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Barclay College

Student Teacher Workbook

1/7/2013

Cheryl Couch, MSE

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7 WEEK OVERVIEW SCHEDULE

2 hour block

Week 1:

- ❖ Read thru student teaching workbook
- ❖ Obtain district Teacher Handbook and Student Handbook
- ❖ Obtain district calendar (you will be following the district's calendar, not Barclay's)
- ❖ Obtain teacher's classroom schedule
- ❖ Obtain list of students in the classroom
- ❖ Observe in the classroom:
 - ✓ Student/Teacher interaction
 - ✓ Student interests
 - ✓ Student behavior
 - ✓ Routines
 - ✓ Procedures

Week 2:

- ❖ Student Teaching Workbook Section I: 1, 2, 3

Week 3:

- ❖ Student Teaching Workbook Section I: 4, 5, 6

Week 4:

- ❖ Student Teaching Workbook Section II

Week 5:

- ❖ Student Teaching Workbook Section V
- ❖ Interview principal for most of the answers (**set up a meeting ahead of time**)
Look through section VI that the principal can answer as well:
 - ✓ Staff development
 - ✓ Salary & Negotiations
 - ✓ Child Abuse
 - ✓ Emergency Guidelines

Week 6:

- ❖ Student Teaching Workbook Section VI

Week 7:

- ❖ Establish schedule for student teaching
- ❖ Finish up overview
- ❖ Education Department Meeting
- ❖ Turn in workbook by Dec 17th

Section III & IV during student teaching

STUDENT TEACHING INTRODUCTION

The student teaching experiences differs in several significant ways from other experiences provided during the teacher preparation program. First, at some point during student teaching, you will be expected to assume primary responsibility for making the decisions, which affect the teaching/learning process and the classroom climate and environment. You will make choices about instructional and non-instructional matters, about discipline, and deal with unexpected circumstances, which arise during day-to-day routines. You will need skill in attending to and juggling multiple tasks and responsibilities so that the business of learning can move forward. Your success in these activities will depend upon the sound professional knowledge you have gained during your preparation program combined with a sound knowledge of the routines, procedures, and policies in place in the classroom and school in which you serve as a student teacher.

Second, your student teaching experience will bring you special knowledge and awareness of the activities within a school, district, and community, which impact the teaching/learning process and shape professional expectations. Teaching was once described as “the lonely profession”. This was because teachers spent most of their on-the-job time interacting with children and attempting to translate ideas of varied complexity into language children could understand. Furthermore, teachers had little or no input in the major decisions affecting them and their students. Fortunately this is changing, and school districts realize the importance of collegial interactions, instructional teaming, teacher empowerment, and teacher involvement in decision-making, many avenues and opportunities are provided or teachers to work together, share ideas, and reflect seriously on what they are doing. What this means is that the professional role of today’s teachers extends beyond the classroom setting.

Third, you will come to a better understanding of what it means by “professionalism.” For today’s teachers professionalism encompasses more than simply being good at teaching, keeping order and attendance, being reliable and on time, putting in the required hours, and maintaining a low profile. The professional teacher clearly

understands his/her legal rights and responsibilities and adheres to the Code of Ethics of the Education Profession. The professional teacher keeps abreast of instructional and non-instructional issues within the school, district, and community and contributes time, effort, and expertise in their resolutions. The professional teacher, welcomes new challenges, responsibilities and functions well in both team and leadership positions. During your student teaching experience your view of your chosen career will be considerably broadened through contact with those who exemplify these professional ideals.

Fourth, once you complete your student teaching experience, you will be eligible for your degree and your ACSI accreditation. You will want to begin applying for teaching positions at your preferred grade level or in your teaching specialty. While districts go about the teacher selection process in different ways, there are certain “basics” you can work on in advance. Here are some of the steps you will need to take to become a successful candidate:

- ❖ Prepare a credential file which can be sent to districts
- ❖ Develop a resume that presents your qualifications in an strong and attractive way
- ❖ Learn how to “get your foot in the door” with an effective cover letter
- ❖ Learn how to present your skills and qualifications on a district application
- ❖ Develop good interview skills
- ❖ Become aware of sources of information about job openings

You will receive help in accomplishing these tasks from your ED 400S Philosophy of Teaching Capstone class. Your cooperating teacher, college supervisor, and other professional can also be valuable resources of assistance.

Finally, you will need to reflect on the totality of your teacher preparation experience. No doubt some of your views and beliefs about the teaching/learning process and perhaps, about the purpose of schooling in general have been challenged as your knowledge base has grown and you have been brought into closer contact with the day-to-day realities that both teachers and children face. It is important that you gain skills in articulating and communicating these views and beliefs clearly and effectively. They will form a sound basis for future professional decision-making and help you present

yourself as a knowledgeable and thoughtful candidate during the teacher selection and interview process.

This workbook is designed to accompany your student teaching experience and your ED 408 Student Teaching field experience class. One of the purposes is to help you build the skill and knowledge base you need to compete successfully for a position as a beginning teacher. More importantly, however, as you work through the exercises, you will come to a deeper understanding of the type of personal and professional commitment required of today's teachers. Many of the exercises can be completed independently. To complete others, you will have to do some digging to find the answers. At the beginning of each section, sources are suggested for seeking these answers.

COMPLETING THE EXERCISES

Section I and II of the workbook should be completed during the first few weeks of student teaching. This knowledge base will help you do a better job throughout the experience and form the foundations for completing Sections III and IV. **Sections V – VII need not be completed in any particular order but may be spread out over the experience as the student has time to prepare them.** Toward the end of ED 400S, your instructor will devote portions of class time to assisting you in preparing Sections VIII and IX.

Prior to beginning the exercises, review the entire contents of the workbook. This will help you gauge the time requirements for completing each section and the individual exercises it contains. As you complete an exercise, record the completion date on the Completion Record. The record will chart your progress and help you pace yourself so that you don't leave too much work until the last minute. Your ED 400S/408 instructor(s) will periodically review and verify your Completion Record.

A word of caution about **Section VIII**: Preparing quality professional documents takes time, thought and care. They are not the types of things that should be thrown together at the last minute in a haphazard manner. Students often procrastinate in completing their credentials file and in developing their resume because they are so caught up in the student teaching experience. As a result they may miss out on early job opportunities that are well-suited to their skills and qualifications. Don't let this happen to you! Begin preparation early and seek advice from as many professionals as possible.

As you progress through the workbook, you will mine a wealth of information about the school and district in which you serve and about your role as a teaching professional. The important outcome in this respect is that you will discover what types of information are important and how to go about getting that information in any school or district. Valuable benefits are that, in collecting the information, you will develop a network of professional contacts that can assist you in many ways. You will also present yourself as someone who is eager to learn and grow professionally.

SECTION I: THE DAILY ROUTINE (AND THE NOT SO ROUTINE)

1. Daily Routine

a. Record the Daily Schedule:

b. What routine tasks are performed prior to beginning the instructional day?

c. What routine tasks are performed at the end of the instructional day?

d. How flexible is the daily scheduling routine?

e. What routines are used for distributing materials?

SECTION II: CLASSROOM DISCIPLINE

Discipline = to instruct, to teach

1. Is there a school wide discipline system that is used?
 - a. Describe:

2. Describe the type of classroom discipline the teacher use?
 - a. What do you find effective about the way he/she implements discipline?

 - b. What do you find challenging about the use of discipline?

 - c. Are you comfortable with the discipline system that is in place in this class?

3. What times of the day does most of the discipline take place?

4. What other methods of classroom discipline have you seen that you would like to implement or try in your own classroom?

5. Read the power point presented on Cooperative Discipline book by author Linda Albert

6. What is the ultimate goal of one of the student's behavior? (Attention, Power, Revenge, or Avoidance of Failure)
 - a. What does the student usually do to misbehave?

 - b. When does the student usually exhibit this behavior?

 - c. How often is the behavior occurring?

7. How do students connect in this classroom?
8. How does your cooperating teacher involve parental cooperation?

9. How are parent-teacher conferences structured?

10. How does the teacher and parent work out an action plan for the behavior?

**IEP PLANNING CONFERENCE OR STUDENT STUDY TEAM OBSERVATION
FORM**

For student teacher use

Meeting Date: _____ Meeting Place: _____
Number of People Attending: _____ Student Grade Level: _____

1. Roles of persons present, for example, parents, school psychologist, dentist:

2. Nature of Students disability or difficulty:

3. Describe some of the student's strengths:

4. Other Topics Discussed:

5. List three questions you have as a result of attending this meeting:

6. List at least three things you learned as a result of attending this meeting:

SECTION III: CONDUCTING A CASE STUDY

Positive Behavior Supports = PBS is a set of tools and processes for organizing the physical, social, educational, biomedical, and logical supports needed to achieve basic lifestyle goals for individuals while reducing problem behaviors that pose barriers to these goals. (Dunlap, Sailor, Horner & Sugai, Handbook of PBS, 2009, pp.3-5)

Kansas Institute for Positive Behavior Support

http://www.kipbs.org/new_kipbs/index.html

PBS – Kansas

<http://www.pbskansas.org/htdocs/brief/index.html>

What is a Positive Behavior Support?

Positive Behavior Support refers to a set of systems, tools and processes for organizing the social, educational, biomedical, physical, and logistical supports needed to help individuals across the lifespan achieve a higher quality of life while reducing problem behaviors that may prevent positive outcomes for these individuals. The core defining features of Positive Behavior Support include:

PBS emphasizes the importance of helping individuals (and their advocates) achieve a high quality of life using technology with four core defining features or components:

- The application of research-validated applied behavioral science;
- Integration of multiple intervention elements to provide ecologically valid, practical support;
- Commitment to socially important and durable lifestyle outcomes; and
- Implementation of support within family and organizational systems to ensure sustainable change over time.

Assignment:

Select a student for this case study who exhibits moderate misbehavior. **Do not select a student who exhibits severe problems.** Over a period of 5-7 days, keep anecdotal records of the student's behavior.

Day 1

Day 2

Day 3

Day 4

Day 5

Day 6

Day 7

Talk with your cooperating teacher to determine the goal of the student's misbehavior.

Goal: (Attention, Power, Revenge, Avoidance of Failure)

Cite at least three pieces of evidence, which led you to the conclusion of this behavioral goal from days 1-7:

1.

2.

3.

Consult with your cooperating teacher; identify at least two interventions to use with the student at the moment of misbehavior.

Intervention selected:

Intervention 1)

Intervention 2)

Give specific reasons for selecting each intervention.

Intervention 1)

Intervention 2)

After using the interventions for 5 days, evaluate their effectiveness.

Effectiveness of Intervention 1)

Effectiveness of Intervention 2)

As you apply the interventions, identify and apply at least two strategies designed to build the student's self-esteem.

Strategy 1)

Strategy 2)

Observe and evaluate the results of how effective the self-esteem strategies worked:

Results strategy 1)

Results strategy 2)

Describe any communication with the parents or guardians that took place during this case plan:

How do you feel regarding the process of changing the student's behavior overall as a beginning teacher?

SECTION IV: PREPARING AND PRESENTING A CASE STUDY

Narrative write-up sample

Using the format given below, write up a narrative of the case study. The write-up should be brief and to the point. Conclusions should be supported by observed evidence. This should be typed.

Name of Student:

Age:

Grade:

The Action Plan

1. Description of student's behavior: (Cite typical examples from your log.)
2. Diagnosed goal of the misbehavior: (Give the reasoning that led you to this conclusion.)
3. Description of the intervention techniques used for the moment of misbehavior: (Give the reasoning for selection of your techniques.)
4. Description of the encouragement techniques used to build self-esteem: (Give the reasoning for selecting the techniques.)
5. Description of the steps taken to involve parents: (Give the reasoning for selecting the steps.)

Summary of Results

1. Result of intervention techniques: (Highly successful, moderately successful, or unsuccessful. Give reasoning for your conclusion.)
2. Result of encouragement techniques: (Highly successful, moderately successful, or unsuccessful. Give reasoning for your conclusion.)
3. Result of steps taken to involve parents: (Highly successful, moderately successful, or unsuccessful. Give reasoning for your conclusion.)

Conclusion

1. Correctness of diagnosis: (Was the diagnosis correct or incorrect? State your reasoning.)
2. If diagnosis was incorrect, what other diagnosis should be considered? (Give your reasoning.)

3. If diagnosis was correct, what follow-up measures would you suggest?

SECTION V: TAKING A CLOSER LOOK AT THE SCHOOL

1. Community
 - a. Briefly describe the neighborhood in which the school is located:

2. Clientele
 - a. What is the make-up of the clientele served by the school? (Include information about SES, ethnic and racial diversity, and special populations)

 - b. Identify any unique characteristics of the population served

3. Facilities
 - a. Identify any unique characteristics of the facilities of the school:

4. School Policies
 - a. What are the school policies relating to faculty in the following areas:
 - i. Arrival time
 - ii. Leaving time
 - iii. Planning time
 - iv. Lunch duty
 - v. Recess duty
 - vi. Teacher absence
 - vii. Attendance at faculty meetings
 - viii. Dress code
5. Reports & Forms
 - a. What types of forms and reports are teachers routinely required to complete?
6. Classroom Materials
 - a. What is the procedure for requisitioning supplies?
 - b. What is the procedure for reproducing materials?

7. Resources

- a. What is the procedure for scheduling media resources?

- b. What is the procedure for scheduling library center time?

- c. What is the procedure for scheduling computer lab time?

8. Extracurricular Activities

- a. What types of extracurricular activities does the school have?

- b. How are extracurricular activities supervised?

- c. Do teachers receive any compensation for supervising extracurricular activities?

9. School Rules

- a. What school rules have been established for students?

10. School Wide Discipline Program

- a. Is there a school wide discipline program in place? If so, describe:

11. Parental Involvement

- a. How would you characterize the degree of parental involvement?

i. High Average Low

- b. Does the school have a PTA/PTO? If so, how active is it and how widely is it supported?

- c. Does the school have a parent-aide program? If so, how successful is it?

- d. In what other ways does the school seek to involve parents?

- e. Attend a PTA/PTO or advisory council meeting. What types of things were discussed at the meetings?

12. Advisory Council

- a. Does the school have an advisory council/committee? If so, what is its composition and what does it do?

SECTION VI: EXAMINING THE PROFESSIONAL LIFE OF THE FACULTY

Sources of Information: Cooperating teacher, principal, faculty handbook

In addition to teaching and maintaining a safe and orderly classroom and school environment, educators have other responsibilities. They must attend to own their professional growth and development and assist in shaping the instructional program in accordance with emerging knowledge about best practices. In addition, they must be knowledgeable about district policies, which affect them and their students and understand their legal rights and responsibilities.

Cooperating Teacher:

1. What professional activities does your cooperating teacher participate in?
2. What professional activities do other teachers participate in?

Staff Development:

1. What types of staff development activities are available to teachers?
2. What is the professional development council?
3. What is a professional development plan?

Salary & Negotiations

1. Obtain a copy of the district's salary schedule. What is the salary for the following:
 - a. BA/BS First Year
 - b. BA/BS Third Year
 - c. BA/BS Fifth Year
 - d. MA/MS Fifth Year
2. Who handles collective bargaining for the teachers?
3. Who handles collective bargaining for the district?
4. What major items were negotiated during last year's collective bargaining?
5. What is impasse and what is the process for resolving it?
6. What is Kansas law regarding tenure?
7. What right does a tenured teacher have that a non-tenured teacher doesn't?
8. To whom does the State of Kansas give authority to hire teachers?
9. By what date must Kansas' districts issue teaching contracts?
10. By what date must teachers accept contracts?
11. Are there any conditions in which a teacher can accept a contract from a district after having accepted one from another district?

12. Who has the power to release a teacher from a contract?

Child Abuse

1. What is the state law regarding the reporting of child abuse?
2. What procedures has your district established for handling child abuse reports?
3. What is your responsibility as a teacher in this process?

Emergency Guidelines

1. Does your district have written policies and procedures regarding the presence of weapons on school premises? If so, briefly describe:
2. Does your district have written policies and procedures regarding disaster emergencies? If so, briefly describe:
3. Does your district have written policies and procedures for helping students deal with disaster and grief situations?

THE STUDENT TEACHING EXPERIENCE

THE FIRST MONTH: ED 408A

The initial field experience takes approximately four weeks to complete. It completes the following activities:

- The orientation, including an interview with the master teacher
 - On-site observation
 - Staff and faculty interviews
 - Classroom presentations
 - The First Month Three-Way Conference
1. The orientation activities provide an opportunity for each student to become acquainted with their assigned classroom(s), students, and master teacher(s).

The Master Teacher Interview acquaints the student teachers with the master teacher's goals, policies, procedures, teaching styles, behavior management system, evaluation system, class make-up and any other information that needs to be shared at the beginning of placements.

Verification of Completion: Checklist #1 is completed, signed by the student and the master teacher, and checked by the supervisor. The student discusses notes on the master teacher interview with the supervisor during the first conference. Forms are kept in the student's possession for future reference.

2. **On-Site Observation** acquaint the student with individual teaching styles of various teachers, other than the assigned master teacher(s).

To assist in the completion of these activities:

- a. The principal and/or mater teacher(s) select and make appointments with two teachers at the school site.
- b. The teachers are observed by the student for a complete lesson. The Guide to On-Site Visitations, below, is used in recording notes on the observations.

Guide to On-Site Visitations

1. Which of the following steps in the lesson presentations are evident to you?
Lesson Format
 - Opening
 - Daily Lesson Objective(s)
 - Instruction
 - Assessment

- Connection
 - Homework (if any)
2. How were the objectives met throughout the lesson?
 3. How were the students monitored while attaining the objective(s)?
 4. What methods were used to adjust teaching to the student's performance level and interest?
 5. How did the teacher motivate and encourage all students?
 6. How can you tell the students are learning?
 7. How does the teacher adjust his/her oral and written language so that it is clear, concise, and understood by all students?
 8. In which ways did the teacher establish and maintain discipline?
 9. In which ways were appropriate verbal and non-verbal communication used by the teacher to establish positive rapport?
 10. What approaches were used in teaching linguistically diverse students?

Verification of Completion: Checklist #2 is completed by the student, signed by the teachers observed or the master teacher, and checked by the supervisor. The visitations are discussed with the supervisor during the First Month conference. Forms are kept in the student's possession for future reference.

Staff and faculty interviews familiarize the student with school personnel and the role each plays in the successful and smooth operation of the operation of the school and the assigned classroom.

To assist in the completion of these activities:

- a. The supervisor and student teacher select 5 of the following school personnel to be interviewed.
- b. The student teacher and master teacher(s) arrange scheduling of the interviews:
 - 1) Interviews are not intended to interrupt daily school activities but are to be scheduled at the convenience of personnel involved.
 - 2) Interviews need not exceed 15 minutes each.
- c. The interviews are conducted by the students.

Verification of Completion: Checklist #3 is completed by the student, initialed by those school personnel who are interviewed, and checked by the supervisor. The student and the supervisor discuss the completed interviews during the first conferences. Forms are kept by the student for future reference.

The classroom presentations provide the student an opportunity to present lessons while being formally observed by the master teacher(s) and supervisor. After the presentations, the observers provide students with prompt, honest, constructive, and practical feedback about planning, teaching, classroom management, and discipline skills.

To assist in the completion of the presentation:

- a. The master teacher(s), supervisor and student arrange an observation time.
Note: During the observation, a complete lesson is observed that has been prepared by the student. The student is to use a lesson plan format approved by the master teacher, and provide copies of the lesson plan to each observer.
- b. The master teacher(s) and supervisor each complete *Classroom Observation Forms*.
- c. The observers meet with the student to discuss observations and make recommendations.
- d. The observers provide a copy of the completed *Classroom Observation Form* to each other and the student. Concerns are discussed. Suggestions are provided.

The First Month Conference, held at the end of the four-week experience, provides the master teacher(s) and the supervisor an opportunity to give the student feedback, determine if the student has successfully fulfilled the requirements of the first month of experience, and decide if the student is professionally ready to continue to assume increased responsibilities as a student teacher.

To assist in the completion of these activities:

- a. The master teacher(s) and supervisor arrange a conference time with student.
- b. The master teacher(s) completes a *First Month Evaluation* form, which is provided by the supervisor.
- c. The supervisor completes a *First month Evaluation* form.
- d. The master teacher(s) and supervisor meet with the student to discuss the student's performance and professional growth. (The *First Month Evaluation* forms are discussed. Copies of the signed forms are then exchanged).

Verification of Completion: The grade, S or U, is submitted to the College by the Supervisor.

ED 408A ACTIVITIES (FIRST MONTH)- TIMELINE

Grading Periods:

	1	2	3	4
Introductory meetings between the student Teacher, principal, master teacher(s), and supervisor.				*
Responsibilities of the Student Teacher				
Orientation: Checklist #1				*
On-Site Visitation by student teacher (2): Checklist #2				*
Interviews (minimum of five): Checklist #3				*
Presentation by student teacher				*
Formal observation by supervisor (twice)				*
Formal observation by master teacher(s) (once)				*
Responsibilities of the Supervisor				
Conference and Evaluation				*
Classroom Observation Form (2)				*
First Month Evaluation Form (1)				*
Final Grade and record Sheet				*
Responsibilities of the Mater Teacher(s)				
Classroom Observation Form (1)				*
First Month Evaluation Form (1)				*

SECOND, THIRD AND FOURTH MONTHS: ED 408 B, C, AND D

During the experience, the student teacher gradually assumes full responsibility of the classroom(s) in which s/he is assigned. This experience is a process during which great amounts of theoretical information must be pragmatically applied, with success, in a new environment. This experience is designed by the master teacher(s), meeting college guidelines, and monitored by the supervisor, to provide a living classroom laboratory.

Primary responsibilities include:

1. Assuming responsibility of the classroom (lessons, units and assessment)
2. Fulfilling the typical responsibilities of teachers
3. Presenting formally observed lessons
4. Participating in monthly conferences
5. Attending Student Teaching Seminars
6. Conducting off-site observations.

1. **Assuming responsibility of the classroom** provides the practice needed to learn how to be an effective teacher. The more quickly the student teacher is provided the opportunity to begin practicing, the sooner the learning occurs.

Learning outcomes:

- + Record attendance and grades
- + Develop a grading system
- + Develop a file for bulletin board materials
- + Observe as many lessons as possible
- + Attend faculty meetings and staff development opportunities
- + Participate in extra-curricular activities (Back-to-School Night, Open House, Etc.)
- + Participate in I.E.P and S.S.T. meetings as appropriate.

2. Fulfilling the typical responsibilities of teachers, such as:

- + Planning daily/unit written lessons
- + Identifying and/or preparing teaching materials
- + Presenting lessons in the district's recommended format
- + Assessing student needs; teaching/reteaching as appropriate
- + Maintaining student progress records and portfolios
- + Establishing and maintaining discipline
- + Establishing and maintaining rapport with students, staff and parents
- + Performing assigned tasks responsibly and promptly
- + Participating in school meetings, parent conferences, I.E.P. meetings, etc.
- + Dressing and conducting self in a professional manner
- + Communicating effectively with administrators, teachers and parents
- + Assessing own progress, accepting professional advise, and considering constructive criticism
- + Maintaining and organized, efficient classroom
- + Designing and putting up Bulleting Boards

- + Assisting with fire and other natural disaster drills
- + Participating in yard duty/bus duty
- + Arranging and participating in fieldtrips
- + Participating in holiday programs
- + Ordering supplies, films, etc
- + Assisting in preparing student referrals
- + Examining student cumulative records
- + Writing behavior management plans
- + Other activities as appropriate

3. **Presenting lessons** during which the supervisor and master teacher(s) formally observe. The master teacher formally observes once each grading period while the supervisor observes at least twice during each grading period.

To assist in the completion of the presentation observed:

- A. The master teacher(s) and/or supervisor and student arrange an observation time. *Note: During the observation, a complete lesson is observed that has been prepared using a recommended lesson plan format.*
- B. The observer(s) complete a *Classroom observation form*.
- C. The observer(s) meet with the student to discuss observation and make recommendations.
- D. The observer(s) provide a copy of the complete *Classroom Observation Form* to each other and to the student. Concerns are discussed and suggestions are provided.

4. Participate in monthly conferences during which time the master teacher(s) and supervisor evaluate the previous month's professional growth.

To assist in the completion of this activity:

- a. The master teacher(s), supervisors, and the student arrange a conference time.
- b. The master teacher(s) completes a Monthly Evaluation Form that is provided by the supervisor. The special education master teacher(s) complete the Special Education Evaluation Form.
- c. The supervisor completes a Monthly Evaluation form and Completes the grade and Attendance Record.
- d. The master teacher(s), supervisor, and the student meet to discuss the past month's performance and professional growth. The forms are discussed. The student signs both forms. Copies of the forms are exchanged.

5. Conducting off-site visitation provides students with a broader understanding of the variety of programs available within a community or school district.

To assist in the completion of these activities:

- a. The supervisor and master teacher may suggest visitations at school that will provide different experiences for the student teacher. Note: the activities are to be completed in one day or two half days during 408 B or C. These are usually completed during a minimum day, staff development day, or during a non-teaching portion of the day. Release time from student teaching must be approved by the supervisor and master teacher(s).
- b. The student conducts the visitations/ activities, using the Verification form.
- c. The student completes the Verification of Off-Site Observations/Experience form contained in the Student Teaching Handbook.
- d. The master teacher, supervisor and student discuss the activities and techniques/methods/materials, which the student teacher observed.

ED408 B, C, D, ACTIVITIES – TIMELINE

Grading Periods:

1 2 3 4

Responsibilities of the Student teacher

Presentation formally observed by supervisor (twice each grading per)	*	*	*
Presentation formally observed by Master Teacher(s) once each gr. Pr	*	*	*
Reading instruction formally observed by K-2 Master Teacher			
Reading instruction formally observed by supervisor during K-2 placement			
Monthly conference and evaluation (at the end of each grade period)	*	*	*
Off-Site visits (2)	*	*	
Student teaching Seminar	*		*
Exit seminar & Placement Files Information		*	
Exit Process			*

Responsibilities of the Supervisor

Conference and Evaluation (at the end of each grading period) Monthly	*	*	*
Classroom Observation Form (2 each grading period)	*	*	*
FINAL GRADE & RECORD SHEET (1 each grading period)	*	*	*

Responsibilities of the Master Teacher

Classroom Observation Form (1 each grading period)	*	*	*
Conference and Evaluation (at the end of each grading period) Monthly	*	*	*
Evaluation of Barclays Program	*	*	*

FORMS

The forms listed below will be used throughout year teaching program and samples of each follow this page:

Basic Instructional Model BIM – Lesson Plan model used by the Elementary Education Department.

Student Teacher Observation Form – Used by the college supervisor and master teacher to evaluate individual lessons presented by the candidate in Student Teaching Practicum. Teaching Performance Expectations are listed on the form and each should be demonstrated over the course of the semester. For a detailed list of TPE, see the following section in this handbook.

Midterm Evaluation Form – Used in Teaching experience in a 3 – **Teaching** way conference with college supervisor, master teacher, and candidate teacher as a formative assessment to determine satisfactory progress. The college supervisor completes the form; all parties sign and receive copies.

Student Teaching Self Evaluation Form – Completed by the candidate and submitted to the master teacher and college supervisor one week before the 3-week Teaching Conference.

Three-way Conference Form – Form used by the master teacher, college supervisor and candidate for assessment.

School Board Meeting, Faculty Meeting, and IEP Planning Conference Observation forms – These forms are used to assist you in taking notes when attending specific meetings.

SCHOOL BOARD MEETING OBSERVATION AND ATTENDANCE FORM

For use by student teacher

School District Name: _____
Meeting Date _____ Meeting Place _____
Town or City _____ Meeting Length _____
Approx number of People attending: _____

1. Organizations Represented at Meeting

2. Topics Discussed:

3. Write three questions you have as a result of attending this meeting:

4. List at least three things you learned by attending this meeting:

ELEMENTARY LESSON PLAN

Activity Title: _____

Teacher: _____ Date: _____ Grade Level: _____

Theme: _____ Estimated Length of time: _____

Core Academic Standards: _____

Benchmark: _____

Indicator: _____

(<http://www.corestandards.org/the-standards/english-language-arts-standards>)

(http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf)

(www.ksde.org)

Academic Area(s): Reading Writing Math Science Social Studies

Fine Arts

Goal(s): The learner will _____

Assessment Plan: _____

Materials: _____

References: _____

Activating Prior Knowledge: _____

Main Activities during centers (each step of project):

Activity _____

1. _____

2. _____

3. _____

4. _____

5. _____

Modifications or adaptations for learners with special needs:

Concluding Activity for closure: -

Homework or continuation of project:
(Throughout day or at home to support function and mastery of concept)

Reflections: (How did it work/what changes would I make next time?)

STUDENT TEACHER OBSERVATION FORM

For use by: Master teacher/and College Supervisor

Student _____ Date: _____
Master Teacher _____ College Supervisor _____
School _____ Time/Period _____ Grade Level _____

Please check for candidate progress on each of the teaching performance expectations over the semester

TPE observed this session:

- Specific Pedagogical skills for subject matter instruction
- Monitoring Student Learning During Instruction
- Interpretation and Use of Assessments
- Making Content Accessible
- Student Engagement
- Developmentally Appropriate Teaching Practices
- Teaching English Learners
- Learning about Students
- Instructional Planning
- Instructional Time
- Social Environment
- Professional, Legal and Ethical Obligations
- Professional Growth

Given the TPEs above, comment on the candidate's application of democratic practice.

Comments:

Future Growth Focus:

Completed by: _____ Candidate's Initials: _____

MIDTERM EVALUATION FORM

Date _____ Candidate _____
Master Teacher _____ College Supervisor _____
School _____ Grade Level _____ Subject _____

The Kansas Standards for the Teaching Profession were developed to facilitate the induction of beginning teachers into their professional roles and responsibilities by providing a common language and a new vision of the scope and complexity of teaching. The standards are specific observable behaviors organized under the NCATE. Using the NCATE, please complete the following evaluation form based on your observation of the candidate, keeping in mind that this candidate is still in the beginning stages of teaching and may not meet all standards at the same time. **Please place an 'X' in the appropriate column in each row.**

Developing
Acceptable
Target
Not Yet Observed

Standard 1:
Candidate Knowledge, Skills, and Dispositions
TPE 1. Specific pedagogical skills for subject
Matter Instruction
TPE 9. Instructional Planning

Standard 2:
Assessment System and Unit Evaluation
TPE 2. Monitoring student learning during
Instruction
TPE 3. Interpretation and use of assessment

Standard 3:
Filed Experiences and Clinical Practice
TPE 4. Making content accessible
TPE 5. Student engagement
TPE 6. Developmentally appropriate
Teaching Practices
TPE 10. Instructional Time
TPE 11. Social Environment

Standard 4:
Diversity
TPE 7. Teaching English Learners
TPE: 8. Learning about Students

Standard 5:
Faculty Qualifications, Performance and Development
TPE: 12. Professional, legal and ethical obligations
TPE: 13. Professional growth

Comments: May be continued on back of sheet if necessary

College Supervisor Signature _____ Master Teacher Signature _____

Student Teaching Self-Evaluation Form

Teacher Candidate _____ Date _____

THE TEACHING PERFORMANCE EXPECTATIONS

TEP are specific observable behaviors organized under the Kansas NCATE. Please complete the following self-evaluation form based on your Teaching experiences. Note your areas of strength and areas for future focus. This form should be submitted to your master teacher and college supervisor one week before the 3-way Teaching Conferences.

TPE 1 – Specific pedagogical skills for subject matter instruction:

TPE 2 – Monitoring Student learning during instruction:

TPE 3 – Interpretation and use of assessments:

TPE 4 – Making content accessible:

TPE 5 – Student engagement:

TPE 6 – Developmentally appropriate teaching practices:

TPE 7 – Teaching English Learners:

TPE 8 – Learning about students:

TPE 9 – Instructional Planning:

TPE 10 – Instructional Time:

TPE 11 – Social Environment:

TPE 12 – Professional, legal and ethical obligations:

TPE 13 – Professional Growth:

Student Teaching Self-Evaluation Form

Teacher Candidate _____ Date _____

THE TEACHING PERFORMANCE EXPECTATIONS

TEP are specific observable behaviors organized under the Kansas NCATE. Please complete the following self-evaluation form based on your Teaching experiences. Note your areas of strength and areas for future focus. This form should be submitted to your master teacher and college supervisor one week before the 3-way Teaching Conferences.

TPE 1 – Specific pedagogical skills for subject matter instruction:

TPE 2 – Monitoring Student learning during instruction:

TPE 3 – Interpretation and use of assessments:

TPE 4 – Making content accessible:

TPE 5 – Student engagement:

TPE 6 – Developmentally appropriate teaching practices:

TPE 7 – Teaching English Learners:

TPE 8 – Learning about students:

TPE 9 – Instructional Planning:

TPE 10 – Instructional Time:

TPE 11 – Social Environment:

TPE 12 – Professional, legal and ethical obligations:

TPE 13 – Professional Growth:

MASTER TEACHER EVALUATION

Teacher Education Program
Barclay College
607 N Kingman
Haviland, Kansas 67059

Student Teacher _____

Student teaching Dates _____

Grade _____ Class Size _____

School _____ Phone _____

School Address _____

District _____

Master Teacher _____

Principal _____ College Supervisor _____

A. Criteria for Supervising Teacher

1. Recommendation from the principal
2. Tenure in the school district
3. Possession of a valid Teaching licensure
4. State-adopted content standards taught in the classroom
5. Competent in all six domains of the Teaching Performance Expectations

I understand the commitment and my responsibility pertaining to each of the able elements of the Student Teaching Program.

Candidates Signature Date

I verify that I fulfill the criteria for a Supervising Teacher. I have reviewed my roles and responsibilities for the Student Teaching Program and I will cooperate in helping the candidate meet program requirements.

Candidates Signature Date

I verify that the Supervising Teacher fulfills the criteria for a supervising teacher. I will provide appropriate support in helping the teacher and candidate meet program requirements.

Candidates Signature Date

COLLEGE CANDIDATE AND PROGRAM EVALUATION

Barclay College
607 N Kingman
Haviland, Kansas 67059
By Supervising Teacher

Supervising Teacher _____
School _____ Phone _____
School Address _____
District _____
Student Teaching Date _____ Grade Level _____

Please circle the number that best describes your opinion

a. Evaluation of candidate	Excellent	Good	Acceptable	Poor	Unacceptable
a. Knowledge of subject	5	4	3	2	1
b. Oral and Written Communication skills	5	4	3	2	1
c. Classroom Teaching Skills	5	4	3	2	1
d. Classroom management Skills	5	4	3	2	1
e. Ability to work with youth of diverse abilities, cultures, languages learning styles, and special needs.	5	4	3	2	1
f. Would you recommend this candidate as a teacher?	5	4	3	2	1
2. Evaluation of Program					
a. The design and content of the student teaching program					
b. The design and content of the student teaching handbook					
c. The quality of assistance and level of support provided by the university Supervisor	5	4	3	2	1

3. Would you accept another candidate from Barclay College? _____ Yes _____ No

Comments _____

Thank you for being a Barclay College supervising teacher and for completing this evaluation.
Please give this sealed evaluation to the college supervisor.

COLLEGE SUPERVISOR EVALUATION

Barclay College
607 N Kingman
Haviland, Kansas 67059

To Be Completed by the Student Teacher

College Supervisor _____

Date of Teaching Assignment _____ to _____

Please evaluate your College Supervisor by answering the following questions, 5 being the best and 2 being the lowest. There is a space provided for additional comments. Please be thoughtful and candid.

- | | | | | | |
|---|---|---|---|---|---|
| 1. I felt free to come to my supervisor for advice | 5 | 4 | 3 | 2 | 1 |
| 2. I had confidence in my supervisor's knowledge of teaching methods | 5 | 4 | 3 | 2 | 1 |
| 3. My supervisor helped me apply knowledge and techniques presented in my classroom. | 5 | 4 | 3 | 2 | 1 |
| 4. My supervisor was able to help me with specific questions regarding problems. | 5 | 4 | 3 | 2 | 1 |
| 5. My supervisor provided me with alternate teaching techniques as needed. | 5 | 4 | 3 | 2 | 1 |
| 6. My supervisor demonstrated understanding, support, and openness. | 5 | 4 | 3 | 2 | 1 |
| 7. My supervisor completed a pre conference/ observation/post conference supervision cycle. | 5 | 4 | 3 | 2 | 1 |
| 8. My supervisor completed a post conference within one day. | 5 | 4 | 3 | 2 | 1 |
| 9. My supervisor stayed for a whole lesson | 5 | 4 | 3 | 2 | 1 |
| 10. My supervisor gave frank and constructive feedback. | 5 | 4 | 3 | 2 | 1 |
| 11. My work was evaluated fairly by my supervisor. | 5 | 4 | 3 | 2 | 1 |

Comments _____

Note: These evaluations MUST be completed by all teaching candidates and given to College Supervisor no later than one week after completion of student teaching.
Elementary Education Department, Barclay College, Haviland Kansas
IEP = Individual Education Plan

SYLLABUS FOR PHILOSOPHY OF TEACHING— ED 400S CAPSTONE

2 credit hours-- in classroom

INSTRUCTOR

Jerry Simmons, Ph.D.

Office # 5 in faculty wing of library or
Jackson Hall 4 (science room)

Telephone 620-862-5275, Ext. 37

Email: jerry.simmons@barclaycollege.edu

TEXT

Hershman, Dyan M., McDonald, Emma S., Survival Kit for New Teachers; empowering beginning educators for classroom success. Inspiring Teachers Publishing, Inc. (2003)

**Elementary Education Department
BARCLAY COLLEGE
Haviland, Kansas 67059**

Spring 2013

COURSE TITLE and NUMBER

Philosophy of Education Capstone, ED 400S, 2 credit hours

COURSE DESCRIPTION

This course is the final in the classroom course for education majors and consists of student cohort discussions under the guidance of the Barclay education departments' Dr. Simmons, and the input of the education department chair, Cheryl Couch.

DIVISION AND DISCIPLINE

Education Department
Christian School Elementary Education

COURSE AS VIEWED IN THE CONTEXT OF THE TOTAL CURRICULUM

A summative course designed to give the student practical preparation experience for being ready for full time teaching by: mock interviews and interview techniques, teacher and content standards review, official paperwork needed for certification, health and safety related activities (finger printing, vaccinations that will be required) , and collaborative work with fellow student teachers (peer mentoring and discussion sessions) along with discussions with mentoring classroom teacher (s), administrator and Barclay advisor. This class will also complete the Barclay student portfolio and education philosophy paper.

TEXT AND SUPPLEMENTARY MATERIALS *REQUIRED IN THE COURSE

Braley, James., Layman, Jack., White, Ray., Foundations of Christian School Education., Purposeful Design publications, Colorado Springs, CO. (2003)

*Graham, Donovan L., Teaching Redemptively: bring grade and truth into your classroom. Purposeful Design Publications, Colorado Springs, CO. (2003)

*Graham, Donovan L., Making a Difference., Purposeful Design Pub., Colorado Springs, CO © 2011

*Hershman, Dyan M., McDonald, Emma S., Survival Kit for New Teachers; empowering beginning educators for classroom success. Inspiring Teachers Publishing, Inc. (2003)

Wong, Harry and Rosemary, The First Days of School: How to Be an Effective Teacher., Wong, Harry K Publishing

Books 1, 2, and 4 are likely in the student possession already. Book 3 by Graham entitled Making a Difference needs to be purchased. Books 1-3 will be critical to the writing of the students' personal teaching philosophy that is required by ACSI.

Division Objectives: students will be able to:

1. Articulate why, for the Christian, all vocations to which God leads are calls to stewardship and ministry.
2. Explain how a Christian worldview impacts vocational attitudes, ethics, and meaning.
3. Articulate how biblical principles related to one's chosen field integrate with or critique "secular" knowledge of the same field.
4. Demonstrate the ability to construct a biblically informed approach to their vocational field.
5. Demonstrate competence in their chosen field at a level appropriate for graduates of a baccalaureate program.

Specific Program Objectives: students will:

1. Articulate the biblical basis for Christian school elementary education.
2. Display a broad knowledge of the history and origins of educational thought and practice.
3. Reveal a competency in and understanding of essential educational principles and practices as a result of fulfilling the course requirements in the Christian School Elementary Education curriculum.
4. Meet the requirements for ACSI certification in elementary education, and be prepared to serve as elementary teachers in private Christian schools either in the USA or overseas.
5. Meet the objectives of the Division of Bible and Ministry.
6. Meet the objectives of the Division of General Studies.

Course Objectives:

Upon successful completion of the course, the student will:

1. Develop an acquaintance with the role/responsibilities of the classroom teacher.
2. Establish rapport with the supervising teacher, other faculty, administration, and other staff.

3. Model professional behavior consistent with your Christian faith and the policies of the school.
4. Foster positive relationships with students and communicate a willingness to help them achieve their potential.
5. Demonstrate skill in following the approved procedures in dealing with the education of children as stated in the Staff and Student Handbook.

Course Requirements:

1. Personal Example. Model in this preparatory class the professional conduct that you will show in the public school classroom, including good manners, good grooming, positive attitude, respect for others, etc.
2. Place a file together that will include items that are usable for teaching, assessing, and setting up a classroom.

Electronic Equipment:

Cell phones need to be kept in the “off” position while class is in session. (you can check your messages at break) If an emergency arises that necessitates having your phone set to “vibrate,” please notify the teacher at the beginning of the class. Should you bring a laptop computer to class, please refrain from conducting personal business during class, including reading and composing emails, surfing the web, doing work for other classes, etc. Or goal through these rules is to create an atmosphere of mutual respect and collegiality.

Course Evaluation:

Attendance and active participation	50%
Coursework (portfolio, Ed. Philosophy paper, Ed. file, etc)	50%

Course Calendar:

Topics and dates subject to change at professor’s discretion

Class sessions will each be 2 hours, and be every class day after student teaching has been completed.

- Session 1-2 **REVIEW of:** Why I want to be a teacher
 Your job as a teacher
 Know your pupils
 Career bound (chapter 1)
 Before School starts (chapter 2)
 Lesson Plans (chapter 4)
 Staff Handbooks overview school sites
Video Excellence in Teaching
 The First Day of School (chapter 5)
 Parent Communication (chapter 6)
 Language Art Ideas (chapter 7)

Session 3-5 **REVIEW of:** Absences and Field Trips

Math Ideas (chapter 8)

Teaching Strategies (chapter 9)

Assessment (chapter 10)

Motivating Students (chapter 11)

Video Excellence in Teaching

Handbook for Education

Positive Expectations (Unit B- Wong)

The Professional (Unit E- Wong)

Student Grades and Reports

Classroom Calendar Work

Session 6-10 **REVIEW of:** Standards

Work on portfolio and education file

EDUCATION FILE MUST INCLUDE AT LEAST THE FOLLOWING:

- Introductory Letter
- Official Transcript
- Philosophy of Education paper
- Map of Room arrangement
- List of room supplies
- Discipline contracts
- Absentee make-up assignment sheets
- Attendance records
- Progress reports
- Quiet set work
- List of children's books
- Mock interview notes
- Work done up for a field trip
- Report for parents

A VISION OF THE PROFESSIONAL TEACHER FOR THE 21ST CENTURY

NCATE(National Council For Accreditation of Teacher Education) believes that caring, competent, and qualified teachers should teach every child.

NCATE standards are based on the belief that all children can and should learn. There are six broad standards with a variety of performance indicators for each standard. The performance indicators are listed below.

Standard I – Student Teaching Content and Pedagogical Concepts. Teachers demonstrate a sound understanding of student teaching content and pedagogical concepts.

Standard II – Planning and Designing Learning Environments and Experiences. Teachers plan and design effective learning environments and experiences supported by student teaching methods.

Standard III – Teaching, Learning, and the Curriculum. Teachers implement curriculum plans that include methods and strategies for applying field experience and clinical practice to maximize student learning

Standard IV – Assessment and Evaluation. Teachers apply diversity to facilitate a variety of effective assessment and evaluation strategies.

Standard V – Productivity and Professional Practice. Teachers use effectively concepts from professional development to enhance their productivity and professional practice.

Standard VI – Social, Ethical, Legal, and Human Issues. Understand the social, ethical, legal, and human issues surrounding the methods of teaching in Pre K-12 schools and apply that understand in practice.

PROFESSIONAL PREPARATION PERFORMANCE PROFILE

(The standard Roman numeral is indicated in parenthesis)

1. Identify the benefits of student teaching methods to maximize student learning and facilitate higher order thinking skills. (I, III)
2. Differentiate between appropriate and inappropriate uses of unit learning for teaching and learning while using resources to design and implement learning activities (II, III, V, VI)
3. Identify resources available in schools and analyze how accessibility to those resources affects planning for instruction. (I, II)
4. Identify, select, and use resources specially designed for use by PK-12 students to meet specific teaching and learning objectives. (I, II)
5. Plan for the management of resources within a lesson design by identifying potential problems and planning for solutions. (II)
6. Identify specific applications and resources that maximize student learning, address learner needs, and affirm diversity. (III, VI)
7. Design and teach enriched learning activities that connect content standards with student standards and meet the diverse needs of students. (II, II, IV, VI)

8. Design and peer teach a lesson that meets content area standards and reflects the current best practices in teaching and learning through all teaching standards. (II, III)
9. Plan and teach student-centered learning activities and lessons in which students apply current tools and resources for learning. (II, III)
10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of diverse information resources to be used by students. (II, IV, V, VI)
11. Discuss appropriate-based assessment and evaluation strategies. (IV)
12. Examine multiple strategies for evaluating technology-based student products and the processes used to create those products. (IV)
13. Examine tools used to collect, analyze, interpret, represent, and communicate student performance data. (I, IV)

SECTION VII: LEARNING MORE ABOUT PROFESSIONALISM

EDU 400 Philosophy of Teaching Capstone Code of Ethics of the Education Profession

Preamble

The National Education Association believes that the education profession consists of one education workforce serving the needs of all students and that the term 'educator' includes education support professionals.

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

PRINCIPLE I

Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator--

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly--

Exclude any student from participation in any program
Deny benefits to any student

Grant any advantage to any student

7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II

Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator--

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

Adopted by the NEA 1975 Representative Assembly

- I. State in your own words the meaning of each obligation listed under Principle I & II of the NEA Code of Ethics:

II. State in your own words the meaning of each obligation listed under ACSI:

III. Compare and contrast the similarities and differences of the NEA and ACSI responsibilities:

SECTION VIII: TAKING TIME TO REFLECT

EDU 400 Philosophy of Teaching Capstone

How does one develop a personal philosophy of education? Well, that's a pretty tall order. You may have already developed on in a previous course, but the one thing about your personal philosophy of education is that it is always changing. The more you learn, the more it changes. The more you teach, the more it changes. The systems of thought and theory we classify and teach as educational philosophies were generally developed over the course of a lifetime by those who had plenty of time to devote to abstracting, reflecting, and theorizing. Time for these items is a high commodity for the classroom teacher. Yet the classroom teacher has a great need to have a highly internalized sense of educational purpose and an underlying foundation of beliefs which aid in accomplishing the purpose and serve as a basis for making decisions and establishing goals. What teachers must derive from educational philosophy is a fundamental basis for taking action.

One way to articulate your deepest educational purpose is to form a mission statement. The mission statement of Barclay College is "To prepare students in a Bible-centered environment for effective Christian life, service and leadership." As you work as a professional educator, you will start to define what your mission statement is. Many of the schools that you will work in will have a defined mission statement posted on their walls. These statements tell everyone, "this is what we're all about. This is what we are striving to accomplish." A clearly articulated and highly internalized sense of mission is one that the effective schools communicate. It is an essential for effective teachers as it is for effective schools.

The mission and vision statement of Barclay College's Teacher Education program are:

BARCLAY COLLEGE'S MISSION

The mission of Barclay College is to **"prepare students in a Bible-centered environment for effective Christian life, service, and leadership."**

BARCLAY COLLEGE'S TEACHER EDUCATION MISSION:

The Barclay College Teacher Education Department cultivates a Christ-centered, value-oriented environment in which teacher education candidates are empowered for a life of effective Christian leadership, lives of service which are firmly built on a strong education of pedagogical training and field experiences. Candidates are equipped with real-life application and the professional knowledge necessary to become exceptional teachers of high moral character, while recognizing the importance of performance character, in order to transform leaders of tomorrow in today's classrooms.

BARCLAY COLLEGE'S TEACHER EDUCATION VISION:

The Barclay College Teacher Education Department will carry forward the Christ-centered leadership mission of the college. The Teacher Education program will be recognized as a leader in pre-service education based on a commitment to be Christ-centered, value-oriented, leading candidates who assume responsibility for their educational program and professional plans, and by demonstrating a reverence for life that makes possible the integration of faith and values into daily living. The educational program will develop future educators for a life of Christian service, high standards of moral and performance character, in schools of diverse populations, and transform schools with competent and caring educational leaders who can inspire the profession, student and family.

A PROGRAM THAT IS FIRMLY BUILT ON A STRONG EDUCATION

The work of the Teacher Education program at Barclay College is largely dedicated to the many trained professionals and leaders who have built the foundation from the ground up over the years. Moreover, Barclay College realizes the calling to train and prepare these practitioners who will become the educators of children in our schools. It is widely understood among its constituency that the college has, and will continue to provide this kind of training and spiritual formation among the students to meet the growing demands and needs of the educators. Barclay College graduates currently serve with a number of Christian School Educators and international mission sending agencies for work and service abroad. The time is here for our educators to join the public school sector with a proven foundation in the other fields.

A GOAL OF PREPARING CANDIDATES FOR LIVES OF SERVICE

Effective Christian lives of service and leadership means that the Teacher Education programs at Barclay College views its mission as broader than simple preparation for a career or helping students acquire knowledge. Rather, the college desires to assist students in knowing God, and from that relationship constructing meaning and understanding that will inform all of life's endeavors. This supports the second major goal of the college, that we are **graduating men and women from both the Haviland campus and various extension sites who can be generally characterized as biblically literate, prayerful, mission-minded, servant-oriented, evangelical Christians who are able to provide leadership to the church at large and in various professional fields.**

TRANSFORMING LEADERS OF TOMORROW IN TODAY'S CLASSROOMS

The term "*Leaders of Tomorrow*" in the mission statement includes those men and women who having felt a call of God on their lives with a desire for higher learning centered on biblical principles. Barclay College recruits education students of high moral character, performance character, values, and leadership abilities. During their Introduction to Education courses, they can experience real-life classroom settings in order to determine if the field of education is their true calling. They will also be lead to develop life long character traits in others that will set a standard of excellence with the assistance of their instructors and cooperating teachers.

The words we choose to frame the mission statement tell a great deal about how we view the teaching/learning process and the fundamental purpose of education in general. Consider once again the mission and vision statement of the Teacher Education program:

- In this statement we say we enable students to become something in order to **empower** them to do something. There is a world of difference between saying this and saying that we will condition or indoctrinate students to become something in order to coerce or force them to do something.
- Notice that the statement says “**all students**” The mission is not limited to just the best and brightest students, or to only white students or to only high SES students or to only 5 to 18 year olds.
- The mission encompasses **leaders of tomorrow** who come to us for guidance and learning. I truly believe that every student who comes through our doors is one that has been sent to us by God Himself, to teach and instruct in a manner that is well pleasing to God Himself! No matter what challenges that student brings with him/her.
- This statement also includes what can be constructed as an ethical or moral purpose that we have to **mold the character and values** of each student. We don't want student to make their mark on society in an unthinking, uncaring, evil, or destructive way even though intelligence can certainly be directed toward these ends. We want students to use their skills, talents, and abilities in ways that are beneficial.
- Someday you may be in a school setting that will allow you to openly mold the **spiritual development of each child**, but this may not be where God sends you. You have a responsibility to be able to take this same mission and implement it in a way that the laws of the land “separation of church and state” will allow. Your example everyday will shine brighter than many of the words that you speak.
- Finally, the statement recognizes that in our shrinking world, students have contributions to make which extend beyond the local community and out into the global areas. They have responsibilities of a universal nature, not one of an egocentric nature.

My personal mission statement is:

- As an educator, I will foster the natural creativity and curiosity of children to build a solid educational foundation for all learners. The emergence of individual needs through concrete materials, organizational procedures, and equality for all learners will develop a strong foundation to build their future upon. (Cheryl Couch, 1997)

1. Write your personal mission statement:

1. What are some of your empowering beliefs?

2. Describe where you have derived these beliefs from:

Emerging Goals:

Beliefs imply the making of one kind of choice as opposed to another; the taking of one type of action as opposed to another; and the establishing of one type of goal or ideal standard for our behavior as opposed to another. Being human, we will naturally fall short from time to time. But by clearly articulating these standards and striving to meet them, we will average many more successes than we will failures.

Emerging Goals:

1. I will teach and teach successfully all students.
2. I will attend to my own personal and professional growth and development.
3. I will model respect, fairness, and concern for all students.
4. I will teach the whole person; emotional, spiritual, intellectual, social, and physical well-being.

SECTION IX: MARKETING YOURSELF AS A TEACHER CANDIDATE

EDU 400 Philosophy of Teaching Capstone

EDUCATION FILE:

- Introductory Letter
- Official Transcript
- Philosophy of Education paper
- Map of Room arrangement
- List of room supplies
- Discipline contracts
- Absentee make-up assignment sheets
- Attendance records
- Progress reports
- Quiet set work
- List of children's books
- Mock interview notes
- Work written up for a field trip
- Report for parents

PORTFOLIO CHECKLIST

ITEMS	YES	NO	COMMENTS
PHILOSOPHY OF TEACHING Your belief. What you will do.			
SECTION WITH Favorite lesson plan Student work High quality Medium quality Low quality Picture of work			
EXAMPLE OF NEWSLETTER Communication with Parents			
DISCIPLINE PLAN			
COLLEGE TRANSCRIPTS			
AWARDS (Color Copy) Organizations School			
LETTERS OF REFERENCE 2-4			
MORE PICTURES Connected to philosophy <u>NOT TO MANY</u>			
NOTES FROM Students Parents Students			
FAMILY PICTURE (background)			

Final Assignment for your Student Teaching File

I need you to share with me about your experience at _____ school. Please address the following questions:

1. Describe your beginning and ending of the term feeling about the experience.
2. Give a description of what you did most often as a day to day routine. Time, location, what you did.
3. Explain how you felt your expertise and confidence grow through dealing with issues that arose that you personally had to deal with.
4. What was the biggest challenge(s) for you and how did you overcome them?
5. What would you not repeat?
6. What aspects of your experience make you feel better equipped to do as a professional?
7. What do you see that you need to do to become better?

8. Describe your relation with your mentor teaching and any evaluations you went through.

9. How do you feel the following: (From your experience which of the following is most you?)
 - a. I am definitely better prepared to become a classroom teacher and can see myself having my own class in a school someday.

 - b. I am sure that I work better with individual or small groups of students and therefore anticipate my being able to be a para professional special ed. Teacher where I can assist the teacher and also become more equipped to help the students.

10. What future plans do you have or could you have that would help you become more professional?

Please submit this as soon as you can so I can finish up your evaluations and get your degree to be official.

In Christ,
Cheryl Couch