



**THE  
CATHOLIC UNIVERSITY  
of AMERICA**

**STUDENT TEACHING HANDBOOK**

**Fall 2011**

**The Catholic University of America**

**Department of Education**

## Table of Contents

Page	
1	Cover Page
2	Table of Contents
4	Welcome Letter to Candidates
5	Program Philosophy
8	Expectations of Student Teachers
9	Waiver, Assumption of Risk, Release
10	Accreditation Information
11	Student Teacher Calendar
14	Student Teacher Seminar Calendar
17	Student Teacher Supervision
20	Student Teacher Journal
21	Action Research Project Assignment
24	Action Research Scoring Guide
28	Electronic Portfolio Assignment
31	Electronic Portfolio Scoring
33	Grading
33	Teacher Licensure
35	Teacher Security Clearance

36	Alumni Survey
37	Cooperating Teacher Information
37	Welcome Letter to Cooperating Teachers
38	Cooperating Teacher Self-Evaluation Checklist
38	Key Assessments in the Education Program
39	Performance Standards
40	Student Teacher Observation Form
42	Expectations of the Cooperating Teacher
43	Expectations of the Student Teacher
44	Student Teacher Weekly Attendance Sheet
45	Cooperating Teacher's Evaluation of the Student Teacher
46	Cooperating Teacher's Evaluation of the University Supervisor
48	Cooperating Teacher's Evaluation of CUA's Teacher Education Program and the Action Research Assignment
50	Cooperating Teacher Stipend Form
51	Application for Vendors/ Cooperating Teacher Tax Form
52	Cooperating Teacher Information Form

Dear Teacher Education Candidates,

Welcome to the student teaching seminar, the capstone experience for both undergraduate and graduate candidates. This Student Teaching Handbook includes important information for student teachers, cooperating teacher and student teaching supervisors. Please read the contents of this document carefully and contact Ms. Elsie Neely ([neely@cua.edu](mailto:neely@cua.edu)), the student teaching seminar instructor, or Dr. Agnes Cave ([cave@cua.edu](mailto:cave@cua.edu)), the Director of Teacher Education, if you have any questions. We are here to support your learning and ensure your success.

Enjoy this semester,

Ms. Neely and Dr. Cave

**THE CATHOLIC UNIVERSITY OF AMERICA  
DEPARTMENT OF EDUCATION**

**REFLECTIVE PRACTITIONER CONCEPTUAL FRAMEWORK**

**PROGRAM PHILOSOPHY**

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

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

**CONCEPTUAL FRAMEWORK**

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

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

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

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

The curriculum category considers issues related to knowledge, learning, students and motivation. One curriculum dilemma, for example, would address whether knowledge should focus on content or process. Curriculum dilemmas arise when deciding to structure learning as an individual or collective activity, or as fragmented or integrated processes. Students can be treated as persons or clients and as unique individuals or members of a category. Finally, students can be motivated through intrinsic or extrinsic means. The way the teacher handles each of these dilemmas determines the nature of the curriculum.

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

Each of the dilemmas is nuance and complex. Seldom is one answer right for every teaching situation. Instead of making "either/or" choices, the teacher must often ask: Under what circumstances, for which student, and what factors should resolve a particular situation?

Components of Decision-Making: Based on Van Manen's (1977) levels of reflection, CUA faculty have identified three modes of deliberation or ways of thinking that can help candidates develop the power of reflection. One of the modes of deliberation is descriptive. This mode is employed when the end goal is given and accepted. The focus is on applying professional knowledge to bring about the desired goal in the most effective and efficient manner. An example of this thinking would be the teacher who evaluates the use of manipulative devices or strategies to teach a particular math concept from the perspective of time and efficiency.

The second mode of deliberation is interpretive and focuses on the meanings people give their experiences. In this mode teachers are concerned about the meaning that experiences have for students, parents and other participants. This means going beyond observations to develop empathic understanding of an individual's beliefs, values and social reality. A teacher who attempts to view the world from the students' perspectives utilizes interpretive thought.

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

## USING THE FRAMEWORK

The framework is designed to help beginning teachers overcome tendencies to focus on problems and events in narrow and technical ways by stressing philosophical reflection, dilemmas in education and the relations among the eight elements of the learning environment. Reflective teachers should address questions of meaning and technique in the context of goals and purposes.

For example, candidates are encouraged not to handle problems of disruptive classroom behavior at a purely technical level: "How can I stop it?" Rather, they are taught to reflect on the meaning particular disciplinary strategies convey to students and on the broader norms and values that guide their selection. Candidates are taught that these problems are conceptually messy, context-specific and embedded in value judgments. The answer to the question "What norms should govern my choice of disciplinary strategies?" in part depends on where one places oneself on the dilemmas of teaching: whether one believes the teacher should have more or less control over the students' behavior, whether one believes each child should be treated uniquely or according to a set standard, etc.

This conceptual framework will play an important role in the life of a student teacher. Each of our candidates is required to identify an issue in a classroom that is limiting the learning of one or more students in class. Student teachers will depend on supervisor to help choose a meaningful problem that has a possible solution under their control. Working through a series of carefully designed activities, CUA candidates will explore the specific school setting and possible causes of the identified problem. Then he or she will conduct an action research project to try one or more possible solutions, document the impact of those efforts and draw conclusions for future teaching. The candidate will use the conceptual framework to shape the written discussion and prompt in-depth reflection. More important than the specific results is the thorough exploration of the multifaceted issues affecting the situation and their own reflective process. Each candidate will be expected to tap into the educational resources

available – from current educational research to the classroom expert at hand: the student teacher supervisor, seminar instructor, and the cooperating teacher. Please help the candidate as he or she tries to take on the responsibilities of full-time teaching at the same time they delve into the intricacy of one part of the classroom.

### **EXPECTATIONS OF THE STUDENT TEACHER**

1. Action Research Project
2. Electronic Portfolio
3. At least 4 weeks (20 days) of “full-time” teaching responsibility
4. Weekly attendance and participation in the Student Teaching Seminar Class
5. Active participation in all faculty duties expected of cooperating teacher (follow the school schedule rather than CUA’s schedule)
6. Weekly reflective journals (10)



*Please complete the Waiver, Assumption of Risk and Release form on the first day of the seminar class and submit it to Ms. Elsie T. Neely (See below).*

**Waiver, Assumption of Risk and Release**

**PLEASE PRINT**

Candidate's Name \_\_\_\_\_ Parent's Name \_\_\_\_\_

Address \_\_\_\_\_

Home Phone \_\_\_\_\_ Local Phone(s) \_\_\_\_\_

City \_\_\_\_\_ Zip Code \_\_\_\_\_

Candidate's Birth Date \_\_\_\_\_

Health Insurance Company \_\_\_\_\_ Policy# \_\_\_\_\_

Sometimes it is difficult to reach parents. Therefore, please list a neighbor/relative/friend and their numbers in case of an emergency.

Name \_\_\_\_\_ Phone \_\_\_\_\_

I, \_\_\_\_\_ assume the risks of personal injury and/or property damage in participating in the program of \_\_\_\_\_ at The Catholic University of America. I understand that candidates will leave CUA campus during this program and that I may travel in a university owned or a private vehicle. I understand that any violation of campus rules may result in termination of my attendance in the program and/or judicial charges. I will not hold responsible The Catholic University of America for liability for injury or damages arising from the result of my participation in this Program unless it is due to willful fault or gross negligence on the part of the University. I hereby give permission for me to receive medical treatment, if necessary, while attending the Program. To the best of my knowledge, there are no physical or other conditions, which will interfere with my participation. I am at least 18 years old and I enter this agreement voluntarily.

Candidate Signature \_\_\_\_\_ Date \_\_\_\_\_

Signature of Parent/Guardian if student is not at least 18 years old:

Signature \_\_\_\_\_ Date \_\_\_\_\_

**\*\*NOTE:** If there are conditions of which the University needs to be aware with regard to your participation in the Program, please use the back of this form to indicate these conditions.

## **Accreditation by National Council for Accreditation of Teacher Education**

The Teacher Education Unit of The Catholic University of America is accredited by the Council for Accreditation of Educator Preparation, CAEP. The following specialty (certification) programs have been approved by the Office of the State Superintendent of Education of the District of Columbia:

*Early childhood Education*

*Elementary Education*

*Secondary Education*

*Special Education (graduate level)*

State approval means that all candidates who complete CUA's state approved teacher education program and pass required PRAXIS I and II tests are eligible for a Regular II (standard) DC license in their area of specialization.

### **Endorsements**

Once a candidate receives a valid teacher's license, he/she can then take any or all of the Praxis tests in another discipline and receive an endorsement from DCPS. Endorsements may or may not be accepted in other jurisdictions

## Student Teaching Calendar

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

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

### *Directed Observation and Limited Participation (Weeks 1-2, August 29)*

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

### *Extended Participation (Weeks 3-9, September 12 – September 30)*

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

### *Complete Responsibility (Weeks 10-14, October 3 – December 2)*

As soon as the cooperating teacher feels that the student teacher is capable, he or she should assume full responsibility for planning and teaching the daily program. We suggest that the student teacher be left in the classroom for short intervals without the assistance of the cooperating teacher

although the student teacher cannot act as a substitute teacher if the cooperating teacher is absent. Conferences and feedback should be a part of each school day. The goal is to have the candidate act as a full-time teacher, with all of the associated responsibilities, for four weeks. Again, all plans must be approved by the cooperating teacher with ample time for revisions to be made.

#### *Finishing up (Week 15, December 5 - 9)*

By the beginning of week 15 the candidate should begin transitioning the class back to the cooperating teacher. The student teacher will need to document the work done over the course of the semester and might find the need for “one last quiz” or one more team building activity to complete their action research project. We have found that student teachers who are teaching until the last day of the CUA semester often regret not having some time to prepare the children for their departure.

#### *Additional Activities (Weeks 1-14)*

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

We suggest that the cooperating teacher, in consultation with the university supervisor and student teacher, make the judgment regarding the readiness of the student to assume the specific responsibilities associated with teaching. If the student teacher is ready to take on broader responsibilities earlier in the semester, she or he is encouraged to do so. Most candidates need at 4 weeks to carry out their action research plan.

### **Problem Solving During Student Teaching**

During student teaching problems may arise, many that you will be able to handle with ease. If you encounter a problem that you are not able to resolve, you should follow the process described below:

Student teachers should discuss the problem with the cooperating teacher and the university supervisor. If the problem persists, contact the Director of Field Experiences. If there is a need to go further, contact Dr. Agnes Cave, Director of Teacher Education. The final step is to contact Dr. Mimi Schuttloffel, the Chair of the Education Department of The Catholic University.

### **Work Load**

Student teaching is a demanding experience that is both mentally and physically taxing. Student teachers receive twelve credit hours for the internship. Under special circumstances the Director of Teacher Education may grant a student teacher permission to take one additional course during this semester. Outside employment is strongly discouraged. Student teachers will follow the school schedule of their school site and not that of CUA. The candidate should ask for morning contact information for

both the cooperating teacher and the university supervisor so both can be notified if he or she is not going to make it to school.

### **Communication**

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

### **Student Teaching Seminar**

A seminar is held weekly (Tuesday, 5:10 – 7:30 pm), led by the Director of Field Experiences. This seminar is required of all student teachers. The purpose of this class is to provide added support for the student teachers, and encourage them to think reflectively about the school environment and their own experiences as an observer and teacher. Guest lectures, discussions and activities address a variety of topics, such as classroom management, long and short range planning, adapting instruction for special learners, the Action Research Project and the Electronic Portfolio. University Supervisors and Cooperating Teachers are warmly invited to attend as many of these sessions as they can. Classroom participation is a vital part of the grade.

### **Cooperating Teacher Stipend**

CUA offers a monetary stipend (\$100) to cooperating teachers in appreciation for their professional contribution to the vital process of teacher education. Stipends are sent when the University receives the final evaluations and a completed Application for Vendors form including the cooperating teacher's Fed Tax ID (Social Security Number). The form can be located at the end of this packet on the left hand side). Cooperating teachers can also opt for a voucher for one of the many professional development workshops held on campus, valued at \$510.00. Cooperating teachers will be invited to a briefing during one of the weekly seminars to hear more about this program. Candidates are responsible for collecting the teacher payment or workshop information and giving it to the Director of Field Experiences. It is most important that candidates turn the forms in on time so that their cooperating teachers can be remunerated. The cooperating teacher will be invited to a briefing during one of the weekly seminars to hear more about the program.

## Student Teaching Seminar Calendar

Fall 2011

Early Childhood, Elementary, and Secondary Programs

(EDUC 567-9, 590-3 & 597-9, 600)

### Timeline for Seminar Coursework

Date	Class Description	Assignment Due
8/30/11	<b>Orientation</b>  <b>Guest: Career Services – Resumes – Virginia Marbella</b>	<b>Letters to a Young Teacher, Chapter 1</b>
9/6/11	<b>Guest: Guest: Praxis – Dr. Agnes Cave</b>  Preparing your education philosophy. Describe the context in which you teach. (See the ARP Template)	<b>Due: Journal 1</b>  <b>Philosophy</b>  <b>Letters to a Young Teacher, Chapter 2+3</b>
9/13/11	<b>Interviewing - Virginia Marbella</b>  Draft of personal educational beliefs  Discussion of school philosophy	<b>Due: Journal 2</b>  <b>Read - <u>Dilemma Language</u> by Berlak &amp; Berlak and</b>  <b>Letters to a Young Teacher, Chapters 4+5</b>
9/20/11	<b>Guest: Media Services</b>  Class will meet at Mullen Library in the MERC classroom  <b>Identifying the problem</b>	<b>Due: Journal 3</b>  <b>Letters to a Young Teacher, Chapters 6</b>
9/27/11	<b>Guest: Legal Issues for Educators – Professor Fishman</b>  Meeting SPA Standards  Dilemma discussion  Discussion: <b>Conceptual (Reflective) Framework,</b>	<b>Due: Journal 4</b>  <b>Written problem statement to your Reader and Elsie Neely</b>  <b>Letters to a Young Teacher, Chapter 7</b>

	<p><b>Dilemma Language by Berlak &amp; Berlak.</b></p> <p><b>Meet with your Supervisor and have a copy of your problem statement</b></p>	
10/4/11	<p><b>Guest: Health Issues in Schools –</b></p> <p>Share Cause and Effect charts, and ongoing collection of supportive data for dilemma</p>	<p><b>Due: Journal 5</b></p> <p><b>Meet with your Supervisor and have a copy of the cause and effect chart</b></p> <p><b>Letters to a Young Teacher, Chapter 8</b></p>
10/18/11	<p><b>Guests: School Counselor</b></p> <p><b>Pre data collection and discussion of literature review</b></p>	<p><b>Due: Journal 6</b></p> <p><b>Mid-term 3-way evaluation</b></p> <p><b>October 11-14, 2011</b></p> <p><b>Letters to a Young Teacher, Chapter 9</b></p>
10/25/11	<p><b>Discussion:</b> Ongoing search for solution strategies, ways in which technology is used in your classroom.</p> <p>Utilize techniques suggested by the literature review to attempt to resolve the dilemma</p>	<p><b>Due: Journal 7</b></p> <p><b>Draft of solution strategies linked to references from an ERIC search to support your selection of strategies</b></p> <p><b>Meet with Supervisor and have solution strategies ready</b></p> <p><b>Letters to a Young Teacher, Chapter 10</b></p>
11/01/11	<p>Share implementation tactics of solution strategies developed. What are the advantages and disadvantages of implementing strategies selected?</p> <p><b>Meet with Supervisor and have implementation strategies ready</b></p>	<p><b>Due: Journal 8</b></p>
11/08/11	<p><b>Portfolio Review:</b> Sharing and receiving critiques</p> <p>Discussion: Monitoring solution strategies</p>	<p><b>Due: Journal 9</b></p>

	<p>Review of the Unit Plan</p> <p><b>Individual consultation on action research paper; meet with your Supervisor</b></p>	
11/15/11	<p>Continue to analyze solution strategies</p> <p><b>Meet with Supervisor and have trial results ready</b></p>	<p><b>Due: Journal 10 and Draft of trial results</b></p>
11/22/11	<p><b>Meet with Supervisor to discuss trial results</b></p> <p>Individual consultation on ARP; you may schedule an appointment with Elsie Neely or your supervisor</p> <p>Peer review of EP</p>	<p><b>Due: Electronic Portfolio</b></p>
11/29/11	<p><b>Contact your Supervisor for feedback on your action research paper</b></p> <p><b>Compare post and pre – data</b></p> <p>Peer review of ARP</p>	<p><b>Due: First draft of Action Research Paper due to Supervisor</b></p>
12/06/11	<p>Peer review of EP</p> <p>A transformative reflection on the student teaching experience and the success of the solution strategies,</p>	
	<p>Meet with your advisor.</p> <p>Late papers will be deducted 10% of the final grade. Last day of classes</p>	<p><b>Due: Two copies of the final action research paper (one hard copy and one on disc) due to Elsie T. Neely and one hard copy to your Reader by 4:00 p.m.</b></p> <p><b>Final 3-way evaluation</b></p> <p><b>The week of December 5-9, 2011</b></p>

**Important due dates to remember:**

- **Mid-term 3-way evaluations are due the week of October 11-14, 2011.**
- **Final 3-way evaluations are due the week of December 5 - 9, 2011.**
- **Final Electronic Portfolio presentations will be held in December 13 -14, 2011.**



Journals are to be E-mailed by midnight Thursday of each week to your supervisor and Elsie T. Neely. Bring a hard copy to class each week.\*

Please be aware that the schedule is prepared during the summer and many of the invited speakers will find it necessary to cancel and reschedule.

TO: Student Teachers/University Supervisors/Cooperating Teachers

FROM: Elsie T. Neely, Director of Field Experiences

RE: **Student Teaching Supervision**

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

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

### **OBSERVATION/SITE VISITS**

The initial contact between the Supervisor and the cooperating teacher should involve reviewing the student teacher calendar and assuring that the expectations of student teaching are clearly understood. Supervisors will observe weekly and confer with student teachers and cooperating teachers regularly. Every effort should be made to schedule observations so that supervisors see a variety of lessons and situations in order to provide for maximum growth and development of the student teachers. Supervisors of secondary students should contact Dr. Joan Thompson to arrange for a visit from someone in the Department of the student teacher's discipline to observe. Student teachers and University and Supervisors should have a short meeting before each visit to go over the basic expectations of the session and to provide the University Supervisor with the lesson plan binder (which should be up-to-date, including the current lesson plan). Following each observation visit, the University Supervisor and student teacher should meet to talk about the session, summarizing the successes and possible action plans. Observation sheets should be turned in with the three-way evaluations, which should be completed at the middle and end of the student teaching experience.

## **LESSON PLANS**

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

## **REFLECTIVE JOURNALS**

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

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## **ELECTRONIC PORTFOLIO (EP)**

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

## **ACTION RESEARCH PROJECT (ARP)**

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

## **EVALUATIONS**

Forms are provided for periodic formal evaluations throughout the semester in addition to weekly informal feedback conferences. All of these are intended as formative evaluations. The first formal evaluation will be completed as a team with input from all members, with the supervisor leading the team and clarifying the meaning of the criteria. The cooperating teacher's scoring is only a part of the final grade assigned by the supervisor and the seminar instructor (midterm, final, etc.). All formal evaluation sheets should be turned in to Director of Field Experiences after they are completed. They will be kept on file throughout the semester. The final evaluation is summative but will also be completed by a team, and will be based on interim goals set during formative evaluations.

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

## **ABSENCES**

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

## UNIVERSITY CONTACT

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

## Student Teacher Journals

***Journals are to be submitted to the seminar instructor and the student teacher supervisor by midnight Thursday. Bring a hard copy to class each Tuesday.***

Student Teacher Journals

What do I write in my journal?

You should write your journal entry as soon as possible after an event. Writing an entry as close to the time it occurs enables you to provide more detail. Select one, or two major events to write about.

### Journal Format

- Name: \_\_\_\_\_
- Grade: \_\_\_\_\_
- A detailed outline of events in sequential order; a lesson, differentiation, discipline event, instructional strategy, group activity, or any event you judge to be significant.
- Relate events to the Conceptual Framework, whenever appropriate.
- A brief analysis of why and how this event happened.
- A brief description of how the cooperating teacher handled the event, and what you would have done (if differently). If the event occurred while you were teaching, follow-up on how you remedied the event.

### Reminders

- Journal entries are due at 5 p.m. Thursday afternoon. Look for the due dates in the syllabus.
- Journals should be grammatically correct with proper spelling and punctuation.
- They should serve as a learning tool; the situations you present will be responded to in a manner that will strengthen your teaching skills.
- Don't just reiterate your schedule; talk about a real situation that occurred.
- At the end of the semester you should have a file of strategies and techniques that can be used when you start teaching.

## **Action Research Assignment**

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

### **PLAN AHEAD!**

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

## ARP Research Project Activities

The Action Research Project (ARP) is designed to offer teacher education candidates an integrated experience in research, practice, and reflection. The ARP includes three primary components, 1) a professional educational philosophy statement, 2) selection of a problem, and identification of dilemmas presented 3) a reflection on the results. This project is read by the university supervisor and the student teaching seminar instructor. The majority of the literature review is completed in Activity 4; however, research studies should be cited throughout the paper whenever they are applicable (8-12 references for undergraduate students and 20 references for graduate students). List your references using APA Publication Manual 6th ed. format.

### PART I

1. Philosophy statement September 13, 2011
  - a. What is your personal instructional philosophy and how do you see it in the current context? Describe your educational beliefs and experiences in your student teaching placement. Use the CUA conceptual framework to guide your reflection. This statement will be revisited in Activity 7 in your transformative reflection.
  - b. Describe the context in which you student teach. Include a description of the school philosophy, relevant curriculum decisions, issues of teacher autonomy, and school and community demographics.
  
2. Identification of a Problematic Situation September 27, 2011  
Identify a problem that you are going to address during your student teaching experience. Elaborate in detail on how each situation was manifested in the classroom. Give at least one example to document the behaviors you have noted. Your examples should be specific and complete.
  
3. Dilemma discussion October 4, 2011  
Identify at least one dilemma that you are going to address during your student teaching experience. Elaborate in detail on how each situation manifested itself in the classroom. Give at least one example you have documented for each behavior you have noted. Your examples should be specific and complete.

### PART II

4. Observational data collection I (Pre data) October 11, 2011
  - a. Before implementing any strategies, collect pre-implementation (baseline) data to provide evidence for the problem you are addressing in your ARP. Provide rich and varied data to support the wide range of possible causes of your stated problem.
  - b. Complete a short literature review. Based on this literature review, write one or more hypotheses about the expected outcomes of your strategies.
  - c. Update your data collection as necessary based on your literature review.
  
5. Proposed solutions November 1, 2011  
Continue the literature review to inform your selection of the most appropriate solution strategies.
  
6. Observational data collection II (Post data) November 29, 2011
  - a. Collect data during and after the implementation of solution strategies to demonstrate their effectiveness. How does the “post” data compared to the initial conditions? You might find that you have no measurable change based on that initial goal even if one or more of the strategies seemed to have positive results.
  - b. Present your data in an appendix.

### PART III

7. Reflection December 6, 2011

This section includes your transformative reflection and addresses the conclusions you can draw from your experience. Start with the impact on your students. Did you accomplish what you hoped to accomplish? Does that goal seem important in hindsight? What other outcomes did you see that you didn't expect or didn't think would be as important as they turned out to be? Use the conceptual framework to reflect on what happened and how it impacted the students including the dilemma identified.

### **ARP Assignment Activities**

The Action Research Project (ARP) is designed to offer teacher education candidates an integrated experience in research, practice, and reflection. The ARP includes three primary components, 1) a professional educational philosophy statement, 2) the selection of a problem that may cause multiple dilemmas, and 3) a reflection on the results. This project is read by the university supervisor and the student teaching seminar instructor. The majority of the literature review is completed in Activity 4; however, research studies should be cited throughout the paper whenever they are applicable (8-12

references for undergraduate students and 20 references for graduate students). List your references using APA Publication Manual 6th ed. format.

## PART I

### 8. Philosophy statement September 13, 2011

- a. What is your personal instructional philosophy and how do you see it in the current context? Describe your educational beliefs and experiences in your student teaching placement. Use the CUA conceptual framework to guide your reflection. This statement will be revisited in Activity 7 in your transformative reflection.
- b. Describe the context in which you student teach. Include a description of the school philosophy, relevant curriculum decisions, issues of teacher autonomy, and school and community demographics.

### 9. Identification of a Problematic Situation September 27, 2011

Identify a problem that you are going to address during your student teaching experience. Elaborate in detail on how each situation was manifested in the classroom. Give at least one example you have documented for each behavior you have noted. Your examples should be specific and complete.

### 10. Dilemma discussion October 4, 2011

Identify at least one dilemma that you are going to address during your student teaching experience. Elaborate in detail on how each situation manifested itself in the classroom. Give at least one example you have documented for each behavior you have noted. Your examples should be specific and complete.

## PART II

### 11. Observational data collection I (Pre data) October 18, 2011

- a. Before implementing any strategies, collect pre-implementation (baseline) data to provide evidence for the problem you are addressing in your ARP. Provide rich and varied data to support the wide range of possible causes of your stated problem.
- b. Complete a short literature review. Based on this literature review, write one or more hypotheses about the expected outcomes of your strategies.
- c. Update your data collection as necessary based on your literature review.

### 12. Proposed solutions November 1, 2011

Continue the literature review to inform your selection of the most appropriate solution strategies.



13. Observational data collection II (Post data) November 29, 2011

- a. Collect data during and after the implementation of solution strategies to demonstrate their effectiveness. How does the “post” data compared to the initial conditions? You might find that you have no measurable change based on that initial goal even if one or more of the strategies seemed to have positive results.
- b. Present your data in an appendix.

PART III

14. Reflection December 6, 2011

This section includes your transformative reflection and addresses the conclusions you can draw from your experience. Start with the impact on your students. Did you accomplish what you hoped to accomplish? Does that goal seem important in hindsight? What other outcomes did you see that you didn't expect or didn't think would be as important as they turned out to be? Use the conceptual framework to reflect on what happened and how it impacted the students including the dilemma identified.

**Context**

The following Action Research Project (ARP) scoring guide is designed to guide both the candidate and the university supervisor through the ARP process by clearly establishing expected performance in each activity of the ARP template.

**Purpose**

The Action Research Project is designed to be the capstone experience for all teacher education candidates at the Department of Education at The Catholic University. (Note that this scoring guide is used for assessing early childhood, elementary, and secondary education candidates' action research projects. Special education candidates' ARP template and scoring guide are separate documents.) Candidates work with their cooperating teachers to choose an on-going issue specific to the class/grade/school that the candidate is working with. Candidates make systematic observations of the P-12 students, identify possible causes and the corresponding effective interventions that make sense based on those on-going observations and then select those strategies that make the most sense for the target class. By consulting with colleagues and careful reading of the relevant professional literature, teacher education candidates can consider a wide variety of possible interventions. Candidates make careful pre/post measures to allow meaningful conclusions to be drawn about the overall effect of their efforts. Candidates conclude the project by using the CUA Conceptual Framework as they consider the impact of the project on the P-12 students and on themselves as professional educators.

### Action Research Paper Scoring Guide

	Exceeding Expectations (3 pts)	Meeting Expectations (2 pts)	Acquiring Expectations (1 pt)
<b>Educational Philosophy (Part I, Sections 1A, B, 7)</b>	Candidate uses CF to develop rich understanding of personal philosophy in terms of the current context. Clearly uses written and anecdotal evidence to support discussion of school philosophy. Clearly describes how teaching and the ARP impacted personal philosophy.	Candidate uses CF to explore personal philosophy in the current context. Evidence provided to support discussion of school philosophy.	Candidate does not use CF to explore personal philosophy in current context. Little or no evidence used to support description of school philosophy.
<b>Discussion of Problematic Situation and Dilemma (Part I, Sections 2 A, B)</b>	Candidate clearly states problematic situation and provides multiple examples of each behavior documented. Provides rich description of dilemma based on research. Identifies well defined ARP problem statement in terms of measurable behaviors.	Candidate clearly states problematic situation and provides at least 1 example of each behavior documented. Identifies at least 1 dilemma related to the issue. Identifies ARP problem statement.	Candidate does not describe problematic situation clearly with sufficient examples. Identifies a dilemma not related to the issue. Does not identify an ARP problem statement.
<b>Identifying Causes (Part II, Sections 3A, B)</b>	Candidate uses rich and varied data to support broad range of possible causes.	Candidate uses observational data to support broad range of possible causes.	Candidate uses insufficient data to support limited range of possible

	Shows how some observations support more than one possible interpretation. Includes special needs as possible causes but does not categorize students without supporting formal assessment. Data are organized and clearly aid reader understanding.	Includes special needs as possible causes but does not categorize students without supporting formal assessment. Data are organized and clearly aid reader understanding.	causes. Presumes special needs categorization without supporting formal assessment. Data are not organized in a meaningful manner that aids reader understanding.
<b>Pre/Post Data Collection and Analysis (Part II, Sections 3C, 5, 6)</b>	Candidate clearly identifies pre/post measure(s) appropriate for stated problem statement. Additional data sources are identified showing clear plan for triangulation.	Candidate clearly identifies pre/post measure appropriate for stated problem statement. Additional data sources are discussed.	Candidate does not identify pre/post measure appropriate for stated problem statement. No additional data sources are considered.
<b>Proposed Solutions (Part II, Section 4)</b>	Candidate describes broad range of possible interventions. Uses rich and varied data to justify selection of specific strategies. Uses CF (including multiple relevant dilemmas) to aid selection of strategies. Clearly includes interpretative and philosophical perspectives in decision-making process. Clearly links	Candidate describes broad range of possible interventions. Uses varied data to justify selection of specific strategies. Considers elements of the learning environment when selecting interventions. Describes at least 2 dilemmas. Clearly links causes and strategies in an organized manner that aids reader understanding.	Candidate describes limited range of possible interventions. Uses insufficient data to justify selection of specific strategies. Does not link causes and strategies clearly. Limited use of the CF.

	causes and strategies in an organized manner that aids reader understanding.		
<b>Describing Individual Interventions (Part II, Section 5)</b>	Candidate systematically and thoroughly describes all strategies implemented. Provides well developed picture of how all strategies were implemented using student and teacher artifacts (to include lesson plans, or other instructional materials) as well as observational data.	Candidate systematically and thoroughly describes all strategies implemented. Provides supporting artifacts (to include lesson plans, or other instructional materials) and observational data. Meaningfully discusses the impact of individual strategies.	Candidate provides limited description of strategies implemented. Provides little or no supporting evidence (e.g., lesson plans or other instructional materials). Includes little or no discussion of the impact of individual strategies.
<b>Reflecting on Impact on P-12 Students (Part III, Section 7)</b>	Candidate bases conclusions on the conceptual framework and supports them with multiple sources of data. Thoroughly discusses original problem statement. Clearly discusses the impact of the overall project on P-12 student development including student artifacts as appropriate. Directly compares pre and post measures as defined in ARP 3 and 6.	Candidate bases conclusions on the conceptual framework and supports them with multiple sources of data. Thoroughly discusses original problem statement. Gives at least one alternative explanation and at least one recommendation for classroom teacher. Clearly discusses impact of overall project on P-12 student development including student artifacts as appropriate. Directly compares pre and post	Candidate supports conclusions with few sources of data and the use of the conceptual framework is limited. Candidate does not discuss original problem statement. Misses either alternative explanations or recommendations for classroom teacher. Does not compare pre and post measures directly as defined in ARP 3 and 6.

		measures as defined in ARP 3 and 6.	
<b>Use of Literature (Throughout paper, but specifically in Part II, Sections 3 B, C)</b>	Rich and thoughtful use of variety of professional resources. Clear integration of literature into discussion of causes and strategy demonstrate that literature helped shape understanding of topic.	Rich and thoughtful use of variety of professional resources.	Missing literature or literature that appears to be added in a haphazard manner without enriching candidate understanding.
<b>Professional Presentation</b>	Careful proofreading resulting in essentially error-free writing. Clear and concise language conveys ideas smoothly. Error-free use of APA style. Intro abstract/essay provide clear summary of project.	Careful proofreading resulting in essentially error-free writing. Appropriate use of APA style. Intro abstract/essay provide clear summary of project.	Obvious errors in writing or use of APA style. Confusing or misleading intro abstract/essay.

## Documentation

Please save all your assignments and their reviews in LiveText for possible inclusion in your electronic portfolio.

## Electronic Portfolio Assignment

### **Purpose**

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

### ***Components of the Electronic Portfolio***

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

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

### ***Assessment of Electronic Portfolio***

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

### ***Artifacts To Be Included***

For each artifact, provide a rationale for why it was selected by describing how it illustrates your understanding of the framework or achievement of the standards. The quality of the artifact will not be evaluated but the rationale for including the artifact and the quality of your reflection will be. All candidates are required to use the following three (3) artifacts:

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

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

Possible artifacts:

- Observation paper
- Tutoring journals
- Mini Action Research Project
- Practicum/student teaching evaluation
- Lesson plan(s) and thematic units
- Action Research Paper
- Lesson plan(s)
- P-12 student work (pre/post assessment)
- Videotaped lesson
- Academic service learning
- Professional activities at conferences and organizations
- Artifacts resulting from performances, exhibits, science fairs, etc.
- Leadership activities
- Artifacts from coursework (specific assignments or tests)
- Interviews with parents, teachers or other professionals
- Praxis I and II test results and subtest scores
- Completed technology survey and/or disposition survey
- Statement of purpose in your application to the teacher education program
- Evaluations and recommendations from faculty and supervisors
- Parental interviews

A single artifact can be used to demonstrate understanding of multiple aspects of the conceptual framework. It is perfectly acceptable to discuss some elements of the learning environment, dilemmas or

modes of deliberation in more than one rationale, but it is required that all eight (8) elements, at least two (2) dilemmas and all three (3) modes of reflection be supported. The list below provides some examples of how some artifacts might be used but should not be considered a comprehensive list. You will need to look at your work to choose those pieces that best reflect your achievement and personal educational beliefs.

- ARP: assessment, P-12 learning, stakeholders, collaborative practice, diversity of student needs, classroom structures, instructional strategies, discipline knowledge
- Lesson Plan: instructional strategies, diversity of student needs, assessment
- Observation: stakeholders, discipline knowledge, classroom structures, assessment, instructional strategies
- Student teaching evaluation: collaborative practice, classroom structures, stakeholders, instructional strategies, assessment
- Praxis I, II: discipline knowledge, instructional strategies

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

American Council on the Teaching of Foreign Languages (ACTFL)

Association for Childhood Education International (ACEI)

Council for Exceptional Children (CEC)

Interstate New Teacher Assessment and Support Consortium (INTASC)

National Council of Teachers of English (NCTE)

National Council of Teachers of Mathematics (NCTM)

National Council for the Social Studies (NCSS)

National Association for the Education of Young Children (NAEYC)

National Association of Schools of Theatre (NAST)

National Association of Schools of Art and Design (NASAD)



## Electronic Portfolio Scoring Guide

	<b>Exceeding Expectation (3 points)</b>	<b>Meeting Expectation (2 pts)</b>	<b>Acquiring Skill (1 pt)</b>
Professional Presentation (17%)	The candidate presents a resume and a sophisticated statement of educational beliefs that addresses several educational issues.	The candidate presents a resume and a specific statement of educational beliefs.	The candidate presents an incomplete resume and/or vague statement of educational beliefs.
Quality of Reflection (23%)	The candidate provides extensive evidence of ability to 1) use all 3 components of the decision making process and 2) make informed decisions about issues in education through thoughtful consideration of multiple dilemmas inherent in teaching.	The candidate provides evidence of ability to 1) use all 3 components of the decision making process and 2) make informed decisions about issues in education through thoughtful consideration of at least 1 dilemma inherent in teaching.	The candidate provides insufficient evidence of ability to 1) use all 3 components of the decision making process and/or 2) make informed decisions about issues in education through thoughtful consideration of at least 1 dilemma inherent in teaching.
Use of Artifacts (17%)	The candidate makes extensive connections between artifacts and elements of the CF, using all required artifacts and other carefully chosen evidence to support her/his reflection.	The candidate makes clear connections between artifacts and elements of the CF, using all required artifacts to support her/his reflection.	The candidate makes unclear connections between artifacts and elements of the CF, and/or does not include all required artifacts to support her/his reflection.
SPA and DCPS P-12 Standards Discussion	The candidate provides exemplary evidence of and reflection on the achievement of all SPA	The candidate provides evidence of achievement of all SPA standards and reflects	The candidate provides insufficient evidence of achievement of all

(23%)	standards and extensively reflects on students' achievement of DCPS P-12 standards.	on the achievement of DCPS P-12 standards.	SPA standards and/or fails to reflect on the achievement of DCPS P-12 standards.
Organization and Writing Mechanics (10%)	The portfolio is focused and well organized; evidence is clearly presented and explicitly linked to standards. Nearly error-free writing, which reflects clear understanding and thorough proofreading.	The portfolio is complete and organized; evidence is presented and linked to standards. Occasional grammatical errors with few typos.	The portfolio lacks organization; evidence is limited and not directly linked to standards. Frequent errors in spelling, grammar, and punctuation.
EP Oral Presentation (10%)	Clearly and concisely articulates key aspects of personal philosophy including discussion of at least one educational dilemma. Fluidly accesses parts of the EP that demonstrates both that philosophy and successful completion of SPA standards. Confidently answers follow-up questions, using the EP to support responses. Gives brief overview of entire EP, but directs attention to key examples of own work and impact on P-12 student learning.	Clearly articulates personal philosophy. Presents parts of the EP that demonstrate both personal philosophy and successful completion of SPA standards. Answers follow-up questions using the EP to support responses. Gives overview of entire EP but directs attention to most key examples of own work and impact on P-12 student learning.	Personal philosophy is not explained sufficiently. Parts of the EP presented do not adequately demonstrate personal philosophy and successful completion of SPA standards. Follow-up questions are not answered clearly and fully. EP artifacts are not used to support responses. The entire EP is not presented, and key examples of own work and impact on P-12 student learning are not addressed.

## **Grading**

**Student teachers are graded based on the following criteria.**

Secondary:

597 (4 credits) - mid-term student teaching evaluation grade

598 (4 credits) - final student teaching evaluation grade

599 (4 credits) – 50% ARP

50% EP

Attendance

Participation

Journals (weekly)

Elementary:

591(4 credits) - mid-term student teaching evaluation grade

592(4 credits) - final student teaching evaluation grade

593(4 credits) – 50% ARP

50% EP

Attendance

Participation

Journals (weekly)

Early Childhood:

567(4 credits) - mid-term student teaching evaluation grade

568(4 credits) - final student teaching evaluation grade

569(4 credits) – 50% ARP

50% EP

Attendance

Participation

Journals (weekly)

## **Teacher Licensure**

**In order to receive a teaching license in the District of Columbia you must do the following.**

1. Pass all Praxis I, or ACT/SAT/GRE & II tests for your subject/area. When you take the tests, mark CUA as a score recipient to ensure ETS sends your scores to CUA. (Note that DC does not require PRAXIS II for some disciplines, such as drama.)

2. Print out and complete the application form on line

<http://osse.dc.gov/seo/cwp/view,a,1224,Q,563671,PM,1.asp>

3. Include a money order for \$50.00 (payable to “DC Treasurer”).
4. Include a state background check (if you live in DC) or FBI check (if your residence is out of state) in a sealed envelope.
5. Send or bring your packet to the Education Office of The Catholic University to Room 218, O’Boyle Hall.
6. Endorsements
  - A candidate must have a valid teacher license
  - Candidates can then take any one or all of the tests in other disciplines and receive an endorsement from DCPS.
  - Endorsements may or may not be accepted in other jurisdictions
7. Police clearance – once you have completed student teaching, and if you seek employment in the District of Columbia, you will need to know the application process, and how to secure a police clearance (Please follow the steps described below).

## **Teacher Security Clearance**

### **How to Request a FBI Criminal History Record**

#### **1. Complete cover letter**

- Include your full name and complete mailing address on the above cover letter.
- Sign the bottom of the cover letter.

#### **2. Obtain proof of identity**

- Obtain proof of identity, which consists of a set of your fingerprints (original card, no copies), with your name, date of birth and place of birth. Fingerprints should be placed on a **standard fingerprint form (FD- 258)** commonly used for applicant or law enforcement purposes. **Card stock paper is preferred.**
- Include rolled impressions of all ten fingerprints and impressions of all ten fingerprints taken simultaneously (these are sometimes referred to as plain or flat impressions).
- If possible have your fingerprints taken by a fingerprinting technician (this service may be available at a law enforcement agency – please check with your local or state agencies for availability; or visit one of the businesses below).
- Previously processed fingerprint cards will not be accepted.

#### **3. Include an \$18.00 processing fee**

- Money order or certified check made payable to the Treasury of the United States, or you may pay by credit card.
- Be sure to sign where required – No personal checks or cash accepted.
- Must be the exact amount - \$18.00.
- If paying by credit card you must include the completed credit card payment form.

• Credit cards will not be used for expedited mail services.

- 4. Allow approximately 13 weeks for processing, upon receipt to the FBI.**
- 5. Please note, the FBI will only mail the record to the requestor. You must submit a copy of the result along with your OSSE licensure application packet.**
- 6. Mail items #1 (cover letter), #2 (fingerprints), #3 (payment) to:**

**FBI CJIS Division – Record Request**  
**1000 Custer Hollow Road Clarksburg, West Virginia 26306**

For more information on obtaining your FBI Criminal History Record, please visit:

Please refer to this link for information about the FBI fingerprint process:

[http://osse.dc.gov/seoframes.asp?doc=/seo/lib/seo/educatorlicensingaccred/Non-DCPS\\_Fingerprint\\_Process.pdf](http://osse.dc.gov/seoframes.asp?doc=/seo/lib/seo/educatorlicensingaccred/Non-DCPS_Fingerprint_Process.pdf)

## Background Check & Fingerprinting Agencies

<i>The information is accurate as of May, 2009) Company</i>	Address	Contact Number	Office Hours	Cost	Requirements
Central Business Service, Inc.	815 15 <sup>th</sup> Street, NW, Suite #607 Washington, DC 20005 1634 I Street, NW, #702 Washington, DC 20006	(202) 628-3716	9am – 5pm Mon – Fri	\$15.00	Driver's License, State Issued ID or Passport
ID Services, Inc.	1010 Vermont Ave, NW Suite #221 Washington, DC 20005	(202) 265-6500	7:30am – 6:00pm Mon – Fri	\$14.95	Driver's License, State Issued ID or Passport
Mobile Fingerprinting Service	1629 K Street, NW Washington, DC 20006	(202) 628-9393	Appointment only: leave a voicemail for a return call within 24 hours or the next business day	\$25.00	Driver's License, State Issued ID or Passport

### Alumni Survey

Dear Candidates,

You are required to complete an alumni survey before leaving The Catholic University of America. It is vital that you complete the form and send it in immediately, as it is a part of our accreditation report. Additionally, we need the name of your employer, so that the university can contact him/her to complete a survey. Please log into the link below and complete the form and submit it to Livetext. Alumni Survey: <https://college.livetext.com/misk5/formz/public/11221/jQ9uKxK73R>

### **Contact Information**

Elsie T. Neely

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The Catholic University of America

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(202) 319-5819

neely@cua.edu

*Cooperating Teacher Information*

*Welcome Letter to Cooperating Teacher*

August 29, 2011

Dear Cooperating Teacher:

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

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

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

You are invited to visit the student teaching seminar class on August 30 at 5:10 p.m. in O'Boyle Hall room 109. We hope you can attend and become familiar with the student teacher program. A major topic that will be discussed is the Action Research Project; you might be interested in learning about this activity as your student teacher will be involved with the project as s/he is working in the classroom.

Please secure the University Supervisor's phone number and E-mail for future communications. Should you have any questions, contact me at (202) 319-5819 or E-mail me at [neely@cua.edu](mailto:neely@cua.edu). Again, I would like to thank you for being willing to participate as a Cooperating Teacher.

Sincerely,

Elsie T. Neely

Director of Field Experiences

The Catholic University of America

(202) 319-5819

[neely@cua.edu](mailto:neely@cua.edu)

## COOPERATING TEACHER'S SELF-EVALUATION CHECKLIST

1. Am I accessible to the student teacher?
2. Am I modeling being a reflective teacher (e.g., asking questions, being self-critical and analytic, examining situations from different perspectives)?
3. Am I meeting daily with the student teacher to plan and monitor progress and problems (e.g., encourage student teachers to analyze plans and teaching, question why things went well, think about alternative strategies and materials)?
4. Am I meeting regularly with the university supervisor?
5. Do I review the student teacher's lesson plans (e.g., make specific comments, suggestions, recommendations, re-teaching strategies and materials)?
6. Do I observe the student teacher (i.e., encourage the student teacher to reflect on, evaluate his/her teaching, give the student teacher specific comments on areas we have designated)?
7. Have I developed with the student teacher a reasonable timetable for the release of responsibilities in the classroom?
8. Do I discuss with the student teacher his/her Action Research Project activities?

### Key Assessments in the Teacher Education Program

Candidates must have an overall score of "meeting expectation" in key assignments, such as the action research papers and the electronic portfolio.

Candidates must earn at least 80% "meeting expectation" in each subcategory of the student teaching evaluation.

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

Rationale: All key assignments are graded through LiveText and this means that the "meeting expectations" requirement is defined through the middle score of the LiveText scoring guide - it corresponds to a LiveText score of 67%. The field evaluation forms are assessed using 3 performance levels. Since the field experience evaluation forms cover many knowledge, skills, and disposition categories, faculty monitor the 80% benchmark in all subsets of the evaluation. The student teacher evaluation is a 3-way process that includes the cooperating teacher, the university supervisor, and the student teacher. The cooperating teacher's grade is only a part of the final grade assigned by the supervisor and seminar instructor (midterm, final, etc.).



## Performance Standards

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

## STUDENT TEACHER'S OBSERVATION FORM

Student Teacher's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Name of School: \_\_\_\_\_ Grade: \_\_\_\_\_

Supervisor's Name: \_\_\_\_\_

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

Please provide written and oral feedback to the student teacher including as many of the following areas as appropriate/ possible. Provide the student teacher and the Director of Field Experiences a copy of your comments. The following prompts are designed to help direct the observation and conversation. They should not be considered rigid categories. It is appropriate to add information based on the "debrief" conversation to give a richer picture of what the student teacher intended as well as what was observed. Feel free to attach pages or to use the back of the sheet.

Title of the lesson: \_\_\_\_\_

- **Personal and Professional Qualities** (Is candidate enthusiastic, punctual, organized, goal-directed, and confident?)
  
- **Personal Educational Beliefs** (How does the candidate's and/or the cooperating teacher's personal philosophy play out in the classroom?)
  
- **Stakeholders** (Are the needs, expectations and possible contributions of stakeholders in and out of the classroom considered?)
  
- **Diversity of Student Needs** (Are there visible signs of differentiation in terms of cognitive, physical, emotional and social needs?)

- **Interactions with Students** (Does candidate listen and show respect to students? Is candidate sensitive to cultural, ethnic, and developmental differences of all students?)
- **Social Context** (Does candidate foster group and cooperative learning, give constructive feedback, and keep students on task?)
- **Collaboration** (How are available resources used? How did fellow educators contribute to the observed lesson?)
- **Instructional Strategies, Planning and Organizational Skills** (What strategies were planned? How well were they implemented? Does candidate link subject matter to students' prior knowledge? Does candidate use an integrated approach to learning? Are lessons interesting and developmentally appropriate? Are lesson plans and materials prepared? Are units integrated and coherent?)
- **Discipline Knowledge** (What knowledge development was targeted? Was it clearly presented? How did it reflect relevant P-12 standards?)
- **Classroom Structures** (How was the classroom managed? How did school philosophy and policies affect the learning environment? How was classroom behavior monitored? Were rules and expectations communicated clearly? Was the learning environment supportive and safe?)
- **Assessment** (Was there a clear plan for measuring student understanding? Were the results of assessment used to shape teaching?)
- **Professional Standards** (What strengths and weaknesses should the candidate consider? Consider SPA standards used in ST evaluation.)

- **Reflection in, on and for practice** (Did candidate ask for and use suggestions to improve performance? Does candidate exhibit creative problem solving? Are ARP strategies conducted thoughtfully?)
  
- **(Only for ECE) Curriculum and Teacher-Directed Activities** (e.g., provides for all areas of a child's development, plans for wide range of developmental levels)
  
- **(Only for ECE) Student-Directed Activities and Learning Centers** (e.g., scaffolds children's learning, encourages children's independence, provides materials that are real, concrete and relevant to children)
  
- **Recommendations**

### **EXPECTATIONS OF THE COOPERATING TEACHER**

Three 3-way meetings with CUA supervisors (approximately 45 minutes each)

- a. Initial briefing meeting
  - b. Mid-term Student Teacher evaluation (the week of October March 1-5)
  - c. Final Student Teacher evaluation (due April 26-30)
1. End of Semester Paperwork (approximately 1 hour to complete):
    - a. Personal Evaluation Forms for:
      - i. Student Teacher
      - ii. University Supervisor
      - iii. CUA Teacher Education general impact of Action Research Project
    - b. Stipend Voucher Form(s)
    - c. Attendance Form

- d. Cooperating Teacher Demographics Form
2. Daily Supervision and Immediate Feedback on
  - a. Content Knowledge
  - b. Instructional Strategies
  - c. Interaction with students
  - d. Classroom Management
3. Resource for Action Research Project (but not expected to act as reader)

### **EXPECTATIONS OF THE STUDENT TEACHER**

1. Action Research Project
2. Electronic Portfolio
3. A unit plan to include daily or weekly lesson plans for cooperating teacher (approved BEFORE they are to be implemented) maintained in binder
4. At least 4 weeks (20 days) of “full-time” teacher responsibility
5. Weekly attendance at Student Teaching Seminar
6. Active participation in all faculty duties expected of cooperating teacher (Follow the school schedule rather than the CUA schedule.)
7. Weekly reflective journals (10)

### Student Teacher Weekly Attendance Sheet

Student Teacher \_\_\_\_\_ Grade \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ School \_\_\_\_\_

University Supervisor \_\_\_\_\_

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

Week	M	Tu	W	Th	F	Candidate's Comments	Cooperating Teacher's Initials	Cooperating Teacher's Comments
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								

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

**The Catholic University of America  
Department of Education**

**Washington, DC 20064**

**COOPERATING TEACHER'S EVALUATION OF STUDENT TEACHER**

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

DATE: \_\_\_\_\_

CANDIDATE'S NAME \_\_\_\_\_

NAME OF SCHOOL \_\_\_\_\_

SCHOOL'S ADDRESS \_\_\_\_\_

NAME OF COOPERATING TEACHER(S): \_\_\_\_\_

SUBJECT(S)/GRADE LEVEL TAUGHT: \_\_\_\_\_

PERIOD OF OBSERVATION AND SUPERVISED STUDENT TEACHING \_\_\_\_\_

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

\_\_\_\_\_  
COOPERATING TEACHER'S SIGNATURE

\_\_\_\_\_  
CANDIDATE'S SIGNATURE

## **COOPERATING TEACHER'S EVALUATION OF UNIVERSITY SUPERVISOR**

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

University Supervisor's Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. In your opinion, was the supervisor knowledgeable of the process of supervision? (Did the CUA supervisor know how to supervise?)
  
2. Did the CUA supervisor appear to understand the requirements of the student teaching experience?
  
3. Did the CUA supervisor provide a means of enhancing the working relationship between you and the student teacher?
  
4. Was the CUA supervisor easily accessible to you?
  
5. Was there adequate follow-up with you and the student teacher whenever needed (after/before evaluations, observations, etc.)?



6. Given the constraints of both educational institutions (the university and your school), were the meetings beneficial to you and the student teacher?
  
7. How could the quality of supervision in general, be improved?
  
8. Any other comments about the supervisor that are not mentioned above.

**The Catholic University of America**

**Department of Education**

**Washington, DC 20064**

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

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

CUA's Teacher Education Program

Date \_\_\_\_\_

1. Does the student teacher from CUA arrive with sufficient experience to make the student teaching with you worthwhile?
2. How could the students' skills have been strengthened to enhance the experience?
3. What procedures or requirements were beneficial to the student teacher and to you?

4. What procedures need to be evaluated because they do not provide a means of enhancing the educational process or the formation of a professional teacher?

**Action Research Project**

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

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

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

How might this assignment be improved from your perspective?

Additional comments?

## COOPERATING TEACHER STIPEND FORM

Please return this form to The Catholic University of America, Department of Education, 204 O'Boyle Hall, Washington, D.C. 20064.

Name: \_\_\_\_\_

Student Teacher: \_\_\_\_\_

Semester: \_\_\_\_\_

School: \_\_\_\_\_

School Address: \_\_\_\_\_

Home Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_

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

Signature: \_\_\_\_\_

Social Security Number: \_\_\_\_\_

Date: \_\_\_\_\_

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

Legal Business Name \_\_\_\_\_

Address \_\_\_\_\_

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

Phone \_\_\_\_\_ Fax \_\_\_\_\_ Fed Tax ID/Social Security # \_\_\_\_\_

*Tax Status*

Individual\_\_ Sole Proprietor\_\_ Partnership\_\_ Corporation\_\_ Tax Exempt Charity Under 501(a) \_\_

*Ownership Classification (Check One or More)*

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

Government Owned \_\_\_\_\_ Minority Owned \_\_\_\_\_ Women Owned \_\_\_\_\_ Majority Owned \_\_\_\_\_

Full-Time Employees \_\_\_\_\_

Time In Business \_\_\_\_\_

Contact Name \_\_\_\_\_ Phone \_\_\_\_\_

Authorized Signature

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

\_\_\_\_\_

Name

Title

\_\_\_\_\_

Signature

Date

## COOPERATING TEACHER INFORMATION FORM

### The Catholic University of America

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

Date Form Completed	
Cooperating Teacher's Name (CT)	
Name and Address of School	
Grade/Subject Area Taught	
Number of Years of Teaching	
Licensure Area(s)	
Area(s) in Which Teacher is Highly Qualified (according to NCLB)	
<p>Ethnic Background*</p> <p>*Information requested by accrediting agency.</p>	<ul style="list-style-type: none"> <li><input type="radio"/> Non-Resident Alien</li> <li><input type="radio"/> African-American, Non-Hispanic</li> <li><input type="radio"/> American Indian or Alaskan Native</li> <li><input type="radio"/> Asian or Pacific Islander</li> <li><input type="radio"/> Hispanic</li> <li><input type="radio"/> White, Non-Hispanic</li> <li><input type="radio"/> Other</li> </ul>
<p>Please indicate the CUA candidate's name in your classroom and include PR for practicum and ST for student teaching. (If this is the first time you have filled out this form, AND you have worked with CUA candidates in the past, please list their names and when you worked with them on the back of this page.)</p>	
Any Comments or Other Pertinent Information	

