provided to enhance teaching and learning.

- 1- Teacher Candidate (TC) performance fails to exhibit normal expectations for even a novice; lack of disposition to adjust or comply with suggestions for improvement.

Levels:

Knowledge Level: Shows competency or understanding

Disposition Level: Shows attitude, feeling or value

Performance Level: Show actual ability to demonstrate

INTASC Principle I

The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Element

Possible Evidence

Knowledge of Content

Resource references in lesson plan units

**Learning packets that demonstrate knowledge of content/skills
Lesson plans, web sites, or outlines in which concept is clearly explained**

Research conducted for presentation for instruction

Research on various theorists

Position Papers on Content Specific Topics

Use of Interdisciplinary Approaches when teaching Content (may connect to literature, writing, the arts)	Lesson plans which clearly outlines interdisciplinary approach Work from students showing cross-curricular understandings Evidence of student involvement in planning themes units
---	--

Selects Content to Encourage Diverse Perspectives	Materials used (written plans and unit) that reflect motivation Selection of materials that incorporate positive images of any ethnic group, gender, etc.
---	--

INTASC Principle II:

The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Element	Possible Evidence
Developmental Characteristics of Students	Case Studies Examples of differentiated curriculum and instruction Prepare age appropriate materials Diagnostic tools to assess student development Video or audiotapes with analysis Research/Reflection on theory of child development i.e. Piaget, Vygotsky, reflected in lesson plan. Prepare age appropriate lesson plan Classroom Environment Conducive to age

Activates Prior Knowledge and Experiences	Lesson plans which clearly outlines pre assessment Pre-assessment tools and strategies Evidence of connections to real-life experiences or the “big picture”
---	---

INTASC Principle III

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Element	Possible Evidence
Teaching to Individual Abilities	Lesson/unit plans demonstrating a variety of teaching strategies Collaboration with support staff (special education, Title I, gifted education, etc) Plans showing integration of multiple intelligences Learning centers or supplemental activities Evidence of adaptations based on student’s I.E.P

Evidence of implementation of diversity

Selection of Resources to meet range of individual needs: special education to gifted

Materials listed in plans and unit

Literary collections covering a wide variety of abilities

Learning centers with specific objectives to challenge learners

Expectations for Learning and Achievement

Objectives in plans demonstrating challenging material

Student or parent interviews group, gender, etc.

Clinical experience reflections related to diverse environments

Instruction reflective of culture, abilities and or gender

INTASC Principle IV

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Element

Possible Evidence

Selecting resources for general instruction

Records of how materials were selected

Unit plans: resource list and rationale

Resources listed on written plans and unit

Instructional strategies that support critical thinking and problem solving

**Best Practices:
Multiple teaching strategies,
active learning, modeling**

Video or audiotapes with analysis

Evidence of multiple intelligences in delivery of instruction and assessment

Use of learning centers or stations

Explanation of grouping procedures used in the classroom

Collection of pre-and-post test data to support teaching strategies used

Student teacher role in the instructional process

Video or audiotapes with analysis

Demonstration of Bloom's taxonomy

Samples that demonstrate critical thinking, problem solving and group projects

INTASC Principle V

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Element	Possible Evidence
Management of Time and Materials	Video or audiotapes with analysis Management plan Knowledge and implementation of management techniques Pacing guides
Positive Climate	Print Rich environment Visual displays i.e. bulletin boards, displays, posters Evidence of positive comments used routinely with students and or parents Evidence of mutual respect
Student Behavior	Establishment of classroom rules Evidence of consequences/rewards for behavior choices Evidence of cooperative group social skills being taught and used Evidence of students on task

INTASC Principle VI

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Element	Possible Evidence
Oral and written expression	Video or audiotapes with analysis Communications with school staff, community, parents, etc.
Discussion techniques with student participation	Evidence of divergent questions in written plans Samples of student-generated questions Anecdotal observations of student discussions Student interviews and evaluations Summaries/analysis of class or community meetings
Use of media and technology: Felt/magnetic boards, charts, film/overhead projectors, computers, internet, PowerPoint, distance learning	Resources in lesson and unit plans Use of computer lab use Products created by students Samples of bulletin boards Use and implementation of various electronic software

INTASC Principle VII

The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.

Element	Possible Evidence
Purposeful learning activities based on essential skills/district curriculum	<p>Video or audiotapes with analysis</p> <p>Lesson plans aligned to Bloom’s taxonomy</p> <p>Unit plans aligned to school’s curriculum</p>
Short-and-Long-Term Planning	<p>Evidence of pre-test and references to prior learning to determine plans, Planning charts or web sites i.e. Gantt charts,</p> <p>Departmental integration unit plans</p>
Lesson Plans: Monitoring and adjustment	<p>Written expressions and/remedial plans</p> <p>Evidence of units/lesson plans that integrate one curricular goal with a goal from a different discipline (or a community project)</p> <p>Adjustments based on student feedback</p>

INTASC Principle VIII

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Element	Possible Evidence
Variety of formal and informal assessment strategies	<p>Samples of teacher-made quiz/test/diagnostic tools</p> <p>Student rubrics for self-evaluation</p> <p>Samples of authentic/alternative assessments</p> <p>Collection of before/during/after samples showing student growth (student portfolios)</p> <p>Anecdotal records</p>
Assessment data used in lesson planning and adjustments	<p>Evidence of Instructional decisions based on student feedback</p> <p>Pre-post test used to analyze instructional effectiveness</p> <p>K.W.L. charts and adjustments to plans</p> <p>Interpretations of data and adjustments made based on objectives being met</p>

Evaluates criteria and feedback	Rubrics or assessment criteria Use of computer software for feedback or record-keeping Improvement plan Parent conferences
---------------------------------	---

INTASC Principle IX

The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Element	Possible Evidence
Reflection on teaching	Analysis of video and audiotapes Evidence of personal goal-setting and subsequent results
Relationships with colleagues	Evidence of leadership role within a school setting Collaboration with colleagues Interpretations of data and adjustments made based on objectives being met
Professional growth	Articles/books read and subsequent application of knowledge Attendance at professional meetings and subsequent classroom application Active participation in professional organization Examples of committee work Action research conducted within the classroom Professional development provided to faculty Evidence of journal subscriptions

INTASC Principle X

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Element	Possible Evidence
Participation in School/District Events and Projects	Evidence of participation in extra curricular activities Involving students in community projects Civic involvement Samples of materials prepared for meetings, classes, etc., in which a leadership role was assumed
Sensitivity to students needs and awareness of community resources	Contact with support services within or outside of the school, documented contact with community agencies direct involvement with community organizations
Respectful and productive communications with families	Communications with parents (formal and informal) Classroom Newsletter and invitations Family learning projects Materials prepared for parent conferences Innovative connections with families Evidence of parent participation

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Education Department**

**Cooperating Teacher
And
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***Attachment 15: Student Teaching Placement
Cancellation Request***



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**Calumet College of St. Joseph
Education Department**

STUDENT TEACHING PLACEMENT CANCELLATION REQUEST

As part of the teacher candidate preparation process of the Education Program of Calumet College of St. Joseph, you have applied for a student teaching assignment and have been placed at a school. The school corporation, including its superintendent, central office staff, one or more of its principals, and a cooperating teacher, as well as the faculty and staff of the Education Program of Calumet College, has committed the personnel, time, and resources to you for the successful completion of your student teaching experience. It is, therefore, a serious matter to request the cancellation of a student teaching placement.

Your request to decline this student teaching placement may involve serious consequences for the school corporation (which has made numerous plans to accommodate your teaching experience) and the Education Program (whose credibility in the professional community and ability to work with this school corporation in the future may be jeopardized), as well as the successful completion of your own teacher preparation program.

Because of the serious nature of this request, you are asked to complete this form detailing the *serious need* for you to request a student teaching placement cancellation and submit it as soon as possible to the Director of Field Experience.

PART ONE: Placement Data.

Name of Student Teacher (please print): _____

Date of request for student teaching placement cancellation: _____

Regarding the Student Teaching Placement:

School Corporation: _____

School Name:

Principal: _____

Cooperating/Mentor Teacher Name:

Grade (and/or Content Area):

Beginning Date for Student Teaching Experience: _____

PART TWO: Detail the *serious need* for requesting a student teaching placement cancellation.

(Please type your answer and attach as page two of this request.)

PART THREE: Documenting cancellation request and consequences.

I, the undersigned, hereby request the cancellation of my current Student Teaching Placement as described above and for the *serious reasons* indicated above.

Signature

Date

I understand that, if my request is approved, I am to provide a \$315.00 cancellation fee (which must be paid *prior* to making additional arrangements for further coursework or future student teaching assignments).

Signature

Date

In addition, I understand that I must complete my student teaching experience within two (2) years of completing Calumet College Education Program courses.

Name (printed)

Signature

Date



FOR EDUCATION PROGRAM USE

Date Student Teaching Cancellation Request received: _____

Disposition of Education Program:

Cancellation Request denied. Cancellation Request approved.

Cancellation Request approved,
pending the following conditions:

Notes:

Director of Field Experience

Date

Education Program Director

Date

**Calumet College of St. Joseph
Education Department**

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And
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Attachment 16: Intervention Report



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Education Department**

Intervention Report

Teacher Candidate: _____

Date: _____

Student Being Observed: _____ **Cooperating School** _____

DATE	EVENT	INTERVENTION	RESULT

Note: These anecdotal records are designed to record day-to-day events of a student who is new to your classroom or who requires more attention than the average student in the classroom. This intervention report should be completed daily and completely for a period of 30 consecutive days. It is important that your comments are as objective as possible not to evoke bias. Your report will be extremely instrumental in parent conferences or to diagnosis potential problems. If problem continues with intervention, the teacher should continue to record daily and seek assistant from a school expert.

Sample

DATE	EVENT	INTERVENTION	RESULT
Example	Student was sleeping	I tapped the student on the shoulder	Student remained sleep
Example	Student was writing letters backwards	Hand guided the student	Student showed improvement and understanding with guided practice
Example	Student was writing letters backwards	Used a sand tray	Student showed 25% improvement
Example	Student does not respond to verbal cues	Repeated cues for the student three time	Student responded after the third cue

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*Attachment 17: Pre/Post Assessment of Student
Learning*



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Pre and Post Assessment of Student Learning

Name: _____

This assessment specifically responds to the question “How do I know my students are learning?”

ACEI Standard 4.0

Candidates know, understand and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, and emotional, and physical development of each student.

Directions:

- Choose two content areas
i.e. Elementary - Reading and Math
Secondary - Economics and Marketing
- Develop an assessment tool aligned to the Indiana Academic Standards for the chosen content areas that will serve as a pre and post assessment (same assessment).
- Administer the Pre-assessment at the beginning of Week 2
- Administer the Post-assessment at the end of Week 12
- Analyze the data both qualitatively and quantitatively (see below)
- Submit outcome with Student Teaching Assessment Inventory (Final). This includes a two page reflection identifying the strengths and opportunities for improvement. (Rubric provided).

Semester: _____

Date: _____

Content Area I:	
Date:	
Academic Standards Addressed:	
Pre-Assessment Outcome:	_____ /100%
Post-Assessment Outcome:	_____ /100%
Content Area II:	
Date:	
Academic Standards Addressed:	
Pre-Assessment Outcome:	_____ /100%
Post-Assessment Outcome:	_____ /100%
Satisfactory Gain	Yes <input type="checkbox"/> No <input type="checkbox"/>

Brief Reflection of Outcome:

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Attachment 18: Pre/Post Analysis Rubric



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Pre/Post Assessment Analysis Rubric

Please use the following checklist as you write the Pre/Post Assessment Analysis. Submit the analysis and the *Pre and Post Assessment of Student Learning*, document at the end of the student teaching experience.

Categories	Categories Defined	3	2	1
Pre Test	TC discussed assessment results in relationship to students' academic and developmental levels for the pretest assessment.			
Teaching Strategies	TC wrote about strategies implemented during the student teaching experience to improve student performance as a result of the pretest (include manipulatives, group work, centers, etc.)			
Post Test	TC discussed assessment results in relationship to students' academic and developmental levels for the post test assessment.			
Videotaped lesson and Self-assessment	TC compared and contrasted the videotaped lessons to include an explanation of growth over a period of time.			
Teaching Practices	TC reflected about teaching practices and future practices for improving student achievement as a result of outcome.			
Mastery 12 points for 80% Mastery				

Rubric:

3-Target:

Teacher Candidate (TC) performance excels/exceeds beyond the expectations of a novice. This level of attainment is usually exhibited by a veteran.

2-Acceptable:

Teacher Candidate (TC) performance illustrates a command of basic requirements with additional components/features to enhance both teaching and learning.

1-Unacceptable:

Teacher Candidate (TC) performance fails to exhibit normal expectations for even a novice; lack of disposition to adjust or comply with suggestions for improvement.

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Attachment 19: Removal from Student Teaching



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**Calumet College of St. Joseph
Education Department**

2400 New York Avenue, Whiting, IN 46394 * 219-473-4385



REMOVAL FROM STUDENT TEACHING

Calumet College of St. Joseph's Education Program constantly monitors the status of each teacher candidate throughout their professional education courses and clinical experiences. Several benchmarks have been put into place to monitor the progress of teacher candidates; however, there are still a few candidates who may lack the disposition or the performance to be an effective teacher. If a teacher candidate does display a disposition which prohibits continuation of a student teaching experience, that teacher candidate may be removed from student teaching. However, as a result of that removal, the teacher candidate will participate in an intervention process as recommended by the Director of the Education Program, Director of Field Experience and the Student Teaching Supervisor. As a result of successfully completing the intervention process, that teacher candidate may be eligible to reapply and complete a new student teaching experience according to required guidelines and dates.

As a result of feedback from the cooperating teacher, the Student Teaching Supervisor and the Director of Field Experience, it has been determined that you cannot successfully complete the student teaching experience at this time. Therefore, you have been removed from student teaching. Please complete the application and prepare to complete the intervention process. If you successfully complete the intervention process according to the required guidelines (see attached), you may be eligible to reapply for student teaching according to the developed student teaching dates.

PART ONE: Placement Data.

Name of Student Teacher (please print): _____

Date of Student Teaching Removal: _____

Regarding the Student Teaching Removal:

School Corporation: _____

School Name: _____

Principal: _____

Cooperating/Mentor Teacher Name: _____

Grade (and/or Content Area): _____

PART TWO

Please describe the required intervention plan to be implemented prior to reapplying for student teaching. You must complete all requirements prior to reapplying for student teaching according to the posted student teaching dates.

PART THREE: Documenting removal request and consequences.

I, the undersigned, hereby understand that I have been removed from student teaching and must complete the intervention plan as listed above prior to reapplying for student teaching. Failure to complete the intervention plan within a two year period will result in receiving a failing grade which will be permanently posted to my transcript. In addition, I will be required to reregister for student teaching and meet any other requirements such as additional course work prior to completing the student teaching experience again.

Signature

Date

I understand that, if I must reregister for student teaching, I will be required to pay the full tuition fee (which must be paid *prior* to making additional arrangements for further coursework or future student teaching assignments).

Signature

Date

In addition, I understand that I must complete my student teaching experience within two (2) years of completing Calumet College Education Program courses.

Name (printed)

Signature

Date



FOR EDUCATION PROGRAM USE

Date Displacement Application was submitted: _____

Disposition of Education Program:

Request denied. **Cancellation Request approved.**

Request approved, pending the following conditions:

Notes:

Director of Field Experience

Date

Director of the Education Program

Date

Academic Dean

Date