



Education Division

Practicum in Education

EDU 492

Rev 7/2010

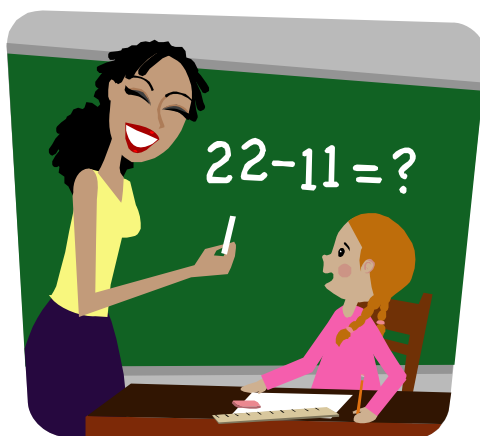


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COURSE DESCRIPTION

RE: EDU 492 PRACTICUM IN EDUCATION

“A field based course of study designed to prepare experienced teachers for completing competencies in a new area of certification. Emphasis is on practical experiences in the classroom. Limited to those completing second certification areas and/or having previous teaching experiences.”

“Variable credits based on student’s prior experience and background. (3-12 credits).”

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PREFACE

Typically the EDU 492 course is given to those Special Education majors who have successfully completed fourteen weeks (12 credits) of student teaching in special education classrooms. By completing three additional weeks (3 credits) of elementary classroom teaching, they are able to add the EL.ED. (K-6) area to their teaching certificate.

Teachers who have acquired a prior teaching certificate in the field of education and wish to add an additional teaching area to their valid teaching credentials may be required to satisfy their accreditation requirements by completing EDU 492 (3-6 CREDITS).

Experienced teachers from the field, with verifications of their successful teaching years, are also afforded the opportunity of completing their certificate requirements by satisfying EDU 492. Many of these teachers are from the intern certificate or M.ED Programs.

EDU 492 allows the college supervisors the opportunity to observe the student teacher in the field and evaluate his/her performance. The college supervisor will visit the classroom approximately every other week, at which time the NARRATIVE EVALUATION FORMS will be used. In a three week placement, two visits will be the minimum. These observations should, ideally, occur while the teacher is presenting a lesson. For this reason, it is imperative that the student teacher supply a schedule to the supervisor.

The college will not recommend the granting of the PENNSYLVANIA INSTRUCTIONAL I teaching certificate nor the addition of a certification area unless we have observed the student teacher in the field. The name of the recommending college is affixed to the certification application and we value its meaning.

INTRODUCTION

It is hoped that this manual will serve as a guide that will help answer questions which pertain specifically to the EDU 492 experiences. Although an effort has been made to include as much beneficial information as possible, there may be some things which require further explanation. In this event, it is important to seek clarification from your Cabrini College supervisor.

These experiences will be done on a full-time basis during the assigned dates. The cooperating school's calendar and hours will be followed. The building principal will have the final determination in all school matters. The student teacher may want to contact the college supervisor to clarify some situations.

ONLY STUDENT TEACHERS WHO HAVE BEEN APPROVED BY THE DIVISION OF EDUCATION AND WHO HAVE COMPLETED ALL COURSE WORK MAY REGISTER FOR THESE "PRACTICUM IN EDUCATION" EXPERIENCES.

The nature of these experiences are herein outlined:

GOALS

To provide the student teacher with:

1. A variety of experiences and the opportunity to take the role of educator as a facilitator, information-giver, counselor, disciplinarian and administrator;
2. Increasingly comprehensive experiences until he/she demonstrates the ability to assume complete responsibility for the educational program in the classroom;
3. Opportunities to draw upon theory and techniques in planning for and dealing with practical instructional situations;
4. An opportunity to formulate a personal teaching style, integrating theory with personal techniques and methods;
5. The opportunity to practice and develop insight, sensitivity and judgment as it relates to understanding the behavior and learning processes of students;
6. The chance to become familiar with professional practices, attitudes and procedures within a professional educational setting;
7. An opportunity to understand the school in the community;
8. An opportunity to record, report, analyze and discuss the experiences and their implications.

TO THE STUDENT TEACHER

Parents entrust their children to your care and supervision just as they do with your cooperating teacher. Children and parents deserve the same standard of conduct from you as they do from professional members of the regular teaching staff. Use this unique opportunity to develop your competencies.

GENERAL RESPONSIBILITIES/POLICIES

1. CALENDAR AND ATTENDANCE

Student teachers are expected to become totally involved in the educational program of the setting in which they are placed. Daily attendance is, of course, required. In case of illness or accident, the school and/or cooperating teacher, as well as the college supervisor, should be notified before the school day begins. Make-up days for absences ARE required and MUST be approved by all parties involved.

It is very important for the student teacher to assume the responsibility of perfect attendance. It is possible that the cooperating school is considering you as a prospective employee for the near future. Prober attitude and initiative are two major attributes of the professional educator.

The college supervisor should also be contacted when the school is closed. The college supervisor should have a schedule of special events: holidays, meetings, conferences, etc. The calendar of the cooperating school, not Cabrini College, will be followed by the student teacher.

2. SEMINAR

Seminar sessions provide the opportunity for the college to address particular concerns which are observed by the field supervisors, voiced by the student teachers/cooperating teachers or deemed appropriate by the college faculty. During the EDU 492 course, these sessions are usually addressed, informally, by the individual field supervisors.

3. HOURS

The student teacher will follow the school hours as practiced by the cooperating teacher.

4. DRESS

Cues for appropriate dress may be taken from the cooperating teacher and other professionals in the school. Student teachers will be expected to dress appropriately – wearing neat, clean and conservative clothes. Your goal is to look, act and feel like a mature, professional person. Clothes will determine how others react to you. Be sensitive to the image that you project.

5. PROFESSIONAL BEHAVIOR

Professional behavior will be expected of the student teacher at all times. Do not discuss students or school personnel in public places with your friends; respect the confidentiality of students' records and do not use pupils' names unless you are discussing them for professional reasons with someone who has the "absolute right" to know. Stay away from gossip. Be positive when you refer to the staff, students and administration. If there appears to be an intra-personal difficulty in the school, discuss it frankly and immediately with your college supervisor.

6. HEALTH REGULATIONS

It is a state regulation that student teachers present evidence that they are free of tuberculosis if they are working in the schools. Either a TINE TEST or a CHEST X-RAY will satisfy this regulation. If you need to schedule a test, see your personal doctor or the college nurse. This must be done BEFORE you begin student teaching.

7. LIABILITY INSURANCE

Every student teacher should carry some type of liability insurance. Insurance is available to members of the Pennsylvania State Education Association (P.S.E.A.) or through the Council for Exceptional Children (C.E.C.). You may want to check your homeowner's insurance policy for possible coverage. Please note that this is your responsibility.

6. PENNSYLVANIA POLICE BACKGROUND CHECK

You are required to file the proper **ACT 34 FORM** with both your cooperating school's principal and with your college supervisor. Please note that if you are from "out of state" – you are also required to file the **F.B.I. FINGER-PRINT FORM** (see APPENDIX).

NOTE: THIS MUST BE COMPLETED BEFORE STUDENT TEACHING BEGINS.

7. CORPORAL PUNISHMENT

Student teachers may NOT administer corporal punishment nor may they participate in the use of restrictive techniques. This is college policy and **MAY NOT BE VIOLATED** by the student teacher.

10. CLASSROOM RESPONSIBILITIES

Student teachers are expected to assume full teaching responsibilities, as quickly as possible, at the discretion of the cooperating teacher/cooperating school.

In addition to planning and instruction, student teachers will be expected to perform the following tasks:

- a. Clerical duties involving attendance and pupils' records;
- b. Preparation and grading of tests and assignments;
- c. Accepting responsibility for classroom atmosphere;
- d. Preparation and use of visual and other auxiliary aids;
- e. Working with pupils who need special attention

11. ASSIGNMENTS (BEHAVIORAL OBJECTIVES)

The behavioral objectives required by the Division of Education are outlined in detail in this handbook. Each student teacher should maintain a loose-leaf notebook, divided into sections pertaining to each requirement. It will be the student teacher's responsibility to have all objectives and other teaching requirements completed satisfactorily and in a timely manner. The loose-leaf notebook should be available to the college supervisor during ALL observations.

Both the cooperating teacher and the college supervisor will be of assistance if there are any questions in regards to the fulfillment of the behavioral objectives. Alternatives may be suggested by the college supervisor.

12. EVALUATION

At the end of the student teaching experience, the student teacher is required to complete evaluations of both the cooperating teacher and the college supervisor. Please photocopy the forms from the APPENDIX. The student teacher should review these forms prior to the student teaching experience.

13. SUPERVISION

Both the college supervisor and the cooperating teacher will be observing, supervising and evaluating each student teacher's performance. The student teacher should read the sections in this handbook which describe the roles and duties of each participant, as well as the criteria for evaluation and what to expect during a visit from the college supervisor.

14. WITHDRAWAL

Student teachers are occasionally withdrawn from their assignments for the following reasons:

- a. For illness or other emergencies;
- b. On request of the school administration;
- c. For inappropriate performance or conduct;
- d. For failing to meet minimal performance standards of the Division of Education;
- e. On request of the cooperating teacher and/or college supervisor with the knowledge and the approval of the Chairperson of the Education Division.

15. CHANGE OF ASSIGNMENT

Occasionally it becomes necessary to change student teaching assignments when one of the following conditions is present:

- a. Extended illness, absence or resignation of the cooperating teacher;
- b. Request of the cooperating teacher to be relieved of the responsibility of the student teacher;
- c. Request by the school administration for a change in assignment;
- d. When the college supervisor reports that such a change is in the best interest of the student teacher;
- e. As a result of an extended teacher strike which may affect the placement.

PLEASE REMEMBER THAT IT TAKES TIME TO FEEL TOTALLY COMFORTABLE IN BASICALLY UNFAMILIAR TERRITORY – THE CLASSROOM. Remember that it also takes time to develop a good working relationship with other professionals. An initial period of adjustment, with some degree of uncertainty, is perfectly normal.

FIRST DAYS AT PLACEMENT

The student teacher should appear at the school no later than 8:30 AM on the first day and introduce himself/herself to the principal's office. After that first day, the student teacher should follow the required school day's hours of his/her cooperating teacher. Upon meeting the principal, the student should present a photocopy of both the negative TINE TEST and the ACT 34 FORM.

With loose-leaf notebook and a copy of this manual, the student teacher should begin his/her student teaching experience. Notation should be made of the cooperating school's telephone number as well as the numbers of both his/her cooperating teacher and college supervisor. The student teacher should make sure that all personnel have the student teacher's telephone number.

As quickly as possible, take notation of the classroom rules and regulations, make a classroom seating chart, obtain a copy of the school's calendar and obtain the classroom's daily/weekly schedule. IN addition, try to find out as much as you can about the environment in which your school is located and the home environments of your pupils. The more familiar you become, the better job you can perform in relating to their needs, interests and ability levels

BEHAVIORAL OBJECTIVES

The following **BEHAVIORAL OBJECTIVES** constitute the essence of this experience. Minimal competence is required in each objective. Because of the limited length of this experience, the objectives are compacted in scope.

The objectives represent the major skills that are required of the student teacher and must be demonstrated and evaluated. Obviously, there will be variations due to specific differences between the varied types of classroom settings, but common ground can usually be established.

Successful performance of each objective will be necessary for the student teaching experience to be evaluated as **PASSING**. Exemplary performances may be recognized as **PASS WITH HONORS**. Both the cooperating teacher and the college supervisor should be involved in any areas in which the student teacher is experiencing difficulties in meeting an objective.

The cooperating teacher and the college supervisor should review, approve and initial the written documentation and implementation of each objective as completed by the student teacher. The student teaching experience is the time and place for these skills to be practiced and where each competency is to be successfully demonstrated.

ALL BEHAVIORAL OBJECTIVES ARE REQUIRED OF ALL EDUCATION MAJORS REGARDLESS OF THEIR SPECIFIC AREAS OF CONCENTRATION

In addition, the practicum student is encouraged to attend to the total teaching situation and to the totality of each and every one of his/her pupils in the student teaching situation. A successful teacher is one who is sensitive to the social and emotional climate of the classroom and to the social, emotional, and creative development of each child. By relating to each child as a caring and involved person, the student teacher will become more effective while serving as a model for the students in the classroom. Maintaining an open, positive, and supportive manner and striving to create a psychologically comfortable atmosphere for all concerned are admirable goals for the student teacher to attain. Such skills are not easily objectified but they are among the most important teacher's attributes. Special emphasis must be placed on the quality of the affective interactions between the practicum student and his/her students.

OVERVIEW OF BEHAVIORAL OBJECTIVES

THE PRACTICUM STUDENT

Normally, the requirements are as follows:

- I. Code of Professional Conduct and Practices for Educators
- II. Journal
- III. Daily Lesson Plans
- IV. Emergency Lesson Plan
- V. Instructional System
- VI. Alternative/Supplemental Learning Activity
- VII. Instructional Materials Evaluation
- VIII. Assessments
- IX. Individual Teaching Style Philosophy of Education

Behavioral Objective I
Code of Professional Conduct and Practices for Educators

Objective: Using information provided on the Pennsylvania Department of Education website, the student teacher will read and write a reflection on the Code of Professional Conduct and Practices for Educators.

Directions for finding the Code of Professional Conduct and Practices for Educators.

- Go to PDE's website: <http://www.pde.state.pa.us/>
- Choose the "teaching" tab at the top
- Scroll down to find the section of links on the left hand side entitled "Find Documents" Select "Code of Professional Conduct and Practices for Educators."

Place a copy of the Code of Professional Conduct and Practices for Educators in your practicum binder.

Reflect on the document and write a minimum of one-page reflection on how this policy impact you as a teacher both on a professional and a personal level.

Behavioral Objective II Journal

Objective: Using the knowledge of how reflection impacts the planning and process of education, the practicum student will create a journal where in he/she makes at least two journal entries for each week of his/her placement/s.

Directions:

At the end of each day, the practicum student should spend some time reflecting on the day's events and discussing with the cooperating teacher the positive results of the day as well as the areas that need some attention.

As a part of this evaluation process, the practicum student needs to record **at least two written journal entries per week** reflecting on some of the following:

- how the lessons being observed/taught are going
- how does the student teacher know the children learned
- what might the student teacher change about the lesson the next time the lesson is taught
- what classroom management experiences occurred and what was learned
- what changes in the schedule occurred and how were the plans adjusted to accommodate the change in schedule
- how does the classroom teacher interact with other personnel to support the learning in the class
- what outside materials are brought in to enhance the curriculum/learning
- and finally, how does this experience compare to the student teaching experience for your initial area of certification

Behavioral Objective III **Daily Lesson Plans**

Objective: Using knowledge of Benjamin Bloom's Taxonomy, the student teacher will prepare written daily lesson plans which will follow the prescribed lesson plan format. **(See Appendix for Lesson Plan format).**

Plans must be prepared in advance for every lesson that is taught. **These must be presented to and initialed by the cooperating teacher at least 2 days prior to the teaching of the lesson.** Copying the cooperating teacher's daily planner/schedule is not sufficient and is not considered to be written lesson plans. The college supervisor must initial all lesson plans as they are reviewed and/or observed.

Written plans should be considered the foundation for all that is done in the classroom. They should be carefully planned and executed. They should be concise and complete. A revised and tattered-through-use plan is far more meaningful than a pristine untouched one. Plans should be readily available for use and inspection.

Effective Lesson Plans Perform Many Functions:

1. Provide information regarding the students:
 - a. Give daily individualized and/or class goals and are linked to the long-range and/or IEP, ELL goals
 - b. Show gains children make by recording pre-test and post-test measures when appropriate of the student's performance
 - c. Record the sequence of learning
 - d. Provide feedback regarding individual learning styles and trends of behavior
2. Provide communications with
 - a. Cooperating teachers
 - b. Administrators and supervisors
 - c. Parents
 - d. Students ("Look how far you have progressed.")
 - e. Oneself (evaluations regarding student progress)
 - f. Aides and substitute teachers
3. Provide differentiated instruction where appropriate
4. Provide documentation regarding teacher-time spent with a particular child/class in the case of a review or accountability hearing. (Please be advised that Federal Law holds teachers accountable for the education of exceptional children.)

Based on the Madeline Hunter Model, Every Lesson Plan Must Include the State Standard (s) and Follow the Format.

1. The **Behavioral Objective** of the lesson (refer to Bloom's Taxonomy-stated briefly in measurable terms/syntax according to its type; (e.g. cognitive, affective or psychomotor).
2. The **Materials** to be used:
This may be included with the procedure or written in a separate section. Items such as textbook names (or abbreviations) with page numbers, software or hardware items, au-

dio-visual aids, projectors, extension cords, three-prong adapters, etc. should be included as reminders to be properly prepared.

3. **THE PROCEDURE TO BE FOLLOWED:**

Remember to “Teach to the Objective”

- a. **Anticipatory Set**-This should set the stage for the activity/learning which will follow. It may include a review of previous concepts, relating the new concepts to a known personal experience, etc. An example/model may be presented.
 - b. **Activity**-This identifies how the students will actively participate in the learning process, check for understanding
 - c. **Closure (Culmination)**-This is a summary of presented concepts, a review, a reinforcement, etc. (it usually provides the teacher with objective data on which to base an evaluation).
4. The **Assessment** should clearly be reflective of the stated objective and measure what the lesson intends to address.
 5. The **Accountability** should indicate *how the teacher will record student’s progress/success for the lesson in the grade book.*
 6. The **Differentiation** section should provide information as to how the teacher will modify the lesson for both **struggling learners** as well as **gifted learners**.
 7. The **Evaluation(s)** to be used:
 - a. **Evaluation**-Should answer these questions:
 - How will the teacher know which learner have been successful and who has not?
 - How will the teacher know who can continue with the activity the next day?
 - How will the learner know if he/she met the behavioral objective?
 - How will the learner know if he/she is eligible for tomorrow’s lesson?
 - b. **Feedback**
 The teacher will provide the following verbal feedback during the lesson:
 The teacher will provide the following written feedback on work that has been collected:
 Reminder: Specify when the work that has been collected will be returned. The feedback is not complete until the work has been returned.

Practicum students should follow the prescribed lesson plan format during the early stages of the placement experience. The practicum student, cooperating teacher and college supervisor should agree on both format and structure. Keep a copy of the weekly schedule in the front of the binder, followed by detailed daily lesson plans and unit/module plans. Other sections of the notebook should address the remaining objectives.

Keep samples of any worksheets/handouts that are used in conjunction with the presented lessons. Descriptions of any learning packets/centers, etc which also reinforce presented concepts should be clearly described and kept in your three ring binder. You might also consider taking photographs of projects. Please be advised that you might use your student teaching notebook as your personal teaching portfolio to be presented to prospective employers

Behavioral Objective IV Emergency Lesson Plan

Objective: Using knowledge of Benjamin Bloom's Taxonomy, the student teacher will prepare one written emergency lesson plan which will follow the prescribed lesson plan format.

This should be ready for use during the first week.

An emergency lesson plan is exactly what the name implies: a plan that is available for the student teacher to use in an emergency. It should be kept in the three ring binder.

A good emergency lesson plan should be able to stand alone without relying upon pre-teaching or follow-up lessons. The plan should contain all of the elements inherent in every good plan: objective, materials, procedure and evaluation.

It is probably a good idea to be able to vary the lesson in length. It may, for example, consist of two parts, each of which could stand alone as a lesson or be adapted to fit into any time slot that may present itself.

It is important that the time available and the activity are compatible and that all supplies and materials are immediately at hand so that there is virtually no preparation time necessary before the lesson begins. Students should **not** be able to recognize this as an "emergency lesson."

This can and should be an enjoyable and creative lesson. The objective may be relaxation, a reward for prior hard work, a reinforcement of a skill or the development of a new skill or an enrichment activity.

Because the plan is an emergency plan, it should not be construed that the lesson may be merely a "time-filler." Rather, it should be considered to be a unique opportunity in which to present something rather sparkling, creative and different. Some suggestions may be in the following areas:

1. Physical Education
 - Teach a new skill or game
 - Run through a series of exercises
2. Art
 - Teach a new medium or skill
 - Present a craft project
 - Begin a project which could be continued later
3. Music

- Teach a new song
- Prepare a presentation
- Have a spontaneous talent show

4. Literature or Creative Writing

- Tell or read a story
- Have children tell or write a class story
- Use “story starters”

5. Games

- Play a math, reading, phonics game, etc.
- Play guessing games e.g. “I spy...” “I see...”

6. Content Areas

- Games to reinforce basic concepts
- Impromptu plays/skits
- Current events

Behavioral Objective V

Instructional System

Objective: Using knowledge of Benjamin Bloom's Taxonomy, the student teacher will prepare a written instructional system (3-5 lessons on a single concept) which will follow the prescribed lesson format. The system may follow a Thematic/Topical approach or Literature based.

The system should be discussed with the cooperating teacher at the earliest convenient time so that the content of the system may be decided upon and the student teacher can begin appropriate planning. The college supervisor should be notified as quickly as possible.

The system should consist of a series of lessons or activities that address a common topic and bring about a comprehensive understanding in a broad area of study. Science and social studies lend themselves particularly well to this type of planning in the lower grades but other content areas may be used. The system should be planned and approved under the close supervision of the cooperating teacher. It is expected that the student teacher will actively seek outside sources of information and technology.

The system should include at least 3 types of assessments: preliminary, formative and summative.

Some of the factors to be considered:

1. School curriculum guides and courses of study
2. Age, interest and ability levels of the student
3. Planning with the students as much as possible
4. Activities that lend themselves to integration with each other
5. Type and nature of any groups or committees that will be used
6. Behavioral management techniques
7. Type, variety and sources of materials
8. Short-term and long-term activities (collections, plays, experiments, construction, trips, etc.)
9. Unifying activities which summarize the concepts
10. Assessments-Preliminary, formative and summative.

The needs of SPE and ELL should be a part of the instructional system planning.

Each lesson within the system should contain the elements of good planning as set forth earlier in this manual. The instructional system should include objectives (both long-term system goals and short-term lesson goals), procedures with materials and evaluation.

Behavioral Objective VI

Alternate/Supplemental Learning Activity

Objective: The student teacher will design alternative/supplemental learning activities which will independently introduce or reinforce concepts. One activity is required for the practicum placement.

An alternative/supplemental learning activity is an organized set of materials and activities that have been selected to present and reinforce a skill without the direct assistance of the teacher. It is designed to be a self-instructional packet.

All directions and materials necessary for the completion of the task should be contained within the packet. The task should be able to be completed at the site in which it is furnished. The packet should present the task sequentially and should include a method of providing feedback to the student regarding his/her progress. Alternate/supplemental learning activities may be designed for the individual student or for use by many students at a classroom learning center.

Areas that might be considered for the development of such an activity are:

1. Information that may have been missed by a student who was absent but that is necessary before the student can easily re-join the group
2. Supplemental tasks for a homebound child who is temporarily unable to attend class
3. Supplemental learning not appropriate for the entire class because it is either too accelerated or because it supplies additional reinforcement in a skill area
4. Enrichment for free time
5. A new skill which is helpful for broadening other learning's
6. An area of special interest
7. Investigation to satisfy curiosity about a subject
8. Involvement of parents in the child's development
9. Adaptive equipment for exceptional children

Behavioral Objective VII Instructional Materials Evaluation

Objective: Based upon the knowledge that all instructional materials should have a clearly established goal and a sequential development towards achieving that goal, the student teacher will evaluate available teacher-made or commercially produced instructional materials in the classroom. At least one evaluation in each site must include instructional technology/computers/software/website.

Two evaluations are required for the practicum placement.

Before making a decision regarding what instructional materials to use with a student, the teacher should consider the following:

- Type of learner for whom the material was developed
- Appropriateness of material for the setting and the type of students
- Appearance of materials (attractive to children)
- Clarity of teacher instruction
- Cultural bias/prejudice: age, sex, race, religion
- Adaptability
- Cost of material
- Appropriate for SPE & ELL

The evaluation forms (three pages) that follow on the next two pages should be photocopied and completed by the student teacher. After the cooperating teacher has initialed the evaluation, it should be placed in the student teacher's binder.

Directions:

1. Complete the Student/Class Information Form
2. Complete the Material Information Form
3. Match the class and the material information by rating each question from 1 to 10 (1 as the LOWEST and 10 as the HIGHEST). After this has been done, add the scores. In order for the material to "match" the class, the total score must be between 90 and 100.

**Method of Selecting Instructional Materials Which Match Learning Abilities of Children
(or Class) with the Material**

Evaluation Form

Cooperating Teacher _____

College Supervisor _____

Class Information Form

Name: _____ Age _____

Type of Learning Environment: (regular class, resource room, etc.):

Days & Times in the above setting:

Individual or Class strengths (academic, social, emotional, etc.):

Individual or Class limitations (academic, social, emotional, etc.):

Previously-used, Successful Instructional Techniques & Materials:

Previously-used, Successful Reinforcers:

Specific Skills to be taught:

Available Literature about the Material under Consideration:

Evaluation Form
Material Information Form

Cooperating Teacher _____

College Supervisor _____

Name of Material: _____

Author(s): _____

Publisher: _____

Cost: _____

Type of Learner or Class for which it was developed:

Instructional Area for which it was developed:

Detailed description of Method Employed:

Components of Material Modifiability:

**Method of Selecting Materials
Evaluation Form**

SCORING REMINDER: Score 1 as the LOWEST and 10 as the HIGHEST.

1. Can the teacher use the material in the learning environment?
1 2 3 4 5 6 7 8 9 10
2. Does the class schedule allow for effective material usage?
1 2 3 4 5 6 7 8 9 10
3. Rank the potential for further development of social strengths.
1 2 3 4 5 6 7 8 9 10
4. Rank the potential for further development of emotional strengths.
1 2 3 4 5 6 7 8 9 10
5. Rank the potential for further development of academic or the perceptual/motor strengths.
1 2 3 4 5 6 7 8 9 10
6. Rank the potential for minimizing social limitations.
1 2 3 4 5 6 7 8 9 10
7. Rank the potential for minimizing emotional limitations.
1 2 3 4 5 6 7 8 9 10
8. Rank the potential for minimizing the academic or the perceptual/motor limitations.
1 2 3 4 5 6 7 8 9 10
9. Does the material allow for adequate reinforcements?
1 2 3 4 5 6 7 8 9 10

GENERAL APPROPRIATENESS OF THE MATERIAL = TOTAL SCORE: _____

Behavioral Objective VIII Assessments

Objective: Based on knowledge gained throughout the teacher preparation program, the practicum student will evaluate assessments used in the classroom and identify as well as describe preliminary, formative and summative assessments used.

Assessments are a crucial part of the planning, teaching, and learning process. As a professional already holding at least one area of Pennsylvania teaching certification, it is necessary for the practicum student to provide evidence of recognizing three forms of assessment. In 2-3 page essay format, describe at least one example of each of the following being used in your classroom and/or in the unit you create: preliminary assessment, formative, and summative. Include a description of how they are designed, implemented, and evaluated.

**Behavioral Objective IX
Individual Teaching Style
Philosophy of Education**

Objective: After completing the practicum experience, the practicum student will reflect on their personal style of teaching and describe their philosophy of education on a *single typed page*.

Teaching styles are generally compatible with one's personality. Contemplation regarding one's own personality traits will be helpful in projecting the style of teaching that the student teacher might expect of themselves before the student teaching experience begins and as the semester progresses. Personal style does not imply that skill development can be ignored. Rather it implies the manner, in which the student teacher demonstrates skills, presents materials and relates to their students.

At the end of the practicum experience, the practicum student **MUST** present evaluations of all cooperating teachers and college supervisors who have worked with the student teacher during these experiences. The student teacher **MUST** also submit his/her final self-evaluation – a summary of that student teacher's personal teaching style.

This typed paper will consist of a written narrative (*one page minimum*) which summarizes their experiences during the practicum placement in terms of teaching methods which are comfortable to the practicum student and which contributed to their effective teaching. Such things as philosophies of teaching, different qualified techniques regarding imparting information, maintaining discipline, establishing relationships with pupils and other professionals and compatibility with the teaching profession itself should be considered and commented upon.

Your philosophy should reflect that you are student-centered as opposed to being teacher-centered. Present the paper without using the first person: "I."

It is crucial that this paper be completed in a thoughtful manner. Quality of content, not length, is important. You will be asked for your Philosophy of Education on applications and during interviews.

THE COOPERATING TEACHER

Role Definition:

When student teaching begins, the cooperating teacher probably becomes the most important single individual in the teacher education process. It is the cooperating teacher who becomes the link for the student teacher between theory and practice, and between college preparation and the world in which the student will teach. The cooperating teacher will provide the bulk of the on-site supervision of the student teacher. Other members of the supervision team are the college supervisor, the administrative and school staff.

The cooperating teacher should be a mature person, competent in the teaching field, with a commitment to students, a keen interest in the community and skillful in human relations. They must not only be willing and able to accept a partnership in a supervisory team with other professionals, but be equally willing and able to generate a teaching team relationship with the student teacher. They must be able to relate to the fears and joys of a beginner in the profession. They will need to be alert to give encouragement when morale is waning and constructive criticism when the student teacher is capable of doing better.

In terms of preparation and experience, the cooperating teacher should have 3 years teaching experience with one being in current school district, completed at least one successful year in the current school district, have permanent certification in the area in which the student teacher is seeking certification and the recommendation of the school administration.

Adequate guidance of a student teacher will demand time and energy, especially during the early portion of the student teaching experiences. However, it is most probable that this will be amply offset by the benefits of using alternative ideas, trying refreshing experiments that more adults in the classroom make possible and experiencing the satisfaction of assisting a student teacher in the process of becoming a teaching professional.

Responsibilities

Specific responsibilities include:

1. Providing a teaching model for the student teacher
2. Supervising the student teacher in meeting the specific college requirements
3. Familiarizing the student teacher with appropriate curricula and materials for the educational program, including the state standards
4. Identifying effective methods of total classroom organization and management which can be utilized by the student teacher

5. Acting as a model of a professional which included examples of confidentiality, dress, work habits, oral communication and written communication.
6. Offering feedback relating to lesson planning and performance to the student teacher
7. Supplying feedback, relating to the student teacher's performance, to the college supervisor-either orally, (during a field visit) or via telephone and/or written communications
8. Completing a **narrative final evaluation** regarding the practicum student's performance. (See Appendix). The final evaluation can be submitted via email to msmall@cabrini.edu or mailed to Cabrini College, Education Division, 610 King of Prussia Rd, Radnor, PA 19087

It should be noted that the cooperating teacher is legally responsible for the total educational environment. Practicum students should **not** be asked to assume **total** responsibility for lunch, hall, bus or study hall duty. Practicum students should **not** be asked to serve as substitute teachers during the cooperating teacher's absences.

Any questions concerning the performance of the practicum student or any other aspect of the practicum experience/program should be directed to the college supervisor.

Arrival of the Practicum Student

There are several things that the cooperating teacher can do to help prepare the class for the arrival of the practicum student in the classroom. The practicum student's name can be introduced to the students and an explanation that the student teacher is in a genuine teaching position and is ready to bridge the gap between theory and practice. The cooperating teacher can help establish a positive attitude towards the practicum student by their behavior (both at the time of the announcement and upon the arrival of the student teacher). The practicum student should be considered a co-worker both in thought and deed.

When the practicum student arrives at the school, they will naturally turn to the cooperating teacher to make introductions to the staff and to the school. The student teacher will have a number of questions regarding school rules and policy as well as regulations specific to the classroom.

Some suggested guidelines:

- Introduce the practicum student to school staff including the superintendent, principal, department chairperson, classroom aides, secretaries, custodians, etc.
- Explore with the practicum student the school plant and facilities including the gym, auditorium, media center, bathrooms, cafeteria, faculty rooms, etc.
- Familiarize the practicum student with school policies and provide a handbook or building manual when one is available

- Acquaint the practicum student with the daily and weekly schedules that will be followed in the classroom
- Review the requirements of the program that the practicum student must meet
- Provide a desk of work area for the practicum student and make a place available for personal articles
- Make curriculum guides and textbooks available for use by the practicum student

During the first few days the practicum student should become familiar with routine clerical duties such as attendance, seating charts, supplies, roll book, permanent records, grading system, mode of lesson planning, etc. Teacher files and school/community resources for materials should be discussed.

Since this experience is the culmination of the teacher-preparation program, the practicum student should begin some initial instruction within the first week. Additional instructional and classroom duties should be given to the practicum student as soon as the cooperating teacher feels it is appropriate. The cooperating teacher will determine just how quickly such responsibility is given.

Total immersion into the school program is desired and makes for a more meaningful experience. It is expected that during the end of the experience, the practicum student will demonstrate the ability to take over complete responsibility of the classroom and will assume total teaching responsibilities for that period. This might occur during the last month with the cooperating teacher taking back duties so that the students do not have a sudden change in classroom structure.

To facilitate this transition the cooperating teacher can:

1. Prepare the class by discussing the new “chain of command”
2. Support the practicum student in the role of the classroom leader
3. Take a physical position in the room which is out of the field of activity
4. Adopt the attitude that the practicum student must be responsible for the total program for one week

The pupils should, to the best of their abilities, know who holds what authority or responsibility at all times. This concept may need to be reviewed, especially since the time is short. The attitude and the support of the cooperating teacher are important for the success of the student teacher who is becoming “the teacher.” Discussions between the practicum student, cooperating teacher and aide will be necessary for this transition to become functional.

Lesson Plans

The cooperating teacher plays an important role in this helping relationship. One of the greatest problem areas for the student teacher will be in the area of planning and use of time. The cooperating teacher can assist the student teacher by reviewing the proposed lesson plans and possibly comparing them to their own plans. “Walking” the student teacher through the steps they use, discussing plans before they are taught and providing feedback after the lessons are presented

can assist the student teacher in their planning. Written comments by the cooperating teacher will assist the practicum student in their growth as a professional.

The cooperating teacher might want to:

1. Allow the practicum student the feeling of intellectual freedom;
2. Allow the practicum student to develop their own sense of responsibility;
3. Allow the practicum student to think for himself/herself, but have the security of knowing that the cooperating teacher is always available;
4. Define to what extent the practicum student should participate or act independently in disciplining children or in giving homework;
5. Discuss how closely the practicum student should follow the cooperating teacher's routine patterns and to what extent the novice is permitted to introduce new routine patterns;
6. Discuss how closely the practicum student should follow the cooperating teacher's methods of teaching and to what extent they should experiment with their own ideas;
7. Decide the acceptable activities which the practicum student should practice while the cooperating teacher is teaching the class as a whole and vice-versa;
8. Determine how, where and when comments should be made about ways of improving.

When reviewing a practicum student's performance, the positive as well as the negative points should be mentioned. Practicum students usually lack confidence and appreciate support. A practicum student should not be criticized in the presence of others. Criticism should be constructive, indicating how the student can "do better" next time.

Sometimes the practicum student can develop a good initial lesson plan which is based on material recently presented by the cooperating teacher. Joint planning encourages communication and cooperation between the practicum student and the professional teacher.

Remind the teacher of such techniques as:

1. Starting class promptly;
2. Standing where they will easily be seen by all;
3. Moving around the room checking on progress;
4. Using a well modulated voice;
5. Keeping to the timed schedule;
6. Calling pupils by name;
7. Appropriate classroom management skills.

Supervision

The practicum student should be observed by the cooperating teacher during the teaching of lessons with guidance being provided in supervisory conferences. It is always important that the degree of success of the lesson be discussed. The student teacher should be developing good self evaluative skills. Generalities often lead to confusion so specific suggestions and directions are always best.

During the course of the practicum experience it may become necessary for the cooperating teacher to step into the teaching process. A signal should be established between the cooperating teacher and the student teacher to indicate when this is desirable. It should never be made obvious that the cooperating teacher is taking over, nor should the practicum student be made to feel embarrassed.

Situations that may warrant having cooperating teacher enter the teaching process are:

- After an appropriate period of time the class or an individual has not been brought under control
- The student teacher requests an opinion from the cooperating teacher
- The student teacher appears greatly concerned about an event or series of events

A Final Word

While the practicum student receives attention from the cooperating teacher, the pupils in the classroom should be the primary focus. Nothing can alter the responsibility that the cooperating teacher must have for the welfare and educational development of the pupils. This implies that the cooperating teacher is not obligated to turn over full responsibility of a classroom to a student teacher if they feel that it will be detrimental to the students. Such a decision should be made with the concurrence of the college supervisor.

The cooperating teacher has the unique advantage of helping the practicum student realize their fullest potential. It is a demanding and responsible job, but it is also a rewarding and pleasurable one. The practicum experience, under the guidance of the cooperating teacher can prove to be the most important single experience in the entire educational process of the practicum student.

The college recognizes the importance of the professional teacher in the student teacher's education and training. Without interested seasoned teachers and administrators the objective of preparing well qualified teachers could not be achieved.

THE COLLEGE SUPERVISOR

Specific Duties

The college supervisor acts as a liaison between the cooperating teacher, the cooperating school and the college. The primary task of the college supervisor is to **assist the cooperating teacher in the guidance of the student teacher**. Close cooperation and open communication between the cooperating teacher and the college supervisor is crucial. The cooperating teacher will be in closer daily contact with the student teacher and will be in a better position to monitor the student teacher's daily classroom performance. It will be imperative for the college supervisor to seek out this information.

Other responsibilities of the college supervisor include:

1. Providing support for the practicum student and acting as a resource person and advisor for the student teacher
2. Monitoring and evaluating each practicum student's ability to achieve the behavioral objectives
3. Observing and providing specific guidance to the individual practicum student
4. Completing the **Narrative Evaluation Forms** for each visit
5. Working with the cooperating teacher in organizing the setting for the practicum student
6. Attending/conducting any required **Seminar** session on campus
7. Providing feedback to program area coordinators and other appropriate college faculty members
8. Preparing a typed **Final Evaluation** of the student teacher, (See Appendix) Collating the names of schools, cooperating teachers and administrators
9. Following-up and maintaining certification records

Supervision will be performed by a qualified member of the education division faculty. Usually a single supervisor will provide continuous supervision of the student teacher throughout the entire semester. It is the responsibility of the student teacher to provide the supervisor with an accurate schedule of classes so that the supervisor can observe the student teacher "in action" and in a variety of teaching situations.

Content of a College Supervisor's Visit

A college supervisor will visit each student teacher on an average of once every two weeks. More visits will occur if necessary. Generally, a visit will consist of the supervisor's observation of the practicum student's performance in the classroom, a review of the three ring binder containing the materials prepared to address the student teaching behavioral objectives (e.g. lesson plans, tasks, etc.) and discussions with both the practicum student and the cooperating teacher. Ideally these discussions should be three-way meetings.

A **Narrative Evaluation Form** (See Appendix) will be completed by the college supervisor during each visit and the student teacher receives the original, while the copy is maintained in the student teaching file folders. These records provide the basis for the **Final Evaluation** (See Appendix) which will be completed at the end of the student teaching experience.

The practicum student's three ring binder, must be kept current at all times. The binder must be available to the college supervisor during each visit. The student teacher may be using the immediate lesson plan, but the supervisor can review it following the presented lesson.

The supervisor will want to observe the practicum student interacting with the pupils in the classroom. This will occur both when the practicum student is teaching and while serving as a back-up to the cooperating teacher.

The supervisor will remain in the background as much as possible. It is obviously impossible to ignore the presence of a visitor in the classroom, but it is important that the normal routine be interrupted as little as possible.

Since the number of visits by the supervisor must necessarily be limited, it is important that the most be made of each visit. The length of each visit will be determined by the amount of teaching observed and the classroom schedules. Quality observations can occur in a relatively short amount of time while the follow-up conference may require a longer period of time. Remember that the college supervisor is a support system, sue their expertise-ask questions, seek advice, offer suggestions, etc.

Evaluations

The main objective of all evaluations to promote professional growth, consequently evaluation should be continuous. Regular and periodic evaluations should take place so that strengths can be reinforced and weaknesses identified and addressed. Frequent, open and honest communications between the cooperating teacher, the practicum student and college supervisor will bring about the most effective behavioral changes and evaluations.

It will also be necessary to have written evaluations on file. The college supervisor will complete and file the **Narrative Evaluation Forms** (on-site observations) (See Appendix) and both the cooperating teacher and college supervisor will each file a **Final Evaluation Form** (See Appendix). The **Final Form** will be typed and submitted to the college placement office for the permanent record files. These evaluations are the most important documents in the practicum student's files. The student teacher will have access to their files.

The practicum student will complete evaluations on both the cooperating teacher and the college supervisor (See Appendix). These evaluations must be submitted to the supervisor at the end of each student teaching experience.

GRADING POLICY

NOTE: These grades will usually be assigned by the college supervisor after receiving the final evaluations from each cooperating teacher for each unit of student teaching.

Pass with Honors – (PH)

A “**PH**” grade will be issued to those truly exceptional students who have **excelled** in every area of student teaching. For example:

1. Attended **every** seminar and actively participated in session activities
2. Completed all behavioral objectives, as stated in the manual, in an exemplary manner. (Special attention should be given to the quality of the written objectives).
3. Displayed exceptional initiative/creativity in planning/implementing classroom activities
4. Evidenced considerable research and preparation when carrying out teaching activities on regular basis
5. Demonstrated a clear understanding of human development, classroom management procedures and educational psychology in motivating and encouraging individual/group performances
6. Exercised precise initiative in determining classroom needs; aided cooperating teachers, attended meetings and additional attendance, as necessary to prepare for lessons
7. Submitted a professional resume to the college supervisor by the last student teaching seminar of the semester

NOTE: Exemplary performance in each of the above categories, as judged by the college supervisor in consultation with the cooperating teacher will be the basis for such consideration.

Pass – (P)

A “**P**” will be issued to those student teachers who have completed the above six categories in a most satisfactory manner, as judged by the college supervisor in consultation with the cooperating teacher. Student teachers will receive the **PASS** grade based on a high level of performances, all in a timely manner.

Incomplete – “I” – (Pass with Conditions)

An “**I**” will be issued to those student teachers who fail to achieve all of the above six categories in a minimal manner. This grade indicates that the student teacher must satisfy some make-up days (absences) or incomplete behavioral objectives. This must be done within the time frame established by the Director of Student Teaching, before the grade will be changed to allow for minimal passing. The college supervisor will specify, in writing, the terms and time requirements for satisfying the requirements. The “**I**” grade **will not** allow the student teacher to re-

ceive the teaching certificate and may also prevent the senior from graduating. The college registrar will change the “**T**” to an “**F**” grade, if the conditions are not met.

Fail – (F)

Student teachers who do not complete the behavioral objectives, as herein outlined, within a reasonable amount of time and/or neglected to meet minimal standards, as judged by the college supervisor and in consultation with the cooperating teacher, will receive a **Failure**. This means that no credits will be awarded for student teaching.

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Lesson Plan Format-Elementary

Subject Area: _____ Cooperating Teacher: _____

Date: _____ College Supervisor: _____

Approximate Time: _____

- I. Behavioral Objective/s (ABCD format)
- II. State Standards Addressed by the Objective/s
- III. Materials
- IV. Procedure:
 - Anticipatory Set
 - Activity
 - Closure
- V. Assessment
- VI. Accountability
- VII. Differentiation
 - Gifted Learners
 - Struggling Learners
- VIII. Evaluation
 - Comments:

Lesson Plan Format-Secondary

Subject Area: _____ Cooperating Teacher: _____

Date: _____ College Supervisor: _____

Approximate Time: _____

I. Objective/s

II. State Standards Addressed by the Objectives

III. Materials

IV. Procedure

- Anticipatory Set
- Activities
- Closure

V. Assessment

VI. Differentiation

- Gifted Learners
- Struggling Learners

VII. Evaluation

- Comments

Evaluation Forms- Directions

1) Sample Narrative Evaluation form

- a. Completed by supervisor for each observation
- b. Original stays with supervisor; Copy given to student teacher
- c. Some supervisors may take notes during observation, complete form at a later time and provide the copy to the student teacher later

2) Final Evaluation of Student Teacher/Intern by Cooperating Teacher and Supervisor

- a. Electronic version of form or hard copy of form will be provided to the cooperating teacher by the Cabrini supervisor
- b. Completed by Cooperating Teacher at the end of each placement
 - i. Submit either to the Cabrini Supervisor or directly to Cabrini College Education Division via email (msmall@cabrini.edu) or mail (610 King of Prussia Rd., Radnor, PA 19087)
- c. Completed by Supervisor at the end of student teaching experience
 - i. Give original to student teacher and place a copy in the student teacher's file

3) Student Teacher's Evaluation of Cooperating Teacher

- a. Completed by student teacher for each cooperating teacher.
- b. Completed forms should be submitted in a sealed envelope to the Cabrini supervisor.
- c. Cabrini supervisor will collect evaluations and give them to the Director of Student Teaching.

4) Student Teacher's Evaluation of Supervisor

- a. Completed by student teacher for the Cabrini Supervisor.
- b. Completed forms should be submitted via email, mail or fax to the Director of Student Teaching on the day of the final seminar session.
- c. Information on the evaluations will be shared with the supervisors after all grades are submitted

Sample NARRATIVE EVALUATION FORM (completed by the student teaching supervisor for each observation).

Student Teacher _____ Date _____

Cooperating Teacher _____ Supervisor _____

Class (or group) _____ School _____

Circle one: ECE El. Ed. Spec. Ed. Sec. Ed. Miles Traveled _____

Lesson Topic: _____

PLANNING AND PREPARATION

(Written plans? Appropriate materials? Knowledge of content/students? Clear goals? Connection to Commonwealth standards?)

CLASSROOM AND ENVIRONMENT

(Appropriate expectations? Classroom Management: routines, discipline, etc.? Safety? Rapport? Equitable learning opportunities?)

INSTRUCTIONAL DELIVERY

(Mastery of content and pedagogy? Communication skills? Questioning/Discussion strategies? Pacing? Student engagement? Assessment?)

PROFESSIONALISM

(Knowledge of procedures/regulations? Relationships with teachers/parents/administrators? Accurate records? Integrity/ethical behavior?)

SUMMAARY ASSESSMENT/ COMPETENCY COMPLETION

FINAL EVALUATION OF STUDENT TEACHER

Student Name:

College Supervisor:

Cooperating Teacher(s):

School(s):

Level or Subject:

Date:

DO NOT USE THIS FORM. It is here as a sample copy only.

The CABRINI STUDENT TEACHING SUPERVISOR will provide the cooperating teacher either an electronic or hard copy of the FINAL EVALUATION FORM on Cabrini letterhead.

1. PLANNING AND PREPARATION OF INSTRUCTIONAL MATERIALS:

2. INSTRUCTIONAL EFFECTIVENESS AND CLASSROOM MANAGEMENT:

3. AFFECTIVE RELATIONSHIP WITH STUDENTS:

4. PROFESSIONAL DEVELOPMENT:

DATE

__Cooperating Teacher (Signature)

__College Supervisor (Signature)

Sample Questions for FINAL EVALUATION OF STUDENT TEACHER

Student Teacher:
 College Supervisor:
 Cooperating Teacher(s)
 School(s):
 Level or Subject:
 Date:

This sample provides the Cooperating Teacher a set of questions to consider when completing the Final Evaluation form for the student teacher.

1. PLANNING AND PREPARATION OF INSTRUCTIONAL MATERIALS:

Were the lesson(s) and/or activity(ies) suitable for the developmental level(s) of the group?

Were teaching materials appropriate?

Was time well-spent?

Did the student teacher use a variety of teaching materials?

Were the pupils actively involved?

Were lesson plans prepared?

2. INSTRUCTIONAL EFFECTIVENESS AND CLASSROOM MANAGEMENT:

Was programming appropriate for the individual and/or group?

Was the student teacher prepared?

Did pupils respond appropriately?

Was discipline generally positive?

How did the student teacher evaluate progress?

3. AFFECTIVE RELATIONSHIP WITH STUDENTS:

Did the student teacher foster positive attitudes and work habits with the pupils?

Did the student teacher maintain good rapport with the pupils?

4. PROFESSIONAL DEVELOPMENT:

Was the student teacher capable of planning and implementing an educational program during the last full week(s) of the placement?

Did the student teacher display initiative in developing lessons, preparing materials and in managing pupil behavior?

Did the student teacher respond appropriately to suggestions?

Did the student teacher learn by observation and practice?

Student Teacher's Evaluation of Cooperating Teacher

Completed form should be submitted to the Education Department

Cooperating Teacher: _____

School: _____

Description of Class: _____

In an effort to “match” student teachers and cooperating teachers in the future and to provide some feedback to the teachers, we ask you to please answer the following questions as honestly as possible:

- **Did you feel that your cooperating teacher gave you appropriate responsibilities?**
- **Did you feel that you had adequate time and directions to prepare assignments?**
- **Do you feel that you had adequate opportunity to work with each child/group?**
- **Did your cooperating teacher evaluate your teaching? Written () Oral ()**
- **Do you feel that your cooperating teacher spent enough time with you?**
- **What qualities (of yours) might have made it easier for you to work with this cooperating teacher?**
- **What qualities (of yours) might have made it difficult for you to work with this cooperating teacher?**
- **Any recommendations that would be helpful to the cooperating teacher?**
- **Would you recommend that Cabrini College student teachers continue to be placed with this teacher?**
- **Any additional comments?**

Student Teacher's Evaluation of College Supervisor

Completed form should be submitted to the Education Department

Supervisor's Name: _____

Actual Dates of Supervision: _____

Part I:

- Do you feel that you were visited frequently enough? YES NO

- How many evaluations were written, by the supervisor during the full-time experience? _____ YES NO

- Did you feel that the length of the visits were appropriate? YES NO

- Was there reasonable variety in the observed situations? YES NO

- Were the supervisor's comments helpful? YES NO
Please comment: _____

- Which areas did you feel that you needed help from your supervisor?
e.g. curriculum, materials, behavior controls, professional relations, etc.
Please comment: _____

- Did you specifically request the supervisor's help? YES NO

- Was the supervisor able to provide help in these areas? YES NO

- If you were the supervisor, what would you have done differently to help the student teacher? Please comment: _____

Part II:

- Did you find this manual helpful? YES NO
Please comment: _____

- What manual improvements for the next year could you suggest?
Please comment: _____

- Do you feel that the Seminar meetings were relevant/worthwhile? YES NO
Please comment: _____

- How do you think that you could have been better prepared for the student teaching experiences? Please comment:

**Practicum Student Binder/Participation Evaluation
Cabrini College**

EDU 492 Area: _____

Practicum Student's Name: _____

Placement: _____
 Dates School Coop Teacher

list dates of completed objectives

Objectives	Completion
I. Code of Professional Conduct and Practices for Educators	
II. Journal	
III. Daily Lesson Plans	
IV. Emergency Lesson Plan	
V. Instructional System	
VI. Alternative/Supplemental Learning Activity	
VII. Instructional Materials Evaluation	
VIII. Assessments	
IX. Educational Philosophy	

Forms – From Field

Narrative Observation forms: _____
 (2-3 depending on need):

Final grade for Practicum Student: **PH** **P** **I** **F**

Comments:

Signature of College Supervisor: _____ **Date:** _____