



Guide for Student Teaching

Spring 2023

Syllabus for
Educ 453/493: Student Teaching

Education Department

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INTRODUCTION

This booklet is a Guide for **cooperating teachers** and **college faculty supervisors** of student teachers as well as a syllabus for **student teachers** in **EDUC 453/493: Student Teaching**. It is important for all three of those parties—cooperating teachers, supervisors, and student teachers—to read it carefully to facilitate effective collaboration in the student teaching experience. Please reach out to the Education Department chair, John Spencer (jspencer@ursinus.edu) or the administrative assistant, Carol Royce (croyce@ursinus.edu), with any questions.

Ursinus College Course Catalogue Description for EDUC-453: Student Teaching

A clinical experience in which students teach a full load of courses in their subjects in a local school, under the guidance of a cooperating teacher in that school and a faculty supervisor from the Ursinus Education Department who regularly observes the student teacher and provides feedback in one-on-one conferences. Emphasis is on applying and deepening understanding of theories and methods from previous coursework and demonstrating mastery of program and professional goals. Student teachers must earn at least a “B” in this course to receive the College’s recommendation for teacher certification. Enrollment is open only to students who have been approved by the Education Department and completed all other certification courses and program requirements. Taken concurrently with EDUC-454. Twelve semester hours. (XLP.)

Note:

- *9th semester student teachers enroll in the course number EDUC-493, but the course description is the same. (However, EDUC-493/ 9th semester is 4 credits rather than 12, for billing purposes.)*
- *The only course student teachers are permitted to take during the student teaching semester is EDUC-454: Professional Seminar. This course will be taught by a faculty member who is also supervising student teachers.*

Mission Statement

The Ursinus College teacher education program is dedicated to preparing educators who spark the imaginations of their students and provide them with a transformative educational experience; value and support all learners in pursuit of a more equitable and democratic educational system; and demonstrate a commitment to high ethical standards and professionalism, including ongoing reflection and growth.

This mission is grounded in the Education department’s and Ursinus College’s commitment to a program of inquiry-based liberal education. Our students learn to ask big questions and think deeply in the [“quest” core curriculum](#), in a rigorous subject matter curriculum taught by accomplished teacher-scholars, and in educational study that includes a strong focus on the social, political, cultural, historical, and philosophical contexts that shape classroom teaching and learning. They participate in student-centered and inclusive learning environments that foster such inquiry and exploration for all. And they develop a sense of collaboration and professionalism as they integrate theory and research from their academic studies with the wisdom and expertise of practitioners in the field. In so doing, they prepare to foster the same kind of thought-provoking, inclusive, and integrative educational experiences for their own students.

CALENDAR

December 5, 2022

Student Teacher Orientation Meeting: Bomberger 228, 4:30-6:00

January 18, 2023

First day at school: Student teachers should report to the school district on the first day of our spring semester.

Student teaching schedule: Student teachers should **submit their teaching schedule** to the Education Department (croyce@ursinus.edu). It should be in the form of a chart that includes the days of the week, precise start and end times for classes, subject and level of each class, and school district site including name of the school with the room number for each class.

February-March 2023

Major department faculty observation: Student teachers are to contact a faculty member in their major department and arrange for that faculty member to observe their teaching and complete a written report. The report can be in the form of a narrative that addresses Planning and Preparation, the Classroom Environment, Instructional Delivery, and Professionalism. It should be submitted to the Education Department by April 3, 2023.

March 13, 2023

Cooperating teacher mid-term evaluation: This form should be completed and shared with the student teacher, the college supervisor, and the Ursinus Education Department by March 10. See form and instructions below.

College supervisor mid-term PDE-430 form: See instructions below under “Responsibilities of College Supervisor.”

Mid-semester transition (if applicable): Student teachers with split placements should determine among their cooperating teachers the appropriate date to switch from the first placement site to the second site.

April 28, 2023

Last day of student teaching

Cooperating teacher final evaluation: share with student teacher, college supervisor, and Ursinus Education Department. See form and instructions below.

College supervisor final PDE-430 form: see instructions under “Responsibilities of College Supervisor”

Note: Students who wish to become certified as soon as possible after student teaching may wish to take the PRAXIS II exam(s) no later than mid-March to expedite processing the application for certification. Other questions about the process of applying for certification are beyond the scope of this booklet and will be addressed in other communications to student teachers from the Ursinus Education Department.

ROLES AND RESPONSIBILITIES

Cooperating Teacher

Cooperating teacher(s) play a crucial role in mentoring student teachers into the profession. They have impact not only on the student teaching experience but also on the impressions and insights student teachers form regarding teaching as a career. Responsibilities of the cooperating teacher include:

- **Communication**
 - with the student teacher, orienting them to the school district's rules, policies and procedures, as well as all relevant information about curriculum, classroom expectations, and other aspects of the placement.
 - with the college supervisor in support of the student teacher, communicating as needed by e-mail and during observation visits from the supervisor;
 - with the Ursinus Education Department, including notification about changes in district policies that might affect the student teacher as well as any other input or questions, which can be directed to the department chair, Dr. John Spencer: jspencer@ursinus.edu or 610-409-3339.
- **Mentorship and feedback**
 - enabling the student teacher to assume responsibility for teaching a full load of classes (see additional comments on the timing of transitioning into a full teaching load, below, under responsibilities for the Student Teacher)
 - allowing the student teacher to have a voice in the development of lesson plans;
 - providing positive feedback on strengths as well as specific suggestions for needed improvements;
 - engaging the student teacher in thoughtful, reflective dialogue about teaching goals, resources, and practices;
 - sharing and providing resources that will help the student teacher to achieve growth and success;
- **Evaluation**
 - Completing mid-term and final evaluations on the student teacher's performance in relation to PDE teacher competencies. Forms are available at the end of this booklet, and an electronic copy will be distributed to cooperating teachers by the Ursinus Education department. For student teachers with a dual placement—i.e., one for the first half of the semester and one for the second half—the cooperating teacher for the first placement should complete a “final” evaluation for that student teacher at the mid-term.

College Supervisor

The college supervisor is an Ursinus Education Department faculty member who visits the student teaching classroom(s) to observe lessons taught by the student teacher and provide feedback on those lessons. These observation visits form the basis for a mid-term evaluation as well as a final evaluation that determines whether a student teacher has qualified for state certification. Responsibilities of the college supervisor include:

- Communication
 - with the student teacher, when questions or concerns arise. Supervisors should be readily available by phone or email in such instances.
 - with the Ursinus Education Department: at the beginning of the semester, to discuss program requirements and procedures; and throughout the semester, to inform the department chair, Dr. John Spencer (jspencer@ursinus.edu) of any ongoing or significant concerns about the performance of a student teacher;
 - with the cooperating teacher, discussing and responding to any issues or concerns that may arise.
- Mentorship and feedback
 - visiting the student teacher in the classroom 4-6 times during the student teaching semester to observe, provide feedback, and be available to the cooperating teacher for discussions or feedback. It is useful if college supervisors can observe on different days of the week and/or see different class sections.
 - conferencing with the student teacher after the observation, when the teaching schedule permits (including when the cooperating teacher might occasionally cover part of the next class), to provide feedback on the lesson;
 - providing written feedback after class observations to the student teacher and to the Education Department for the student teacher's file. A College Supervisor's Observation Form is available at the end of this booklet;
 - reading student teacher learning logs and examining lesson plans as part of the process of providing feedback
- Evaluation
 - completing the Pennsylvania Department of Education (PDE) 430 form at the mid-term and the end of semester, sharing those evaluations with the student teacher (who signs them) and the Education Department. ***The final PDE-430 form, and in particular the earning of "Satisfactory" ratings in all four domains of teaching (1. Planning and Preparation; 2. Classroom Environment; 3. Instructional Delivery; and 4. Professionalism), determines whether a student has met the necessary criteria for certification.*** An electronic version of the 5-page form will be distributed to supervisors by the Education Department. At both the mid-term and the end of semester, supervisors should discuss the completed form with the student teacher and obtain their signatures in the appropriate spaces, before submitting the forms to the Education Department.
 - assigning the **final academic grade** for the student teacher in the Ursinus College system, drawing on input from the cooperating teacher. ***A student must earn at least a "B" in EDUC 453 (or 493 for 9th semester students) in order to be recommended for state certification.*** A grade of B- or lower indicates the competencies on the PDE-430 form have not been satisfactorily demonstrated. Instructions for submitting grades online will be sent by e-mail from the registrar's office at the end of the semester (Ursinus log-in required).

Student teacher

Responsibilities of the student teacher include:

- Teaching Schedule
 - Teaching a full load of courses for twelve weeks, per PDE regulations. Ursinus urges cooperating teachers to enable student teachers to begin teaching as soon as possible, phasing in one or more classes at a time over the first few weeks. Student teachers and cooperating teachers may contact the college supervisor or the Education Department with any questions about the transition to full-time teaching. *Note:* Student teachers benefit from teaching a variety of courses and levels. However, it is advisable to maintain a manageable number of 2-3 preps to allow adequate time for student teachers to develop planning skills.
- Lesson Plans
 - Writing a lesson plan for every class taught. When teaching more than one section of a course, they should indicate modifications in the plans to accommodate differences between sections. (See the “Forms” section at the end of this booklet for information on lesson plan formats as well as Ursinus lesson plans templates).
 - Sharing lesson plans with the cooperating teacher in advance, in time to receive feedback as needed to improve the lesson(s) before teaching. The cooperating teacher and student teacher should work out a schedule for submission of the plans by the student teacher—for example, submission of the following week’s lessons by the end of the preceding week. It is essential that the student teacher meet the expectations that are established for timing of lesson plan submission.
 - Sending the college supervisor the lesson plan that is to be taught on the day of the supervisor’s visit, according to whatever schedule has been arranged with the supervisor (but never as late as the same day of the lesson).
 - Maintaining a file of lesson plans in a binder to share with the cooperating teacher and college supervisor.
- Weekly Learning Log
 - Maintaining a cumulative weekly learning log, to be shared with the college supervisor and the EDUC-454 instructor on a weekly basis. The learning log is a tool for reflection and communication. Entries do not need to be an exhaustive account of what happened, but should record reflections on key events and learning experiences. Topics may include lesson plan elements and implementation; reactions to unexpected incidents; concerns and issues discussed with the cooperating teacher; conferences or interactions with students, parents, other school personnel; and involvement with extra-curricular activities.
- Major Department Observation Report
 - Facilitating an observation visit from a major department faculty member. See deadline and instructions in the Calendar above.
- Professionalism
 - Establishing and maintaining a positive rapport and good working relationship with the faculty, staff, and administration in the cooperating district; with the college supervisor; and with the major department faculty observer. In all of these relationships, the student teacher must show a willingness to receive and act upon feedback.
 - Adhering to all cooperating district and college policies.

- Demonstrating exemplary attendance and punctuality. If illness necessitates an absence, the student teacher must notify both the cooperating teacher *and* the college supervisor *before* the school day begins (leaving a message without receiving confirmation that the message has been received is not sufficient.) If an approved activity (e.g., professional conference) necessitates an absence, the student teacher must notify the college supervisor and make arrangements at the school for the classes that will be missed. If a student teacher misses more than two days, makeup days must be arranged with the cooperating teacher and the Education department.
- Maintaining attire and appearance that is appropriate for professional settings.
- Communicating clearly and reliably with the college supervisor, the cooperating teacher and other school personnel, and the major department faculty observer.
- Meeting all deadlines for submission of lesson plans.
- Taking responsibility for, and learning from and correcting, shortcomings and mistakes.
- Contributing to school life and demonstrating initiative beyond the classroom by consulting with cooperating teacher(s) and administrators about activities and clubs in which to be involved.
- Satisfactory Performance
 - Demonstrating satisfactory performance in the four domains on the Pennsylvania Department of Education (PDE) 430 form: 1) planning and preparation; 2) classroom environment; 3) instructional delivery; and 4) professionalism. The college supervisor assigns ratings of 0 (unsatisfactory), 1 (satisfactory), 2 (superior), or 3 (exemplary) for the four domains, basing the ratings on how consistently and thoroughly the student teacher has met a set of competencies listed for each domain. Students must earn at least a “1” (satisfactory) in all four domains in order to be eligible for certification. The College Supervisor’s Observation Form is structured similarly to the PDE-430 form and provides student teachers with opportunities to assess their progress throughout the semester.
 - Demonstrating satisfactory performance on evaluations from the cooperating teacher. These evaluations will be considered by the college supervisor and the Education department in recommending a student teacher for certification.
 - Finishing the semester with at least a “B” grade for student teaching and a 3.0 Grade Point Average (GPA).

FORMS

The remainder of this booklet is comprised of the following forms to be used by student teacher, the cooperating teacher(s), and the college supervisor. Please read through each one for additional information on program expectations.

Lesson Plan – All subjects except Physical Education

Lesson Plan – Physical Education

These forms are templates that Ursinus teacher education students learn to use in their curriculum and instruction classes (one for physical education classes and one for all other classes). Student teachers can and should use these formats during student teaching to the greatest extent possible, though the Ursinus Education Department understands that student teachers may need to modify the format to follow a required or desired format in a cooperating school. Regardless of the specifics of formatting, lesson plans should always contain the key elements of state standards, objectives, materials, procedures, and assessment that are common to all lesson plan formats.

College Supervisor's Observation Form

The domains and criteria on this form mirror those on the PDE-430 form. College supervisors can use these categories and this form to structure written feedback about classroom observations (specific criteria/competencies are indicated for reference; some may come into play more than others in a particular lesson). After discussing observations and writing up feedback, the supervisor should share the observation form with the student teacher. At the mid-term, the supervisor should send the observation reports to the Education department (croyce@ursinus.edu) along with the mid-term PDE-430 form (see instructions above under Responsibilities for College Supervisors). Likewise, at the end of the semester, they should send the observation reports from the second half of the semester along with the final PDE-430 form.

Cooperating Teacher Evaluation (mid-term and final)

The domains and criteria on this form are the same as those on the PDE-430 form. Cooperating teachers use this form to provide a progress report at the mid-term or a final evaluation at the end of the semester. Electronic versions of this form will be distributed by the college supervisor or the Ursinus Education department to facilitate easy submission of the form. (Note: For student teachers with a dual placement—i.e., one for the first half of the semester and another for the second half—the cooperating teacher for the first placement should use this form to do a “final” evaluation for that student teacher at the mid-term.)

LESSON PLAN
(All subjects except Physical Education)

Teacher:

Unit Title:

Day in unit: *e.g., day 1 of 10, etc.*

Lesson Topic:

Grade:

OVERVIEW

A brief comment on how the lesson fits with the preceding lesson and/or what part it plays in the larger unit plan. For example, does this lesson fall at the beginning of a unit, engaging students in the unit topic and one or more “Essential Questions” that will be explored in subsequent lessons? Or does it fall somewhere in the middle -- in which case, how does it build on what came before, or set the stage for what follows?

STANDARDS

Include full number, language, and bullets of relevant Pennsylvania state standards from your discipline.

For example, for a history lesson:

3.2.10.B1 : Describe how interactions between objects conserve momentum

3.2.10.B6: Explain how the behavior of matter and energy follow predictable patterns that are defined by laws.

OBJECTIVES and GOALS

List Essential Questions and Enduring Understandings students are working under and note what standards they reflect.

U1. The student will understand that conservation laws can describe changes in motion during collisions. (Standards 3.2.10.B1, 3.2.10.B6)

U2. Students will understand that momentum and energy are never created or destroyed (Standard 3.2.10.B6)

E1. How are conservation models used to describe the physical universe? (Standards 3.2.10.B1)

*Express acquisition, meaning, and transfer goals in terms of what students will **learn and be able to do** as a result of this specific lesson – **not** what they will do, **procedurally**, in the lesson. Use action verbs for A-M-T (Figure H.2 p. 106 of Wiggins and McTighe). For example:*

Students will *know* or *be able to*...

1. Calculate the final velocity of an object in an elastic collision using conservation of momentum (U1, U2, E1)
2. Explain in prose how momentum is conserved in a given closed system. (U2)
3. etc.

(over)

MATERIALS/RESOURCES

*As in a bibliographic citation, which should give a reader a sense of the content and location of a source, include as much identifying information as possible. For example, if citing an online resource, provide both the title and the URL. **Note: If the lesson relies upon handouts, PowerPoints, or other such materials, these must be included with the lesson!***

PROCEDURE

*Present as a **series of steps**, and include enough detail that another teacher could use the plan to teach. Follow this basic organizational structure:*

Introduction/Motivation

Sometimes called a “hook” or “anticipatory set.” How will you “hook” student interest in the lesson?

Exploration/Development of Content

As you spell out this section step by step, be specific about:

- *what students will do (activities, events)*
- *key content ideas, consistent with objectives*
- *major questions you will raise and how you might use or work with anticipated student responses*
- *how transitions will work*

Closure/Culminating Experience

This is not a time for substantial new content development, but rather, a time to tie together key aspects of the lesson and/or set the stage for the next one. It may also be a time to gather assessment data such as exit slips.

DIFFERENTIATION

*Brief explanation of how aforementioned procedures help meet needs of diverse learners by differentiating process, product, and/or content (but not learning outcomes, which should remain common, to the greatest extent possible) according to readiness, learning profile, and/or interest. **Note:** you may wish to incorporate these explanations in the Procedure section, if clearly identified.*

ASSESSMENT STRATEGIES

What data, formal or informal, summative or formative, will tell you whether lesson objectives have been met? When? (This might carry into subsequent lessons).

HOMEWORK

Either an extension of today's lesson or preparation for tomorrow's lesson. Briefly note what purpose it serves and how it will be used.

LESSON PLAN (Physical Education)

Topic:

Grade level:

Date:

Standard(s): [Should be connected with the PA Standards but it could be a District level if schools have them identified]

Objectives: (Physical education lessons should have at least one psychomotor objective perhaps two if desired or another cognitive or affective objective) (Health lessons can have just cognitive ones if desired) (All objectives should have a “criteria for measuring success identified” – see assessment strategies below)

Prerequisite Knowledge:

Equipment/Materials: [In physical education think 1 item per person]

Reminders: [Could be safety items or important teaching cues for feedback purposes]

Introduction:

Instant Activity or Warm-up or Motivational task [Best when actually connected to the lesson being taught, in Health think about a “health starter”]

Planned Presentation:

Key information shared to work on the lesson objective – could be a demonstration or quick description of a skill or strategy – should be brief and to the point before sending students to the activity.

Exploration / Activities [Order of activities to present or refine the skill or strategy; the key points of emphasis (teaching cues) should be labeled by the activities; in health lessons remember to have students actively doing something regarding the topic other than just listening – notes, charts, diagrams, role playing, problem solving scenarios, etc.] [For physical education activities be sure to list how you will adjust an activity to increase or decrease the level of challenge – i.e. dominant hand, non-dominant hand, cross overs, etc. or level of intensity or speed, or 3v2, 4v2, or competition level - remember to have group efforts rather than single out individuals, work to “eliminate elimination games” find ways to keep all students actively engaged as opposed to watching on the side]

Closure: Have students highlight the key elements of the lesson, oral questions and answers, exit slips, book ends, word webs, etc.

Assessment Strategies: Circles back to objectives (criteria for success) – how will you know if the students have learned what you taught for the day?

Homework: [What could students practice or work at while away from class?]

Ursinus College Education Department

COLLEGE SUPERVISOR OBSERVATION FORM

(to be used for regular observation visits)

Student teacher: _____

School: _____

Subject/Grade/Period _____

Date _____

I. Planning and Preparation

- Knowledge of content
- Knowledge of pedagogy
- Knowledge of Pennsylvania's K-12 Academic Standards
- Knowledge of students and how to use this knowledge to impart instruction
- Use of resources, materials, or technology available through the school or district
- Instructional goals that show a recognizable sequence with adaptations for individual student needs
- Assessments of student learning aligned to the instructional goals and adapted as required for student/t needs
- Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals

Comments:

II. Classroom Environment

- Expectations for student achievement with value placed on the quality of student work
- Attention to equitable learning opportunities for students
- Appropriate interactions between teacher and students and among students
- Effective classroom routines and procedures resulting in little or no loss of instructional time
- Clear standards of conduct and effective management of student behavior
- Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher
- Ability to establish and maintain rapport with students

Comments:

(over)

III. Instructional Delivery

- Use of knowledge of content and pedagogical theory through his/her instructional delivery
- Instructional goals reflecting Pennsylvania K-12 standards
- Communication of procedures and clear explanations of content
- Use of instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs
- Use of questioning and discussion strategies that encourage many students to participate
- Engagement of students in learning and adequate pacing of instruction
- Feedback to students on their learning
- Use of informal and formal assessments to meet learning goals and to monitor student learning
- Flexibility and responsiveness in meeting the learning needs of students
- Integration of disciplines within the educational curriculum

Comments:

IV. Professionalism

- Knowledge of school and district procedures and regulations related to attendance, punctuality and the like
- Knowledge of school or district requirements for maintaining accurate records and communicating with families
- Knowledge of school and/or district events
- Knowledge of district or college's professional growth and development opportunities
- Integrity and ethical behavior, professional conduct as stated in Pennsylvania Code of Professional Practice and Conduct for Educators; and local, state, and federal, laws and regulations
- Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators
- Ability to cultivate professional relationships with school colleagues
- Knowledge of Commonwealth requirements for continuing professional development and licensure

Comments:

Ursinus College Education Department

COOPERATING TEACHER EVALUATION

Circle/highlight one: MID-TERM or FINAL

Student teacher: _____

School: _____

Subject/Grade/Period _____

Date _____

Rating & comment: 3) Exemplary (consistently and thoroughly) 2) Superior (usually and extensively)
1) Satisfactory (sometimes and adequately) 0) Unsatisfactory (rarely or superficially)

___ Planning and Preparation

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- Knowledge of students and how to use this knowledge to impart instruction
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- Ability to cultivate professional relationships with school colleagues
- Knowledge of Commonwealth requirements for continuing professional development and licensure

(over)

Comments:

Domain I—Planning and Preparation:

Domain II—Classroom Environment:

Domain III—Instructional Delivery:

Domain IV--Professionalism:

Please share completed copies of this form with the student teacher and forward all mid-term or final assessments to the Education Department: croyce@ursinus.edu

(Cooperating Teacher)

(Date)