

PDE Form 430 Attachment A

Category I:

<p>Lesson Unit Plans: Types Titles and Numbers The suggested sources detailed in this Attachment A were developed by Nanci Donato - Student Teacher developed daily lesson plans and a unit plan that were based on the curriculum content and developmentally appropriate. Lesson plans contained standards, had objectives linked to a variety of assessments, had logically sequenced procedures, provided adaptations for individual student needs, and incorporated resources and technology.</p>
<p>Resources / Materials / Technology: Student Teacher incorporated materials that reflected a variety of sources in daily lesson plans and a unit plan. Student teacher utilized technology for research.</p>
<p>Assessment Material: Student Teacher described how student learning would be measured by addressing each objective in daily lesson plans (formative assessment). Student Teacher developed assessment tools that depicted a variety of types of responses from students and were coded to unit goals (summative assessment).</p>
<p>Information About Students: Student Teacher created "Student Profiles" that provided knowledge of students as individuals.</p>
<p>Teacher Conferences Interviews: Student Teacher interviewed the Cooperating Teacher and discussed the concepts and essential skills that would be taught during student teaching. Expectations and responsibilities were also discussed.</p>
<p>Classroom Observations: Student Teacher conducted classroom observations of on-off task behaviors, classroom traffic, verbal flow, types of verbal interactions, teacher movement, and gender equity in the assigned classroom.</p>
<p>Teacher Resource Documents: Student Teacher reviewed the Cooperating Teacher's instructional materials and resources and those in the audio-visual department, the library media center, and the community. Student Teacher maintained a materials file that contained a record of examined and evaluated textbooks and other instructional materials.</p>
<p>Other: Student Teacher attended an Orientation Meeting scheduled by the Director of Field Services and met the University Supervisor. Expectations including dress, conduct, and responsibilities were discussed. Student Teacher obtained the daily teaching schedule from the Cooperating Teacher and developed a "Progressive Teaching Schedule." Student Teacher initiated use of Clarion University's "Educator's Web Site" and PDE-430A completed the "Confidentiality Agreement."</p>

PDE Form 430 Attachment A

Category II:

Classroom Observations:

Student Teacher conducted observations of the Cooperating Teacher and pupil interactions, particularly classroom management.

Informal Observations/Visits:

Student Teacher observed other recommended teachers and classes, specifically noting on-off task behaviors, developmental differences of pupils, discipline procedures, and teaching styles.

Teacher Conferences/Interviews:

Student Teacher interviewed the Cooperating Teacher and discussed classroom management procedures.

Visual Technology:

Resources/Materials/Technology/Space:

Student Teacher obtained a seating chart, learned pupils' names, established a rapport with them, and noted special seating arrangements, as well as health, physical, and special needs. Student Teacher organized the physical classroom space to accommodate classroom procedures and routines, and arranged students for effective management of behaviors.

Other:

Student Teacher created a behavior management plan and incorporated it during instruction.

PDE Form 430 Attachment A

Category III:

<p>Classroom Observations: University Supervisor conducted three formal observations of the Student Teacher's instruction. Cooperating Teacher conducted a formal observation of the Student Teacher's instruction on a weekly basis.</p>
<p>Informal Observations/Visits: Cooperating Teacher conducted informal observations of the Student Teacher's instruction on a daily basis.</p>
<p>Assessment Materials: Student Teacher wrote instructional self-critiques on daily lesson plans. Student Teacher kept a reflective daily journal regarding professional growth and development. University Supervisor completed a "Visitation Report" for each formal observation. Cooperating Teacher provided informal feedback on a daily basis and formal feedback on a weekly basis. Cooperating Teacher provided a mid-point review and both the University Supervisor and Cooperating Teacher provided final evaluations. Student Teacher completed a final self-evaluation.</p>
<p>Teacher Conferences/Interviews: Following the clinical supervision model, the University Supervisor conducted pre-observation and post-observation conferences with the Student Teacher during each visitation. Student Teacher discussed the goals, objectives, procedures, adaptations, anticipated difficulties, and assessments of each lesson during the pre-observation interviews. Student Teacher discussed instructional outcomes (successful and in need of improvement) and opportunities for growth during the post-observation interviews. Goals were then cooperatively established by the Supervisor and Student Teacher.</p>
<p>Student Assignment Sheets:</p>
<p>Student Work: Student Teacher completed a "Teacher Candidate Work Sample," using three samples of student work (high, medium, and low).</p>
<p>Instructional Resources/Materials/Technology: Student Teacher utilized audio-visual equipment and technology during instruction. Student Teacher created instructional visual aids to enhance instruction.</p>
<p>Other: Student Teacher wrote a "Unit Plan Summary" of student outcomes and instructional self-critiques at the conclusion of the unit plan.</p>

PDE Form 430 Attachment A

Category IV:

<p>Teacher Conferences/Interviews: Student Teacher met the school administrator, office personnel, and support staff during the first week of the placement. Student Teacher obtained information related to the daily school schedule (reporting and discharge times), the school calendar, and policy handbooks for teachers and students.</p>
<p>Observations/Visual Technology:</p>
<p>Artifacts/Interaction with Family: Student Teacher wrote introductory and farewell letters to parents/guardians.</p>
<p>Student Records/Gradebook: Student Teacher recorded grades for all implemented assessments.</p>
<p>Progress Reports/Report Cards:</p>
<p>Parent/School/Community Feedback: Student Teacher collaborated with professionals and specialists.</p>
<p>Artifacts: Professional Development/Act 48 Documentation Student Teacher contacted Clarion University Career Services for professional planning and assistance with an inquiry letter for requesting application packets, resume, cover letter to accompany applications, and professional portfolio development. Student Teacher requested dates of job fairs and information regarding state requirements for continuing professional development and licensure from the office of Career Services.</p>
<p>Perceptive Use of Teaching/Learning Reflections: Student Teacher kept a daily journal reflecting on professional growth and development. Student Teacher wrote instructional self-critiques on daily lesson plans. Student Teacher wrote a "Unit Plan Summary" of student outcomes and instructional self-critiques at the conclusion of the unit plan.</p>
<p>Other Student Teacher became familiar with the physical plan of the school and emergency procedures. Student Teacher completed Clarion University's "Student Teacher Planning Worksheet" (see attached).</p>

PDE Form 430 Attachment A