

**College of Education
Special Education
STUDENT TEACHING
ED 471, ED 472**

Mission:

“We develop quality educators to teach, lead, and serve in local and world communities.”

Vision:

“We envision our future as a community of educators who promote teaching excellence, active scholarship, and social responsibility.”

Values and Dispositions:

We are a community of learners who value:

- Inquiry – Scholarly, purposeful, and research-based
- Ethics – Fair, accurate, and consistent
- Collaboration – Participatory, inclusive, and supportive
- Decision Making – Informed, deliberate, and effective

What is Student Teaching?

Special Education student teaching is Grand Valley State University’s senior year clinical experience designed for student teaching in the areas of emotional impairments and cognitive impairments. Student Teachers are in their assigned classrooms for a ten-week placement.

What are Student Teachers required to do?

All Grand Valley State University teacher certification candidates should demonstrate:

1. Effective *communication skills*.
2. Effective *classroom management skills*.
3. Evidence of *stamina* as indicated by regular attendance and participation in the classroom and in university seminars.
4. Evidence of *energy and enthusiasm* as indicated by attitude and effort expended throughout the semester in all environments.
5. Evidence of *curiosity* about the teaching/learning process as indicated by asking questions and engaging in professional discussions with colleagues, cooperating teacher, etc.
6. Evidence of *care and concern* for all students, regardless of race, class, culture, gender, or exceptionality.
7. Effective *planning* for instruction.
8. The ability to *accept honest feedback* and constructive evaluation.
9. *Competence in subject matter* and possess a strong general knowledge base.
10. The ability to *establish rapport* with students, faculty, parents, administration, etc.

What is the role of the University Coordinator?

Student teachers are assigned a University Coordinator whose responsibilities include visiting the school, meeting with appropriate personnel, observing the student teacher's performance a minimum of five times during the semester, and consistently conferring with the cooperating teacher as well as with the student teacher. The Coordinator will attempt to answer questions concerning our program, our expectations and requirements, our seminar content, and the evaluation process/procedures.

The Coordinator is responsible for official evaluation of the student teacher using recommendations from the cooperating teacher, seminar requirements, and the College of Education's expectations.

The Coordinator assigned to the student teacher will arrive shortly after the beginning of the semester. The Coordinator is a trained observer of teacher performance and has been a classroom teacher prior to his/her appointment to Grand Valley State University's College of Education's faculty. *Please feel free to discuss with your Coordinator any questions or concerns you may have regarding the student teaching program.*

What is the role of the Cooperating Teacher?

Your acceptance of a student teacher indicates your willingness to assume a crucial role in a significant learning opportunity. As a cooperating teacher, your role as a *collaborating teacher* can be an opportunity for both you and your Grand Valley State University student. Please consider these suggestions as you assume your mentorship role.

1. Build open, caring *rapport* with the student teacher.
2. Provide a highly *supportive climate*, accepting the student teacher as a team member with you and the school.
3. Provide specific constructive *feedback* about your daily observations.
4. Ask your student teacher to *self-evaluate* and be reflective about his/her teaching.
5. Use *questioning* as an observation technique.
6. Use a *reflective dialogue journal* for comments, notes, questions and informal communications back and forth between you and your student teacher.
7. Conduct *regular conferences* with your student teacher. Share your planning. Ask for input from your student teacher.
8. *Involve your student teacher* in the decisions as to what objective(s) are to be evaluated during specific lessons.
9. Generally, *avoid interrupting* an on-going lesson, wait for a more appropriate time to provide correction and/or suggestion for improvement of the lesson or its delivery.
10. Hold high *expectations* and standards of performance for your student teacher.
11. Model current best practice.
12. *Share your observations* with the University Coordinator.
13. Complete the Student Teacher Evaluation Form, which addresses the Four Domains of Professional Practice at mid-term and at the end of the student teaching experience.
14. Complete the *mid-term and final evaluation forms* and share these evaluations with your student teacher. The major purpose of evaluation is growth in teaching effectiveness. The Final Evaluation Form will be placed in the student's placement file at Career Services.

What are some things the Cooperating Teacher can do to enhance the student teaching experience?

At the beginning of the student teaching semester, you might consider:

1. Preparing a list of your expectations of your student teacher's professional performance, such as:
 - arrival and departure times
 - school calendar
 - conferences (dates & times)
 - meetings (dates & times)
 - appropriate dress
 - professional conduct
 - *teaching duties (your student teacher should follow your schedule and share your responsibilities)*
2. Preparing a place in your room, that "belongs" to the student teacher. This might include:
 - a desk, (if possible) or a small table
 - teaching supplies (i.e. paper, pens/pencils, stapler, tape, etc.)
 - textbooks and teacher editions
 - dictionary
 - plan book
3. Arranging a meeting between your student teacher and your faculty, your administration, and your parent organization when appropriate.
4. Preparing a professional library including:
 - journals
 - district curriculum guides & grade level objectives
 - handbooks
5. Preparing a list of school procedures and guidelines such as:
 - playground rules
 - lunch hour guidelines
 - emergency procedures, etc.
6. Preparing your classes for the arrival of your student teacher.

During the Student Teaching semester, you may wish to:

1. Provide for a regular meeting time between you and the student teacher for:
 - discussion and reflection
 - planning and preparation
 - sharing of ideas (i.e. content; instructional strategies; classroom, environment, etc.)
 - preparing for extended periods of full responsibility for the student teacher
2. Provide frequent encouragement.
3. Offer honest feedback even when it is not entirely positive.
4. Keep a record of your student teacher's performance (i.e. anecdotal documentation).
5. Take notes on lessons taught by the student teacher and share your thoughts.
6. Arrange a time for your administrator to observe and/or meet with your student teacher.
7. Arrange to demonstrate such things as techniques of:

brain-based learning	conferencing with parents
motivation	cooperative learning
pupil assessment	integrated/thematic instruction
student involvement	portfolio preparation
questioning skills	varying lesson types
critical thinking	audio-visual use
transitions between activities	critical thinking skills
computer use	adapting lessons
differentiating curriculum	creating authentic assessments
performance-based assessments	inquiry based learning

We suggest that you continue to model effective teaching throughout the semester, even as your student teacher assumes greater classroom responsibilities.

8. Allow your student teacher to try “new” things and to make “mistakes”.
9. Encourage self-confidence, self-reliance, and accountability in your student teacher.

FOCUS ON STUDENT TEACHER CONCERNS

As in human development, the stages of teacher development have been found to follow a predictable sequence. The primary focus of a student teacher's concern is a clue to his/her developmental level. Cooperating Teachers and University Coordinators can be aware of and sensitive to the level of student teachers' development and give appropriate suggestions at each stage. (The stages start at the bottom and work up.)

Expression of deep concern about pupils: their learning; their social; and their emotional needs. Feelings of inadequacy may emerge.

LEVEL FOUR - CONCERNS ABOUT PUPILS

Concerns about the best ways to explain and present content.
Concerns regarding the professional and personal demands placed on all teachers.

LEVEL THREE - CONCERNS ABOUT METHODS

Idealized concerns about pupils tend to be replaced by concerns about their own survival as teachers; classroom control, evaluation, mastery of content.

LEVEL TWO - CONCERNS ABOUT SURVIVAL

At this level, the new student teacher is apt to identify more with the learners than with teachers, having been a student for so long, and just now becoming a teacher.

LEVEL ONE - CONCERNS ABOUT SELF

Based on Fuller and Brown, "Becoming a Teacher."
Adapted by School of Education in 1988 and was revised in 2003.

How are Student Teachers evaluated?

The evaluation process is continuous. Informal sessions should be a part of the daily and/or weekly conferences between the Cooperating Teacher and the Student Teacher. In addition to those informal sessions, there are four formal evaluations required during this experience, two at mid-term and the other two at semester end. Samples of the instruments are included in this packet. Actual forms will be distributed to you early in the semester. If you do not receive them please call 331-6650 and request them to be sent/delivered.

Informal Evaluation – Some suggestions

The following areas are some you may wish to consider as you observe and give feedback to your student teacher. This is not intended as a definitive list. Please use your own professional judgment when selecting from this list.

1. *Routine:* papers are collected and returned quickly and systematically. Attendance is checked promptly and efficiently.
2. *Housekeeping:* room clean, well arranged and in order. Ventilation, lighting and temperature are satisfactory.
3. *Class Orientation:* quick review of previous work is given. Current assignment is clear and relative to past and future work. Attempt to involve students and hold interest.
4. *Lesson Plans:* follows a written plan. Lesson is significant and addresses a grade level standard. The lesson's objective is clear, plan is flexible, sequence is appropriate, materials are ready and add to the understanding of the lesson and the lesson has an evaluation component (when appropriate).
5. *Teaching Aids:* bulletin boards, displays, exhibits, and/or worksheets apply to the general theme of the lesson. Use of dry erase board, overhead projector and other teaching aids are used clearly & appropriately.
6. *Class Activities:* all or nearly all students are involved, and/or participating.
7. *Individual Differences:* students with special needs are being accommodated. Provision is made for faster/slower learners by use of differentiating curriculum and/or extension activities.
8. *Motivation:* pupils are challenged. Pupil success is considered during the lesson. Genuine, specific praise/feedback is given when appropriate.
9. *Distractions:* quick recovery after interruptions. Demonstrates skill when handling deliberate efforts of class/individual to divert teacher's attention/purpose.
10. *Assignments:* clear, relative, reasonable assignments given orally, written on board or worksheet. Provision for individual differences are made.
11. *Modeling:* expected behaviors are modeled by teacher. Provision made for checking for understanding, guided practice, independent practice, and assessment of lesson's objective.

12. *General Atmosphere:* teacher displays respect. Climate is orderly, cooperative, open and accepting.

Informal Evaluation – Additional Suggestions

As your student teacher becomes more established and takes on greater responsibilities, you may wish to consider the following while evaluating specific lessons:

1. Was the objective for the lesson clearly stated to the students? Did it relate to a grade-level standard?
2. Did the Student Teacher attain his/her goal? How are the students assessed?
3. Did the Student Teacher relate this lesson to previous lessons?
4. Was provision made for differences in learners?
5. Were the students successful?
6. Was the lesson interesting, functional and relevant?
7. Did the Student Teacher use the ideas and interests of the students?
8. Were instructional aids prepared? Effectively used?
9. Does the Student Teacher appear comfortable in the teaching role?
10. Is the Student Teacher enthusiastic about teaching?
11. Does the Student Teacher listen to the students?
12. Were the students thinking during the lesson?
13. Was material presented at the correct level of difficulty?

After observation, you may wish to ask the following of the Student Teacher:

1. What were the strengths of the lesson? Did you accomplish your objective?
2. What, if anything, would you change about the lesson?
3. Do you think it was successful? Why? How do you know students accomplished your objective? What evidence do you have?
4. Do you think the content covered was important to the students? Why?
5. Is there another way you might have taught this lesson?

The above lists are offered only as suggestions. You are not required to use the ideas presented here. Previous Cooperating Teachers have found many of these points to be helpful in conducting the frequent informal conferences, which occur during the student teaching semester.

GENERAL SUGGESTIONS FOR WRITING FINAL RECOMMENDATIONS

1. They should be typed. Please use front only. Add attachment if more space is needed. Margins for a word processor are top 3", left 1", right 1", bottom 1". Form is available on line. However, once typed the form must be printed and signed by the Cooperating Teacher. (i.e. an original signature is necessary)
2. Check spelling, punctuation, and grammar. Errors in these matters detract from the credibility of the recommendation when being read by future employers.
3. Share a draft of the final recommendation with the student.
4. Accentuate the positive. Remember that you are recommending a "beginning" teacher, not an experienced professional. Criteria need to be applied in a relative way.
5. Substantiate statements with evidence. Rather than, "Attendance was poor." Try, "he was absent five days during the ten weeks..."
6. Be careful about making judgments: "Alice smelled of cigarette smoke." Unless something had a "direct bearing" on the student teacher's performance, don't include it.
7. Be careful not to make presumptuous conclusions. If you are uncertain of the cause of a problem, avoid comments such as, "Bob's problem was not getting enough sleep."
8. Phrase negative comments carefully (e.g. "Fred has good behavior management skills in structured situations and continues to improve in unstructured ones." or "Sally's organizational skills are beginning to evolve.").
9. Give the student teacher a copy of the recommendation.
10. Remember that what one is professionally as a student teacher is not one will always be. If a student teacher has shown positive growth, describe him/her as what he/she is now. Indicate your belief in his/her professional potential.
11. Be especially positive if it is appropriate. If you have a real "Super Star," let the evaluation reflect this. Use superlatives. Give examples. Show your personal enthusiasm. (i.e. outstanding, exceptional, exemplary, etc.)
12. Ask your University Field Coordinator for input or suggestions. We want to help you feel comfortable with the recommendation. We also want to present the student in the best way possible.

QUESTIONS TO HELP YOU ANALYZE A LESSON

ANTICIPATORY SET

- Did the pupils seem to know what was expected of them in terms of behavior?
- Did the student teacher have difficulty getting the pupils' attention?
- Were all materials and equipment to be used for the lesson in place and ready for use?
- Did the student teacher focus the pupils' attention on the lesson?

STANDARD/OBJECTIVE

Was the intended outcome of the lesson clearly stated to the pupils? Does it relate to a specific standard?

Were the pupils shown how the lesson related to previous learning or needs they had experienced?

INSTRUCTIONAL INPUT

- Did the student teacher give adequate explanation of the learning before the pupils were expected to put it into practice?
 - What strategies did the student teacher use to assist the pupils' understanding?
 - Did the student teacher provide for higher order thinking levels?
-

MODELING

- Did the student teacher model the objective for the pupils?
- Was the visual input accompanied by verbal input?

CHECKING FOR UNDERSTANDING

- Did the student teacher check regularly to make sure all pupils understood the lesson?
 - What strategies did the student teacher use to check for understanding?
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GUIDED PRACTICE

- Did the pupils practice their learning through some form of observable behavior?
- Was the practice directly related to the objective?
- Did the student teacher monitor each pupil's practice of the learning?
- Did the student teacher re-teach the objective when and where necessary?
- Were accommodations made for students? (i.e. differentiated curriculum)

INDEPENDENT PRACTICE

- Did the student teacher assign practice based on the day's lesson?
- How was the learning evaluated? What evidence was available at the close of the lesson?

CLOSURE

How did the student teacher end the lesson? How did it all come together for the students? (i.e. what connections were made?)

ASSESSMENT/REFLECTION

- How well did the students perform? Did the student teacher evaluate students' performance after completion of the lesson?
- Did reflection occur (i.e. reaching the teaching objective and an overall reflection/evaluation of this lesson)?

GRAND VALLEY STATE UNIVERSITY
 BASIC COMPETENCY FORM FOR TEACHING EFFECTIVENESS
 For ED 471 / 472: Special Education Student Teaching
 Endorsement Area _____

Name of Student Teacher _____

Name of Cooperating Teacher _____

Building and System Name _____

Semester and Year _____

Instruction for Completion

Please assign the appropriate letter on the line provided to each of the competencies. Please use the far-left column at mid-term and the remaining column at the close of the semester.

- E** = Exemplary (observed consistently)
- S** = Satisfactory (observed frequently)
- P** = Progress (growth in progress)
- N** = No evidence
- NA** = Not applicable in this setting

By completion of special education Student Teaching, the Grand Valley State University teacher candidate must have addressed each of the following for student outcomes as reflected in the College of Education's Conceptual Framework.

INQUIRING: knows and understands content and pedagogy; is intellectually curious, and is able to test new ideas.

Mid-Term	Final	
_____	_____	PLANNING
_____	_____	1. reviewed individualized Educational Plans (IEPs).
_____	_____	2. prepared lesson goals to meet student needs.
_____	_____	3. prepared daily objectives and lesson plans one week in advance.
_____	_____	IMPLEMENTATION
_____	_____	4. presented lessons and assignments clearly.
_____	_____	5. introduced new concepts using prior knowledge of pupils and provided opportunities for practice.
_____	_____	ASSESSMENT AND EVALUATION
_____	_____	6. used a variety of formal and informal assessment techniques to evaluate student progress (adaptive, academic, behavioral, etc.)

KNOWLEDGE OF SUBJECT MATTER AND METHODOLOGY

- 7. demonstrated breadth of knowledge and appeared well informed.
- 8. demonstrated knowledge of subjects taught and relayed facts and information accurately.
- 9. demonstrated ability to integrate subject / skill areas

INSTRUCTIONAL MATERIALS AND RESOURCES

- 10. selected and created instructional materials using a variety of media technologies.
- 11. used school, district, community, and/or REMC resources to appropriately meet student needs and instructional and curriculum standards.
- 12. demonstrated computer knowledge and utilized technology as an integral part of the instructional process.

PERSONAL CHARACTERISTICS

- 13. exhibited curiosity and creativity.

ETHICAL: promotes justice, caring, and concern for others

COMMUNICATION EFFECTIVENESS

- 14. exhibited respect and sensitivity to needs and feelings of others.
- 15. listened attentively and empathetically to others.
- 16. established and maintained effective communication with parents.

PROFESSIONAL CHARACTERISTICS

- 17. demonstrated a genuine interest in pupils and their education in and out of the classroom.
- 18. demonstrated sensitivity to and understanding of multicultural, environmental, and gender issues.

PROFESSIONAL CHARACTERISTICS

- 19. demonstrated honesty and integrity.
- 20. demonstrated appropriate humor and tact.

COLLABORATIVE: fosters, relationships within school, community and profession.

PERSONAL CHARACTERISTICS

- 21. established and maintained a safe, positive classroom climate.
- 22. anticipated and responded to classroom problems and behaviors in a fair and consistent manner.

23. maintained high appropriate expectations, equitable treatment, and fostered self-esteem for pupils regardless of races, cultures, and genders.

COMMUNICATION EFFECTIVENESS

24. communicated effectively through verbal and non-verbal means.

25. spoke clearly using conventional grammar, diction, volume, and pacing.

26. wrote clearly using conventional grammar, spelling, and penmanship style.

PROFESSIONAL CHARACTERISTICS

27. established rapport and collaborated with peers and extended school staff.

28. accepted the legal and ethical responsibilities of teaching.

29. followed district and school policies.

30. served as an appropriate role model for pupils.

31. remained receptive to suggestions for increased effectiveness.

PERSONAL CHARACTERISTICS

32. demonstrated dependability and punctuality.

33. exhibited industriousness and initiative.

DECISION-MAKER: uses knowledge to analyze situations, address problems, and reflect on the outcomes.

IMPLEMENTATION

34. used knowledge of research-based questioning skills, and provided experiences which develop critical and creative thinkers.

35. provided opportunities for differences in learning styles and multiple intelligences.

36. used a variety of methods appropriate to the level of the students in the class, including cooperative learning strategies.

37. provided for active pupil participation individually and cooperatively.

38. motivated pupils in an interesting manner.

39. recognized pupil disinterest and adjusted teacher behavior.

40. demonstrated proficiency in leading large group instruction.

41. demonstrated proficiency in leading small group instruction.

ASSESSMENT and EVALUATION

42. modified instruction based on assessment diagnosis and evaluation of pupil progress.

TEACHING-LEARNING ENVIRONMENT

- _____ 43. provided opportunities for all pupils to experience success in a positive, safe environment.
- _____ 44. organized routines and procedures which promoted greater time on task.
- _____ 45. assisted pupils in making smooth transitions between activities.

PROFESSIONAL CHARACTERISTICS

- _____ 46. relayed a sense of enthusiasm for learning.
- _____ 47. appeared confident in roles of classroom management/instruction.
- _____ 48. sought opportunities for continuous improvement of skills.
- _____ 49. evaluated self realistically, sought ways to improve, and set personal and professional goals.

PERSONAL CHARACTERISTICS

- _____ 50. demonstrated appropriate persona adjustment, stress management, and remained routinely healthy and energetic.
- _____ 51. demonstrated qualities of flexibility, adaptability, and organization.
- _____ 52. conveyed a sense of satisfaction about his/her decision to become a teacher, and displayed a genuine interest in the teaching profession.



Please complete at mid-term:

Does the student show potential for successful completion of Student Teaching? Yes ___ No ___

Comments:

Mid-Term: Signature of Cooperating Teacher _____

Date: _____

Mid-Term: Signature of Student Teacher _____

Date: _____



Final: Signature of Cooperating Teacher _____

Final: Signature of Student Teacher _____

Date: _____

Should this student be recommended for endorsement? Yes ___ No ___



Student Teaching Evaluation

PLEASE TYPE

Name Student Teacher _____ Semester/Year _____

School District _____ School Building _____ City _____ State _____

Provide a summary description of the student teacher's performance related to the Four Domains of Professional Practice: Planning and Preparation; the Classroom Environment; Instruction; and Professional Responsibilities. Some suggestions are: personal and professional dispositions, cooperation, responsibility, interests, etc.

This candidate has successfully completed student teaching: ___ yes ___ no

Cooperating Teacher:

(Please print name)

Cooperating Teacher:

(Signature)

(Title)

(Date)