

THE
CATHOLIC UNIVERSITY
of AMERICA



STUDENT TEACHING HANDBOOK

Spring 2009

The Catholic University of America
Department of Teacher Education

The Teacher Education Unit of The Catholic University of America is accredited by the National Council for the Accreditation of Teacher Education (NCATE). The following specialty (certification or licensure) programs have been approved by the Office of the State Superintendent of Education of the District of Columbia:

Early childhood education

Elementary education

Secondary education

Key Assessments:

1. Candidates must have an overall score of “meeting expectation” for key assignments, such as tutoring journals, action research papers.
2. Candidates must earn at least 80% “proficient” in each subcategory of the field experience evaluation forms, e.g., student teaching evaluation.

The goal of this benchmark system is not to eliminate candidates but to ensure that potential weaknesses are identified early enough that proper remediation can be done before a candidate is considered for licensing.

Rationale: All key assignments are graded through LiveText and this means the "meeting expectations" requirement is defined through the middle score of the Livetext scoring guide - it corresponds to a LiveText scoring guide score of 67%. The field evaluation forms are assessed using 3 performance levels. Since the field experience evaluation forms cover so many knowledge/skills/disposition categories, faculty monitor the 80% benchmark in all subsets in the evaluation.

Performance Levels	Explanation
Exceeding Expectations	Performs as an effective 1 st year teacher. Can successfully implement/meet standard unprompted and unsupervised.
Meeting Expectations	Performs as an average student teacher. Can successfully implement/meet standard when prompted and/or supervised.
Acquiring Skill	Performs poorly. Needs to show improvement, needs time to develop as a student teacher. Cannot yet successfully implement/meet standard.
Not Yet Evidenced/ Not Applicable	Cannot be observed, no opportunity for practice.

Dear Teacher Education Candidates,

The office of Disability Support Services now has a new policy regarding field experiences. Please read the text below and discuss it with your advisor if you have any questions. You can also contact Ms. Neely (neely@cua.edu <<mailto:neely@cua.edu>>) or me (nagyrado@cua.edu <<mailto:nagyrado@cua.edu>>) to make an appointment.

Disability Support Services – Policy for Candidates Registering for Field Experiences

If you are a teacher education candidate (in early childhood, elementary, secondary, or special education) and have a disability, we encourage you to inform Dr. Agnes Nagyrado, Director of Teacher Education (nagyrado@cua.edu <<mailto:nagyrado@cua.edu>>) or Ms. Elsie Neely, Director of Field Experiences (neely@cua.edu <<mailto:neely@cua.edu>>) of your disability so that we can best help you in terms of accommodations that you may need for your field experience. We further encourage you to coordinate with the office of Disability Support Services to ensure you obtain support for completing the program. If you choose not to reveal this information, understand that there are consequences for that decision. Accommodations are not retroactive.

COOPERATING TEACHER AND UNIVERSITY SUPERVISOR HANDBOOK

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January 12, 2009

Dear Cooperating Teacher:

Thank you in advance for your time, effort, and expertise in working with a student teacher from The Catholic University of America. I am certain that your supervision will prepare our students to be successful teachers. I look forward to working with you.

This packet contains all of the information you will need as you supervise a student teacher. The University Supervisor assigned to you will review the forms at the initial meeting. Become familiar with the material and if you have any questions, contact the University Supervisor.

As a Cooperating Teacher, you have a choice of two forms of compensation. They are as follows: A \$100.00 cash stipend or a voucher for a professional development workshop valued at \$510.00 at The Catholic University of America. You must fill out the form provided in this folder to indicate which type of compensation you have chosen at the conclusion of the 14 week experience and submit it to your student teacher so that he/she may return it to the Director of Field Experiences.

You are invited to visit the student teaching seminar class on August 26, 2008 at 5:10 p.m. We hope you can attend and become familiar with the student teacher program. A major topic that will be discussed is the Action Research Project; you might be interested in learning about this activity, as the student teacher will be involved in the project as they are working in the classroom.

Please secure the University Supervisor's phone number and e-mail for future communications. Should you have any questions, contact me at (202) 319-5819, or email me at neely@cua.edu.

Again, I would like to thank you for being willing to participate as a Supervising Teacher.

Sincerely,

Elsie T. Neely
Director of Field Experiences
The Catholic University of America
(202) 319-5819
neely@cua.edu

Student Teaching Calendar

The student teaching internship occurs during a full semester of the final year. During the fourteen-week placement, the student teacher gradually assumes increasing responsibility for planning and teaching, taking full responsibility for at least four weeks. If a student teacher is ill and cannot attend school they are required to make-up the time missed.

*Note student teachers should follow the spring break schedule of their respective schools. The Catholic University spring break does not apply to student teachers. Therefore the stated dates are subject to change based on the school to which you are assigned. The following schedule is suggested:

Directed Observation and Limited Participation (January 12-January 23)

Student teachers are expected to be actively engaged in classroom activities as soon as possible. During the orientation period, the student teacher may find it useful to participate in lessons designed by the cooperating teacher, supervise independent activities, provide help for individuals and small groups and handle routine classroom procedures (e.g. recess or lunch duty, grading papers, taking attendance, becoming familiar with instructional materials, building facilities and school policies). The student teacher will also observe the cooperating teacher at work using an observation or lesson plan form to record questions and observations that can be shared during the daily conference. The student teacher will also be expected to explore all of the resources available at the school and talk with as many people as possible about the school philosophy and the role of the community during this time. Student teachers are to follow the calendar of the school in which they are working; not The Catholic University of America calendar. That means you will have your spring break when your assigned school has spring break.

Extended Participation (January 26- March 27)

After becoming familiar with the classroom routines and context of the teaching situation, the student should begin working in instructional areas. This would include working with small groups in one curriculum area, planning the work for the group, and teaching selected lessons to the whole group. Responsibility for planning and teaching areas of the curriculum should be added every week. It is of vital importance that the student teacher preview all lesson and unit plans with the cooperating teacher in time for any necessary changes to be made.

Complete Responsibility (March 30-April 24)

As soon as the cooperating teacher feels that the student teacher is capable, he or she should assume full responsibility for planning and teaching the daily program. We suggest that the student teacher be left in the classroom for short intervals without the assistance of the cooperating teacher, although the student teacher cannot act as a substitute teacher if the cooperating teacher is absent. Conferences and feedback should be a part of each school day. The goal is to have the candidate act as a full-time teacher,

with all of the associated responsibilities, for four weeks. Again, all plans must be approved by the cooperating teacher with ample time for revisions to be made.

Finishing up (April 20-24)

By the beginning of week 13 the candidate should begin transitioning the class back to the cooperating teacher. The student teacher will need to document the work done over the course of the semester and might find the need for “one last quiz” or one more team building activity to complete their action research project. We have found that student teachers who are teaching until the last day of the CUA semester often regret not having some time to prepare the children for their departure.

Additional Activities (Weeks 1-14)

The student should participate in as many school related activities as possible (e.g. faculty meetings, work-planning sessions, departmental meetings, institutes and workshops, faculty events, parent-teacher conferences, PTA meetings).

Work Load Student teaching is a demanding experience that is both mentally and physically taxing. Students receive twelve credit hours for the internship. Under special circumstances the Director of Teacher Education may grant a student teacher permission to take one additional course during this semester. Outside employment is strongly discouraged. Student teachers will follow the school schedule of their school site and not that of CUA. The candidate should ask for morning contact information for both the cooperating teacher and the university supervisor so both can be notified if he or she is not going to make it to school.

Communication Good communication is essential to a successful student teaching experience. With cooperative planning and regular feedback, the student teacher should be able to meet expectations on schedule. The student teacher, cooperating teacher and university supervisor should address any concerns or problems as quickly as possible. If there is a situation that cannot be resolved within the regular procedures, both the student teacher and cooperating teacher are urged to contact the university supervisor or the Director of Field Experiences. Any changes will be carefully evaluated by the university supervisor and field placement coordinator in consultation with the Director of Teacher Education before action is taken.

Student Teaching Seminar:

A seminar is held weekly (Tuesday, 5:10 – 7:40 pm), led by the Director of Field Experiences. This seminar is required of all student teachers. The purpose of this class is to provide added support for the student teachers, and encourage them to think reflectively about the school environment and their own experiences as an observer and teacher. Guest lectures, discussions and activities address a variety of topics, such as classroom management, long and short range planning, adapting instruction for special

learners, the Action Research Project and the Electronic Portfolio. University Supervisors and Cooperating Teachers are warmly invited to attend as many of these sessions as they can. Classroom participation is a vital part of the grade.

Cooperating Teacher Stipend:

CUA offers a monetary stipend (\$100) to cooperating teachers in appreciation for their professional contribution to the vital process of teacher education. Stipends are sent when the University receives the final evaluations and a completed Application for Venders form including the cooperating teacher's Fed Tax ID (Social Security Number). The form can be located at the end of this packet on the left hand side). Cooperating teachers can also opt for a voucher for one of the many professional development workshops held on campus, valued at \$510.00. Cooperating teachers will be invited to a briefing during one of the weekly seminars to hear more about this program.

Mileage Reimbursement for University Supervisors:

The University will provide reimbursement for mileage supervisors incur when visiting student teachers for observations and meetings. University Supervisors should keep a record of their visits to each school and submit these to the Department's Administrative Assistant at the conclusion of the student teaching semester.

We recognize that individual differences exist between student teachers in terms of past experiences, personality styles and degrees of professionalism. We suggest that the cooperating teacher, in consultation with the university supervisor and student teacher, make the judgment regarding the readiness of the student to assume the specific responsibilities associated with teaching. If the student teacher is ready to take on broader responsibilities earlier in the semester, she or he is encouraged to do so. Most student teachers need at least four weeks to carry out their action research plan.

Student Teacher Seminar

Timeline for Seminar Coursework

- 1/13/09 Orientation
Guest: Career Services, Virginia Marbella - Resumes
- 1/27/09 **Guest: Career Services, Virginia Marbella - Interviewing**
Draft of personal educational beliefs
Discussion of school philosophy
Due: Journal 1 (school philosophy paper)
Meet with your reader
- 2/03/09
Discussion: Conceptual (Reflective) Framework, *Dilemma Language* by Berlak and Berlak
Due: Read Dilemma Language by Berlak and Berlak and Journal 2
- 2/10/09 **Guest: Media Services, Katherine Tynan**
The final dilemma
Due: Journal 3
- 2/17/09/ **Guest: Legal Issues for Educators**
Meeting SPA Standards
Meet with your Reader and have a copy of your problem statement
Due: Journal 4 and written problem statement to your Reader and Elsie Neely
- 2/24/09 **Dr. Nagy-Rado - Praxis I & II/Certification and Licensure**
Share Cause and Effect charts
Discussion: Problem statement linked to cause and effect
Due: Journal 5
- 3/10/09 **Guests: Catholic School Recruitment**
Due: Journal 6
First 3-way evaluation
- 3/17/09 Discussion: solution strategies, ways in which technology is used in your classroom, and *The Schools We Have. The Schools We Need* by Allington.
Due: Read *The Schools We Have. The Schools We Need* by Allington. Draft of solution strategies linked to references from an ERIC search to support your selection of strategies. Journal 7
- 3/24/09 **Share implementation tactics of solution strategies developed.** What are the advantages and disadvantages of implementing strategies selected?
Due: Journal 8

- 3/31/09 Portfolio Review, sharing and receiving critiques
Discussion: Monitoring solution strategies
Individual consultation on the Action Research Paper - you may schedule an appointment with Elsie Neely, or your Supervisor.
Due: Journal 9
- 4/07/09 Explain your trial results. Describe what you did and the effects of your actions on the problem
Due: Journal 10 and draft of trial results
- 4/14/09 **Meet with Reader to discuss trial results.**
Individual consultation on your ARP - you may schedule an appointment with DOF, Elsie Neely, or your supervisor.
EP Complete
Peer review of EP
- 4/21/09 **First draft of Action Research Paper is due to your Reader**
Final 3 way evaluation due
Contact your Reader for feedback on your action research paper.
Peer review of ARP
- 4/28/09 **Last Day of classes**
Continue peer review of ARP and EP
Course Evaluations
- 5/04/09- Two copies of the final action research paper (one hard copy and one on
5/06/09 disc) due
Elsie Neely, and one hard copy to your Reader by 4:00 p.m. **Late papers will be deducted 10% of final grade.**
- 12/16 **Important due dates to remember:**
First 3-way evaluation due March 23 - 27, 2009.
Final 3-way evaluation due April 27-30, 2009.

*Journals are to be E-mailed by Tuesday of each week to your Reader and Elsie T. Neely.

TO: Student Teachers/University Supervisors/Cooperating Teachers
FROM: Elsie T. Neely, Director of Field Experiences
RE: Student Teaching Supervision

I am looking forward to working as a liaison between you and the student teachers in academic preparation and field application. It is important to note that the successful formation of an effective teacher depends in large measure upon the cooperative interaction of student teacher, cooperating teacher, and the university supervisor. My primary role is as a facilitator and maintainer of open communication. Therefore, I will try to closely monitor everyone involved in the student teacher experience and work as part of a team whose shared goal is the challenge of developing a capable, reflective, and highly effective teacher. As a first step in this process, I would like to clarify some procedural issues.

Student teaching applications are due the 2nd week of the semester prior to student teaching (i.e., 2nd school week of January for fall STs).

OBSERVATION/SITE VISITS

Supervisors will observe weekly and conference with students and cooperating teachers regularly. Every effort should be made to schedule observations so that supervisors see a variety of lessons and situations in order to provide for maximum growth and development of the student teachers. Student Teachers and University Supervisors should have a short meeting before each visit to go over the basic expectations of the session and to provide the University Supervisor with the lesson plan binder (which should be up-to-date, including the current lesson plan). Following each observation visit, the University Supervisor and Student Teacher should meet to talk about the session, summarizing the successes and possible action plans. Observation sheets should be turned in with the three-way evaluations which should be completed at the middle and end of the student teaching experience.

LESSON PLANS

Plans must be written for all lessons taught. A format is available through LiveText, or the student may use the format specified at their school, as long as that format includes reference to standards and planned assessments. Lesson planning should be a joint venture between student and cooperating teachers. It is vital that the cooperating teachers have time to review all proposed lessons – handing a lesson plan to the teacher on the way into class is NOT sufficient! A specific time should be set aside to work on plans and to provide feedback on teaching. During their visit, supervisors will review plans and provide guidance in all aspects of planning a unit or a lesson. Plans must be kept for the entire semester in a three ring binder. These should be available for cooperating teachers, supervisors, or the Director of Field Experiences, Elsie T. Neely, to review at any time and they will be required at the electronic portfolio presentation at the end of the semester. The supervisor should be given a copy of the lesson plan for each observation.

REFLECTIVE JOURNALS

A large part of the student teaching experience requires the student teacher to reflect on classroom experiences. The purpose of the activity is for the student teacher to develop reflective and problem solving skills. Candidates need to email their supervisors at least once each week about issues or situations that arise. Supervisors will read and respond to E-mailed entries on a weekly basis, encouraging candidates to think beyond the superficial features of the event by using the reflective practice described in the conceptual framework. Candidates should keep these e-mail journals and any responses from the university supervisors. Material from the journal will be beneficial in determining the dilemma to use for the ARP. Besides learning teaching skills and techniques, the observation should focus on seeking a dilemma for the ARP.

ELECTRONIC PORTFOLIO - EP

During the semester the students will compile an electronic portfolio that displays and exhibits artifacts from their teaching experiences. Students select artifacts that represent meaningful experiences and then provide a rationale for their choice. Candidates will prepare a formal statement of their educational beliefs and a professional resume, as well as document how they have successfully met the standards established by their respective specialized professional associations (SPA's), including artifacts demonstrating observable impact on P-12 student learning. This work will be presented in terms of personal reflections using the CUA Conceptual Framework. Please provide any insights into electronic portfolios that you may have and please share any portfolios that you have compiled with your student teacher, (See attached description of the Electronic Portfolio Guidelines and scoring guide).

ACTION RESEARCH PROJECT - ARP

Each candidate will work through an Action Research Project (ARP) during the course of the semester. The goal for this project is to identify, through collaboration with the cooperating teacher, some aspect or dilemma in the classroom environment that might respond to specific instructional strategies over the course of a month. The candidate researches possible causes for the observed phenomena and possible solution strategies that address the causes rather than specific observed events. After defining potential success in terms of particular measurable characteristics, the candidate then systematically varies classroom conditions. Normally candidates find two or three strategies did not work as they expected, but one or two have observable impact. At the end of the intervention, the candidates reflect on their results, including the practicality of such intervention when they are running their own classrooms. (See attached description of ARP activities and scoring guide)

EVALUATIONS

Forms are provided for periodic formal evaluations throughout the semester in addition to weekly informal feedback conferences. All of these are intended as formative evaluations. The first formal evaluation will be completed as a team with input from all members, with the supervisor leading the team and clarifying the meaning of the criteria. All formal evaluation sheets should be turned in to director of Field Experiences after they are completed. They will be kept on file throughout the semester. The final evaluation is summative but will also be completed by a team, and will be based on interim goals set during formative evaluations.

Please be aware that student teachers are expected to develop their teaching skills through the course of their student teaching semester. It is fully expected that candidates will be assessed as “developing” in most, if not all, categories at the mid-term evaluation. Skills that candidates have not had an opportunity to demonstrate will not negatively impact their student teaching grade, although it is hoped that they will be able to have a broad enough experience base by the end of the semester to limit the number of such skill categories by the final evaluation. The assessment of “proficient” indicates that the candidate is as prepared as a highly-qualified first year teacher, not that he or she has mastered all aspects of that area of teaching.

ABSENCES

Student teachers must notify both their supervisor and cooperating teacher if they are too sick to attend school. This is the only reason students should be absent. All missed days must be made up at the end of the semester. All Monday afternoon seminars are mandatory; students must call me in case of illness.

UNIVERSITY CONTACT

I am most easily reached through E-mail at neely@cua.edu or by phone at the University at (202) 319-5819. My office is located in room 204, in O’Boyle Hall.

Action Research Project Activities

Each of the following activities is designed to guide you through the key steps of an action research project. You will submit each component to both your University Reader (usually your University Supervisor) and to your Seminar Leader. The Seminar Leader counts punctuality on each activity as part of the seminar participation grade but does not normally provide specific feedback. The Reader, on the other hand, will provide detailed feedback on the activity before the next activity is due, including an expected revision date. Each portion of the ARP will be considered as a “stand-alone” snapshot of your project as you move through the semester. You will not be expected to rewrite one section in light of later events, but you will be expected to make changes to a given section based on the feedback provided to make sure each component is an accurate and complete picture of the on-going process. You will write a final reflective piece that considers the ARP as a process that represents your growth as a student teacher. Your final project will put these pieces together with an introductory essay and a table of contents. Only this final project will be graded. You can talk to your Reader about reading additional drafts of any activity, but understand that additional drafts can be almost impossible to accommodate at the end of the semester so...

PLAN AHEAD!

You should also note that the timeline for the ARP is geared to start well before you “take over” as a full-time teacher. You and your cooperating teacher should talk about what aspects of the class you will be able to start with so you may begin collecting “pre-intervention” data in the by the end of September. If you decide to work on improving basic skills in Chemistry, for example, you can start working with one section of Chemistry weeks before you take over all four sections (this also provides a possible control group), or if you want to improve the quality and quantity of the written work in your third grade class, you can ask to start taking over the morning language arts time before you start doing lesson plans for the other five hours of the day. It is important that your interventions are well underway before you take on full responsibility in the class – planning, teaching and grading do not leave a lot of extra time!

ARP # 1 How do I fit in?

Compare your educational beliefs and experiences with the school and cooperating teacher(s) you will be working with. Use the CUA CF to guide your reflection. Identify at least 3 potential “dilemmas” that you believe will influence your experience during the semester. These will be revisited in the last activity as part of your transformative reflection. Include a discussion of the school philosophy, relevant curriculum decisions, issues of teacher autonomy, and school and community demographics. Ask your cooperating teacher what she/he thinks about the school and if the school has changed during her/his time there.

You will have just completed your Personal Education Beliefs statement for the electronic portfolio, use it to make meaningful statements about your expectations and experiences. It is not unusual to see significant differences between your approach and

that of the cooperating teacher. It is important to be able to describe these differences honestly but respectfully. This effort can help you understand the cooperating teacher and allow you to explain your own instructional decisions in a meaningful way, vital skills for a beginning teacher who hopes to try new strategies!

ARP # 2 What is happening?

Use the CUA CF to write detailed observations for two or three potential ARP topics. Each of the eight elements should be discussed. What issues concern you? Talk to the cooperating teacher and include his/her perspective. Identify at least one meaningful dilemma associated with each potential ARP topic.

Elaborate in detail how each situation manifested itself in the classroom. Give at least one example you have documented for each behavior you have noted. Your examples should be specific and complete. What happened? Who was involved? Were there any patterns to the behavior? How did you, the cooperating teacher's or the student's response affect the situation? Don't forget to look for negative examples – when did the issue or problem come up? Were different students involved? Was it at a different time of day, before or after a stressful event, at the end of the week?

ARP # 3 Why is it happening?

Identify one topic or issue that will represent the focus of your ARP. Write a problem statement describing that issue in terms of one or two MEASURABLE variables. (Exs. The project will examine methods of improving student foreign language vocabulary as measured on quizzes and in-class conversation. The project will examine methods of reducing counterproductive student behaviors as measured by the number of “tattling” incidents ... The project will examine methods of increasing student participation as measured by the number of student-generated questions per class...). Notice that none of these examples include a description of the strategies you are going to employ - chances are you aren't sure what those strategies are! It is essential, however, to identify what you are using as your measure of improvement BEFORE you begin any interventions. You must document/measure the initial conditions BEFORE you try any interventions. There will be a significant scoring penalty for any candidate who cannot produce pre/post data supporting their final conclusions - even if you conclude that there was no meaningful change! Using at least 2, (3 for graduate students) articles, justify why this topic has significant educational import in your class.

Create an Observation and Potential Cause table for your ARP issue. Your observations should be based on the “pre-intervention” condition. The table should be a summary of key points grouped in meaningful categories (Ex. Academic behaviors, peer-based social behaviors, and adult-based social behaviors for a project on socialization of kindergarteners; conceptual knowledge, automated basic skills, and procedural knowledge for a project on academic achievement in math). You will then reflect on the causes listed, describing why you think they are likely or important. You should include information gleaned from relevant stakeholders (parents, cooperating teacher, resource specialists, department chair / grade team leader, etc) as well as citing at least 5 (7)

practitioner or research journals. APA style citations for all articles should be included within the text and at the end of the activity (your overall project bibliography should be essentially done before you get to activity 7.)

ARP # 4 What to do?

Revisit the Observation and Potential Cause table written for ARP #3 adding a third column for potential strategies gathered from colleagues and literature to address each major grouping of observations. List all strategies that you considered and then explain which two or three you are choosing to implement. You should use the CF as a framework explaining your choice, including a discussion of relevant dilemmas. For example, is there a question concerning limited teacher time; fairness; stakeholder expectations.

Include at least 8 (10) articles in your discussion. They can be used as initial sources of strategies or as justification for your choices. As before, proper APA style citations should be used within the text and in the activity bibliography.

While it seems as if this activity might happen in a vacuum, it is expected that you will be working closely with the Cooperating Teacher and the University Supervisor in the time between ARP #3 and #4. They are expected to help you choose the strategies that are most likely to be fruitful. Nothing in this section should be a surprise to your supervisor when he or she receives it!

ARP # 5 What happened?

Summarize implementations and impact of each instructional strategy. Each strategy used should have corresponding P-12 student artifacts. This section can be broken down into weekly observational journals, but must address all eight of the elements of the learning environment. Be sure to consider the impact on all stakeholders (target students, other students, you, the cooperating teacher, other teachers, parents or other community members, etc). Describe how each strategy was implemented with rich descriptions of student and teacher (your) behavior. Describe the impact of each strategy – including documentation through student work.

Discuss overall impact of project by repeating initial assessment measures. How does the “post” data compared to the initial conditions? You might find that you have no measurable change based on that initial goal, even if one or more of the strategies seemed to have positive results.

ARP # 6 What does it mean?

This last big section addresses the conclusions you can draw from your experience. Start with the impact on your students. Did you accomplish what you hoped to accomplish? How can you tell? Does that goal seem important in hindsight? What other outcomes did you see that you didn't expect or didn't think would be as important as they turned out to be? Did you end up concentrating on some other questions(s)? What would you do next if you were able to stay for another month? Use the CF to reflect on what happened and

the impact on the students, including the dilemma identified in ARP #2 and at least one more dilemma that you recognized during the implementation stage or this final reflection.

After talking about the impact consider the impact of the ARP and entire student teaching experience on your own preparation as a teacher. Revisit your first activity – did your interaction with the cooperating teacher, the students and the school as a whole play out the way you were expecting? Has your educational belief system shifted in response to your experiences? What impact has the semester had on your desires and expectations for next year? Will you try to find a job in a school like your student teaching placement? Why or why not? What was the hardest thing you had to do this semester? What was much easier than you were expecting it to be?

ARP # 7 Putting it together

After you turn in ARP #6 you have approximately 1 week to turn in the completed ARP. You will need to add a title page, an introductory essay of a page or two introducing your topic and the major outline of the project, a table of contents, activities 1 – 5 with any changes recommended by your reader, a project bibliography, and any additional artifacts that you think support your work. You should receive ARP #6 in time to make any necessary changes and submit the entire package into Live Text. Understand that the ARP grade is based on this completed package and not the individual exercises you submit along the way, but you will NOT have much time at the end of the semester to make dramatic changes to any of the earlier activities so make them impressive to start and make any necessary revisions immediately – that way the final compilation with can be done in a couple of hours. Since you will also have the Electronic Portfolio due the following week there will not be time to ask for an extension. This work MUST be done on time.

ACTION RESEARCH PROJECT SCORING GUIDE

	Exceeding (3 pts)	Meeting (2 pts)	Acquiring (1 pt)
Description of Situation (12%)	Describes in rich details the setting and circumstances of the student teaching experience. Clearly and concisely describes the problem or issue being addressed.	Briefly but adequately describes the circumstances of the student teaching experience. The problem of the ARP can be inferred but may not be clearly explained.	The description of the setting and circumstances of the student teaching experience is not detailed enough for the reader to understand the specific nature of the site. The problem of the ARP is not clear.
Reflective Analysis of Situation (12%)	Provides a clear explanation for why the topic is important and worthy of exploration. Gives a concise overview of the problem that reflects	Explains adequately why the topic is important. The overview of the problem includes some consideration of the eight elements of the learning	Fails to address why the topic is important and worthy of exploration. Does not give a concise overview of the problem that reflects an awareness

	an awareness and analysis of the situation from the standpoint of the eight elements of the learning environment and all three components of decision-making.	environment and three components of decision-making.	of the reflective framework (elements of the learning environment and components of decision-making) is not used in the overview of the problem.
Description of Data Collected (12%)	Clearly describes how data were collected to document the problem. Observational data are collected in the context of the eight elements of the learning environment and involves both positive and negative incidents.	Provides some information about data collection to document problem. Observational data are discussed using some of the elements of the learning environment.	Does not describe how data were collected to document the problem. Observational data are not discussed in terms of the eight elements of the learning environment.
Analysis of Data Collected (12%)	Analyzes data in terms of the eight elements of the learning environment. Generates a list of plausible solutions that are clearly related to causes and effects of the problems. Formulates a practical set of advantages and disadvantages to all solutions that acknowledges cost and benefits.	Analyzes data in terms of some of the elements of the learning environment. Generates an adequate list of plausible solutions most of which are related to causes and effects of the problem. Some advantages and disadvantages of most of the solutions are discussed.	Does not use the eight elements of the learning environment in the data analysis. The list of plausible solution strategies is not adequate and related to causes and effects of the problem. The advantages and disadvantages of solutions are not addressed.

<p>Solution Trials (12%)</p>	<p>Clearly describes steps taken to implement solution strategies. Documents and evaluates effects of the solution strategies using all of decision-making strategies. Draws logical conclusions from the results to suggest refinement and revisions.</p>	<p>Describes adequately the implementation of the solutions strategies. Documents and evaluates effects of the solution strategies using one or more components of decision-making strategies. Draws some conclusions from results to suggest other possible steps for refinement and revision.</p>	<p>It is not clear how solution strategies were implemented. The effects of solution strategies are not evaluated using the three components of decision-making strategies. Does not draw conclusions from results to recommend other possible ways for refinement or revision.</p>
<p>Literature Review (12%)</p>	<p>Introduces relevant literature to address all aspects of the problem and shows evidence of critical evaluation of the literature, including competing viewpoints. Relates literature to the eight elements of the learning environment, dilemmas of education, or components of decision-making. Uses relevant research to support the use of all solutions strategies proposed, implemented and evaluated. Uses research to help explain and interpret the findings.</p>	<p>Many aspects of the problem are addressed in the literature review including some competing viewpoints. The literature review is related to some of the eight elements of the learning environment, dilemmas of education, or components of decision-making. The use of at least 2 solution strategies is supported by relevant research. May not use research to help explain and interpret the findings.</p>	<p>The literature review is a list of articles summarized one after the other. The literature review does not address important aspects of the problem and does not show evidence of critical evaluation of the literature. The literature is not reviewed based on the eight elements of the learning environment, dilemmas of education, or the three components of decision-making. The use of solution strategies is not supported by the literature review. The research reviewed is not helpful in interpreting the findings.</p>

<p>Overall Transformative Reflections on Situation (12%)</p>	<p>Thoughtfully re-evaluates personal perspective. Articulates a consistent philosophy with scholarly support that is illustrated by examples from action research project and coursework. Draws explicit and significant connections between changes in thinking and personal teaching philosophy to plan for future practice.</p>	<p>Personal perspective is slightly changed. Articulated philosophy is supported by some research. Considerable change in thinking and personal educational philosophy is detected; however, no major connections are made to future practice.</p>	<p>Does not re-evaluate personal perspective. The articulated philosophy is not supported by research. No significant changes in thinking or personal educational philosophy are apparent or documented.</p>
<p>Style and Form (including References) (12%)</p>	<p>Expresses ideas clearly, coherently, and concisely. Logically organizes paper. Avoids redundancy by using effective transitions. Uses formal language and avoids using “you,” slang, and contractions. Refers to all sources listed in bibliography. Uses appropriate APA style format. Uses correct syntax, punctuation, spelling, and consistent verb tense.</p>	<p>Most ideas are expressed clearly but not always concisely. Some redundancy and ineffective transition may be present. The organization of the paper allows the reader to follow the train of thought. Formal language is used most of the time, however, informal phrases and usage can be observed. All sources are cited from text and alphabetized. APA style format is used with few errors. Syntax, punctuation, spelling, and verb tense are mostly correct.</p>	<p>It is difficult to understand many ideas. Paper is not organized. Language use is redundant. Informal language is used. Not all sources are listed in bibliography. Not all sources are alphabetized. Many errors in syntax, punctuation, spelling, and verb tense.</p>

Electronic Portfolio

Purpose:

The purpose of the electronic portfolio is to help students demonstrate to a professional audience (CUA faculty and potential employers) that they are fully prepared to begin work as a teacher. You will do this by including and discussing a combination of “key” artifacts required by all Teacher Education Candidates, and a selection of artifacts of your own choosing to illustrate your competence as a teacher. The artifacts themselves will not be evaluated because they have already been submitted and graded in various courses. Rather your reflections on the entire portfolio and your understanding of the CUA Conceptual Framework standards as well as the Specialized Professional Associations that set standards for your major will be evaluated.

Components of the Electronic Portfolio:

The Electronic Portfolio consists of four (4) major pieces:

1. Resume
2. Statement of Education Beliefs
3. Reflection Using Supporting Artifacts (based on CUA’s Conceptual Framework)
4. Achievement of SPA Standards

Your completed portfolio should contain a minimum of four (4) artifacts. Since each artifact has already been evaluated, the assessment of the Electronic Portfolio will be based on your reflections on these artifacts as you demonstrate your achievement of the relevant standards for your program (CUA’s Conceptual Framework standards and your SPA standards.)

A scoring guide attached to the assignment in LiveText shows how the portfolio will be evaluated.

What to Include: For each artifact, provide a rationale for why it was selected by describing how it illustrates your understanding of the framework or achievement of the standards. The quality of the artifact will not be evaluated but the rationale for including the artifact and the quality of your reflection will be.

All candidates are required to use the following three (3) artifacts:

- Philosophy statement
- Lesson or Unit Plan
- Action Research Paper

At least one additional artifact must be used to demonstrate your professional preparation. You may also add others that you believe represent your best work. These artifacts should be used to illustrate the variety of your experiences and/or particular accomplishments in education.

Possible artifacts:

- observation paper
- tutoring journals
- mini Action Research Project
- practicum / student teaching evaluation
- lesson plan(s) and thematic units
- action research paper
- lesson plan(s)
- P-12 student work (pre/post assessment)
- video taped lesson
- Academic Service Learning
- summer camp
- volunteer activities
- professional activities at conferences and organizations
- artifacts from performances, exhibits, science fairs, etc.
- leadership activities
- artifacts from coursework (specific assignments or tests)
- interviews with parents, teachers or other professionals
- Praxis I and II test results and subtest scores
- completed technology survey
- completed disposition survey
- statement of purpose in your application to the teacher education program
- evaluations and recommendations from faculty and supervisors
- parental interviews

A single artifact can be used to demonstrate understanding of multiple aspects of the conceptual framework. It is perfectly acceptable to discuss some elements of the learning environment, dilemmas or modes of reflection in more than one rationale, but it is required that all eight (8) elements, at least two (2) essential dilemmas and all three (3) modes of reflection must be supported. The list below provides some examples of how some artifacts might be used, but should not be considered a comprehensive list. You will need to look at your work to choose those pieces that best reflect your achievement and personal educational beliefs.

- ARP: assessment, P-12 learning, stakeholders, collaborative practice, diversity of student needs, classroom structures, instructional strategies, discipline knowledge
- Lesson Plan: instructional strategies, diversity of student needs, assessment

- Observation: stakeholders, discipline knowledge, classroom structures, assessment, instructional strategies
- Student teaching evaluation: collaborative practice, classroom structures, stakeholders, instructional strategies, assessment
- Praxis I, II: discipline knowledge, instructional strategies
-

Just as a single artifact can be used to highlight your understanding of the CUA Conceptual Framework, look for artifacts that demonstrate your achievement of multiple standards from your relevant Specialized Professional Associations. Since the purpose of the electronic portfolio is to highlight your competence, not to drown the viewer in details, a few well chosen samples of your work are to be preferred over a long listing of every standard supported with a unique artifact. Possible SPAs that might apply

American Council on the Teaching of Foreign Languages (ACTFL)

Association for Childhood Education International (ACEI)

Council for Exceptional Children (CEC)

Interstate New Teacher Assessment and Support Consortium (INTASC)

National Council of Teachers of English (NCTE)

National Council of Teachers of Mathematics (NCTM)

National Science Teachers Association (NSTA)

National Council for the Social Studies (NCSS)

National Association for the Education of Young Children (NAEYC)

National Association of Schools of Theatre (NAST)

National Association of Schools of Art and Design (NASAD)

Electronic Portfolio Scoring Guide

	Exceeding (3 pts)	Meeting (2 pts)	Acquiring (1 pt)
Professional Presentation (20%)	The candidate presents a resume and a sophisticated statement of educational beliefs that addresses several educational issues.	The candidate presents a resume and a specific statement of educational beliefs.	The candidate presents an incomplete resume and/or vague statement of educational beliefs.
Quality of Reflection (25%)	The candidate provides extensive evidence of ability to 1) use all 3 components of the decision making process and 2) make informed decisions about issues in education through thoughtful consideration of multiple dilemmas inherent in teaching.	The candidate provides evidence of ability to 1) use all 3 components of the decision making process and 2) make informed decisions about issues in education through thoughtful consideration of at least 1 dilemma inherent in teaching.	The candidate provides insufficient evidence of ability to 1) use all 3 components of the decision making process and/or 2) make informed decisions about issues in education through thoughtful consideration of at least 1 dilemma inherent in teaching.
Use of Artifacts (20%)	The candidate makes extensive connections between artifacts and elements of the CF, using all required artifacts and other carefully chosen evidence to support her/his reflection.	The candidate makes clear connections between artifacts and elements of the CF, using all required artifacts to support her/his reflection.	The candidate makes unclear connections between artifacts and elements of the CF, and/or does not include all required artifacts to support her/his reflection.
SPA and DCPS P-12 Standards Discussion (25%)	The candidate provides exemplary evidence of and reflection on the achievement of all SPA standards and extensively reflects on students' achievement of DCPS P-12 standards.	The candidate provides evidence of achievement of all SPA standards and reflects on the achievement of DCPS P-12 standards.	The candidate provides insufficient evidence of achievement of all SPA standards and/or fails to reflect on the achievement of DCPS P-12 standards.
Organization and Writing Mechanics (10%)	The portfolio is focused and well organized; evidence is clearly presented and explicitly linked to standards. Nearly error-free writing, which reflects clear understanding and thorough proofreading.	The portfolio is complete and organized; evidence is presented and linked to standards. Occasional grammatical errors with few typos.	The portfolio lacks organization; evidence is limited and not directly linked to standards. Frequent errors in spelling, grammar, and punctuation.

THE CATHOLIC UNIVERSITY OF AMERICA
DEPARTMENT OF EDUCATION

REFLECTIVE PRACTITIONER CONCEPTUAL FRAMEWORK

PROGRAM PHILOSOPHY

The Department of Education, a scholarly community of faculty and students, shares in the general mission of The Catholic University of America. It recognizes the important role of education in shaping humanity, the world and the future. The teacher education program functions within this community to prepare teachers for Catholic, private and public schools educating students for a changing world.

The overall purpose of teacher education at CUA is to help students acquire the skills and reflective qualities essential for the professional practice of teaching. By developing a reflective, problem-solving orientation toward teaching, graduates of this program should be empowered to critically examine their own actions and the context of these actions for the purpose of a more deliberative mode of professional activity (Berlak and Berlak, 1981). The outcome should be self-directed teachers who use professional knowledge to actively, persistently and carefully improve their practice. In order to reach that outcome, our candidates are given many opportunities to practice reflection in different contexts and situations. For this reason, all coursework and related field experiences are infused with content and assignments that promote the central goal of increasing reflective thought. Candidates are taught to distinguish between problems and dilemmas, to draw on research when exploring possible solutions, and to conduct systematic analysis of changes made in their classrooms in order to determine a long-term solution to challenging situations.

CONCEPTUAL FRAMEWORK

The conceptual framework that guides this reflective approach to teacher preparation incorporates the technical aspects of teaching with moral considerations. It addresses three dimensions in education: elements of the teaching situation, issues or dilemmas in teaching and ways of thinking or reflecting about teaching. The following is a description of each component of this framework.

Elements of the Learning Environment: Every teaching situation is comprised of many elements that impact the individual student independently and in combination. The Education department has identified eight elements that exist in our classrooms: the teacher's personal educational beliefs, diversity of student needs, stakeholders in the teaching learning process, collaborative practice among educational professionals and other stakeholders, instructional strategies, discipline knowledge including relevant standards, established classroom structures and management techniques, and assessment. The candidates are encouraged to look at each element separately and in combination in an effort to scaffold meaningful reflection.

Teaching Issues: Certain issues or dilemmas surface when considering the tensions that can appear among these eight elements. Several researchers have identified various dilemmas or choices that determine teacher perspectives in education. The Berlaks (1981) divide these into three categories: control, curriculum and societal. The position that a teacher may take on these dilemmas might vary, depending on personal philosophy, context, subject matter and student differences.

The control dilemmas focus on who should control what in education. One issue, for example, that is considered is who should have control over scheduling, behavior and expectations (teacher, student, or external stakeholders). Another dilemma considers whether the teacher should address the student's development as a whole person or focus on growth in only the cognitive and intellectual areas. Other control dilemmas focus on the teacher's role in determining what to teach, how to teach as well as school rules and regulations.

The curriculum category considers issues related to knowledge, learning, students and motivation. One knowledge issue, for example, would address whether knowledge should focus on content or process. Learning dilemmas arise when deciding to structure learning as an individual or collective activity, or as fragmented or integrated processes. Students can be treated as persons or clients and as unique individuals or members of a category.

Finally, students can be motivated through intrinsic or extrinsic means. The way the teacher handles each of these dilemmas determines the nature of the curriculum. The last set of dilemmas in teaching focus on societal issues related to the context of schooling. Childhood can be regarded as a unique period of life or a time to prepare for adulthood. School resources and disciplinary matters can be handled on an equal or differentiated basis. Another dilemma is whether to emphasize the aspects of the common culture or allow for the development of sub-group cultures among individuals. Again the position that the teacher holds or the way that particular issue is resolved will affect the nature of the child's experience in school.

Each of the dilemmas is nuance and complex. Seldom is one answer right for every teaching situation. Instead of making "either/or" choices, the teacher must often ask: Under what circumstances? For which child? What factors should determine? Components of Decision-Making: Based on Van Manen's (1977) levels of reflection, CUA faculty have identified three modes of thought or ways of thinking that can help candidates develop the power of reflection. The first section of reflectivity is descriptive. These are "how to" questions of means and not ends. This level is employed when the end goal is given and accepted. The focus is on applying professional knowledge to bring about the desired goal in the most effective and efficient manner. An example of this thinking would be the teacher who is evaluating the use of manipulatives or drill to teach a particular math concept from the perspective of time and efficiency.

The second section of reflectivity is interpretive and focuses on the meanings people give their experiences. At this level, teachers are concerned about the meaning that experiences have for students, parents and other participants. This means going beyond

observations to develop empathic understanding of an individual's beliefs, values and social reality. A teacher who attempts to view the world from the students' perspectives is utilizing interpretive thought.

The third level of reflective thought is philosophical and addresses "what ought to be" in education. Those using this level will deliberate on ethical considerations and worthiness of more broadly based social goals. The teaching/learning situation will be examined in terms of justice, equality and human freedom. Philosophical questions would not look at how to do something but, rather, is it worthwhile? Is it good? Good for whom? Candidates considering how they developed their own ideas of the classroom management practices in terms of their repressive or emancipating characteristics are employing philosophical reflection.

USING THE FRAMEWORK

The framework is designed to help beginning teachers overcome tendencies to focus on problems and events in narrow and technical ways by stressing philosophical reflection, dilemmas in education and the relations among the eight elements. Reflective teachers should address questions of meaning and technique in the context of goals and purposes. For example, students are encouraged not to handle problems of disruptive classroom behavior at a purely technical level: "How can I stop it?" Rather, they are taught to reflect on the meaning particular disciplinary strategies convey to students and on the broader norms and values that guide their selection. They are taught that these problems are conceptually messy, context-specific and embedded in value judgments. The answer to the question "What norms should govern my choice of disciplinary strategies?" in part depends on where one places oneself on the dilemmas of teaching: whether one believes the teacher should have more or less control over the students' behavior, whether one believes each child should be treated uniquely or according to a set standard, etc.

This conceptual framework will play an important role in the life of your student teacher. Each of our candidates is required to identify an issue in a classroom that is limiting the learning of one or more student in class. They will depend on you to help choose a meaningful problem that has a possible solution under their control. Working through a series of carefully designed activities, the CUA candidate will explore the specific school setting and possible causes of the identified problem. Then he or she will conduct an action research project to try one or more possible solutions, document the impact of those efforts and draw conclusions for future teaching. The candidate will use the conceptual framework to shape the written discussion and prompt in-depth reflection. More important than the specific results is the thorough exploration of the multifaceted issues affecting the situation and their own reflective process. Each candidate will be expected to tap into the educational resources available – from current educational research to the classroom expert at hand: YOU. Please help the candidate as he or she tries to take on the responsibilities of full-time teaching at the same time they delve into the intricacy of one part of the classroom.

COOPERATING TEACHER'S SELF-EVALUATION CHECKLIST

Am I accessible to the student teacher?

Am I modeling being a reflective teacher (e.g., asking questions, being self-critical and analytic, examining situations from different perspectives)?

Am I meeting daily with the student teacher to plan and monitor progress and problems (e.g., encourage student teachers to analyze plans and teaching, question why things went well, think about alternative strategies and materials)?

Am I meeting regularly with the university supervisor?

Do I review the student teacher's lesson plans (e.g., make specific comments, suggestions, recommendations, re-teaching strategies and materials)?

Do I observe the student teacher (i.e., encourage the student teacher to reflect on, evaluate his/her teaching, give the student teacher specific comments on areas we have designated)?

Have I developed with the student teacher a reasonable timetable for the release of responsibilities in the classroom?

Do I discuss with the student teacher his/her Action Research Project activities?

Performance Levels for Student Teaching

Performance Levels	Explanation
Exceeding Expectations 3 pts	Performs as an effective 1st year teacher. Can successfully implement/meet standard unprompted and unsupervised.
Meeting Expectations 2 pts	Performs as an average student teacher. Can successfully implement/meet standard when prompted and/or supervised.
Acquiring skill 1 pt	Needs to show improvement, needs time to develop as a student teacher. Cannot yet successfully implement/meet standard.
Not Yet Evidenced/ Not Applicable	Cannot be observed, no opportunity for practice.

STUDENT TEACHER'S OBSERVATION SHEET

Student Teacher's Name: _____ Date: _____

Name of School: _____ Grade: _____

Supervisor's Name: _____

Please provide detailed feedback to student teacher including as many of the following areas as appropriate/ possible. Please use other side of sheet if necessary.

Teacher's Personal and Professional Qualities (e.g., enthusiastic, punctual, organized, goal-directed, confident)

Planning and Organizational Skills (e.g., lesson plan, materials prepared, integrated and coherent units)

Interactions with Students (e.g., listens, shows respect, sensitive to cultural, ethnic, and developmental differences)

Social Context (e.g., fosters group and cooperative learning, gives constructive feedback, keeps students on task)

Decision Making and Reflective Qualities (e.g., asks for and uses suggestions to improve performance, exhibits creative problem solving, thoughtfully conducts ARP strategies)

Subject Matter Knowledge and Pedagogical Skill (e.g., links subject matter to students' prior knowledge, uses an integrated approach to learning, creates interesting lessons)

Classroom Management (e.g., monitors classroom behavior, communicates rules and expectations clearly, creates supportive and safe learning environments)

(Only for ECE) Curriculum and Teacher-Directed Activities (e.g., provides for all areas of a child's development, plans for wide range of developmental levels)

(Only for ECE) Student-Directed Activities and Learning Centers (e.g., scaffolds children's learning, encourages children's independence, provides materials that are real, concrete and relevant to children)

STUDENT TEACHER'S OBSERVATION REPORT

Student Teacher's Name: _____ Date: _____

Name of School: _____ Supervisor's Name _____

Please provide written feedback to student teacher. Consider following as a template to organize your comments as applicable. Provide the student teacher with a copy of your comments and leave one with Director of Field Experiences.

Teacher's Personal and Professional Qualities

Planning and Organizational Skills

Interactions with Students/ group and individual

Decision Making and Reflective Qualities

Subject Matter Knowledge and Pedagogical Skill

Classroom Management

Recommendations

EXPECTATIONS OF THE COOPERATING TEACHER

1. Three 3-way meetings with CUA supervisors (approximately 45 minutes each)
 - a. Initial briefing meeting
 - b. Mid-term Student Teacher evaluation (the week of October 7-16)
 - c. Final Student Teacher evaluation (due December 2-9)
2. End of Semester Paperwork (approximately 1 hour to complete):
 - a. Personal Evaluation forms for:
 - i. Student Teacher
 - ii. University Supervisor
 - iii. CUA Candidate program (including general impact of Action Research Project)
 - b. Stipend Voucher Form(s)
 - c. Attendance Form
 - d. Cooperating Teacher Demographics Form
3. Daily Supervision and Immediate Feedback on
 - a. Content Knowledge
 - b. Instructional Strategies
 - c. Interaction with students
 - d. Classroom Management
4. Resource for Action Research Project (but not expected to act as reader)

EXPECTATIONS OF THE STUDENT TEACHER

1. Action Research Project
2. Electronic Portfolio
3. Daily or weekly lesson plans for cooperating teacher (approved BEFORE they are to be implemented) maintained in binder
4. At least 4 weeks (20 days) of “full-time” teacher responsibility
5. Weekly attendance at Student Teaching Seminar
6. Active participation in all faculty duties expected of cooperating teacher (follow the school schedule rather than CUA schedule)
7. Weekly reflective journals

Student Teacher Weekly Attendance Sheet

Student Teacher _____

Grade _____

Cooperating Teacher _____

School _____

University Supervisor _____

Student teacher must place an “X” under days absent and comment on reasons for absence. Cooperating teacher must initial attendance for each week.

Week	Mo	Tu	We	Th	Fr	Student Comments	Cooperating Teacher’s Initials	Cooperating Teacher’s Comments
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								

*Student teachers must notify both their supervisor and cooperating teacher if they are too sick to be at school. Any absences must be made up after Week 14.

The Catholic University of America
Department of Education
Washington, DC 20064

COOPERATING TEACHER'S EVALUATION OF
STUDENT TEACHER

Please provide feedback on the following items. This form will be signed by the student teacher. You may use the back or a separate sheet of paper if necessary. Please return this evaluation to the Department of Education, Room 204, O'Boyle Hall, The Catholic University of America, 620 Michigan Avenue, N.E., Washington, D.C., 20064, c/o: Director of Field Experiences. If there are any concerns that are not addressed here or you do not wish to include here, please contact Elsie T. Neely at (202) 319-5819 or neely@cua.edu.

Date: _____

STUDENT'S NAME _____

NAME OF SCHOOL _____

SCHOOL'S ADDRESS _____

NAME OF COOPERATING TEACHER(S): _____

SUBJECT(S)/GRADE LEVEL TAUGHT: _____

PERIOD OF OBSERVATION AND SUPERVISED STUDENT TEACHING _____

Evaluation: Please give an overall evaluation of this student's performance preceded by a brief description of the setting. Comment on the following: classroom management and style, interaction with students, knowledge of content, planning and delivery of lessons, ability to work with faculty/supervisor, self-evaluation skill and capacity for professional growth.

COOPERATING TEACHER'S SIGNATURE

STUDENT'S SIGNATURE

The Catholic University of America
Department of Education
Washington, DC 20064
COOPERATING TEACHER'S EVALUATION OF
UNIVERSITY SUPERVISOR

Please provide feedback on the following items. Your response will be shared with the supervisor after the completion of the semester in order to enhance Catholic's Teacher Education Program. You may use the back or a separate sheet of paper if necessary. Please return this evaluation to the Department of Education, Room 204, O'Boyle Hall, The Catholic University of America, 620 Michigan Avenue, N.E., Washington, D.C., 20064, attn: Director of Field Experiences. If there are any concerns that are not addressed here or you do not wish to include here, please contact Elsie T. Neely at (202) 319-5819 or neely@cua.edu.

University Supervisor's Name: _____ Date: _____

1. In your opinion, was the supervisor knowledgeable of the process of supervision? (Did the CUA supervisor know how to supervise?)
2. Did the CUA supervisor appear to understand the requirements of the student teaching experience?
3. Did the CUA supervisor provide a means of enhancing the working relationship between you and the student teacher?
4. Was the CUA supervisor easily accessible to you?
5. Was there adequate follow-up with you and the student teacher whenever needed (after/before evaluations, observations, etc.)?
6. Given the constraints of both educational institutions (the university and your school), were the meetings beneficial to you and the student teacher?
7. How could the quality of supervision in general, be improved?
8. Any other comments about the supervisor that are not mentioned above.

The Catholic University of America
Department of Education
Washington, DC 20064

COOPERATING TEACHER'S EVALUATION OF CUA'S TEACHER EDUCATION
PROGRAM AND ACTION RESEARCH PAPER

Please provide feedback on the following items. Your response will be shared with the student teacher and the Teacher Education Committee after the completion of the semester in order to enhance Catholic's Teacher Education Program. You may use the back or a separate sheet of paper if necessary. Please return this evaluation to the Department of Education, Room 204, O'Boyle Hall, The Catholic University of America, 620 Michigan Avenue, N.E., Washington, D.C., 20064, attn: Director of Field Experiences. If there are any concerns that are not addressed here or you do not wish to include here, please contact Elsie T. Neely at (202) 319-5819 or neely@cua.edu .

CUA's Teacher Education Program

Date _____

1. Does the student teacher from CUA arrive with sufficient experience to make the student teaching with you worthwhile?
2. How could the students' skills have been strengthened to enhance the experience?
3. What procedures or requirements were beneficial to the student teacher? And to you?
4. What procedures need to be evaluated because they do not provide a means of enhancing the educational process or the formation of a professional teacher?

Action Research Project

Has the rationale for the Action Research Project been explained to you?

Have you been involved in the process with the student teacher in the completion of the Action Research Project?

From your perspective, did the Action Research Project enhance the student teacher's teaching experience?

How might this assignment be improved from your perspective?

Additional comments?

TEACHER EDUCATION PROGRAM

Teacher Stipend Form

Please return this form to: The Catholic University of America
Department of Education
218 O'Boyle Hall
Washington, D.C. 20064

Name: _____

Student Teacher: _____

Semester: _____

School: _____

School Address: _____

Home Address: _____

Home Phone: _____

* () I elect to receive financial remuneration (\$100.00). If you elect to receive the financial remuneration, please complete and return the enclosed Vendor application form. Thank You.

Signature: _____

Social Security No.: _____

Date: _____

THE CATHOLIC UNIVERSITY OF AMERICA
ACCOUNTS PAYABLE & PURCHASING DEPARTMENTS
WASHINGTON, DC 20064
APPLICATION FOR VENDORS

Legal Business Name _____

Address _____

(Number and Street) (City). State, Zip Code)

Phone _____ Fax _____

Fed Tax ID/Social Security Number _____

Tax Status: Individual _____ Sole Proprietor _____ Partnership _____

Corporation _____ Tax Exempt Charity Under 501(a) _____

Ownership Classification (Check One or More)

The University identifies vendors by kind of ownership for statistical purposes required in program evaluation. Ownership type refers to the person(s) or entity having at least a fifty-one percent (51%) controlling interest in the firm. If your organization is not minority-owned or women-owned, it will be considered majority-owned.

Government Owned _____

Minority Owned _____

Women Owned _____

Majority Owned _____

Full - Time Employees _____

Time In Business _____

Contact Name _____

Phone _____

Authorized Signature

I certify under penalty of perjury that the above information is correct.

Name Title

Signature Date

Cooperating Teacher Form
The Catholic University of America
Department of Education

Please fill out the form below. If you have any questions, please contact the Director of Field Experiences at 202-319-5819 or cua-education@cua.edu.

Date Form Completed	
Cooperating Teacher's Name (CT)	
Name and Address of School	
Grade/Subject Area Taught	
Number of Years of Teaching	
Licensure Area(s)	
Area(s) in Which Teacher is Highly Qualified (according to NCLB)	
Ethnic Background* *Information requested by accrediting agency.	<input type="checkbox"/> Non-Resident Alien <input type="checkbox"/> African-American, Non-Hispanic <input type="checkbox"/> American Indian or Alaskan Native <input type="checkbox"/> Asian or Pacific Islander <input type="checkbox"/> Hispanic <input type="checkbox"/> White, Non-Hispanic <input type="checkbox"/> Other
Name(s) of CUA Candidate(s) Mentored Please indicate the CUA candidate's name in your classroom and include PR for practicum, and ST for student teaching. If this is the first time you have filled out this form, AND you have worked with CUA candidates in the past, please list their names and when you worked with them on the back of this page.	
Any Comments or Other Pertinent Information	