

K-12 Art PTEP

# **K-12 Professional Teacher Education Program**

## **EDFE 444** Student Teaching Handbook For **Art Majors Only**

Prepared for:  
Art K-12 Student Teachers  
&  
University Supervisors

## K-12 Art PTEP

The K-12 Professional Teacher Education Program (PTEP) prepares candidates in the licensure areas of Art, Music, Physical Education, Special Education, grades K-12. The K-12 PTEP is a standards-based teacher preparation program that provides each teacher candidate with the opportunity to integrate knowledge and skills acquired from general education course work, content area course work, various education courses, and field experiences at local school sites. The purpose of the K-12 PTEP is to assist a teacher candidate in meeting the *Colorado Performance-Based Standards for Teacher Licensure*.

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## **EDFE 444—Student Teaching (12 credit hours)**

### **Prerequisites:**

EDFE 130. Meets student teaching requirement for certification. S/U graded. Repeatable, maximum of 15 credits, under different subtitles.

### **Course Description:**

EDFE 444, K-12 Student Teaching, is a course designed to provide a program of experiential learning activities in the teacher candidate's content area within an approved school setting and under the supervision and coordination of UNC Art Faculty and school personnel. Emphasis is on the development of competencies in the areas of planning, instructional skills, use of materials and resources, classroom management and organization, human relations skills, content knowledge, and the developmental stages of students.

EDFE 444 course activities and field experiences include 16 weeks of supervised student teaching (2 eight-week placements) and active participation in ART 466, Student Teaching Seminar. A full student teaching assignment is defined as a minimum of 16 weeks in a school setting from at least 8:00 a.m. to at least 4:00 p.m., Monday through Friday. During this time, the student teacher assumes full responsibility for classroom instruction and other school related professional roles.

#### **A. Colorado K-12 Model Content Standards in Art:**

This student teaching experience provides objective and reflective evaluations of student teachers' application of the K-12 Colorado Model Content Standards in Art to their instructional planning and execution.

- Standard One: Students recognize and use the visual arts as a form of communication.
- Standard Two: Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.
- Standard Three: Students know and apply visual arts materials, tools, techniques, and processes.
- Standard Four: Students relate the visual arts to various historical and cultural traditions.
- Standard Five: Students analyze and evaluate the characteristics, and Meaning of works of art.

#### **B. CDE Performance Based Standards:**

This student teaching experience provides objective and reflective feedback and/or evaluation of the student teacher's direct application of the CDE Performance Based Standards to their instructional planning and execution.

**Standard One: Knowledge of Literacy (Reading)**

- 1.1 Beginning teachers are able to plan and organize literacy instruction based on content needs.
- 1.2 Beginning teachers understand the use of cueing systems.
- 1.3 Beginning teachers support reading and writing through relationships among reading, writing, and oral language.
- 1.4 Beginning teachers develop reading comprehension.
- 1.5 Beginning teachers promote student independent reading.
- 1.6 Beginning teachers use reading to accomplish a variety of tasks, including reading for pleasure, reading for information, and reading to solve problems.

**Standard I: Knowledge of Literacy (Writing)**

- 2.1 Beginning teachers are able to plan and organize writing instruction based on ongoing assessments.
- 2.2 Beginning teachers are able to develop instruction that enables students to write for a variety of purposes, for different audiences, and in multiple genres.
- 2.3 Beginning teachers are able to develop students' knowledge of conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
- 2.4 Beginning teachers are able to support writing through relationships among reading, writing, and oral language.
- 2.5 Beginning teachers are able to develop writing proficiency.

**Standard II: Knowledge of Mathematics**

- 2.1 Develop in students an understanding and use of: number systems and number sequences; geometry; measurement; statistics and probability; functions and use of variables.
- 2.2 Utilize Colorado Model Content Standards in Mathematics for the improvement of instruction.

**Standard III: Knowledge of Standards and Assessment**

- 3.1 Design short and long-range standards-based instructional plans.
- 3.2 Develop valid and reliable assessment tools for the classroom.
- 3.3 Develop and utilize a variety of informal and formal assessments, including rubrics.
- 3.4 Assess, compare and contrast the effects of various teaching strategies on individual student performance relative to content standards.
- 3.5 Use assessment data as a basis for standards-based instruction.
- 3.6 Provide effective verbal and written feedback that shapes improvement in student performance on content standards.
- 3.8 Ensure that instruction is consistent with school district priorities and goals, the Colorado Model Content Standards, and the 1999 Colorado Accreditation Program.

**Standard IV: Knowledge of Content**

- 4.1 Utilize content knowledge to ensure student learning.
- 4.2 Enhance content instruction through a thorough understanding of all Colorado model content standards.
- 4.3 Apply expert content knowledge to enrich and extend student learning.
- 4.4 Integrate literacy and mathematics into content area instruction.

**Standard V: Knowledge of Classroom and Instructional Management**

- 5.1 Create a learning environment characterized by acceptable student behavior, efficient use of time, and disciplined acquisition of knowledge, skills, and understanding.
- 5.2 Apply sound disciplinary practices in the classroom.
- 5.3 Apply appropriate intervention strategies and practices to ensure a successful learning environment.
- 5.4 Raise the academic performance level of a group of students, over time, to a higher level.
- 5.5 Understand the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem solving, invention, memorization, and recall) and ensure attention to these learning processes so that students can master content standards.
- 5.6 Work in cooperation with library media and other resource specialists in providing student instruction on how to access, retrieve, analyze, synthesize, and evaluate information, and integrate these information literacy skills into the curriculum to accomplish standards-based learning activities.
- 5.7 Accurately document and report ongoing student achievement.
- 5.8 Communicate with parents and guardians effectively in order to involve them as participants and partners in student learning.
- 5.9 Communicate a variety of assessment results, and their implications to students, parents, guardians, professionals, administrators, and the community.

**Standard VI: Knowledge of Individualization of Instruction**

- 6.1 Employ a wide range of teaching techniques to match the intellectual, emotional, and social level of each student, and choose alternative teaching strategies and materials to achieve different curricular purposes.
- 6.2 Design and/or modify standards-based instruction in response to diagnosed student needs, including the needs of exceptional learners and English language learners.
- 6.3 Utilize his/her understanding of educational disabilities and giftedness and their effects on student learning in order to individualize instruction for those students.
- 6.4 Teach students within the scope of teachers' legal responsibilities and students' educational rights, and follow procedures as specified in state, federal, and local statutes.
- 6.5 Develop and apply individualized education plans.

- 6.6 Collect data on individual student achievement and be accountable for each child's learning.
- 6.7 Use specific knowledge of student medical conditions and medications and their possible effects on student learning and behavior.

### **Standard VII: Knowledge of Technology**

- 7.1 Apply technology to the delivery of standards-based instruction.
- 7.2 Use technology to increase student achievement.
- 7.3 Utilize technology to manage and communicate information.
- 7.4 Apply technology to data-driven assessments of learning.
- 7.5 Instruct students in basic technology skills.

### **Standard VIII: Democracy, Educational Governance, and Careers in Teaching**

- 8.1 Model and articulate the democratic ideal to students, including: the school's role in developing productive citizens; the school's role in teaching and perpetuating the principles of a democratic republic.
- 8.5 Evaluate his/her own performance and assess the professional development options necessary to improve that performance.

### **Standard IX: Diversity**

- 9.1 Recognize and understand how students differ from one another.
- 9.2 Create an environment that allows for diversity by providing appropriate learning opportunities for individuals with diverse backgrounds, experiences, abilities, values, and perspectives.
- 9.3 Selects materials that meet the needs of a variety of learners.

### **Standard X: Professional Behavior**

- 10.1 Communicate respect, sensitivity, and caring toward students, colleagues, parents, and the community.
- 10.2 Demonstrate appropriate professional behavior including dress, demeanor, and initiative.
- 10.3 Understand and apply legal and ethical practices of teaching.
- 10.4 Demonstrate an understanding of school reform issues.

## **Outcomes**

Teacher candidates who successfully complete the Art K-12 PTEP program should be able to:

- demonstrate proficient knowledge of art content in relationship to national and state art standards;
- demonstrate a knowledge of art as related to literacy (reading/writing) and

mathematics, and use this knowledge to design, implement, and assess effective integrated learning experiences for students in their art classrooms at the elementary and secondary levels;

- utilize technology effectively to support instruction, to assess student learning, and to advance students' technological literacy;
- demonstrate respect for cultural diversity and individual differences, and recognize the entire continuum of students' intellectual strengths to design, adapt, and deliver curriculum to address this diversity;
- identify, organize, and manage instructional strategies and learning environments which support every students' intellectual, social, emotional, physical, and self-expressive development;
- promote students' understanding and appreciation of democratic ideals by articulating, modeling, and reinforcing underlying democratic principles and beliefs including respect for the rights of others and concern for community well-being;
- articulate personal beliefs about and commitment to the educational profession and to teaching as a career, and demonstrate professional dispositions which embody this commitment;
- develop a personal intellectual structure that supports inquiry, learning, teaching, and reflective problem solving;
- demonstrate a professional demeanor of educational excellence and commitment to upholding professional standards and ethical codes.

## **Course Objectives**

To provide K-12 art teacher candidates with opportunities to develop the skills necessary to assume full responsibility of the art classroom during student teaching, as well as other professional roles in the school.

To provide K-12 art teacher candidates with opportunities to demonstrate:

- content knowledge,
- classroom management techniques/strategies that facilitate student learning,
- effective instructional skills,
- an understanding of the developmental stages of students,
- teacher /student interactions that promote a classroom climate for learning,
- and positive and constructive communication skills with colleagues, parents, and other members of the school community.

### **Required Readings:**

K-12 Professional Teacher Education Program-Student Teaching Handbook (available at the UNC Bookstore).

### **Responsibilities of Student Teacher:**

- \* Attend the Student Teaching Orientation Session.
- \* Complete 16 weeks of student teaching (missed time must be made up).
- \* Attend seminar sessions and complete all seminar required work.
- \* With the Cooperating Teacher complete the Student Teaching Development Plan and submit to the University Supervisor.
- \* Plan lessons on a weekly and daily basis and submit the plans to the cooperating teacher for review and recommendations **prior** to teaching the lesson. Lesson plans must be made available to the University Supervisor on each visit.
- \* Demonstrate competency in teaching art as assessed on the art education assessment instrument.
- \* Conform and comply with the teacher's, the host school's and the district's rules, policies, and standards for professional behavior.
- \* Participate in all of the activities expected of the art classroom teacher including arriving and leaving at appropriate times (**it is the student teacher's responsibility to call the school and the cooperating teacher in the event of illness; missed time will be made up**).
- \* Turn in appropriate schedule of classes for each placement to the University Supervisor.

### **Grading Criteria for EDFE 444:**

A grade of S/U is assigned for EDFE 444 based on the following:

- \* Attendance at the Orientation Session.
- \* Completion of a Student Teaching Development Plan (submitted to university supervisor).
- \* Completion of 16 weeks of student teaching
- \* Attendance and completion of ART 466 Student Teaching Seminar (failure to meet this requirement will result in an "unsatisfactory" in student teaching).
- \* Demonstration of a competency skill level on the student teaching art assessment instrument.
- \* Satisfactory final evaluations from the Cooperating Teacher and the University Supervisor.

Students who believe that they may need accommodations in this class are encouraged to contact the Disability Access Center (970) 351-2289 as soon as possible to ensure that accommodations are implemented in a timely fashion.

## **Art 466: Visual Arts Student Teaching Seminar**

One Credit Hour

Class to be taken concurrently with EDFE 444: Student Teaching

### **Course Description:**

Art 466 provides a structured setting to reflect on the student teaching experience and to prepare portfolio materials. It is the culmination of the Art Education Program at UNC and the opportunity to apply and evaluate the Colorado Performance Based Standards for Colorado teachers. Teacher candidates must demonstrate competencies defined by the Colorado Performance Based Standards for Colorado teachers at a proficient or advanced level. Art 466 also provides the opportunity to demonstrate the competencies delineated by the Colorado Department of Education Teacher Licensure Standards and to demonstrate the ability to apply the Colorado Model Standards to the public school classroom.

### **Course Objectives:**

To provide encouragement and guidance for in depth reflection and evaluation of individual teaching environments and personal competencies.

To complete a work sample and other portfolio artifacts indicating teaching competencies based on the Performance Based Standards for Colorado teachers.

To provide support and information necessary for a successful student teaching experience.

### **Course Requirements:**

Attendance at all seminar sessions—it is the responsibility of the student teacher to notify the university supervisor and make arrangements for any emergencies which arise.

Preparation for seminar discussion.

Participation in the Blackboard online discussion board.

Thoughtful, evaluative participation in seminar discussion.

Completion of work sample and portfolio artifacts.

### **Method of Evaluation:**

Course will be graded A-F.

Attendance and participation at seminar sessions---50%

Completion of work sample and portfolio requirements---50%

Grades will be determined by the student's contribution and participation in each meeting of the seminar as well as the completed work sample assessed at the proficient or higher level.

### **Course Content:**

Content items include but are not limited to the following topics:

1. Getting started in student teaching—Classroom management, student needs

Identify and describe a student who is off task or disruptive because he/she a) needs attention b) doesn't seem to understand what to do/lacks motivation or c) keeps pushing the limits.

2. Management, special circumstances

Does your school provide teacher training on student alcohol and/or drug abuse, gang activity and child abuse? Is there a school policy for each?

3. Curriculum development

What drives the curriculum in your school? Interview your cooperating teacher. Have you seen any paper curriculum documents that will give you the official viewpoint? School newsletters to parents? Observe what seems to be important in the art classroom.

4. Students with special needs.

Do you have any special needs students in your classrooms? What classifications? What is being done to ensure a successful experience for these students? Does it work?

5. Student assessment and evaluation

How is student assessment/evaluation handled in either of your teaching assignments? How would you adapt or adopt the process to your philosophy? What would you do?

6. Technology in the classroom

What worked, what didn't and what do you do now?

7. Budget and resources

How does planning a budget, ordering supplies and finding materials work in your situation?

8. Classroom environment

What have you learned about structure and emotional environment in the classroom?

9. Evaluation of a lesson

Were students engaged, how did they demonstrate understanding, and how did you adjust as you taught the lesson?

10. Resume writing and career search

Meet with representatives from Career Services to learn about interview skills and resume writing.

11. Licensure requirements for Colorado

Meet with UNC licensure supervisor to get information and packet for applying for licensure in Colorado.

12. What is a "good" teacher?

## Student Teaching Development Plan

One of the most commonly asked questions during the student teaching experience has to do with the timing of the teacher candidate's teaching responsibilities. The teacher candidate should assume and release teaching responsibilities in a planned, gradual manner. The *Student Teaching Development Plan* is designed as a "road map" for specific, week-by-week time line that indicates the teaching duties and other professional duties to be assumed by the teacher candidate during student teaching experience.

The plan should be jointly developed during the first two weeks of the student teaching assignment by the teacher candidate and the cooperating teacher. The plan needs to be submitted to the university supervisor during his/her first visit.

The following suggested schedule is recommended by the K-12 PTEP faculty (each of the areas may be compressed or extended according to the readiness of the particular teacher candidate).

**Week 1:** Familiarize self with classroom and students; plan with cooperating teacher(s); observe management strategies; examine texts and materials; observe/discuss lesson plans; assume some procedural tasks in the classroom; develop a *Student Teaching Development plan*.

**Week 2:** Continue to plan with cooperating teacher(s); prepare lesson plans; work with individuals and small groups.

**Week 3:** Continue to plan and assume classroom responsibilities, inclusive of teaching planned lessons.

**Week 4:** Continue to prepare lesson plans and teach lessons daily; continue to add other teaching responsibilities.

**Week 5-7:** Fulltime teaching responsibilities.

**Week 8:** Begin to release responsibilities back to cooperating teacher(s).

## Student Teaching Development Plan

### Example Only

(This plan should represent a “best fit” schedule that meets the needs of the teacher candidate.)

**Teacher Candidate:** ----- **Subject/Grade:** -----

**School:** ----- **Cooperating Teacher:** -----

**University Supervisor:** ----- **Date:** -----

### Student Teaching Development Plan

(Example only; teacher candidate’s plan may require a more extensive week by week narrative of student teaching activities.)

**Week 1:** Familiarize self with students, staff, classes, and school. Participate in unit and staff meetings. Examine textbooks and curriculum guidelines. Observe administrative and procedural tasks.

**Week 2:** Plan lessons with C.T. and teach lessons under C.T.’s plans. Continue with all of the above.

**Week 3:** Plan and teach more lessons under C.T.’s plans. Plan and teach own lessons. Work toward one full day of instruction. Continue with all the above.

**Week 4:** Prepare and teach lessons daily. Add teaching responsibilities until full load is reached. Review midterm evaluation with C.T. and University Supervisor.

**Week 5-7:** Take full responsibility of classes.

**Week 8:** Release responsibilities and implement closure activities with classes. Discuss final evaluations with C.T. and University Supervisor.

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*Student Teacher’s Signature*

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*Cooperating Teacher’s Signature*

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*University Supervisor’s Signature*

**Student Teaching Development Plan**

(This plan should represent a "best fit" schedule that meets the needs of the teacher candidate.)

**Teacher Candidate:** ----- **Subject/Grade:** -----

**School:** ----- **Cooperating Teacher:** -----

**University Supervisor:** ----- **Date:** -----

**Student Teaching Development Plan**  
(Insert week number(s) & dates accordingly.)

**Week(s) \_\_\_\_\_:**

**Week(s) \_\_\_\_\_:**

**Week(s) \_\_\_\_\_:**

**Week(s) \_\_\_\_\_:**

**Week(s) \_\_\_\_\_:**

**Week(s) \_\_\_\_\_:**

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*Student Teacher's Signature*

-----  
*Cooperating Teacher's Signature*

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*University Supervisor's Signature*

**Responsibilities of the Cooperating Teacher**

To best facilitate this experience for the student teacher, it is suggested that the cooperating teacher be responsible for:

- Preparing the class for the student teacher;
- Collecting a set of textbooks for the student teacher and providing him/her with helpful materials such as school bulletins, schedules, class rolls, school handbooks, and curriculum guides;
- Providing a work and study area or space in the classroom for the student teacher, if as all possible;
- Welcoming the student teacher by familiarizing him/her with the school building, introducing him/her to the principal and other school personnel, and providing him/her with time to visit and observe throughout the school;
- Assisting the design of a *Student Teaching Development Plan* with the student teacher;
- Explaining methods of keeping attendance, homeroom records, grade and report cards, cumulative folders, and other necessary records;
- Scheduling a conference with the student teacher at least once a week. Impromptu conferences may occur daily depending on the student teacher's needs and the cooperating teacher's time;
- Meeting with the university consultant on a regular basis to assess the student teacher's progress;
- Evaluating the student teacher frequently on an informal and formal basis (mid-term and final) and sharing these evaluations openly with the student teacher;
- Informing the principal and the university consultant immediately should the student teacher encounter serious problems;
- Submitting a typed, final evaluation of the student teacher to the university supervisor by the final week of the student teaching assignment.

Cooperating teachers are eligible to receive graduate credit for supervision. See details at [www.unco.edu/teach/ct.html](http://www.unco.edu/teach/ct.html)

### **Responsibilities of the University Supervisor**

The university supervisor will be responsible for:

- Maintaining open communication and good personal relationships with the student, the cooperating teacher, and the principal;
- Clarifying the University's expectations for the roles of the student teacher, the cooperating teacher, and the principal;
- Scheduling regular meetings with the cooperating teacher to assess the student teacher's progress;
- Assisting the cooperating teacher in developing a *Student Teaching Development Plan* for the student teacher;
- Observing the student teacher in teaching situations;
- Keeping informed of the student's progress through observations and conferences with the student teacher and the cooperating teacher;
- Completing and filing written log reports of all visits (the university supervisor will visit at least six times during the assignment; an initial visit, four observations; and a final visit);
- Assess the student's work sample as depicted on the work sample rubric;
- Considering the progress of the student teacher as mid-term and revising the *Student Teaching Development Plan* (with the assistance of the cooperating teacher) if appropriate;
- Submitting final evaluations (from the university supervisor and the cooperating teacher), and submitting a final grade for the student no later than the University's final week of the semester;
- Discussing the student teacher's experience with the building principal prior to the end of the student teaching experience.

## **Status of the Student Teacher in Colorado**

Colorado law states, as part of the “Cooperative Teacher Education Act of 1973” (as amended in 1975):

*“123-45-5 Authority and status of student teachers*

- (1) Any student teacher, during the time that each student is assigned to a field experience within a public school, shall be deemed to be a public employee of the school district within the meaning of the “Colorado Governmental Immunity Act”. The duties and responsibilities of the student teacher shall be determined by mutual agreement between the school district and the authorized representative of the college.*
  
- (2) The student teacher, during his field experience, shall be deemed an employee of the school district pursuant to the provisions of sections 81-2-2 and 81-2-7, C.R.S. 1963, for the purpose of workmen’s compensation and liability insurances as provided for other district employees.”*

## & Current Judicial Proceedings

A policy of the **Professional Education Council** is to preserve the integrity of, and avoid embarrassment for, the teacher candidate, the faculty, and the University in regard to teacher education candidates who have been convicted of a felony and/or against whom a criminal charge is currently pending. This need for integrity and to avoid possible embarrassment is recognized as being particularly important during any field experience.

The intent of the **Professional Education Council** in seeking student awareness of the above policy is to:

- Ascertain if the prospective teacher candidate is eligible for licensure in light of the State of Colorado statute that identifies the legal requirements which guide the Colorado State Department of Education when licensing teachers. The statute states, in part, that licensed teachers “shall be of good moral character;”
- Avoid embarrassment to the teacher candidate in the event that current charges are made known to the field supervisor, or that the charges are brought to trial while the teacher candidate is participating in a field experience.

All applicants for the *K-12 Professional Teacher Education Program* must complete a **Felony Oath Statement** and submit it with their K-12 PTEP application packet prior to the first classroom experience in Phase I. A similar oath statement is required by the State of Colorado when the teacher candidate applies for licensure.

If a teacher candidate has been or is under charge for a felony, he/she/ must immediately set up an appointment with the Coordinator of the K-12 PTEP regarding his/her licensure status as a teacher. A teacher candidate must bring the completed Felony Oath Statement to the meeting.

non-certified personnel) are eligible substitute teachers. The status of the student teacher is that he/she is responsible for his/her own acts unless the University of public school personnel are materially negligent in defining and supervising the student teacher’s school activities.

## Some Final

## **Important Notes**

### **Licensure**

In order to fulfill a teaching contract, a prospective teacher must be licensed by the state in which he/she is to be employed. Licensure by the state is NOT an automatic event upon graduation and must be initiated by the STUDENT.

One is eligible to apply for a provisional license when he/she have completed their approved teacher preparation program and taken the state mandated assessment tests. If you desire licensure from the State of Colorado, you will need to obtain the necessary forms from McKee 216. Failure to request licensure upon completion of your program may mean additional course work if other State requirements are added prior to requesting licensure.

For certification in other states, you will need to contact that state department of education early during your student teaching semester.

### **Career Services**

The Career Services/Placement Center at UNC assists students in career counseling, testing, résumé writing, interviewing techniques, job search strategy and internships. Personal credential files containing academic information and recommendations are housed in the Career Services Center.

Other benefits allowed to the participants who have a credential file are vacancy listings, placed on the referral services, and the opportunity to participate in on-campus interviewing. Recruitment materials are housed in the reference library and several school district videos are also available for viewing.

The Career Services Center hosts several credential file orientations through out the year. Career Services also hosts the tenth largest Teacher Recruitment Fair in the nation. School districts from as far away as Guam come to interview UNC graduates for teaching opportunities. Career Services is housed in The University Center on the main floor.

### **Employment**

Frequently, cooperating school districts express a desire to employ the student teacher during the student teaching experience. However, student teachers are not permitted to accept payment for a teaching assignment from a district during the time period designated as the “student teaching experience” unless prior approval has been given by the Coordinator of the K-12 PTEP.

## **Appendix A—Four Derived Stages of Student Teacher Development**

### **Stage 1: Fear/Uncertainty**

Students began student teaching by expressing fears, concerns, and nervousness. They had numerous questions and also shared their expectations, goals and excitement. Students identified themselves as either high or low self-esteem. Questions centered on unknown and “how to.” Development growth was noted when their concerns decreased and their questions began to be answered. When the students felt welcomed by the cooperating teacher and had been introduced to the pupils, building, teachers and staff, and school facilities, they were able to move toward the next stage of development.

### **Stage 2: Socialization**

During this stage the student teachers wanted to be accepted and respected by the pupils as individuals in their role of teacher. Trust between the student teacher and the cooperating teacher needed to be established before the student was permitted to take on the responsibilities of teaching. It was important to be accepted by the cooperating teacher, pupils, and staff. For development to continue, it was necessary for the student teacher to have successfully taught lessons, to have exhibited a strong content knowledge and to have received positive feedback from the pupils and the cooperating teacher.

### **Stage 3: Autonomy**

During this stage, student teachers expressed a readiness to take responsibility for the classroom management, and they desired to function in an authority role which allowed them to make decisions about lesson planning and curriculum. The cooperating teacher had to be willing to relinquish control of the classroom and still maintain a trusting relationship with the student teacher.

### **Stage 4: Affirmation**

Self-affirmation was first attained when the student teacher realized the goals and expectations set at the beginning of the experience; and second, they were able to find answers to their remaining questions regarding teaching. Affirmation was also attained when the pupils acknowledged that they had learned something and when the cooperating teacher and the college supervisor gave positive final evaluations. For some student teachers, affirmation was realized at graduation and/or on receipt of their teaching certificates-their affirmation by the profession.

Excerpt from: Piland, D. E., and Angil, J. M. (1993). “It Is Only a Stage They Are Going Through: The Development of Student Teachers.” Action in Teacher Education, XV(3), 19-25.

### **Videotaping—Questions to Consider**

What do you notice about your demeanor with the students – facial expression, voice, body language, positioning in the room, interactions, and reactions in communicating with them?

What do you notice about your interactions with individuals: Are you addressing a variety of students-responders and non-responders? Boys and girls? Active and inactive students? Attentive and inattentive students? Student with attention seeking behavior and quiet, shy students?

Describe your thinking about the introduction of the lesson?

What do you notice about your questioning skills with students? Types of questions? Tagging- using name at beginning or end of questions- questions directed toward whole group? What do you notice about your responding skills with students, praise, affirmation, open-ended, nods, further probing restatement or paraphrasing of answers?

What do you notice about your direction-giving strategies?

What do you notice about your management techniques?

Tell me about your materials and activities decisions?

What were your goals for this lesson? Did you achieve them? Why or why not? What did you particularly like about the lesson? What would you change?

What was your plan for closure? Did you want the students to have a finished product-what would you look for in these products to know whether you've met your goals? What were you looking for in terms of their process? Did you have an agenda beyond the product? Skills?

What do you think about your students' involvement in this lesson? Were you interested as well as interesting? In what ways?

Are there examples in this lesson of your "with-it-ness"- awareness of activities, movements, extraneous events? When and how did you react to these off-task students?

In what ways did you try to make learning relevant to the students- connecting learning to their lives?

If asked by a student, "Why are we doing this?" how would you answer?

What did you notice about your transitions, how did you move from one activity to another or move students from one place to another?

What did you notice about your pacing? Student reactions?- boredom, inattentiveness, fidgety behavior? Were the majority of students interested, involved? If some students

were not involved were they overachievers, underachievers, “hyper” in general? What plans do you have to meet the needs of these individual differences?

How would you describe the teacher talk, the student talk? Who talked more?- what was the purpose of the talk? How much was telling, how much was asking, how much conversation- back and forth teacher to student, student to student?

If you were a student in this class would you have been interested? Why or why not?

What other ways might you have presented the same material? What other ways might you have engaged students in activities?

Did you use AV equipment successfully? Why did you decide to use this equipment? Were there other alternatives? Why this one?

Were the students with special needs- behavioral, academic, cultural, physical addressed?

## **Work Sample Evaluation Rubric**

