



CALDWELL COLLEGE DIVISION OF EDUCATION

FIELD EXPERIENCE HANDBOOK

PRACTICUM/STUDENT TEACHING

FIELD EXPERIENCE HANDBOOK

**THIS HANDBOOK IS USED FOR STUDENTS
IN INSTRUCTIONAL DESIGN I, II AND
STUDENT TEACHING COURSES**

**THE BOOK IS SELF EXPLANATORY AND
ALL EXAMPLES OF FORMS AND LETTERS
USED DURING YOUR EXPERIENCE IN THE
EDUCATION DIVISION ARE CRITIQUED
FOR YOUR BENEFIT**

**DIRECTOR OF FIELD BASED EDUCATION
DR. ROBERT ROSADO**

**COORDINATOR OF FIELD PLACEMENT
JEANNE POLLEDRI**

FIELD EXPERIENCE HANDBOOK

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All other forms are available on the college website. The website is www.caldwell.edu/edcert.

To access all evaluation forms, click on the heading for “Cooperating Teachers/College Supervisors Forms”.

To access all field placement forms, click on the heading for “Application Information/Forms”.

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CALDWELL COLLEGE MISSION STATEMENT

Founded in 1939 by the Sisters of St. Dominic, Caldwell College is a Catholic institution in the Judeo-Christian tradition with a heritage of eight centuries of Dominican commitment to higher learning. Serving a diverse population of all ages, Caldwell College provides an excellent liberal arts education which promotes spiritual, intellectual, and aesthetic growth. Upon this foundation, the College offers career-related programs which prepare its graduates to take advantage of opportunities in a complex society.

In pursuit of truth and life-long learning, Caldwell College fosters the well-being of this and future generations. Through a curriculum and extracurricular programs rooted in the Catholic humanist tradition, the College seeks to empower its students to comprehend community and global issues and to act responsibly toward self and others.

CALDWELL COLLEGE DIVISION OF EDUCATION

The Caldwell College Division of Education at the undergraduate level offers a B.A. degree in Elementary Education (K-5 certificate), a B.A. in a subject specific Secondary Education (K-12 Certificate), a Teacher of Preschool through Grade Three (PreK-3) endorsement, a Teacher of Students with Disabilities (TOSD) endorsement, and a Middle School endorsement. Certification programs are offered in early childhood education (preschool through grade three endorsement), elementary education (kindergarten through grade five), middle school education in the areas of English, Mathematics, Science and Social Studies (grade five through grade eight endorsement), and certification K-12 in Art, Biology, Chemistry, English, French, Mathematics, Music, Social Studies, and Spanish. A 5-Year combined B.A. or B.S. in Content Area/M.S. in Curriculum & Instruction is also offered. At the graduate level, the Education Division offers an M.A. in Curriculum & Instruction, an M.A. in Educational Administration, an M.A. in Literacy Instruction, an M.A. in Special Education, a Post-Master's LDT-C Certification program, a Post-Master's Principal's certification program, a Post-Master's Supervisor Certification Program, a Special Education Certification program, and Post-Baccalaureate Teacher Certification program.

A program is available to registered nurses who wish to obtain School Nurse certification, and a School Nurse Non-Instructional certification program is also available.

***EDUCATE AND INFORM ALL OF THE PEOPLE, FOR THEY ARE THE
SOURCE OF OUR STRENGTH AND OUR FREEDOM***

Thomas Jefferson

CALDWELL COLLEGE

Division of Education

Statement of Philosophy

The Division of Education at Caldwell College recognizes the importance of offering a high quality comprehensive professional experience in elementary and secondary schooling for students completing their pre-service in education. Recognizing that a well prepared teacher for the education of students is essential for maintaining the needs of this democratic society, we believe that our program should guarantee a learning environment in which children are intelligent in many ways. Teachers need multiple experiences, interacting with one another in order to achieve genuine understanding and excellence. Creating an environment that nurtures their unique talents and creativity, an environment that understands, respects, nurtures, and incorporates a diversity of experiences into the learning process, and an environment that is safe and respectful will cultivate a student's commitment to enduring habits of life long learning. Children have the potential to learn rigorous content when teachers incorporate high standards into their programs.

We believe that teaching and learning comprise a holistic process that builds concepts on prior knowledge and relates new learning to the strengths, experiences, environments, and communities of each student; thus, the process of teaching must be dynamic, relevant, ongoing, engaging, and participatory. Teaching demands that teachers integrate their knowledge of subjects, students, the community, and the curriculum in a safe, educationally rich, generous, and nurturing environment. Our program seeks to prepare teachers who model reflective, innovative strategies, thereby creating enthusiasm for lifelong learning. Our program is established to encourage pre-service teachers to respond to the needs of the individual learner with commitment, knowledge, and reflection.

We recognize that a teacher's continuing professional development is an evolving process beginning with teacher training and continuing through the course of an entire career. Professional teachers are responsible for collegial interactions and the planning, pursuit, and acceptance of the complexity of teaching and learning. The faculty of the Caldwell College Education Division takes great pride in preparing teachers to be leaders in their chosen fields, to be productive, to be compassionate, and to be respectful of the dignity and diversity of all people.

ACKNOWLEDGEMENT

Both the Division of Education of Caldwell College and the pre-service teacher recognize the valuable contribution made by the cooperating school and the Cooperating Teacher in making possible this phase of the professional education of a prospective teacher. Both are appreciative of, and grateful for, this invaluable assistance.

POLICIES, RESPONSIBILITIES, AND GUIDELINES

Legal Liabilities and Insurance

The Student Teacher, during his/her internship, is legally protected by New Jersey statutes from prosecution arising from charges of negligence or overt action as is a licensed, fully employed teacher.

Whenever any civil action has been or shall be brought against any person holding any office, position, or employment under the jurisdiction of any board of education, including any student teacher, for any act or omission arising out of and in the course of the performance of the duties of such office, position, employment or student teaching, the board shall defray all costs of defending such action, including reasonable counsel fees and expenses, together with costs of appeal, if any, and shall save harmless and protect such person from any financial loss resulting therefrom. (*Source: New Jersey State Law Title 18A:16-6 – Indemnity of Officers and Employees Against Civil Actions*)

Substitute Policy

Caldwell College does not permit a Student Teacher to be used as a substitute teacher, with or without compensation, while completing his/her professional internship. When a Cooperating Teacher is absent, it is expected that the school/district will hire a substitute teacher.

Job Action/Strike

If during the period of student teaching, a cooperating school district experiences a dispute, conflict, job action, and/or strike, the professional intern should observe the following policy:

- 1 As soon as the action is in progress, the Student Teacher is to telephone the College Supervisor or the Caldwell College Department of Education.
- 2 The Student Teacher is not to cross the picket lines or in any way participate in a job action.

Reporting Child Abuse in New Jersey

As a Student Teacher or Student Intern, you are advised to consult with your Cooperating Teacher and Caldwell College Supervisor as soon as possible.

Assigned School's Calendar and Schedule

A Student Teacher is required to be in the school and under direct supervision for the designated period of time and for the preparatory periods before and after school. The Student Teacher is to follow the Cooperating Teacher's daily schedule, arriving and leaving when the Cooperating Teacher arrives and leaves, unless the Student Teacher has a scheduled class at Caldwell College. He/she will observe vacation and holidays of the school district to which he/she is assigned. If on vacation from assigned school, a Student Teacher is still expected to attend Caldwell College classes as scheduled.

Attendance

Professional interns have an obligation to be consistently present and punctual. Student Teachers should be in their assigned school at the time designated by their Cooperating Teacher and Principal. For the semester, they should remain at the school for the time duration as specified by the Caldwell College Division of Education.

The Student Teacher is expected to be present for all assigned days of the school term. No absences will be allowed except for illness or death in the immediate family. If absence is necessary, the Student Teacher is to make three (3) calls to notify: (1) the assigned school (Cooperating Teacher); (2) the College Supervisor; (3) Caldwell College Director of Field Experience (973-618-3629) who will determine how the Student Teacher may make up the work.

Regarding college related activities, all Student Teachers are mandated to attend any orientation meetings and/or other conferences, workshops, and seminars scheduled by the Department.

Inclement Weather

A Student Teacher's responsibilities for attendance are the same as those of the professional classroom teacher. On days when the weather is questionable, the Student Teacher should listen to the local radio stations to find out about possible school closings. Announcements are available on the radio stations by 6:00 A.M. It is advisable that Student Teachers confirm that they are on their Cooperating Teacher's Call List.

Extended Absence of Cooperating Teacher

In the event that the Cooperating Teacher is unable to perform the supervisory function for any extended period of time, the professional intern may be reassigned. The Principal, College Supervisor, and the Caldwell College Director of Field Experience will determine a reassignment in the same school or another appropriate setting.

Dress Code

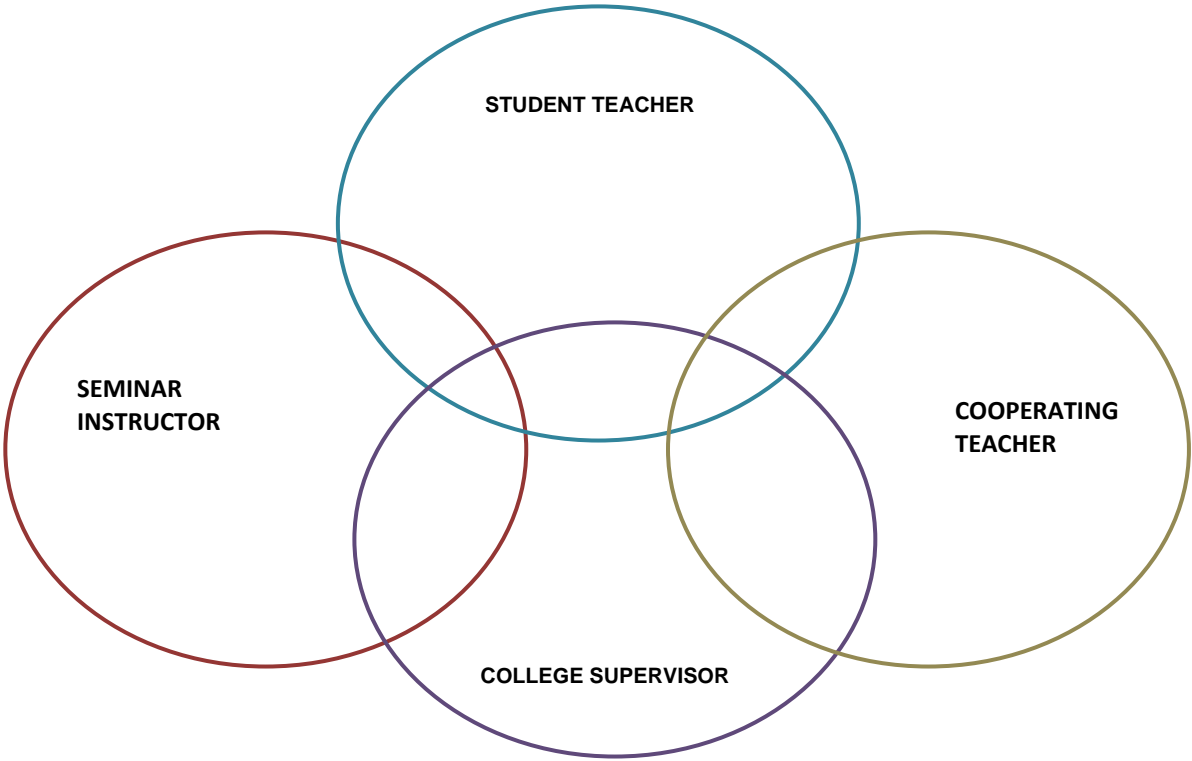
A Student Teacher should dress according to the professional standards established by the teachers and the district. Jeans and midriff baring shirts are not appropriate for most teaching situations.

Mantoux (Tuberculin) Testing and Fingerprinting

Student Teachers are advised to follow the assigned school district's policy for the Mantoux Test and for fingerprinting. Fingerprinting must be completed the semester before your student teaching assignment if it is required by the district.

KEY INTERACTIONS IN FIELD EXPERIENCE

Joint analysis, assessment, evaluation and reflection are key points in all four areas of expertise.





Dear Student Teacher:

Welcome! Becoming a teacher is an exciting and challenging experience. It assumes a commitment to quality instruction in order to educate all children. If your clinical practice is to be productive, then you need learn something about teaching, about yourself, about learners, about your subject matter, and about the setting in which teaching occurs. Your student teaching will challenge you to new ways of thinking. Becoming a successful teacher requires teamwork among several key education professionals: you, the teacher candidate, your Cooperating Teacher, your College Supervisor, and your Seminar Instructor.

The process of becoming a successful teacher from Caldwell College involves many critical experiences. This handbook addresses two of them: Instructional Design I and II (ED 448/449) followed by the student teaching experience (ED 470). Teaching is a remarkable opportunity and an awesome responsibility. It is difficult to transmit the extent of your influence as a teacher. You are about to enter a valuable profession that will require integrity, knowledge, talent, patience, humor, and energy. You are encouraged to become an integral part of your classroom and school community so that you are totally involved in the process of education. Use all opportunities as a challenge for growth, development, and joy.

This handbook is meant to be a resource guide for you and your colleagues. Use, adapt, and extend the suggestions in this handbook to guide you in your role as a professional and to develop your own strengths and professional interests.

If there are any questions or concerns that you may have, you should communicate these with your College Supervisor, your Cooperating Teacher, your Seminar Instructor, and/or the Caldwell College Division of Education.

Sincerely,

CALDWELL COLLEGE DIVISION OF EDUCATION



Dear Cooperating Teacher and College Supervisor:

Our education students are about to embark upon a professional experience that requires your guidance, assistance, and cooperation in transmitting to him/her those skills and strategies of teaching that you have achieved through years of dedicated service to the teaching profession. We are all about to begin a new semester counseling, directing, supporting, and advising our Student Teachers as they attempt to integrate theory and practice. For this reason, we suggest that what you and your Student Teacher decide to do should depend on the nature and needs of the student population, the school district's expectations, and the strengths and competencies of both you and your Student Teacher. A Student Teacher's personal attributes and abilities will often determine the pace at which he/she participates in the complete teaching experience.

When you are assigned a Student Teacher, please note that each is a professional apprentice. Apprentices learn by modeling strategies in an environment in which they are mentored, supported, supervised, encouraged, counseled, and provided with valuable feedback. The four interacting spheres of Student Teacher, Cooperating Teacher, College Supervisor, and Classroom Professor all seek to provide an environment for this clinical experience where the best existing research, theory, and practice combine to implement a broad set of education goals including the New Jersey Core Curriculum Content Standards and the NJ INTASC Standards.

This handbook should answer most of your questions relating to the experience. Our philosophy, performance objectives, guidelines, suggestions, evaluation forms, and other materials are included in this handbook. Please review them carefully. If there are any questions or concerns, the Cooperating Teacher and the College Supervisor should communicate with one another and/or contact the Office of Field Placement (973-618-3629).

Thank you for your interest and willingness to support our teacher education programs. Our programs are highly dependent on your expertise and commitment to Caldwell College and the preparation of our future teachers.

Sincerely,

CALDWELL COLLEGE DIVISION OF EDUCATION

CHECKLIST FOR A COOPERATING TEACHER OF A STUDENT TEACHER

The following checklist is a partial summary of required and recommended responsibilities involving the Cooperating Teacher's role in the professional internship experience.

- Have an initial conference with the Student Teacher at the start of the semester
- Have an initial conference with the Student Teacher's College Supervisor
- Share class routines, procedures, student assessments, special needs
- Orient Student Teacher to building and facilities
- Introduce Student Teacher to staff, class, schedule, school policies, and procedures
- Introduce and review district curriculum guide(s) and New Jersey Core Curriculum Content Standards (NJCCCS) specific to grade/subject level
- Provide personal work space (desk, etc.) within classroom
- Sequence responsibilities so that the Student Teacher becomes gradually involved with:
 - a. observation
 - b. individual students
 - c. small groups
 - d. total class
- Consult Suggested Timeline for Student Teachers (included in Handbook)
- Consult NJ INTASC Standards (see Appendix)
- Provide/suggest varied opportunities for Student Teacher to attend or participate in:
 - a. board meetings
 - b. parent conferences
 - c. visitations to other classrooms for the purpose of observation
 - d. bulletin board preparation
 - e. videotaped lessons
 - f. extra-curricular/after school activities and functions
 - g. professional development seminars and workshops
 - h. Child Study Team referral process
 - i. field trips

- Provide a model of effective teaching
- Require the Student Teacher to create lesson plans (cooperatively and then independently)
- Review plans and make suggestions, as needed
- Keep Student Teacher aware of problem areas and document any concerns as soon as possible
- Identify Student Teacher's strengths
- Record all absences and tardiness
- Include Student Teacher in calling list for school closure
- Provide Student Teacher with all the necessary texts, manuals, and materials
- Provide Student Teacher with opportunities to execute teaching strategies they have learned in their education classes
- Plan for regular professional development conferences with the Student Teacher:
 - a. offer reinforcement and encouragement
 - b. provide constructive criticism: model suggested changes
 - c. encourage Student Teacher to reflect on lessons (yours and his/hers) in order to become self-directed and to encourage self-assessment
 - d. consider the following topics for discussions
 - lesson planning
 - teaching strategies
 - classroom management techniques
 - student concerns
 - record keeping
 - evaluation forms
 - pupil assessment (informal, formal, standardized)
- Four (4) feedback evaluation reports should be submitted to the College Supervisor at regular intervals according to the following schedule:
 - Report 1: due by the 4th week of Student Teacher's assignment
 - Report 2: due by the 8th week of Student Teacher's assignment
 - Report 3: due by the 12th week of Student Teacher's assignment
 - Report 4: due by the final week of Student Teacher's assignment
- Three of the four observations should be done in concert with the cooperating teacher.
This is done to ensure that the cooperating supervisor is on the same page regarding the candidate's progress.
- A summative report should be submitted a the mid-term and at the end of the experience
- Review your evaluations with the Student Teacher before you submit them to the College Supervisor.

WHAT STUDENT TEACHERS APPRECIATE

A Cooperating Teacher who:

- makes the Student Teacher feel welcome and comfortable in the school.
- is available and willing to respond to questions and concerns of the Student Teacher
- gives timely formal and informal feedback to the Student Teacher on lessons, management, planning, style, and other components of the teaching process
- identifies topics or areas on which the Student Teacher is to focus during the day
- encourages the Student Teacher to try his/her own ideas and to take risks so as to develop his/her own identity and style
- demonstrates a variety of teaching strategies and instructional skills
- takes the Student Teacher to faculty meetings, committee meetings, team meetings, and professional development sessions, when appropriate
- helps the Student Teacher think about and assess personal management style and its effectiveness
- displays an interest in the future plans of the Student Teacher
- familiarizes the Student Teacher with a variety of diagnostic and assessment tools
- shares grading procedures and practices and school/district grading policies
- includes the Student Teacher in parent conferences or child-study meetings, when appropriate
- assists the Student Teacher in planning, writing, and administering teacher-made materials and student assessment techniques (tests, portfolios, journals, etc)
- shares the pleasures and satisfactions of teaching while acknowledging the responsibilities
- models effective communication with colleagues, parents, and the community
- models respect for individual and cultural differences
- builds self-confidence by commending lesson plans, strategies, choice of materials, chosen assessments, classroom climate, and management skills
- suggests and models alternate procedures and strategies, task analyses, and presentation techniques

PHASES OF THE CLINICAL PRACTICE EXPERIENCE
SUGGESTED TIMELINE FOR STUDENT TEACHERS

FIRST WEEK

The objective of the student should be one of developing familiarity with the administrative and curricular aspect of the classroom routine. These suggestions are to be considered to be part of an ongoing process throughout the semester:

- keep classroom attendance
- learn the names of all of the students
- become familiar with the physical plant
- become familiar with the administrative organization within the school and the district
- know the school rules and regulations
- keep a copy of the calendar of events
- increase familiarity with classroom instructional materials and resources and the storage thereof
- observe classroom management procedures
- become familiar with records, reports, and grading criteria
- be able to identify appropriate formal and informal student evaluations and assessments that are in place
- participate in teacher workshops when appropriate
- participate in planning field trips and parties
- provide College Supervisor with a copy of class schedule (included in Handbook)
- become familiar with NJ INTASC Standards (see Handbook Appendix)
- recognize New Jersey Core Curriculum Content Standards (NJCCCS) in planning
- assist with bulletin boards

SECOND AND THIRD WEEKS

Part Time Instruction

- lesson plans developed jointly between Student Teacher and Cooperating Teacher
- team teaching
- small group instruction
- direct interaction with students
- grading papers
- observation and participation (when appropriate) in the Child Study Team referral process
- implementation of multiple teaching strategies
- use of recognized Instructional Models
- create bulletin boards

FOURTH THROUGH SEVENTH WEEKS:

Increased participation in all aspects of the teaching process:

- small group instruction
- individualized instruction
- large group instruction
- cooperative and independent development of lesson plans
- cooperative and independent choice of instructional materials, evaluation, and assessments
- adaptation of lessons to varied ability levels using levels incorporating theories of multiple intelligences and applying techniques for the differentiation of instruction
- evidence of application of Bloom's Taxonomy
- written daily lesson plans at correct level(s) of difficulty

AFTER SEVENTH WEEK

- Student Teacher should be teaching approximately 100% of the total instructional day, under the supervision of Cooperating Teacher
- maintain, practice, and refine all of the components of the previous weeks

CALDWELL COLLEGE DIVISION OF EDUCATION
STUDENT TEACHER ASSIGNMENT

Please prepare this in triplicate giving one (1) copy to the College Supervisor, one (1) to the Cooperating Teacher, and one (1) for your files.

STUDENT TEACHER _____
First Name Last Name

ADDRESS _____
and Street Apartment

TELEPHONE (home) _____ (work) _____ (cell) _____
Area Code Area code Area Code

DORM ROOM _____ TELEPHONE _____

E-MAIL ADDRESS _____

SCHOOL ASSIGNMENT _____

Name of School Telephone #

Address Town State Zip Code

PRINCIPAL _____

COOPERATING TEACHER _____

GRADE(S) OR DEPARTMENT(S) AND SUBJECTS TO WHICH ASSIGNED

ASSIGNMENT SCHEDULE

TIME	PERIOD	SUBJECT & GRADE	ROOM	TEACHER
	1			
	2			
	3			
	4			
	5			
	6			
	7			
	8			

If class meets fewer than five (5) days per week, please indicate

COLLEGE SUPERVISOR INFORMATION FOR STUDENT TEACHER OBSERVATIONS

The College Supervisor is responsible for the on-site supervision of the activities of the Caldwell College Students who are assigned to both the public and private schools or agencies of New Jersey. The College Supervisor is expected to keep the Director of Field Experience fully informed concerning the Student Teacher's performance and the progress of the student teaching program (ED 470). It is the responsibility of the College Supervisor to ensure that the Student Teacher gets as comprehensive an experience as possible during this full semester of student teaching. While the primary responsibilities are to encourage, support, observe, evaluate, and guide the Student Teacher, the College Supervisors need to ensure that the experience is developmentally sound, rigorous, and intellectual, based on current educational standards and research. Please take a multi-faceted approach to your assignment and be sure that you are using a developmental approach, as opposed to exclusive supervision. You are looking for observable growth in the Student Teacher's confidence, demeanor, initiative, instructional competence, short and long range planning skills, student motivation, management techniques, diagnostic skills, classroom management responsibilities, and the attempted engagement of all of the students. With you as a resource, the professional growth of the Student Teacher will be greatly facilitated and enhanced.

In addition, the Supervisor acts as a liaison and facilitator for the Caldwell College Department of Education, the host school or agency, the Cooperating Teacher, and the Student Teacher. Many suggested activities from which a Student Teacher profits are addressed in this handbook. For the Student Teacher to become actively and comprehensively involved, you might recommend to the Cooperating Teacher, Principal, and/or Department Chair that they try to provide many of the suggested experiences for each Student Teacher. Please emphasize with each Cooperating Teacher that there need be a great deal of communication and joint planning between Student Teacher and Cooperating Teacher.

By the end of the **7th** week of student teaching, each professional intern should be teaching full time. During this **15** week teaching period, you will be required to submit **6** feedback observation evaluations three of which are done in concert with the cooperating teacher, a mid-term and final evaluation which is of a summative and narrative in nature. The Student Teacher also needs to self evaluate at the midpoint and end of the experience using a summative form. The cooperating teacher needs to fill out 4 feedbacks and a mid-term and final summative. Hold all of your Student Teacher Evaluation Reports and those of the Cooperating Teacher(s) and submit them to the Director of Field Experience during the final week of the student teaching period. In addition to the **6** observation, which should include a pre and post conference, there should be a summative conference followed by a conference for feedback, discussion, and analysis. You will begin each field placement with an initial visit to the Principal of the school as well as to the Cooperating Teaching and Student Teacher. These visits are an effort to assure a successful working relationship and to insure that all of the necessary components are in place. During this **1st** visit you do not observe the Student Teacher teaching a lesson, and no written evaluation is necessary. This initial visit might be an appropriate time for the College Supervisor, the Cooperating Teacher, and the Student Teacher to review this handbook. It should be scheduled during the first two (**2**) weeks of the field experience. It is an introductory visit.

Sample copies of Student Teacher Evaluation Forms are found in the Appendix of this publication. For the final visit, the College Supervisor shall generate a Narrative Summation representing the Student Teacher's performance that is more detailed, cumulative, and reflective of specific criteria that addresses the NJPTS Standards (NJ Professional Teaching Standards). It is advisable that you are familiar with this content and that you also encourage your Student Teachers and their Cooperating Teachers to familiarize themselves with this content. A copy of the NJPTS Standards for Beginning Teacher Licensing and Development can be found in the Appendix of this Handbook.

At each visit to the Student Teacher, the Caldwell College Supervisor should consider these essential procedures:

- Plan visits at various times in the day so that you will see a variety of subjects/sections.
- Upon arrival, notify the Principal's office that you are in the building
- Plan to observe at a time that you are able to confer with the Student Teacher immediately before and after the observation and, when appropriate, you might include the Cooperating Teacher in part of the post observation conference to discuss performance and other issues. Everyone is to get copies of signed feedback forms.
- Obtain four (4) feedback reports from the Cooperating Teacher at dates specified in the accompanying Cooperating Teacher Checklist and the 2 summative reports.
- Familiarize yourself with the Cooperating Teacher's and the Student Teacher's checklists, the suggested timelines, attendance procedures, and required and recommended responsibilities of each individual.
- Consider Bloom's Taxonomy and the Caldwell College Instructional Design Model when you are observing and evaluating.
- Focus on critical issues such as questioning techniques, teaching strategies, classroom management, knowledge base, diagnostic skills, prescriptive skills, the differentiation of learning concepts, teaching to the correct level of difficulty, multiplicity of resources, technological and/or visual aids used, and other elements directed at documenting the Caldwell College Evaluation Form
- Follow the observation method used in the supervisor training classes.
- When you enter the room, the Student Teacher should provide you with a lesson plan and the appropriate materials being used with the students for the lesson.
- Take notes and gather adequate data for a fair and comprehensive evaluation of the Student Teacher in order to encourage dialogue and the Student Teacher's ongoing self-evaluation and assessment.
- Attendance at the initial Orientation, mid-semester Symposium for College Supervisors, and the Final Recognition Reception is important and mandatory.



Dear Student Intern (ED 448/449):

You are now entering the introductory practicum stage of your pre-professional preparation. For many of you, this may be your first contact out of your Caldwell College classroom and into the realm of your future students. You are crossing a line that will take you from the instructed to the instructor. This is a significant change, though even as a teacher you will never cease to learn from your students, your colleagues, your administrators, and your continuing education. The profession of teaching is one of continuous growth and learning. You have chosen wisely.

In your new role, there are expectations and requirements which are noted in this handbook. You will be expected to develop a relationship with your Cooperating Teacher and perhaps with some of the students. Your field experience in ID I (ED 448) will begin with 60 field hours of careful observation, note taking, two small or large group lessons and communication with your Cooperating Teacher, College Supervisor, and your Instructional Design (448/449) Professor. In ID II (ED 449), you will have the opportunity to analyze and implement planning and instructional skills as well as teach two additional full class lessons prior to the Student Teaching experience (ED 470). ID II (ED 449) requires an additional 60 hours in the field.

Use these new experiences as a challenge and an opportunity for growth and development. If you have any questions or concerns please contact your College Supervisor or your Instructional Design teacher.

Sincerely,

CALDWELL COLLEGE DIVISION OF EDUCATION



Dear Cooperating Teachers of Student Interns (ED 448/449):

As a Cooperating Teacher for one of our field experience students (ED 448/ED 449), this brief outline of possible involvements for our students might be helpful. Please note that these are merely suggestions that may be implemented at your discretion. The student might be assisted to ease into some of these minimal responsibilities at a pace that you consider appropriate, given the assigned student's knowledge and understanding of educational theory, curriculum content, human relation skills, professionalism, and insight. Note that the Caldwell College Student Intern will be in your classroom one day per week for a period of 60 hours. The required weekly hours might be split to accommodate a student's schedule. In this Handbook is an attendance sheet that needs to be maintained for Student Interns and signed by both you and the Student Intern. If you and/or the Student Intern require clarification please feel free to contact your student's College Supervisor or the Caldwell College Director of Field Placement (973-618-3629).

- Student Intern observes Cooperating Teacher and other classroom and special teachers commended by the Cooperating Teacher
- Student Intern assists teacher with routine tasks that facilitate effective classroom management and student learning
- Student Intern corrects worksheets, quizzes, or assignments and perhaps enters them into existing recordkeeping under the guidance and supervision of Cooperating Teacher
- Student Intern conducts opening exercises and other daily classroom routines
- Student Intern assists with guided and independent practice after introduction by the teacher
- Student Intern attempts to review plans for the day with the Cooperating Teacher, before the arrival of the children, in order to develop an awareness of the day's activities and to identify areas in which he/she might be of assistance
- Student Intern observes (and assists where possible) with techniques designed to manage the class or individual student behaviors
- Student Intern may assist with whole class activities under the direct supervision of Cooperating Teacher
- Student Intern should teach 2 lessons, if and when appropriate (In ED 448 small groups or whole class, ED 449 whole class.)
- Student Intern will take notes and observe techniques and behaviors
- Student Intern will be able to recognize and identify inclusion of the New Jersey Core Curriculum Standards (NJCCCS) and NJ INTASC Standards

Thank you for your service to the Caldwell College Division of Education. We hope that our suggestions will serve to facilitate your experience guiding and directing our pre-professional students and contribute to enhancing their educational growth.

Sincerely,
CALDWELL COLLEGE DIVISION OF EDUCATION

APPENDIX

- **NJ INTASC STANDARDS**
- **POLICY FOR MILEAGE REIMBURSEMENT FOR COLLEGE SUPERVISORS**
- **REQUEST FOR HONORARIUM AND PROFESSIONAL DEVELOPMENT HOURS FOR COOPERATING TEACHERS**
- **LESSON PLAN FORMAT AND RUBRIC**
- **LESSON PLAN EVALUATION RUBRIC**
- **GLOSSARY OF TERMS**
- **CALDWELL SUPERVISOR ASSESSMENT**

NJ INTASC: INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM

(New Jersey Administrative Code 6A:9-3.3--- Professional Standards for Teachers)

Standard One: Subject Matter Knowledge

Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.

Teachers know and understand:

1. in-depth the subject matter they plan to teach and the relationship of that discipline to other content areas;
2. the evolving nature of the discipline or subject matter knowledge and the need for keeping abreast of new ideas and understanding of the discipline;
3. that literacy skills and processes are applicable in all content areas and help students to develop the knowledge, skills, and dispositions that enable them to construct meaning and make sense of the world through reading, writing, listening, speaking, and viewing;
4. concepts inherent in numeracy to enable students to represent physical events, work with data, reason, communicate mathematically, and make connections within their respective content areas in order to solve problems.

Teachers are committed to:

1. appreciating multiple perspectives and conveying to learners how knowledge is developed from the vantage point of the knower;
2. enthusiasm for the discipline(s) they teach and in making connections to everyday life.

Teachers engage in activities to:

1. promote the development of critical and creative thinking, problem solving and decision making skills by engaging students in formulating and testing hypotheses according to the methods of inquiry and standards of evidence within the discipline;
2. make effective use of multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understanding;
3. evaluate teaching resources and curriculum materials for their completeness, accuracy and usefulness for representing particular ideas and concepts.

Standard Two: Human Growth and Development

Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.

Teachers know and understand:

- 1 how students construct knowledge, acquire skills and develop habits of mind and how to use instructional strategies that promote student learning;
- 2 how student learning is influenced by individual experiences, talents and prior learning, as well as language, culture, family, and community values;
- 3 how to identify and teach to the developmental abilities of students, which may include learning differences, visual and perceptual differences, cultural and socio-emotional differences, special physical or emotional challenges and gifted and talented exceptionalities.

Teachers value and are committed to:

1. the educability of all children and adolescents;
2. the belief that all children and adolescents bring talents and strengths to learning;
3. appreciation for multiple ways of knowing;
4. the diverse talents of all students and to helping them develop self-confidence and subject matter competence;
5. the belief that all children and adolescents can learn at high levels and achieve success.

Teachers apply learning theory to accommodate differences in student intelligence, perception, cognitive style and achievement levels

Standard Three: Diverse Learners

Teachers shall understand the practice of culturally responsive teaching.

Teachers know and understand:

1. how a person's world view is profoundly shaped by his or her life experiences, as mediated by factors such as social class, gender, race, ethnicity, language, sexual orientation, age and special needs;
2. the supports for and barriers to culturally responsive teaching in school environments;
3. the process of second language acquisition and strategies to support the learning of students whose first language is not English.

Teachers value and are committed to:

1. respect for individual and cultural differences, and appreciation of the basic worth of each individual and cultural group;
2. the diversity of learning that takes place in the classroom, respect for the talents and perspectives of each student and sensitivity to community and cultural norms.

Teachers engage in activities to:

1. create a learning community in which individual differences are respected;
2. learn about the diverse students they teach, and the students' families and communities;
3. use strategies to support the learning of students whose first language is not English;
4. use knowledge of students and their lives to design and carry out instruction that builds on students' strengths while meeting their needs and taking into account issues of social class, gender, race, ethnicity, language, sexual orientation, age and special needs.

Standard Four: Instructional Planning and Strategies

Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners.

Teachers know and understand:

1. how to plan instruction based on students' needs, developmental progress and prior knowledge;
2. available and appropriate resources and materials for instructional planning;
3. techniques for modifying instructional approaches and the use of various technologies to promote thinking and understanding.

Teachers values and are committed to the development of students' critical thinking, independent problem solving and performance capabilities.

Teachers engage in activities to:

1. identify and design instruction appropriate to students' stage of development, learning styles, strengths and needs;
2. plan instruction based on knowledge of classroom, school and community culture;
3. evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy and usefulness for representing particular ideas and concepts;

4. identify strategies to create learning experiences that make subject matter meaningful for students, address a variety of learning styles, encourage students to pursue their own interests and inquiries and help students connect their learning to personal goals;
5. plan and develop effective lessons by organizing instructional activities and materials, incorporating a wide range of community and technology resources, to promote achievement of lesson objectives;
6. use formal and informal methods of assessment, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation and revision of practices;
7. create interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas.

Standard Five: Assessment.

Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

Teachers should know and understand:

1. the characteristics, uses, advantages, and limitations of different types of assessments (for example, criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development;
2. measurement theory and assessment-related issues, such as validity, reliability, bias and scoring concerns.

Teachers value and are committed to the belief that students' strengths are the basis for growth and their errors are opportunities for learning.

Teachers engage in activities to:

1. analyze student performance using multiple sources of data, and to modify future plans and instructional techniques that promote desired student learning outcomes;
2. provide students with constructive feedback on their learning and encourage their use of data and self-assessment strategies to monitor their progress toward personal goals;
3. accurately document and report assessment data and ongoing student data to parents and professional staff;
4. enhance their knowledge of learners and evaluate students' progress and performance using a variety of formal and informal assessment techniques to modify teaching and learning strategies.

Standard Six: Learning Environment

Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Teachers know and understand:

1. the principles and strategies of effective classroom management that promote positive relationships, cooperation and purposeful learning activities in the classroom;
2. how the classroom environment influences learning and promotes positive behavior for all students;
3. how classroom participation supports student commitment.

Teachers value and are committed to:

1. the roles of students in promoting each other's learning and recognize the importance of peer relationship in creating a climate of learning;
2. taking responsibility for establishing a positive climate in the classroom and participation in maintaining such a climate in the school as a whole;
3. the expression and use of democratic values in the classroom.

Teachers engage in activities to:

1. maintain a learning community in which students assume responsibility for themselves and one another, participate in decision making and work collaboratively and independently;
2. create a safe and secure classroom climate for all students, by practicing effective listening and group facilitation skills;
3. create a positive classroom climate which is socially, emotionally and physically safe;
4. establish and maintain appropriate standards of behavior;
5. use instructional time effectively;
6. prepare students for and monitor independent and group work that allows for full and varied participation of all individuals.

Standard Seven: Special Needs

Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

Teachers know and understand:

1. how to access information regarding applicable laws, rule, regulations and procedural safeguards regarding planning and implementing the individual education program;
2. available resources related to educational strategies to accommodate individual differences and to employ positive behavioral intervention techniques to students with special needs.

Teachers value and are committed to the belief that children and adolescents with special needs can learn at high levels and achieve success.

Teachers engage in activities to:

1. apply knowledge of students' abilities/disabilities, experiences, talents and prior learning as well as language, culture, economics, family and community values to positively impact student learning;
2. employ appropriate diagnostic measures and interpret the results to implement strategies that influence learning;
3. participate in the design and implementation of the Individualized Education Program (IEP), where appropriate;
4. meet the needs of all learners by using a wide range of teaching techniques to accommodate and modify strategies, services and resources, including technology;
5. make appropriate provisions, in terms of time and circumstances for work, tasks assigned, communication and response modes, for individual students who have particular learning differences or needs.

Standard Eight: Communication

Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions.

Teachers know and understand the power of communication in the teaching and learning process.

Teachers value and are committed to:

1. appreciating the cultural dimension of communication, responding appropriately and seeking to foster culturally sensitive communication by and among all students in the class;
2. being a thoughtful and responsive listener.

Teachers engage in activities to:

1. communicate clearly in English, using precise language and appropriate oral and written expressions;
2. assist students individually or as a member of a group to access, evaluate, synthesize and use information effectively to accomplish a specific purpose;
3. use effective verbal and nonverbal techniques which foster individual and collective inquiry;
4. model effective communication strategies and questioning techniques in conveying ideas and stimulating critical thinking;
5. communicate in a variety of ways that demonstrate a sensitivity to cultural, linguistic, gender and social differences.

Standard Nine: Collaboration and Partnerships

Teachers shall build relationships with parents, guardians, families, and agencies in the larger community to support students' learning and well-being.

Teachers know and understand:

1. the importance of meaningful parent/family involvement in education in addressing the unique student needs and the perspectives to be gained from effective school/home interactions that contribute to high quality teaching and learning;
2. the role of the school within the community and how to utilize diverse partnerships to contribute to student learning and development;
3. how to collaborate with all stakeholders regarding decision-making and the well-being of students while respecting student/family privacy and confidentiality.

Teachers value and are committed to:

1. recognizing the role of parents, guardians and other family members as a child's primary teacher;
2. being concerned about all aspects of the student's well-being and working with parents/families to provide diverse opportunities for student success;

3. being willing to work with parents/families and other professionals to improve the overall learning environment for students.

Teachers engage in activities to:

1. identify and utilize family and community resources to foster student learning and provide opportunities for parents to share skills and talents that enrich learning experiences;
2. establish respectful and productive relationships and to develop cooperative partnerships with diverse families, educators and others in the community in support of student learning and well-being;
3. institute parent/family involvement practices that support meaningful communication, parenting skills, enriched student learning, volunteer and decision-making opportunities at school and collaboration to strengthen the teaching and learning environment of the school.

Standard Ten: Professional Development

Teachers shall participate as active responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process.

Teachers know and understand how education research and other methods of inquiry can be used as a means for continuous learning, self assessment and development.

Teachers value and are committed to:

1. refining practices that address the needs of all the students and the school community;
2. professional reflection, assessment and learning as an ongoing process
3. collaboration with colleagues to give and receive help.

Teachers engage in activities to:

1. use reflective practice and Professional Development Standards to set goals for their professional development plans;
2. learn through professional education organizations;
3. make the entire school a productive learning climate through participation in collegial activities.

Standard Eleven: Professional Responsibility

Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of students.

Teachers know and understand:

1. Their professional responsibilities as reflected in constitutional provisions, statutes, regulations, policies, and collective negotiations; and negotiation agreements; and
2. Strategies to foster professional and productive relationships with students and colleagues.

Teachers value and are committed to:

1. Recognizing that an educator's actions reflect on the status and substance of the profession;
2. Upholding the highest standards for professional competence both as a practitioner in the classroom as well as an employee vested with public trust;
3. Recognizing, respecting and upholding the dignity and worth of students as individual human beings, and therefore dealing with them justly and considerately; and
4. Recognizing their obligation to the profession of teaching and not engaging in any conduct contrary to sound professional practice and/or applicable statutes, regulations and policy.

Teachers engage in activities to:

1. Promote aspects of students' well-being by exercising the highest level of professional judgment and working cooperatively and productively with colleagues and parents to provide a safe, healthy, and emotionally protective learning environment;
2. Maintain the confidentiality of information concerning students obtained in the proper course of the educational process and dispense such information only when prescribed or directed by federal and/or state statutes or accepted professional practice;
3. Maintain professional relationships with students and colleagues;
4. Provide access to various points of view without deliberate distortion of subject matter; and
5. Foster and maintain a school environment which protects students from sexually, physically, verbally, or emotionally harassing behavior by recognizing, understanding, and conducting themselves in a sound and professionally responsible manner.



**POLICY FOR MILEAGE REIMBURSEMENT FOR COLLEGE
SUPERVISORS**

As of September 1, 2003, the following policy went into effect regarding mileage reimbursement for college supervisors of students being monitored and visited in their field work assignment:

College supervisors will not be given additional mileage reimbursement if they travel 50 miles or less round trip to a field site. Any visitation to a field site in excess of 50 miles round trip will be reimbursed additionally as follows: for every four (4) visits each beyond 50 miles round trip, the College Supervisor will receive one (1) extra visitation payment.

CALDWELL COLLEGE DIVISION OF EDUCATION

April 28, 2003



Request for Honorarium & Professional Development Hours for Professional Intern Mentoring

To receive an Honorarium and certificate for New Jersey Professional Development Hours, please complete the information below and mail to the **Caldwell College Division of Education: Attn: Certification Office** by November 15 for the Fall semester and April 15 for the Spring semester.

Semester: Fall ___ Spring ___ Summer ___ Year _____ College Supervisor: _____

Ms./Mr. Last Name: _____ First Name: _____

Home Address: _____

City/State/Zip: _____

Telephone: _____ Social Security#: _____

Name of Student: _____ School District: _____

School and Address: _____

Will you share the mentoring responsibilities for this student with another teacher? Yes No

If yes, please indicate the teacher(s)

Name(s): _____

Directions: Fill in with a check mark.

1. Age: 20 or below 21-30 31-40 41-50 50+

2. Grade (s) You Teach (Check in as many as apply): K-8 K-12 Subject Area P-3

Teacher of the Handicapped ESL Bilingual Special Ed. Other

3. Are you a Caldwell graduate? Yes No If no where did you receive training? _____

4. Degree (Check in highest attained): Bachelors ___ Masters ___ Doctorate ___

Date Obtained: 1970's ___ 1980's ___ 1990's ___ 2000's ___

5. Ethnicity (Check in one) Asian ___ Black ___ Hispanic ___ Native American ___ White ___

6. Have you mentored/supervised students before? Yes ___ No ___

7. If you answered Yes to #6, How many? (enter #) 1-2 ___ 3-5 ___ 6-8 ___ 9-10 ___ 10+ ___

8. Were you assigned or did you volunteer to mentor a student? (Check in one) Assigned ___ Volunteered ___

9. In your opinion, what are the most important factors in selecting a cooperating teacher? Please check up to five

- | | |
|---|---|
| <input type="checkbox"/> Tenure (or equivalent) status | <input type="checkbox"/> Educational philosophy |
| <input type="checkbox"/> Degrees (beyond B.A.-M.A., Specialist, Ed.D) | <input type="checkbox"/> Interpersonal skills |
| <input type="checkbox"/> Classroom teaching experience and record | <input type="checkbox"/> Willingness to serve (volunteer) |
| <input type="checkbox"/> Previous experience working with students | <input type="checkbox"/> Teaching style |
| <input type="checkbox"/> Type of school or geographical location | <input type="checkbox"/> Content knowledge |
| <input type="checkbox"/> Current pedagogical knowledge | <input type="checkbox"/> Other (please specify) _____ |

10. Does your union contract include provisions relating to mentoring? Yes ___ No ___ Do not know ___

11. As a result of your experience as a cooperating teacher, have you acquired new knowledge and/or skills?
Yes ___ No ___

20. Which of the following mentoring techniques do you use as cooperating teacher?

Question		Frequently	Sometimes	Rarely	Never
j.	General verbal feedback				
k.	Verbal lesson plan feedback				
l.	Written lesson plan feedback				
m.	Modeling behaviors				
n.	Co-teaching with student				
o.	Provide opportunities for experimentation				
p.	Written observation feedback				
q.	E-mail exchanges with field experience student				
r.	Other				

21. Do you see yourself as a teacher educator? Yes _____ No _____

22. Do you believe cooperating teachers should be assessed? Yes _____ No _____

23. If yes to # 22, by whom? Students _____ Supervisors _____ Both _____

Comments about your mentoring experience: _____

Thank you for your input. The information you have provided will enable the Caldwell College Department of Education to better serve the cooperating teacher's needs and provide direction for the placement of our student teachers. All information will be kept confidential. Please return this form to the address on the other side. Certificates for Professional Development Hours will be mailed by February 1 for the Fall semester, June 1 for the Spring semester.

LESSON PLAN FORMAT AND RUBRIC

Implementing the Caldwell College as a rubric for the elements of a successful lesson will increase the probability of student learning. The decision on which elements to include and their sequence within the lesson remains with the teacher, based on the stated learning objective; however, all of the components should be in evidence for lessons. While Student Teachers are encouraged to follow the lesson plan format of the Cooperating Teacher, it is essential to recognize the importance of addressing and integrating our elements of the Caldwell College model.

Lesson Plan

Teacher: _____ Grade: _____ Date: _____
Day: _____ Subject: _____ Time: _____

Cognitive Level(s) of Lesson: (Refer to Bloom's Taxonomy)
Objective: Students will be able to:
Learning:
Behavior:
Condition:
NJCCCS addressed:

Instructional Strategies (Indicate Level of Bloom's Taxonomy and CCCS where applicable)
Opening:
Presentation:
Guided Practice:
Closure:
Assessment
Formative:
Individual Measurability:
Summative:
Differentiation
Varying Content:
Varying Process:
Varying Product:
Technology

Lesson Plan

Teacher: _____ Grade: _____ Date: _____
Day: _____ Subject: _____ Time: _____

Cognitive Level(s) of Lesson: (Refer to Bloom's Taxonomy)
Objective: Students will be able to:
Learning:
Behavior:
Condition:
NJCCCS addressed:

Instructional Strategies: (Opening, Presentation, Guided Practice, Closure)

Assessment: (Formative, Individual Measurability, Summative)

Differentiation: (Varying Content, Varying Process, Varying Product)

Technology:

LESSON PLAN EVALUATION RUBRIC

	Not Evident	Partially Proficient	Proficient	Advanced Proficient
OBJECTIVE * Statement of Objective(s) (Know, Understand, be able to do) * CCCS Alignment * Cognitive Level of Lesson (Refer to Bloom's Taxonomy)	Objective(s) not stated (0)	Objective(s) stated but no reference to what the students will know and be able to do (2)	Objective(s) stated with reference to what the students will know and be able to do (4)	Objective(s) clearly stated with reference to what the students will know and will be able to do and how they will demonstrate what they know and be able to do, and under what circumstances the learning will take place(6)
	No alignment or inaccurate alignment with CCCS (0)	Alignment with CCCS partially accurate and/or incomplete(1)	Alignment with CCCS accurate (2)	Alignment with CCCS accurate and reflects more than one content area (3)
	Cognitive Level of Lesson not stated or cannot be determined (0)	Cognitive Level of Lesson not appropriate and/or not linked to Objective(s) (1)	Cognitive Level of Lesson appropriate and linked to stated Objective(s) (2)	Cognitive Level of Lesson appropriate, linked to Objective(s) and refers to what students will know, understand, and be able to do (3)
	Not Evident	Partially Proficient	Proficient	Advanced Proficient
INSTRUCTIONAL STRATEGIES * Opening (Purpose Setting, Anticipatory Set, Assessment of Background Knowledge with anticipated responses, Review) * Presentation (Input, Modeling, Checking for Understanding) * Guided Practice * Closure (with anticipated responses)	No evidence of Opening elements (0) No evidence of Input, Modeling or Checking for Understanding (0) No evidence of Guided Practice (0) No evidence of closure (0)	Evidence of at least one Opening element (1) Evidence of Input or Modeling or Checking for Understanding (2) Practice provided but no guidance by teacher (2) Closure only provides summary of major points (1)	Evidence of at least two opening elements (2) Evidence of at least two presentation elements (4) Guided Practice provided (4) Closure provides summary of major points and ties those points into a coherent whole (2)	Clearly stated evidence of integration of at least three Opening elements (3) Clearly stated evidence of integration of presentation elements throughout the lesson (6) Guided Practice provided with clearly stated alternative strategies for practice planned (6) Closure provides clearly stated summary of major points, ties those points into a coherent whole and provides preview of future lesson (3)
	Not Evident	Partially Proficient	Proficient	Advanced Proficient
ASSESSMENT * Formative * Individual Measurability * Summative	No evidence of formative assessment (0) No evidence of formative assessment; therefore, not individually measurable (0) No evidence of summative assessment (0)	Evidence of formative assessment but does not appropriately align with objective (2) Formative assessment appropriately aligns with objective but is not individually measurable (1) Summative assessment considered but does not align with objective (1)	Evidence of formative assessment and appropriately aligns with objective (4) Formative assessment appropriately aligns with objective and is individually measurable (2) Summative assessment considered and aligns with objective (2)	Clearly stated evidence of formative assessment, appropriately aligns with objective and alternate assessment planned (6) Clearly stated evidence of formative assessment appropriately aligns with objective, is individually measurable; multiple measures employed to assess individual student understanding (3) Summative assessment considered, aligns with objective ,used to link to subsequent lessons (3)

	Not Evident	Partially Proficient	Proficient	Advanced Proficient
DIFFERENTIATION				
*Varying Content (Readiness/Skills, Interests, Learning Styles)	No evidence of differentiation of content (0)	Evidence of one appropriate approach to differentiation of content but not linked to teacher knowledge of the students (1)	Evidence of one appropriate approach to differentiation of content linked to teacher knowledge of the students (2)	Clearly stated evidence of two or more appropriate approaches to differentiation of content linked to teacher knowledge of the students (3)
* Varying Process (Input, Classroom Organization and Instructional Grouping)	No evidence of differentiation of process (0)	Evidence of at least one process elements of differentiation but not linked to teacher knowledge of the students (1)	Evidence of at least two process elements of differentiation and linked to teacher knowledge of the students (2)	Clearly stated evidence of all three process elements of differentiation and linked to teacher knowledge of the students (3)
* Varying Product (Task and/or Test)	No evidence of differentiation of product (0)	Evidence of one or both product elements of differentiation but not linked to teacher knowledge of the students (1)	Evidence of one or the other product elements of differentiation and linked to teacher knowledge of the students (2)	Clearly stated evidence of both product elements of differentiation and linked to teacher knowledge of the students (3)
	Not Evident	Partially Proficient	Proficient	Advanced Proficient
TECHNOLOGY	No evidence of technology considered (0)	Evidence of technology considered as a tool but not infused for content enhancement (2)	Evidence of technology considered as a tool and infused for content enhancement (4)	Clearly stated evidence of technology considered as a tool and infused for content enhancement both for teacher presentation and student involvement (6)

OBJECTIVE Score Ranges (0 – 12)	INSTRUCTIONAL STRATEGIES Score Ranges (0 -18)	ASSESSMENT Score Ranges (0 – 12)	DIFFERENTIATION Score Ranges (0 – 9)	TECHNOLOGY Score Ranges (0 – 6)
Not Evident 0	Not Evident (0)	Not Evident (0)	Not Evident (0)	Not Evident (0)
Partially Proficient (4)	Partially Proficient (6)	Partially Proficient (4)	Partially Proficient (3)	Partially Proficient (2)
Proficient (8)	Proficient (12)	Proficient (8)	Proficient (6)	Proficient (4)
Advanced Proficient (12)	Advanced Proficient (18)	Advanced Proficient (12)	Advanced Proficient (9)	Advanced Proficient (6)

LESSON PLAN EVALUATION RUBRIC
Grade Equivalent Conversion Chart

GRADE	First Level (Possible Points = 42)	Advanced Level (Possible Points = 57)
A	40-42	54-57
A-	37-39	49-53
B+	34-36	44-48
B	31-33	39-43
B-	28-30	34-38
C+	25-27	29-33
C	22-24	24-28
D+	19-21	20-23
D	16-18	17-19
F	15 and below	16 and below

LESSON PLAN EVALUATION RUBRIC

Glossary of Terms

Anticipated Responses

The predicted student responses to questions asked by the teacher to check for understanding, achieve closure and assess background knowledge.

Anticipatory Set

Anticipatory Set or Set Induction: sometimes called a "hook" to grab the student's attention: actions and statements by the teacher to relate the experiences of the students to the objectives of the lesson. To put students into a receptive frame of mind.

- to focus student attention on the lesson.
- to create an organizing framework for the ideas, principles, or information that is to follow (c.f., the teaching strategy called "advance organizers").
- to extend the understanding and the application of abstract ideas through the use of example or analogy...used any time a different activity or new concept is to be introduced.
- to activate and assess prior knowledge.

Assessment of Background Knowledge

Determination of what students know about a topic before it is taught. (See also Anticipatory Set)

Checking for Understanding

Determination of whether students have "got it" before proceeding. If there is any doubt that the class has not understood, the concept/skill should be re-taught before practice begins. Anticipated Responses by students must be included in the lesson plan to assess their understanding. Closure in a lesson provides the last opportunity to check for understanding.

Classroom Organization

The physical layout of the classroom

Clearly Stated

This description (used in Advanced Proficient) refers to clarity, cohesiveness, and precision of language. This phrase indicates that there are very few, if any, spelling, grammar, or usage errors.

Closure

Those actions or statements by a teacher that are designed to check for understanding and to bring a lesson presentation to an appropriate conclusion. Used to help students bring things together in their own minds, to make sense out of what has just been taught (the objectives). "Any questions? No. OK, let's move on" is not closure.

Anticipated Responses by students must be included in the lesson plan to assess their understanding.

Closure is used:

- to cue students to the fact that they have arrived at an important point in the lesson or the end of a lesson,
 - to help organize student learning,
 - to help form a coherent picture, to consolidate, eliminate confusion and frustration, etc.,
 - to reinforce the major points (the objectives) to be learned...to help establish the network of thought relationships that provide a number of possibilities for cues for retrieval.
- Closure is the act of reviewing and clarifying the key points of a lesson, tying them together into a coherent whole, and ensuring their utility in application by securing them in the student's conceptual network for future related lessons.

Cognitive Level of Lesson (Bloom's Taxonomy)

Identifies the six cognitive levels: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. Levels must be indicated in Instructional Strategies and Assessment sections of lesson plan.

Differentiation

Recognition of students' varying background knowledge, readiness, language, preferences in learning, interests. Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process.

Differentiating the Content

Because students vary in readiness, skill levels, interests and learning styles, it is important to vary or differentiate content in response to those student traits. Strategies for differentiating content include providing materials at various reading levels, pre-teaching and re-teaching, providing interest centers with tasks at varying levels, and presenting in visual, auditory and kinesthetic modes.

Differentiating the Process/Activities

Differentiating the processes means varying learning activities or strategies to provide appropriate methods for students to explore the concepts. It is important to give students alternative paths to manipulate the ideas embedded within the concept. For example students may use graphic organizers, maps, diagrams or charts to display their comprehension of concepts covered. Varying the complexity of the graphic organizer can very effectively facilitate differing levels of cognitive processing for students of differing ability.

Differentiating the Product

Differentiating the product means varying the complexity of the product that students create to demonstrate mastery of the concepts. Students working below grade level may have reduced performance expectations, while students above grade level may be asked to produce work that requires more complex or more advanced thinking. There are many sources of alternative product ideas available to teachers. However sometimes it is motivating for students to be offered choice of product.

Formative Assessment

Ongoing assessment that provides information to guide teaching and learning for the purpose of monitoring and adjusting instruction to improve student achievement.

Guided Practice

An opportunity for each student to demonstrate grasp of new learning by working through an activity or exercise under the teacher's direct supervision. It is essential that students practice doing it right so the teacher will know that the students understand before proceeding. The teacher moves around the room to determine the level of mastery and to provide individual remediation as needed.

Independent Practice

Once pupils have mastered the content or skill, it is time to provide for reinforcement practice. It is provided on a repeating schedule so that the learning is not forgotten. It may be home work or group or individual work in class. It can be utilized as an element in a subsequent project. It should provide for de-contextualization: enough different contexts so that the skill/concept may be applied to any relevant situation...not only the context in which it was originally learned. The failure to do this is responsible for most student failure to be able to apply something learned.

Individual Measurability

The ability to assess each student's understanding of the lesson content.

Infusion of Technology

Technology used in the teaching, comprehension, application, analysis, and/or the synthesis of the content of the lesson. Technology can support a number of research-based strategies (Marzano et al., 2001). Students and teachers use technology as a tool to improve teaching and learning by adapting the curriculum through software, the internet and assistive technology.

Input

Teacher-provided information needed for students to gain the knowledge or skill.

Instructional Grouping

Various arrangements of students from whole class to small group to individualized instruction.

Modeling

Teacher demonstrates examples of what is expected as an end product of the student work. The critical aspects of the product are explained through labeling, categorizing, comparing, etc.

Objective

A statement which specifies the following three decisions: what content to teach (learning), what the students will do to learn and to demonstrate that learning has occurred (behavior), and under what circumstances the learning will take place (condition)

Example:

Students will be able to

Learning: compare and contrast Robert E. Lee and Ulysses S. Grant (Know and be able to do)

Behavior: by individually completing a Venn diagram (How they will demonstrate what they know and are able to do)

Condition: after reading chapter 4 in their textbook (under what circumstances the learning will take place)

Purpose Setting

Outlines the objective of that day's lesson. Here the teacher emphasizes how students will benefit from the lesson.

Review

Typically at the beginning of the lesson, review previous material that is relevant to this lesson.

Summative Assessment

Used to measure what has been learned. Summative assessments tend to be evaluative in nature, and their results are often encapsulated and reported as a score or grade.

Caldwell Supervisor Assessment

Re: Professional Intern/Student Teacher

Semester: Fall/Spring _____

Supervisor's Name _____

A list of supervising practices appears below. Using the following scale, please indicate the frequency of these practices evidenced by the college supervisor. Additional space is provided for summative comments. Fill in the appropriate numbered circle using the following numbered criteria:

1-Rarely 2-Sometimes 3-Most of the time 4-Always

	1	2	3	4
I. Knowledge: The college supervisor demonstrated...				
1. Knowledge of content for supervising at this teaching area or level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Knowledge of a variety grade appropriate teaching methods and instructional strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Knowledge of classroom management and its application	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Knowledge of current research on teaching and learning incorporated into supervision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Practical, realistic expectations and recommendations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
II. Skills: The college supervisor...				
6. Communicated his/her performance expectations to the student teacher and the cooperating teacher regarding lesson planning, supervisory observation, conferencing and evaluating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Established and kept scheduled appointments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Conducted conferences in a positive and constructive manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Observed one full period in the secondary classroom and or a teaching episode or activity at other levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Provided specific oral and written feedback about student's performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Completed assessment evaluations and narratives when warranted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Evaluated intern/student teacher based on the Caldwell assessment model.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Identified specific areas of strength and those in need of improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Read and critiqued lesson plans, unit plans: observed and critiqued reaching strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
III. Values: The college supervisor				
15. Provided a liaison between Caldwell College and the school/district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Promoted good school/college/community relations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Encouraged student to reflect upon issues of teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Listened and responded to concerns of cooperating teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Solicited feedback from the student teacher and/or cooperating teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Encouraged observation of other classroom teachers and activities in the school during the semester	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Showed enthusiasm for teaching and the field of education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Communicated effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Positive and reinforcing in actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Professional and tactful in actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Demonstrated interest in the student teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Have guidance in the process of professional career development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Summative Comments _____

