



DEPARTMENT OF EDUCATION

Student Teaching Handbook

EDUC 456

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Foreword: Understanding Student Teaching

Student teaching at Concord University is the culminating field experience for teacher candidates. During student teaching, teacher candidates work as full-time teaching interns, assuming all responsibilities and duties of the cooperating teacher, under the direction of a university supervisor. The student teaching experience represents a bridge between the knowledge, skills, and dispositions developed through formal course work and the practical application of those professional attributes. It is the time when teacher candidates have the opportunity to display and to strengthen their commitment to the personal and professional qualities of the 21st century professional.

Collaboration among the teacher candidate, the cooperating teacher and the university supervisor is at the heart of a successful student teaching experiences. Student teachers are guests in the school systems where they are working. However, they have much to offer and can contribute greatly to the learning community. Each teacher candidate, university supervisor, cooperating teacher and school principal assumes an important role and responsibility, all of which are articulated in this handbook. This handbook is designed as a guide to all those involved in the student teaching experience. Ultimately, the professional judgment, collaboration, and integrity of all involved participants serve to guide the student teaching experience.

The student teaching experience is also guided by principles and strategies prescribed by current research and theory in pre-service teacher education. It is critical to view the student teaching experience as a professional growth process. Student teaching is central to the development of novice professional teachers who are effective in the classroom, reflective in their practice, and leaders among their peers. It is one more step on the life long journey of becoming a professional educator.

All teacher candidates have completed content specific curriculum and methods courses related to their endorsement area(s). However, like all learners, teacher candidates will enter this experience at various developmental stages. The progression of the student teaching experience generally begins with planned observation, followed by participation in the classroom and then in the broader school community. The student teaching experience, while primarily intended for the development of the teacher candidate into a highly qualified professional teacher, is also viewed as mutually beneficial to all participants, including university faculty, university supervisors, cooperating teachers, and the P-12 students in the classrooms of our teacher candidates.

Thank you for being a part of this collaborative team, and may you have great success as you fulfill your roles and responsibilities in this exciting and long-standing partnership!

Conceptual Framework: The 21st Century Professional

The Conceptual Framework is the result of collaborative efforts involving, the PEU, arts and sciences faculty, administrators, public school practitioners, community members, and teacher candidates. It is a reflection of the PEU's endeavor to construct a teacher education program for the 21st century, to integrate state and national standards, and to meet the demands of a diverse, global society. **The 21st Century Professional** reflects not only our commitment to our previous conceptual framework, but it also directs our ongoing vision of educating future teachers as we engage in meaningful and effective professional learning communities.

As an integrative whole, the framework of the 21st Century Professional is comprised of the parts of the Learning CIRCLE. The Learning CIRCLE is a continuum of learning that starts and ends with a concept of life-long learning and shared knowledge. The CIRCLE encompasses a professional learning community and is a continuous process of shared learning among candidates, university faculty, P-12 faculty and students. The Learning CIRCLE transforms candidates into the 21st Century Professional by ensuring that they are Competent, Intentional, Reflective, Culturally-Responsive, Leading, and Empathetic.

21st Century Professionals construct knowledge and skills that will serve as the core of their practice. 21st Century Professionals understand the role of content, research, theory and practice as the building blocks of knowledge and skills. Coursework in general education, content studies, professional studies, and field and clinical experiences lay the foundation for effective practice. The PEU has outlined specific knowledge and skills of the 21st Century Professional:

1. Competent
 - a. Candidates know the content they teach.
 - b. Candidates know effective instructional pedagogy.
 - c. Candidates are strong in pedagogical content knowledge.

2. Intentional
 - a. Candidates can plan effective instruction.
 - b. Candidates create environments that support learning.
 - c. Candidates facilitate learning using a variety of instructional strategies, materials and technologies.
 - d. Candidates plan for and accommodate learning experiences for individual differences
 - e. Candidates understand and use multiple methods of assessment.

3. Reflective
 - a. Candidates analyze student learning.
 - b. Candidates analyze their teaching.
 - c. Candidates grow and develop professionally.

4. Culturally Responsive.
 - a. Candidates embrace diversity in the school, the community, and the world.
 - b. Candidates plan for and accommodate learning experiences for diverse cultures and for second language acquisition.

c. Candidates know how to build instruction upon learners' experiences and cultures, and upon family and community resources.

5. Leading

- a. Candidates lead in their classrooms.
- b. Candidates demonstrate leadership in the school.
- c. Candidates lead the teaching profession.
- d. Candidates advocate for schools and students.
- e. Candidates demonstrate high ethical standards.

6. Empathetic.

- a. Candidates provide a positive environment.
- b. Candidates establish nurturing relationships with their students.

Mission Statement

The mission of the Professional Education Unit is to prepare educators who are competent, intentional, reflective, culturally responsive, leading, and empathic 21st Century Professionals. The PEU strives to provide all teacher candidates at the initial and advanced level with the knowledge, skills, and dispositions necessary to become effective teachers/leaders by offering the highest quality instruction and programs.

Professional Commitments and Dispositions

21st Century Professionals develop dispositions that complement their knowledge and skills, and lead to their successful practice and professional development. The PEU is firmly committed to developing the knowledge, skills, and dispositions in undergraduate and graduate candidates that will enable them to be effective 21st century professionals. To be effective in today's schools, the PEU believes that educators must be competent, intentional, reflective, culturally-responsive, leading, and empathetic. The PEU is convinced of its responsibility to ensure that candidates completing the undergraduate and graduate programs adhere to the following professional dispositions:

- Collaboration**—candidates work together with others to improve the overall learning of students.
- Honesty and Integrity**—candidates demonstrate ethical standards.
- Respect**—candidates respect cultural and individual differences by providing equitable learning opportunities for all.
- Values learning**—candidates demonstrate a respect for and seriousness of intent to acquire knowledge and possesses a high expectation for all learners
- Emotional maturity**—candidates demonstrate situationally-appropriate behavior.
- Responsibility**—candidates demonstrate professionalism, and are accountable and reliable.

Commitment to Diversity

The Professional Education Unit is committed to ensuring that teacher education candidates are prepared to work with students from diverse cultural, racial, ethnic, and linguistic backgrounds. Informed and thoughtful decision makers rely on their knowledge and analytical skills to achieve mastery in their teaching abilities. This type of analysis is essential in producing solutions to the difficult problems facing our diverse public schools. Reflection is a major vehicle in producing educators who are change agents in the public schools.

The PEU has adopted the following diversity proficiencies:

- The candidates believe that all students can learn.
- The candidates make informed and thoughtful decisions to effectively educate all students including those from diverse backgrounds and with varying cognitive abilities.
- The candidates possess knowledge, skills, and dispositions to enhance learning for a diverse student population.
- The candidates interact with diverse populations

Commitment to Technology

The PEU is committed to preparing candidates to incorporate technology into the teaching and learning process. During student teaching, national and state technology standards are used to monitor candidate proficiency in the use of instructional technology.

Candidate Proficiencies Aligned with State Standards

Fundamental to the Professional Education Unit for Teacher Education's framework for teaching are the West Virginia Professional Teaching Standards (WVPTS). The five standards of the WVPTS are listed below. These five standards and their requisite functions are incorporated into the specific competencies used to assess the performance of teacher candidates during student teaching.

Standard 1: Curriculum and Planning

Standard 2: The Learner and the Learning Environment

Standard 3: Teaching

Standard 4: Professional Responsibilities for Self-Renewal

Standard 5: Professional Responsibilities for School and Community

Goals of Student Teaching

The guiding aim of the student teaching experience is to prepare teacher candidates for full professional responsibilities as reflected in our conceptual framework, the 21st century professional. To this end, the goals of the student teaching experience are to provide teacher candidates with opportunities:

- To design active and meaningful learning opportunities for all students including learners at various developmental levels, learners with disabilities, learners with exceptionalities and learners of diverse backgrounds.
- To integrate pedagogical studies with knowledge of specific disciplines, national standards, professional organization standards, State standards and 21st Century Learning to create active and meaningful learning experiences and learning environments.
- To become increasingly aware of the multicultural component of the classroom and demonstrate skills for meaningful interaction among racial, ethnic, gender, and culturally diverse groups.
- To integrate effective management and motivation strategies into the daily teaching process.

- To strengthen skills required for creating, selecting, and using formal and informal assessment strategies to evaluate student progress and to improve teaching and learning.
- To communicate, collaborate, and consult with teachers, students, administrators, and parents clearly and effectively in the educational process.
- To reflect on strategies for enhancing personal areas of strength and weakness identified during the student teaching experience and to seek opportunities for professional growth and development.
- To integrate technology appropriately and effectively for communication and instruction.

Expectations, Procedures and Policies

As teacher candidates enter the schools, the PEU expects that they will find their experiences challenging, rewarding and more rigorous than anticipated. We also expect that teacher candidates will conduct themselves as professionals at all times. In doing so, the teacher candidate is subject to the same ethical and professional rights and responsibilities as a full-time teacher. The following policies will guide the teacher candidate during the student teaching experience.

Legal Considerations

Government immunity cannot be claimed by a teacher, who like any other citizen, may be held liable for negligence which results in an injury to another person. In order to prove negligence on the part of the teacher, a plaintiff (individual who has filed a suit) must show that the injury was sustained as a result of a breach of duty on the part of the teacher. Specifically, the courts have ruled that a teacher owes three basic duties to his students: (1) adequate supervision; (2) proper instruction; and, (3) maintenance of all equipment used in a state of reasonable repair. It is the responsibility of the teacher to adequately supervise pupils at all times. This is important for all types of classes, however, it is especially important for young children, laboratory classes, athletic classes, and special needs classes, among others. When teacher candidates are in charge, they must adequately supervise students at all times in public school settings. This is especially true since the student teacher is not a certified teacher.

Liability Insurance

Teacher candidates are covered by the same liability insurance that covers university personnel. However, teacher candidates may wish to obtain additional insurance. The organizations of the National Education Association (NEA) and the American Federation of Teachers (AFT) have such a program available through a student membership fee. Liability insurance is automatically provided to those students who are members of the student-led organization.

Limitation of Activities

Teacher candidates are encouraged to participate in all activities of the school they have been

assigned for their student teaching. Candidates are encouraged to refrain from working outside the student teaching program to the greatest extent possible. While the University does not penalize students who need money to stay in school, it does discourage students from engaging in any activity which will jeopardize their teaching performance or the education of P-12 students. Student teachers are not permitted to take additional elective coursework during times that conflict with the regular school day during student teaching.

Teacher candidates are also building a vital part of their professional credentials. Attendance at after-hours functions such as PTO/PTA meetings, open-houses, extra-curricular events and other school gatherings is encouraged, but is not mandatory.

Identification Badges

Schools are secure environments, and access to schools is controlled. Each teacher candidate is required to sign in upon each visit to the school. Many schools will require the teacher candidate to wear a visitor's badge. In any case, the Concord University student identification card should be used as student identification in the school. Students are encouraged to purchase a lanyard available in the University Bookstore to hold the university ID.

Background Checks

During student teaching, teacher candidates will submit electronic fingerprints for a state and national background check as a process for certification. Teacher candidates who have ever been convicted of a felony or other crime may find that they will not be granted a license to teach (certification) even after completing all requirements of the teacher education program. Additionally, at Concord University, teacher certification is a requirement for the Bachelor of Science in Education. This means that if a teacher candidate fails to meet requirements for certification, degree requirements are also not met.

If a teacher candidate is concerned that a prior conviction may prevent the granting of teaching licensure by the State, then he or she should contact the West Virginia Department of Education to obtain advice on eligibility for a license.

Transportation

Teacher candidates are expected to furnish their own transportation. Plans for traveling to placements should be worked out well in advance. While geographic proximity to placements is always a consideration, the quality and the appropriateness of the professional experience are the primary placement concerns.

Appearance and Dispositions

Every school has norms and expectations regarding the appearance and dispositions of its faculty and staff. Teacher candidates participating in student teaching experiences are expected to meet or exceed the P-12 schools' expectations of appearance and behavior. Unkempt or unclean clothing, shorts, mini-skirts, bare midriffs, excessive body piercings, tattoos, t-shirts, bare shoulders, torn jeans and dyed hair of unnatural color are some examples of clothing and appearance that are oftentimes unacceptable for teacher candidates. Candidates should dress professionally at all times in schools. Meticulous personnel hygiene must be maintained. It is the teacher candidate's responsibility to become familiar with the school's expectations for faculty appearance and dress immediately upon beginning the student teaching experience. Inappropriate

appearance, dress, behavior or interactions with P-12 students can adversely affect a candidate's placement or continuation in the Teacher Education Program.

Substitute Teaching

West Virginia school law states that teacher candidates may **not** be used as substitute teachers because they are not fully certified. Student teachers may, however, conduct the supervising teacher's classes provided that the absence is brief and another professional in the school is appointed as temporary supervisor.

Support for Concord University Candidates with Disabilities

The Professional Education Unit is committed to providing equal educational opportunity for all academically qualified students in keeping with legal requirements of the Americans with Disabilities Act (ADA) of 1990. Additionally the PEU complies with the Affirmative Action and Nondiscrimination Policies as outlined in the Academic Catalogue.

Policies Regarding P-12 Students

Transporting P-12 students

It is the policy of Concord's PEU that teacher candidates, engaged in program-related activities, will not transport any minor and/or P-12 student to any activity or event.

Discipline

Teacher candidates are expected to uphold the same standards for discipline that their supervising teachers have established for the classrooms. Candidates will usually follow the discipline plan established by the public school supervisor. Generally, the cooperating teacher will allow teacher candidates to experiment with the use of additional discipline strategies.

Teacher candidates may not administer corporal punishment to students nor serve as witnesses when a staff member administers corporal punishment. Candidate should not be allowed to intervene in school disturbances or to use force with pupils. The candidate with the knowledge and assistance of the supervising teacher cooperatively attends to any necessary major disciplinary actions.

Grading

Teacher candidates are expected to uphold the same standards as their cooperating teachers have established for grading students' work. Teacher candidates need experience with assessment and grading, however, any grades which appear on the students' report cards must be done cooperatively with the knowledge and assistance of the cooperating teacher.

Medication

Teacher candidates should never administer medication to students.

Confidential Information

Teachers and other education professionals regularly work with confidential information

in the context of schools. Confidential information can include student grades, student health records, academic records, Individualized Education Plans (IEPs), family histories, and more. Teacher candidates are held to the same legal and professional standards as full-time teachers with regard to confidential information. Sensitive information about students, teachers or the school must be kept confidential.

Personally Identifiable Student Information

Teacher candidates in the public schools follow the standards of the West Virginia Board of Education 4350: Procedures for the Collection, Maintenance, and Disclosure of Student Records. This policy requires that written consent of the parents/guardians must be obtained before any personally identifiable information can be collected. If the teacher candidate is required to collect information on P-12 students or to videotape teaching episodes, the P-12 Student Information Consent and Release Agreement must be used each time information is collected.

Student Teaching Expectations

The teacher candidate is the guest of the public school to which he/she has been assigned and, therefore, **MUST** abide by the rules and policies of that public school and its Board of Education, and as set forth in the Student Teaching Handbook. **Failure to do so may result in the teacher candidate being removed from student teaching.**

Attendance

Attendance during student teaching is a fundamental requirement of successful completion of the teacher education program. Student teaching is a full-time, sixteen week clinical experience, where teacher candidates maintain the same schedule as their cooperating teachers. Any deviation from this general rule must be approved in advance by the student teacher's cooperating teacher and the university supervisor. If absence is unavoidable due to illness (personal or family), death in the family, a university- sponsored activity, or other emergency clearly beyond the control of the teacher candidate, the cooperating teacher, the university supervisor and the Office of the Coordinator of Clinical Experiences must be notified prior to the beginning of the school day. In cases of absence during student teaching, the cooperating teacher serves as "substitute teacher" for the teacher candidate. In such cases, the student teacher is expected to prepare adequate and appropriate substitute plans for the cooperating teacher.

On days when P-12 students are not to be present (Faculty Senate, record days, inclement weather ...) teacher candidates are to follow the same schedule as their cooperating teachers. Candidates not permitted to attend faculty meetings are to remain at the school in the classroom for the required time. Attendance at meetings, workshops, etc. at other school sites will require the permission of all schools involved.

Absences

During the student teaching experience, the teacher candidate is allowed two personal days, one per placement, which are intended to be used only for specific needs, (illness, emergencies, job interviews, university requirements ...). Any absence beyond the two personal days may need to be made up at the end of the term at the discretion of the cooperating teacher, the university supervisor and the Coordinator of Clinical Experiences. **All absences must be recorded on the student teaching time log.**

Calendars

School system calendars do not coincide with the University calendar. During student teaching, teacher candidates will follow the Student Teaching Calendar provided at the opening seminar and the school system calendar. Teacher candidates will follow the same holiday and break schedule as the public schools. Candidates will not take the University's Fall Break or Spring Break. In cases of inclement weather and school closings, teacher candidates follow the inclement weather policy of the school system.

Punctuality

Dedication to punctuality is extremely important during the student teaching experience. Teacher candidates are both fulfilling requirements for student teaching and building permanent professional credential which details their degree of dependability and commitment. Consistent tardiness will have an adverse affect on the overall evaluation, and may result in removal from the placement.

Professional Meetings

Attendance at professional meetings is encouraged. Teacher candidates may be excused to attend approved professional association meetings, national, state or district conferences, workshops, etc. Candidates first must have the approval of the cooperating teacher and the university supervisor. Documentation of attendance is required. **Attendance at professional meetings will not be counted as an absence or as a personal day, but as a regular day of student teaching, but must be identified as such on the student teaching time log.**

Extra-curricular Functions/Duties

Attendance at after-hours functions such as PTO/PTA meetings, open-houses, sporting events, performances and other supplementary school gatherings is encouraged but is not mandatory. In addition to teaching assignments, teacher candidates are expected to be present to assist cooperating teachers in performing other school-related duties and responsibilities, such as homeroom, bus duty, lunch duty, playground duty, field trips, classroom parties, etc.

Seminars

University sponsored seminars listed on the student teaching calendar are mandatory. Teacher candidates are to be present. Any absence is recorded, and it is the teacher candidate's responsibility to notify the Coordinator of Clinical Experiences regarding a missed seminar.

Recruitment Day

Teacher candidates are required to participate in Recruitment Day sponsored by the Career Services Center and the PEU. Attendance at Recruitment Day is an excused absence from the P-12 classroom, and is not considered a personal day..

Student Teaching Requirements

A primary role of the teacher candidate during the student teaching experience is that of an inquiring learner in the teaching-learning process. The primary purpose then is to learn and to

become prepared to assume full professional responsibilities. Recognition of the developing aspects of the teacher role demands the willingness to question intelligently, reflect, and evaluate decisions and actions made or taken. Using all of the characteristics of the 21st century professional, the teacher candidate should constantly attempt to resolve how best to learn and teach.

To complete student teaching, the teacher candidate must maintain satisfactory professional conduct and abide by the rules and regulations of the host school. Failure to do so may result in the host school requesting that the candidate be withdrawn. In such case, the Coordinator has no alternative but to honor the request. The candidate's grade and any alternative placement will be determined by the university supervisor, the Coordinator of Clinical Experiences, and the Director of Teacher Education. The following are specific responsibilities of the teacher candidate during student teaching:

Notebook

A student teaching notebook will be kept throughout the student teaching experience. When an observation is planned, have it with the lesson plan for that day ready to give to the university supervisor. The notebook should include but is not limited to: **copies of all lesson plans**, the student teaching time log, student evaluation tools used for assessment (examples of tests, quizzes, check sheets, or other assignments developed to evaluate the students' academic achievement), and copies of performance evaluations completed by the cooperating teacher.

Lesson and Unit Plans

Written instructional plans are required for all teaching and must have prior approval of the cooperating teacher before implementation. At no time should a candidate be permitted to teach a class for which plans have not been approved. Unit planning is encouraged. Regardless of the content, long-range planning has advantages.

Conferences need to be initiated with cooperating teachers to discuss all phases of the teaching assignment including instructional planning.

The University does not require a specific lesson plan format (other than the required lesson plan format for the TWS), although suggested formats are provided in the appendix. Lesson plan formats should be agreed upon by the cooperating teacher and the university supervisor. The university supervisor may make additional lesson plan requirements.

Teacher Candidate Responsibility Profile

The teacher candidate responsibility profile is a guideline of the expected progression of the candidate's experience in the classroom. This form is to be completed cooperatively by the cooperating teacher and the candidate, and submitted to the university supervisor at the time of his/her initial visit. (Please review *Student Teaching: The Timeline* in this handbook for suggestions regarding the orientation experience, the beginning experience, full time teaching experience and the phasing out experience.)

Professional Portfolio

The teacher candidate will maintain a professional portfolio using the guidelines found in this handbook. The portfolio will be presented to and approved by the university supervisor. A

sample of the portfolio evaluation form is included in the handbook appendix.

Time Log

Logs, designating the number of hours spent in student teaching, are required for documentation for recommendation for certification. The time log is the responsibility of the teacher candidate and must be submitted in LiveText at the end of each placement with the final evaluation.

Teacher Work Sample

The teacher candidate will complete a Teacher Work Sample (TWS) during the first placement of student teaching. Throughout this time, work on the TWS will be a collaborative effort among the public school supervisor, a designated university supervisor, a designated content area university supervisor and the teacher candidate. The teacher candidate is entirely responsible for implementing the TWS, writing the TWS report, and presenting the TWS during a student teaching seminar. Details of the TWS are provided during the Student Teaching Orientation Seminar.

Guidelines for Student Teacher Placements and Supervision

The Professional Education Unit has adopted to follow the guidelines for field-based and clinical practices as outlined in *Policy 5100, APPROVAL OF EDUCATIONAL PERSONNEL PREPARATION PROGRAMS* <http://wvde.state.wv.us/policies/p5100.html> from the West Virginia Department of Education.

While differences in objectives and organization among the various teacher education programs necessitate some variations in procedures and policies, all teacher education programs recognize the importance of a planned, sequenced, and systematic student teaching experience.

Placement of teacher candidates is done cooperatively by the Office of Clinical Experiences and the appropriate official representatives of the local school system. The county school system enters into a contractual agreement with Concord University to accept teacher candidates.

Teacher candidates are assigned to school sites that provide the greatest diversity of experience and meet the standards of the West Virginia Department of Education. Placements are made in schools which hold full approval from the West Virginia Department of Education. All placements of student teachers in public schools must be done with the cooperation of school principals, school faculty and the Coordinator of Clinical Experiences.

Teacher candidates will usually not be placed in schools from which they graduated or in schools where close relatives are enrolled or working.

The following list, although not exhaustive, provides some examples of factors considered in arranging student teaching placements

- Endorsement area sought by candidate
- Licensure requirements

- Candidate residence during student teaching
- Diversity of setting
- Requests from schools
- Establishment of student teacher cluster groups
- Experience/training of cooperating teacher
- Availability of sites
- Partnerships with specific schools
- Candidate requests for out-of-area student teaching

Occasionally, circumstances may arise that necessitate consideration of a change in a placement for a candidate. In such situations, the candidate, cooperating teacher, university supervisor or the school administrator who has a concern should contact the Coordinator of Clinical Experiences. Since a change in placement can represent a very significant disruption in a candidate's progress and in the continuity of a P-12 classroom, requests for changes are given very careful consideration.

Criteria for the Selection of Cooperating Teachers

Classroom teachers who serve as cooperating teachers will:

- a. hold a valid teaching license for the subject and/or grade levels for the teaching position in which placement is made.
- b. have a minimum of three years teaching experience in the content area of the student teaching assignment.
- c. have a minimum of one year teaching experience at the grade level and subject area of the student teaching assignment.

The PEU also agrees that the cooperating teacher should:

- a. be recommended and approved by his/her administration, and selected on a volunteer basis only after the professional responsibilities associated with this position are discussed and agreed upon by the prospective cooperating teacher.
- b. be a good role model who consistently demonstrates high quality teaching performance.
- c. possess knowledge of the basic principles of supervising student teachers or be willing to accept such an academic learning experience to prepare herself/himself for this responsibility.
- d. be willing to devote the time required to adequately supervise, counsel and evaluate the student teaching experience. This may include attending meetings before, during, or after school.
- e. demonstrate evidence of continuous professional growth.
- f. demonstrate personal professional attitudes desirable for one in a leadership role in teacher education
- g. exhibit professional and ethical behavior.
- h. be an effective team member.

The main goals of the cooperating teacher include modeling, mentoring, providing feedback, observing, and conferencing with the teacher candidate. Research suggests that the cooperating teacher serves as a clinical instructor and is an especially influential person in the professional development of the teacher candidate. Together with the teacher candidate and the university supervisor, the cooperating teacher forms the triad of support throughout the student teaching

experience.

Criteria for Selection of University Supervisors

The university supervisor is the official representative of the University who assumes responsibility for the supervision of teacher candidates and who serves as the liaison between the University and the personnel of the schools through observational visits to the teacher candidate.

The university supervisor will have

- a. an earned master's degree or equivalent job experience;
- b. 3-5 years of successful teaching/administrative experience.
- c. previous work as either a cooperating teacher or an administrator with supervisory experience.

The Professional Education Unit also believes that the university supervisor is a professional who:

- a. has a vision of effective teaching.
- b. uses a diverse set of tools to provide evidence of teacher practice and its effect.
- c. believes that he/she is a part of a larger team, involving people in the field and at the university, all interested in improving the candidate's skills and responsibility to the profession.

Role of the Cooperating Principal

The ultimate responsibility for what occurs within the school is borne by the school principal. On a general basis, the school principal or his or her designee will:

- a. provide for the student teacher a general orientation to the school.
- b. provide information concerning pertinent administrative policy and procedures expected to be followed by faculty members.
- c. advise the student teacher as to his or her professional responsibility for the tasks and activities undertaken with the supervision of the cooperating teacher.
- d. assist in providing for the development of a cooperative and professional attitude toward the teaching profession.

Student Teaching: The Timeline

This time line was developed to provide teacher candidates, cooperating teachers and university supervisors a clear picture of what a typical student teaching experience entails. This is a typical and general overview. It does not include every detail nor does it represent the exact order and every activity that might be undertaken. Yet, the following listings provide a backdrop of what activities should be expected to be completed and approximately when. However, specific expectations, roles and responsibilities of the teacher candidate, the cooperating teacher and the university supervisor are outlined in the following timeline:

Getting Started (The First Days)

Student teaching is designed as the culminating phase of the teacher education program. During student teaching, the teacher candidate puts into practice the theory and skills developed in the college classroom. The cooperating teacher is the most significant person in introducing the

candidate to attitudes and behaviors vital to effective professional growth and performance.

There are many ways in which the cooperating teacher can orient the teacher, and in which the teacher candidate can be involved during the opening days.

The cooperating teacher can:

- Give the teacher candidate a copy of the district and/or school Policy and Procedure Handbook. Policies which experienced teachers take for granted may need to be explained to the candidate.
- Gather textbooks and/or curriculum guides for the subjects taught by the cooperating teacher.
- Discuss the scope and sequence of instruction and evaluation procedures.
- Supply the teacher candidate with a plan book (if possible).
- Provide the teacher candidate with a desk or table for organizing and storing materials.
- Introduce the teacher candidate as a professional to the school principal, faculty, school secretary, and other staff members.
- Acquaint the teacher candidate with school facilities: supply room, audio-visual equipment, library, counselors' offices, resource room, lunchroom, restrooms, and teachers' workroom.
- Read and review the Student Teaching Handbook and packet of information provided by the Concord University Professional Education Unit.

The teacher candidate can:

- Ask questions. If the teacher candidate doesn't understand what is expected, she/he should ask the cooperating teacher or university supervisor.
- Pay close attention to all that is happening in school.
- Take advantage of available opportunities. Observe the cooperating teacher.
- Investigate the special services offered in the school.
- Show initiative. Take on duties or tasks which need to be done, help students, and offer to get involved.
- Carry through with responsibilities: devising assignments for students; collecting, grading, returning papers; completing agreed-upon tasks; preparing, presenting, and cleaning up after lessons.
- Consider and be aware of the professional behavior expected in the school.
- Be adaptable. The teacher candidate is expected to consider the views of many different people: the cooperating teacher, the university supervisor, the students, the principal, and the students' parents.

- Keep priorities straight. Because student teaching is too important to receive partial attention, it is best for the teacher candidate to limit outside activities, refrain from outside jobs, and not take additional courses.
- Discover the stated and unstated teacher regulations, such as expected hours for teachers to come and go, extra duties, school and library rules, and accident and emergency procedures.
- Read and review the Student Teaching Handbook and packet of information provided by the Concord University Professional Education Unit.

The Orientation Period

For the first few days of class, the teacher candidate should spend most of the time observing. During this time, planning and communication become a major thrust. The length of the observation time is flexible and depends on the teacher candidate's readiness to assume responsibility for teaching.

The cooperating teacher should:

- Discuss how she/he plans for instruction, how decisions are made about student activities and assessment.
- Before a lesson, discuss the objective, process, and expectations for the students. After the lesson, reflect together on the relative success of the plan, the content and strategies used, and student behavior.
- Discuss the classroom management plan which guides the cooperating teacher's decisions, including classroom rules and behavior expectations.
- Explain other classroom concerns, such as strategies for teaching to individual differences and learning styles, content goals for the year, emergency procedures, and classroom arrangements.

The teacher candidate should:

- Discuss a tentative plan covering the time the teacher candidate will be in the classroom: state and school holidays and special dates, such as grade reports, parent-teacher conference days, testing schedule, in-service days; beginning and increasing teaching opportunities; overview of content to be covered; schedule for ending the teaching experience; time to observe other teachers; time for research project.
- Design a seating chart and learn students' names, and take attendance.
- Assist individual students during work periods.
- Reflect on the teaching style of the cooperating teacher and decide which traits and strategies the teacher candidate would like to incorporate into her/his own style.
- Correct papers and other student assignments.

- Develop bulletin boards, read notices, help locate materials for students.
- Participate in small group discussions.
- Observe instruction, including the teacher's lesson plan, the students' engagement in the lesson, and effective interaction between the two. The teacher candidate should be alert and anticipate what needs to be done.
- Fill in appropriate areas for the weekly time log.

The university supervisor should:

- Visit the placement site and meet the cooperating principal and cooperating teacher.
- Answer questions related to the student teaching experience.
- Plan the next visit.

Beginning the Teaching Experience

The transition from observation to teaching full time is an important one. Because teacher candidates vary in their ability to assume teaching responsibilities, it is crucial the transition is made as smoothly as possible. It is recommended that teacher candidates teach full time for a minimum of four weeks. After engaging in small group activities or participating in minor roles like the opening, reading announcements, or taking attendance, the teacher candidate can begin to assume teaching responsibilities.

At the secondary level, an effective way to introduce teacher candidates to the teaching process is to cooperatively plan a lesson. Then the cooperating teacher teaches for one period and the teacher candidate teaches the same lesson during a later class. The process of "modeling" is particularly valuable because the burden of lesson planning is lifted and the teacher candidate can concentrate on the teaching experience. It also points out (sometimes painfully) the difference between conception and execution. The teacher candidate can develop an appreciation for the need to make adjustments during the teaching process. It also provides an opportunity to discuss differences among and between classes and teaching/learning styles. Once cooperating teacher and teacher candidate feel comfortable with the teaching process, other classes can be added until the teacher candidate has a full teaching load. The shift of responsibility for planning can be gradual as well.

At the elementary level, an effective way to integrate the teacher candidate into teaching is by the teacher candidate taking over one subject or daily activity. In the beginning, the cooperating teacher may plan the lessons then the two can plan together until the teacher candidate is comfortable with responsibility for planning and teaching. Midway through the experience, the teacher candidate should be working toward full-time responsibility of all teaching duties.

The cooperating teacher should:

- Assist the teacher candidate in lesson planning.
- Complete weekly observation reports and plan conferences with the teacher candidate.

- Assist the teacher candidate with any identified weaknesses or areas which need to be strengthened.
- Notify the university supervisor of any concerns.

The teacher candidate should:

- Begin teaching additional classes/sections as appropriate under the direction of the cooperating teacher and the university supervisor.
- Fill in appropriate areas for the weekly time log.
- Willingly accept and respond to the mentoring of the cooperating teacher and the university supervisor.
- Prepare pre/post observation reflections for the university supervisor.

The university supervisor should:

- Visit and assist with questions.
- Check teacher candidate's lesson plans.
- Observe one or two classes as appropriate and complete an observation report.
- Conference with the teacher candidate (and cooperating teacher, if necessary) to discuss progress and identified strengths and/or weaknesses of the teacher candidate.
- Read teacher candidate pre/post observation reflections and provide comments.
- Notify the Coordinator of Clinical Experiences of any concerns.

Full-time Teaching

This phase of student teaching is based on individual teacher candidate readiness. Some may begin full time teaching by the second or third week. **By the mid-term of the placement, all teacher candidates should be engaged in full time teaching.** During full-time teaching, the teacher candidate is responsible for all activities that surround the on-going program of instruction, classroom management, and pupil supervision. The continued support of the cooperating teacher is important.

The cooperating teacher can:

- Discuss and approve lesson plans, making sure they are accurate, appropriate, and meaningful.
- Encourage the use of new ideas. Often teacher candidates are anxious to try new strategies and activities they have acquired in pre-service coursework, but they need help in formulating workable ways of implementation.
- Observe and evaluate the progress of the teacher candidate through the weekly observation forms. Effective feedback helps the teacher candidate make the daily decisions necessary for effective teaching.
- Complete and sign the mid-term supplemental evaluation if provided. (At this time

only English Education majors require a mid-term supplemental evaluation.)

- Assist the teacher candidate in developing a professional development plan by discussing graduate studies, professional organizations, and continuing education opportunities.
- Notify the university supervisor of any concerns.

The teacher candidate should:

- Assume a full load of teaching as assigned by the cooperating teacher in consultation with the university supervisor.
- Willingly accept and respond to the mentoring of the cooperating teacher and the university supervisor.
- Complete pre/post observation reflections for the university supervisor.
- Conference with the university supervisor concerning the mid-term evaluation.

The university supervisor should:

- Check teacher candidate's lesson plans.
- Observe a variety of lessons and complete observation reports.
- Complete the mid-term evaluation.
- Conference with the teacher candidate and provide effective feedback for effective teaching.
- Conference with the cooperating teacher concerning the progress of the teacher candidate.
- Read teacher candidate pre/post observation reflections and provide comments.
- Notify the Coordinator of Clinical Experiences of any concerns.
- Arrange a mid-term conference with the cooperating teacher and the teacher candidate and implement the student teacher concern process if necessary.
- Assist the teacher candidate in developing a professional development plan by discussing graduate studies, professional organizations, and continuing education opportunities.

Phasing Out

After the full-time teaching period, usually during the final week of student teaching, the teacher candidate should begin to phase out of the teaching process, relinquishing a period or subject every few days. The phase-out period is also a good time for observation in other classrooms. Teacher candidates find it valuable to view others' practice from the perspective provided by their own experiences. As a general rule, observations should be chosen to comprise a variety of situations and teaching techniques. The greater the variety of teaching styles and techniques available to the teacher candidate, the more valuable the learning experience becomes.

The cooperating teacher should:

- Begin the transition of assuming class leadership.
- Plan a variety of observational experiences for the teacher candidate. (Peer exchanges may also be planned.)
- Complete the supplemental evaluation in LiveText.
- Complete the final evaluation in LiveText together with the teacher candidate and the university supervisor, and discuss the entire experience.
- Approve the teacher candidate's time log hours in LiveText.

The teacher candidate should:

- Begin relinquishing teaching responsibilities to the cooperating teacher.
- Plan, with the cooperating teacher's assistance, a variety of observational experiences. (Peer exchanges may also be planned.)
- Complete the final evaluation in LiveText together with the cooperating teacher and the university supervisor, and discuss the entire experience.

The university supervisor should:

- Consult with the cooperating teacher and the teacher candidate on the phasing out plan.
- Answer questions related to the end of the experience and the final evaluation.
- Arrange a final conference with the cooperating teacher and the teacher candidate.
- Complete the final evaluation in LiveText together with the cooperating teacher and the teacher candidate, and discuss the entire experience.
- Check to see that all required materials are collected and submitted to the Office of the Coordinator of Clinical Experiences.
- Assign the final grade for the student teaching placement(s).

The Student Teaching Evaluation Process

Evaluation is an important component of the professional development of the teacher candidate and the continuous improvement of a program. Candidates are evaluated during their student teaching through formative and summative measures. Completion of the required time in the field is the minimum requirement. Evaluation of candidates during student teaching is completed in three ways: 1) during the experience through observations, and written and/or oral feedback; 2) formally at the mid-point of the experience; and 3) formally at the end of each student teaching placement.

The Lesson Observation Report

Cooperating teachers and university supervisors observe student teachers repeatedly throughout the student teaching experience and provide feedback to the teacher candidate. The cooperating teacher is expected to complete an Observation Report weekly after the teacher candidate has begun teaching in the classroom. The university supervisor will complete three to four formal observations throughout each placement. Following each observation, a conference is held to provide feedback to the teacher candidate. A copy of the Lesson Observation Report is provided for all parties. (See the appendix section for a sample Lesson Observation Report.)

The Mid-term Evaluation and Conference

The mid-term evaluation is intended to be formative in nature, providing teacher candidates formal feedback on their performance in order to promote their continuing development during the latter half of the placement. (See the appendix section for a sample Mid-term Evaluation Form.) The mid-term evaluation is completed by the cooperating teacher and university supervisor.

When necessary, the triad, the teacher candidate, the cooperating teacher, and the university supervisor, is to have a conference, facilitated by the university supervisor. Integral to the conference is a discussion of the teacher candidate's performance. Should the candidate receive an *unsatisfactory* in any area on the mid-term evaluation, an improvement plan which addresses the stated weaknesses will be developed for the teacher candidate. Concerns raised during the midterm conference that indicate that a teacher candidate will not be able to grow sufficiently through the remainder of the scheduled placement must be reported to the Coordinator of Clinical Experiences. Each candidate's situation will be managed individually.

The Final Evaluation and Conference

Summative evaluation of student teaching occurs during the final week of the experience. Again, all three participants complete a summative evaluation and meet to discuss their evaluations. The final evaluation is a final appraisal of the teacher candidate's abilities in meeting the expectations of the student teaching experience. (See the appendix section for a sample Final Evaluation.) The final evaluation form is completed collaboratively by the triad. Ratings on the Final Evaluation Form are *Unsatisfactory*, *Basic*, *Proficient* and *Distinguished*.

Whereas, *Proficient* is the target level of performance, the cooperating teacher and the university supervisor must agree that the teacher candidate is at least *Basic* on every teaching standard before the candidate can successfully complete student teaching and be recommended for a certificate. This means that every item on the candidate's evaluation must be rated at least at the "basic" level. A rank of *Unsatisfactory* in even one area renders the teacher candidate ineligible

for certification.

Note: While the written evaluations of the cooperating teacher and the university supervisor become part of the candidate's file, responsibility for the determination of the final grade in student teaching rests solely with the university supervisor.

The Teacher Work Sample

The teacher candidate will complete a Teacher Work Sample (TWS) within the first placement of student teaching. Throughout this time, work on the TWS will be a collaborative effort among the public school supervisor, a designated university supervisor, a designated content area university supervisor and the teacher candidate. The teacher candidate is entirely responsible for implementing the TWS, writing the TWS report, and presenting the TWS during a student teaching seminar. The designated university supervisor(s) is responsible for assigning the grade for the TWS. This grade will be factored into the overall grade for the student teaching placement during which the TWS is being completed.

Evaluation of Cooperating Teachers, University Supervisors, and the Teacher Education Program

The Professional Education Unit works to ensure that the professionals who serve as cooperating teachers and university supervisors are of the highest caliber. To this end, the feedback provided by teacher candidates is important in selecting and working with cooperating teachers and university supervisors. The evaluative feedback provided by the teacher candidates is also very important to the continuing success and improvement of the teacher education program. Candidates are encouraged to provide feedback of a positive and a critical nature to the Office of the Coordinator of Clinical Experiences in an honest and constructive manner.

Teacher candidates provide evaluative feedback regarding cooperating teachers, university supervisors, and the teacher education program using the Exit Interview Form that is completed at the end of student teaching.