Student Teaching Fall 2017
Evaluation & Expectations

I want to hear what you learned so far. Go to PollEv.com/drboakes

or

Text the phrase "DRBOAKES" to 37607

Presented by:
Dr. Norma Boakes,
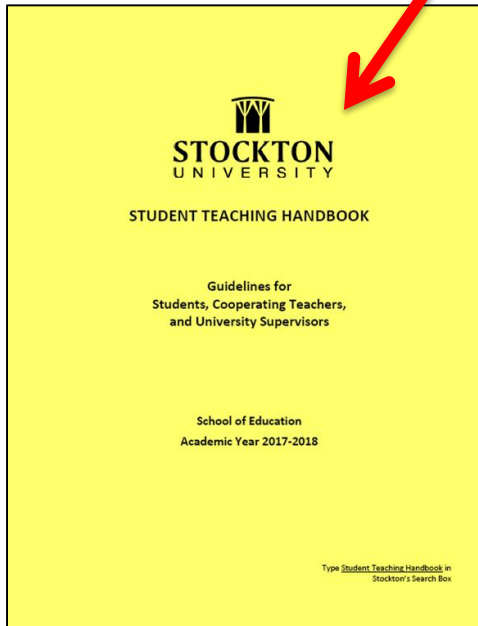Program Coordinator of the TEDU Program

What's a must-remember tip based on what you learned so far about student teaching in 5 words or less?

To respond go to
PollEv.com/drboakes
or
Text the phrase
"DRBOAKES" once to 37607

Expectations during Student Teaching

If in doubt check....

STOCKTON UNIVERSITY

STUDENT TEACHING HANDBOOK

Guidelines for
Students, Cooperating Teachers,
and University Supervisors

School of Education
Academic Year 2017-2018

Type Student Teaching Handbook in
Stockton's Search Box

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FAQ's

Contact Us

Final Clinical Practice Semester

What To Expect

Student Teaching is a prospective teacher's internship, i.e. a full-term experience observing, planning, and teaching in an elementary, middle, or high school setting. It is partnered with EdTPA Capstone; a performance-based assessment taken during student teaching.

Important Dates

edTPA

Forms

Information

Certification

Curriculum Worksheets

What will my semester include?

- **15 consecutive week experience**
  - Traditional or Co-teaching model
- **Final Clinical Practice Seminar**
  - Bi-weekly seminar held on campus
- **edTPA Captone**
  - Select Fridays 8:30-11:10am

I have 4 words for you…

- Present
- Punctual (that means early!)
- Prepared
- Professional

What about being absent?

- You should make <u>EVERY</u> effort to not miss
- If you are truly ill, you need to notify your cooperating teacher & university supervisor as soon as possible
- Destination weddings, external job interviews, appointments, picking up children, etc…. are *NOT good reasons to be late, absent or otherwise not present.*
- ALWAYS communicate any attendance issues with your cooperating teacher and college supervisor!

Look for the absence request form......

Request for Absence from Student Teaching

Approval for a planned absence, **including early dismissal and late arrival**, must be made 48 hours prior to the absence with approval from both the Mentor Teacher and University Supervisor. As stated in the Student Teaching Handbook under the section on *Professional Conduct*, absences are reserved for serious illness or death in the immediate family. Any other absences may negatively impact your evaluation and grades. In the event of an unplanned absence, this form is to be submitted as soon as possible to your Mentor Teacher and University Supervisor following an absence. Once signed, please submit to fielddirector@stockton.edu
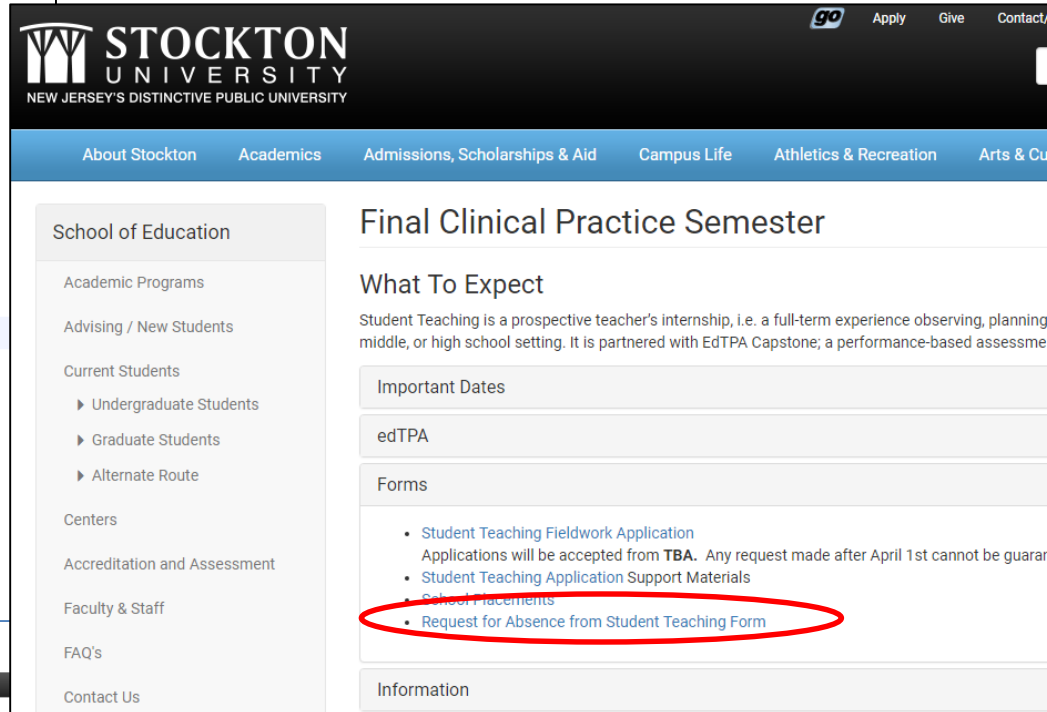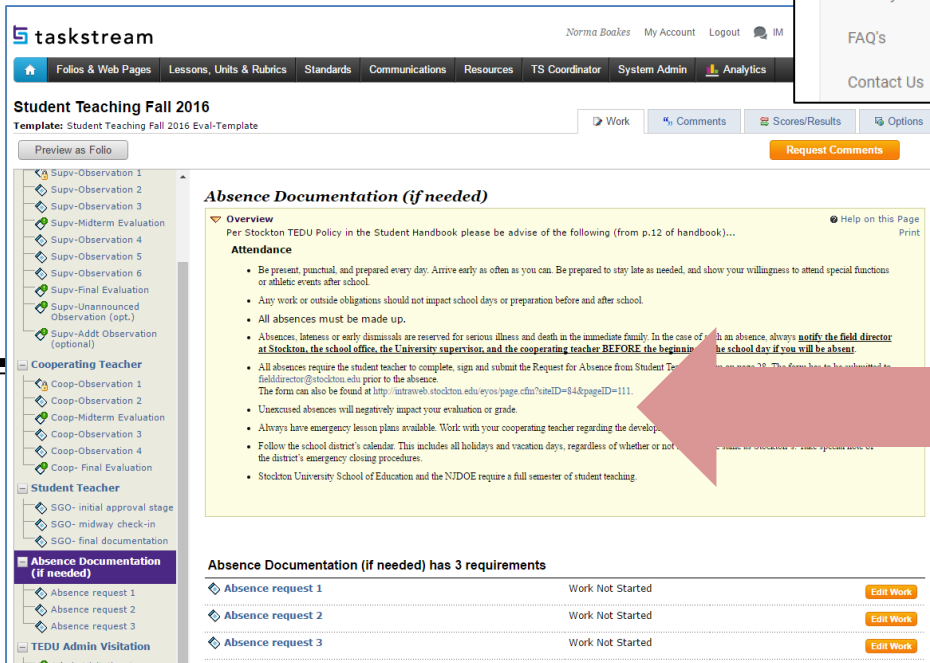
Student teacher:

Today's date:

Dates and times of leave:

Reasons for leave (Check those that apply). Please use the box at the bottom of the page for additional comments/concerns.

☐ Sick leave

☐ Bereavement

☐ Emergency-Please explain using the box at the bottom of the page

☐ Approved professional development-Please explain using the box at the bottom of the page

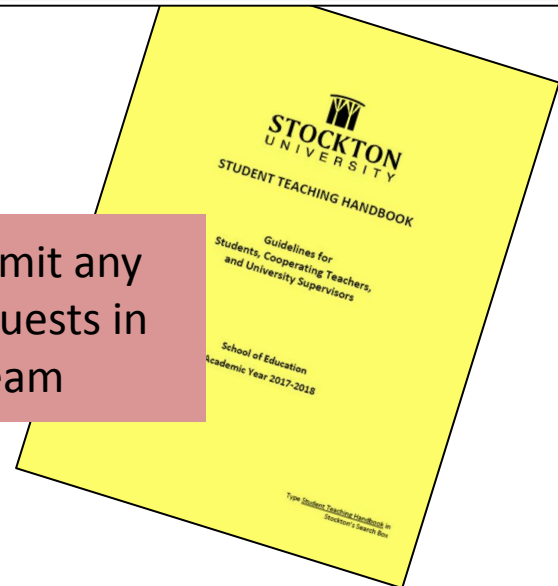☐ Other-Please explain using the box at the bottom of the page

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Important Dates

edTPA

Forms

- Student Teaching Fieldwork Application
  Applications will be accepted from **TBA**. Any request made after April 1st cannot be guara
- Student Teaching Application Support Materials
- School Placements
- Request for Absence from Student Teaching Form

Information

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taskstream

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🏠 | Folios & Web Pages | Lessons, Units & Rubrics | Standards | Communications | Resources | TS Coordinator | System Admin | 📊 Analytics

Student Teaching Fall 2016
Template: Student Teaching Fall 2016 Eval-Template

☑ Work | 💬 Comments | 📋 Scores/Results | ⚙ Options

Preview as Folio   Request Comments

Supv-Observation 1
Supv-Observation 2
Supv-Observation 3
Supv-Midterm Evaluation
Supv-Observation 4
Supv-Observation 5
Supv-Observation 6
Supv-Final Evaluation
Supv-Unannounced Observation (opt.)
Supv-Addt Observation (optional)

Cooperating Teacher
Coop-Observation 1
Coop-Observation 2
Coop-Midterm Evaluation
Coop-Observation 3
Coop-Observation 4
Coop- Final Evaluation

Student Teacher
SGO- initial approval stage
SGO- midway check-in
SGO- final documentation

Absence Documentation (if needed)
Absence request 1
Absence request 2
Absence request 3

TEDU Admin Visitation
Admin Visitation 1

Absence Documentation (if needed)

▽ Overview   ❓ Help on this Page   🖨 Print
Per Stockton TEDU Policy in the Student Handbook please be advise of the following (from p.12 of handbook)...

Attendance

- Be present, punctual, and prepared every day. Arrive early as often as you can. Be prepared to stay late as needed, and show your willingness to attend special functions or athletic events after school.
- Any work or outside obligations should not impact school days or preparation before and after school.
- All absences must be made up.
- Absences, lateness or early dismissals are reserved for serious illness and death in the immediate family. In the case of such an absence, always **notify the field director at Stockton, the school office, the University supervisor, and the cooperating teacher BEFORE the beginning of the school day if you will be absent.**
- All absences require the student teacher to complete, sign and submit the Request for Absence from Student Te... on page 28. The form how to be submitted to fielddirector@stockton.edu prior to the absence.
  The form can also be found at http://intraweb.stockton.edu/eyos/page.cfm?siteID=84&pageID=111.
- Unexcused absences will negatively impact your evaluation or grade.
- Always have emergency lesson plans available. Work with your cooperating teacher regarding the develop...
- Follow the school district's calendar. This includes all holidays and vacation days, regardless of whether or not th...same as Stockton's. Take special note of the district's emergency closing procedures.
- Stockton University School of Education and the NJDOE require a full semester of student teaching.

Absence Documentation (if needed) has 3 requirements

◇ Absence request 1   Work Not Started   Edit Work
◇ Absence request 2   Work Not Started   Edit Work
◇ Absence request 3   Work Not Started   Edit Work

You will submit any absence requests in Taskstream

STOCKTON UNIVERSITY
STUDENT TEACHING HANDBOOK
Guidelines for Students, Cooperating Teachers, and University Supervisors
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Academic Year 2017-2018

What is my supervisor's role?

- Offer their expertise in teaching & supervision
- Serves as the link between Stockton and your school
- Coordinates with your mentor teacher
- Assists you with questions and concerns you have
- Evaluates your performance in the field (along with your mentor teacher)

What work will I have to do at my assigned school?

- Slowly take on responsibilities of the cooperating teacher
  - Instructional & non-instructional
  - *If in "co-teaching" you share responsibilities throughout experience
- Prepare weekly & daily lessons as determined by your supervisor & mentor teacher
- Submit lessons for each formal observation by the college supervisor & mentor teacher
- Plan for and complete the edTPA tasks associated with your certification area

Reminders about edTPA

- It is your responsibility to take all steps to get this required performance assessment done.
- You will work collaboratively with all parties to arrange for elements of edTPA that take place in the classroom.
- You will receive guidance from edTPA Capstone
- You are expected to be familiar with and adhere to acceptable support guidelines.
- You are expected to adhere to all procedures & policies set by Stockton and the school district.

Process of Evaluation during Student Teaching
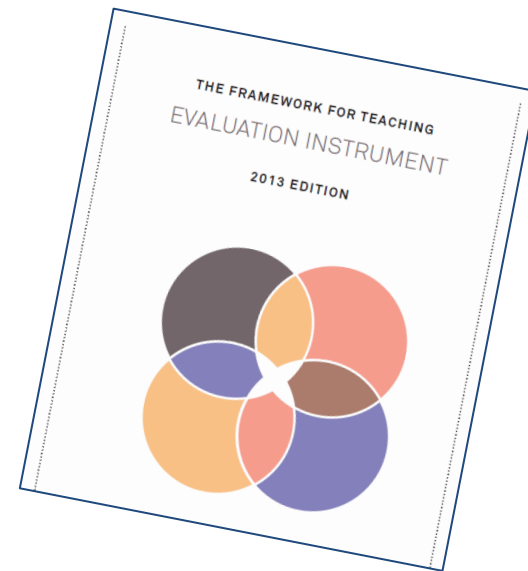
What we use to assess performance

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

Demonstrating Knowledge of Content and Pedagogy
· Content and the structure of the discipline · Prerequisite relationships
· Content-related pedagogy

Demonstrating Knowledge of Students
· Child and adolescent development · Learning process · Special needs
· Students' skills, knowledge, and language proficiency · Students' interests and cultural heritage

Setting Instructional Outcomes
· Value, sequence, and alignment · Clarity · Balance · Suitability for diverse learners

Demonstrating Knowledge of Resources
· For classroom use · To extend content knowledge and pedagogy · Resources for students

Designing Coherent Instruction
· Learning activities · Instructional materials and resources
· Instructional groups · Lesson and unit structure

Designing Student Assessments
· Congruence with instructional outcomes · Criteria and standards
· Design of formative assessments · Use for planning

DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport
· Teacher interaction with students, including both words and actions
· Student interaction with students, including both words and actions

2b Establishing a Culture for Learning
· Importance of content and of learning
· Expectations for learning and achievement · Student pride in work

2c Managing Classroom Procedures
· Instructional groups · Transitions · Materials and supplies
· Performance of classroom routines
· Supervision of volunteers and paraprofessionals

2d Managing Student Behavior
· Expectations · Monitoring student behavior
· Response to student misbehavior

2e Organizing Physical Space
· Safety and accessibility
· Arrangement of furniture and use of physical resources

DOMAIN 4: Professional Responsibilities

Reflecting on Teaching
· Accuracy · Use in future teaching
Maintaining Accurate Records
· Student completion of assignments · Student progress in learning
· Noninstructional records
Communicating with Families
· Information about the instructional program · Information about individual students
· Engagement of families in the instructional program
Participating in a Professional Community
· Relationships with colleagues · Participation in school and district projects
· Involvement in culture of professional inquiry · Service to the school
Growing and Developing Professionally
· Enhancement of content knowledge and pedagogical skill
· Receptivity to feedback from colleagues · Service to the profession
Showing Professionalism
· Integrity/ethical conduct · Service to students · Advocacy
· Decision-making · Compliance with school and district regulation

DOMAIN 3: Instruction

3a Communicating With Students
· Expectations for learning · Directions for activities
· Explanations of content
· Use of oral and written language

3b Using Questioning and Discussion Techniques
· Quality of questions/prompts · Discussion techniques
· Student participation

**3c Engaging Students in Learning**
· Activities and assignments · Grouping of students
· Instructional materials and resources · Structure and pacing

3d Using Assessment in Instruction
· Assessment criteria · Monitoring of student learning
· Feedback to students
· Student self-assessment and monitoring of progress

3e Demonstrating Flexibility and Responsiveness
· Lesson adjustment · Response to students
· Persistence

THE FRAMEWORK FOR TEACHING
EVALUATION INSTRUMENT
2013 EDITION
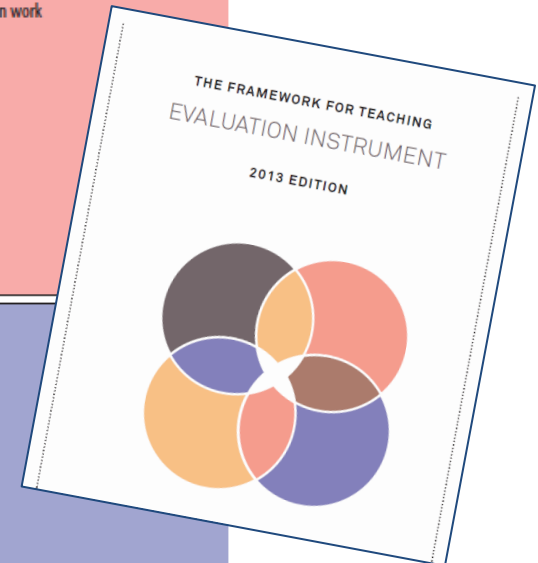
THE FRAMEWORK FOR TEACHING
EVALUATION INSTRUMENT

2013 EDITION

This tells you what effective teaching is and how to accomplish it. It should be your guide throughout student teaching!

DOMAIN 1

1a DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY

In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating issues such as global awareness and cultural diversity. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers must be familiar with the particularly pedagogical approaches best suited to each discipline.

The elements of component 1a are:

Knowledge of content and the structure of the discipline

Every discipline has a dominant structure, with smaller components or strands, as well as central concepts and skills.

Knowledge of prerequisite relationships

Some disciplines—for example, mathematics—have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.

Knowledge of content-related pedagogy

Different disciplines have "signature pedagogies" that have evolved over time and been found to be most effective in teaching.

Indicators include:

- Lesson and unit plans that reflect important concepts in the discipline
- Lesson and unit plans that accommodate prerequisite relationships among concepts and skills
- Clear and accurate classroom explanations
- Accurate answers to students' questions
- Feedback to students that furthers learning
- Interdisciplinary connections in plans and practice

1a DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY

	UNSATISFACTORY · LEVEL 1	BASIC · LEVEL 2
	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.
CRITICAL ATTRIBUTES	• The teacher makes content errors. • The teacher does not consider prerequisite relationships when planning. • The teacher's plans use inappropriate strategies for the discipline.	• The teacher's understanding of the discipline is rudimentary. • The teacher's knowledge of prerequisite relationships is inaccurate or incomplete. • Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.
POSSIBLE EXAMPLES	• The teacher says, "The official language of Brazil is Spanish, just like other South American countries." • The teacher says, "I don't understand why the math book has decimals in the same unit as fractions." • The teacher has his students copy dictionary definitions each week to help them learn to spell difficult words. • And others...	• The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together. • The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value. • The teacher always plans the same routine to study spelling: pretest on Monday, copy the words five times each on Tuesday and Wednesday, test on Friday. • And others...

Get a free, downloadable copy at: https://danielsongroup.org/framework/

Developing

~~SUPPORT~~ • LEVEL 1

Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.

BASIC • LEVEL 2

Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.

PROFICIENT • LEVEL 3

Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.
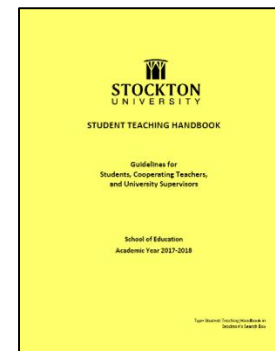
DISTINGUISHED • LEVEL 4

Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.

Supervisor's Evaluation

- Minimum of 6 formal observations that include
  - Review of Taskstream lesson before implementation
  - Observation of lesson
  - Post-observation discussion
  - Regular conversation w/your mentor teacher
  - *1 unannounced observation
- An initial progress report, mid-term and final evaluation w/levels of performance
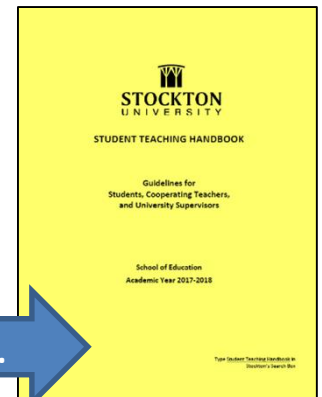- A final grade determination

Still have questions?

Answers found here....

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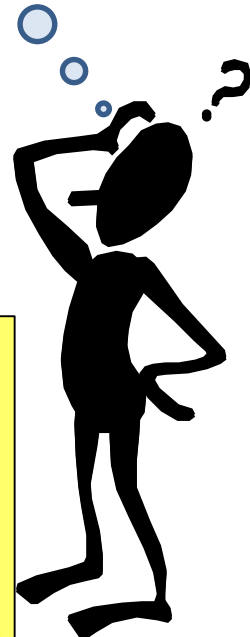
Mentor Teachers' Evaluation

- A minimum of 4 formal lesson evaluations including:
  - Review of your *lesson plan** prior to instruction w/possible pre-conference
  - Observation of lesson
  - Post-observation discussion
- Mid-term and final evaluation consultation w/ supervisor
- Input provided to supervisor for final grade determination

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Type Student Teaching Handbook in
Stockton's Search Box

Answers found here….

All student teaching documents are in Taskstream

taskstream | LAT   FOLIOS & WEB PAGES   LESSONS, UNITS &   TS COORDINATOR   SYSTEM ADMIN   ANALYTICS

Student Teaching Fall 2017

Template: Student Teaching Fall 2017

☑ Work   💬 Comments   📊 Scores/Results   ☰ Options

VIEW AS FOLIO

➕ EXPAND ALL   ➖ COLLAPSE

General Information
ALL

🔲 College Supervisor
• Supv- Meet and Greet
• Supv-Observation 1
• Supv-Observation 2
ℹ Supv- Initial Progress Report
• Supv-Observation 3
• Supv-Observation 4
ℹ Supv-Midterm Evaluation
• Supv-Observation 5
• Supv-Observation 6
ℹ Supv-Final Evaluation
ℹ Supv-Unannounced Observation (opt.)
ℹ Supv-Addt Observation (optional)

🔲 Mentor Teacher
• Mentor Teacher

Welcome to the Student Teaching Fall 2017 program

Getting Started with Programs
If this is your first time working within DRF programs, you may wish to view or print our Getting Started Guide or call Mentoring Services at 1.800.311.5656 for help starting your work.

This is where your progress will be tracked throughout the term!

Program Links
• Overview

More Help
the DRF program, add work to your F (Directed Response Folio) in the k tab. View evaluation results in Scores/Results tab, and find other ns (like e-mailing and publishing s) in the Options tab.

• More about DRF programs
• More about how to add content
• More about Program Options

Gearing up for formal observations…

- Step 1- Prepare & submit the lesson for review
- Step 2- Attach the final lesson plan in the Student Teaching DRF folder and submit for evaluation
- Step 3- After everything is done write a reflection on how it went back in the lesson within lesson builder……

Here's a quick snapshot of how it looks

It's a 3 step process for formal observation... starting w/lesson submission

Submit lesson for review 3-4 days PRIOR to a scheduled formal observation by your college supervisor or cooperating teacher.

Step 1

Step 2

You attach a copy of your lesson in the appropriate Taskstream DRF folder to allow your college supervisor/cooperating teacher to complete your observation. (Also 3-4 days prior to observation)

Click

DRF Programs
(Directed Response Folios)

• Student Teaching Fall 2017 »

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Student Teaching Fall 2017

Template: Student Teaching Fall 2017

☑ Work   💬 Comments   📊 Scores/Results   ≡ Options

VIEW AS FOLIO

➕ EXPAND ALL   ➖ COLLAPSE ALL

General Information

➖ College Supervisor

Click

ℹ Supv- Meet and

✎ Supv-Observation 1

✎ Supv-Observation 2

ℹ Supv- Initial Progress Report

✎ Supv-Observation 3

✎ Supv-Observation 4

ℹ Supv-Midterm Evaluation

✎ Supv-Observation 5

✎ Supv-Observation 6

ℹ Supv-Final Evaluation

ℹ Supv-Unannounced Observation (opt.)

W17

☑ Work   💬 Comments   📊 Scores/Results

If thi
Men

Status: Work Not Started   REQUEST COMMENT

Add: 🖼 Text & Image   📄 Slideshow   ● Standards   📎 Attachments   📹 Videos   % Links

Supv-Observation 1

▼ DIRECTIONS

Student teachers- You MUST submit the lesson that accompanies this ob
complete their formal observation. Be sure to submit the lesson within th
"Lesson Builder" area of Taskstream. For help, consult help documents provided at start of term.
College supervisors- Review and comment on lesson plan within the "Reviewer" area of Taskstream prior to formally completing this observation form.
*Once the evaluation form is completed by the college supervisor, results are viewable by the student teacher and cooperating teacher.

▶ EVALUATION METHOD

This step is important! It allows th supervisor/teacher to write you evaluation

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🏠 | Folios & Web Pages | **Lessons, Units & Rubrics** | Standards | Communications | Resources | TS Coordinator | System Admin | 📊 Analytics

Step 3

Explanation: Review numbers 1 through 10 with students. Go through the numbers as a group counting the links.

Elaboration: Hold two links up of two numbers and ask students which has more. Allow students to reflect on it. Go around the group and ask each student. This helps them better understand that each number is made up of a certain amount.

Evaluation: Switch to the cards and have students state which number is smaller or larger.

Add Comment

[modification(s)]   Higher Level- Give them the larger numbers to write and demonstrate with links.

Lower Level- Give them smaller numbers to write and demonstrate using links.

Add Comment

Sample Student Products

Add Comment

Model(s) of Instruction   Inquiry Based

Add Comment

Time Allotment   1 class periods. 30 Mins. per class.

Add Comment

Author's Reflection(s)/Critical Analysis

Add Comment

MATERIALS AND RESOURCES

Instructional Materials   Link 'N' Learn Links

Index Cards

Markers

Add Comment

Resources   • Materials and
            Hands On Sta

You will write a reflection within your lesson plan after your observation is complete and you have discussed your lesson with your supervisor.
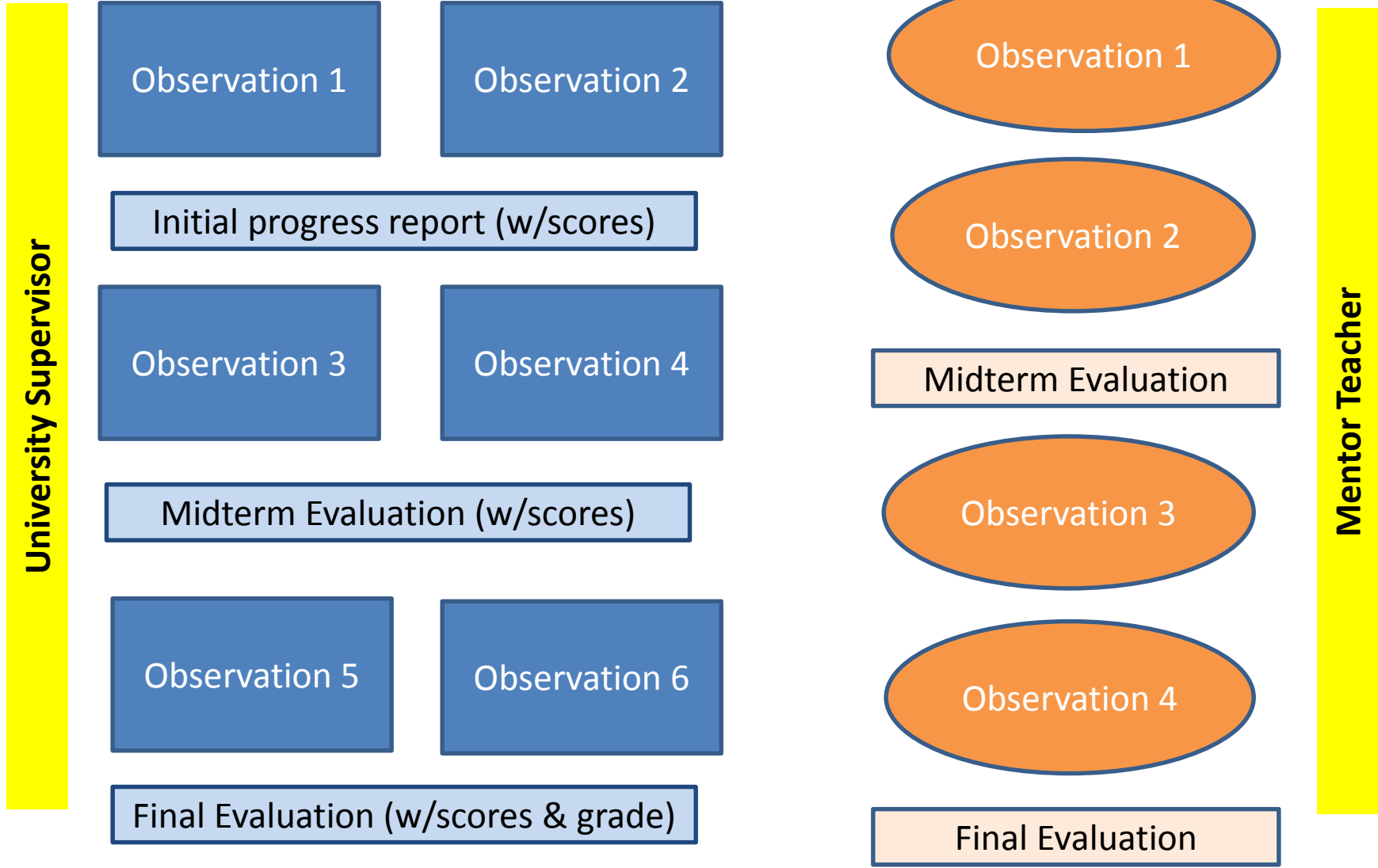
We will email you the details. Keep an eye out for it!

A few reminders

- Lesson plans should showcase your knowledge & skills in planning! Minimally we suggest:
  - 3 to 4 pages in length
  - Be explicit about content & pedagogy
  - Be thorough
- A formal evaluation cannot be completed if you don't follow the instructions on submission!
- The feedback you get with each observation should serve as a guide to you.

How your progress is tracked…

University Supervisor

Observation 1	Observation 2

Initial progress report (w/scores)

Observation 3	Observation 4

Midterm Evaluation (w/scores)

Observation 5	Observation 6

Final Evaluation (w/scores & grade)

Mentor Teacher

Observation 1

Observation 2

Midterm Evaluation

Observation 3

Observation 4

Final Evaluation

A sample of the university supervisor observation form

Stockton Student Teaching Formal Observation Form

This form should be used for all formal observations of the student teacher. A separate midterm & final evaluation form are used after the 3rd and 6th observation by the college supervisor. Contact information is provided at the end of the document if you have any questions or concerns.

⊕ Observation

*College supervisors- minimum of 6 formal observations (3 prior to midterm evaluation & 3 prior to final evaluation)
*Cooperating teachers- minimum of 4 formal observations (2 prior to midterm evaluation & 2 prior to final evaluation)

Observation 1

⊕ Date of Observation

1/24/2017

⊕ Cooperating Teacher

Aubrey Kozarski

⊕ Student teacher

Enter name of student teacher

Chelsea Abhau

⊕ Student Teacher Z number

Enter Z number of student teacher

00218192

⊕ Name of K – 12 School

Name of school of student teacher

Upper Pittsgrove Elem

⊕ Grade/Subject

3

⊕ Number of Students in Classroom

6 small group + 5 small group

DOMAIN 2: The Classroom Environment

During observation of instruction, note areas of interest and specific evidence to assi

⊕ DOMAIN 2: The Classroom environment

This domain should address each of the following components:
2a. Creating an Environment of Respect and Rapport
-Teacher interaction with students, both words and actions
-Student interaction with other students, both words and actions
2b. Establishing a Culture for Learning
-Importance of the content and of learning
2c. Managing Classroom Procedures
-Management of instructional groups
-Management of transitions
-Management of materials and supplies
-Performance of non-instructional duties
2d. Managing Student Behavior
-Expectations
-Monitoring of student behavior
-Response to student misbehavior
2e. Organizing Physical Space
-Arrangement of furniture and use of physical space
-Safety and accessibility

Details on each component can be found at:
Danielson Framework Reference

The classroom environment was very welcoming. Upon arrival to the room Ms. Abhau introduced this supervisor to the young boys and girls in the class. The climate reflected a mutual respect among adults and students. Students were calm, polite, and exhibited admirable behavior throughout the observed lesson. The furniture, materials, and other items in the room were orderly and did not present any apparent safety concerns.

Ms. ▉▉▉ has created a classroom management system that the students appear to enjoy. They earn marbles/balls throughout the day for positive behavior, attending to direction/instructions, positive demonstration of work efforts, etc.. At the end of the week, if students have achieved the targeted goal they are permitted to pop one of the paper coverings on the board to receive the hidden reward. Thus far students have earned the sweet reward of hot cocoa and the privilege of extra fun time.

1. Observation Form

This form will be available for review and printing upon completion. Once entered into Taskstream as meeting requirements, the student teacher and college supervisor can view evaluation completed.

⊗ 2. Student teacher name

Student teacher first name

Chelsea

Student teacher last name

Abhau

⊗ 3. Lesson title and number of students in attendance

Lesson title

Dividing by 0 and 1

Number of students

16

⊗ 4. Today's Date

February 3, 2017

⊗ 5. Lesson Planning: Content

Please pull down the choice that comes closest to what you observed

3-Solid command of content knowledge

A sample of the mentor teacher observation form

⊗ 6. Lesson Planning: Student Needs

Please pull down the choice that comes closest to what you observed

3-Addressed a variety of student needs, abilities and cultural heritage

Comments about lesson planning student needs

is aware of which students need manipulatives, and even rearranged the seating assignments to accommodate all students. She is constantly giving reminders to one student who has ADD. She has visual aides to help the different learners.

⊗ 7. Lesson Planning: Outcomes

Please pull down the choice that comes closest to what you observed

2-Outcomes are sometimes related, correct level of rigor for most learners, and some may be measured.

Comments about lesson planning outcomes

engaged the learners right away with her jolly rancher problem. A suggestion I would make is to include some technology or more hands on practice to ensure that every kid was on task. As she was checking if they got the problems right, I suggest that she could check for understanding to be sure that they know what they are doing, and why they are doing it. She complimented them for doing the division problem the different way, but modeling it, or having a student show it on the board, would be more effective.

gle Chrome

dev.taskstream.com/staff_dev/staff_dev/mentor/eval_report.asp?qyz=JbaKI6W3kRlUIbZ0gYE&uid=k_zrhcfnzdzphshr&fid=kqh5eczu00kpcmh...

Midterm Evaluation- Use during the 4th Post Observation Conference

This serves as a summative evaluation of performance midway through the student teaching experience.

⊠ 1f Designing student assessments

Alignment:
EdTPA
Planning assessment to monitor and support student learning- R5
Student use of feedback- R13
Using assessment to inform instruction- R15
InTASC 6

1- Assessment procedures are **not congruent** with instructional outcomes and **lack criteria** by which student performance will be assessed. The teacher has **no plan** to incorporate formative assessment in the lesson or unit.

2- Assessment procedures are **partially congruent** with instructional outcomes. Assessment criteria and standards have been **developed, but they are not clear**. The teacher's approach to using formative assessment is **rudimentary**, including only some of the instructional outcomes.

3- **All** the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been **adapted for groups of students**. Assessment criteria and standards are **clear**. The teacher has a **well-developed strategy** for using formative assessment and has designed particular approaches to be used.

Level of performance:

▌2

⊠ Domain I: Planning and Preparation comments

Strengths, Areas for Improvement, and Goals for Future

[_____] scores range from basic to proficiency concerning the general categories in Domain #1. Her lesson plans are consistently submitted in a timely fashion for review and feedback. Instructional designs are well organized, thoroughly scripted, and coherently aligned to curriculum and the common core standards for her assigned grade level. At times pedagogical strategies reflect rudimentary assessment measures. Overall [_____] demonstrates preparedness, competency of the subject matter, and a variety of instructional activities & resources to implement the targeted lesson goal and objective.

Final Evaluation & Grade for Student Teaching

- **A Range (A or A-)** —Indicates that the student teacher has consistently met all expectations of the program, supervisor, and cooperating teacher throughout the course of the semester and demonstrated a basic level of performance in all four domains during or prior to the final evaluation.

- **B Range (B, B+, or B-)** —Indicates that the student teacher has generally, but with some inconsistencies, met the expectations of the program, supervisor, and cooperating teacher during the semester and demonstrated a basic level of performance in all four domains during or prior to the final evaluation.

What can happen if things don't go well?

- **Termination**
  - Self-termination
  - Termination by the school district
  - Termination by the School of Education
- **No "I" in student teaching**
- **Withdraw from semester**
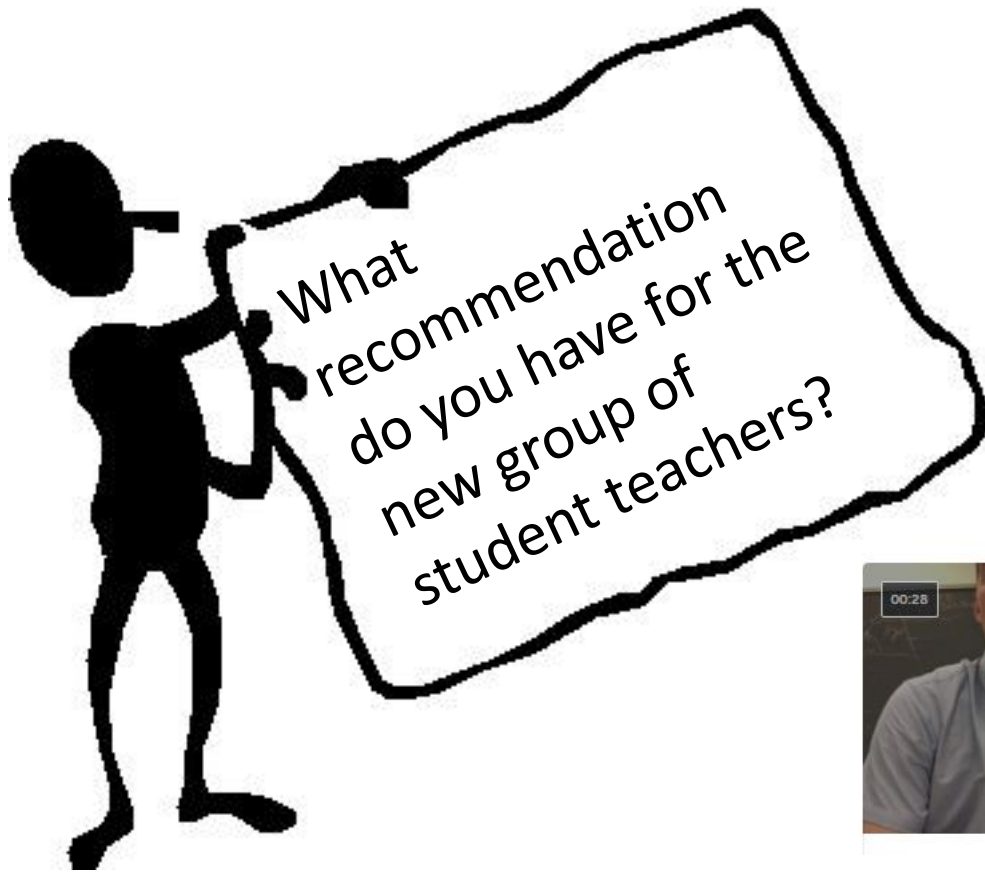 - Tuition & fees
  - Other incurred expenses by SOE

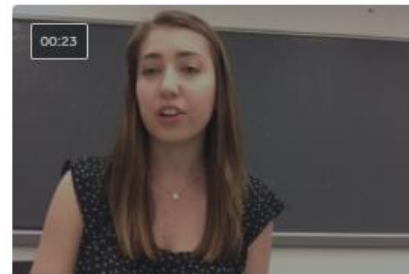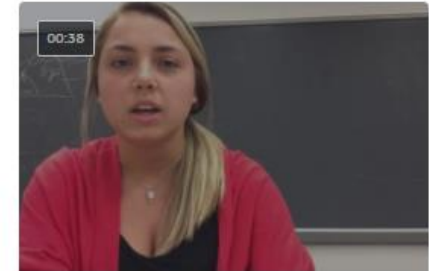*See Student Teaching Termination Policy in Student Teaching Handbook for more information*

What should I do if I have problems?

- Talk to your cooperating teacher
- Consult with your supervisor
- Talk to your student teaching seminar instructor
- Talk to someone from SOE
  - Ms. Jeanne DelColle- Strat. Partnership Specialist
  - Dr. Norma Boakes- Program Coordinator
  - Dr. John Gray- Asst. Dean

Tip- Don't wait until it's too late!

What recommendation do you have for the new group of student teachers?

A few parting words from last semester's student teachers…

*Video recorded on Swivl & loaded to Swivl Cloud

How can I get ready now for student teaching?

- Contact your cooperating teacher
- Use and check your Stockton email account
- Make sure your Taskstream account is active
- Get your curriculum, school calendar & other important school documents
- Get to know your cooperating teacher & their classroom if possible
- Review materials & start preparing for lesson planning
- Read your Student Teaching Handbook!
- Review our website… www.stockton.edu/educ (under final clinical practice semester)