

# Guidelines for Supervising Teachers



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Dear Fellow Teachers,

Thank you so much for contributing to our program—and for your contribution to society—through your mentoring of a new teacher. Whether you’ve hosted Westmont student teachers for many years, or are accepting a student teacher for the first time, we are most grateful for your willingness to partner with us.

We have done our best to prepare each candidate for this next step in their professional journey. We also know from many years’ experience just how deeply challenging this season will be, and how much additional growth and preparation is necessary. We thank you once again for your patience, wisdom, creativity, and resourcefulness in the mentoring process.

Written guidelines can never anticipate all the complex situations or questions that may arise in a particular teacher candidate’s placement. We urge you accordingly to stay in close touch with your assigned Westmont faculty supervisor and to work together in responding to each individual candidate’s needs and unique circumstances.

As always, we welcome your feedback not only on your assigned candidate, but your perspective on Westmont’s program as a whole. In the immediate context, we invite your suggestions on the guidelines in this booklet, or on other communication regarding the placement itself. Toward the end of the semester, you will have an opportunity to complete a brief evaluation form on the Westmont Credential program, in addition to the forms you return on your assigned candidate.

Thank you in advance for the impact and enduring influence you will have on a new member of the teaching profession.

Warmly,

The Education Faculty & Staff  
Westmont College

## About Westmont

Westmont is a selective, nationally ranked liberal arts college of approximately 1300 students. The college offers twenty-seven majors, ten pre-professional programs, and fifth-year Multiple Subject and Single Subject credential programs.

Founded in Los Angeles in 1937, the college soon moved to its present location—a wooded campus of 111 acres in Santa Barbara. Rather than seeking to grow numerically or develop a range of graduate programs, the college has deliberately chosen over the course of its history to focus its resources on providing an excellent undergraduate experience. The student/faculty ratio is 12 to 1, with an average class size of 18.

In addition to its main campus, the college maintains an urban studies center in San Francisco, and encourages students to participate in a global network of approved off-campus study opportunities. Three-fourths of Westmont graduates spend a semester away from the Montecito campus.

Westmont identifies itself as belonging to the broad evangelical-protestant tradition, but is not affiliated with a particular church or denomination.

The college is a member of the Association of Independent California Colleges and Universities, the Council of Christian Colleges and Universities, and the Christian College Consortium. Westmont is accredited by the Western Association of Schools and Colleges, and its teacher preparation programs approved by the California Commission on Teacher Credentialing.

In summary, in the words of its mission statement, Westmont exists

*...to provide a high quality undergraduate liberal arts program in a residential campus community that assists college men and women toward a balance of rigorous intellectual competence, healthy personal development, and strong Christian commitments.*

## Mission and Guiding Assumptions of the Department of Education

The following mission statement has for many years guided the work of the Education Department at Westmont:

*Within the Christian liberal arts context, the Westmont teacher education program strives to develop reflective teachers who meet the needs of all learners through integrated and balanced instruction, who embrace the moral dimensions of teaching, and who desire to grow professionally.*

The paragraphs that follow serve to unpack themes and emphases in the mission statement, and to relate these to the larger institutional context.

### The Liberal Arts Context:

#### Academic and personal preparation befitting a complex profession

Central to the work of the department, consistent with the context introduced above, and consistent with major documents on the education of teachers, is the belief that effective professional practice grows out of a rigorous liberal and humanistic education (*A Nation Prepared*, 1986; NCTAF, 2003; Darling-Hammond and Bransford, 2005). Although teacher preparation includes the development of specific professional knowledge, skills, and habits of mind, we recognize that such professional preparation rests on larger educational foundations. Especially given the complexity of our 21<sup>st</sup>-century world and the complexities and ambiguities inherent in the teaching profession itself, we do not wish to approach the task of preparing teachers in a narrowly technical manner.

Four specific ideals associated with the notion of a liberal education and which guide our efforts in the Multiple and Single Subject Credential Programs, in addition to our administration of the Liberal Studies major, are as follows.

1. We are committed to developing future teachers as whole persons, multi-dimensional human beings whose moral, aesthetic, and interpersonal sensitivities have been developed along with their intellectual skills and perspectives. In the Multiple Subjects program, in particular, this commitment is expressed in our challenge to candidates (insofar as it is within their power) to offer even elementary students a well-rounded “liberal arts,” curriculum. At a time when education is so often reduced in practice to instruction in the basic skills of literacy and numeracy, we challenge candidates to strive to offer students experiences in the arts, science, history, and the moral dimensions of life.
2. A central preoccupation of the liberal arts tradition is developing critical/appreciative lenses on the world, including critical lenses on one's self and one's own assumptions. In the Westmont education program, similarly, we emphasize habits of critical reflection on current K-12 practice, on their own K-12 experience, on their education at Westmont itself, and their own emerging professional practice.
3. Related to the above, we emphasize in our professional preparation the traditional liberal arts value of seeing situations from multiple perspectives. We remind candidates frequently to see situations from the point of view of individual parents, fellow educators, administrators, and students; as well as the habit of seeing situations from the perspective of other cultural groups. Our professional courses that deal with culturally-responsive pedagogy are building, then, on a

larger academic foundation of acknowledging and legitimating multiple cultures, and multiple ways of perceiving and interacting with the world.

4. In keeping with time-honored traditions of liberal learning, we continually emphasize with candidates the skills of oral and written communication. Oral communication in particular is stressed throughout the Westmont program, including frequent opportunities for peer teaching.

Other core beliefs pertinent to the preparation of teachers:

The following beliefs of the Westmont Education faculty serve to flesh out and extend the statement of mission and statement concerning the centrality of a liberal education, above.

- 1) Teaching is an extraordinarily complex and demanding profession, and necessitates a high level of personal commitment and engagement accordingly. As a program, then, we do not apologize for insisting on a high level of commitment and focus from our candidates throughout their professional preparation. In recognition of the complexity of teaching, we emphasize the need for constant attentiveness, imagination, openness to new approaches, and a problem-solving disposition in a role for which often there are no universal prescriptions or black-and-white rules (Darling-Hammond & Bratz-Snowden, 2005; Broudy, 1980, in Howey & Zimpher, 1989; Ayers, 2001; Clifford & Guthrie, 1988; Labaree, 2004).
- 2) Teaching is a collaborative and communal enterprise. Throughout the program, we emphasize that learning and teaching are done in community. This applies both to the process of teacher education, and to the teaching and learning that our candidates will facilitate in their own classrooms. Candidates are expected to learn from one another, to assist one another through peer critique and peer coaching, both giving and receiving constructive criticism in a gracious and professional manner. In emphasizing the role of peers in growing professionally, we strive to develop habits of collaboration that candidates will display throughout their working lives (Palmer, 1998; NCTAF, 2003).
- 3) Teaching is a deeply personal and human enterprise. Although there is an emerging knowledge base about teaching and learning, ultimately it is not simply propositional knowledge or the implementation of discrete, disconnected skill-sets that lead to instructional effectiveness. The teacher as a whole person is a major factor in his or her impact for good and ill. The teacher's personal character and professional dispositions are thus critical elements to be considered in preparing for teaching (Palmer, 1998). Teaching is in part an act of effective, informed, and holistic human caring (Noddings, 2005). Narrative accounts of teaching that provide compelling personal models for candidates—including not only traditional published narratives (e.g., Ashton-Warner, 1963; Kidder, 1989; Gruwell, 2007) but also our own narratives and those of our graduates, are instrumental in helping to inform candidates as to the nature of teaching and to inspire them to bring their entire person and individual personality to the task of teaching (Schubert and Ayers, 1992; Costigan and Crocco, 2004).
- 4) Teaching is inherently a moral enterprise. As Hansen (in Richardson, 2001) has expressed it, *"moral matters do not have to be imported into the classroom as if teaching were itself devoid of moral significance...Rather the activity of teaching is itself saturated with moral significance...Teaching comprises infinitely varied acts that are bound up with familiar and desirable qualities of human relation: being patient with others, attentive to*

*them, respectful of them, open-minded to their views, and so forth.”* In keeping with larger institutional ideals, above, we challenge our candidates to recognize and confront issues of respect, justice, equity, and to be instruments of redemption for individuals and their families, schools, and larger societal systems.

- 5) Teaching is learned in large part by doing—along with appropriate reflection on the same (Schon, 1995). Wherever possible in our program, we emphasize preparation for teaching by actual teaching. In addition to traditional field experience and applications, candidates are given relatively extensive opportunities in their own Westmont classes to practice their instructional skills through teaching professional knowledge and skills to one another. Candidates are continually challenged to reflect on their practice, to set professional goals, and to demonstrate continuous improvement.
- 6) In preparing candidates for effective teaching, we want to be mindful always that content and pedagogical content knowledge are critical—and all too often neglected—components in becoming a professional educator (Borrowman, 1956; Sedlak, in Soltis, 1987; Mullen, 2002; Labaree, 2004; Darling-Hammond and Bransford, 2005). We want our candidates and graduates to be fully familiar with state academic content standards pertinent to their field, and familiar with appropriate commercial curriculum materials. At the same time, we encourage them constantly to exercise their critical thinking skills, to be active shapers of curriculum and not simply passive agents of what others have constructed.
- 7) Even as we introduce candidates to scholarly perspectives on teaching and the larger social ecology of educational systems, preparation for teaching must be aligned as much as possible with the real world (Clifford & Guthrie, 1988; Shulman & Mesa-Bains, 1993). Throughout our program, we remind candidates of the realities of contemporary California and contemporary Santa Barbara. We emphasize the need for teachers to work within and in partnership with larger school cultures, including formal and covert structures of governance. Relative to many programs, we spend a disproportionate amount of time as faculty members in local schools, and constantly refer in our teaching to the challenges of implementation in the particular context of our state and local schools (Wisniewski & Ducharme, 1989). Relative to many programs, we emphasize practical strategies, procedures, and ideas for immediate application (e.g., Wong and Wong, 2004).
- 8) Related to the above, we believe strongly that effective classroom management is a major component in effective teaching, especially at the beginning of a teacher’s career. We introduce approaches to classroom management early in candidate’s professional preparation and build on this foundation throughout candidates’ program (Darling-Hammond & Bratz-Snowden, 2005; Charles, 2005).
- 9) We want our candidates and graduates consistently to be characterized as valuing and responding positively to diversity and exceptionality. Particularly in a city and county where over half of the public school enrollment is Latino, and where a significant share of the school population are English Language Learners, we are relentless in insisting on the need to make instruction routinely accessible and meaningful for students for whom English is not the first or primary language (California Department of Education, 1999; Cary, 2000). Continually we remind candidates to be attentive to the multiple and subtle ways in which their lenses on the world may or may not conform to the lenses of their students, families, or fellow educators (Valdes, 1996; Payne, 2005).

- 10) Even as we develop in candidates critical lenses on schools and teachers, and a commitment to on-going reform, we also want to value practitioner wisdom and emphasize the importance for candidates of a teachable spirit (Jackson, 1990; Kagan, 1993). While we believe our graduates are equipped to participate in bringing society's ideals more and more to fruition in the nation's schools, we encourage our candidates and beginning teachers initially to appreciate and understand how veteran teachers might approach an issue, rather than encouraging an attitude of judging or superiority.
- 11) As part of candidates' preparation for a pluralistic society, we want to value in our own program an openness to diverse professional orientations and emphases. We do not want there to be a single ideological litmus test that all professors have to conform to in order to teach in, or contribute to, the program.
- 12) In a world where there is an increasing demand for professional decisions to be based on clear data, we are committed to equipping candidates for the regular and responsible use of assessment to inform instruction.
- 13) Finally, and less explicit in the current professional literature but important to articulate nonetheless, is the following. We want to sustain as one of our continuing hallmarks our emphasis on the critical role of personal coaching and mentoring in candidates' overall preparation. Thus again, our commitment that all supervision be carried out by full-time faculty, and a corresponding commitment to work one-on-one with candidates wherever needed to call out their personal and professional best.

## **Selection of Master Teachers**

The following factors are taken into consideration when placing Multiple Subject or Single Subject candidates in clinical experiences:

1. Recommendations of building principal. In some cases principals take the initiative in recommending a master teacher. In other cases, departmental faculty or staff nominate someone they know, or someone who has been recommended by other reputable sources. In either case, the principal is always consulted and no student teacher placed without the unqualified enthusiasm of the building principal.
2. Successful experience with Westmont students in the past, based on written evaluations or written reflections from students.
3. Successful experience of working with Westmont faculty supervisors in the past.

Normally only an experienced, fully credentialed, and tenured teacher in a public school setting is considered to host a Westmont candidate during full-time student teaching in the spring semester.

## ORIENTATION OF THE STUDENT TEACHER

### GETTING STARTED

Student teachers vary in the level of their maturity, and the depth of their understanding of learners and the learning process. In addition, some are anxious, and anything master teachers can do to reassure them and make them feel comfortable in the classroom will make for a rewarding experience for all concerned. There are a number of steps a master teacher can take to help the student teacher get a good start.

#### A. The preliminary conference.

- As soon as he or she receives an assignment, the student teacher is expected to report to the master teacher for a preliminary conference—to be held at a time that is mutually convenient. This is the time to give the candidate a general picture of his/her new job. How many details the candidate can absorb at once is something the master teacher will have to decide. Here is a list that needs to be covered during the first conference or shortly thereafter. The master teacher will probably think of others.
  1. Get acquainted with the student teacher as a person.
  2. Provide an overview of the course or courses the candidate is to work on, share goals and procedures supply him/her with copies of textbooks and other materials and let the candidate know what the class has already covered.
  3. Inform the candidate about school policies, including such matters as arrival and departure time, special supervisory duties in halls and playground, leaving the classroom, student control procedures, fire drills, first aid procedures, and reporting sudden illness or accident.
  4. Inform the candidate of the general housekeeping procedures, location of materials, attendance forms, special permits and excuses.
  5. Acquaint the candidate with the resources of the school, including the library, sources of supplies, and duplicating materials.
  6. Allow the candidate, unless school policy prohibits, to read the faculty handbook, teacher bulletins, and cumulative records. Emphasize that all cumulative folder material is confidential.
  7. Suggest a place for the candidate to leave personal belongings and to work before and after class.

#### B. Participation in classroom activities.

- The master teacher can help the student teacher get off to a good start by making him/her feel welcome in the classroom from the outset. It is a good idea to prepare the classroom students ahead of time. In some classes it may be possible for the students themselves to prepare and present an overview of areas of study and/or a demonstration of classroom procedures (for example, moving books, passing and collecting papers and supplies, restroom procedures, passing in halls, and sharpening pencils).
- When the student teacher reports to class, be sure to introduce him/her to the students and make it clear that he/she is a "teacher" with a teacher's authority, and not just another "student." It would be helpful to provide the candidate with an opportunity to tell the students something about himself/herself, including personal background, travels, or hobbies.

- The student teacher needs to learn the names of the students as soon as possible. It will help him/her to fill out a blank seating chart on the basis of his/her own observation. As soon as feasible he/she should start recording attendance and checking excuses.
- It will help the candidate, too, to begin to feel like a teacher if he/she is introduced to other members of the faculty and invited to eat with them at lunchtime. The candidate should be encouraged to attend assemblies, sports events, student club meetings, plays, and whenever possible, department and faculty meetings.

C. Introduction of the student teacher into teaching.

- No beginning student teacher is ready to take complete charge of the total school day in any elementary or secondary school.
- Elementary School
- In the elementary school after the candidate has become acquainted with the students, there are many activities that will help the student teacher get started. He/she can collect materials, get supplies, take responsibility for bulletin boards, write assignments on the board, correct papers, pronounce spelling words, read stories, give directions, and do a great deal of guided observation. He/she should look for objectives, figure out the reasons for procedures and methods used, and analyze the strengths and weaknesses of the class. He/she should also prepare a number of lesson plans during this time.
- How soon the student teacher is to begin actual teaching will depend on the master teacher's judgment of his/her progress and readiness. The student must feel at ease in the classroom and must be accepted by the class. Everything possible should be done to see that his/her first teaching experience is a success.
- The student teacher should be introduced gradually to full responsibility. In the elementary school he/she may begin by teaching only parts of two or three lessons, such as assisting with a demonstration, helping individual students, or working with a class committee. Within two or three weeks after beginning to teach, the elementary student teacher should be assuming responsibility for specific units of work and for controlling student behavior. The candidate will be responsible for a minimum of ten non-consecutive "takeover" days prior to his/her final "takeover", and these should be distributed over as long a period as possible. Near the end of the student teaching experience the student will be expected to take over and be responsible for the total curriculum for a minimum of two weeks.
- Secondary School
- The secondary student teacher should begin by teaching a minimum of one class and as quickly as possible, usually within two or three weeks, be responsible for three classes the remainder of the semester.
- Elementary School and Secondary School
- After a student teacher has taught for a period of time, experience has shown that increased learning and insight into the teacher-learning process result if the master teacher reassumes the major responsibility for planning and presenting the instructional program while the student teacher observes. (This is much more difficult to accomplish at the secondary level.) By having an opportunity to observe the master teacher before he or she resumes teaching, the student teacher has an opportunity to see where he or she can make improvements.

## OBSERVATION

The student teacher has received much instruction about principles of learning, the nature of the learner, and the functions of school personnel. Now, through observation, he/she will not only broaden but also deepen and make more exact his/her understandings. He/she will begin to discover how principles of learning are applied in classrooms and to see the relations between learning activities and goals. He/she will develop insights into pupil behavior and responses to different techniques. He/she will develop a picture of the role of the teacher and of his/her own place in the world of the classroom.

- A. Principles. Not all student teachers will need the same amount or kind of observation. The master teacher must be the judge of what each student teacher needs. In general, observation should be continuous so that the candidate may observe over a period of several days or during consecutive periods how activities progress and learning develops. It should follow the sequence of whole-part-whole, with the candidate observing the total situation before examining a part of it, and then looking again at the whole to see how the parts are fitted in. The student teacher should see how techniques and devices are related to educational principles, realizing that techniques are significant only in relation to goals and that they vary in their usefulness. For this reason the candidate will need to observe a variety of teaching situations so that he/she can see that there are no simple rules governing method and that there are different ways to achieve results.
- Arrangements will be made for student teachers to observe each other. Naturally, agreement of both student teachers will be secured. Candidates will observe teaching based on an approach different from that of his/her master teacher(s). Also, student teachers will be videotaped and critiqued on their lessons.
- B. Preparation. To receive the greatest value from his/her observation, the student teacher needs preparation. It will help him/her if he/she knows ahead of time the following:
1. The purposes of the lesson
  2. The general plan
  3. The material to be used
  4. As much as possible about the students, their background, abilities, interests, and needs
  5. Tips on specific details to look for
- At one time he/she may be directed to observe the use of questions in a discussion, at another, to note the reactions and behavior of a particular student, and at still another, to study the way interest is maintained. How much he/she should be asked to watch for in one observation will depend on the master teacher's judgment. Here is a list of questions that might at one time or another serve as guides for observation:
1. How did the teacher make the experience significant for the students?
  2. If all of it was not significant, what parts were, and why were they?
  3. What did the students appear to learn?
  4. Did all the students appear to learn the same things? If not, why the differences?
  5. How did the teacher secure attention when interest began to lag?

6. How did the teacher use questions to stimulate learning?
7. How did the teacher handle behavior problems?
8. What motivated the problem student to behave as he/she did?
9. When and why was a shift made from one activity to another?
10. How can a shift from one activity to another be made smoothly?
11. If the teacher deviated from his original plans, why did he/she do so, and what was the result?

C. Evaluation. It is usually helpful for the student to take notes of observations. These may be complete anecdotal records or brief memos of significant events in the lesson. The master teacher and the student teacher can be helped to see through the surface activities and behavior to find the reasons behind them and see how they fit in with the principles he/she has learned. He/She may have questions to ask, and he/she may very well have missed entirely certain important aspects of the lesson that should be brought to his/her attention. He/She should learn to look for specific evidence to support any conclusions at which he/she arrives. The understanding he/she reveals will help the master teacher decide when he/she is ready to take on responsibility for the class.

## CONFERENCES

It is in conferences with the assigned college supervisor and master teacher(s) that the student teacher receives the most help with his/her teaching problems and guidance for future growth. This is the time when he/she is oriented to new aspects of his/her work, given background information about pupils and policies, helped with plans, and prepared for observation. Through conferences he/she clarifies his/her understanding of educational principles and gains perspective on his/her performance and progress.

- A. Weekly conference with master teacher. The student is to include in his/her schedule a regular weekly conference. At this conference, plans for the week are made and the student is assigned responsibilities. The master teacher will use this time, too, to discuss those aspects of the student's work in which he/she needs help—for example, how to provide for individual students, points to look for in observation, evaluating a projected plan, ways of planning with students, scheduling time, procuring and using equipment, using cumulative records, constructing and evaluating tests, reporting to parents, promotion policies, points of professional ethics, suggestions for further self-improvement, background reading for improving his/her skills and increasing his/her mastery of subject matter.
- B. Informal conferences. On many occasions it will be advisable to hold a brief informal conference with the student teacher, perhaps after a lesson, while passing in the hall, while teaching, or in the teachers' lounge. This may be the time to glance over his/her observation notes, give him/her a chance to ask an urgent question, or suggest an adjustment in methods or plans that he/she should make. He/She may have demonstrated a definite misconception while teaching. Last minute changes in plans may have to be made because of a fire drill or a note from the office. The class may be restless and inattentive. Matters discussed informally in an emergency will often need to be discussed further in the weekly conference.
- C. Conferences with the college supervisor. The college supervisor will arrange a regular schedule for visiting, usually once a week, at which time the student teacher will be in charge of the class. Feedback is often given to the student teacher following the observation. A three-way conference with the student teacher present may be particularly helpful on occasion. At midterm and at the end of the semester the college supervisor and master teacher will make a comprehensive appraisal of the performance of the student teacher.

Student teaching seminar. College supervisors and education department members meet weekly with student teachers in order to deal with broad educational topics of general interest or concern. These seminars provide opportunity for an exchange of ideas such as orientation to new teaching situations, securing a position, professional organizations, ethics, methods, materials, and teaching experiences.

## PLANNING

The student teacher's success will depend in large measure on the quality of his/her planning. This is one of the most important skills in teaching. It is in the best interest of the class and of the student teacher that his/her first teaching experience be based on workable plans.

- A. Criteria. A good plan has these characteristics:
1. It is realistic. It takes into account the need and interests of the students, the principles of learning, the materials available, and the environment.
  2. It is flexible. Some leeway must be allowed for unforeseen events; some alternative procedures should be included in case those planned do not work out. The student teacher needs to be allowed some degree of creativity in his/her planning. How much he/she is to be permitted to deviate from the accepted course of study or practices of the school rests with the master teacher.
  3. It is detailed. There must be enough detail in the plan to give the student security and confidence. He/She must learn that only a very few experienced teachers can teach successfully "off the top of their head."
  4. It is related to basic principles of education. Its goals are consistent with valid long-term goals.
- B. The planning process. It is desirable that student teachers gain experience in both long and short-term planning, that is, in block and unit planning as well as in daily planning. Through an overview of the work to be covered, he/she should be able to see how a balanced program is achieved. He/She needs to identify areas of content to be studied and skills to be acquired, as well as how to identify the needs and interests of his/her students.

One of the best ways to induct the student teacher into the planning process is to use the "cooperative" approach, in which the master teacher and the student teacher share responsibility for planning, with the student teacher taking more responsibility and the master teacher less as the term progresses. There are four possible steps in this approach.

1. The student teacher first studies the master teacher's unit plans and the daily plans for a few days.
2. Work for the next few days is cooperatively planned. The student teacher starts by listening while the master teacher plans aloud. Then the student teacher is invited to make tentative suggestions. As he/she gains familiarity with the process, the student teacher is given more responsibility, until he/she is doing the major share of the planning with guidance and suggestions from the master teacher.
3. The student teacher plans daily lessons independently, subject to the master teacher's approval.
4. The student teacher and the master teacher plan together for the next unit or block of work.

Throughout the process of "cooperative teaching," the master teacher will find that his/her role is changing as the student teacher gradually moves from observation and minimum participation to leadership in planning and teaching. The master teacher will need to evaluate continuously his/her own plans for helping the student learn to do the kind of planning that provides good learning experiences for the pupils, effective

procedures for evaluation, and sufficient flexibility to allow for any modifications that may become necessary.

It is important that the student teacher include the students in the planning process, since learning is more effective if directed toward goals that have meaning for the learner. The student teacher must have a clear understanding of what student planning does and does not mean. He/She must realize that students are never given complete responsibility for deciding what they will learn and how they will learn it. Student planning must be within a framework that has already been planned by the teacher. The master teacher can guide the student to think ahead about the situations in which the ideas of students will be of most value and to judge the extent to which students are likely to participate intelligently. The previous experiences of the students in planning, their interest in the subjects, and their maturity are all factors that the student teacher must learn to weigh.

While an experienced teacher can sometimes get along without written plans, the beginner needs all the experience in making detailed, realistic plans that he/she can obtain. Committing plans to writing forces careful thinking in advance, brings into focus the sequence and continuity of learning, and provides a point of reference while teaching is going on. The written plan provides a record of what happened in the class when the lesson is being evaluated afterwards with the master teacher, particularly if the student teacher remembers to note changes as they may occur. It is also helpful to the observer, either master teacher or college supervisor, to have a copy of the student teacher's plan. We therefore require our students to prepare detailed lesson plans.

How detailed the plans should be will depend on the student teacher's ability to clarify what he/she needs to do. There should be sufficient material in the plan to enable the master teacher or supervisor to guide him/her and suggest changes if needed. Transition from detailed to brief plans should be made when the student teacher seems ready. He/She will have experience with lesson planning before he/she begins his/her professional teaching career.

- C. Evaluation. After the student teacher teaches some lessons, the master teacher should discuss the lesson plan with the student teacher to consider how nearly the results fulfilled the goals, reflected the use of good learning principles, and provided for individual differences. It is suggested that written notes be made by the master teacher and the student teacher as part of the evaluation. These will help the student teacher in future planning and give the master teacher material for his/her final evaluation of the student's performance.

## QUESTIONS TO HELP YOU ANALYZE A LESSON

### STANDARDS

- Did the students seem to know what was expected of them in terms of behavior?  yes  no
- Did the teacher have difficulty getting students into learning atmosphere?  yes  no
- Were all materials and equipment necessary for the class session in place and ready for use?  yes  no
- Was time wasted during taking of attendance and/or record keeping?  yes  no

### ANTICIPATORY SET (Introduction)

- Was the learning for that session clearly stated to students?  yes  no
- Were students shown how the learning related to previous learning they had experienced or to needs in their lives?  yes  no

### TEACHING

- Did the teacher give an adequate explanation of the learning before the students were expected to put into practice?  yes  no
- What strategy did the teacher use to put across the learning?
- lecture                       group discussion                       student input
- inquiry (questions)       role playing                       other

- Did the teacher model the learning and it's application for the students?  yes  no
- Did the teacher check regularly to make sure that all students understood the learning?  yes  no

### PRACTICE

- Did the students practice the learning through some form of overt behavior?  yes  no
- Was the practice directly related to the learning?  yes  no
- Did the teacher monitor each student's practice of the learning?  yes  no
- Did the teacher re-teach the learning when and where necessary?  yes  no

### CLOSURE

- Did the teacher close the class by having students identify what that session's learning was?  yes  no
- Did the students leave the class knowing and understanding what the learning for that session was?  yes  no

### FOLLOW UP (Unguided Practice)

- Did the teacher assign homework based on the day's learning?  yes  no

### MOTIVATION

- During the class session, did the teacher use any of the following forms of motivation?
- increasing/decreasing anxiety       maintaining friendly atmosphere       giving students knowledge of their results
- adding notes of interest               granting rewards                       allowing students moments of success

## LESSON PLAN

- I. State Content Standard(s)
  
- II. Performance Objective
  
- III. Task Analysis (Previous Learning)
  
- IV. Materials
  
- V. Lesson

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1. Anticipatory Set (Focus, Objective, Purpose, Review)

2. Instruction (Input, Modeling, Checking for Understanding)

3. Guided Practice

4. Independent Practice

5. Closure

6. Assignment

7. Reminders

8. Self Evaluation

## LESSON PLAN

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Class

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Date

I. TOPIC: (theme)

II. OBJECTIVES: (goals students expected to obtain)

III. PROCEDURES: (motivation - development of lesson - culmination)

Time Frame

IV. ASSIGNMENT

V. REMINDERS

VI. EVALUATION

## **SAMPLE LESSON PLAN OUTLINE #1 (Primary)**

- I. What you will teach.
- II. Why you will teach this lesson. (Teacher's aim or objective)
- III. What you will need to teach this lesson (Teaching materials)
  - A. Books--tests, references
  - B. Supplies--paper, art materials, chart, phase cards, tachistoscopic device, etc.
- IV. How you will teach this lesson. (The presentation)
  - A. Developing readiness for reading
    1. Motivation--"build-up" (Set the student thinking along the lines of the story.)
    2. Vocabulary--Present new and difficult words in a meaningful content.
    3. Set up worthwhile reading purposes. "What are they to read or look for." (The method of reading is determined by the purpose and the nature of the material.)
  - B. Guided silent reading
  - C. Discussion period. Discuss the purpose (problem) you set up and then have complete discussion.
  - D. Purposeful reading activities. (Oral reading)
    1. Read to each other in preparation for a true audience situation.
    2. Check themselves against their own standards.
    3. Reading conversational parts.
    4. Express the moods of the story.
    5. Find the part they liked best, the humorous parts, etc., and read that part orally.
    6. Read to locate specific information. (Skim to find the solution and read that part orally.)
    7. Read to prove certain points.
    8. Read to improve oral interpretation or phrasing.

9. Read to discuss sequence of events or the main idea.
10. Read to plan and act a shadow or stick puppet play or the parts of the story to be dramatized.
11. Read to enjoy the humor. "Just for Fun."
12. Read part of the play, read parts of poems.

E. Follow-up activities

1. Dramatize story
2. Matching parts of sentences
3. Organizing ideas
  - a. Arrange events in proper order
  - b. Outline
4. Complete sentences
5. Multiple choice sentences
6. Reading games
7. Art activities
8. Other teacher-made exercises or workbook exercises

F. Provisions for individual differences

1. Individual differences, interests, purposes, degree of readiness, rates of learning must be recognized

## SAMPLE LESSON PLAN OUTLINE #2 (Intermediate)

Name of Student Teacher \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_  
School \_\_\_\_\_

- I. Purpose of Lesson:
- II. Objectives of Lesson:
- III. Materials Needed to Teach Lesson:
- IV. Presentation:
  - a. Initiation of Lesson:
  - b. General Steps and/or Activities to be Followed:
  - c. Culmination Activity and/or Reinforcement:
  - d. Anticipated Questions and/or Problems:
  - e. Assignments:
- V. Evaluation (how you will evaluate your lesson)

## **SAMPLE LESSON PLAN #2 (Completed Form)**

Purpose: To introduce a unit on geology entitled "The Changing Earth."

Objectives:

1. To discover how the earth's surface is constantly changing by observing and analyzing pictures of earth and by listening to tape recordings.
2. To engage in scientific investigation.
3. To work and share together in small groups in a spirit of cooperation and understanding.

Concepts to be developed:

1. Running water, glaciers, wind, and waves wear away rocks in the process called erosion.
2. The earth's gravity contributes to the erosion process.
3. Volcanic activity changes the earth by building up mountainous cones of lava and volcanic ash, and by pouring out thick sheets of lava through cracks in the earthy rocks.

Materials Needed:

1. Opaque projector
2. Pictures for projector (3)
3. Tape recorder, cord, tape
4. Materials for individual experiments: water, jar with lid with holes punched in, tire pump, pieces of sandstone, other rocks, newspaper, dirt, pan, potassium chlorate, potassium permanganate, sugar, glycerin, envelopes with directions.

Presentation:

- A. Initiation: Room semi darkened. Opaque projector with pictures of earth and moon ready to show. Tape recorder ready to go. As students take their seats, set the stage for the science lesson by explaining to the class that the 2 or 3 pictures to follow are views experienced by the Apollo 3 astronauts as they took part in the most recent space probe. Show picture of astronauts - the moon - and finally the earth. While the earth picture is being shown turn on tape recorder and play the recorded message Genesis 1 read by astronauts as they viewed the earth from space.
- B. General steps to be followed:
  1. After the basic initiation of the lesson and while the picture of the earth is still being shown, ask the following questions:

- a. "I want you think about a question for a moment---Has the earth changed since it was initially formed?"
- b. Pause momentarily, then ask --"If your answer is yes, how has it changed or how does it change? What evidence can you offer?"
2. Turn lights on and ask the class to record their evidence or thoughts on the subject on a piece of paper.
3. Briefly share their viewpoints.
4. Hand out "sealed orders" after organizing into groups of three.
5. Ask each group to follow the directions in the sealed envelop carefully and to record information that would indicate the procedure they followed, observations, results and conclusions.
6. After group has been given sufficient time to investigate their problem, share findings with class.
7. Ask question, "Can you think of other ways that the earth changes?"
8. Assuming volcano is mentioned, suggest to the class that we examine how a volcano changes the surface of the earth.
9. Volcano experiment preceded and followed by class observation.

Culmination activity and Reinforcement:

- A. Discuss changes in class.
- B. Ask class to summarize their findings on a sheet of paper.

Anticipated questions and/or problems:

Possible confusion as to "sealed orders." Circulate and answer questions. Have mop and/or sponges available in case of water spillage. Have fire extinguisher nearby in case of accidental fire caused by volcano. Perform volcano experiment in an area of good ventilation and urge students to not inhale the fumes.

Evaluation:

- A. Review objectives and concepts to be developed.
- B. Were they successfully covered?
- C. Was the class motivated?
- D. What were the strong points and weak points of the lesson?
- E. How could I change my lesson to make it a more effective lesson?
- F. Were all the students involved?
- G. How was classroom control?
- H. Review summaries written by class and evaluate as to whether or not class understood concepts.
- I. Upon consideration of the above items, plan follow-up lesson.

**SAMPLE LESSON PLAN #3 (Outline)**  
For Secondary School Teachers

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

Course: \_\_\_\_\_ Grade: \_\_\_\_\_

Unit: \_\_\_\_\_ Level: \_\_\_\_\_

I. TOPIC

- (Here, in form of a title, give the central theme of the lesson.)

II. OBJECTIVES

- (Under this heading state the chief goal(s) that the students are expected to attain. These objectives may be expressed in cognitive, affective, and/or practical terms.)

III. MATERIALS

- (This division of the lesson plan is simply intended to provide a checklist of special materials that the teacher and students will require in the course of the lesson.)

IV. PROCEDURES

A. Initiation or Motivation

- (Here indicate how the lesson is to be introduced so as to capture the attention and stimulate the interest of the students.)

B. Development or Activities

- (This is the main part of the lesson; hence it should include a detailed outline of the subject content of the lesson and planned student activities related to it. It should provide for variety and changes of pace during the lesson period.)

C. Culmination or Conclusion

- (Here indicate how you will end the lesson in a way which will unify it, reiterate the major points, or provide perspective on the whole unit.)

V. REINFORCEMENT

- (Under this heading list or describe any class work or homework assignment designed to deepen the impression, clarify the concepts, or strengthen the skills gained by the lesson.)

## SAMPLE LESSON PLAN #3 (Completed Form)

### For Secondary School Teachers

Name: John Doe Date: Nov 15  
Course: United States History Grade: 11<sup>th</sup>  
Unit: The Civil War Level: Average

#### TOPIC:

The Naval Aspects of the Civil War

#### OBJECTIVES:

1. Students will understand and be able to discuss intelligently the respective roles played by the naval forces of the North and the South.
2. They will give evidence of some appreciation of the problems confronting both combatants and of strategies employed to resolve them.
3. They will acquire skill in book research and map usage and will develop a habit of objective evaluation of data.

#### MATERIALS:

- Map of U.S.A.
- Overhead projector (and extension cord)
- Book of pictures on the Civil War
- Dittoes for seatwork/homework

#### PROCEDURES:

##### A. Initiation:

1. Read newspaper clipping on the discovery of the wreck of a Civil War ironclad.
2. Show pictures of the "Monitor" and the "Merrimac" and a Civil War submarine.

##### B. Development:

1. A comparison of Naval Resources.
  - Through guided class discussion and using overhead projector, make parallel lists of the strength and weaknesses of the North and South with respect to major resources in ships, material, men and the leadership.
- b. The Union's Resources:
  - Strengths: e.g. numerous ships, good shipbuilding yard

- Weaknesses: e.g. opposition by British navy

c. The Confederacy's Resources:

- Strengths: e.g. sympathy of British, aid of British

- Weakness: e.g. few ships, poor shipbuilding potential

2. Naval Activities on the High Seas

- Divide class into Union and Confederate groups to research naval operations on the Atlantic Ocean and Caribbean Sea. Reassemble to summarize findings and discuss two topics:

- i. The Union's blockade efforts

- ii. The Confederacy's supply problems

3. Naval Actions on the Rivers

- By individual study of class text and supplementary materials each student will fill in on dittoed outline map the locations of naval engagements:

- i. In the Northern Mississippi area

- e.g. Ft. Henry, Ft. Donelson, Shiloh

- ii. In the Southern Mississippi area

- e.g. New Orleans, Vicksburg

CULMINATION:

- A brief summary, quick oral quiz, or general evaluation.

REINFORCEMENT:

- A short take-home quiz covering the salient features of the lesson.

- May be begun in class if time permits.

**SAMPLE LESSON PLAN #4**  
For Secondary School Teachers

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

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

Problem or Topic:

Objectives:

Major Outline of Problem or Topic:

Methods of Attack:

How to Initiate the Lesson:

Materials to be used:

Possible Activities:

Key Questions:

Key Illustrations:

How to Provide for Individual Differences:

Culminating Activity or Summary:

Assignments or Leads for Next Day:

Evaluation of Lesson:

## EVALUATION

It is of the utmost importance that the student teacher learns the process of self-evaluation. The candidate must learn to look realistically at his/her performance, assess strengths and weaknesses, and develop habits of self-evaluation that will endure throughout the teacher's professional career. It is the function of supervisors to help the candidate engage in self-evaluation and to provide experiences that help him/her address individual performance needs.

The evaluation process also provides the college with information about the student teacher and his/her potential and helps to determine what kind of further training he/she may need. Information about student teacher performance also helps the college to appraise its pre-service preparation of teachers.

- A. The evaluation process. To be most successful the evaluation process should have certain characteristics:
1. It must be cooperative, involving the student teacher, his/her master teacher and his/her college supervisor in all its aspects.
  2. There must be a climate of mutual understanding and respect. Primary responsibility for creating rapport rests with the master teacher, since he/she is the one who must initiate evaluation procedures. It is important to be as encouraging as possible, since confidence from a sense of achievement often leads to better achievement.
  3. It must involve agreed-upon values and goals related to educational principles, the needs of the student teacher and policies of the district. The student teacher, the master teacher and the supervisor should be working toward the same end.
  4. It is a continuous process, identifying difficulties, deciding on steps for overcoming them, recognizing improvement, and furthering independence on the part of the student.
  5. It should take into account both the ability of the student teacher and the standards of competence generally required of a professional teacher. Recognizing what he/she is now, the student must be led to see what he/she may become.
  6. It should be based on objective evidence and employ a variety of techniques for recording and interpreting performance.

Evaluation of the student teacher must be made in terms of both his/her daily lessons and his/her general performance throughout his/her term of teaching. Evaluation of daily lessons should be as specific as possible. While the student is teaching, the master teacher can jot down constructive criticisms and suggestions for improvement. When areas for improvement are identified, the student teacher should be made aware of them as soon as possible. As he/she increases in independence, he/she may be able to select the best solution of a problem from a variety of suggestions, thus eventually finding ways of solving his/her own problems.

- B. Criteria for evaluation. The following criteria can be used to evaluate the student's daily performance:
1. Business-like organization of routine: starting promptly, going smoothly through the details of attendance, signing slips, making announcements, passing out and collecting materials; keeping the class orderly.
  2. Appropriateness of voice and manner.
  3. Knowledge of subject matter. Preparation and organization of material.

4. Ability to motivate students.
5. Awareness of student's needs, interests, and abilities.
6. Handling of discussion, skill in questioning, and response to student contributions.
7. Interest and enthusiasm.
8. Application of principles of learning.
9. Stimulation of pupil responsibility.
10. Use of a variety of techniques.
11. Achievement of the objectives for the activity, period, day.
12. Ability to help each pupil achieve some measure of success.
13. Attention to details of room comfort and order.
14. Control of pupil behavior.

As the student improves in ability and self-confidence, he/she will need less and less watching. Evaluation can place less emphasis on specifics and more emphasis on general growth. During the period of preprofessional training, all students are expected to show growth in the following:

1. Ability to assume a teacher's role in relation to students, participation in their interests, reacting to them with warmth and understanding, communicating effectively with them.
2. Ability to assume a professional role in relations with adults - supervisors, other staff members, fellow-students, lay people; using tact in communication, showing willingness to consider suggestions for improvement, adjusting to the needs of others.
3. Background of general and specific information about subject matter and principles of development and learning.
4. Effective teaching methods, as shown through realistic planning, attention to long-range goals, willingness to try new methods, success in gaining student interest, recognition of student needs and purposes, adequate use of methods of evaluation, and encouragement of self-evaluation by students.
5. Effective classroom management through attention to routines, provision for students' health and comfort, attention to physical features of the classroom.
6. Assumption of professional responsibilities through teacher organizations, community relations, and a personal library of professional resource materials.
7. Increased self-understanding and responsibility, continued interest in fields outside the profession, and deepening philosophy of education.

#### C. Formal evaluations:

Both at midterm and at the end of the semester a formal, comprehensive evaluation must be made in conference with the college supervisor. The midterm evaluation, especially, may very well be made in a three-way conference with the student present. It may be helpful to have the student teacher prepare a self-evaluation using the Student Teacher Evaluation Form. A comparison between the two can be a fruitful basis for discussion. It is important for any evaluation to be based on concrete evidence. Some master teachers tape record one or more lessons presented by the student and use this record as a basis for analysis of performance and recommendations for improvement. Others prepare a running commentary of points to be considered, evidence, and recommendations, based on a series of lessons. The evaluation should include information on strengths as well as weaknesses. If the student is not present at the midterm conference, he/she should be told of its results as soon as possible.

At the end of the semester the formal comprehensive evaluation must be completed and sent to the college. The formal evaluation of the student teacher's performance becomes a permanent part of his/her placement credentials. The evaluation should include a description of the setting in which the student worked - grade, school, community, and any special conditions which might have affected his/her work; it should deal with each major area of growth in a separate paragraph, stating in a brief sentence or two the quality of his/her work and giving evidence in support; it should give a balanced picture of both strengths and weaknesses; and it should attempt to evaluate the student teacher's future potential.

The Student Teacher Evaluation form which follows is a copy of the form used for the final evaluation of the student teacher by the master teacher in cooperation with the college supervisor at the end of each term of student teaching. This report, along with a form from the Placement Office, becomes a part of the candidate's placement credentials.

**WESTMONT COLLEGE**  
**Student Teacher**  
**Summative (Final) Evaluation**  
**of Professional Competencies**

Student Teacher \_\_\_\_\_ Level or Subjects \_\_\_\_\_  
 Student Teaching Supervisor \_\_\_\_\_ School \_\_\_\_\_  
 Location of School \_\_\_\_\_ Date \_\_\_\_\_

*If you don't have enough information to mark a particular category, please check N/O for "not observed" in the margin next to the numbers.*

**A. Making Subject Matter Comprehensible**

***TPE 1: Subject-Specific Pedagogical Skills***

**a. Reading/Language Arts**

	Poor	Below Average	Average	Very Good	Outstanding	N/O
• Demonstrates familiarity with, and an ability to teach in accord with, state-adopted reading standards	1	2	3	4	5	
• Delivers a comprehensive reading/language arts program that includes reading skills and comprehension, writing, speaking, and listening	1	2	3	4	5	
• Uses a range of instructional materials, including quality literature	1	2	3	4	5	
• Uses a range of assessments to determine that students are making adequate progress	1	2	3	4	5	

**b. Mathematics**

• Demonstrates familiarity with, and an ability to teach in accord with, state-adopted math standards	1	2	3	4	5	
• Recognizes and teaches connections from one mathematical topic or concept to another, and helps students apply mathematical procedures to real-life situations	1	2	3	4	5	
• Helps students develop multiple strategies for approaching and solving problems	1	2	3	4	5	
• Anticipates and addresses student misunderstandings	1	2	3	4	5	

**c. Science**

• Demonstrates familiarity with, and an ability to teach in accord with, state-adopted science standards	1	2	3	4	5	
--	---	---	---	---	---	--

• Teaches developmentally-appropriate science content	1	2	3	4	5
	Poor	Below Average	Average	Very Good	Outstanding
• Includes opportunities for students to do laboratory or field exercises, in which students become active inquirers	1	2	3	4	5

**d. History-Social Science**

• Demonstrates familiarity with, and an ability to teach in accord with, state-adopted history-social science standards	1	2	3	4	5
• Enriches historical and cross-cultural study through the use of literature, art, music, drama, cooking, and other cultural components	1	2	3	4	5
• Encourages students' development as citizens, through building awareness of and participation in classroom, school, neighborhood, state, national, and/or world communities	1	2	3	4	5
• Uses a wide range of subject-appropriate strategies, such as role-playing, group projects, independent research, debates, and so forth	1	2	3	4	5

**e. Visual and Performing Arts**

• Demonstrates familiarity with, and an ability to teach in accord with state-adopted standards in the arts	1	2	3	4	5
• Plans a variety of activities in art, music, theater, and dance, as school schedule and instructional responsibilities permit	1	2	3	4	5
• Makes connections between the arts and other subjects	1	2	3	4	5

**f. Physical Education**

• Demonstrates familiarity with, and an ability to teach in accord with, state-adopted standards in physical education	1	2	3	4	5
• Develops motor skills and teamwork, promotes awareness of practices leading to health and safety, and helps to build positive attitudes toward physical activity	1	2	3	4	5

**B. Assessing Student Learning**

***TPE 2: Monitoring Student Learning***

<ul style="list-style-type: none"> <li>Regularly checks for understanding, and makes appropriate instructional decisions about re-teaching when necessary. Anticipates and addresses common student misconceptions</li> </ul>	1	2	3	4	5
<b>TPE 3: Interpretation and Use of Assessments</b>					
		Below		Very	
	<u>Poor</u>	<u>Average</u>	<u>Average</u>	<u>Good</u>	<u>Outstanding</u>
					<u>N/O</u>
<ul style="list-style-type: none"> <li>Uses a variety of assessment strategies, formal and informal. Understands the purpose and use of different assessments in the instructional cycle, including baseline exercises, progress-monitoring, and summative assessments. Teaches students self-assessment strategies</li> </ul>	1	2	3	4	5
<ul style="list-style-type: none"> <li>Helps orient students to standardized tests and appropriately administers tests, including providing accommodations for students with special needs</li> </ul>	1	2	3	4	5
<ul style="list-style-type: none"> <li>Gives students timely and appropriate feedback on their achievement. Maintains appropriate records of learning. Explains to students and their families the meaning of grades and appropriate strategies for improvement</li> </ul>	1	2	3	4	5

### C. Engaging and Supporting Students in Learning

#### **TPE 4: Making Content Accessible**

<ul style="list-style-type: none"> <li>Plans instruction logically and sequentially, taking into account students' current levels of achievement</li> </ul>	1	2	3	4	5
<ul style="list-style-type: none"> <li>Uses a variety of instructional strategies</li> </ul>	1	2	3	4	5
<ul style="list-style-type: none"> <li>Explains material to students in meaningful terms, using examples and analogies pertinent to the classroom and students' lives outside the classroom</li> </ul>	1	2	3	4	5

#### **TPE 5: Student Engagement**

<ul style="list-style-type: none"> <li>Makes instructional goals clear to students</li> </ul>	1	2	3	4	5
<ul style="list-style-type: none"> <li>Ensures active and equitable participation from all students. Poses questions that challenge students to think deeply. Engages in genuine conversation with students. Encourages students to articulate questions of their own</li> </ul>	1	2	3	4	5

#### **TPE 6: Appropriate Teaching Practices**

<ul style="list-style-type: none"> <li>Plans instruction appropriate to students' current developmental needs and interests, taking into account student attention spans, needs for concrete examples and</li> </ul>	1	2	3	4	5
--	---	---	---	---	---

activities, and the development of students' responsibility for their own learning

***TPE 7: Teaching English Learners***

	Poor	Below Average	Average	Very Good	Outstanding	N/O
• Has theoretical background for identifying and analyzing issues pertinent to English Language Development, as these issues surface in actual individuals	1	2	3	4	5	
• Actively seeks knowledge about students' linguistic and cultural backgrounds, including results of students' previous language assessments and the characteristics of students' first language. Uses this information in helping students progress in English	1	2	3	4	5	
• Collaborates effectively with other professionals, para-professionals, and families in supporting students' language development	1	2	3	4	5	
• Supports students' acquisition of English and students' comprehension of academic content through a wide variety of instructional strategies, including visual support, facial expressions, gestures, and other body movements; and through the clarity of teacher's own spoken English	1	2	3	4	5	

**D. Planning Instruction and Designing Learning Experiences for Students**

***TPE 8: Learning About Students***

• Actively learns about students' interests, backgrounds, abilities and health considerations, and takes this information into account in planning and supporting instruction. Works with other educators in identifying students with special needs and making appropriate accommodations, as necessary	1	2	3	4	5	
• Gets parents and families involved in learning	1	2	3	4	5	

***TPE 9: Instructional Planning***

• Plans instruction consistent with state-adopted academic standards	1	2	3	4	5	
• Plans effectively both short-term and long-term, taking into consideration students' current level of achievement. Plans include accommodations for students with special needs. Uses support personnel, including aides and parent volunteers, to advance instructional goals	1	2	3	4	5	

- Makes appropriate connections from one day to another, helping students understand how material relates to prior and subsequent content 1 2 3 4 5

### E. Creating and Maintaining Effective Environments for Student Learning

#### *TPE 10: Instructional Time*

- |   | Poor | Below Average | Average | Very Good | Outstanding | N/O |
|---|------|---------------|---------|-----------|-------------|-----|
| • Uses time effectively to maximize student learning. Establishes efficient routines and transitions quickly from one activity to another | 1    | 2             | 3       | 4         | 5           |     |

#### *TPE 11: Social Environment*

- |  |   |   |   |   |   |  |
|--|---|---|---|---|---|--|
| • Communicates clearly expectations for student behavior. Creates a positive environment for student learning. Establishes rapport with students and families. Is sensitive to individual student needs. Helps students take responsibility for their own behavior | 1 | 2 | 3 | 4 | 5 |  |
|--|---|---|---|---|---|--|

### F. Developing as a Professional Educator

#### *TPE 12: Professional, Legal and Ethical Obligations*

- |  |   |   |   |   |   |  |
|--|---|---|---|---|---|--|
| • Takes responsibility for what transpires in the classroom. Maintains high standards of professionalism with respect to attendance and punctuality, preparedness, and physical vigor and alertness  | 1 | 2 | 3 | 4 | 5 |  |
| • Is aware of personal values and biases, and recognizes how these may affect teaching and learning. Is committed to racial, ethnic, and gender equity, and assists students in developing ideals of justice. Models appropriate attitudes and behaviors in the classroom  | 1 | 2 | 3 | 4 | 5 |  |
| • Understands key elements of national and state laws pertinent to education, and their application in the classroom, including laws and procedures concerning the education of English Language Learners and students with disabilities. Identifies suspected cases of child abuse or neglect and works with other professionals to report such cases | 1 | 2 | 3 | 4 | 5 |  |
| • Respects confidentiality of students, families and fellow educators  | 1 | 2 | 3 | 4 | 5 |  |

***TPE 13: Professional Growth***

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| • Engages in appropriate self-reflection about processes of teaching and learning. Actively seeks feedback from others, including fellow educators, families, and students, as appropriate. Responds graciously to feedback, and makes appropriate adjustments in teaching | 1 | 2 | 3 | 4 | 5 |
| • Demonstrates initiative and constant improvement   | 1 | 2 | 3 | 4 | 5 |

TO WRITER:

The recommendation form you submit will be included in the applicant's **confidential placement file**, which is duplicated for prospective employers and graduate/professional schools. Please give your frank estimate of this candidate. Please note, if possible, references to specific **abilities, growth, experiences, progress, and the applicant's potential**. If sufficient space is not available in the form below, please continue your statement on an additional sheet. It is desirable that statements be neatly TYPED so that duplicate copies will be clear and completely legible. Please do not return the completed form to the applicant but mail it directly to: Education Department, Westmont College, 955 La Paz Road, Santa Barbara, CA 93108-1099.

**CONFIDENTIAL RECOMMENDATION**

Confidential by Candidate's Choice, Public Law 93-380

Recommendation concerning \_\_\_\_\_ Major \_\_\_\_\_

Relationship of writer to applicant \_\_\_\_\_ Dates: From \_\_\_\_\_ to \_\_\_\_\_

Name \_\_\_\_\_ Title \_\_\_\_\_

Employer \_\_\_\_\_ Address \_\_\_\_\_

Telephone \_\_\_\_\_ Signed \_\_\_\_\_ Date \_\_\_\_\_

## **POLICIES GOVERNING STUDENT TEACHERS**

### **General**

The Chairperson of the Education Department makes all assignments in cooperation with the superintendent, principals, and/or other designated staff. After an assignment has been made, it may not be changed without the approval of the Chairperson of the Education Department.

### **Progress**

If the student teacher is not making satisfactory progress, the college supervisor should be notified immediately so that the necessary remedial steps can be taken to assist the student in any way possible. The Education Department Chairperson should be notified if it is apparent that the student teacher is not responding to the supervision according to the expectations of the master teacher and the college supervisor. A conference must be arranged involving the persons concerned before a student will be given an incomplete in student teaching. The Chairperson of the Education Department is responsible for scheduling this conference.

### **Terms of Teaching**

Elementary—Student teachers will begin their student teaching experience on the first day of the Westmont's Spring semester (the second week of January). Student teaching ends at the close of Westmont's Spring semester (the first week of May).

Secondary—Student teachers will begin their student teaching experience on the first day of the public schools' Spring semester (the last week of January). Student teaching ends at the close of the public schools' Spring semester (the third week of June).

### **Student Teacher Hours**

Elementary—The student teacher is expected to maintain the same daily work schedule as his/her master teacher.

Secondary—The student teacher will teach three classes per day and observe in the department of his/her discipline during a fourth period. The student teacher will have a minimum of two master teachers and a minimum of two preparations.

### **Lesson Plans**

Each student teacher will be expected to turn in lesson plans to his/her college supervisor once a week. If the student teacher is simply observing, he/she will be expected to write a summary of the things observed. Lesson plans will be reviewed by the master teacher as per the master teacher's individual request.

**Conferences**

At least two hours once a week are to be set aside by the student teacher for the purpose of having a conference with the master teacher. Although the two hours may not be needed in entirety, the student teacher is encouraged to be available and to be willing to work on bulletin boards, lesson plans, correcting papers, etc.

**Absences**

When a student teacher is absent because of illness or some other emergency, he/she must notify the building principal or the school secretary and ask that the master teacher be informed. The Teacher Education Office must also be notified, and if that is the day the college supervisor is scheduled to visit, he/she should be informed. In those cases where the student teacher is expected to carry out a specific responsibility in a class it is extremely important to communicate to the master teacher how he/she wishes to have the matter handled.

**Tardiness**

Punctuality is a vital and necessary characteristic to develop. Most tardiness can be avoided by proper planning. However, in rare cases, when the student teacher must be late, it is his/her responsibility to notify the building principal or the secretary in the principal's office and ask that the supervising teacher be informed. He/She should indicate the cause of his/her delay and the time he/she expects to arrive. There is no need to notify the Teacher Education Office when a student teacher is tardy.

**POLICY REGARDING STUDENT TEACHING AND INTERN  
ASSIGNMENTS DURING TEACHER STRIKES OR WORK  
STOPPAGES OR OTHER DISRUPTIONS AT PUBLIC SCHOOL SITES**

During a strike or work stoppage situation, student teachers, under the supervision of college supervisors will engage in any or all of the following activities as alternatives at the school involved with the strike:

1. Academic pursuits relative to their course of study.
2. Community projects that serve as support activities for student teaching.
3. Observation and/or participation in classrooms at another school site where no strike or work stoppage is in progress.

In addition, it will be the responsibility of each student teacher to be in regular communication with his or her college supervisor to keep abreast of the situation.

Student teachers, interns, and employees of the college are not to participate in the strike situation in any fashion as representatives of Westmont College.

Should the strike situation continue for an extensive period of time, reassignment of student teachers will be made as necessary to ensure that minimum state and university student teaching requirements are met. When reassignments are made, reimbursements to public school districts will be made on a prorated basis.

This policy would also apply if there were disruptions at a school site with a potential for violence involving issues other than employee-management relations.

[As noted in the Westmont College Catalog, effective 2007-08 and after, candidates for a teaching credential must pass the California Teaching Performance Assessment (TPA) prior to being recommended for the credential.]

## Teaching Performance Assessment Policies & Procedures Specific to Westmont College

The Teaching Performance Assessment (TPA) was developed by the California Commission on Teacher Credentialing (CTC), and is described more fully in the official CTC Candidate Handbook (available electronically on the Department web page). There is some overlap between what is written here and what is contained in the Candidate Handbook as a whole. The following represents Westmont's interpretation of the Handbook, and/or specific points where candidates in the past have needed some extra reminding.

1. Due dates for the four TPA tasks are as follows:

### Multiple Subject Program (candidates completing student teaching requirements locally)

"Task 1"	Due 11/21	as part of ED 120 (Mullen)
"Task 2"	Due 2/12	as part of ED 195 (R. Tucker)
"Task 3"	Due 4/27	as part of ED 195 (R. Tucker)
"Task 4"	Due 4/27	as part of ED 195 (R. Tucker)

### Multiple Subject Program (candidates completing student teaching requirements in Costa Rica)

"Task 1"	Due 11/21	as part of ED 120 (Mullen)
"Task 2"	Due 2/19	as part of ED 195 (R. Tucker)
"Task 3"	Due 5/11	as part of ED 195 (R. Tucker)
"Task 4"	Due 5/11	as part of ED 195 (R. Tucker)

### Single Subject Program

"Task 1"	Due 11/19	as part of ED 121 (Hughes)
"Task 2"	Due 2/19	as part of ED 195 (G. Tucker)
"Task 3"	Due 5/11	as part of ED 195 (G. Tucker)
"Task 4"	Due 5/11	as part of ED 195 (G. Tucker)

2. All tasks are due no later than 5:00 pm sharp on the designated day. Responses submitted after 5:00 pm will be assessed a late fee, as explained below.

3. In order for the program to score candidates' responses in a systematic and timely way, and in order for us to meet deadlines imposed on us from other parties, it is essential that all responses be turned in no later than the announced day. Responses submitted one day late are assessed \$25 plus an additional fee of \$5 per day after that.

4. Questions about a particular task, as well as requests for assistance when preparing to re-submit a task, should be addressed to the course instructor associated with that particular task, as noted under #1, above.

5. At Westmont, a score of 3 is considered passing for each individual task. If you do not receive a 3 or higher, you must re-do that particular task. In no case will Westmont recommend a candidate for a credential prior to successful completion of all four tasks.

6. As noted in the Westmont College Catalog since 2007-08, *the candidate's first response on each of the four tasks of the TPA will be scored for free. If the candidate is not successful on the first attempt, a fee of \$75 per task will be applied to the candidate's College account to cover in part the costs of re-scoring. If the candidate is not successful on the second attempt, he or she [may be required] to repeat the course in which that particular task was assigned, and will have one final opportunity to pass, at which time an additional \$75 fee will be posted. Candidates may not submit a response more than three times.*

7. You will be assigned an individual Candidate Identification number by the department's Program Assistant. *That number only* should appear on your written work, student work samples, and the CD you submit for Task 4. Your name must not appear on anything you submit for any of the four tasks.

8. To ensure confidentiality, students' or teachers' last names must not appear in the work you submit, either on student papers or in your own written response.

9. All tasks must be completed by Multiple Subject candidates in the context of "core" subjects (Reading/Language Arts, Math, History-Social Science, and Science) or by Single Subject candidates in the context of your chosen discipline. As stated in the CTC Candidate Handbook,

*If you are a Multiple Subject...candidate, you should select a different core curriculum area...as the content area for the [different] tasks.*

*If you are a Single Subject...candidate, you will select three different topics within your content area and three different classrooms of students, one for each task.*

10. In completing Tasks 2-4, as stated in the Candidate Handbook, *all candidates, whether Multiple or Single Subject, must select different focus students for each of the TPA tasks.*

11. Your written work and student work samples should all be submitted in a paper format (single-sided or double-sided). Do not submit your work in plastic sleeves.

### Specific Reminders for Task 3

12. Remember that you will need to submit five samples of student work (see the Task 3 template for additional directions and details).

13. Your samples of student work must be accompanied by a Permission Form signed by your school administrator that you have received appropriate authorization to submit these work samples. Sample Permission Forms will be available on the Department's web page.

#### Specific Reminders for Task 4

14. This task requires that you be videotaped teaching a lesson in the classroom where you are assigned to student teach. In most schools, students' parents have already signed a generic release form allowing videotaping. If a student's parents or guardians have not authorized videotaping, that student should not appear in your tape.

15. Just as in Task 3 you will need to submit five samples of student work (see the Task 4 template for additional details). Again, your samples of student work must be accompanied by a Permission Form signed by your school administrator that you have received appropriate authorization to submit these student work samples. Sample Permission Forms will be available on the Department's web page.

16. You are required to use a digital camera. To ensure a high-quality tape, you are strongly encouraged to sign out Westmont equipment. Since the supply of equipment is not unlimited, you will need to reserve equipment for a particular date well in advance. Although we continue to speak about "videotaping," please note that our work must be on a CD, not a VHS tape. There seems to be a correlation between the sound quality of the tape and a candidate's score, so be sure to practice and check the sound before taping your lesson.

17. In completing Task 4, try if at all possible to teach a lesson that is no more than 20 minutes (In any case, only the first twenty minutes will be evaluated). The seatwork portion of the lesson may continue after the filming is over. On the other hand, if you normally start with some kind of seatwork, hold off on the taping until you as the teacher are taking more of an active role.

18. In completing Task 4, you will need to arrange for a competent person to run the video camera. The filming should feature you, but include appropriate attention to the class. At times, special attention to the students you have designated as Focus Students may be appropriate. Remember that if you choose to use the master teacher as your cameraperson, this may affect student behavior. In no case should the master teacher's voice be heard on the camera "running the show" from behind the scenes.

19. Course instructors may require that your videotaping be completed and submitted to them well before the announced date for the completed candidate response found on Page 1 of this document.

## **BTSA/Induction**

Under the current legislation governing teacher credentialing in California, candidates for a Professional Clear credential normally participate in a two-year Induction Program. Typically, your induction will take the form of participating in a local Beginning Teacher Support and Assessment (BTSA) program.

Westmont works with the local Santa Barbara County BTSA program to ensure a smooth transition from Credential Program to BTSA. Almost from the inception of BTSA, we have invited the local director to speak at a designated seminar for Multiple Subject and Single Subject candidates. In order to prepare for BTSA, either locally or somewhere else in California, candidates should use evaluations from master teacher and supervisor, as well as their performance on the four tasks of the TPA, in order to identify specific areas for professional growth. More details on this expectation will be shared in ED 195: Student Teaching Seminar.