The
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Cover: The "Man in the Maze" is an emblem of the Tohono O'odham Nation of the Central Valley in Arizona (formerly known as the Papago Indians). The design, depicting a man named U'ki'ut'l exiting a labyrinth, is most often seen on basketry dating back as far as the nineteenth century, and utilized by Hopi silversmiths as a way to showcase their high quality and technique. Labyrinths are common motifs in ancient petroglyphs and often resemble those found in ancient Greece.

This symbol is said to represent a person's journey through life. Although the design appears to be a maze, it is actually a unicursal figure with many twists and turns; these are said to represent choices made in life that can lead us to harmony with all things, no matter how long and hard the road may become.

Submission Guidelines:

1. Manuscripts should be no more than 15 pages of narrative (excluding references, tables, and appendices), using the latest APA style, and double-spaced on one side of 8-1/2 by 11-inch paper with justified margins.

2. Manuscripts must be submitted electronically via email attachment to kim.creasy@sru.edu containing name, position, place of employment, mailing address, phone number, e-mail address, and a 2-3 sentence description of background and experience for each author. The title of the article should also appear on page 1 of the manuscript, but do not include the author(s) name(s).

3. Pages should be numbered consecutively including the bibliography, but the author's name should not appear on the manuscript itself.

4. Charts or illustrative material will be accepted if space permits. Such materials must be camera-ready. Photographs will usually not be used unless they are black and white and of high quality.

5. Authors are expected to take full responsibility for the accuracy of the content in their articles, including references, quotations, tables, and figures. The editor reserves the right to edit articles accepted for publication.

6. Authors of manuscripts accepted for publication are expected to make a presentation about their article at the next National Student Teaching Supervision Conference.

7. There is no remuneration for articles accepted for publication, but each author will be mailed a complimentary copy of the journal. There is no fee for the review of the manuscript.

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From the Editor

Dear Readers of *The Field Experience Journal:*

This second edition of *The Field Experience Journal* continues to illustrate the importance of contributors to document, formalize, and share thoughts, beliefs, and research findings concerning the "capstone" events in teacher preparation.

Clearly, the journal is not possible without the efforts and expertise of many individuals. My thanks are extended to our dedicated team of reviewers that includes Dr. Raymond Francis of Central Michigan University, Ms. Margaret Kernen and Dr. Anne Varian of the University of Akron, Dr. K. Sue Peterson of Emporia State University, Mr. Guy Pomahac of the University of Lethbridge, Dr. Mary Vetere of Slippery Rock University, Dr. Michael Vetere of Edinboro University, Dr. Debra Warwick of Ferris State University, and Dr. Jim Labuda of Nevada State College.

This edition opens with an article titled: *Digitalizing Microteaching* by Junko Yamamoto and John Hicks. This article examines use of videotaping in methodology classes as a means of increasing efficiency of feedback and quality of instruction.

Greg K. Gibbs looks at the use of case studies as a means of creating meaningful and relevant assignments. Specifically, assignments are identified with the purpose of arousing curiosity, challenging assumptions, and engaging students intellectually.

Maureen Gerard examines a non-traditional pathway into the teaching profession. Her article studies one method of meeting the needs of school districts facing teacher shortages in select geographic areas, retirement of baby-boomers, and low teacher retention rates.

Richard Hanzelka and Catherine Daters share one program's response to the questions that each teacher preparation institution must ask of themselves: "What does our university do to help student teachers prepare for teaching during their student teaching semester?" and "What does our university do to evaluate university-sponsored in-service provided during the student teaching semester?"

Kevin Flanigan, Christian Penny, and Sally Winterton present a collaborative project among a university, a school district, and three university professors that provided teacher candidates with 24/7 laptop access. Their article describes the impact of laptop access in enhancing teacher candidate learning.

Ron Lombard and Ellen Ashburn explore the development of an assessment process for student teaching that seeks to address teacher competencies while providing structure and opportunities for reflection.

Jo-Anne Kerr and Linda Norris describe the benefits of developing a Cooperating Teacher Outreach Program. This article shares how to get started, institutional support needed, and how to make contact with schools and teachers.

Finally, my thanks to those who have contributed their manuscripts for our consideration.

Kim L. Creasy

Digitalizing Microteaching

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Abstract

VHS was used for microteaching in a teaching methodology class in a teacher preparation program in the East Coast until Fall 2006. This created problems such as long turnaround time between microteaching and reflection on teaching. Therefore, digital video for microteaching was introduced in Spring 2007. Preliminary results indicate that the use of digital video increased efficiency and quality of instruction.

Introduction

Reflection is an important process for learning (Dewey, 1997) and reflection about performance facilitates professional growth (Schön, 1983). Specifically, trial and error and reflecting on each trial forms better approach to the next trial so the performance improves in each trial (Schön, 1987). For preservice teachers, watching themselves teach on video and analyzing their teaching with peers and instructors facilitate such reflection. This method is called microteaching and has been considered an effective method to facilitate self-reflection because the preservice teachers learn about their strengths and weaknesses by watching themselves. In other words, self-observation enables preservice teachers to discover what they do not know about their teaching (Benton-Kupper, 2001; Farris, 1991; Gelula & Yudkowsky, 2003). Since reflection through microteaching is beneficial (Calandra & Fox, 2007; I'Anson,

Rodrigues, & Wilson, 2003; Kpanja, 2001), the method has been widely used in teacher education institutions since the 1950s (Akalin, 2005) and early 1960s (Amobi, 2005).

Preservice teachers enrolled in Methods of Instruction in Secondary Content Areas class in a Department of Secondary Education /Foundation of Education on the East Coast have done microteaching using VHS video until the fall semester of 2006. This was a very slow process because VHS is not easy or cost-effective for copying and sharing among peers and the instructor. Under this old system, a student in the class used to take a microteaching video home for self-reflection. After the self-reflection, the video was then passed onto one peer for feedback. Finally, the instructor viewed the video prior to instructor-student conference. Since the class met only twice a week, this system of passing the VHS video from one person to another caused approximately two weeks to pass before the instructor and the preservice teacher were able to meet for an individual post-teaching conference. Therefore, the feedback in the form of reflective discussion was not immediate and sometimes occurred only a day before the next microteaching. Due to the long time span between the teaching and feedbacks, preservice teachers enrolled in the methods class only had two microteachings during the semester.

In order to solve this problem, a technology specialist from the same department suggested digitalizing microteaching. One of the expected benefits of digitalizing microteaching videos were simultaneous viewing by multiple people. Digitalized videos can be burned onto more than one CD so self evaluation, peer evaluation, and instructor evaluation can occur at the same time. Moreover, the number of peer evaluations could increase by adding another video clip onto the same CD. Therefore not only the time span between a microteaching and feedback could be shortened but also the quantity of

peer feedback could increase. With the technology specialist's assistance the instructor piloted digital video and was convinced that digital video is a much better instructional tool to facilitate microteaching than VHS. They then co-wrote a technology grant to purchase six digital camcorders.

Digitalized microteaching was then implemented in the spring semester of 2007. As predicted, the turnaround time for microteaching shortened drastically. As a result, the class was able to have four microteachings during the semester as opposed to two microteachings under the VHS system.

Research Questions

The research questions of this study were:

1. Does the increased frequency made possible by digitalizing the microteaching contribute to improved performance? Frequency of feedback is associated with performance improvement (Orsmond, Merry, & Callaghan, 2004)

2. Does digitalizing microteaching improve quality of reflective process?

Participants

Participants were recruited from preservice teachers enrolled in the Methods of Instruction of Secondary Content Areas class. The selection of the participants was based on convenient sampling. There were 25 students enrolled in the class. The class was comprised of 14 male students and 11 female students. Seven students were working towards certification in English, 16 in History, and 2 in Spanish. In the Secondary Education /Foundation of Education Department the methods class is labeled SEFE329. As the course number indicates, students need to be at least in their junior year to take the course. In addition, the prerequisite for the class is the admission to the College of

Education. There are criteria such as passing Praxis I, minimal QPA of 2.8, and passing at least six credits of math classes for the College of Education admission. SEFE329 must be taken during the same semester the preservice teachers register for Field Practicum. The preservice teachers complete SEFE329 in 8 weeks prior to their two days per week for seven weeks field teaching.

In order to remove the elements of coercion, the principal investigator asked the instructor to leave the classroom during the recruiting. She then explained the purpose of the study, what the research participants were expected to do, the voluntary nature of the participation, and that the instructor of the class did not know who agreed to participate in the study until the final course grades were submitted to the university. All 25 students agreed to participate during the informed consent process.

<div align="center">Instruments and Analytical Methods</div>

In order to answer the research question 1, the rubric for microteaching shown as Appendix A was used to measure performances for microteachings 1-4.   There are ten assessment criteria scaling from 1 to 5, with 1 being poor and 5 being excellent. The ten assessment criteria include:

1. quality and volume of voice

2. correct pronunciation

3. use of fillers

4. amount of eye contact

5. clarity of instruction

6. attention-getting motivational technique that elicits prior knowledge

7. continuity and pace of lesson (made appropriate use of time)

8. use of chalkboard, audiovisual aids, computer, overhead projector,

9. questioning skills, including use of appropriate wait-time

10. accuracy of subject-area content and solid application to students' lives

In order to prevent the inflation of the later scores, the students, who did not know about the research, self-evaluated their performance for all of the microteachings. From an instructional point of view, promoting fair assessment about one's own performance increases awareness about it strengths and weaknesses. Students also tend to score themselves honestly (Holodick, Scappaticci, & Drazdowski, 1999). In order to encourage honest self-evaluation, the instructor and the preservice teachers discussed their performance in detail during a fifteen-minute post-teaching conference. Preservice teachers made appointments to meet the instructor on an individual basis at his office. The scores were adjusted only if the instructor believed that the quality of self-reflection was too high or too low during the student-instructor conference.

Furthermore, the principal researcher waited for the informed consent process until after all the microteaching scores were finalized, so there was no way that the potential research participants would know that the research existed while they were self-evaluating their performances. The scores were then entered into SPSS version 14 for repeated measures ANOVA. For research question 2, the principal researcher recorded spoken comments by the instructor and summarized the comments.

Instruction

During the first two weeks of the fifteen-week semester, the instructor facilitated discussion about effective teaching methods. In addition, the instructor taught the difference between constructive criticism and personal attack. This was deemed

necessary because it was possible that students would post inappropriate comments on Blackboard while writing anonymously. In addition, students were required to sign a consent form that stated that they would not use digital videos of their classmates outside of the class and would not copy the videos without written permission of all the classmates captured in the videos. Teachers are expected to practice the ethical use of technology (International Society for Technology in Education, 2003) and it is ideal that such practice is enforced throughout a teacher education program.

During the third week, the students were divided into groups of approximately eight in size. Each student taught a ten-minute lesson while the other group members played the role of students. The lessons were videotaped and digitalized. The instructor then assigned two classmates to view the videos for peer feedback. Three videos, one for self-evaluation and two for peer evaluation, were then burned onto individualized CDs that included a microteaching of self and three other peers.

During the next class, the CD was distributed to the students. The class then viewed the videos at a computer lab, and wrote a self-reflection and peer evaluations. Peer evaluations were anonymously posted on Blackboard's discussion forum: the instructor created threads with the students' names within the discussion forum labeled as "Microteaching 1" so the peer feedback could be provided in an organized manner (See Figure 1). The instructor knew who was providing the feedback to whom, but the students did not know. This is because in previous semesters, the instructor observed that the students were afraid to honestly say what needs to be improved to each other if the identities of feedback providers were known to feedback receivers.

Figure 1. Organization of the peer feedback forum.
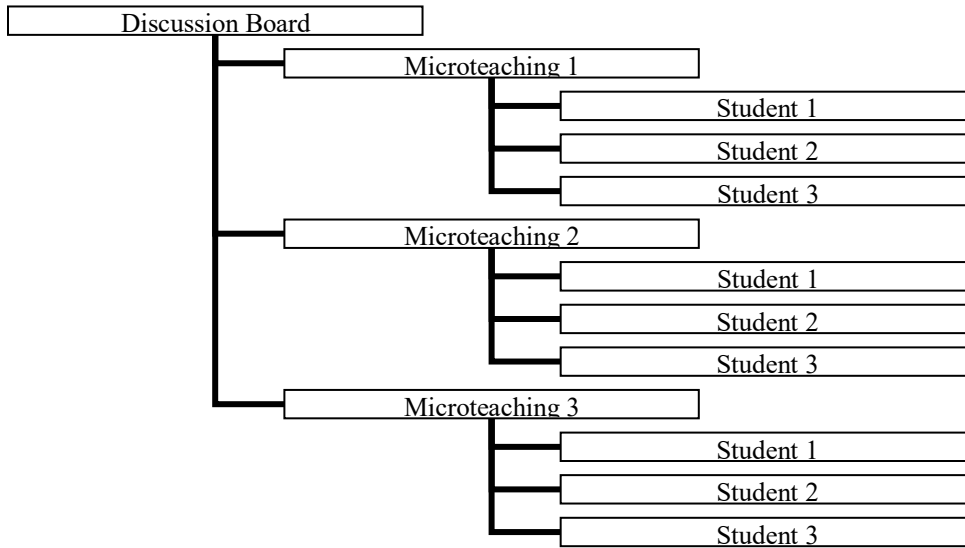
The same process was repeated for Microteaching 2, 3, and 4. The only difference among the microteachings was the length. The first microteaching was 10 minutes, the second was 15 minutes, the third was 20 minutes and the fourth was 15 minutes.

Limitation

There was no comparison between the VHS group and the digital video group in this study because digital video was implemented as soon as the equipment was available. The comparison between the study group and the control group would have made an interesting study. However, the instructor of the teaching methods course thought it was his ethical obligation to deliver a potentially better approach to all of his students as soon as it was possible. Such ethical obligation outweighed the research interest. Therefore, the principal researcher decided to use repeated measures ANOVA focusing on the increased microteaching sessions made possible by digital videos instead of conducting a comparative study between the study group and the control group.

Findings

Research question 1: Does the increased frequency made possible by digitalizing the microteaching contribute to improved performance? For this question, microteaching scores were put into SPSS version 14 for repeated measures ANOVA. The cost and difficulty for sharing under the VHS system permitted only two microteachings per semester. However, burning four CD with three microteaching videos for self, instructor, and two peer evaluations allowed instant and simultaneous feedback. As a result the time span for self, peer, and instructor evaluation shortened. Hence, the students in the Secondary Teaching Methods class were able to have four microteachings per semester under the digitalized system. Since the third and the fourth microteachings were the part of increased frequency under the new system, the focus of this research were the comparisons of the mean scores between the microteachings 2 & 3, 2 & 4, and 3 & 4.

Mean scores for microteachings 1, 2, 3, and 4 were 40.55, 42.45, 45.60, and 47.80 whereas 50 is considered the highest score. The graphic representations for the scores are shown in Figure 2.

Figure 2. Mean scores for microteaching.
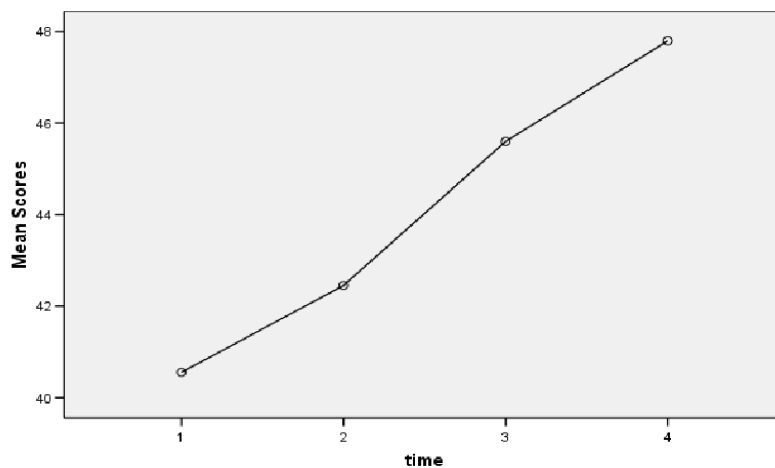
The overall statistical results for repeated measures ANOVA were: $p = .000$; $F(3,57)= 22.35$; power $= 1.00$. Due to some blank entries, 20 participants out of 25 who consented for this research had complete scores for all four microteachings. The comparisons of the scores are shown in Table 1. The mean scores between the second and third microteachings and the third and the fourth microteachings were significantly different at $\alpha = .05$. However, the difference between the scores for the first and the second microteachings did not result in a significant difference.

Table 1 *Pairwise Comparison from Repeated Measures ANOVA*

Microteaching number (Score)*	Microteaching number (Score)*	Mean differences	p
1 (40.55)	2 (42.45)	-1.900	.496
	3 (45.60)	-5.050(**)	.001
	4 (47.80)	-7.250(**)	.000
2 (42.45)	1 (40.55)	1.900	.496
	3 (45.60)	-3.150(**)	.014
	4 (47.80)	-5.350(**)	.000
3 (45.60)	1 (40.55)	5.050(**)	.001
	2 (42.45)	3.150(**)	.014
	4 (47.80)	-2.200(**)	.008
4 (47.80)	1 (40.55)	7.250(**)	.000
	2 (42.45)	5.350(**)	.000
	3 (45.60)	2.200(**)	.008

Note. N=20; $p = .000$; F(3,57)= 22.35; power = 1.00
* Microteaching number with the total score is shown in the first and the second columns.
** The mean difference is significant at the .05 level.

Research Question 2: Does digitalizing microteaching improve the quality of the reflective process? In order to answer this question, a recording of the instructor's spoken comments was used. Under the old VHS system, rewinding and fast-forwarding the take consumed too much time during the ten-minute student-instructor conference. Under the new digital video system, however, the instructor started the conference by asking the preservice teachers what they wanted to discuss the most. They jumped to the points of interest by using the play head on the computer screen, and they watched several times for close analysis. Since they could easily go to the exact spots the preservice teacher wanted to discuss, the instructor and the preservice teachers were able to have concrete dialogues. Hence, the preservice teachers were able to have rich reflective conversations with the instructor. The instructor stated, "I felt like I was really teaching instead of the just going through the process. That was something I just could not do before." The instructor also observed and recollected from post-teaching conferences that the increased frequency made possible by digital videos had a positive impact on the preservice teachers who tend to have stage fright. As they became accustomed to teaching in front of their peers, they began to relax and started to think about teaching rather than just trying to get their lesson over with. In sum, digitalizing microteaching video enriched the reflective process for professional growth.

<center>Suggestions for Future Research</center>

First, teaching anxiety during microteaching is worth investigating. The mean difference between microteaching 1 and 2 was not statistically significant whereas there was significant growth between 2 and 3, 3 and 4, and 4 and 5. The students have told the

instructor that they were still nervous during microteaching 2. In addition the instructor used his observation for microteaching with the "slow" VHS system and stated, "By the time they got the nervous bug out and started seeing something worthwhile, that was their last microteaching and they went onto field teaching." If there is a connection between decreased anxiety and higher performance there can be another justification that increased frequency for microteaching made possible by digital videos strengthens the teacher education process. Literature suggests that confidence leads to effective instruction (Gostev, 2007). Therefore anxiety and confidence about teaching has been a focus of attention among teacher educators (Gorrow, Muller, & Schneider, 2005; Parsons, 1973; Rice & Roychoudhury, 2003).

However there is no data available for this research to examine the influence of the affective element. Systematically collecting data either by interview or by reflective journal writing about how they felt during each microteaching can shed light on the link between affective issues and the quality of teaching. Alternatively, the instructor can ask the preservice teachers to write how they felt while they taught the lessons while they post their reflections on Blackboard.

In addition, statistical analysis can be used to measure the relationship between anxiety and performance. Sparks & Ganschow (2007) reported that there is a negative correlation between language skills and anxiety by comparing foreign language proficiently of low anxiety, average anxiety, and high anxiety language learners. Language proficiently skills were measured at five different times and later analyzed with MANOVA. The same principle can be applied to measure the relationship between performance and anxiety for microteaching.

Secondly, although the spaces for qualitative comments were provided on the microteaching rubric (Appendix A) majority of the students did not provide qualitative statements. Therefore, it was not possible to have enough data to understand why the preservice teachers rated their performances as they did. The limited amount of qualitative statements did not cause problems for aiding the reflective process because each microteaching was discussed in depth during a fifteen-minute instructor-student post-teaching conference. The written justification behind evaluation, however, seemed critical when the principal researcher tried to understand the reasons behind the scoring. Looking at sores alone provided only the partial picture of the preservice teachers' professional growth. Therefore, requiring the preservice teachers to provided detailed explanations for why they scored the way they scored will result in richer data analysis.

Finally, it is expected the rate of the performance growth will diminish when the preservice teachers establish a stable high performance. However, figure 2 shown in this research indicated linear growth. Tapering off can occur at the fifth or sixth microteaching. Since it is ideal to send the preservice teachers to field practicum after they sustain a high quality of teaching, it seems important when that occurs. Therefore increasing the number of microteachings in order to discover when the preservice teachers start to maintain high microteaching scores is suggested.

Conclusions

Digitalizing microteaching shortened the time span during teaching and reflection, and it increased the frequency of microteaching during the semester. The increased frequency led to significant improvements in teaching. Moreover, elimination of rewinding time which existed in the VHS system increased efficiency and the quality of

student-instructor post-teaching conferences. Even though further investigation is necessary, the initial results indicate that digital microteaching video allowed rich reflection and professional growth for future teachers.

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One Discovery of Using Case Studies and Authentic Data

As a Pedagogical Tool in an Educational Leadership Course

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While teaching School Finance, it was the intent of this author to bring relevant data to class and make assignments as meaningful as possible for the educational leadership candidates. Even graduate students are often unable to link their knowledge to real-world situations or problem solving contexts (Bain, 2004). These students are in the process of becoming certified educational administrators at either the building or district level. Yet many of them are still classroom teachers and not in the position to have access to data or positions that would give them real administrative experience at this point in their program or career paths. Later, they will have the opportunity to be involved in a practicum and an internship experience that places them in administrative roles to help round out their learning process towards certification.

The class was given the complete data set of financial accounts for a nearby suburban school district for a three-year period (2003-2006). They were asked to use this data as the framework in a case study of a budget. A portion of the students' final project was to create a 30 minute presentation that would put forth the next year's school budget based upon the data they were given in class. The audience for this presentation was to be the actual community itself, the voting constituency (in New York State, the public votes on the school budget annually each May). The class of twelve students was divided into four groups of three. Each group worked on the data set independently toward that final goal. Both revenue and expenditure lines were given from the past three years as

well as approximate increases in specific lines as per school district information at that point in time. The end of our course came a few weeks before school districts would actually vote on their budgets, so the students were preparing their presentations about a month earlier than the district officials were wrestling with the same data.

The class has discussed, many times, the consumer price index (CPI) and the need to take that into account when creating a budget. Taxpayers in this state (NY) are quite cognizant of the CPI and have general expectations that their school budget will be reflective of a similar percentage. In this state the school district must inform the voters in print each year what the actual CPOI rate is and what percentage increase in their school budget is prior to the annual voting in mid-May.

Students worked on this data for almost 4 weeks. We viewed sample presentations, talked about strategies and information that must be in the presentation to educate and inform voters. Some of this material is required by state law in New York while other information merely makes sense so that voters can see the logical development of a budget and understand the cost to them as district taxpayers,

The groups then presented their budget presentations during that last class session. Two of the groups presented an 11% budget increase to the taxpayers, one group a 9% and the other a 7% increase. All of these figures were quite large since the CPI that year was just below 3% and the fact that the school district was not embarking on any major new projects that required any unlikely capital expenditures. Enrollment has remained fairly flat over the period of the past few years and the future indicated as well, there was no major decrease in any of the federal or state revenue streams, and again no significant

program or building costs appeared evident for this coming year. How would we reconcile these budget numbers to figures that the actual voters would support?

The voters had been accustomed to voting on budgets that reflected tax increases very similar or close to the CPI. The CPI had been around 2.4 to 2.8 for several years and the increase in the school budgets over the past three years had also remained around that figure. Would the voters really support a double-digit increase as two of the groups presented? The instructor was highly suspect that this would actually be a promising tactic.

The students struggled with these figures. We discussed as a class the impact of specific increases of employee benefits, health insurance, retirement fund costs, and fuel expenditures that had fluctuated widely this past year. These are items that would clearly affect a new budget.

There was little we could see as a class that would bring the budget down to near a CPI level without major cuts in many areas. Such cutting had not been proposed by the school district publicly at this point. So, we remained fairly confident that without announcement of severe cuts to program, the school budget increase this year would need to be at the 7% or greater level.

The district budget came out at about 3% that next month and voters ultimately supported those figures and passed that budget. We were all somewhat stunned but thought there were obvious ways of cutting costs that we simply had not been privy to or had not anticipated. Perhaps a revenue source or two had been larger than projected. Sales tax revenues always fluctuated and maybe those were a plus this year.

Almost a full year later (now 2008) it came to light through an outside audit and related newspaper articles that there was a budget shortfall in the district and that some of the fund balance had been used in previous years to keep costs down and hence hold down the budget increase. This was information for which we did not have access and could not account for in our projections. This helps to explain our difference from reality several years ago.

The following is a close facsimile of an article (edited to remove names and identifying information) authored by a local reporter for the newspaper that helped shed light on the complexity of our students' budget efforts:

"Former Head of Schools Accused of Not Revealing Fiscal Woes"

The state comptroller blames the former school superintendent and the current business administrator for not telling the school board the district was in the red.

"District officials were aware of significant financial condition problems, but chose not to disclose them to the school board," said a news release. "When school officials identify a problem that could hurt both taxpayers and students, it is imperative to notify school board members so appropriate fiscal decisions can be made."

The comptroller's office Wednesday released an audit of the school district, which announced in October that it had a deficit of $1.8 million.

The audit said that former superintendent and director of administrative services did not provide the board financial statements outlining a fund balance deficit of more than $200,000 on June 30, 2006, and that current board president knew of the deficit. The audit also states:

- The board went on to adopt a 2006-2007 budget using $875,000 in fund balance that was not available.

- The district ended the 2006-2007 year with a deficit of nearly $2 million.

- District officials recorded only appropriations, not revenues, so that revenue shortfalls were not known.

- The district used more than $7 million in fund balance over four years to fund budget while reducing the tax levy.

The former superintendent said he had not seen the audit or the comptroller's comments and would not comment on them.

"I haven't seen any of that," he said. "For me to make a comment on something I haven't seen just wouldn't make any sense."

The business administrator could not be reached for comment, and the current superintendent was out of town.

The current superintendent said he had complete confidence in the person who remains director of administrative services. He said the comptroller's report unfairly blames that person, who was following the chain of command.

"I've talked with staff here. I understand folks knew…had certainly been in communication with the former superintendent," said…., adding, "I don't want to get into a situation where we're pitted against former people."

The current superintendent said more than $1 million of the deficit has been eliminated with savings from going to a single health insurance carrier, a teachers' retirement incentive program that reduced payroll, and receiving more state aid than expected.

"But taxes will likely go up," he said.

The board also is hearing monthly reports on revenues and spending and reinstituting the "ambassador's community advisory group", he said.

The current superintendent learned shortly before he took the superintendent's job in October that the fund balance, which had been as high as $5.9 million six years ago, had been depleted.

The superintendent of a regional area educational institution, who was superintendent at this district before going to the regional institution, said his emotions range from "deeply troubled to embarrassed."

"As disheartening as this whole thing is to me, I do see hope, because people have turned their disbelief and frustration into productive action," he said.

Another section of the audit dealing with internal controls over claims processing, purchasing activities and private purpose trust funds is to be released in the future.

 The point is that having the students use actual figures while creating a budget presentation is a definite plus. We inadvertently have uncovered a problem that was obviously a real problem, not yet shared with the public or the media; so much so that the previous administration was now under scrutiny for not being forthcoming to the taxpayers. Our students formed a cohort group and we were able to discuss and refer to this exercise in several courses following their time in the School Finance course.

This has brought an interesting level of excitement to our courses and the use of actual data as pedagogical tools instead of some random assignment based upon fictitious or contrived figures and scenarios. A real case study using authentic data proved much

more intriguing and meaningful than anything else that could have been utilized (Perry, 1990).

Students are now talking about this uncovering of data three years after their course work as if it were personal to them. They recall the struggling they did with the figures to establish a real budget, cutting what they thought was possible, and trying to be realistic in their projections. This was a great learning tool and this author would highly recommend such analysis and projection as a way to take that leap from conceptual understanding of school finance to the real world application of the same.

Typically we use case studies and actual, real world interactions throughout our educational leadership program. The use of authentic tasks that will arouse curiosity, challenge our students to rethink their assumptions, and examine their own mental models of reality (Bain, 2004) is one of the best ways to engage them intellectually. Real world situations are often difficult to take part in due to the unnatural schedule of the university semesters, course deadlines, etc., but when they can be accommodated and work smoothly, they can be immensely powerful learning opportunities. This author has yet to meet a student that did not find this particular class assignment challenging, frustrating and rewarding; a true learning experience that has impacted their lives years later as they move through their own administrative careers.

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Listening to School District Needs,

Learning from District Contracted Student Teachers

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How important is traditional student teaching to the preparation of effective, qualified teachers? What purpose does the university supervised student teaching semester serve for students who become the school district teacher of record? Teacher shortages in select geographical areas, the retirement of the baby boom generation, and dismal retention within the profession translate into costly turnover rates. With the high number of emergency teacher vacancies across the nation, is the traditional student teaching experience defensible when ready recruits are available in the pool of students willing to fill the immediate openings?

Teacher preparation has been transformed in past decades by the impact of alternate routes to teacher certification. Changing market conditions have opened nontraditional pathways into the teaching profession. Contracted student teaching is one response to meet district needs in difficult-to-staff positions. Tension has emerged within university settings through the trend to place teachers into vacancies with little or no preparation. Two opposing perspectives shape the current teacher workforce and the preparation of new teachers. On the one hand, traditional teacher preparation programs offered by universities and colleges require subject matter preparation, intensive coursework in pedagogy and strategies for instructing diverse populations along with systematic and imbedded clinical field experiences. Many of these programs require an

undergraduate degree prior to the year of education methods coursework and student teaching. Strong evidence indicates that educators prepared in this traditional manner feel better prepared, stay in teaching longer, and are more effective as teachers (Andrew & Schwab, 1995; Darling-Hammond, 1999). Proponents of this model of teacher preparation maintain that student teaching is the pivotal "culminating field experience" for education students. The active mentoring by a master teacher shapes the students' experience into a demanding apprenticeship within a safe, supportive environment (Zeichner, 2002). The student teaching capstone is viewed as a critical, indispensable aspect of preservice teacher education; cooperating teachers are key participants together with the university supervisory faculty in determining the quality of teachers entering the profession. Field experience, including student teaching, is considered a nonnegotiable part of any teacher preparation program (Posner, 2005).

However, student teaching occupies an ambivalent place in the coursework of teacher preparation, in university departments of education, and in school districts. While student teaching is the capstone, demonstration semester of the student's development into a professional educator, the support and supervision of student teachers in their student teaching semester traditionally is assigned to junior faculty, adjuncts, or retired school administrators and teachers. Furthermore, in-service cooperating teachers receive little ongoing preparation and support in their roles as cooperating teachers often making them ambivalent participants in the experience (Koerner, 1992).

In the past several decades, new pathways into the teaching profession have assumed prominent places in the education workforce. Alternative routes to teacher certification first emerged in the 1980's as a market driven response to looming teacher

shortages. Fast track routes, intern and emergency credentials, and innovative recruitment plans opened up to meet specific needs in urban core areas, isolated, rural schools, and in subject areas of the greatest demand such as special education, math and science. Alternative certification provides pathways to transition into the teaching profession apart from traditional university structures. Alternative routes allow talented individuals to teach in the public schools without first passing through a college teacher preparation program and without ever having a single clinical field experience.

Once controversial, alternate routes now co-exist alongside more traditional university-based certification programs. A growing number of nontraditional entrants are attracted to education through fast-track, alternate paths. One out of every five teachers now enters into the profession through one of these nontraditional paths The 2005 *Profile of Alternate Route Teachers* conducted by the National Center for Education Information indicated that more than 35,000 teachers have entered the profession through paths once viewed by traditionalists as "sub-standard" (Feistritzer, 2005). Nearly half of the survey group from this profile indicates they would not have become a teacher if the alternate route had not been available. More than half of this group entered from another profession and more than half are men, Hispanics and African-Americans (NCEI, retrieved 10/07). It is clear from the survey results that alternative certification paths open up career possibilities to job changers, more males, more minorities, and retirees than traditional paths.

As in other states across the country, Arizona policymakers and university leaders have wrestled with the challenge of recruiting, preparing, and retaining highly qualified teachers. Hard-to-staff schools exist in remote rural areas of the state; urban core schools

have high turnover rates with retention most difficult in high need subjects; rapid growth in other areas has generated new teacher openings. These challenges have significantly impacted the climate around teacher hiring. Teacher credentialing in Arizona includes not only the credentialing of students who come through traditional teacher education programs, but emergency credentialing to allow walk-on teachers in emergency situations. Almost all emergency credentialed teachers lack professional preparation and many lack an undergraduate degree.

A small but growing number of emergency credentialed teachers in Arizona enter teaching through an alternative route to certification as pre-service students who take emergency positions before they complete their professional preparation programs. District Sponsored Student Teaching is one university policy structure designed to accommodate students who choose to accept emergency contract positions while completing the final phase of their preparation program. These emergency credentialed teachers have several semesters of methods coursework and internship experience unlike other emergency teachers.

Looking at California's emergency teacher needs during statewide class size reduction efforts, Nakai and Turley (2003) found that the foregone opportunity of learning alongside a cooperating teacher and modeling the skills of a master teacher severely disadvantaged teachers on an emergency credential. Lichty and Robles (2003) also examined the teaching experiences of emergency credentialed teachers in California during the late 1990's. Their study revealed that Family and Consumer Science teachers on emergency credentials were not fully prepared for their positions. The researchers maintain that students in the emergency positions were at a disadvantage by lacking

pedagogical skills and confidence in their abilities. Earley, Goldberg, and Huie (2005) examined the retention rates for teachers who bypassed the traditional student teaching semester in Florida. They found that students who come from a traditional preparation program stay in teaching at a much higher rate than nontraditional student teachers at the end of one year of fulltime teaching. How important is traditional student teaching to the preparation of effective, qualified teachers?

This study follows a traditional university based teacher preparation program's first year of implementation of District Sponsored Student Teaching as an optional culminating field experience in its course sequence. The study purposes to investigate how student teachers in emergency credentialed positions perform. What are the relative advantages and disadvantages to bypassing the traditional mentoring semester of student teaching? By learning more about these experiences, university based teacher preparation programs and the school districts who hire emergency credentialed District Sponsored student teachers can identify the problems, address solutions, and strengthen this pathway, increasing the likelihood that the novice teacher will remain in the profession.

Method and Data Analysis

To learn how students perform without a traditional student teaching semester, multiple measures of evidence were employed. Focus groups and one-to-one, semi-structured interviews were conducted with the faculty and university supervisors tasked with supporting student teachers on alternative paths into teaching. Five open-ended questions focused on the following:

1. the students reasons for choosing this alternative student path

2. the success of the student teaching semester

3. the types of support needed during the semester

4. the types and levels of support received and,

5. critiques of this alternative student teaching arrangement.

Each interview required approximately one hour and audiotape transcriptions of the interviews were converted to data for analysis. The focus group interview required approximately one and one half hour. Transcriptions of the group discussion were also created for coding and analysis. The transcripts were read and reread in an inductive-adductive manner in order to code and thematically cluster the transcript data (Miles and Huberman, 1994).

Formal evaluation ratings of these students by the university supervisors were aggregated with cooperating teacher evaluations (Enz, B. Hurwitz, S. & Carlile, B., 2007). The evaluation instrument used to provide feedback and document student teacher progress is based upon the nine Arizona Professional Teaching Standards (ADE, 2008). This instrument contains a 3 point Likert scale with 3 representing strong potential as a teacher. University supervisors gathered formative and summative data on the District Sponsored student teacher's throughout the semester using this instrument. A Professional Attributes and Characteristics Scale qualitatively and quantitatively assesses student teacher character and teaching dispositions. A second scale, the Instructional Development Scale, assesses the student teachers' ability to design and plan instruction aligned with district and state standards, student needs data, and learning styles. This instrument contains a 5 point Likert scale with 5 representing a high degree of consistency and proficiency. A subscale in the evaluation instrument assesses the creation and maintenance of a positive classroom learning environment. And, the student

teacher is assessed on instruction implementation and management (Appendix A). To insure interrater reliability with the evaluation instrument, all university supervisors and cooperating teachers attend a university delivered, eight hour training. Quantitative evaluation data was analyzed in a statistical database. Descriptive and frequency statistics contributed to data analysis, Narrative evaluations and field notes from supervisors, mentor teachers and the university field experience administrator were triangulated with the formal evaluation data. To insure validity, early assertions were checked with study participants on multiple occasions.

Participants

29 student teachers were included in the study group. All but three of the student teachers in the study group completed a four year, undergraduate teacher preparation program. The remaining three were graduate level students obtaining a Masters Degree in Education with Certification. All students had clocked a minimum of 130 hours of internship field experience prior to accepting their District Sponsored student teaching position. All had completed a minimum of two semesters of coursework including Educational Technology, Child Development, Teaching Diverse Learners, Assessment, and content area methodology courses.

Cohort #1 became District Sponsored Student Teachers during the university fall semester. 14 women and two men made up this group of study participants. Three of the sixteen nontraditional student teachers became the teachers of record in private/parochial schools; six of the teachers were secondary high school teachers; nine school districts throughout the metropolitan area are represented. The participants in this group began the school year as the sole teacher assigned to the classroom.

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Cohort #2 became District Sponsored Student Teachers during the spring semester. This group is made up of twelve female and one male teacher. The second group of thirteen nontraditional student teachers became the teachers of record in one parochial school, two charter schools, and 9 public school districts. Six of these teachers are secondary teachers. This group began their positions as extended substitutes or assumed responsibility for classrooms midway through the academic year.

District Sponsored Student Teaching Policy Defined

Understanding the importance of the student teaching experience in a teacher's professional development and responding to the high need for qualified teachers in the PK-12 community, the District Sponsored Student Teaching option supports local school districts in filling these vacancies by permitting student teaching in contracted teaching positions. Student teachers wishing to participate in this student teaching option must submit a petition for review to their department chair detailing the rationale for their request through the Office of Professional Field Experience. The petition must include a letter of intent to hire from the district, evidence of eligibility to student teach supplied by Academic Advising, evidence of passing scores on the appropriate subject knowledge and professional knowledge portions of the state educator proficiency assessment, evidence of strong evaluations from previous field experience internships, and evidence of a minimum professional program grade point average of 3.0 With provisional approval, the student teacher must obtain a signed agreement of support from the school principal and proof of assignment of a mentor teacher for the District Sponsored Student Teaching semester from the school district. The agreement must include contact information for the on-site mentor, contact number of the school administrator, type of

assignment for the student teacher and a plan to work collaboratively with an on-site mentor

A university supervisor is assigned to the student teacher and students who meet the requirements for acceptance into this alternative path must meet all student teaching course requirements. Student teaching evaluations must be submitted to the Office of Professional Field Experience and documentation of the program requirements must accompany the student final evaluation. Students are fully informed that failure to meet the competencies and requirements of student teaching, or failure to receive agreed upon district support results in immediate removal from the student teaching site and the student teaching experience is repeated in a traditional student teaching assignment the following.

Results

The analysis of the evaluation instruments used by the cooperating teachers and the supervisors in this study yielded consistent, complementary results.

Table 1. Evaluation of Contracted Student Teachers

	Overall Rating *Potential as a Teacher* **Professional Attributes and Characteristics Scale**	*Designs and Plans Instruction* Mean Score **Instructional Development Scale**	*Creates and maintains positive learning environment* Mean Score **Instructional Development Scale**	*Implements and manages instruct* Mean Score **Instructional Development Scale**
Fall Cohort	80% ***Strong***	4.3	4.6	4.3
Spring Cohort	100% ***Strong***	4.6	4.8	4.7
Entire Study Cohort	90 % ***Strong***	4.45	4.7	4.5

Results from the Professional Attributes and Characteristics Scale indicate 90% of the District Sponsored Student Teachers are strong teacher candidates. Exemplary attendance, punctuality, professional appearance, oral and written expression, tact, judgment, reliability, self-initiative, self-confidence, collegiality, interaction with students, response to feedback and ability to reflect on performance formed the rating dimensions on this scale.

The ratings for designing and planning instruction indicate that the majority of District Sponsored student teachers appropriately design and plan instruction with competency and consistency. The District Sponsored student teachers were highly rated on their ability to specify learner outcomes, teaching procedures, resources for lesson delivery, procedures for assessing students, and to differentiate for diverse abilities, cognitive levels, and learning styles.

District Sponsored student teachers created and maintained a learning climate appropriately, consistently and with a high degree of competence and confidence. 21 of the 29 student teachers rated at the highest end of the Instructional Development Scale. . The District Sponsored student teachers were highly rated for displaying enthusiasm for student learning, demonstrated friendliness, sensitivity to students, and managing disruptive behavior.

The District Sponsored student teachers were highly rated in their implementation and management of instruction and assessment. 20 of the 29 study participants were rated at the highest end of the Instructional Development Scale in their skill at beginning lessons effectively, presenting information clearly, giving clear and concise explanations, using student participation in the lesson, promoting student understanding

and retention of material, checking for understanding, and closing a lesson effectively. In addition, these student teachers integrated an array of instructional materials and methods into their planning, used time effectively and managed the classroom conditions that promote teaching and learning.

While the students filled emergency vacancies in a variety of settings, in both large and small school districts, and across certificate programs, this data affirms that the student teachers in the District Contracted student teaching positions were well equipped to design instruction, implement and manage lessons, and create a positive learning environment no matter where they completed the semester. These student teachers demonstrated high levels of professionalism including ethical conduct, integrity, perseverance, positive interpersonal skills and collegiality.

Three themes emerged from the interview data, field notes of the supervisors and cooperating teachers to underscore the final evaluation ratings. Many of the participants in the study indicated that financial pressures forced them to make the decision to student teach in a District Contracted position. Many viewed the open position as the best possible entrée into the teaching profession. Missing the opportunity meant missing their 'dream job'. All asserted their readiness to teach and expressed frustrations with the requirement to student teach in a traditional program.

Many of the participants in the study indicated that financial pressures forced them to make the decision to student teach in a District Contracted position. A majority of the students in this college are nontraditional students. They are first generation students, Hispanic, and/or single parents supporting a family. Few of the students are able to attend school fulltime and must also work while in the teacher preparation

program. Financial aid constitutes just enough income to pay some bills during the semester and rarely allows students to attend the university without some income. The opportunity to draw a salary rather than incur more debt during the student teaching semester attracts many of the students to this option. Supervisors noted a degree of freedom for these student teachers as they did not struggle with the same financial issues as many traditional student teachers. The luxury of a mentor's 'at the elbow' coaching and easing into the profession with a student teaching apprenticeship simply is not an option. The need for a salaried position motivated the student's effort and diligence during the student teaching semester.

Many students felt that the emergency position represented their best entrée into a particular teaching position. Missing this opportunity meant missing their 'dream job'. All of the District Contracted student teachers fulfilled internship requirements earlier in their preparation program that gave them a diversity of experiences in schools in low SES areas, in a range of grades, and in a variety of school districts. During these internships, the District Sponsored student teachers formed relationships and created niches for themselves. The rationale statements given to the Office of Professional Field Experience in the student petitions for District Contracted student teaching option included:

> *"This position is the reason I wanted to become a teacher and it means everything to me."*
> *"This is a golden opportunity for me to start the first day of school as the teacher, building a solid foundation from day one."*

All students believed in their own readiness to teach and expressed frustrations with the requirement to student teach in a traditional program. The District Contracted student teaching option allowed the student to experience every aspect of being a teacher

through immersion in the position. The student established expectations, rules, routines, and created the classroom climate.

> *"I feel I am prepared…this is advantageous for the students, the school, the district and me, as we are in need of teachers."*
> *"I have been a Title1 aide and substitute K-3[at this school] since September 2004. I feel that I have gained a huge understanding of the responsibilities and requirements that are necessary in teaching."*
> *"I feel that I am prepared to be a part of the district sponsored student teaching program. I have worked hard at [this school] to gain the experience necessary for a successful teaching career…"*

The level of self-assurance and self-confidence of the District Sponsored student teachers was unlike those of their traditional student teacher mentees. University supervisors rated the students highest on confidence, enthusiasm and teaching savvy. Level of commitment, ease in teaching, and self-reflection and self-evaluation were higher for this group of student teachers. Narrative final evaluation data highlighted the maturity and passion for teaching that the group displayed. Energy and enthusiasm were qualities that mentors found accounted for the student teachers success through the contracted student teaching semester.

> *"I have never met a new teacher with such poise and confidence."*
> *"[her] passion for teaching and compassion for her students is both refreshing and exciting."*
> *"She projects a confident, comfortable manner which makes it obvious to the students that she truly cares for them."*

Discussion

The results of this study indicate that the District Contracted student teachers are fully prepared and highly effective in beginning their first semester as the teacher of record. This can be a promising alternative strategy for filling emergency school district positions. The success of these students is attributable to key features of this policy structure. Earley et al. (2005) stressed strong participant screening policies in their study.

The vetting process for the District Contracted student teacher assures that the student teacher is fully ready to step into an emergency situation. This vetting includes examining academic success, previous internship success, and faculty recommendations. Students must demonstrate content proficiency prior to beginning a contracted student teaching position as well.

Success of the district contracted student teacher also depends upon the university supervisors. A different form of supervision is required for the contracted student teacher. Supervisors found a more fine grained observation of the student teacher during visits and coaching the student teacher in the debriefing conference was necessary This also meant that the time demands for the District Contracted student teachers was greater. The student teaching triad of supervisor, site mentor and student teacher was more difficult to bring together. Supervisors often clocked late hours in order to accomplish the team debriefings. Moral support for the novice emerged as the most important role fulfilled by the university supervisor. Adequate support provided *early* in the semester was key to success.

Finally, the success of the district contracted student teacher relies heavily on the school site itself. Follow through on the planned support of the new teacher is nonnegotiable. Student teacher access to resources, participation with a grade level or department team, and a formalized new teacher mentoring plan worked best to insure the success of the district contracted student teacher.

Teacher shortages are a reality. Colleges of education across the nation can no longer ignore an open market approach to filling teaching positions. Market forces have a powerful impact on preparation programs. In order to truly respond to school districts

impacted by shortages, innovative, collaborative program offerings must co-exist within colleges of education. In order to truly respond to students as the consumers in a market approach, options must be offered to students as a matter of policy. The lessons learned regarding the kinds of mentoring and supervision required for students in this route must guide future District Contracted student teaching placements. The role of both the university supervisor and the school mentor must be to insure the success of the student teacher from the beginning. This is a changed role unlike the traditional assess and evaluate supervision model. This will require a redirection of the traditional supervision structures for student teachers. The results of this first year of follow-up of District Contracted student teaching indicate that this is a viable, successful option for completing traditionally structured teacher preparation programs.

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APPENDIX A

GUIDE FOR THE PROFESSIONAL ATTRIBUTES AND CHARACTERISTICS AND INSTRUCTIONAL DEVELOPMENT SCALES

Please print or type

Student Teacher _____ Date_____

ID.# _____ PTPP_____ PostBac _____

ELE:_____ ECD:_____ EED:_____ ESL:_____ SPE:_____

SED:_____ Academic Specialization _____

School Name_____ District_____

Student Teacher_____ Date_____
            Signature

Mentor Teacher_____

Mentor Teacher_____ Date_____
            Signature

University Supervisor _____

University Supervisor_____Date_____
            Signature

The Professional Attributes and Characteristics & Instructional Development Scales is to provide the Office of Professional Field Experiences with specific, pertinent information regarding the student teacher's progress and is designed to assess beginning teacher performance in two areas.

THE PROFESSIONAL ATTRIBUTES AND CHARACTERISTICS SCALE consists of 16 items. For each attribute, please place a check mark before the one adjective or statement that describes the behavior the student teacher typically displays. Please elaborate further in the comment section when additional feedback will help the student teacher continue to progress.

THE INSTRUCTIONAL DEVELOPMENT SCALE consists of 26 discrete items in three subsections: Designs and Plans Instruction, Creates and Maintains a Learning Climate, Implements and Manages Instruction and Assessment. For each item, please place a check mark before all the descriptors that have been actually observed. Please elaborate further in the comment section when additional feedback will help the student continue to progress. Next, choose a level of overall proficiency for the item by bubbling in the appropriate numeral above the descriptors.

Example:

12. Manages Disruptive Behavior ① ● ③ ④ ⑤ ☐ a) Individuals who have caused disruptions are dealt with rather than the entire class being punished. ☑ b) Major disruptions are attended to quickly and appropriately. ☑ c) Consequences for misbehavior are based on the severity of the disruption. ☐ d) Disruptive behavior rarely occurs. Comments:	Proficiency Levels ① ② ③ ④ ⑤ **Level 1** Student teacher has not yet developed or used this skill. **Level 2** Student teacher is beginning to incorporate this skill. **Level 3** Student teacher uses this skill appropriately. **Level 4** Student teacher uses this skill appropriately and consistently. **Level 5** Student teacher uses this skill appropriately and consistently, with a high degree of competence and confidence.

STUDENT TEACHER NAME	ID #	DATE
	Date	

PROFESSIONAL ATTRIBUTES AND CHARACTERISTICS SCALE

1) Attendance	2) Punctuality
❑ Frequently absent ❑ Rarely absent ❑ Exemplary attendance	❑ Frequently late ❑ Generally punctual ❑ Always on time

3) Professional Appearance	4) Oral Expression
❑ Occasionally appears inappropriately/unprofessionally dressed ❑ Is usually dressed appropriately ❑ Always dresses/appears in a professional manner	❑ Makes frequent usage and/or grammatical errors ❑ Inarticulate ❑ Articulate ❑ Expressive, animated

5) Written Expression	6) Tact /judgment
❑ Written work contains misspellings and/or grammatical errors ❑ Written work is often unclear and disorganized ❑ Written work is organized and clearly expresses ideas	❑ Thoughtless: Highly insensitive to others' feelings and opinions ❑ Somewhat or sometimes insensitive and undiplomatic. ❑ Perceives what to do or say in order to maintain good relations with others and responds accordingly ❑ Diplomatic: Highly sensitive to others' feelings and opinions

7) Reliability/Dependability	8) Self-Initiative/Independence
❑ Sometimes fails to complete assigned tasks and duties ❑ Sometimes needs to be reminded to attend to assigned tasks/duties ❑ Responsible: Attends to assigned tasks/duties on schedule without prompting ❑ Self-starter: Perceives needs and attends to them immediately	❑ Passive: Depends on others for directions, ideas and guidance ❑ Has good ideas, works effectively with limited supervision ❑ Creative and resourceful; Independently implements plans

9) Self- Confidence	10) Collegiality
❑ Anxious: Often appears self-conscious, nervous ❑ Arrogant: Has unfounded belief in abilities ❑ Usually confident – comfortable in classroom situations ❑ Realistically self-assured; competently handles class demands	❑ Often works in isolation ❑ Reluctant to share ideas and materials ❑ Willingly shares ideas and materials

11) Interaction with Students	12) Response to Students' Needs
❑ Can appear threatening or antagonistic towards students ❑ Shy: Hesitant to work with students ❑ Relates easily and positively with students ❑ Outgoing: Actively seeks opportunities to work with students	❑ Does not attempt to accommodate needs of unique learners ❑ Makes negative comments about Students' ability to learn ❑ Usually accepts responsibility for all students' learning ❑ Consistently responds to the learning needs of all students.

STUDENT TEACHER NAME	ID #	DATE

13) Response to Feedback	14) Ability to Reflect and Improve Performance
❑ Defensive: Unreceptive to feedback ❑ Receptive – but doesn't implement suggestions ❑ Receptive – and adjusts performance accordingly ❑ Solicits suggestions and feedback from others	❑ Reluctant to analyze performance ❑ Makes some effort to review skills ❑ Actively seeks ways to assess abilities ❑ Consistently deepens knowledge of classroom practice and student learning

15) Professional Characteristics

Seldom	Usually	Always	For each characteristic check the frequency indicator that most accurately reflects the student teacher behavior.
❑	❑	❑	a. Commitment - demonstrates genuine concern for students and is dedicated to the teaching profession
❑	❑	❑	b. Creativity - seeks opportunities to develop imaginative instructional lessons
❑	❑	❑	c. Flexibility – responds to unforeseen circumstances in appropriate manner and modifies actions or plans when necessary
❑	❑	❑	d. Integrity - maintains high ethical and professional standards
❑	❑	❑	e. Organization - Is efficient, successfully manages multiple tasks simultaneously
❑	❑	❑	f. Perseverance - strives to complete tasks and improve teaching skills
❑	❑	❑	g. Positive Disposition – possesses pleasant interpersonal skills; is patient, resilient, optimistic and approachable

16) Potential as a Teacher

❑ Recommend review of career options and consideration of profession other than teaching

❑ Recommend continuation in teaching profession

❑ Highly recommend continuation in teaching profession: Strong candidate

Comments:

STUDENT TEACHER NAME	ID#	DATE

The Instructional Development Scale consists of 26 discrete items in three subsections: Designs and Plans Instruction, Creates and Maintains a Learning Climate, Implements and Manages Instruction and Assessment.

Directions:

   a) For each scale please mark only the descriptors (a, b, c, and/or d) that were actually observed.

   b) Next, choose a level of overall proficiency for each scale.

Level ① = Student teacher has not yet developed or used this skill.

Level ② = Student teacher is beginning to incorporate this skill.

Level ③ = Student teacher uses this skill appropriately.

Level ④ = Student teacher uses this skill appropriately and consistently.

Level ⑤ = Student teacher uses this skill appropriately and consistently, with a high degree of competence and confidence.

Note: Proficiency level does not necessarily correspond to the number of check marks given.

Designs and Plans Instruction

1. Specifies desired learner outcomes for lessons
① ② ③ ④ ⑤

- ❑ a) Desired learner outcome(s) described in clear and consistent terms
- ❑ b) Logically sequenced
- ❑ c) Appropriate to student achievement level(s)
- ❑ d) Directly linked to unit goals and to state/district/school standards

Comments:

2. Specifies teaching procedures for lessons
① ② ③ ④ ⑤

- ❑ a) Referenced to the objective(s)/outcomes
- ❑ b) Appropriate to accomplishing objective(s)/outcome
- ❑ c) Logically sequenced
- ❑ d) Transitions are planned from one activity to another.

Comments:

3. Specifies resources for lessons
① ② ③ ④ ⑤

- ❑ a) Relevance to learning activity
- ❑ b) Lesson plans include specific description of resources, such as title, page, equipment.
- ❑ c) Concrete or manipulative materials are identified when appropriate.
- ❑ d) Creative use of resources

Comments:

4. Specifies procedures for assessing student progress
① ② ③ ④ ⑤

- ❑ a) Written lesson plans include informal assessments of student learning.
- ❑ b) Tests and other formal assessments focus directly on instructional goals and objectives and assess only the content that was taught.
- ❑ c) Develops and maintains an accurate record of student performance, e.g. grade book, anecdotal notes, test scores, portfolio
- ❑ d) Considers multiple sources of assessment data when making instructional decisions

Comments:

5. Plans for student diversity, abilities and styles
① ② ③ ④ ⑤

- ❑ a) Presents instruction based on assessment of student's performance
- ❑ b) Provides remedial or enrichment materials/instruction when appropriate
- ❑ c) Plans individual student conferences to discuss learning or motivational problems
- ❑ d) Varies instructional strategies in accordance with student needs

Comments:

6. Plans address all levels of knowledge and understanding
① ② ③ ④ ⑤

- ❑ a) Plans require students to memorize important vs. trivial information and to comprehend or interpret information as appropriate
- ❑ b) Plans require students to apply information to real life settings.
- ❑ c) Plans require students to identify/clarify complex ideas or to synthesize knowledge by integrating information.
- ❑ d) Plans stress depth as well as breadth of content coverage.

Comments:

STUDENT TEACHER NAME	ID#	DATE

Creates and Maintains a Learning Climate

7. Communicates enthusiasm for student learning	8. Demonstrates warmth and friendliness	9. Shows sensitivity to needs and feelings of students
① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤

❏ a) Eye contact or facial expressions communicate pleasure, concern, interest, etc. ❏ b) Voice inflections stress points of interest and importance. ❏ c) Communicates enthusiasm through movement in the classroom ❏ d) Gestures accentuate points.	❏ a) Asks about students' interests and opinions ❏ b) Interacts in a relaxed and informal way with students ❏ c) Moves freely among students ❏ d) Uses students' names in a warm and friendly way	❏ a) Students are reinforced when they do well. ❏ b) Students are encouraged when they have difficulty. ❏ c) Student contributions are accepted in a positive manner. ❏ d) Students are treated with respect and courtesy.
Comments:	Comments:	Comments:

10. Provides feedback to students about behavior	11. Maintains positive classroom behavior	12. Manages disruptive behavior
① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤

❏ a) Student teacher clearly states expectations about appropriate behavior. ❏ b) Student teacher provides verbal feedback for acceptable behavior. ❏ c) Student teacher provides non-verbal feedback for acceptable or unacceptable behavior. ❏ d) Student teacher's language is free of derogatory references or sarcasm.	❏ a) Techniques that help students learn self-management and personal responsibility are utilized. ❏ b) Inconsequential behavior problems are overlooked or none exist. ❏ c) Appropriate behavior is reinforced. ❏ d) Appropriate student behaviors are maintained by maximizing opportunities for each individual to succeed.	❏ a) Individuals who have caused disruptions are dealt with rather than entire class being punished. ❏ b) Major disruptions are attended to quickly and appropriately. ❏ c) Consequences for misbehavior are based on the severity of the disruption. ❏ d) Disruptive behavior rarely occurs.
Comments:	Comments:	Comments:

STUDENT TEACHER NAME	ID#	DATE

Implements and Manages Instruction and Assessment

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13. Begins lesson effectively

① ② ③ ④ ⑤

- ☐ a) Student teacher activates/establishes student's prior knowledge of current lesson.
- ☐ b) Student teacher helps students to understand the purpose or importance of the lesson.
- ☐ c) Student teacher links new information to students' existing knowledge.
- ☐ d) Student teacher stimulates interest in lesson by actively involving students or by asking thought-provoking questions.

Comments

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14. Presents information clearly

① ② ③ ④ ⑤

- ☐ a) Student teacher directly relates information to desired learner outcomes.
- ☐ b) Student teacher presents information in a logical sequence.
- ☐ c) Student teacher provides concrete and/or visual models when appropriate.
- ☐ d) Student teacher uses vocabulary appropriate to students' level of understanding.

Comments:

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5. Gives clear directions and explanations

① ② ③ ④ ⑤

- ☐ a) Student teacher presents directions in a logical sequence.
- ☐ b) Student teacher writes critical information on board, chart or overhead.
- ☐ c) Student teacher clearly informs students what they should be doing, where to do it, and for how long.
- ☐ d) Student teacher checks students' understanding of directions before they practice independently.

Comments:

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16. Uses student responses and questions in Teaching

① ② ③ ④ ⑤

- ☐ a) Student teacher encourages students' responses and/or questions.
- ☐ b) Student teacher responds in a positive and supportive manner.
- ☐ c) Student teacher incorporates student responses and questions into the lesson.
- ☐ d) Student teacher uses responses to monitor student understanding of the information presented.

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17. Maximizes opportunities for all to participate

① ② ③ ④ ⑤

- ☐ a) Student teacher asks questions of whole group first, rather than individuals.
- ☐ b) Student teacher provides ample wait-time for all students after asking questions and redirects accordingly.
- ☐ c) Student teacher offers frequent opportunities for student-to-student interactions/inquiry.
- ☐ d) Student teacher provides many opportunities for covert/overt participation; physical movement, small group activities, discussions.

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18. Provides students feedback throughout lesson

① ② ③ ④ ⑤

- ☐ a) Student teacher provides feedback to students as soon as possible.
- ☐ b) Student teacher provides feedback to students in a positive manner.
- ☐ c) Student teacher reviews students' strengths and weaknesses and offers suggestions on how performance can be improved.
- ☐ d) Student teacher helps students evaluate their own performance.

STUDENT TEACHER NAME	ID #	DATE

18. Promotes student retention and understanding

① ② ③ ④ ⑤

❑ a) Student teacher uses techniques which help make material relevant to students and explains the importance of the lesson.

❑ b) Student teacher defines or models the expectations of the lesson or learning.

❑ c) Student teacher provides opportunity for all students to demonstrate an understanding of what is being taught.

❑ d) Student teacher monitors student responses, interprets the source of student errors, and adjusts instruction accordingly.

Comments:

20. Uses effective closure or summarization technique

① ② ③ ④ ⑤

❑ a) Student teacher gives students an opportunity for closure/summarization at the end of distinct segments within the lesson or between objectives.

❑ b) Student teacher provides opportunity for the students to summarize at the end of each lesson.

❑ c) Student teacher actively involves students in their own closure/summarization.

❑ d) Student teacher extends closure /summarization to future applications or actions.

Comments:

21. Uses instructional material effectively

① ② ③ ④ ⑤

❑ a) Student teacher uses instructional equipment and other aids, such as charts, graphs, overhead, video, slides, software, maps and/or manipulatives.

❑ b) Student teacher uses instructional resources that contribute to the students' understanding of lesson goals/objectives.

❑ c) Student teacher smoothly blends media with other types of instruction.

❑ d) Student teacher creates original instructional aids which are relevant and enhance the effectiveness of the teaching.

Comments:

22. Promotes individual student learning

① ② ③ ④ ⑤

❑ a) Materials chosen are directly related to the goals/objectives of the lesson.

❑ b) Materials selected ensure appropriate level of student success.

❑ c) Students are given ample opportunity to use materials as intended.

❑ d) Students' interaction with the materials is monitored to determine their level of understanding.

Comments:

23. Uses teaching methods appropriately / effectively

① ② ③ ④ ⑤

❑ a) Student teacher uses a variety of methods within the lessons drill, inquiry discussion, role playing, demonstration, explanation, problem-solving, cooperative learning.

❑ b) Student teacher uses method(s) that accomplish desired outcome(s).

❑ c) Student teacher adjusts instructional methods according to student progress.

❑ d) Student teacher makes smooth transitions between instructional activities within a lesson.

Comments:

24. Uses instructional time effectively

① ② ③ ④ ⑤

❑ a) Activities begin on schedule.

❑ b) Allocated instructional time is maximized.

❑ c) Instructional pacing is appropriate for students.

❑ d) There are no significant delays or periods of time during which the students are not effectively engaged.

Comments:

25. Demonstrates knowledge of subject

① ② ③ ④ ⑤

❑ a) Student teacher's subject area knowledge is accurate and current.

❑ b) Information and materials present concepts and ideas in multiple ways.

❑ c) Student teacher asks higher order questions and/or builds on students' questions.

❑ d) Student teacher is enthusiastic about content area and is able to involve or motivate students in subject matter.

26. Manages conditions for teaching and learning

① ② ③ ④ ⑤

❑ a) Basic management skills are implemented to efficiently and effectively instruct the class. Instructional tools are readily accessible.

❑ b) Student interactions are facilitated by room arrangements.

❑ c) Routine tasks are handled smoothly by teacher and/or students (attendance, lunch count, etc.).

❑ d) Materials and supplies readily available: Distribution and collection of materials have been planned.

What Works with Student Teacher In-Service Evaluation?

Richard Hanzelka and Catherine Daters

St. Ambrose University

Every teacher preparation institution has always made developing quality teachers a priority. In these days of *No Child Left Behind* and close public scrutiny of education, that focus on quality teachers has become even more important. In every case, teacher preparation programs are well thought out, well developed, and created to produce the very best teachers possible. A crucial part of each teacher preparation program includes a student teaching semester during which students move from student to education professional.

As our students move through that transition semester, we must all ask ourselves, "What does our university do to help student teachers prepare for teaching during their student teaching semester?" It is important to connect a second question to the first: "What does our university do to evaluate university-sponsored in-service provided during the student teaching semester?"

Background

At the end of the spring and fall semesters from 2006 – 2007, student teachers at St. Ambrose University in Davenport, Iowa have anonymously evaluated in-service sessions provided during their student teaching semester. Evaluations were compiled for each speaker/session. The results of those evaluations have provided direction for program changes that result in even more productive and valuable student teacher in-

service sessions in future semesters. Student comments have also proved to be valuable in adjusting content and direction of the sessions.

On Fridays, the St. Ambrose Teacher Education Program, under the guidance of the Director of Student Teaching, schedules an in-service session on a topic of importance to student teachers. The current schedule of presentations includes the following:

- Child Abuse Training

- Meeting with supervisor and cooperating teacher

- Blood Borne Pathogens and related chemical topics

- Teacher Quality

- St. Ambrose Career Center (dealing with preparation of credentials, etc.)

- Guest Teacher-a teacher from our largest district shares aspects of teaching profession from his/her perspective.

- Licensure

- Sharing with supervisor and other student teachers

- Fingerprinting

- Illinois Licensure (St. Ambrose students are often hired in our neighboring state of Illinois)

- Portfolio review

- Teacher Interview Training (provided with the help of area principals)

Each outside presenter is invited by the Director of Student Teaching and, as a follow-up; the Director also sends a thank you note that includes information gained from the evaluation form along with student comments.

The evaluation procedure asks each student teacher to rate the sessions on a five-point scale:

- 5 = Super
- 4 = Good
- 3 = OK
- 2 = Fair
- 1 = Poor

The in-service sessions and the evaluation of each session provide students with a model of continuing education as they enter the teaching profession. If they are accustomed to evaluating/reflecting on the training they receive in student teaching, it may be more natural for them to do the same thing when they are full-time teachers.

Reflections

In looking at the student ratings of the twelve in-service sessions over the semester, some observations, some thoughts and some questions emerge:

- The highest ratings (4.7272) were on the "Sharing with Supervisor" and the "Fingerprinting" sessions. The 4+ ratings far exceeded the number of ratings below 4.0

- No session was rated lower than 3.0, which is "OK." It would be expected that college students would be harder on such sessions, but that didn't prove to be the case.

- Open-ended student comments tended to be in the vein of "very helpful," "very informative," and "excellent presentation."

- When there were negative comments, they were the result of the topic itself, such as those that are required sessions about blood borne topics that use videos or topics that students had encountered before through their own initiative or through

a class—such as career and placement information. In nearly every case, the comments can be addressed by some updating of materials.

- What will student teachers recall about the sessions in a year or two?

- What can St. Ambrose do to continue to provide valuable in-service sessions for student teachers?

- What does your teacher preparation program do to provide student teacher in-service?

- To what extent could sessions such as these be evaluated in additional ways?

- Is it necessary to evaluate such in-service sessions beyond a five-point scale?

This article is intended to provide a look at one university's program to support student teachers through in-service sessions during their student teaching semester in order to provide them with information that is valuable and/or required. By having the sessions evaluated by the students, we are trying to instill in them the need to approach each professional training experience with a reflective attitude. It is crucial to build such dispositions in our future teachers. Of the five dispositions adapted by the State of Iowa TQE Disposition Team, at least two are addressed by this in-service approach: the Critical and the Professional dispositions.

The St. Ambrose Teacher Education Program will continue to work to develop teachers who possess the knowledge and the dispositions to be high quality teachers who will make a difference in classrooms of the future.

24/7 Laptop Access: Does It Enhance Teacher Candidate Learning?

Kevin Flanigan, Christian Penny, and Sally Winterton

West Chester University of Pennsylvania

Abstract

A collaborative project among a university, a school district, and three university professors provided teacher candidates with 24/7 Laptop Access. The question became, "Would unlimited access enhance teacher candidate learning?" Initial findings from teacher candidates' journals and interviews provide positive answers to this question.

Background

An existing partnership between a university and a local school district became the stage for a project that provided teacher candidates with MacBook computers 24/7. This partnership began at the request of the Director of Human Resources of a local school district, who wanted to establish a more formal partnership with the university and the district. Conversations among the Director of Teacher Education, the Department of Elementary Education Field Experience Coordinator, a professor in the Department of Literacy, and the Director of Human Resources resulted in a partnership in which teacher candidates fulfill the requirements for two field-based practica in one classroom mentored by a master teacher. During the fall semester the teacher candidates spent nine hours per week in the classroom for reading practicum, then during the spring semester they completed the student teaching requirements. In the second year of this partnership, Dr. Penny in the Department of Professional and Secondary Education was awarded a grant which provided funds to purchase laptops with internet and video capabilities for

teacher candidates. As the three supervisors developed this project there developed an interest in learning if teacher candidates had 24/7 access to a laptop would this increase student learning, productivity, and creativity.

The Project

During the fall semester each teacher candidate enrolled in the partnership reading practicum course would be issued a laptops. In addition, Drs. Flanigan and Winterton received video capable laptops. Dr. Penny provided instruction in the use of the laptops and especially the video component to the teacher candidates and the professors. In the fall, teacher candidates completed an electronic survey regarding their current use of computers, type of computer owned, and self reporting of their knowledge of MacBooks, the survey was completed again at the end of the spring semester.

For the reading practicum course teacher candidates are required to assess and tutor a student in reading for the semester. Teacher candidates participating in this project were required to video themselves and the student during the tutoring sessions. Teacher candidates wrote a final reflection paper about their experience.

During the student teaching semester teacher candidates continued to tutor the student as well as complete the traditional student teaching competencies which included video taping one of their lessons. Teacher candidates wrote two reflective journal entries related to the project: one a critique of their teaching video and the second a description of how they were incorporating technology into the student teaching experience. Midway through student teaching semester, supervisors conducted video taped interviews of the teacher candidates engaging them in conversations about the laptops.

Findings

Initial review of the data from the reflective paper, journals, and interviews provide positive information regarding 24/7 Access to Laptops. Teacher candidates reported they liked being able to review a tutoring session to analyze not only their teaching behavior during the tutoring sessions but also that of the student. They found the ability to have a "second look" at their teaching powerful. Teacher candidates learned that assessment drives instruction. They began to see the importance of "wait time" to permit the student to process both questions and answers. Teacher candidates also shared observing the students' engagement through the video was helpful to their subsequent instructional planning. Teacher candidates also related the power of seeing themselves teach and the awareness of their distracting actions or phrases as helpful. By minimizing the screen they were able to video class reaction to instruction for analysis.

It was observed that the teacher candidates used the laptops to research teaching ideas; videotape lessons to analyze and reflect on their teaching; communicate with their cooperating teacher, professors, and each other, and various classroom related activities. One teacher candidate, who is on the university golf team, used the laptop to video himself to analyze his swing. Observed lessons revealed the use of the laptops for:

- listening to Jazz music during a unit a African American musicians; animal sounds; speeches; recording choral reading with Garage Band background;

- viewing various *United Streaming* video clips; images for vocabulary instruction; Flash animations for science instruction; videoing taping the cooperating teacher for collaborative analysis;

- developing PowerPoint presentations for mathematics, science, and social studies instruction;

- preparing WebQuests; and

- reviewing concepts and skills based on Mathionaire, Jeopardy, and Hollywood Squares.

Additional outcomes included teacher candidates starting to teach earlier in the spring semester because they were familiar with the classroom routines; knew the students; and were familiar with the language arts curriculum. The university supervisors thought that technical support for the teacher candidates would be an issue. This was not the case. The only technical difficulty was a hardware problem which was immediately addressed by replacing the faulty part by the computer company. Initial findings positively answer the supervisors' interest in teacher candidate learning, productivity, and creativity.

Challenges

As with any project, several challenges were encountered. The teacher candidates were challenged by the tech readiness of the classrooms which made the use of the laptops difficult because of limited electrical outlets, and few LCD projectors. Other technical challenges were inadequate volume of the laptop speaker for a classroom use and the teacher candidates needed additional space to save and back up their videos. Some teacher candidates purchased external hard drives for their data. One challenge for university supervisors was finding the time to view the teacher candidate video clips.

Next Steps

In Year Three of this partnership, university supervisors intend to continue to provide teacher candidates with 24/7 Access to Laptops. Supervisors would like to institute laptop video conferencing with the teacher candidates throughout the academic year and have them develop an ePortfolio. Supervisors will be providing professional development for the cooperating teachers in the use of interactive whiteboards. Finally, funding for laptop speakers is being actively pursued.

In closing, the success of this project is summed up in the words of one teacher candidate:

> "The acquisition of an Apple MacBook has provided me with numerous opportunities to test my abilities as an educator who can effectively integrate technology into the classroom and continue my learning from the capabilities and limitations."

Creating a Structured and Reflective Assessment Process for Student Teaching

Ron Lombard and Ellen Ashburn

Chatham University

Our education department has a shared belief that the training of future educators requires an emphasis on the development of reflective approaches for the review of teaching and learning. With this belief in mind a quest was undertaken to develop an assessment process for student teaching that would provide the required structure and opportunities for reflection that we felt must be incorporated into efforts to assess teacher competencies.

Discussions with department members upheld the belief that the most important aspect in the development of an effective teacher is the creation of a teacher that is constantly reflective as to their values, beliefs, and motivations. Part of the process of training pre-service teachers is the cultivation of this desire for reflective reviews of what has taken place during the teaching process and the impact such reflection has on decisions for future educational approaches and decisions. Too often the research process allows research in teacher education to develop in isolation both from mainstream research on teaching and from research on higher education and professional education. A stronger connection to research on teaching could inform the content of teacher education, while a stronger relationship to research on organizations and policy implementation could focus attention on the organizational contexts in which the work takes shape. One could argue that for research in teacher education to move forward, it must reconnect with these fields to address the complexity of both teaching as a practice

and the preparation of teachers (Grossman & McDonald, 2008). Teacher reflection has been a popular topic during the past twenty years. In general, the literature discusses teacher reflection as retrospection, problem solving, critical reflection, or reflection-in-action. It would be wise instead to characterize teacher reflection as teacher change based on felt obligation based on recognized values, beliefs, and motivations (Boody, 2008). The goal is for these contemplative practices to open paths for negotiating and rediscovering depth, grace, and courage by pre-service teachers to recognize what they value and what they need to create a learning environment that is collaborative and enriching for both the pre-service teacher and their students. We need to make the pre-service teacher aware of the ways in which contemplative practices become pedagogical, holding us in the present, in close proximity to the lives of the children we teach, to the places we actually live, and to the current conditions of the world both near and far.

One approach, "Learning Study," provides a distinctive model for collaborative practice in teacher development. It combines the intensive "plan-teach-review" model developed by the Japanese "Lesson Study" model with a focus on the outcomes of learning using variation theory. While this is effective in terms of the collaborative approach we seek and a step toward the contemplative practices we desire, we need to place even more emphasis on the reflective aspects of the product (Davies & Dunhill, 2008). The approach being sought by our education department attempts to examine planning, instruction, and reflection processes from a holistic perspective. Such an approach requires that it be conducted in the natural teaching environment. What is proposed is to provide an in-depth, holistic understanding of the planning, instruction, and reflection process by employing an ongoing review of pre-service teachers'

motivations and recognition of what critical actions have major impact on the success or failure of their actions and decisions in real-life contexts (Johnson, 2007). Our education department required examination of knowledge transformation which research reveals occurs among pre-service teachers as a result of their reflections upon their initial fieldwork experiences and course content. The goal being the construction of an effective plan that allows for a structured reflective approach and displays attributes of the pre-service teachers' evidence of self assessment and reflection. Research and review of the literature completed by Mills and Satterthwail in 2000 dealing with the power of reflective approaches suggested some possible processes that would enhance and sustain reflective self-assessment. Two of the most outstanding of these approaches centered on the utilization of The Critical Incident Questionnaire (CIQ), developed by Stephen Brookfield and the development of structured portfolios to collect evidence of growth and display reflective activities of pre-service teachers.

Critical Incident Questionnaire (CIQ)

The Critical Incident Questionnaire (CIQ), developed by Stephen Brookfield (1995), is one of many tools available to teachers across the disciplines that proactively incorporate formative assessment into courses. CIQs are comprised of five open-ended questions that ask learners about the most engaging and distancing moments, the most affirming and confusing actions, and the most surprising moments in the classroom. Teachers can use CIQs to provide repeated, anonymous opportunities for learners to reflect on these regular learning incidents or "critical incidents" (Adams, 2001). This approach is still used in many professional training areas and has proven to be effective in using reflection to reach deeper levels of understanding in the context of the teaching

and learning processes. The CIQ's help students begin to look at their life experiences and examine the assumptions that drive their thinking. By focusing on specific questions to reflect upon students are learning how to reflect at a very technical level. The intent is that this technical level of reflection will foster the skills needed for them move to a deeper means of reflecting (Kroeger, Burton, Comarata, Combs, Hamm, & Hopkins, 2004). The process is simple yet powerful with the asking of the following questions to pre-service teachers bringing about a real call for reflection in the context of what pre-service teachers observe and react to. The questions as presented by (Brookfield, 1995) are as follows:

- At what moment in the classes this week did you feel most engaged with what was happening?

- At what moment in the class this week did you feel most distanced from what was happening?

- What action that anyone (teacher or student) took in class this week did you find most puzzling or confusing?

- What action that anyone (teacher or student) took in class this week did you find most affirming and helpful?

- What about the class this week surprised you the most? (This could be something about your own reactions to what went on, or something that someone did, or anything else that occurs to you.)

Brookfield in his major text, Becoming a Critically Reflective Teacher, on page 21, suggests critical reflection is important for some of the following reasons:

- to increase the probability that teachers will take informed actions – those that can be explained and justified to self and others;

- to enable teachers to provide a rationale behind their practice which can be crucial to establishing credibility with student;

- to avoid self-laceration - believing that the teacher is to blame if students are not learning;

- to ground teachers emotionally; to enliven the classroom by making it challenging, interesting and stimulating for students;

- to increase democratic trust as a result of the examples and modeling conveyed by the teacher, thereby allowing students to learn democratic behavior and a moral tone.

It was this kind of approach and process that the education department determined they would use for evaluating pre-service teachers. The implementation of this process into field placements and the student teaching process was used to raise the level of self-assessment and reflection by pre-service teachers. The process in the beginning took more time, but as our pre-service teachers progressed through the training process this kind of questioning provided a structure in the context of exchanges between faculty and pre-service teachers. Knowing what to expect in terms of the reflective process appears to have enhanced the pre-service teachers' ability to understand the process of teaching and learning at deeper levels than had existed before the process was implemented.

Creating a Structured and Reflective Portfolio

In dealing with the requirements and expectations for the completion of evidence for the PDE Form 430, the digital portfolio process was employed by the Chatham's

Education department. The problem needed to be dealt with in this area centered on providing the same type of reflective opportunities for selection of evidence to be used in the assessment of student growth and progress. The digital portfolio process was difficult to introduce to pre-service teachers at the student teaching level of the program since most of them found it unfamiliar and difficult and would benefit greatly from some instruction in the theory and method of portfolio learning. Getting over the initial difficulties of keeping a portfolio, however, is cited as part of the satisfaction that comes from persevering with this learning strategy (Krause, 1996). The task confronting the university education faculty was to provide a structured model of digital portfolio and still provide opportunities for pre-service teachers to take an active role in reflective process in the context of what is chosen for evidence to support student growth in both teaching and learning. For those not familiar with the PDE Form 430 for pre-service teacher evaluation used for final certification, a brief explanation is provided. The PDE 430 Form was created to serve as a standard for all teacher candidates in the context of completion of the student teaching process. It must include sources of evidence that will support judgments about the candidate's performance / level of proficiency for specific categories reflecting effective teaching. The categories include the following: (a copy of the form can be reviewed at this site: https://www.tcs.ed.state.pa.us/forms/430_Final.Doc

- Category I – Planning and Preparation - Student teacher/candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Student teacher makes plane and set goals based on the content to be taught/learned, knowledge of assigned students, and the instructional context.

- Category II – Classroom Environment - Student teacher/candidate establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior.

- Category III – Instructional Delivery - Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.

- Category IV – Professionalism - Student teacher/candidate demonstrates qualities that characterize a professional person in aspect that occur in and beyond the classroom/building.

Each category has candidate performance indicators that reflect the actions of the teacher candidate ranked on a continuum ranging from Exemplary through Unsatisfactory. Teacher candidates must be observed and evaluated using the PDE form 430 a minimum of two times during their student teaching experience – at the midpoint and at the end of the experience. The midpoint serves as a formative evaluation, while the final evaluation is summative and reflects the ranking of the candidate in each of the categories. The minimum total of at least (4) points must be achieved on the final summative evaluation to favorably complete the overall assessment process. All categories must achieve at least a satisfactory rating in all cases. A copy of the PDE Form 430 is reviewed jointly by the student teaching supervisor and teacher candidate and signed by both parties. The form is a confidential document and is kept on file with the institution that supervised the teacher candidate. A copy is also provided to the teacher candidate; copies will not be provided to outside agencies or individuals by the

evaluating institution. The document is used to support a request for the teacher candidate's teaching certification and must be kept on file and may be reviewed during PDE major program evaluations conducted by PDE.

Steps for Increasing Reflection

The first year of the process the traditional approach was followed in which the student teachers collected hardcopies of materials to bring in and share with their university supervisors. It soon became apparent that this was not an adequate solution to dealing with this new process. Supervisors continued filling out the forms and collected all the required data in paper folders for each teacher candidate. Exit interviews took an enormous amount of time because supervisors reviewed the mass of evidence required and it was difficult to organize information in effective manner. Materials were stored as hard copies in individual teacher candidate folders taking up an enormous amount of limited space. A search for a new approach was undertaken by the faculty All the searches led to the use of technology as a solution to organize, collect, and store the required evidence for each candidate. A process was developed for teacher candidates to collect their evidence and place it on a digital portfolio to be reviewed at the midpoint and final evaluations with the university supervisors. But even as this process evolved, the teacher candidates revealed that they needed clear written directions and a visual model to follow. A review of the process displayed a lack of consistency in the evidence that teacher candidates were turning in to each supervisor. The decision was made to create more structure by using the PDE Form 430 format to create a system that was sequential, logical and consistent. As we moved through this new process the teacher candidates were becoming more reflective in the selection and rationale for selecting

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materials for their portfolios because the selection and justification of evidence was being transferred to the teacher candidates. This change in the level of responsibility the teacher candidates were required to assume enhanced the teacher candidates' reflection on their individual competencies.

Teacher candidates' reflection on their own work evolved as they were asked to choose artifacts that best illustrated their competency for each of the major categories on the PDE Form 430. With the university supervisors providing coaching at key points, the teacher candidates became more cognizant of their own accomplishments as they examined their body of work. The end result was a collaborative evaluation model instead of a top-down evaluation of the student teachers' endeavors.

The process to enhance the reflective nature of the student teaching experience followed a step-by-step process that provided structure and opportunities for such reflection. In Step One the emphasis centered on making sure teacher candidates had a full understanding of the responsibilities they would have in the portfolio process. Specific actions included the following: a) supervisors met with candidates at the first seminar for student teaching to review aspects of the PDE Form 430 and to introduce the process to follow for the collection and organization of evidence; b) teacher candidates were instructed to download a copy of the PDE Form 430 and were given specific written guidelines to follow for selecting materials for each category; c) the PDE Form 430 categories and indicators under each category were discussed and examples were provided for students as a guide for their portfolio construction; d) early observations of teacher candidates were analyzed in the context of the PDE Form 430 categories.

The second step in the process centered on preparation for the midpoint evaluation and prepared the teacher candidate for a formative type of evaluation of growth in the teaching process and understanding of the portfolio process. The specific activities for this step include a pre-midpoint conference between candidates and supervisors held to discuss any problems and review what candidates had accomplished up to that point. Discussions of any concerns or problems related to the construction of e-portfolios were discussed. Teacher candidates were required to bring their digital portfolios for review.

The third step in the process was the midpoint evaluation itself, an activity that served as a formative assessment and called for the teacher candidates to display their reflective nature through the assumption of responsibilities in both preparation and presentation of materials. The presentation prepared by the candidates served as a demonstration of reflections of each candidate's actions and decisions. Specific activities for this step included candidates completing the PDE Form 430 and 430A and bringing this material to the supervisor ready to display and explain evidence and reasons for selection for the first half of student teaching. Candidates presented forms and matching electronic evidence to support selection and placement under each of the four categories. Emphasis was placed on the reflective nature of the communication between the teacher candidate and the supervisor.

Step Four was an ongoing process that called for observations of teacher candidates and conferencing with teacher candidates using the format of the digital-portfolio for structure and the questioning process to enhance reflections of candidates. Using this course of action at the midpoint review, supervisors were able to aid

candidates with any adjustments to the digital portfolio as needed and to suggest any evidence for the final review. Supervisors continued to review the digital portfolios at the teacher candidates' request.

Step Five was the presentation of a "memory jogger" to remind candidates of possible materials that needed to be completed prior to the final review of the student teaching process. This "memory jogger" was presented to the candidates by their supervisors and provided an additional reflective tool for the pre-service candidates to use as a review for their collection of work amassed to date. A brief example of the material is presented here for review.

Following is a list of ideas to get your mind jogging in the right direction for things that you might have done but neglected to either put in your plans or write in your weekly activities. These ideas can be used for your Form 430 evidence and can be included in your digital portfolio.

- Have you made any worksheets for the students: ex. math facts, spelling words, social studies facts, study guides etc.?

- Have you used the Internet use with students?....Why? What for?

- Have you used the Internet professionally?....Why? What for?

- Have you used any professional journals?

- Have you used the Internet to make any worksheets, tests or pictures for the students? Why? What for?

- Have you done any art projects? Why? What was the project?

Step Six was a pre-final conference review. The major activities involved supervisors and pre-service candidates dealing with any problems related to the collection

of materials, digital problems, and the setting of dates for the final conference. This allowed time for student to remedy any problems and to complete a series of exit questions. The exit questions were reflective in nature and called for the candidates to provide responses and evidence about their own perceptions of their teaching competencies. The responses to the exit questions were reviewed during the final conference and had as much weight in assessing pre-service teachers' competency in teaching and learning as the other evidence presented by the candidates. The exit competency statements presented to candidates are presented for review to demonstrate the reflective nature of the required project.

Exit Competency Statements

1. The teacher understands the central concepts, tools of inquiry, and the structures of the discipline (content areas). The teacher can create experiences that make these aspects of subject matter meaningful to all children.

2. The teacher understands how all children learn and develop, and can provide learning opportunities that support their intellectual, social, career and personal development.

3. The teacher understands how students differ in their abilities and approaches to learning. The teacher creates opportunities that foster achievement of diverse learners in the inclusive classroom.

4. The teacher understands and uses a variety of instructional strategies, including interdisciplinary learning experiences, to encourage student's development of critical thinking, problem solving and performance skills.

5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment.   The teacher encourages positive social interaction, active engagement in learning and self-motivation.

6. The teacher uses knowledge of effective verbal, nonverbal and media communication techniques supported by appropriate technology to foster active inquiry, collaboration and supportive interaction.

7. The teacher plans instruction based upon knowledge of subject matter, students, the community and the curriculum.

8.   The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

9. The teacher thinks systematically about practice, learns from experience, seeks the advice of others, draws upon educational research and scholarship and actively seeks out opportunities to grow professionally.

10.   The teacher contributes to school effectiveness by collaborating with other professionals and parents, by using community resources, and by working as an advocate to improve opportunities for student learning.

The Exit Interview was conducted at the end of the teacher candidate's student teaching experience. It was done in a similar manner as the mid-point evaluation. Using the PDE-Form 430 and PDE-Form 430 A as a guide, the teacher candidate presented the items on their digital portfolio that matched the evidence indicated on the two 430 forms to the supervisor. Sitting at a computer, the teacher candidate opened the files and explained why he/she had chosen the particular item as an exemplar of the particular

competency. The teacher candidate's narrative for the Exit Competency Statements (see Table 3) was reviewed, as well as the evidence for the items on the Chatham Requirements Checklist. The supervisor followed the Mid-Point Evaluation and Exit Interview Checklist as a guide to keep the interview on track. All of the information that the teacher candidate presented, including the evaluations by the cooperating teacher, provided the basis for the final evaluation on the PDE-Form 430.

Enhancements in the Structure and Reflective Aspects of Student Teacher

Assessments

As a result of using this approach, the major improvements that we observed included:

- The teacher candidate became responsible for reflecting upon and evaluating her/his work to determine the best evidence of her/his own competency for each category.

- The supervisor became a guide and the evaluation became a collaborative process.

- An organized bridge was constructed between activities in the classroom and the assessment of the teacher candidate's growth on the PDE-Form 430.

- The teacher candidate was able to be more creative with the kinds of evidence that could be included in the electronic portfolio and had more space to exhibit information.

- The teacher candidate had a concrete roadmap to guide her/him in the collection and presentation of evidence showing competency in reaching state-mandated goals.

- The time required for the final review process was significantly reduced and was carried out in a sequential manner.

- The electronic portfolio was more easily portable.

- The teacher candidate was better prepared for employment interviews.

- The teacher candidate developed a sense of ownership for the collection, selection, and presentation of evidence representing her/his own achievement.

In reflecting on the many steps that we have taken in the attempt to improve our assessment of our teacher candidates' competencies, we have found that the PDE-Form 430 provided the direction. We also found that we learned as much from our teacher candidates about the process as we taught them. It was their input that helped us to clarify the steps that they needed to follow. The most significant outcome was the change in the evaluation process from an appraisal by the supervisor of the teacher candidate's work to a reflective process by the teacher candidate of his/her own accomplishments that best represented his/her own competency.

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Community, Collegiality, Collaboration: Creating and Sustaining Productive

Relationships with Cooperating Teachers

Jo-Anne Kerr and Linda Norris

Indiana University of Pennsylvania

"I was very hesitant to take on this [cooperating teacher] responsibility because I did not know what to expect…. It turned out to be a wonderful experience for me…because I got to see the same lessons that I have taught for years through a fresh set of eyes. I learned a lot from having [Tracy] in my room."

Theresa Sanders, a cooperating teacher for one of our English education student teachers at Indiana University of Pennsylvania, wrote the above response to a request for some feedback about her recent experiences as a cooperating teacher. Clearly the mentoring experience between an experienced teacher and a student teacher is one of the most important aspects of any teacher education program (Hayes, 1998; Miller & Norris, 2007). In *Great Beginnings: Reflections and Advice for New English Language Arts Teachers and the People Who Mentor Them*, Maureen Neal writes about her cooperating teacher, "…she showed me how to value and to carry those nonquantifiable, immeasurable, completely human things—gut feelings, hunches, intuitions—into the classroom" (Hayes, 1998, p. 15). Our pre-service teachers reflect overwhelmingly at the end of their four-year program that student teaching is where they learn the most about becoming an effective teacher. This revelatory experience between a novice and a seasoned teacher can be one of mutual benefits for both parties, as Theresa mentions above, especially when both teachers are well-prepared for the semester and when communication between both the school and university educators involved is strong, proactive, and effective. On the benefits of collaborations such as these, sj Miller and

Linda Norris (2007) affirm:

> When we collaborate, we have the potential to grow and expand our understanding about loaded issues. Ways in which we can benefit from collaboration include understanding group dynamics, more opportunities to problem solve, potential for increase in self-understanding, developing interdependence skills, gaining multiple points of view, seeing life through others' eyes, expanding one's worldview, and rethinking previously held beliefs….A hope of collaboration is that what may be difficult for someone to understand or work through, another may be able to support the individual to work through the tensions. As a result, both people benefit from the experience (p. 243).

With the goal of strengthening our bonds and networks with cooperating teachers, the six faculty members of the IUP English Education Resource Pool decided in the spring of 2007 to begin a cooperating teacher outreach program; one of the components included a request for feedback from cooperating teachers like Theresa. Other components of the program are detailed below, including our reasons for instituting the program, how we carried out our goals, and the preliminary results of our interactions with other educators in the field.

Why a Cooperating Teacher Outreach Program?

The English Education Resource Pool at IUP, comprised of six university professors who teach methods courses and supervise student teachers, meets on a monthly basis throughout the fall and spring semesters. During one of our meetings in the spring of 2007, Lynne Alvine, who, in addition to supervising student teacher interns, directs our MA/TE (Master of Arts in Teaching English) program, brought up the importance of maintaining contact with our cooperating teachers and the need to recruit new "co-ops." While we had been fortunate to have in our pool of co-ops over sixty outstanding English language arts teachers, a few had retired, and for a few more, retirement was imminent. Furthermore, it was sometimes difficult for the Teacher

Education Office to find suitable placements for our student teachers due to several factors including the needs for broadening our site locations and for more diversity. Perhaps it was time to reconnect with those teachers who had been serving us so well for several years as well as to recruit some new faces. With those ideas in mind, we began to plan our networking project.

Program Goals

Quite simply, the goals of our initiative included reconnecting with current co-ops and meeting potential new co-ops. We wanted to provide potential co-ops with information about our B.S. and MA/TE programs. Also, we wanted to familiarize teachers with supervisors and to make them aware of the different roles co-ops play in our program. We wanted to hear directly from former co-ops about what we were doing well and what we could improve upon; we hoped that potential new mentors would offer some suggestions to stimulate and revitalize our thinking about our teacher education program. Finally, we hoped to "market" our program, to widen our network of teachers of excellence, and to make explicit the rewards and benefits of hosting an IUP English education student teacher.

Getting Started

Teachers are busy, often overworked professionals, so it seemed important to initiate a plan that would fulfill our mutual goals without making life any more difficult for the teachers whom we wished to meet. As a result, we decided that our outreach would truly reach out: we would visit teachers at their schools at times most convenient to them rather than asking them to visit us at IUP. We six would divide and conquer, so

to speak, assigning ourselves to visit schools that hosted or potentially would be willing to host our student teachers.

At our first resource pool meeting, we brainstormed a list of surrounding counties and the schools within them that had previously hosted our student teachers. Most of us were able to quickly identify schools that we could visit schools where we frequently supervised student teachers or worked with cooperating teachers in other capacities such as presenting at a national conference or participating in a local writing project, and this information was noted. We also brainstormed schools where we had other connections with faculty or administrators but where we did not yet have placements or had not placed a student teacher for a while as well as locations we wanted to explore as new territory.

From that point we began to discuss how we would proceed. How would meeting with other teachers take place? What would we share with them? Whom would we contact to set up meetings? When would these meetings take place? Lynne volunteered to create a format to follow for meetings (See Appendix A). In addition to brief meetings with teachers at their school sites, we also decided that a brochure would be helpful. Two of us took on the responsibility of designing a brochure. As our meeting ended, Lynne agreed to assign the remaining schools. A few hours later, we received via e-mail a list of the schools, color-coded; to indicate which members of the English Education Resource Pool would visit which schools. We were on our way, with our timetable being to visit the assigned schools before the end of their school year in June.

Support from Our Institution

Although our outreach would begin after the end of our spring semester in early May, the need for some support from the university was brought up, as we would often spend a full morning or afternoon traveling to and from schools within a 75-mile radius of IUP, and we all put considerable time and effort into conducting each session tailored to the unique individuals or groups we would encounter. At our initial planning meeting, Linda Norris suggested that she would go to our English department chairperson and see if she would, in turn, approach our College of Humanities and Social Sciences Dean for a one-credit summer release for each faculty member willing to participate in this outreach. Much to our delight, our department chair and dean were enthusiastic and supportive of this networking endeavor; we each would receive the one-credit summer release we asked for, provided that we submitted a report of all activities to the English department and dean upon completion of our work in the schools. Jo-Anne Kerr volunteered to submit this final report once each member of the resource pool sent her the results of our school site visits.

Our Informational Brochure

Although our meetings would provide teachers with information about our secondary English education program, we also wanted to leave teachers with information for reference. Two of us, Jo-Anne and Sue Johnson, decided to work together on an informational brochure. We knew what information we wished to include in the brochure, but we also were interested in "marketing" being a co-op as well. With these goals in mind, we discussed the benefits of functioning as a mentor, zeroing in on the ideas of collaboration (with university supervisors, student teachers, and Colleges of

Education), collegiality (expanding the notion of colleague by including university instructors), and community (becoming part of a wider community of educators). Armed with a kind of marketing strategy, then, we put together a brochure using Microsoft Word Publisher (See Appendix B). As we were still observing student teachers in late April and early May, it was fairly easy to get a few photos of our student teachers with their cooperating mentors as they were teaching. These photos were then incorporated into our brochure along with a few quotes from both cooperating and pre-service teachers. We printed the brochures in color and distributed them so that we university supervisors would have them for our networking meetings when we were ready to begin visiting schools.

Making Contact with Schools

With a list of about 75 assigned schools, divided fairly equally among us and specific to locations we were most familiar with, we were ready to make contact. For those of us who already had student teachers in the schools assigned us, we decided to request meetings through the cooperating teachers with whom we had worked. In other cases, we contacted principals to request meetings with English departments. In some instances, principals would refer us to English department chairpersons or in larger schools, with secondary education directors.

Our experiences were fairly typical. We began with schools that we had visited as university supervisors, contacting the cooperating teachers with whom we had worked, asking them to speak to their principals about our visiting to speak to the English department about IUP's English Education program. For schools that Jo-Anne had never visited, she began by phoning principals. Some of them made arrangements themselves

for her to speak to their English teachers; others referred her to English department chairpersons and, in a large school district, to the Director of Secondary Education. Linda also did some "cold calling" by driving to school sites and providing brochures and surveys where she knew department chairs had previously expressed interest in taking IUP English student teachers but had not yet done so. Teachers and administrators are quite busy as the school year winds down; as a result, some members of our resource pool were asked to postpone their meetings until school resumed in the fall. There were two schools that Jo-Anne was unable to visit and one that Linda left information for without meeting the teachers face-to-face; we were both invited to meet with those teachers at the beginning of the next school year. However, we were able to conduct our cooperating teacher outreach successfully at over 20 school sites, which, for our first year, and with only about one month to complete our exchanges, was beyond our expectations.

Meeting with Teachers

Collaboration, collegiality, and community, we believe, are the integral components of the IUP English Education student teacher/cooperating teacher/university supervisor triad; as a result, we wished to foreground these components during our meetings with teachers. It was important for us, as a result, to make our meetings not only informative but also interactive. We did not want to merely talk to teachers; we wished to elicit their ideas and have them reflect on their own experiences as student teachers as well as the idea of mentoring. Because most of our meetings were held at the end of the school day, we were conscious of making our meetings brief yet meaningful; we generally spent about 30-40 minutes in each school, depending upon how many

teachers were available and how much time they asked questions or made comments about the student teaching experience. Sometimes we met with only one or two English teachers; other groups were as large as eight to ten teachers.

After introductions, which included learning teachers' names, grade levels, and teaching assignments, we shared our brochure and spent a moment or two explaining IUP's two English education programs, graduate and undergraduate. We ended that part of the meeting by explaining that we wished to speak with teachers about the roles of a cooperating teacher, to answer questions, and to help teachers decide if they wanted to volunteer to serve as IUP cooperating teachers (or continue to do so). We answered specific questions about cooperating teachers' duties, stipends, and responsibilities of the student teacher, and appreciated the advice shared by those attending who had already served as co-ops for our student teachers in the past.

Because we wanted teachers to have some time to reflect on their own student teaching and/or first year of teaching, we asked them to jot down a few words that captured their feelings about that time in their lives. Not surprisingly, they expressed many of the same feelings, anxieties, and concerns of our pre-service teachers; classroom management, discipline, lack of resources, content area knowledge, and preparation time were just some of the issues that surfaced and resurfaced. After a minute or two of reflective writing, we asked that teachers share their thoughts; then we followed that up by asking teachers to write down important qualities that their own teacher mentors had and to consider what their co-ops did that was helpful to their teaching and learning. Several teachers expressed how they appreciated being given the freedom to try new things, having someone to listen, and having someone treat them as a fellow teacher

rather than a student. After another brief time of sharing, we asked teachers to reflect on their own personal and professional qualities that would help them be effective mentors and to also make note of any questions they had. Many agreed that time management, balancing their personal and professional lives, and a sense of humor were important qualities. After a final period of sharing and responding to questions, we ended our meetings by pointing out the contact information in our brochure. We referred potential co-ops to our handbooks and on-line websites for additional information about our teacher certification process and programs.   We also collected a brief survey we distributed to each co-op that would allow us to keep a data base of information from each of the schools we visited. Our survey form included contact information, an explanation of why they were interested in serving as a mentor, previous experiences mentoring, characteristics they wished to see in a student teacher, and when they would prefer working with a pre-service teacher (See Appendix C)**.**

Reporting Results

During May and early June 2007, we managed to visit and conduct meetings at 24 schools throughout 5 of the 9 counties in which our student teachers are placed. Five of these 24 were new sites, schools at which we had not previously had student teachers. Most importantly, given the goals of our program, we met with approximately 20 teachers who had not worked with our students before but who expressed an interest in becoming cooperating teachers for us. In fact, 3 teachers from one district became new cooperating teachers for us during the 2007 – 2008 school year.

Additional meetings were planned for the fall, and we are still compiling the data from those. The previously mentioned data forms were collected and were used for our

final report to the dean of our college. We also prepared a letter and an accompanying table indicating schools that we had visited, dates of our visits, whom we had spoken with, and how many teachers at each school wished to work with our pre-service teachers. We also forwarded our table to the Director of Field Placement in the College of Education. She responded that this was an ideal model for networking with cooperating teachers in the schools.

Some of the early results of this networking experience for us as teacher educators and university supervisors have been a renewed appreciation for the commitment of cooperating teachers as mentors to our pre-service teachers; a better face-to-face relationship with school principals and other administrators; a renewed sense of collegiality among professionals; an admiration for the care and hard work that goes into mentoring a new teacher; the new ideas in technology, media, and best practices that can be generated from both the schools and the university; and remembering just how much we value the real-world experience provided by knowledgeable mentors that is so needed for pre-service teachers to understand what it means to teach today's students. Some of the items that cooperating teachers were willing to share with us on their survey forms, including characteristics they admired in pre-service teachers and the names of new colleagues they would recommend, are already helping us to reinvigorate and reshape our programs. All of the cooperating teachers with whom we had previously worked cited the value of hosting a pre-service teacher. A high school teacher in one of our urban schools noted that "I have participated in this opportunity in the past and love having the opportunity to affect education at its source." Another teacher reminded us of the importance of the cooperating teacher: "My cooperating teacher…had a lasting positive

effect on me and my career." Furthermore, we gained understanding about what is expected of our student teachers, as energy, enthusiasm, creativity, and professionalism were cited as qualities that they hoped to see in pre-service teachers.

We believe that reaching out and forming or reforming collaborative school partnerships and demonstrating that we value our cooperating teachers' insights, comments, questions, and willingness to mentor new teachers and learn from and with them can only help to serve all of our students in the most positive and productive ways. Interestingly, we, too, were served, as when we met and spoke with our present and future co-ops, we were often reminded of the enthusiasm that fuels the best teaching. Thus we end with what one of the teachers wrote when explaining her interest in becoming a cooperating teacher: "I have terrific students who accomplish great things. It would be a pleasure to share my classroom with one who is just beginning a teaching career."

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Appendix A

IUP English Education Cooperating Teacher Outreach Project
Conducting Meetings with Teachers

I.   Introductions: learn names of teachers, grade levels, and teaching assignments. (If several teachers are present, perhaps have them write this information on index cards to display.)
II.   Hand out brochure and describe education program and required field experiences. Reference Danielson's Model of Teacher Development.
        Example: We have two terrific programs at IUP that focus on preparing secondary English teachers, but we need the support of experienced successful teachers to serve as cooperating teachers for our beginners. I am here to talk with you about the role of cooperating teacher, to answer your questions, and to help you decide if you want to volunteer to serve as an IUP cooperating teacher (or continue to do so).

*Think back to your own student teaching experience—or your first year of teaching….
Jot down a few words that capture your feelings about that time in your life.*

Sharing and brief discussion

What qualities did your teacher mentor have that were helpful? How were their actions helpful to your teaching/learning?

Sharing and brief discussion

What personal/and or professional qualities do you have that would help you be effective as a mentor to a beginner?

What questions do you have about our program?

Sharing and response to questions

Conclude by referring teachers to the Web site/contact information in the brochure. Ask teachers to complete data sheet and collect them before leaving.

Contact Information

Dr. Lynne Alvine………………lalvine@iup.edu

Dr. Sue F. Johnson…………… suefjohn@iup.edu

Dr. Jo-Anne Kerr………………. j-a.kerr@iup.edu

Dr. sj Miller………………………sjmiller@iup.edu

Dr. Linda Norris ……………… lnorris@iup.edu

Dr. Helen Sitler…………………. hcs@iup.edu

Dr. Lynne Alvine (Director, MATE Program)

724-357-2744

Dr. Linda Norris (Director B.S. Program)

724-357-3969

Dr. Gail Berlin (English Dept. Chair)

724-357-2261

Ms. Judy Geesey (Teacher Education Office)

724-357-2450

Teacher Candidate

"Being an IUP English co-op has renewed my enthusiasm for teaching."
Joe Magistro, Greater Johnstown Middle School

"Being a co-op is a great way to affect education—at its source."
Tracey Madeley, Greater Johnstown High School

"I have never had a student teacher who didn't teach me something—mainly in the field of technology, but in other areas as well. I love seeing their enthusiasm, their love of the profession, and their determination to create exciting lessons for their students."
Kaye Bird, Indiana Area Junior High School

"A good student teacher helps me re-evaluate my own teaching practice, to keep what's good and revise that which needs revision."
Robyn Orchard, Indiana Area Junior High School

The IUP English Education Programs have been accredited by the National Council of Accreditation of Teacher Education (NCATE) and the Middle States Association of Colleges and Schools and are endorsed by the National Council of Teachers of English and the Pennsylvania Department of Education.

Photos
Front: Kimberly Hoover, IUP MATE Student Teacher with cooperating teacher Tracey Madeley, Greater Johnstown Senior High School
Inside (top): **Mr.** Joe Magistro, Cooperating Teacher, Greater Johnstown Middle School
Inside (bottom): Lindsay Wargo, IUP Student Teacher

Be an IUP English Education Cooperating Teacher

Bachelor of Science
in English Education

Master of Arts
in Teaching English

Professional…

Community

Collegiality

Collaboration

English Education Program

Indiana University of Pennsylvania

What is a cooperating teacher?
a guide
a coach
a mentor

In Pre-Student Teaching I (EDUC 242)…
To guide students into the profession and to facilitate their introduction to the culture of the school, classroom, teachers, and students.

In Pre-Student Teaching II (EDUC 342) and for the M.A. in Teaching
English Internship (ENGL 698)…
To coach students in developing teaching skills and abilities by providing opportunities to observe, analyze, discuss and take on selected teaching responsibilities.

In Student Teaching (ENGL 441/ENGL 698)…
To mentor students' growth in the Four Domains of Teaching Responsibly:

- Planning and preparation
- Creating and maintaining a healthy classroom environment
- Developing methods of instruction
- Participating in professional responsibilities

Why be an IUP English Education cooperating teacher?

IUP English Education cooperating teachers engage in…

community

collegiality

collaboration

by…

- Becoming part of a broader community of university faculty, area teachers, and pre-service English educators.

- Sharing ideas, experiences, and expertise.

- Continued reflection on best practice through interactions and conversation with student teachers and university supervisors.

- Opportunity for professional growth.

IUP Web Sites

English Department
http://www.english.iup.edu/home.htm

College of Education & Educational Technology
http://www.iup.edu/education/

Teacher Education Office
(for links to information about and forms for cooperating teaching)
http://www.coe.iup.edu/teach%5Fed/

Appendix C

Cooperating Teacher Survey Form
Indiana University of Pennsylvania
English Education
Bachelor of Science and Master of Arts in the Teaching of English

Name:
School:
School District
Contact Phone Number:
Contact E-Mail Address:
Subject(s) currently teaching:
Grade level(s) currently teaching:
Number of years of experience:
Number of years teaching at current site?
If different from above, please include other grades and/or subjects taught
Do you have an Instructional II teaching certificate?
Please explain your interest in becoming a cooperating teacher:
Describe the strengths you can offer a pre-service teacher:
What experiences do you have mentoring?
What characteristics would you like to see in a student teacher/pre-service teacher?
Please indicate your level of interest: Extremely interested   Somewhat interested   Considering   Not interested
Please indicate when you would like to begin your role as a cooperating teacher: Spring 2008 ___ Fall 2008 ___ Other ___
Please indicate with what students you would like to work: Undergraduate   Graduate   Both
Would you prefer a student for (check all that apply)   1 week (undergraduate pre-service teacher, 35 hrs.) ___   Semester (graduate intern, 120 hrs.) ___   Semester (undergraduate, 15 weeks) ___

Can you refer us to anyone whom you would recommend to be a cooperating teacher?
Name:

School:

Contact information:

Thank you and we look forward to working with you.