OVERSEAS STUDENT TEACHING HANDBOOK

SCHOOL OF EDUCATION
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Greetings Student Teacher!

We are enthusiastic about your decision to complete a portion of your Student Teaching experience abroad. This is a unique opportunity to learn and grow in the profession as you invest personally and professionally in a new community. Esther 4:14 tells us, “And who knows but that you have come to royal position for such a time as this?” Therefore, we encourage you to appreciate God’s timing as you embark on this significant journey to develop a deeper Christian Worldview during your time in your host country. This valuable experience will assist you in your development as a professional educator. Please take advantage of this time abroad to glean skills that will translate into practice upon your return home.

We have created this Overseas Student Teaching Handbook to provide helpful information and resources for you during your preparation to journey abroad. You will also find some practical and spiritual guidance to assist you with the process of re-entry as you seek to process all that you have learned and experienced while overseas. It is our prayer that you will feel supported during your Student Teaching experience. Please remember to be in regular contact with your Student Teaching Supervisor and Seminar Professor while overseas. We are confident that God will use this time to grow you as a teacher and follower of our Lord Jesus Christ.

Sincerely,

Carolyn Bishop, Ed.D., Director of Elementary Education
Dennis Eastman, Ph.D., Director of Teacher Preparation
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A special thanks to Murray Decker in the development of this handbook.
Section 1: Scheduling Your Overseas Student Teaching Experience

One-Year Prior

- Contact Flora Herrera in the School of Education to schedule a pre-interview with the Director of Teacher Education and to request a Pre-Interview Application.
  - (Flora Herrera: 562-944-0351 x5676)

- Complete a Pre-Interview Application.

- Read the Overseas Student Teacher Handbook, sign and date the signature page (Appendix A). The signature page needs to be returned to the Director of Teacher Education on the day of your Final Overseas Interview.

- Upon invitation from the Director of Teacher Education, complete an application at the Interaction International website.

- Not all schools listed on the above website are available for Student Teaching placement. The Director of Teacher Education must approve your school before placement.

- Turn the application in to Flora Herrera in the School of Education.

- Contact Flora Herrera in the School of Education to schedule a Final Overseas Interview with the Director of Teacher Education.

- Upon acceptance, Student Teaching placement will be requested with CCTECC.

- Upon placement, Student Teacher Candidate will contact designee at placement school to establish details regarding housing, cost, classroom information, Master Teacher, etc. using the Essential Questions and Information Gathering Guidelines (Appendix C).

- Research the cultural, academic, social, and religious aspects of your study abroad location.

- Apply for a new or renew your current passport with the state department (This may take up to 8 weeks).

- See a physician and/or dentist to discuss prescriptions or other medications that you may need for the duration of your Overseas Student Teaching experience. Research if you need any specific shots or other immunizations for your Overseas Student Teaching experience through the Center for Disease Control.
• Students desiring accommodations on the basis of physical, learning, or psychological disability for this class are to contact Disability Services. Disability Services is located in the Learning Center (upstairs in the Biola Library) and can be reached by calling (562-906-4542) or extension 4542 from on campus.

• Complete the Biola School of Education Cost Verification Form (Appendix B).

• Provide the Director of Teacher Education with a copy of your estimated budget program costs. This form will be turned in during the Final Overseas Interview.

One Semester Prior

• Continue researching your Overseas Student Teaching location.

• Meet with your Faculty Advisor and Financial Aid Counselor to discuss expectations during your Overseas Student Teaching experience.

• Attend the mandatory CCTECC Orientation!

• Complete the Student Activity Log B and Biola University Student Health Form. Obtain forms from the Office of the Dean of Student Development. Student Services Bldg. 562-903-4874

• Make travel arrangements and secure flight/travel insurance.

• Complete Essential Questions and Information Gathering Guidelines (Appendix C). Turn in 60 days prior to departure to the Student Teaching and Field Placement Coordinator.

One-Month Prior

• Arrange with the Biola Post Office to have campus mail forwarded during Overseas Student Teaching experience to either your home or overseas address.

• Provide your overseas mailing address to the School of Education.

• Make sure your visa paperwork is in order for entry into your host country (if required.)

• Make sure that your flight arrangements have been finalized in order that you will arrive in time for the in-country orientation program. Make sure to confirm the terminal, baggage weight limits, and packing restrictions.

• Confirm flight/travel insurance.

• Leave copies of passport, visa, and other important documents with family, in a separate place from the originals. Students should make copies of important documents to travel with that are kept separate from the original documents.
Two Weeks Prior

- Purchase guides and journals for travel, plug converters and other country-specific items.

- Begin packing for your Overseas Student Teaching placement. Once you’ve packed all your necessary materials, plan to cut the amount in half.

- To avoid suspended financial accounts while abroad, please notify your credit card company and your bank of your extended overseas plans.

- Confirm your departure and arrival flight reservations and transportation to and from the airport(s).

- Visit the TSA website or call the airline to find out specific weight restrictions for luggage and any additional baggage fees that can accrue. Also confirm travel restrictions regarding safety and security with TSA.

- Collect important contact information for family, friends and professional associates.

- Medication, prescriptions (including renewals) and medical supplies should be gathered and packed in carry-on luggage only. If necessary, obtain a letter from your physician for your prescriptions or persisting conditions.

- If you wear corrective lenses (i.e., contacts or glasses) or use other assistive devices (e.g., hearing aids), bring a back up or a doctor’s prescription to replace should your lenses or devices be lost.

- While you are abroad, protect your laptop and other electronics from theft by contacting your parent or guardian’s homeowners/rental insurance policies. If you do not have coverage for these items, look into other insurance options that are available for overseas travel. You may use this as a reference for insurance options.
Day of Departure

- **Know what time your flight leaves and if your flight is on time.**

- Give yourself at least 3 hours to get to the appropriate airport terminal, especially for an international flight. Also be aware of how much time checking in luggage and clearing security will require.

- Label your bags on the inside and on the outside.

- Locking your bags will delay your check-in process; you will be asked to remove them anyway.

- When navigating through airport security and customs, it is important to keep important documents (passport, visa, etc.) on your person, hidden usually under your clothing in a travel pouch.

- Keep important contact numbers, including placement school information and pick-up service information, which may be needed upon arrival, on a card in your wallet. Keep a second copy of emergency numbers in your personal carry-on.

- For long flights music, reading materials and snacks are helpful to pass the hours!

- To avoid jetlag, stay hydrated and drink water.

- Upon your arrival, contact your family to let them know you made it safely to your destination.

- **Enjoy your Overseas Student Teaching experience!!**
Section 2: Getting to Know the Culture of Your Host Country

The School of Education recommends that the Student Teacher allocate additional travel days to the host country to account for time change, acclimation to surroundings, and meeting with the host, prior to the beginning of the Student Teaching Assignment.

Student Teaching in a foreign land offers wonderful opportunities to grow spiritually, intellectually, and globally. The cultural exchange experienced during the Student Teaching assignment can be life changing on many levels. Upon arrival to the host country, a Student Teacher may experience a number of sights, sounds, smells, and customs that are altogether new and unique. As a result, the Student Teacher may experience a period of adjustment known as “culture shock.”

### CULTURE STRESS

Outline of the Process

<table>
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<tr>
<th>Fun</th>
<th>Discovery (similar and/or satisfying)</th>
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<tbody>
<tr>
<td>Flight</td>
<td>Avoidance (different and alarming)</td>
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<tr>
<td>Fight</td>
<td>Anger (different and bad)</td>
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<tr>
<td></td>
<td>Mockery (different and foolish)</td>
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<tr>
<td>Fit</td>
<td>Acceptance (different but okay)</td>
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<tr>
<td></td>
<td>Understanding (different but reasonable)</td>
</tr>
<tr>
<td></td>
<td>Creativity (different but open to “Living”)</td>
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The United States State Department indicates that:

*Culture shock is the physiological and psychological stress experienced when a traveler is suddenly deprived of old, familiar cues—language, customs, etc. Both the seasoned traveler and the first-timer, whether in transit or taking up residence, are susceptible. The sensation may be severe or mild, last months or only hours, strike in a remote village or in a modern European city, in one country, but not another—or not at all.*

*Culture shock is most prevalent in the second or third month after arrival when the novelty of the new country fades. Symptoms typically disappear by the fourth to sixth month, when the family has settled in and a sense of equilibrium is restored.*
Traveler disorientation is a form of culture shock. You may encounter so many strange sounds, sights, and smells upon arrival in a country new to you that you may be more vulnerable to accidents or crime. You may experience this disorientation on a fast-paced business trip to several different cultures.

You can combat traveler disorientation by gathering, in advance, information of a practical nature—knowing the routine at the airport, which taxis are recommended, knowing the exchange rate, etc. Pay particular attention to any host nation cultural behavior, which may affect your security or safety.

As with any type of stress, culture shock may manifest itself both physically and emotionally. If you should experience it at a time when you need to be alert to security concerns, your awareness could be impaired. But if you understand it, you can successfully deal with it.

Being proactive about minimizing the effects of entering a new country and environment is helpful. Though everyone experiences culture shock in their own way, one crucial aspect to navigating through it is remembering the vision and goal for why you are in that particular country and why you decided to pursue Student Teaching in the first place. The ideas listed below are a great way to help you process the culture around you and to help you develop a deeper appreciation for the differences you will experience.

- Repeatedly ask yourself, "What path am I on? A path to acceptance, trust and adaptability, OR, fear, rejection and cultural arrogance?"

- Remember, acceptance of the surrounding culture enhances your Student Teaching experience and your adjustment overseas.

- Be proactive and explore your new surroundings (visit museums, parks, major sites, local markets, and events).

- Meet teachers, administrators, and students at your placement school. Interacting with people from the country will help you master the language and culture.

- At the placement school, get involved with on campus activities.

- Attend church services.

- Journal your feelings and observations while abroad and during your travels.

- Keep in touch with family and friends via Skype, email or phone.

- Remember why you are on this journey. Remember your vision and your goals. Remember why you decided to explore Student Teaching overseas!
Resources

Your transition will be easier the more you become acquainted with the cultural environment. You can learn about your host country in several different ways.

- **Overseas Student Handbooks by Country** – available through the [SAFETI: Safety Abroad First Educational Travel Information Website](#)

- **Books, Newspapers, Magazines, and the Internet** – To assist you in making the transition overseas, you can consult books, newspapers, magazines and the Internet.
  
  o [Survival Kit for Overseas Living](#) by Robert Kohls—a great resource and guide into the process of preparing for an overseas experience.

  o [Transitions Abroad Magazine](#) - a great resource about studying, working, and volunteering abroad.

- Also— churches, Christian missions organizations, ACSI, staying connected to spiritual mentors at home
Section 3: Planning for Your Trip

The School of Education realizes that health and safety while traveling is a top priority for students and parents. The information provided in this section is meant to advise you on issues that may arise during your Overseas Student Teaching experience. If you should have any questions about the information presented, feel free to make an appointment with a staff member in the School of Education.

Health

Recommendations for Travel

The Center for Disease Control (CDC) offers a wealth of recommendations for travelers in regards to disease prevention. A visit to the CDC website is HIGHLY recommended.

The CDC as a reference publishes the Yellow Book every two years for those who advise international travelers about health risks. The Yellow Book is written primarily for health professionals, although others will find it useful.

Immunizations

For entry into some countries, and return to the U.S., it may be necessary to receive preventative health care for diseases, which are known to be present in and around your region of Student Teaching (e.g., malaria, typhoid, cholera). This may involve a series of immunizations or prescribed medications to be taken over a period of time before departure. Please visit the CDC for a list of required and recommended vaccinations for your host country.

Visit Your Doctor & Dentist

Some Overseas Student Teaching placements require that you provide your medical history and a physician-approved certification of travel fitness. Even though this may not be required, it is still advised that you visit a physician, dentist or health care professional before departing. Don’t forget to renew prescriptions before leaving. Also, carrying extra prescription orders, eyeglasses, contacts, etc. would be advised as well as determining whether or not certain medications are legal in your host country. If an existing medical condition requires you to see a health professional, it is recommended you discuss whether or not to identify an overseas physician during your stay abroad.

Health Insurance

Student Teachers are required to have primary health coverage under a plan either through Biola University or through a parent or guardian. Contact your insurance provider prior to your trip to secure continued coverage while overseas.
Prescriptions

Before departing, meet with your physician to discuss what prescriptions will be necessary for you while oversea. In certain instances, a full semester's worth of prescriptions may need to be obtained.

Keep the prescriptions in their original containers and carry documentation of these prescriptions in letterform on letterhead verifying the contents of the prescriptions from your physician. Some prescriptions may need to be refrigerated or sent to your placement country via mail.

Alcohol, Tobacco & Drugs

It is a violation to promote, distribute, sell, possess, or use alcohol or narcotics or other impairing or intoxicating substances either on or off-campus regardless of the student's age. Please reference Biola's Student Handbook for further information.

Safety

Safety is the responsibility of the Student Teacher. Refer to the U.S. State Department Website for information and safety tips.

Property Insurance

To ensure the safety of personal items such as IPads, IPods, laptops, jewelry and other valuables, students should investigate property insurance for these items. You can inquire with your parent or guardian's homeowner's insurance or through a credit card company from whom you purchased an item. You can also visit Insure My Trip for any of your coverage needs.

Research your Overseas Student Teaching Experience Location

It is vital that you inform yourself about your Overseas Student Teaching location, its laws, and any particular situations that may be relevant to your particular region of the world. There are a variety of guidebooks, websites, and resources of information available to you. The more you investigate before you arrive, the more you will be aware of your country and the surrounding region.
Section 4: Traveling to and around Your Host Country

Passports

As soon as you decide to be an Overseas Student Teacher, you should apply for a passport if you do not already have one.

Passport applicants should apply at least 6 months in advance due to travel regulation delays in passport processing. It is required that applicants apply in person with proof of: citizenship, identification, two or more (2"x2") quality photographs and payment of fees. Applicants should expect to wait at least 6-8 weeks for the delivery of their passports. Please visit the state website for further information about obtaining or renewing a passport. Keep passports safe during your overseas stay. Making a copy of your passport and leaving it with your family and the School of Education is advised. If your passport is ever lost or stolen, you can have one of the copies sent to the nearest U.S. Consulate or Embassy in order to obtain a replacement. Since your passport is necessary to obtaining a Visa, your passport should be valid 6 months beyond the departure date of your Overseas Student Teaching experience. Students are responsible for ensuring that their passport documents are valid for the appropriate duration.

National Passport Information Center
Toll Free Number: 1-877-487-2778
Hours: Monday – Friday, 8:00 am – 8:00 pm, Eastern Time

Visas

The Electronic Embassy

Depending on your placement, a visa may or may not be required. A visa is an official document issued by a foreign government, which grants permission to enter, study, or live in a particular country. These requirements are subject to change and checking with the host country’s Embassy in Washington, D.C. or the consular office to learn the precise requirements is advised. Completing the visa process in time for your departure is your responsibility!

Upon your decision to become an overseas student teacher, you should begin the visa application process. Sometimes for a student visa, it may take from 4-8 weeks to obtain all the proper documentation. Your passport is required in order to obtain a visa. Fees vary and can be significant for passports and entry into varying countries. You as the student are responsible for all passport and visa fees.
You may have to obtain some of the documentation listed below in order to acquire a student visa:

- Official acceptance letter from the School of Education into the Overseas Student Teaching program
- Letter on official letterhead of a physician stating you are in good health
- Proof of sufficient funds during Overseas Student Teaching experience (bank statements, etc.)
- Parent/guardian bank statements
- Photos, etc.

**Travel Arrangements**

It is recommended you learn what day your placement will begin. You can plan your travel arrangements so that you arrive a few days prior to your start date. This is important because you will need time to adjust to a new time zone and culture. Feeling acquainted with your surroundings will help you make the transition into life in your host country. You are responsible for booking your flights to and from your placement country. Flight insurance is also highly recommended. Arrange a ride to the departure airport. When travelling overseas, it is advised to arrive 3 hours prior to your departure time.

You are responsible for obtaining a new overseas flight should you miss the flight to your final destination. In addition, if you decide to book a connecting flight you should make sure that the connecting flight is changeable. Typically these on-line airline-booking agents (Orbitz, Travelocity, etc.) DO NOT allow changes to be made to flight bookings.

It will be important that if you are planning to extend your travels that you arrange for your ticket to be adjustable if necessary. It may cost some amount of money to change flight dates. It is your responsibility to make these arrangements and to investigate the costs associated with making changes.

**Cancellation**

In the event of cancellation, the cancellation must be made by the student in writing (email or fax) and both to the School of Education Director AND CCTECC need to be informed.

**Flight Arrangements**

You should make copies of your flight itineraries to leave with family and friends before departure. During your Overseas Student Teaching experience you should also leave travel itineraries with Biola’s School of Education and your emergency contact person so that faculty and staff can get in touch with you in case of an emergency.
Luggage Restrictions

Restrictions are in effect for various items. For a list of updated prohibited and permitted items, please reference the [TSA Website](http://www.tsa.gov).

Packing

Pack lightly for your overseas placement. Feedback most often noted is the abundance of materials not needed. When packing for your trip, you can follow some of these guidelines:

- 1 carry-on bag: usually a backpack or purse; 1-2 checked bags. *Prior to departure, check for baggage limitations

- Reference the TSA Website for a list of restricted items in both your checked and carry-on bags.

- Any expensive, irreplaceable and necessary items should be placed in your carry-on luggage. This can include money, boarding passes, passport, travel documents, medication, jewelry, laptop, and expensive electronics.

- All addresses and in-country contact information should be on your person.

- When selecting clothing, consider the climate and weather variances for your region of travel.

- Always bring walking shoes, professional attire, and dress attire to prepare for special occasions or celebrations that may occur during your stay.

- Carry a change of clothes in your carry-on.

- Golden Rule: If you decide to pack it, you’re going to have to carry it!

*Always pack once and then cut the amount in half!*
Section 5: Budgeting Your Overseas Student Teaching Experience

Budgeting for your Student Teaching placement is a critical element in having a successful experience while overseas. Part of the planning process is determining the financial resources available to you. To assist you in financial planning and estimating expenses for the Overseas Student Teaching experience please refer to the Cost Verification Form (Appendix B). Following acceptance into the Overseas Student Teaching experience, the student will be given a contact representative from the host country placement school, this representative will be able to assist in providing current expenses affiliated with travel and living in the selected country. It is the responsibility of the Student Teacher to update the Cost Verification Form to reflect current financial expenses prior to the overseas experience and to take responsibility for those expenses.

Budget

You should plan on creating an itemized budget outlining educational and living expenses for yourself prior to departure. Please consider additional expenses if you intend to do touring and sightseeing, and taking in events while living in the host country. You should also consider the best way to gain access to funds while abroad, including: ATM cards, credit cards, and cash.

Financial Aid

It is the responsibility of the Student Teacher to meet with a financial aid counselor (located in Metzger) prior to the semester of departure to ensure that funds are secured for the Overseas Student Teaching experience.

IMPORTANT NOTE: You will incur additional expenses due to the Overseas Student Teaching experience, over and above tuition fees; therefore, the overseas costs should be calculated into the total budget of the semester.

ATM Cards

Automatic Teller Machines (ATMs) are an efficient and cost effective way of gaining access to funds while overseas. You should check with your bank to see if you will be able to use your ATM card in other countries. Student Teachers should investigate the possibility of any fees while using an ATM while living overseas.
Credit Cards

In case of an emergency, credit cards are an invaluable resource of financial funds. Carrying a MasterCard, Visa Card, or American Express card is advised. Before your departure, contact your credit card company to assess fees associated with withdrawing funds while overseas. Also, let your credit card company know the dates of your trip abroad that way your card is not suspended from use.

Cash and Local Currency

Consider carrying some U.S. and local currency, especially on the days that you are entering and departing from various destinations. It is important never to carry large quantities of cash and to keep updated on the exchange rates.
Section 6: Communicating from Abroad

Email

Email will be the primary manner you will communicate with friends, family, Biola faculty, Student Teaching Supervisors, and the School of Education.

Skype

All overseas student teachers are required to have a Skype account before departure.

Communication with Biola School of Education

Student Teachers and Student Teaching Supervisors will continue the mentor/mentee relationship through use of Skype and Email. Students are required to submit assignments as scheduled on the course calendar and are welcome to communicate with the Seminar Professor through email and Skype if needed.

Cell Phones

You might want to consider purchasing or renting a cell phone once abroad.

IMPORTANT NOTE: Students should not use their personal cell phones while overseas, unless you have an international plan and are aware of charges.

Internet Usage

Students should realize that Internet usage overseas varies from country to country. You must be prepared for inconsistencies of Internet access and in some cases electricity throughout the day.

Electrical Adaptors

Electrical adaptors will be needed for your devices for the country that you are staying in and also for any of the other countries you plan to visit during your trip abroad. Laptops and other electronic devices can be damaged without the use of an adapter. Please reference the Adaptor Guide to find out what adaptors are required for the countries you plan to visit. You can also reference the World Electric Guide for helpful information.
Section 7: Returning to Biola

During your time overseas, life at home continued. Upon reentry you may discover that you require a period of cultural adjustment. Often the greater shock for students is the unexpected changes that occur when they return home. Do not be surprised if you encounter emotional, cultural, and spiritual dissonance as you re-establish yourself back at Biola. This transition involves reconnections with friends and family. *(Colossians 3:15 and let the peace of Christ rule in your hearts, to which indeed you were called in one body. And be thankful.)* The following suggestions may prove to be helpful.

Reentry Challenges

- “No one wants to hear” my stories or experiences, and see my photos, etc.
- You can’t explain what the Overseas Student Teaching experience was like for you
- Reverse “home” sickness
- Relationships have changed
- Feelings of alienation
- Compartmentalization or loss of the experience

Source: Bruce LaBrack, School of International Studies, University of the Pacific, Stockton, CA, 1993.

Strategies for Reentry

- Acknowledge the challenges of reentry faced for those returning from overseas.
- Recognize that saying good-bye to friends/host family/faculty from your Overseas Student Teaching experience program may prove painful.
- It is important to remember that when talking about your overseas experience, people will have varying levels of interest.
- Journal about your experience periodically to help process your time there.
- Patience with yourself and others is vitally important.

Pace. It takes time to adjust to a new culture. It will take time to re-adjust to life back home. You may not be at a place to talk about your experience right now. People may approach you and ask, "So, how was Costa Rica?" How can you begin to summarize all you learned, experienced and felt in response to a question like that? You may not even know the first thing to say. That's OK. It's actually a pretty stupid question impossible to begin to answer. Adjustment and re-adjustment happen or "unwind" in their own time (like a baseball game) and not on someone's strict time-schedule (like a basketball game). Find the pace that works for you.
Space. What is your heart longing for? Do you need a friend to sit with you and ask you a bunch of probing questions? Would you rather get away for a couple of days to sit, journal, pray, go for a long walk, and process things on your own? There will be times that you will want to be in community and times where you will long for solitude. Ask yourself, how much space do I need? Do I need to move toward a friend or two and give them a list of questions to ask me? Is your life so busy now that you have returned, that you have no time or space to actually feel anything? Find the space you need to process what is going on internally, or your heart will begin to leak in ways you cannot control.

Grace: You are deeply and unconditionally loved by a God who is intimately familiar with all that is swirling around in your heart. That is what we long to know that God cares and that He is present. You were created to love and be loved. The adjustment process may have revealed this to you in new and profound ways. Some cross-cultural sojourners struggle to believe that God loves them. If there were things you did that you now look back upon with regret or shame, turn toward the grace that can only be found in Jesus. Did you make sinful choices, encounter regretful situations, have to live with dysfunctional or abusive people, or are returning to a difficult situation back home? Grace covers that. Let these difficulties draw you closer to the One who loves you with an everlasting love.

Most of us can be distant from the true conditions of our hearts, or blind to our faults. The Prophet Jeremiah said in chapter 17:9-10: "The heart is deceitful above all things, and beyond cure. Who can understand it? I the Lord search the heart and examine the mind, to reward a man according to his conduct, according to what his deeds deserve." If this was your experience, then your time abroad has been a tremendous gift to you, because you have become more aware of the true condition of your heart.


**Final Steps Upon Returning to Biola**

**Evaluation Paperwork**

The Master Teacher and Student Teaching Supervisor will formally evaluate the Student Teacher in a midterm evaluation and a final evaluation. The evaluations are aligned to the learning outcomes of the Biola School of Education and the California Teaching Performance Expectations (TPE).

The midterm evaluation is a formative assessment and the final evaluation is a summative assessment and a copy is kept in the file of the Student Teacher. All midterm and final evaluations **must be submitted to the Student Teaching Seminar Professor before a final grade can be given.**
• Midterm and Final Evaluations (see Appendices F and G) are reviewed, discussed and signed by the Student Teacher, the Master Teacher, and the Student Teaching Supervisor. The signature of the Student Teacher is an acknowledgement of the evaluation and review process. The Student Teacher will be given the opportunity to submit a rebuttal to the appropriate Director of Teacher Education in the event of a disagreement.

• Appendices D, F, and G (Observation and Participation Log and Midterm and Final Student Teaching Evaluations) may be used as helpful self-assessment tools. It is recommended that the Student Teacher refer to these regularly as a way of assessing growth and development over the course of the semester.

Student Teaching Notebook and Final Supervisor Meeting

The Student Teaching Notebook must be presented to your Student Teaching Supervisor during each visit, and prior to your final evaluation. The purpose of the notebook is to demonstrate that the Student Teacher has made a variety of contacts and observations throughout the school. Such observations are subject to the availability of the school site. Be sure to bring your Student Teaching Notebook home with you, and provide the notebook to your Biola Supervisor upon your return. The Observation and Participation Log is included for duplication in Appendix D. Please also see Appendix E: Rubric for Grading Student Teacher Notebook and Sample E-mail to Student Teacher/Observations.

Meet with a Credential Analyst and Academic Advisor

After you have all your paperwork turned in make an appointment with the Credential Analyst and Academic Advisor to discuss applying for your credential.
ACKNOWLEDGEMENT AND CONTRACTUAL AGREEMENT BETWEEN STUDENT TEACHER AND BIOLA UNIVERSITY SCHOOL OF EDUCATION TEACHER PREPARATION PROGRAM

I affirm that I have received the Overseas Student Teaching Handbook on (__________) and have read it in its entirety and agree to adhere to the procedures and policies therein.

Name_________________________________________ Date____________________

Signature__________________________________________________________
Overseas Student Teaching Cost Verification Form

Name: ________________________________

Student Teaching Semester Overseas: _______________________

Country: ________________________________

Overseas Student Teaching Budget Estimate

$ _____  Tuition Fees
$ _____  Registration Fees
$ _____  Estimate of Airfare
$ _____  Estimate of Living Expenses*
$ _____  Estimate of In-country travel (bus/ train pass, taxis, etc.)
$ _____  Estimate of Passport Fees
$ _____  Estimate of Miscellaneous Expenses
$ _____  TOTAL

*Calculate your maximum budget for housing. This varies upon the location in which you want to complete Student Teaching, budget on the higher end of your range.

I understand that I am responsible for the costs of Overseas Student Teaching.

Signature: ________________________________  Date: ________________

Please provide the completed form during your interview.
APPENDIX C

ESSENTIAL QUESTIONS AND INFORMATION GATHERING GUIDELINES FOR
BIOLA OVERSEAS STUDENT TEACHERS

Below are questions to ask the contact person at your overseas placement school, as provided by CCTECC (some questions are time sensitive so consider prioritizing this list). *Please answer the initial six questions in written form and return to the Field Placement Coordinator in the School of Education 60 days prior to departure.

Culture, Travel, Logistics and Housing

- Do I need a Visa?
- Where will I be living while I am Student Teaching overseas? How far away is it from the school?
- What is the best means of transportation throughout the country/region?
- What is the average cost of housing, food, travel, etc.?
- What are the cultural expectations of the country/region (clothing, customs, taboos, etc.)?
- Who is my Master Teacher? What is the best way of getting in touch with him/her? What are their credentials?
- What sort of transportation is available for me to get to school? (bus? cab? bike? etc.)

Questions for the Master Teacher

- May I contact you outside of school? If so, how may I contact you (by telephone, by e-mail)?
- What time should I arrive in the morning?
- Is there a sign-in procedure for Student Teachers?
- Where should I meet you in the morning?
• How long would you like me to remain after school?
• Am I permitted to have a key to the classroom?
• What is the procedure for early access to the building/classes?
• How should I contact you in case an emergency or illness prevents me from coming to school or prevents me from being on time?
• Are there any emergency procedures I should be aware of? (building evacuation routes, safety drills, lock down codes, etc.)
• Where and when do you usually eat lunch?
• May I have a school calendar and handbook?
• Is there a map of the school available?
• May I have a tour of the school prior to my first day?
• May I have a class list and seating chart?
• May I have a copy of any discipline policies for the school and classroom?
• Who would I ask for assistance with discipline?
• What process would you like to follow and when would be the best time for feedback on my lessons and suggestions for improvement: after each lesson, during a planning period, or at the end of each day?
• Do you need any more information about Biola University’s requirements, assessment, procedures, or forms used for assessment?
• What responsibilities do you want a Student Teacher to assume?

Lessons/Curriculum

• What can I do to prepare ahead of time for the coming lessons I will be teaching?
• How far in advance do you want to see my lesson plans—a day, several days, a week?
• What would you like me to teach?
• Would you like the daily lesson plans typed?
Student Community

- What can you tell me about the school community?
- What is the level of parental involvement?
- What information should I be aware of regarding students? (strengths and weaknesses, medical histories, etc.)
- How are accommodations and/or adaptations made for special needs students?
- May I receive a list of students to begin praying for them?

Classroom Management

- What are your classroom management policies?
- What are the consequences if classroom expectations are broken?

Classroom Routine

- What is your homework policy?
- How much homework do you assign?
- What are the procedures if students do not have homework completed?
- How do you assess students?
- What are the assessment criteria and the turnaround time?
- What teaching methods or routines work best with your students?

Other

- When would you like to review the Student Teacher evaluation forms and requirements?
- What extracurricular activities do you supervise? In what ways might I be involved?
- May I attend parent-teacher conferences?
- May I attend department or faculty meetings?
- How can I best support the learning and teaching in your classroom?
APPENDIX D

OBSERVATION AND PARTICIPATION LOG
Thinking about and Planning for Your Classroom Pre-Observation Conference

Thinking about the planning steps and areas for discussion outlined below will help you prepare for pre-observation conferences prior to formal observations by your Student Teaching Supervisor and Master Teacher. These pre-observation conferences may be conducted via e-mail, chat room, telephone, or in person, as circumstances allow.

<table>
<thead>
<tr>
<th>Planning Steps</th>
<th>Areas for Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarify Goals and Context for the Lesson</td>
<td>• What is the lesson about? What is its context?</td>
</tr>
<tr>
<td></td>
<td>• What has led up to this lesson?</td>
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<tr>
<td></td>
<td>• How is it building on previous lessons?</td>
</tr>
<tr>
<td></td>
<td>• How does it meet your students’ needs?</td>
</tr>
<tr>
<td></td>
<td>• How does it match the district and/or state academic content standards for your grade level?</td>
</tr>
<tr>
<td></td>
<td>• Is the lesson available in your Lesson Plan folder for your Student Teaching Supervisor to preview?</td>
</tr>
<tr>
<td>Determine Evidence of Success/Student Achievement</td>
<td>• What do you want students to learn through this lesson?</td>
</tr>
<tr>
<td></td>
<td>• How will you know they are successful?</td>
</tr>
<tr>
<td></td>
<td>• Is there more than one way to measure their success for this lesson?</td>
</tr>
<tr>
<td></td>
<td>• How will your students know your expectations?</td>
</tr>
<tr>
<td>Explore Teaching Strategies and Decisions Made</td>
<td>• How will the instructional strategies and resources you’re using during the lesson promote student learning?</td>
</tr>
<tr>
<td></td>
<td>• Are there other strategies or resources that you could incorporate to appeal to students' multiple intelligences?</td>
</tr>
<tr>
<td></td>
<td>• Are there any adaptations needed for students with special needs?</td>
</tr>
<tr>
<td>Identify Focus for Data Collection</td>
<td>• What TPE will be addressed in this lesson?</td>
</tr>
<tr>
<td></td>
<td>• What is the primary area of your teaching you’d like the observer to focus on?</td>
</tr>
<tr>
<td></td>
<td>• Are there specific student behaviors you’d like the observer to look for?</td>
</tr>
</tbody>
</table>

Adapted from A. Costa and R. Garmston, the New Teacher Center, University of California, Santa Cruz
**RUBRIC FOR GRADING STUDENT TEACHING NOTEBOOK**

1. The notebook is worth 5 points each visit (for a total of 50 per semester).

2. After more than one occasion of observing an incomplete notebook, please send an e-mail stating the areas where you observed missing information to both the Student Teacher and the seminar professor.

<table>
<thead>
<tr>
<th>Score</th>
<th>Notebook Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Complete and detailed. Evidence of reflection.</td>
</tr>
<tr>
<td>4</td>
<td>Complete but less detailed. Evidence of reflection.</td>
</tr>
<tr>
<td>3</td>
<td>More than 75% complete. Superficial reflections.</td>
</tr>
<tr>
<td>2</td>
<td>More than 50% complete. Inconsistent reflections.</td>
</tr>
<tr>
<td>1</td>
<td>Less than 50% complete, but notebook does exist. Infrequent reflections.</td>
</tr>
</tbody>
</table>

**Sample e-mail to Student Teacher; send cc to Master Teacher & Seminar Professor:**

Dear Suzy Student Teacher,

I’m confirming my next Skype appointment with you on **May 1** to discuss your progress and any way I can support you. In the meantime, remember to be consistent in applying the classroom management strategies we discussed.

I am praying for your continued success.

Sincerely,

Joe US

Biola University Supervisor
Midterm Evaluation of Teacher Candidate

<table>
<thead>
<tr>
<th>Name</th>
<th>Dates: From (mo) (yr) to (mo) (yr)</th>
</tr>
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Subject or Grade ___________________________ School ______ School District ___________________________

**Purpose:** This report will be used along with other information to: 1) award a grade for a Biola Student Teaching candidate 2) decide whether to recommend the Student Teaching candidate for a credential, and 3) may be used by the Student Teaching candidate as a formal job recommendation.

*Guidelines:* Please use the following scale to assess the level of performance reached by the Student Teaching candidate by the **middle of the placement.** In rating each skill, please evaluate this person based on their ability to assume the responsibilities of a beginning first-year teacher.

Score Level 1: Skill is used inappropriately or inaccurately. Candidate **does not meet standard** for performance expectations.

Score Level 2: Skill is minimally developed. Candidate exhibits **basic level** performance expectations.

Score Level 3: Skill is adequately developed. Candidate exhibits **proficient level** performance expectations.

Score Level 4: Skill is consistent with the expectations of a beginning first-year teacher. Candidate exhibits **exemplary** performance expectations.

Please check the box that best reflects the Student Teacher candidate’s proficiency on each of the following TPEs.

<table>
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<tr>
<th>TPE 1 - Specific Pedagogical Skills for Subject Matter Instruction</th>
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<th>2- Basic</th>
<th>3- Proficient</th>
<th>4- Exemplary</th>
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<td>☐ 1 - demonstrated an inaccurate or no understanding of subject-specific pedagogical skills for teaching the state-adopted frameworks and academic content standards to students</td>
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Explanatory Comments:
### TPE 2 - Monitoring Student Learning During Instruction

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<th>Description</th>
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<tr>
<td>1</td>
<td>used progress monitoring inappropriately or not at all during instruction to determine whether students are progressing and/or providing inaccurate or no feedback to students, using inappropriate or no classroom assessments and inaccurate or no analysis of student work</td>
</tr>
<tr>
<td>2</td>
<td>used progress monitoring sometimes appropriately and sometimes inappropriately during instruction to determine whether students are progressing and/or providing minimal or limited feedback to students, using ambiguous classroom assessments and cursory or inconsistent analysis of student work</td>
</tr>
<tr>
<td>3</td>
<td>used progress monitoring appropriately at key points during instruction to determine whether students are progressing adequately and providing accurate feedback to students, using classroom assessments and analyzing student work accurately</td>
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</table>

Explanatory Comments:

### TPE 3 - Interpretation and Use of Assessment

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<tr>
<td>1</td>
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Explanatory Comments:
### TPE 4: Making Content Accessible

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<tr>
<th></th>
<th>1 - used developmentally inappropriate or no instructional strategies and activities according to purpose and lesson content, making inappropriate or no plans for students who have special needs or abilities</th>
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<th>3 - used developmentally appropriate instructional strategies and activities according to purpose and lesson content, making appropriate plans for students who have special needs or abilities</th>
<th>4 - used relevant and developmentally appropriate instructional strategies and activities according to purpose and lesson content, making relevant and appropriate plans for students who have special needs or abilities</th>
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### TPE 5 - Student Engagement

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<th>1 - ensured the active and equitable participation of few or no students</th>
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</table>

### TPE 6 - Developmentally Appropriate Teaching Practices

<table>
<thead>
<tr>
<th></th>
<th>1 - adapted inappropriate or no instructional strategies to provide access to the state-adopted academic content standards for students or state-adopted framework(s)</th>
<th>2 - adapted instructional strategies to provide access to the state-adopted academic content standards for students or state-adopted framework(s) in an ambiguous or inconsistent manner</th>
<th>3 - adapted appropriate instructional strategies to provide access to the state-adopted academic content standards for students or state-adopted framework(s) for all students</th>
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<td></td>
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</table>
### TPE 7 - Teaching English Learners

| 1 | drew upon irrelevant or no information about students’ backgrounds and prior learning, including students’ assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning, and/or allowing students to express meaning, including in their first language, knowing and applying inappropriate or no instructional practices for English Language Development |
| 2 | drew upon minimal or cursory information about students’ backgrounds and prior learning, including students’ assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning, and/or allowing students to express meaning, including in their first language, having a limited knowledge and/or ambiguous application of instructional practices for English Language Development |
| 3 | drew upon relevant information about students’ backgrounds and prior learning, including students’ assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning, and allowing students to express meaning, including in their first language, knowing and applying appropriate instructional practices for English Language Development |
| 4 | drew upon detailed and relevant information about students’ backgrounds and prior learning, including students’ assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning, and allowing students to express meaning, including in their first language, knowing and applying relevant and appropriate instructional practices for English Language Development |

**Explanatory Comments:**

---

### TPE 8 - Learning About Students

| 1 | used inappropriate or no methods to obtain information about selected students that may influence instruction, obtaining irrelevant or no information about selected students such as linguistic background; academic language abilities, content knowledge, and skills; physical, social, and emotional development; cultural and health considerations; and interests |
| 2 | used limited methods to obtain information about selected students that may influence instruction, obtaining cursory information about selected students such as linguistic background; academic language abilities, content knowledge, and skills; physical, social, and emotional development; cultural and health considerations; and interests |
| 3 | used relevant methods to obtain information about selected students that may influence instruction, obtaining detailed and relevant information about selected students such as linguistic background; academic language abilities, content knowledge, and skills; physical, social, and emotional development; cultural and health considerations; and interests |
| 4 | used relevant and appropriate methods to obtain information about selected students that may influence instruction, obtaining detailed and relevant information about selected students such as linguistic background; academic language abilities, content knowledge, and skills; physical, social, and emotional development; cultural and health considerations; and interests |

**Explanatory Comments:**
### TPE 9 - Instructional Planning

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>☐ 1 - planned instruction inappropriately or no instruction related to the content area and subject matter to be taught and/or not in accordance with state-adopted student academic content standards for students or state-adopted framework(s) selecting or adapting inappropriate or no instructional strategies and student activities that assist students to achieve learning goals or meet students’ needs</td>
<td>☐ 2 - planned instruction that is not clearly or coherently related to the content area and subject matter to be taught and/or is minimally in accordance with state-adopted academic content standards for students or state-adopted framework(s) selecting or adapting instructional strategies and student activities that minimally assist students in achieving learning goals or that are inconsistent in meeting students’ needs</td>
</tr>
<tr>
<td>☐ 3 - planned appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students or state-adopted framework(s) selecting or adapting appropriate instructional strategies and student activities that assist students to achieve learning goals and meet students’ needs</td>
<td>☐ 4 - planned relevant and appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students or state-adopted framework(s), selecting or adapting relevant and appropriate instructional strategies and student activities that assist students to achieve learning goals and meet all students’ needs</td>
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**Explanatory Comments:**

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### TPE 10 - Instructional Time

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>☐ 1 - allocated instructional time inappropriately, establishing inappropriate or no procedures for routine tasks and management of transitions</td>
<td>☐ 2 – both appropriately and inappropriately allocated instructional time, establishing inconsistent or minimal procedures for routine tasks and management of transitions</td>
</tr>
<tr>
<td>☐ 3 - allocated instructional time appropriately, establishing appropriate procedures for routine tasks and managing transitions to maximize instructional time</td>
<td>☐ 4 - allocated instructional time appropriately, establishing clear and appropriate procedures for routine tasks and managing transitions to maximize instructional time</td>
</tr>
</tbody>
</table>

**Explanatory Comments:**

---
TPE 11 - Social Environment

...The Candidate:

☐ 1 - developed and maintained inappropriate or no expectations for academic and social behavior, creating a climate that is inappropriate for learning

☐ 2 - developed and maintained ambiguous or inconsistent expectations for academic and social behavior, creating a climate that is sometimes appropriate for learning

☐ 3 - developed and maintained appropriate expectations for academic and social behavior, creating and maintaining a positive climate for learning

☐ 4 - developed and maintained clear and appropriate expectations for academic and social behavior, creating and maintaining a positive climate for learning

Explanatory Comments:

Summary Evaluation

Please comment on the candidate’s two greatest strengths:

Please comment on one area where the candidate will need additional mentoring:

The Student Teaching candidate demonstrates sufficient proficiency to continue in the current placement and assume additional teaching responsibilities

☐ Yes ☐ Yes with concerns ☐ No

If respondent answered Yes with concerns or No, please provide narrative below:

Master Teacher’s Signature __________________________ Date ____________

Supervisor’s Signature __________________________ Date ____________
APPENDIX G

Final Evaluation of Teacher Candidate

Name ___________________________ Dates: From (mo) (yr) to (mo) (yr)

(Last) (First) (Middle)

Subject or Grade _______________________ School _______________________ District _______________________

Purpose: This report will be used along with other information to: 1) award a grade for a Biola Student Teaching candidate 2) decide whether to recommend the Student Teaching candidate for a credential, and 3) may be used by the Student Teaching candidate as a formal job recommendation.

Guidelines: Please use the following scale to assess the level of performance reached by the Student Teaching candidate by the end of the placement. In rating each skill, please evaluate this person based on their ability to assume the responsibilities of a beginning first-year teacher.

Score Level 1: Skill is used inappropriately or inaccurately. Candidate does not meet standard for performance expectations.

Score Level 2: Skill is minimally developed. Candidate exhibits basic level performance expectations.

Score Level 3: Skill is adequately developed. Candidate exhibits proficient level performance expectations.

Score Level 4: Skill is consistent with the expectations of a beginning first-year teacher. Candidate exhibits exemplary performance expectations.

Please check the box that best reflects the Student Teacher candidate’s proficiency on each of the following TPEs.

1- Does not Meet Standard 2- Basic 3- Proficient 4- Exemplary

TPE 1 - Specific Pedagogical Skills for Subject Matter Instruction

- 1 - demonstrated an inaccurate or no understanding of subject-specific pedagogical skills for teaching the state-adopted frameworks and academic content standards to students

- 2 - demonstrated a cursory or limited understanding of subject-specific pedagogical skills for teaching the state-adopted frameworks and academic content standards to students

- 3 – demonstrated an accurate understanding of subject-specific pedagogical skills for teaching the state-adopted frameworks and academic content standards to all students

- 4 – demonstrated a detailed and accurate understanding of subject-specific pedagogical skills for teaching the state-adopted frameworks and academic content standards to all students

Explanatory Comments:
### TPE 2 - Monitoring Student Learning During Instruction

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Explanatory Comments:

### TPE 3 - Interpretation and Use of Assessment

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Explanatory Comments:
### TPE 4: Making Content Accessible

- **1** - used developmentally inappropriate or no instructional strategies and activities according to purpose and lesson content, making inappropriate or no plans for students who have special needs or abilities
- **2** - used ambiguous or inconsistent strategies and activities according to purpose and lesson content, making inconsistent or minimal plans for students who have special needs or abilities
- **3** - used developmentally appropriate instructional strategies and activities according to purpose and lesson content, making appropriate plans for students who have special needs or abilities
- **4** - used relevant and developmentally appropriate instructional strategies and activities according to purpose and lesson content, making relevant and appropriate plans for students who have special needs or abilities

**Explanatory Comments:**

### TPE 5 - Student Engagement

- **1** - ensured the active and equitable participation of few or no students
- **2** - ensured the active and equitable participation of some students
- **3** - ensured the active and equitable participation of most students
- **4** - ensured the active and equitable participation of all students

**Explanatory Comments:**

### TPE 6 - Developmentally Appropriate Teaching Practices

- **1** - adapted inappropriate or no instructional strategies to provide access to the state-adopted academic content standards for students or state-adopted framework(s)
- **2** - adapted instructional strategies to provide access to the state-adopted academic content standards for students or state-adopted framework(s) in an ambiguous or inconsistent manner
- **3** - adapted appropriate instructional strategies to provide access to the state-adopted academic content standards for students or state-adopted framework(s) for all students
- **4** - adapted relevant and appropriate instructional strategies to provide access to the state-adopted academic content standards for students or state-adopted framework(s) for all students

**Explanatory Comments:**
### TPE 7 - Teaching English Learners

| 1 | drew upon irrelevant or no information about students’ backgrounds and prior learning, including students’ assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning, and/or allowing students to express meaning, including in their first language, knowing and applying inappropriate or no instructional practices for English Language Development |
| 2 | drew upon minimal or cursory information about students’ backgrounds and prior learning, including students’ assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning, and/or allowing students to express meaning, including in their first language, knowing and applying inappropriate or no instructional practices for English Language Development |
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**Explanatory Comments:**

### TPE 8 - Learning About Students

| 1 | used inappropriate or no methods to obtain information about selected students that may influence instruction, obtaining irrelevant or no information about selected students such as linguistic background; academic language abilities, content knowledge, and skills; physical, social, and emotional development; cultural and health considerations; and interests |
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| 4 | used relevant and appropriate methods to obtain information about selected students that may influence instruction, obtaining detailed and relevant information about selected students such as linguistic background; academic language abilities, content knowledge, and skills; physical, social, and emotional development; cultural and health considerations; and interests |

**Explanatory Comments:**
### TPE 9 - Instructional Planning

<table>
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<tr>
<td>☐ 1 - planned instruction <strong>inappropriate or no instruction related to the content area and subject matter to be taught and/or not in accordance with state-adopted student academic content standards for students or state-adopted framework(s) selecting or adapting inappropriate or no instructional strategies and student activities that assist students to achieve learning goals or meet students’ needs</strong></td>
<td>☐ 2 - planned instruction that is not clearly or coherently related to the content area and subject matter to be taught and/or is minimally in accordance with state-adopted academic content standards for students or state-adopted framework(s) selecting or adapting instructional strategies and student activities that assist students in achieving learning goals or that are inconsistent in meeting students’ needs</td>
<td>☐ 3 - planned appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students or state-adopted framework(s) selecting or adapting appropriate instructional strategies and student activities that assist students to achieve learning goals and meet students’ needs</td>
<td>☐ 4 - planned relevant and appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students or state-adopted framework(s), selecting or adapting relevant and appropriate instructional strategies and student activities that assist students to achieve learning goals and meet all students’ needs</td>
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**Explanatory Comments:**

### TPE 10 - Instructional Time

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<tr>
<td>☐ 1 - allocated instructional time <strong>inappropriately, establishing inappropriate or no procedures for routine tasks and management of transitions</strong></td>
<td>☐ 2 - both appropriately and inappropriately allocated instructional time, establishing inconsistent or minimal procedures for routine tasks and management of transitions</td>
<td>☐ 3 - allocated instructional time appropriately, establishing appropriate procedures for routine tasks and managing transitions to maximize instructional time</td>
<td>☐ 4 - allocated instructional time appropriately, establishing clear and appropriate procedures for routine tasks and managing transitions to maximize instructional time</td>
</tr>
</tbody>
</table>

**Explanatory Comments:**
TPE 11 - Social Environment

…The Candidate:

1 - developed and maintained inappropriate or no expectations for academic and social behavior, creating a climate that is inappropriate for learning

2 - developed and maintained ambiguous or inconsistent expectations for academic and social behavior, creating a climate that is sometimes appropriate for learning

3 - developed and maintained appropriate expectations for academic and social behavior, creating and maintaining a positive climate for learning

4 - developed and maintained clear and appropriate expectations for academic and social behavior, creating and maintaining a positive climate for learning

Explanatory Comments:

Summary Evaluation

Please comment on the candidate’s two greatest strengths:

Please comment on one area where the candidate will need additional mentoring:

The Student Teaching candidate demonstrates sufficient proficiency to continue in the current placement and assume additional teaching responsibilities

Yes  Yes with concerns  No

If respondent answered Yes with concerns or No, please provide narrative below:

Signature ____________________ Position ____________________ Date ___________