

HANDBOOK
FOR
STUDENT TEACHERS,
COOPERATING TEACHERS AND
COLLEGE SUPERVISORS



2017-2018
HOPE COLLEGE
EDUCATION DEPARTMENT

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STUDENT TEACHING AT HOPE COLLEGE

THE HOPE COLLEGE TEACHER

What distinguishes the Hope College teacher candidate from teacher candidates prepared at other institutions who share similar goals and objectives? While the interdependent scaffolding provided by the developmental perspective, eight professional abilities, and three levels of course work supported by current knowledge bases undergirds each of our programs, the defining characteristic of Hope College graduates lies in their understanding that teaching and learning are both intellectual and spiritual endeavors. Our students understand teaching is a vocation that requires knowledge, passion, commitment, flexibility, as well as a sense of humor. They understand that they will serve as personal and professional role models for their students, and for each other, both in and out of the classroom. Hope College teacher candidates experience themselves as individuals who are discovering their unique gifts as educators. Perhaps more importantly, they see themselves as part of a larger social-spiritual context in their growing understanding of stewardship as they offer those unique gifts in the service of others.

In keeping with the mission statement that defines Hope College education as being grounded in the “context of the historic Christian faith,” our students see themselves as members of a community of faith. We realize that each student will understand, define, and actualize this in a distinct and personal way. What unites the Hope College Department of Education faculty with our teacher education candidates can be summarized best by our college-wide motto, “Spera in Deo,” Hope in God. Together as novice and seasoned educators, we trust in our individual and collective vocations; we accept the challenges of teaching for equity, and for the moral and spiritual growth for all children and youth; and we place our hope in God that our efforts will foster justice, peace, enlightenment, and renaissance. We are confident that the education that beginning teachers receive at Hope College shapes their love of learning and teaching and promotes positive professional, personal, and spiritual dispositions that will last for a lifetime and will have a lasting impact on the future.

EDUCATION DEPARTMENT CORE VALUES

The Hope College Education Department faculty has identified a number of core values that drive and inform our practice. We believe that it is our responsibility to:

1. ensure that our colleagues, teacher candidates and others experience trust, as well as integrity, in our interactions.
2. honor, value, and seek diversity by both promoting and modeling knowledge about and appreciation of diversity, and the need for understanding and sensitivity when working with others.
3. allow the historic Christian faith, with its rich and multiple perspectives, to provide foundation of our work and lives.
4. nurture learning with high expectations, as learning is developmental in nature;
5. approach our work and interactions with others with creativity and a sense of joy.

VISION/MISSION STATEMENTS OF HOPE COLLEGE EDUCATION DEPARTMENT

In the same way that the Education Department faculty has articulated its core values, it has also developed mission and vision statements.

VISION STATEMENT

The vision of the Hope College Education Department is to create, nurture, and sustain an exemplary and distinctive Teacher Education Preparation Program that is innovative, integrated with the Liberal Arts, and responsive to the ongoing evolution of P-12 schools.

MISSION STATEMENT

The mission of the Hope College Education Department is to equip prospective teachers with the performance skills, knowledge, and dispositions needed to teach effectively and to make and implement professional decisions that prepare P-12 students for an ever-changing world.

The Hope College Department of Education prepares professional educators who are catalysts for the academic, intellectual, social, emotional, moral, and spiritual growth of children and adolescents. The curricular and instructional choices we have made for our professional preparation programs reflect this multi-dimensional, learner-centered view of teaching and our commitment to the success and well-being for all students in our diverse society.

We view our professional sequence, as well as the general education provided at Hope College, as embedded in a developmental perspective. We believe that both liberal arts general education curricula and initial teacher education programs must continually take into account the interplay of teacher candidates' individual biographies, ever-widening social contexts, and emerging understanding of what it means to be an effective teacher. We embrace this developmental perspective in the professional sequence of courses in each of our programs.

PROFESSIONAL ABILITIES

Against this backdrop of a developmental perspective, and in concert with our vision of teachers as catalysts for students' holistic development, we have identified seven professional abilities that serve as touchstones for our collective curricular, instructional, and assessment decisions. We find that the abilities are understood easily and provide the "conceptual glue" for our teacher candidates as they progress through our program. The abilities range from dimensions of the teaching profession with which our teacher candidates are already familiar to dimensions of the profession that broaden their understanding of teachers' work. In addition, the abilities provide a structure that helps department faculty develop authentic experiences to nurture our students' understanding and synthesizing of the knowledge bases in our programs.

The Hope College Education Department fosters the following seven **abilities** in teacher candidates:

1. **Ethical Educator:** Teacher candidates are expected to embody and demonstrate certain dispositions – responsibility and maturity, respect, a positive attitude with students, a passion for teaching all learners, personal integrity, fairness and equity, enthusiasm for the content and perseverance – in both their courses and field placements.
2. **Skilled Communicator:** Teacher candidates must be able to communicate effectively with a variety of audiences in diverse settings – with students each day in class, with fellow teachers and administrators, with parents, and with community members.
3. **Engaged Professional:** Teacher candidates must engage in the life of the school by attending functions and adhering to policies. They must have strong, positive interpersonal skills and be both enthusiastic and confident about working with colleagues

and mentors as they collaborate, using data to drive their instruction. Teacher candidates must also seek to continually grow by participating in professional development opportunities, like conferences, professional learning communities, etc.

4. **Curriculum Developer:** Teacher candidates are not just “recipe readers,” but must know their subject area and how to make connections across content areas, the school’s curriculum, and how to plan engaging, measurable lessons that foster 21st Century skills. In addition, they must be able to adjust the classroom environment, materials and activities to meet the needs of diverse learners, recognizing that all students do not learn at the same rate or in the same way.
5. **Effective Instructor:** Teacher candidates must make the most of instructional time, by creating a safe learning environment where students engage with the content in meaningful ways, explain their thinking and discuss ideas with peers. The teacher candidate must also be able to monitor student learning and adjust instruction in order to meet the learning needs of students, in addition to providing timely, specific feedback and assessing learning at the end of a lesson, based on concrete, measurable outcomes.
6. **Decision Maker:** Teachers make countless decisions during the course of their day. Therefore, teacher candidates must learn to think on their feet and make decisions about the environment, activities, materials, and student behavior. They must also be able to capture teachable moments and be responsive to students’ interests and learning needs when appropriate.
7. **Reflective Practitioner:** Professional educators understand that teaching is an intellectual activity; therefore, our teacher candidates must know and be able to use research-based theories, practices, and technologies. They must also be able to engage in meaningful reflection of their teaching, set appropriate, measurable goals for themselves, and utilize the feedback of their mentors to inform their teaching.

DEVELOPMENTAL SEQUENCE

The Teacher Education Program at Hope College is arranged in a developmental sequence for teacher candidates seeking either an elementary or secondary teaching certificate. Teacher candidates move through three levels of courses and field experiences while seeking certification:

- Level I – “Choosing to Teach” – pre-professional introductory courses and related field experiences designed to introduce teacher candidates to the profession and provide opportunities to explore the field
- Level II – “Learning How to Teach” – professional courses and related field experiences designed to provide pedagogical preparation for the classroom
- Level III – “Clinical Practice-Applying Learning Through Teaching” – professional capstone experience(s) designed to allow the teacher candidate to apply prior learning to the school setting through guided and supervised student teaching placement(s)

The Professional Abilities are strengthened in the pre-professional and professional sequence classes through significant experiences in classes, projects, and related field experiences. Specific criteria have been identified and aligned with the developmental levels for each of the Professional Abilities. These abilities are informed by current state and national standards that define criteria for novice teachers. Department courses, within the framework of the Professional Abilities, provide a solid foundation for teacher candidates throughout Levels I, II, and III.

STATE AND NATIONAL PROFESSIONAL STANDARDS

The Teacher Education Program at Hope College has been awarded full accreditation from TEAC, the Teacher Education Accreditation Council (now CAEP-the Council for the Accreditation of Educator Preparation), and has been fully aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. Content, instruction and assessment are referenced to the InTASC standards at each of the program's three levels and for each field experience as well.

These standards can be viewed at:

http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_and_Learning_Progressions_for_Teachers_10.html and in Appendix B.

PROFESSIONAL DISPOSITIONS AND BEHAVIORS

Teacher candidates moving through the Teacher Education Program at Hope College are expected to display professional dispositions and behaviors both on and off of campus. Faculty and teacher candidates alike recognize that teaching in today's classrooms requires not only a range of skills and knowledge, but also attitudes and behaviors that reflect a strong understanding of professional dispositions and expectations. The identification of professional dispositions is based on a number of state and national documents and research.

The Michigan State Board of Education adopted a Code of Ethics to "articulate the ethical standards to which professional educators are expected to adhere in their job performance." (p. 13) They have identified the following ethical standards:

- **Service Toward Common Good:** The professional educator's primary goal is to support the growth and development of all learners for the purpose of creating and sustaining an informed citizenry in a democratic society.
- **Mutual Respect:** Professional educators respect the inherent dignity and worth of each individual.
- **Equity:** Professional educators advocate the practice of equity. The professional educator advocates for equal access to educational opportunities for each individual.
- **Diversity:** Professional educators promote cross-cultural awareness by honoring and valuing individual differences and supporting the strengths of all individuals to ensure that instruction reflects the realities and diversity of the world.
- **Truth and Honesty:** Professional educators uphold personal and professional integrity and behave in a trustworthy manner. They adhere to acceptable social practices, current state law, state and national student assessment guidelines, and exercise sound professional judgment. (p. 13)

In addition, research from Wilkerson and Lang suggests that:

Dispositions in the teacher education context are the aspects of teacher affect – attitudes, values, and beliefs – that influence the application and use of knowledge and skills, as defined in accepted standards of teaching. (p. 3)

All students moving through any teacher preparation program need to have strong content and pedagogical knowledge along with the ability to transfer these skills to the classroom setting. Equally important, however, is the consistent demonstration of professional dispositions throughout the program, both on-campus and in the repeated field experience placements. To this end, the Education Department has worked to identify key dispositions that all students must demonstrate throughout the program.

Teacher candidates are informed of dispositional expectations continuously in the Teacher Education Program and acknowledge receipt of this information by reading, discussing and signing the Department's "Statement of Commitment to Professionalism." (Appendix C). Professional dispositions are taught in introductory coursework (i.e., EDUC 270-Foundations in Education) and are reviewed in subsequent courses and field experiences. They are also systematically monitored and assessed throughout the program by faculty and field placement mentors. The dispositions are identified within the Professional Ability of "Ethical Educator" and include: responsibility, maturity, respect, positive attitude, passion, personal integrity, fairness/equity, enthusiasm for content, and perseverance. In addition, student teachers are expected to exhibit enthusiasm for teaching, initiative, energy, dependability and flexibility throughout the student teaching experience.

FIELD PLACEMENT CONFIGURATION

Field placements are an integral part of the Hope College teacher preparation program. They are uniquely designed to provide a critical opportunity for teacher candidates to apply what has been learned on campus to the classroom setting in a systematic and intentional manner. Field placement sites are selected for each experience so that teacher candidates will have excellent mentor teachers as well as the opportunity to practice professional competencies and develop appropriate professional dispositions.

The faculty works with local public (including charter) and private schools to identify appropriate field placement sites. This is facilitated by the positive working relationships between Education Department faculty and area schools. Some community agencies provide additional opportunities for field placements.

Since all teacher candidates have at least five field placements prior to student teaching, each teacher candidate has experiences in a variety of diverse settings that are appropriate to the level or specialty area he or she is interested in teaching. Teacher candidates spend a minimum of 150-170 directed hours in these related field experiences, although most students accrue a significant number of hours above this level. The mentor teacher or supervisor systematically evaluates students in each field placement. Evaluation forms are aligned with the Professional Abilities and provide on-going records of the teacher candidates' performance in the field.

Faculty use information from their own observations, student journals, student evaluations, and reports from the field-based mentor teachers to carefully evaluate field placement sites each semester and to identify those which may no longer meet the program's standards or needs.

STUDENT TEACHING ADMITTANCE CRITERIA

In order to be accepted into the student teaching program, teacher candidates must meet the following criteria:

1. Acceptance to the Teacher Education Program at Hope College.
2. Minimum GPA of 2.75 (on a 4.0 scale) in:
 - Overall coursework at Hope College
 - Coursework in major area of study
 - Coursework in minor area of study
 - Teacher Education coursework

This means that teacher candidates must have the required GPAs in order to be approved. Approval will be withdrawn if any of the GPAs fall below a 2.75, before the student teaching experience begins. *Approved by Education faculty on August 19, 2003*

3. Successful completion of all coursework in the Professional Education Sequence, including methods courses.
4. Successful completion of at least 90% of required coursework in the major and minor areas of study.
5. Evidence of ability to work effectively in the classroom as demonstrated in successful field experiences in professional education coursework.
6. Recommendation to student teach from field placement supervisors from Level II Education course work, including methods courses.
7. Evidence of field placement experiences with students (20% or higher) in:
 - a. a racially/ethnically diverse setting,
 - b. a socioeconomically diverse setting, and
 - c. a setting that includes students with exceptional needs (disabled and/or gifted).
8. Endorsement from the department chairperson and/or department in major field of study.
9. Evidence of grades of C+ or higher in all Level II and Level III education coursework.

CRIMINAL BACKGROUND CHECK

All student teachers must submit to a criminal background check and be cleared to work with children and youth in a Pre-K-12 school setting prior to the beginning of their placement. All student teachers will also complete substitute teacher training prior to the start of the student teaching experience.

THE STUDENT TEACHING EXPERIENCE

Student teaching is the culminating experience in a prospective teacher's preparation. It is this Level III field experience that focuses on "Applying Learning through Teaching" and allows the teacher candidate to put theory into practice for extended periods of time. The student teacher experiences guided teaching under the direction of at least one cooperating teacher and college supervisor.

The Professional Semester

Student teaching is offered during both the fall and spring semesters at Hope College. All teacher candidates seeking teacher certification spend 15-16 weeks in a full-day student teaching assignment appropriate to their level and subject specialty. This experience is part of the Professional Semester in which teacher candidates complete the student teaching placement, the Student Teaching Seminar, Perspectives in Education (EDUC 500), and a Senior Seminar course, unless this course is completed in a different semester.

Student Teaching Placement Requirements

Student teaching requirements vary depending on a teacher candidate's area(s) or endorsement and teacher certification level. Requirements for the various configurations are highlighted below.

- **Elementary Certification:**

Teacher candidates seeking K-8 certification are assigned to an elementary or middle school classroom.

- **Secondary Certification:**

Teacher candidates seeking 6-12 certification are assigned a secondary (middle or high school) placement in their area(s) of endorsement.

- **K-12 Endorsements on Elementary Teaching Certificates:**

Dance and Spanish education majors who are following the elementary track and a K-12 endorsement are required to complete a student teaching placement in an elementary classroom *as well as* an assignment in dance or Spanish at the secondary level.

- **K-12 Endorsements on Secondary Teaching Certificates:**

Teacher candidates who are following the secondary track and seeking K-12 endorsements in music, visual arts, physical education or dance are given an assignment in their area of endorsement which includes experiences at *both* the elementary and secondary levels.

- **Early Childhood Endorsements on Elementary Teaching Certificates:** Teacher candidates seeking the Early Childhood endorsement complete a 10-week student teaching experience in a lower elementary (K-3) classroom along with a 6-week experience in a preschool setting.

- **Special Education Endorsements on Elementary Teaching Certificates:**

Teacher candidates seeking elementary certification with an endorsement in Learning Disabilities (L.D.) or Emotional Impairments (E.I.) complete student teaching placements spread over two semesters. One experience occurs in an elementary (K-5) classroom, while the other occurs in a special education setting (K-12) that matches the student teacher's area(s) of endorsement. During the fall semester, special education majors take a five-week, six-credit special education block of courses followed by eleven weeks of student teaching. They then follow the 16-week, Professional Semester configuration in the spring semester.

- **Special Education Endorsements on Secondary Teaching Certificates:** Special education majors following the secondary certification track student teach for one semester in a special education setting at the middle or high school level. Efforts are made to also provide a student teaching opportunity in the minor area of study.

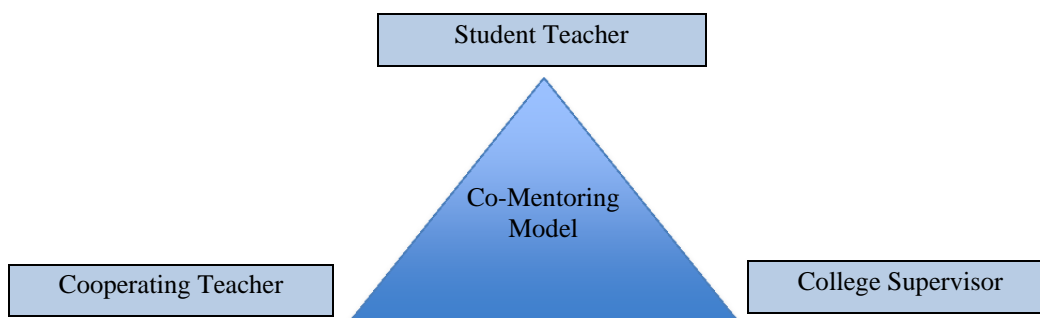
The Student Teaching Seminar

The Student Teaching Seminar is a **required** component of the Professional Semester experience and is taken concurrently with the student teaching experience. It is designed to provide an opportunity to synthesize the student teaching experience and move the student teacher towards the world of teaching at a professional level. Meeting once a week, it offers an avenue to analyze, evaluate, discuss and reflect on the student teaching experience while also providing information on the certification and employment search processes. The student teacher often finds him or herself in a school setting that is challenging both professionally and personally. The Student Teaching Seminar offers an opportunity for the student teacher to examine his/her experiences of teaching, while also receiving valuable and practical information about classroom and behavior management, lesson planning, and working with professionals and parents. Student teachers are also given the chance to connect with their peers as well as their respective college supervisors in order to examine their practice in the field.

THE STUDENT TEACHING TEAM

Becoming an effective teacher is a developmental process. The student teacher needs numerous classroom experiences, along with time to practice and time for reflection. Any developmental experience, though, requires the luxury of time and does not occur in a vacuum. The student teaching experience, more than any other placement, requires the concerted efforts of a team of professionals. Without a doubt, the time spent on campus with exceptional, caring, and competent professors sets the stage for a successful student teaching experience. While the professors and staff remain a critical source of support, it is the student teaching team, consisting of the cooperating teacher, the college supervisor, *and* the student teacher, that comes together *during* the student teaching placement to provide the day-to-day guidance and feedback necessary for the student teacher's progress, growth and achievements. Each team member has unique responsibilities and functions throughout the student teaching experience. They work closely together to help the student teacher move through the placement successfully.

The Hope College Education Department has endorsed the "Co-Mentoring Model" where this team works together even more closely. The Co-Mentoring model incorporates a way of working together to support student teacher development. The model focuses on the triad relationship between the student teacher, cooperating teacher and college supervisor.



While this is not a new or unique configuration, the way in which it is implemented and “lived out” in the school setting requires a level of trust, relationship and collaborative style. Within this model, cooperating teachers, student teachers and college supervisors are more integrally involved in co-planning, co-teaching and co-assessing. The Student Teaching Assessment Tool serves as a developmental tool used by all three members of the triad to monitor growth of and set goals for the student teacher.

Team Member #1: The Cooperating Teacher

Hope College takes great care in selecting its cooperating teachers and works closely with each school district in the selection process. In order to provide effective and suitable supervision, the cooperating teacher must have a minimum of three years of successful teaching experience. In addition, s/he must be identified and endorsed by the building administrator or appropriate district personnel as an individual with a record of excellence in teaching as well as the skills and dispositions needed to provide a strong mentoring experience. Criteria are provided to the building administrator during the placement process.

The cooperating teacher’s main task is to guide and mentor the student teacher’s experience. This includes helping the student teacher to understand the multiple and varied roles and responsibilities of the classroom teacher. The cooperating teacher must demonstrate strong, mentoring skills along with the ability to develop a high degree of trust and communication with the student teacher. In addition to modeling excellent preparation and teaching, the cooperating teacher must also provide “transparency” to the planning process and give consistent, specific feedback to the student teacher throughout the experience. The cooperating teacher will accomplish this through a cycle of co-planning, co-teaching and co-assessing. In order to work together in this way, the teacher needs to take a developmental approach to help the student teacher grow as a teacher. This requires creating certain types of learning experiences in which the cooperating teacher makes his/her thinking explicit and asks reflective questions to get the student teacher talking about his/her practice.

Clearly, co-mentoring moves beyond traditional ways of approaching the student teaching experience. ***The main purpose is to assist the student teacher to learn to teach in the most effective manner.*** However, the role of the cooperating teacher makes an explicit shift as the mentor is required to consciously “think and act like teachers (i.e. planning for mentoring sessions, using a variety of practices and stances to meet the needs of learners, assessing beginning teacher learning)” (Feiman-Nemser, S. (2001) ***throughout*** the student teaching experience. In the same way that seasoned teachers “think aloud” in order to help their students understand new learning, the cooperating teacher makes his or her thinking about planning, teaching and assessing student learning explicit for the student teacher. The cooperating teacher using a co-mentoring approach will consistently expend energy and time deliberately thinking about planning and working with the student teacher.

The goal, ultimately, is to provide a safe, caring setting where the student teacher learns from an excellent model and continually seeks to reflect on and improve his/her practice. (Additional information on the role of the cooperating teacher can be found in the companion manual, *Co-Mentoring Student Teachers*.)

Team Member #2: The College Supervisor

Because of the critical role of the college supervisor, the selection process here is also rigorous and defined. Each college supervisor must have at least five years of successful teaching experience and hold a master’s degree or higher in an education-related field. Additionally, s/he must have successfully hosted at least one student teacher during his/her tenure in the K-12 school setting. The prospective college supervisor must likewise possess the personal and

professional skills and dispositions necessary to provide effective mentoring and supervision during the student teaching experience.

The college supervisor serves as a link in this triad relationship, providing not only a liaison between the College and the school setting, but also between the cooperating teacher and the student teacher. The college supervisor initially establishes relationships with both the cooperating teacher and the student teacher and then moves into a role that provides feedback, support and resources for both individuals. This occurs through regular and systematic observations of the student teacher, followed by conferences with both the teacher and the student teacher. The college supervisor is responsible for helping the student teacher to establish realistic goals for growth. He/she is further accountable for providing positive feedback while also communicating concerns and suggestions with the student teacher. He/she may find it necessary to mediate conversations and negotiate challenging situations. In the end, it is the college supervisor who provides guidance in the final evaluation process and assumes responsibility for assigning the grade for the student teaching experience. Ultimately, the cooperating teacher and college supervisor work together and coordinate efforts to support the student teacher and provide meaningful feedback and suggestions. (Additional information on the role of the college supervisor can be found in the companion manual, *Co-Mentoring Student Teachers*.)

Team Member #3: The Student Teacher

The student teacher completes the team. Over the course of the semester, the student teacher will assume full responsibility for the class, including planning, organizing, preparing, teaching and assessing for student learning. The cooperating teacher and student teacher will work together, planning, teaching and assessing. They will talk about teaching in an authentic and transparent manner. They will work closely with to provide consistent and successful learning experiences for the students in this shared classroom. A positive attitude, a willingness to learn, a genuine interest in teaching, respectful relationships with the cooperating teacher(s) and college supervisor, along with a desire for excellence and professional growth, provide the basis for a successful student teaching experience.

(Additional information on the role of the student teacher can be found in the companion manual, *Co-Mentoring Student Teachers*.)

**FOR
THE
STUDENT TEACHER**

INFORMATION FOR THE STUDENT TEACHER

First and foremost, the student teacher must acknowledge that the opportunity to student teach is a privilege, not a right. Prior to the beginning of the student teaching experience, teacher candidates must earn the trust, respect and support not only of the Education Department, but also of their major department of study, as well as the numerous mentor teachers with whom they have had extensive field experience. The student teacher must approach student teaching with enthusiasm, energy, commitment and a sincere desire to learn in order to earn that same trust and respect of the cooperating teacher and college supervisor. The goal is for the student teacher to be ready to enter the educational profession as a well-prepared, beginning teacher. This occurs over time with repeated opportunities for practice coupled with guided supervision, mentoring, feedback and reflection.

During this experience, the student teacher begins by actively observing and participating in the life of the class. Traditionally, the student teacher then gradually assumes increasing classroom duties, before taking full responsibility for a minimum of 3-4 weeks of the placement. This includes planning, organization, teaching, evaluation and follow-up activities. In a Co-Mentoring experience, though, the cooperating teacher and student teacher, often with input from the college supervisor, co-plan learning experiences and determine when and where either co-teaching or "solo" teaching will occur. Ultimately, in either model, the student teacher will accrue approximately 3-4 weeks of full responsibility for teaching and the classroom.

The student teacher, with the support and guidance of the cooperating teacher and college supervisor, should demonstrate the ability to diagnose and solve problems using educational theory and research. The student teacher is expected to plan and implement units or major chapters of study, adapt instruction, and assess student learning as guided by the cooperating teacher and the college supervisor. The student teacher should regularly co-plan, co-teach and co-assess with the cooperating teacher in order to facilitate the learning environment. The student should also become an active member of the school staff in which he/she is working and is expected to participate in all staff, grade and subject level meetings. Attendance at professional association and/or board meetings is highly recommended, though not required, as well.

Goals for the Student Teaching Program

Student teachers are expected to:

1. demonstrate an understanding of and an ability to implement theoretical constructs in the classroom setting.
2. demonstrate an understanding of the teacher's role as a decision-maker in the classroom, in the school, in the school system and in society.
3. create a developing philosophy of education.
4. establish collaborative and respectful relationships with the cooperating teacher and college supervisor.
5. work cooperatively with the cooperating teacher, college supervisor, parents, peers, other professionals, and the community.

6. demonstrate the thinking skills, professional dispositions, and personal values required for professional decision-making.
7. create and manage a classroom environment which encourages the development of a community of learners.
8. plan and carry out lessons and units of study which recognize the structure and content of the discipline and the needs and characteristics of learners and are aligned with state and local standards and benchmarks.
9. assess student learning using a variety of tools in order to design effective learning experiences and evaluate student progress.
10. reflect on his/her teaching and make appropriate modifications.
11. utilize a variety of instructional techniques in order to meet the diverse needs of all learners.
12. demonstrate the ethical integration of technology as part of effective teaching and learning.

Expectations of the Student Teacher

1. Prior to the student teaching experience, the student teacher will visit his or her classroom to meet with the cooperating teacher and get acquainted with the school setting.
2. The student teacher will meet with his/her college supervisor (scheduled by the Education Department) at which time the conditions for student teaching will be discussed and clarified.
3. The student teacher will groom and dress appropriately in accordance with school policy and Education Department expectations.
4. The student teacher is expected to behave in a professional manner throughout the student teaching placement as outlined in the Education Department's *Statement of Commitment to Professionalism*. Professional dispositions will also be assessed throughout the student teaching experience.
5. The student teacher is expected to arrive at or before the time designated for school staff members and to remain until all preparation is completed for the following day's teaching but, at a minimum, not before the customary hour of the cooperating teacher's departure. In other words, the student teacher should be present for the amount of time necessary to be well-prepared to teach and while the cooperating teacher is present.
6. The student teacher will follow the school district's master and building calendars with regards to holidays, vacations, weather delays or cancellations, conferences, professional development, and exam schedules.
7. The student teacher is expected to be in attendance each day school is in session. Absences are permitted for illness, emergencies, and special situations, such as a death

in the immediate family. Personal appointments (e.g., doctor, dentist, counselor) should be scheduled outside of the school day. Absences exceeding three days *must* be made up and *will* result in an extended placement. If the student teacher is absent, the cooperating teacher, college supervisor and the Director of Student Teaching are to be notified prior to the day's start. The student teacher is responsible for providing fully delineated lesson plans and teaching materials for the day(s) of absence.

Note: Because the student teaching placement approximates employment, “sick days” are provided only for absences such as those noted above. It is expected that the student teacher will be in attendance every day that school is in session throughout the semester; he/she should not plan to “take days off” simply because this three-day limit has not been reached or exceeded.

8. The student teacher will participate in regularly scheduled school meetings (e.g., in-service, PTA, faculty, parent/teacher conferences, IEPT's, and special programs).
9. The student teacher will maintain personal dignity and integrity when working with pupils, faculty, parents and school administrators. The student teacher will display warmth, show interest and communicate clearly to others.
10. The student teacher will recognize each pupil as a distinct individual of worth who has unique interests, abilities and learning styles.
11. The student teacher will respond in a fair and judicious manner when working with students, teachers, parents, and staff members.
12. The student teacher will treat student and family information with strict confidence, in accordance with professional and legal guidelines.
13. The student teacher will be thoroughly prepared for each day's work.
14. The student teacher will follow all district and building policies.

General Requirements

1. The cooperating teacher who uses a co-mentoring model, will approach the student teaching experience as a collaborative partner who has knowledge and makes his/her thinking about teaching “come alive” for the student teacher. In this role, the cooperating teacher will invest time and energy into establishing a strong, nurturing relationship with the student teacher in order to support effective teaching that fosters student achievement.
2. The cooperating teacher, college supervisor and student teacher will work together throughout the semester, planning, teaching and assessing together. They will talk authentically about teaching, with the cooperating teacher and college supervisor “thinking aloud” about each aspect in the planning, teaching and assessment cycle. They will examine standards together and plan lessons for the particular students in their classroom.
3. The cooperating teacher, college supervisor and student teacher will meet and conference a minimum of four times over the course of the student teaching experience.

The main objective of the conference is to assist the student teacher as s/he develops and improves his or her teaching skills. The number, frequency and length of conferences may vary depending on circumstances with the student teacher. At times, the college supervisor may meet individually with the cooperating teacher.

4. Over the course of the student teaching experience, the student teacher must experience significant periods of “solo” teaching. Traditionally, this would require the cooperating teacher to leave the classroom for extended periods of time towards the end of the student teaching placement. However, this will vary for teams using a Co-Mentoring model. Under the co-mentoring model, this can occur multiple times over the course of the semester. It will be up to the cooperating teacher and student teacher (with input, perhaps from the college supervisor) to determine the best times for solo teaching to occur. Ultimately, the student teacher should have approximately 4 weeks of cumulative solo teaching, with the understanding that this does not necessarily have to be compressed into one period towards the end of the semester, but can occur at multiple times during the student teaching experience. During these times, it is possible, too, for the team to engage in co-teaching configurations where the student teacher essentially become the lead teacher and the cooperating teacher assumes a more passive role. When taking on full-time responsibility, the student teacher will be accountable for full preparation and teaching, including all planning, organization, classroom management, assessment and follow-up activities.
5. Employment and other outside extracurricular activities may not interfere with the student teaching experience in any way. Student teachers are strongly encouraged by the Education Department to limit any outside activities, such as employment or coaching. Student teachers who choose to be employed and/or participate in extracurricular activities do so at their own risk. They should be prepared to attend all required meetings before and/or after school, meet all attendance parameters, and complete tasks required for planning, preparation and teaching each day.

Specific Requirements

The student teacher will:

1. attend the Student Teaching Dinner at the start of the semester.
2. prepare and submit a weekly teaching plan to the cooperating teacher no later than *each* Thursday afternoon outlining the lessons and activities for the upcoming week.
3. prepare and submit detailed, daily lesson plans for the upcoming week that are fully aligned with the state and district standards for all subject areas taught. These plans will be submitted no later than Monday morning each week. (The Education Department does not require a specific lesson plan format, though student teachers should use lesson plan formats required by the district, if applicable. Other sample plan formats are presented in Appendices D.1, D.2 and E.)
4. maintain a notebook or file with copies of all lesson plans.
5. design differentiated lessons and units that accommodate the range of students' needs in each class.
6. prepare and present a unit (elementary), an in-depth chapter or subject area study (secondary), or a student study (special education) aligned with state and district standards. A unit/in-depth study outline, including pre- and post-assessment measures and analysis, lesson plans and a reflective summary, will be submitted to the cooperating teacher and the college supervisor.
7. assess, analyze and report specific student learning as related to state and district standards.
8. integrate appropriate technology in at least one lesson observed by the college supervisor.
9. maintain updated and accurate records of attendance, grades and assessment results.
10. maintain confidentiality with regards to student records and personal information
11. videotape a lesson or significant segment of a lesson. He/she will observe the videotape and present a written report analyzing the lesson to the college supervisor.
12. interview the principal or human resource director of the school/district in which he/she is placed. A one-page report summarizing the interview will be submitted to the college supervisor.
13. complete and email the *Weekly Progress, Reflection and Self-Assessment Report* to the college supervisor on or before the announced weekly due date.
14. complete and share the mid-term Student Teaching Assessment Tool with the cooperating teacher and college supervisor.
15. complete and share a written, mid-term self-reflection with the college supervisor
16. complete assignments required in the Student Teaching Seminar.

17. complete student teaching with a grade of “C+” or better in order to be recommended for teacher certification.

Prior to Student Teaching:

The student teacher will:

1. contact the cooperating teacher as soon as possible after being notified of the prospective placement and schedule an interview. The student teacher should also attempt to meet the principal if possible during this visit.
2. research pertinent websites for information on the school district and building.
3. inquire of the cooperating teacher how to prepare for the student teaching experience, including inquiring about teacher’s manuals, upcoming units of study, readings, etc.
4. arrange to be present for professional meetings prior to the state of school (if and when appropriate).

Timelines for Student Teaching Experiences

While most student teachers complete one, full-semester student teaching placement, some have different configurations for their experience. These include two, 8-week placements, a combination of a 10-week and 6-week placement, and an 11-week placement combined with required coursework and additional time in the classroom setting. No matter which configuration a student teacher is completing, he/she will need to be able to assume full-time teaching and responsibility at some point in the semester.

In a “traditional” student teaching placement, the student teacher gradually assumes, over the course of the placement, increasing levels of responsibility until he/she has taken on all of the responsibilities and tasks for planning, preparation, teaching and assessing. Depending on the length of the placement, the student would maintain this full-time responsibility for anywhere from 2 to 4 weeks.

In a co-mentoring model, however, the “take-over” process will not be as linear as is found in the traditional model for the student teaching experience. Instead, the cooperating teacher and student teacher will spend more time in co-planning and co-teaching right from the start of the experience. This will continue over the course of the semester with the student teacher frequently and increasingly taking the lead, particularly when co-teaching with his/her cooperating teacher. Rather than working up to a 4-week period of full-time preparation and teaching, the student teacher in the co-mentoring model will likely find him/herself reaching full-time or solo teaching at multiple times throughout the student teaching experience.

In the following suggested timelines, teams following a co-mentoring model will alter the sequence to fit the needs of the classroom and student teacher.

Timeline for the “16-week” Student Teaching Experience CO-MENTORING MODEL

Most student teachers will complete a 16-week student teaching experience in 1-2 classroom settings. They traditionally work up to full-time responsibility for planning, preparation, teaching and assessing. Teams following a co-mentoring model, however, will alter the sequence to fit the needs of the classroom and student teacher, yet ensure that the student teacher has a total of at least 4 weeks of “solo teaching” over the course of the semester.

Weeks One through Three:

1. Learn about the building and district.
 - a. Complete the “Student Teaching Checklist of Activities and Experiences.” (See Appendix A.)
 - b. Meet building administrators, teachers and support staff.
 - c. Tour the building and district.
 - d. Study the school handbook on building and district policies. Ask about policies affecting teachers and technology.
 - e. Visit the media center and note materials available for instruction.
 - f. Learn procedures for media orders, technology, field trips, tornado/fire drills, illness, injuries, special duties (lunch room, recess), discipline and classroom responsibility.
 - g. Special Education majors completing the special education placement should consult and track requirements listed on the “Special Education Student Teacher Evaluation Checklist.” (Appendix J).
2. Become involved in the classroom.
 - a. Arrange to have a designated center or area for student teaching materials and supplies.
 - b. Learn students' names as quickly as possible.
 - c. Observe classroom instruction, noting procedures, routines, teaching styles, students' learning styles, curriculum materials and classroom management techniques.
 - d. Stand up and move around the class as instruction occurs, providing explanations, monitoring student behavior, and assessing student understanding.
 - e. Stand next to or near the cooperating teacher as s/he is teaching. Respond appropriately to students' questions and behaviors.
 - f. Review the cooperating teacher's files as well as students' files.

- g. Offer assistance by taking class attendance, correcting papers, and developing and obtaining materials.
 - h. Work with small groups and individual students.
 - i. Assist in playground, lunchroom, and other non-teaching duties normally performed by the cooperating teacher.
 - j. Conference and co-plan daily with the cooperating teacher.
 - k. Complete the *Weekly Progress Report* at the end of each week. (See Appendix F) Submit to the college supervisor on or before the stated due date.
3. Co-plan and co-teach with the cooperating teacher.
- a. Study the curriculum for each subject taught.
 - b. Study and implement the co-mentoring model as appropriate. Determine, in consultation with the cooperating teacher, when co-teaching is most appropriate for each subject and which model(s) would work best for the content as well as the students' needs.
 - c. Co-develop a schedule for teaching that will ultimately allow the student teacher to co-plan, co-teach and prepare for instructional responsibilities for *all* subjects and result in a total of four weeks of full-time teaching and responsibility.
 - d. Determine the lesson plan format(s) to be used for writing daily lessons. (See Appendices D and E for examples)
 - e. Co-plan and co-teach at least one subject or class at the elementary level or a portion of a class at the secondary level. Co-assess evaluation data based on teaching.
 - f. Identify and schedule units for elementary level or special chapters/subjects for secondary level to be taught during the semester. Special education majors may do a student study as an alternative during the special education placement.
 - g. Seek out technology that is available to support teaching.
 - h. Begin to develop, construct and collect teaching materials (e.g., software, transparencies, bulletin boards, activities, etc.) for future use in teaching.
 - i. Identify and order materials needed for the semester (i.e., videos, DVD's, CD's, software, films, etc.).

Within two weeks, the student teacher should “be independent in moving about the school, know the names of students, have some professional knowledge about the students, be able to make plans independently of the cooperating teacher’s direct supervision, have taken some

responsibility for some teaching, have met a number of other teachers and feel comfortable with them, and have enough confidence not to be dependent on the cooperating teacher for minor teaching decisions.” (Henry & Beasley, 28)

Weeks Four through Thirteen:

1. Continue the previous weeks' activities. Continue to co-plan, co-teach and co-assess with the cooperating teacher throughout the student teaching experience. Determine on a day-by-day basis when co-teaching is most appropriate and which model(s) would best meet students' needs. Plan opportunities, as well, for “solo teaching.”
2. Submit detailed daily lesson plans to cooperating teacher.
3. File all lesson plans in the Student Teaching notebook.
4. Submit a general weekly teaching plan to the cooperating teacher by each Thursday. This will be co-planned with the cooperating teacher, but finalized by the student teacher.
5. Determine, with the assistance of the cooperating teacher and/or college supervisor, additional subjects or portions of classes to the teaching load each week.
6. Interview the building administrator and/or Human Resources Director.
7. Refer to students' records (i.e., cumulative folders, report forms, special conferences) for information regarding special expectations, medical conditions, modifications and/or procedures, etc.
8. Attend and participate in parent/teacher conferences.
9. Following Week Eight, complete the *Midterm Student Teaching Assessment Tool (STAT)*. Print the *STAT* and meet with cooperating teacher to compare and review the Midterm Evaluation.
10. Complete the Midterm Self-Evaluation (found online) and submit to the college supervisor.
11. Assume responsibility for record keeping, such as attendance, recording of grades, etc.
12. Prepare to teach the unit of study or conduct the student study project (special education settings only).
13. Implement the unit of study or student study, including pre- and post-assessments. Submit to the college supervisor for evaluation.
14. Participate in meetings such as IEPT's, child-study teams, staff meetings, school improvement teams, etc.

Weeks Fourteen through Sixteen:

1. Ease out of teaching, gradually returning full responsibility to the cooperating teacher.
2. Submit unit or student study to the college supervisor for evaluation.
3. Finalize students' learning records and grades. Enter grades into data files.
4. Schedule a final evaluation conference with the cooperating teacher. Read and sign the final evaluation after which the cooperating teacher will forward it to the Education Department.
5. Grade and return any outstanding assignments and/or projects to the cooperating teacher.
6. Return all textbooks and other educational materials that were borrowed.
7. Prepare transition lesson plans for the cooperating teacher as responsibility is returned and for the week following the conclusion of the placement.
8. Prepare transition notes for the cooperating teacher.
9. Prepare the students for the transition.
10. Special Education majors completing the special education placement should submit the completed "Special Education Student Teacher Evaluation Checklist" (Appendix J) to his/her college supervisor.
11. Write thank you notes to the students, cooperating teacher, building principal and college supervisor.
12. Consider an appropriate thank you remembrance or gift for the cooperating teacher and college supervisor.

Timeline for the “16-week” Student Teaching Experience TRADITIONAL MODEL

Most student teachers will complete a 16-week student teaching experience in 1-2 classroom settings. They traditionally work up to full-time responsibility for planning, preparation, teaching and assessing. Teams following a co-mentoring model, however, will alter the following sequence to fit the needs of the classroom and student teacher.

Weeks One through Three:

1. Learn about the building and district.
 - a. Complete the “Student Teaching Checklist of Activities and Experiences.” (See Appendix A.)
 - b. Meet building administrators, teachers and support staff.
 - c. Tour the building and district.
 - d. Study the school handbook on building and district policies. Ask about policies affecting teachers and technology.
 - e. Visit the media center and note materials available for instruction.
 - f. Learn procedures for media orders, technology, field trips, tornado/fire drills, illness, injuries, special duties (lunch room, recess), discipline and classroom responsibility.
 - g. Special Education majors completing the special education placement should consult and track requirements listed on the “Special Education Student Teacher Evaluation Checklist.” (Appendix J).

2. Become involved in the classroom.
 - a. Arrange to have a designated center or area for student teaching materials and supplies.
 - b. Learn students' names as quickly as possible.
 - c. Observe classroom instruction, noting procedures, routines, teaching styles, students' learning styles, curriculum materials and classroom management techniques.
 - d. Stand up and move around the class as instruction occurs, providing explanations, monitoring student behavior, and assessing student understanding.
 - e. Review the cooperating teacher's files as well as students' files.
 - f. Offer assistance by taking class attendance, correcting papers, and developing and obtaining materials.

- g. Begin working with small groups and individual students.
 - h. Prepare for and teach at least one subject or class at the elementary level or a portion of a class at the secondary level.
 - i. Assist in playground, lunchroom, and other non-teaching duties normally performed by the cooperating teacher.
 - j. Conference on a regular basis with the cooperating teacher.
 - k. Complete the *Weekly Progress Report* at the end of each week (See Appendix F). Submit to the college supervisor on or before the stated due date.
3. Plan for teaching in consultation with the cooperating teacher.
- a. Study the curriculum for each subject taught.
 - b. Develop a schedule for teaching that will gradually increase preparation and instructional responsibilities for each subject, which includes four weeks of full-time teaching.
 - c. Determine the lesson plan format(s) to be used for writing daily lessons. (See Appendices D and E for examples)
 - d. Identify and schedule units for elementary level or special chapters/subjects for secondary level to be taught during the semester. Special education majors may do a student study as an alternative during the special education placement.
 - e. Seek out technology that is available to support teaching.
 - f. Begin to develop, construct and collect teaching materials (e.g., software, transparencies, bulletin boards, activities, etc.) for future use in teaching.
 - g. Identify and order materials needed for the semester (i.e., videos, DVD's, CD's, software, films, etc.).

Within two weeks, the student teacher should “be independent in moving about the school, know the names of students, have some professional knowledge about the students, be able to make plans independently of the cooperating teacher’s direct supervision, have taken some responsibility for some teaching, have met a number of other teachers and feel comfortable with them, and have enough confidence not to be dependent on the cooperating teacher for minor teaching decisions.” (Henry & Beasley, 28)

Weeks Four through Ten:

- 1. Continue the previous weeks' activities.
- 2. Submit detailed daily lesson plans to cooperating teacher.
- 3. File all lesson plans in the Student Teaching notebook.

4. Submit a general weekly teaching plan to the cooperating teacher by each Thursday.
5. Add additional subjects or portions of classes to the teaching load each week according to the previously developed schedule.
6. Interview the building administrator and/or Human Resources Director.
7. Refer to students' records (i.e., cumulative folders, report forms, special conferences) for information regarding special expectations, medical conditions, modifications and/or procedures, etc.
8. Attend and participate in parent/teacher conferences.
9. Following Week Eight, complete the Midterm Evaluation (available online), print it off and meet with cooperating teacher to compare and review the Midterm Evaluation.
10. Complete the Midterm Self-Evaluation (online) and submit to the college supervisor.
11. Assume responsibility for record keeping, such as attendance, recording of grades, etc.
12. Prepare to teach the unit of study or conduct the student study project.

Weeks Eleven through Thirteen:

1. Continue the previous weeks' activities.
2. Assume responsibility for full-time preparation and teaching or co-teaching **for a minimum of four weeks** using one of the following options:
 - a. "full-time" teaching where the cooperating teacher turns over all teaching responsibilities to the student teacher.
 - b. "co-teaching" where the student teacher assumes full responsibility for preparation and directing instruction but shares the actual teaching with the cooperating teacher. In this option, the student teacher in effect becomes the lead teacher and the cooperating teacher receives direction from the student teacher.
 - c. combination of both a) and b) above.
3. Implement the unit of study or student study, including pre- and post – assessments. Submit to the college supervisor for evaluation.
4. Participate in parent/teacher conferences.
5. Participate in meetings such as IEPT's, child-study teams, staff meetings, school improvement teams, etc.

Weeks Fourteen through Sixteen:

1. Ease out of teaching, gradually returning responsibility to the cooperating teacher.
2. Submit unit or student study to the college supervisor for evaluation.
3. Finalize students' learning records and grades. Enter grades into data files.
4. Schedule a final evaluation conference with the cooperating teacher. Read and sign the final evaluation after which the cooperating teacher will forward it to the Education Department.
5. Grade and return any outstanding assignments and/or projects to the cooperating teacher.
6. Return all textbooks and other educational materials that were borrowed.
7. Prepare transition lesson plans for the cooperating teacher as responsibility is returned and for the week following the conclusion of the placement.
8. Prepare transition notes for the cooperating teacher.
9. Prepare the students for the transition.
10. Special Education majors completing the special education placement should submit the completed "Special Education Student Teacher Evaluation Checklist" (Appendix J) to his/her college supervisor.
11. Write thank you notes to the students, cooperating teacher, building principal and college supervisor.
12. Consider an appropriate thank you remembrance or gift for the cooperating teacher and college supervisor.

Timeline for the two, “8-week” Student Teaching Experiences CO-MENTORING MODEL

Some student teachers complete requirements for a K-12 endorsement in elementary and secondary settings, with one placement scheduled for the first half of the semester and the second placement scheduled for the last half of the semester. These arrangements require the student teacher to condense and compress requirements for each placement in a shorter period of time. Teams following an 8-week time in a Co-Mentoring model will find the timeline outlined below. Teams will alter the sequence to fit the needs of the classroom and student teacher, yet ensure that the student teacher has a total of at least 4 weeks of “solo teaching” over the course of the semester.

Weeks One and Two:

1. Learn about the building and district.
 - a. Complete the “Student Teaching Checklist of Activities and Experiences.” (See Appendix A)
 - b. Meet building administrators, teachers and support staff.
 - c. Tour the building and district.
 - d. Study the school handbook on building and district policies. Ask about policies affecting teachers and technology.
 - e. Visit the media center and note materials available for instruction.
 - f. Learn procedures for media orders, technology, field trips, tornado/fire drills, illness, injuries, special duties (lunch room, recess), discipline and classroom responsibility.
2. Become involved in the classroom.
 - a. Arrange to have a designated center or area for student teaching materials and supplies.
 - b. Learn students' names as quickly as possible.
 - c. Observe classroom instruction, noting procedures, routines, teaching styles, students' learning styles, curriculum materials and classroom management techniques.
 - d. Stand up and move around the class as instruction occurs, providing explanations, monitoring student behavior, and assessing student understanding.
 - e. Stand next to or near the cooperating teacher as s/he is teaching. Review the cooperating teacher's files as well as students' files.
 - f. Offer assistance by taking class attendance, correcting papers, and developing and obtaining materials.

- g. Begin working with small groups and individual students.
 - h. Prepare for and teach at least one subject or class at the elementary level or a portion of a class at the secondary level.
 - i. Assist in playground, lunchroom, and other non-teaching duties normally performed by the cooperating teacher.
 - j. Conference and co-plan daily with the cooperating teacher.
 - k. Complete the *Weekly Progress Report* at the end of each week (See Appendix F). Submit to the college supervisor on or before the stated deadline.
3. Co-plan and co-teach with the cooperating teacher.
- a. Study the curriculum for each subject taught.
 - b. Study and implement the co-mentoring model as appropriate. Determine, in consultation with the cooperating teacher, when co-teaching is most appropriate for each subject and which model(s) would work best for the content as well as the students' needs. Plan opportunities, as well, for "solo teaching."
 - c. Co-develop a schedule for teaching that will ultimately allow the student teacher to co-plan, co-teach and prepare for instructional responsibilities for *all* subjects and result in a total of four weeks of full-time teaching and responsibility.
 - d. Determine the lesson plan format(s) to be used for writing daily lessons. (See Appendices D and E for examples)
 - e. Co-plan and co-teach at least one subject or class at the elementary level or a portion of a class at the secondary level. Co-assess evaluation data based on teaching.
 - f. Identify and schedule units for elementary level or special chapters/subjects for secondary level to be taught during the semester. Special education majors may do a student study as an alternative during the special education placement.
 - g. Seek out technology that is available to support teaching.
 - h. Develop, construct and collect teaching materials (e.g., software, transparencies, bulletin boards, activities, etc.) for future use in teaching.
 - i. Identify and order materials needed for the placement (i.e., videos, DVD's, CD's, software, films, etc.).

Weeks Three through Seven:

1. Continue the previous weeks' activities. Continue to co-plan, co-teach and co-assess with the cooperating teacher throughout the student teaching experience. Determine on a day-by-day basis when co-teaching is most appropriate and which model(s) would best meet students' needs. Plan opportunities, as well, for "solo teaching."
2. Submit detailed daily lesson plans to cooperating teacher.
3. File all lesson plans in the Student Teaching notebook.
4. Submit a general weekly teaching plan to the cooperating teacher by each Thursday. This will be co-planned with the cooperating teacher, but finalized by the student teacher.
5. Determine, with the assistance of the cooperating teacher and/or college supervisor, additional subjects or portions of classes to the teaching load each week.
6. Interview the building administrator and/or Human Resources Director.
7. Refer to students' records (i.e., cumulative folders, report forms, special conferences) for information regarding special expectations, medical conditions, modifications and/or procedures, etc.
8. Attend and participate in parent/teacher conferences.
9. Following Week Eight, complete the *Midterm Student Teaching Assessment Tool (STAT.)* Print the *STAT* and meet with cooperating teacher to compare and review the Midterm Evaluation.
10. Complete the Midterm Self-Evaluation (found online) and submit to the college supervisor.
11. Assume responsibility for record keeping, such as attendance, recording of grades, etc.
12. Prepare to teach the unit of study or conduct the student study project (special education settings only).
13. Implement the unit of study or student study, including pre- and post-assessments. Submit to the college supervisor for evaluation.
14. Participate in meetings such as IEPT's, child-study teams, staff meetings, school improvement teams, etc.

Week Eight:

1. Contact the upcoming placement's cooperating teacher to finalize details for moving into the next placement.

2. Ease out of teaching at the beginning of Week Eight, returning responsibility to the cooperating teacher.
3. Schedule a final evaluation conference with cooperating teacher. Read and sign the final evaluation after which the cooperating teacher will forward it to the Education Department.
4. Grade and return any outstanding assignments and/or projects to the cooperating teacher.
5. Finalize students' learning records and grades. Enter grades into data files.
6. Return all textbooks and other educational materials that were borrowed.
7. Prepare transition lesson plans for the cooperating teacher for the week following the conclusion of the placement.
8. Prepare transition notes for the cooperating teacher.
9. Prepare the students for the transition.
10. Write thank you notes to the students, cooperating teacher, building principal and college supervisor.
11. Consider an appropriate thank you for the cooperating teacher and college supervisor.
12. Contact the cooperating teacher for the second placement for details about arrival dates and times, as well as any other pertinent details.

Weeks Nine through Sixteen:

Move to the second student teaching placement. Prepare for a rapid adjustment to this new placement. Repeat the sequence outlined for Weeks One through Eight above during the second student teaching placement.

Timeline for the two “8-week” Student Teaching Experiences TRADITIONAL MODEL

Some student teachers complete requirements for a K-12 endorsement in elementary and secondary settings, with one placement scheduled for the first half of the semester and the second placement scheduled for the last half of the semester. These arrangements require the student teacher to condense and compress requirements for each placement in a shorter period of time. The “traditional” timeline for this dual experience is outlined below. Teams following a Co-Mentoring model, however, will alter the following sequences to fit the needs of the classroom and student teacher.

Weeks One and Two:

1. Learn about the building and district.
 - a. Complete the “Student Teaching Checklist of Activities and Experiences.” (See Appendix A)
 - b. Meet building administrators, teachers and support staff.
 - c. Tour the building and district.
 - d. Study the school handbook on building and district policies. Ask about policies affecting teachers and technology.
 - e. Visit the media center and note materials available for instruction.
 - f. Learn procedures for media orders, technology, field trips, tornado/fire drills, illness, injuries, special duties (lunch room, recess), discipline and classroom responsibility.

2. Become involved in the classroom.
 - a. Arrange to have a designated center or area for student teaching materials and supplies.
 - b. Learn students' names as quickly as possible.
 - c. Observe classroom instruction, noting procedures, routines, teaching styles, students' learning styles, curriculum materials and classroom management techniques.
 - d. Stand up and move around the class as instruction occurs, providing explanations, monitoring student behavior, and assessing student understanding.
 - e. Review the cooperating teacher's files as well as students' files.
 - f. Offer assistance by taking class attendance, correcting papers, and developing and obtaining materials.

- g. Begin working with small groups and individual students.
 - h. Prepare for and teach at least one subject or class at the elementary level or a portion of a class at the secondary level.
 - i. Assist in playground, lunchroom, and other non-teaching duties normally performed by the cooperating teacher.
 - j. Conference on a regular basis with the cooperating teacher.
 - k. Complete the *Weekly Progress Report* at the end of each week (See Appendix F). Submit to the college supervisor on or before the stated deadline.
3. Plan for teaching in consultation with the cooperating teacher.
- a. Study the curriculum for each subject taught.
 - b. Develop a schedule for teaching that will gradually increase preparation and instructional responsibilities for each subject which includes two weeks of full-time teaching.
 - c. Determine the lesson plan format(s) to be used for writing daily lessons. (See Appendices D and E for examples)
 - d. Identify and schedule units for elementary level or special chapters/subjects for secondary level to be taught during the semester. Special education majors may do a student study as an alternative during the special education placement.
 - e. Seek out technology that is available to support teaching.
 - f. Develop, construct and collect teaching materials (e.g., software, transparencies, bulletin boards, activities, etc.) for future use in teaching.
 - g. Identify and order materials needed for the placement (i.e., videos, DVD's, CD's, software, films, etc.).

Weeks Three through Five:

- 1. Continue the previous weeks' activities.
- 2. Submit detailed daily lesson plans to the cooperating teacher.
- 3. File plans in the Student Teaching notebook.
- 4. Submit a general weekly teaching plan to the cooperating teacher by each Thursday.
- 5. Add additional subjects or portions of classes to the teaching load according to the previously developed schedule.

6. Interview the building administrator and/or Human Resources Director.
7. Refer to students' records (i.e., cumulative folders, report forms, special conferences) for information regarding special expectations, medical conditions, modifications and/or procedures, etc.
8. Attend and participate in parent/teacher conferences.
9. Following Week Four, complete the Midterm *Student Teaching Assessment Tool* (available online), print it off and meet with cooperating teacher to compare and review the Midterm Evaluation.
10. Complete the Midterm Self-Evaluation narrative (online) and submit to the college supervisor.
11. Assume responsibility for record keeping, such as attendance, recording of grades, etc.
12. Prepare to teach the unit of study or conduct the student study project.

Weeks Six through Eight:

1. Continue the previous weeks' activities.
2. Assume responsibility for full-time preparation and teaching or co-teaching **for a minimum of two weeks** using one of the following options:
 - a. "full-time" teaching where the cooperating teacher turns over all teaching responsibilities to the student teacher.
 - b. "co-teaching" where the student teacher assumes full responsibility for preparation and directing instruction but shares the actual teaching with the cooperating teacher. In this option, the student teacher in effect becomes the lead teacher and the cooperating teacher receives direction from the student teacher.
 - c. combination of both a) and b) above.
3. Implement the unit of study or student study in either the first or second placement, including pre- and post-assessment of student learning. Submit to the college supervisor for evaluation.
4. Participate in parent/teacher conferences.
5. Participate in meetings such as IEPT's, child-study teams, staff meetings, school improvement teams, etc.
6. Contact the upcoming placement's cooperating teacher to finalize details for moving into the next placement.
7. Ease out of teaching at the beginning of Week Eight, returning responsibility to the cooperating teacher.

8. Schedule a final evaluation conference with cooperating teacher. Read and sign the final evaluation after which the cooperating teacher will forward it to the Education Department.
9. Grade and return any outstanding assignments and/or projects to the cooperating teacher.
10. Finalize students' learning records and grades. Enter grades into data files.
11. Return all textbooks and other educational materials that were borrowed.
12. Prepare transition lesson plans for the cooperating teacher for the week following the conclusion of the placement.
13. Prepare transition notes for the cooperating teacher.
14. Prepare the students for the transition.
15. Write thank you notes to the students, cooperating teacher, building principal and college supervisor.
16. Consider an appropriate thank you for the cooperating teacher and college supervisor.
17. Contact the cooperating teacher for the second placement for details about arrival dates and times, as well as any other pertinent details.

Weeks Nine through Sixteen:

Move to the second student teaching placement. Prepare for a rapid adjustment to this new placement. Repeat the sequence outlined for Weeks One through Eight above during the second student teaching placement.

Timeline for the Early Childhood Student Teaching Experience CO-MENTORING MODEL

*Student teachers pursuing the early childhood endorsement complete **two** student teaching experiences: **one 10-week placement** in a K-3 classroom and a second **6-week assignment** at the pre-school level. These arrangements require the student teacher to compress requirements for each placement in a shorter period of time. The two timelines are listed below. Teams following a co-mentoring model will work to ensure that the student teacher has adequate (a total of at least 4 weeks) “solo teaching” time over the course of the semester.*

10-Week Placement:

Weeks One and Two:

1. Learn about the building and district.
 - a. Complete the “Student Teaching Checklist of Activities and Experiences.” (See Appendix A.)
 - b. Meet building administrators, teachers and support staff.
 - c. Tour the building and district.
 - d. Study the school handbook on building and district policies. Ask about policies affecting teachers and technology.
 - e. Visit the media center and note materials available for instruction.
 - f. Learn procedures for media orders, technology, field trips, tornado/fire drills, illness, injuries, special duties (lunch room, recess), discipline and classroom responsibility.
2. Become involved in the classroom.
 - a. Arrange to have a designated center or area for student teaching materials and supplies.
 - b. Learn students' names as quickly as possible.
 - c. Observe classroom instruction, noting procedures, routines, teaching styles, students' learning styles, curriculum materials and classroom management techniques.
 - d. Stand up and move around the class as instruction occurs, providing explanations, monitoring student behavior, and assessing student understanding.
 - e. Stand next to or near the cooperating teacher as s/he is teaching. Review the cooperating teacher's files as well as students' files.
 - f. Offer assistance by taking class attendance, correcting papers, and developing and obtaining materials.

- g. Begin working with small groups and individual students.
 - h. Prepare for and teach at least one subject or class at the elementary level or a portion of a class at the secondary level.
 - i. Assist in playground, lunchroom, and other non-teaching duties normally performed by the cooperating teacher.
 - j. Conference and co-plan daily with the cooperating teacher.
 - k. Complete the *Weekly Progress Report* at the end of each week (See Appendix F). Submit to the college supervisor on or before the stated deadline.
3. Co-plan and co-teach with the cooperating teacher.
- a. Study the curriculum for each subject taught.
 - b. Study and implement the co-mentoring model as appropriate. Determine, in consultation with the cooperating teacher, when co-teaching is most appropriate for each subject and which model(s) would work best for the content as well as the students' needs.
 - c. Co-develop a schedule for teaching that will ultimately allow the student teacher to co-plan, co-teach and prepare for instructional responsibilities for *all* subjects and result in a total of four weeks of full-time teaching and responsibility.
 - d. Determine the lesson plan format(s) to be used for writing daily lessons. (See Appendices D and E for examples)
 - e. Co-plan and co-teach at least one subject or class at the elementary level or a portion of a class at the secondary level. Co-assess evaluation data based on teaching.
 - f. Identify and schedule units for elementary level or special chapters/subjects for secondary level to be taught during the semester. Special education majors may do a student study as an alternative during the special education placement.
 - g. Seek out technology that is available to support teaching.
 - h. Develop, construct and collect teaching materials (e.g., software, transparencies, bulletin boards, activities, etc.) for future use in teaching.
 - i. Identify and order materials needed for the placement (i.e., videos, DVD's, CD's, software, films, etc.).

Within two weeks, the student teacher should “be independent in moving about the school, know the names of students, have some professional knowledge about the students, be able to

make plans independently of the cooperating teacher's direct supervision, have taken some responsibility for some teaching, have met a number of other teachers and feel comfortable with them, and have enough confidence not to be dependent on the cooperating teacher for minor teaching decisions." (Henry & Beasley, 28)

Weeks Three Through Nine:

1. Continue the previous weeks' activities. Continue to co-plan, co-teach and co-assess with the cooperating teacher throughout the student teaching experience. Determine on a day-by-day basis when co-teaching is most appropriate and which model would best meet students' needs. Plan opportunities, as well, for "solo teaching."
2. Submit detailed daily lesson plans to cooperating teacher.
3. File all lesson plans in the Student Teaching notebook.
4. Submit a general weekly teaching plan to the cooperating teacher by each Thursday. This will be co-planned with the cooperating teacher, but finalized by the student teacher.
5. Determine, with the assistance of the cooperating teacher and/or college supervisor, additional subjects or portions of classes to the teaching load each week.
6. Interview the building administrator and/or Human Resources Director.
7. Refer to students' records (i.e., cumulative folders, report forms, special conferences) for information regarding special expectations, medical conditions, modifications and/or procedures, etc.
8. Attend and participate in parent/teacher conferences.
9. Following Week Five, complete the *Midterm Student Teaching Assessment Tool (STAT)*. Print the *STAT* and meet with cooperating teacher to compare and review the Midterm Evaluation.
10. Complete the Midterm Self-Evaluation (found online) and submit to the college supervisor.
11. Assume responsibility for record keeping, such as attendance, recording of grades, etc.
12. Prepare to teach the unit of study or conduct the student study project (special education settings only).
13. Implement the unit of study or student study, including pre- and post-assessments. Submit to the college supervisor for evaluation.
14. Participate in meetings such as IEPT's, child-study teams, staff meetings, school improvement teams, etc.

Week Ten:

1. Ease out of teaching, gradually returning responsibility to the cooperating teacher.
2. Submit unit to the college supervisor for evaluation.
3. Finalize students' learning records and grades. Enter grades into data files.
4. Schedule a final evaluation conference with the cooperating teacher. Read and sign the final evaluation after which the cooperating teacher will forward it to the Education Department.
5. Grade and return any outstanding assignments and/or projects to the cooperating teacher.
6. Return all textbooks and other educational materials that were borrowed.
7. Prepare transition lesson plans for the cooperating teacher as responsibility is returned and for the week following the conclusion of the placement.
8. Prepare transition notes for the cooperating teacher.
9. Prepare the students for the transition.
10. Write thank you notes to the students, cooperating teacher, building principal and college supervisor.
11. Consider an appropriate thank you remembrance or gift for the cooperating teacher and college supervisor.
12. Contact the cooperating teacher for the second placement for details about arrival dates and times, as well as any other pertinent details.

6-Week Placement:

Week One:

1. Learn about the building and district.
 - a. Complete the "Student Teaching Checklist of Activities and Experiences." (See Appendix A.)
 - b. Meet building administrators, teachers and support staff.
 - c. Tour the building and district.
 - d. Study the school handbook on building and district policies. Ask about policies affecting teachers and technology.
 - e. Visit the media center and note materials available for instruction.

- f. Learn procedures for media orders, technology, field trips, tornado/fire drills, illness, injuries, special duties (lunch room, recess), discipline and classroom responsibility.
2. Become involved in the classroom.
- a. Arrange to have a designated center or area for student teaching materials and supplies.
 - b. Learn students' names as quickly as possible.
 - c. Observe classroom instruction, noting procedures, routines, teaching styles, students' learning styles, curriculum materials and classroom management techniques.
 - d. Stand up and move around the class as instruction occurs, providing explanations, monitoring student behavior, and assessing student understanding.
 - e. Review the cooperating teacher's files as well as students' files.
 - f. Offer assistance by taking class attendance, correcting papers, and developing and obtaining materials.
 - g. Begin working with small groups and individual students.
 - h. Prepare for and teach at least one activity.
 - i. Assist in routine non-teaching duties normally performed by the cooperating teacher(s) (i.e., playground supervision).
 - j. Conference on a regular basis with the cooperating teacher(s).
 - k. Fill out electronic Weekly Progress Reports at the end of each week. (See Appendix F) Submit to the college supervisor on or before the stated due date.
3. Plan for teaching *in consultation with the cooperating teacher or teachers*.
- a. Study the entire curriculum.
 - b. Implement the co-mentoring model as appropriate. Determine, in consultation with the cooperating teacher, when co-teaching is most appropriate for each subject and which model(s) would work best for the content as well as the students' needs. Plan opportunities, as well, for "solo teaching."
 - c. Co-develop a schedule for teaching that will gradually increase preparation and instructional responsibilities across the curriculum that includes two full weeks of full-time preparation and teaching. For student teachers in dual placements (e.g., general education preschool and Early Childhood Special Education combination), it will be especially important for the student

teacher and cooperating teachers to meet and agree upon the overall plan and timeline for the student teaching experience.

- d. Determine, in consultation with the cooperating teacher, the lesson plan format(s) to be used for writing daily lessons. (See Appendices D and E for examples)
- e. Identify and schedule an abbreviated unit to be taught during the experience and building on what the cooperating teacher already has in place. Care should be taken to differentiate instruction based on specific student needs.
- f. Seek out technology that is available to support teaching.
- g. Begin to develop, construct and collect teaching materials (e.g., software, paperwork, bulletin boards, activities, etc.) for future use in teaching.
- h. Identify and order materials needed for the placement (i.e., videos, DVD's, CD's, software, films, etc.).

Weeks Two Through Four:

1. Continue the previous weeks' activities.
2. Submit detailed daily lesson plans to cooperating teacher(s).
3. File all lesson plans in the Student Teaching notebook.
4. Submit a general weekly teaching plan to the cooperating teacher by each Thursday.
5. Add additional responsibilities and activities to the teaching load each week. Co-plan, co-teach and co-assess student learning when possible and appropriate.
6. Refer to students' records (i.e., cumulative folders, report forms, special conferences) for information regarding special expectations, medical conditions, modifications and/or procedures, etc.
7. Attend and participate in parent/teacher conferences.
8. Following Week Three, complete the Midterm *Student Teaching Assessment Tool* (available online), print it off and meet with cooperating teacher to compare and review the Midterm Evaluation.
9. Complete the Midterm Self-Evaluation (online) and submit to the college supervisor.
10. Assume responsibility for record keeping, such as attendance, recording of grades, etc.
11. Prepare to teach the unit of study.

Within two weeks, the student teacher should “be independent in moving about the school, know the names of students, have some professional knowledge about the students, be able to make plans independently of the cooperating teacher’s direct supervision, have taken some responsibility for some teaching, have met a number of other teachers and feel comfortable with them, and have enough confidence not to be dependent on the cooperating teacher for minor teaching decisions.” (Henry & Beasley, 28)

Weeks Five Through Six:

1. Continue the previous weeks' activities.
2. Implement the unit of study or student study, including pre- and post – assessments. Submit to the college supervisor for evaluation.
3. Participate in parent/teacher conferences.
4. Participate in meetings such as IEPT’s, child-study teams, staff meetings, school improvement teams, etc.
5. Ease out of teaching during Week Six, returning responsibility to the cooperating teacher.
6. Schedule a final evaluation conference with the cooperating teacher(s). Read and sign the final evaluation after which the cooperating teacher will forward it to the Education Department.
7. Evaluate and return any outstanding assignments and/or projects to the cooperating teacher(s).
8. Return all educational materials that were borrowed.
9. Prepare transition lesson plans for the cooperating teacher for the week following the conclusion of the placement.
10. Prepare transition notes for the cooperating teacher.
11. Prepare the students for the transition.
12. Write thank you notes to the students, cooperating teacher, building principal and college supervisor.
13. Consider an appropriate thank you remembrance or gift for the cooperating teacher and college supervisor.

Timeline for the Early Childhood Student Teaching Experience TRADITIONAL MODEL

*Student teachers pursuing the early childhood endorsement complete **two** student teaching experiences: **one 10-week placement** in a K-3 classroom and a second **6-week assignment** at the pre-school level. These arrangements require the student teacher to compress requirements for each placement in a shorter period of time. Teams following a co-mentoring model, however, will alter the following sequences to fit the needs of the classroom and student teacher.*

10-Week Placement:

Weeks One and Two:

1. Learn about the building and district.
 - a. Complete the “Student Teaching Checklist of Activities and Experiences.” (See Appendix A.)
 - b. Meet building administrators, teachers and support staff.
 - c. Tour the building and district.
 - d. Study the school handbook on building and district policies. Ask about policies affecting teachers and technology.
 - e. Visit the media center and note materials available for instruction.
 - f. Learn procedures for media orders, technology, field trips, tornado/fire drills, illness, injuries, special duties (lunch room, recess), discipline and classroom responsibility.
2. Become involved in the classroom.
 - a. Arrange to have a designated center or area for student teaching materials and supplies.
 - b. Learn students' names as quickly as possible.
 - c. Observe classroom instruction, noting procedures, routines, teaching styles, students' learning styles, curriculum materials and classroom management techniques.
 - d. Stand up and move around the class as instruction occurs, providing explanations, monitoring student behavior, and assessing student understanding.
 - e. Review the cooperating teacher's files as well as students' files.
 - f. Offer assistance by taking class attendance, correcting papers, and developing and obtaining materials.

- g. Begin working with small groups and individual students.
 - h. Prepare for and teach at least one subject or class at the elementary level or a portion of a class at the secondary level.
 - i. Assist in playground, lunchroom, and other non-teaching duties normally performed by the cooperating teacher.
 - j. Conference on a regular basis with the cooperating teacher.
 - k. Complete the *Weekly Progress Report* at the end of each week (See Appendix F). Submit to the college supervisor on or before the stated due date.
3. Plan for teaching in consultation with the cooperating teacher.
- a. Study the curriculum for each subject taught.
 - b. Develop a schedule for teaching each subject throughout the placement.
 - c. Determine the lesson plan format(s) to be used for writing daily lessons. (See Appendices D and E for examples)
 - d. Identify and schedule units for elementary level or special chapters/subjects for secondary level to be taught during the semester. Special education majors may do a student study as an alternative during the special education placement.
 - e. Seek out technology that is available to support teaching.
 - f. Begin to develop, construct and collect teaching materials (e.g., software, transparencies, bulletin boards, activities, etc.) for future use in teaching.
 - g. Identify and order materials needed for the semester (i.e., videos, DVD's, CD's, software, films, etc.).

Within two weeks, the student teacher should “be independent in moving about the school, know the names of students, have some professional knowledge about the students, be able to make plans independently of the cooperating teacher’s direct supervision, have taken some responsibility for some teaching, have met a number of other teachers and feel comfortable with them, and have enough confidence not to be dependent on the cooperating teacher for minor teaching decisions.” (Henry & Beasley, 28)

Weeks Three Through Four:

- 1. Continue the previous weeks' activities.
- 2. Submit detailed daily lesson plans to cooperating teacher.
- 3. File all lesson plans in the Student Teaching notebook.

4. Submit a general weekly teaching plan to the cooperating teacher by each Thursday.
5. Add one or two additional subjects or portions of classes to the teaching load each week.
6. Interview the building administrator and/or Human Resources Director.
7. Refer to students' records (i.e., cumulative folders, report forms, special conferences) for information regarding special expectations, medical conditions, modifications and/or procedures, etc.
8. Attend and participate in parent/teacher conferences.
9. Assume responsibility for record keeping, such as attendance, recording of grades, etc.
10. Prepare to teach the unit of study or conduct the student study project.

Weeks Five Through Nine:

1. Following Week Five, complete the Midterm *Student Teaching Assessment Tool* (available online), print it off and meet with cooperating teacher to compare and review the Midterm Evaluation.
2. Complete the Midterm Self-Evaluation (online) and submit to the college supervisor.
3. Continue the previous weeks' activities.
4. Assume responsibility for full-time preparation and teaching or co-teaching **for a minimum of two weeks** using one of the following options:
 - a. "full-time" teaching where the cooperating teacher turns over all teaching responsibilities to the student teacher.
 - b. "co-teaching" where the student teacher assumes full responsibility for preparation and directing instruction but shares the actual teaching with the cooperating teacher. In this option, the student teacher in effect becomes the lead teacher and the cooperating teacher receives direction from the student teacher.
 - c. combination of both a) and b) above.
5. Implement the unit of study or student study, including pre- and post – assessments. Submit to the college supervisor for evaluation.
6. Participate in parent/teacher conferences.
7. Participate in meetings such as IEPT's, child-study teams, staff meetings, school improvement teams, etc.

Week Ten:

1. Ease out of teaching, gradually returning responsibility to the cooperating teacher.

2. Submit unit to the college supervisor for evaluation.
3. Finalize students' learning records and grades. Enter grades into data files.
4. Schedule a final evaluation conference with the cooperating teacher. Read and sign the final evaluation after which the cooperating teacher will forward it to the Education Department.
5. Grade and return any outstanding assignments and/or projects to the cooperating teacher.
6. Return all textbooks and other educational materials that were borrowed.
7. Prepare transition lesson plans for the cooperating teacher as responsibility is returned and for the week following the conclusion of the placement.
8. Prepare transition notes for the cooperating teacher.
9. Prepare the students for the transition.
10. Write thank you notes to the students, cooperating teacher, building principal and college supervisor.
11. Consider an appropriate thank you remembrance or gift for the cooperating teacher and college supervisor.

6-Week Placement:

Week One:

1. Learn about the building and district.
 - a. Complete the "Student Teaching Checklist of Activities and Experiences." (See Appendix A.)
 - b. Meet building administrators, teachers and support staff.
 - c. Tour the building and district.
 - d. Study the school handbook on building and district policies. Ask about policies affecting teachers and technology.
 - e. Visit the media center and note materials available for instruction.
 - f. Learn procedures for media orders, technology, field trips, tornado/fire drills, illness, injuries, special duties (lunch room, recess), discipline and classroom responsibility.
2. Become involved in the classroom.
 - a. Arrange to have a designated center or area for student teaching materials and supplies.

- b. Learn students' names as quickly as possible.
 - c. Observe classroom instruction, noting procedures, routines, teaching styles, students' learning styles, curriculum materials and classroom management techniques.
 - d. Stand up and move around the class as instruction occurs, providing explanations, monitoring student behavior, and assessing student understanding.
 - e. Review the cooperating teacher's files as well as students' files.
 - f. Offer assistance by taking class attendance, correcting papers, and developing and obtaining materials.
 - g. Begin working with small groups and individual students.
 - h. Prepare for and teach at least one activity.
 - i. Assist in routine non-teaching duties normally performed by the cooperating teacher(s) (i.e., playground supervision).
 - j. Conference on a regular basis with the cooperating teacher(s).
 - k. Fill out electronic Weekly Progress Reports at the end of each week. (See Appendix F) Submit to the college supervisor on or before the stated due date.
3. Plan for teaching *in consultation with the cooperating teacher or teachers*.
- a. Study the entire curriculum.
 - b. Develop a schedule for teaching that will gradually increase preparation and instructional responsibilities across the curriculum that includes two full weeks of full-time preparation and teaching. For student teachers in dual placements (e.g., general education preschool and Early Childhood Special Education combination), it will be especially important for the student teacher and cooperating teachers to meet and agree upon the overall plan and timeline for the student teaching experience.
 - c. Determine the lesson plan format(s) to be used for writing daily lessons. (See Appendices D and E for examples)
 - d. Identify and schedule an abbreviated unit to be taught during the experience and building on what the cooperating teacher already has in place. Care should be taken to differentiate instruction based on specific student needs.
 - e. Seek out technology that is available to support teaching.
 - f. Begin to develop, construct and collect teaching materials (e.g., software, paperwork, bulletin boards, activities, etc.) for future use in teaching.

- g. Identify and order materials needed for the placement (i.e., videos, DVD's, CD's, software, films, etc.).

Weeks Two Through Four:

1. Continue the previous weeks' activities.
2. Submit detailed daily lesson plans to cooperating teacher(s).
3. File all lesson plans in the Student Teaching notebook.
4. Submit a general weekly teaching plan to the cooperating teacher by each Thursday.
5. Add one or two additional responsibilities and activities to the teaching load each week. Co-plan and co-teach when possible and appropriate.
6. Refer to students' records (i.e., cumulative folders, report forms, special conferences) for information regarding special expectations, medical conditions, modifications and/or procedures, etc.
7. Attend and participate in parent/teacher conferences.
8. Following Week Three, complete the Midterm Evaluation (available online), print it off and meet with cooperating teacher to compare and review the Midterm Evaluation.
9. Complete the Midterm Self-Evaluation (online) and submit to the college supervisor.
10. Assume responsibility for record keeping, such as attendance, recording of grades, etc.
11. Prepare to teach the unit of study.

Within two weeks, the student teacher should “be independent in moving about the school, know the names of students, have some professional knowledge about the students, be able to make plans independently of the cooperating teacher’s direct supervision, have taken some responsibility for some teaching, have met a number of other teachers and feel comfortable with them, and have enough confidence not to be dependent on the cooperating teacher for minor teaching decisions.” (Henry & Beasley, 28)

Weeks Five Through Six:

1. Continue the previous weeks' activities.
2. Assume responsibility for full-time preparation and teaching or co-teaching **for a minimum of two weeks** using one of the following options:
 - a. “full-time” teaching where the cooperating teacher turns over all teaching responsibilities to the student teacher.
 - b. “co-teaching” where the student teacher assumes full responsibility for preparation and directing instruction but shares the actual teaching with the

cooperating teacher. In this option, the student teacher in effect becomes the lead teacher and the cooperating teacher receives direction from the student teacher.

- c. combination of both a) and b) above.
3. Implement the unit of study or student study, including pre- and post – assessments. Submit to the college supervisor for evaluation.
4. Participate in parent/teacher conferences.
5. Participate in meetings such as IEPT's, child-study teams, staff meetings, school improvement teams, etc.
6. Ease out of teaching at the end of Week Six, returning responsibility to the cooperating teacher(s).
7. Schedule a final evaluation conference with the cooperating teacher(s). Read and sign the final evaluation after which the cooperating teacher will forward it to the Education Department.
8. Evaluate and return any outstanding assignments and/or projects to the cooperating teacher(s).
9. Return all educational materials that were borrowed.
10. Prepare transition lesson plans for the cooperating teacher for the week following the conclusion of the placement.
11. Prepare transition notes for the cooperating teacher(s).
12. Prepare the students for the transition.
13. Write thank you notes to the students, cooperating teacher(s), building principal and college supervisor.
14. Consider an appropriate thank you remembrance or gift for the cooperating teacher(s) and college supervisor.

**Timeline for the
“11-week” Special Education Majors’ Fall Semester Student Teaching Experience
CO-MENTORING MODEL**

*Student teachers pursuing an Elementary Education teaching certification with a special education endorsement complete **two** student teaching experiences, one in an elementary, K-5 classroom and the other in a special education setting, K-12. One assignment is an **11-week placement** during the Fall semester while the other is a **16-week assignment** during the Spring semester. These arrangements require the student teacher to compress requirements for the Fall semester placement into a shorter period of time. Care should be taken, though, to ensure a total of adequate “solo teaching” time over the course of the semester (at least 3 weeks).*

The Co-Mentoring model’s timeline for the Fall semester is described below.

Weeks One and Two:

1. Learn about the building and district.
 - a. Complete the “Student Teaching Checklist of Activities and Experiences.” (See Appendix A.)
 - b. Meet building administrators, teachers and support staff.
 - c. Tour the building and district.
 - d. Study the school handbook on building and district policies. Ask about policies affecting teachers and technology.
 - e. Visit the media center and note materials available for instruction.
 - f. Learn procedures for media orders, technology, field trips, tornado/fire drills, illness, injuries, special duties (lunch room, recess), discipline and classroom responsibility.
2. Become involved in the classroom.
 - a. Arrange to have a designated center or area for student teaching materials and supplies.
 - b. Learn students' names as quickly as possible.
 - c. Observe classroom instruction, noting procedures, routines, teaching styles, students’ learning styles, curriculum materials and classroom management techniques.
 - d. Stand up and move around the class as instruction occurs, providing explanations, monitoring student behavior, and assessing student understanding.
 - e. Stand next to or near the cooperating teacher as s/he is teaching. Review the cooperating teacher’s files as well as students’ files.

- f. Offer assistance by taking class attendance, correcting papers, and developing and obtaining materials.
 - g. Begin working with small groups and individual students.
 - h. Prepare for and teach at least one subject or class at the elementary level or a portion of a class at the secondary level.
 - i. Assist in playground, lunchroom, and other non-teaching duties normally performed by the cooperating teacher.
 - j. Conference and co-plan daily with the cooperating teacher.
 - k. Complete the *Weekly Progress Report* at the end of each week (See Appendix F). Submit to the college supervisor on or before the stated deadline.
3. Co-plan and co-teach with the cooperating teacher.
- a. Study the curriculum for each subject taught.
 - b. Study and implement the co-mentoring model as appropriate. Determine, in consultation with the cooperating teacher, when co-teaching is most appropriate for each subject and which model(s) would work best for the content as well as the students' needs.
 - c. Co-develop a schedule for teaching that will ultimately allow the student teacher to co-plan, co-teach and prepare for instructional responsibilities for *all* subjects and result in a total of four weeks of full-time teaching and responsibility.
 - d. Determine the lesson plan format(s) to be used for writing daily lessons. (See Appendices D and E for examples)
 - e. Co-plan and co-teach at least one subject or class at the elementary level or a portion of a class at the secondary level. Co-assess evaluation data based on teaching.
 - f. Identify and schedule units for elementary level or special chapters/subjects for secondary level to be taught during the semester. Special education majors may do a student study as an alternative during the special education placement.
 - g. Seek out technology that is available to support teaching.
 - h. Develop, construct and collect teaching materials (e.g., software, transparencies, bulletin boards, activities, etc.) for future use in teaching.
 - i. Identify and order materials needed for the placement (i.e., videos, DVD's, CD's, software, films, etc.).

Within two weeks, the student teacher should “be independent in moving about the school, know the names of students, have some professional knowledge about the students, be able to make plans independently of the cooperating teacher’s direct supervision, have taken some responsibility for some teaching, have met a number of other teachers and feel comfortable with them, and have enough confidence not to be dependent on the cooperating teacher for minor teaching decisions.” (Henry & Beasley, 28)

Weeks Three Through Ten:

1. Continue the previous weeks' activities. Continue to co-plan, co-teach and co-assess with the cooperating teacher throughout the student teaching experience. Determine on a day-by-day basis when co-teaching is most appropriate and which model(s) would best meet students' needs. Plan opportunities, as well, for “solo teaching.”
2. Submit detailed daily lesson plans to cooperating teacher.
3. File all lesson plans in the Student Teaching notebook.
4. Submit a general weekly teaching plan to the cooperating teacher by each Thursday. This will be co-planned with the cooperating teacher, but finalized by the student teacher.
5. Determine, with the assistance of the cooperating teacher and/or college supervisor, additional subjects or portions of classes to the teaching load each week.
6. Interview the building administrator and/or Human Resources Director.
7. Refer to students' records (i.e., cumulative folders, report forms, special conferences) for information regarding special expectations, medical conditions, modifications and/or procedures, etc.
8. Attend and participate in parent/teacher conferences.
9. Following Week Five, complete the *Midterm Student Teaching Assessment Tool (STAT)*. Print the *STAT* and meet with cooperating teacher to compare and review the Midterm Evaluation.
10. Complete the Midterm Self-Evaluation (found online) and submit to the college supervisor.
11. Assume responsibility for record keeping, such as attendance, recording of grades, etc.
12. Prepare to teach the unit of study or conduct the student study project (special education settings only).
13. Implement the unit of study or student study, including pre- and post-assessments. Submit to the college supervisor for evaluation.

14. Participate in meetings such as IEPT's, child-study teams, staff meetings, school improvement teams, etc.

Week Eleven:

1. Ease out of teaching, gradually returning responsibility to the cooperating teacher.
2. Submit unit to the college supervisor for evaluation.
3. Finalize students' learning records and grades. Enter grades into data files.
4. Schedule a final evaluation conference with the cooperating teacher. Read and sign the final evaluation after which the cooperating teacher will forward it to the Education Department.
5. Grade and return any outstanding assignments and/or projects to the cooperating teacher.
6. Return all textbooks and other educational materials that were borrowed.
7. Prepare transition lesson plans for the cooperating teacher as responsibility is returned and for the week following the conclusion of the placement.
8. Prepare transition notes for the cooperating teacher.
9. Prepare the students for the transition.
10. Write thank you notes to the students, cooperating teacher, building principal and college supervisor.
11. Consider an appropriate thank you remembrance or gift for the cooperating teacher and college supervisor.

**Timeline for the
“11-week” Special Education Majors’ Fall Semester Student Teaching Experience
TRADITIONAL MODEL**

*Student teachers pursuing an Elementary Education teaching certification with a special education endorsement complete **two** student teaching experiences, one in an elementary, K-5 classroom and the other in a special education setting, K-12. One assignment is an **11-week placement** during the Fall semester while the other is a **16-week assignment** during the Spring semester. These arrangements require the student teacher to compress requirements for the Fall semester placement into a shorter period of time. The Fall semester timeline is outlined below. Teams following a co-mentoring model will alter the following sequence to fit the needs of the classroom and student teacher.*

Weeks One and Two:

1. Learn about the building and district.
 - a. Complete the “Student Teaching Checklist of Activities and Experiences.” (See Appendix A.)
 - b. Meet building administrators, teachers and support staff.
 - c. Tour the building and district.
 - d. Study the school handbook on building and district policies. Ask about policies affecting teachers and technology.
 - e. Visit the media center and note materials available for instruction.
 - f. Learn procedures for media orders, technology, field trips, tornado/fire drills, illness, injuries, special duties (lunch room, recess), discipline and classroom responsibility.
 - g. Special Education majors completing the special education placement should consult and track requirements listed on the “Special Education Student Teacher Evaluation Checklist.” (Appendix J).
2. Become involved in the classroom.
 - a. Arrange to have a designated center or area for student teaching materials and supplies.
 - b. Learn students' names as quickly as possible.
 - c. Observe classroom instruction, noting procedures, routines, teaching styles, students' learning styles, curriculum materials and classroom management techniques.

- d. Stand up and move around the class as instruction occurs, providing explanations, monitoring student behavior, and assessing student understanding.
 - e. Review the cooperating teacher's files as well as students' files.
 - f. Offer assistance by taking class attendance, correcting papers, and developing and obtaining materials.
 - g. Begin working with small groups and individual students.

 - h. Prepare for and teach at least one subject or class at the elementary level or a portion of a class at the secondary level.
 - i. Assist in playground, lunchroom, and other non-teaching duties normally performed by the cooperating teacher.
 - j. Conference on a regular basis with the cooperating teacher.
 - k. Fill out electronic Weekly Progress Reports at the end of each week. (See Appendix F) Submit to the college supervisor on or before the stated due date.
3. Plan for teaching in consultation with the cooperating teacher.
- a. Study the curriculum for each subject taught.
 - b. Study and implement the co-mentoring model and implement as appropriate.
 - c. Develop a schedule for teaching each subject throughout the placement.
 - d. Determine the lesson plan format(s) to be used for writing daily lessons. (See Appendices D and E for examples)
 - e. Identify and schedule units for elementary level or special chapters/subjects for secondary level to be taught during the semester. Special education majors may do a student study as an alternative during the special education placement.
 - f. Seek out technology that is available to support teaching.
 - g. Begin to develop, construct and collect teaching materials (e.g., software, transparencies, bulletin boards, activities, etc.) for future use in teaching.
 - h. Identify and order materials needed for the semester (i.e., videos, DVD's, CD's, software, films, etc.).

Within two weeks, the student teacher should “be independent in moving about the school, know the names of students, have some professional knowledge about the students, be able to make plans independently of the cooperating teacher’s direct supervision, have taken some responsibility for some teaching, have met a number of other teachers and feel comfortable with them, and have enough confidence not to be dependent on the cooperating teacher for minor teaching decisions.” (Henry & Beasley, 28)

Weeks Three Through Five:

1. Continue the previous weeks' activities.
2. Submit detailed daily lesson plans to cooperating teacher.
3. File plans in the Student Teaching notebook.
4. Submit a general weekly teaching plan to the cooperating teacher by each Thursday.
5. Add one or two additional subjects or portions of classes to the teaching load each week.
6. Interview the building administrator and/or Human Resources Director.
7. Refer to students’ records (i.e., cumulative folders, report forms, special conferences) for information regarding special expectations, medical conditions, modifications and/or procedures, etc.
8. Attend and participate in parent/teacher conferences.
9. Following Week Five, complete the Midterm Evaluation (available online), print it off and meet with cooperating teacher to compare and review the Midterm Evaluation.
10. Complete the Midterm Self-Evaluation (online) and submit to the college supervisor.
11. Assume responsibility for record keeping, such as attendance, recording of grades, etc.
12. Prepare to teach the unit of study or conduct the student study project.

Weeks Six Through Ten:

1. Continue the previous weeks' activities.
2. Assume responsibility for full-time preparation and teaching or co-teaching **for a minimum of three weeks** using one of the following options:
 - a. “full-time” teaching where the cooperating teacher(s) turns over all teaching responsibilities to the student teacher.
 - b. “co-teaching” where the student teacher assumes full responsibility for preparation and directing instruction but shares the actual teaching with the cooperating teacher(s). In this option, the student teacher in

effect becomes the lead teacher and the cooperating teacher(s) receives direction from the student teacher.

c. combination of both (a) and (b) above.

3. Implement the unit of study or student study, including pre- and post – assessments. Submit to the college supervisor for evaluation.
4. Participate in parent/teacher conferences.
5. Participate in meetings such as IEPT's, child-study teams, staff meetings, school improvement teams, etc.

Week Eleven:

1. Ease out of teaching, gradually returning responsibility to the cooperating teacher.
2. Submit unit to the college supervisor for evaluation.
3. Finalize students' learning records and grades. Enter grades into data files.
4. Schedule a final evaluation conference with the cooperating teacher. Read and sign the final evaluation after which the cooperating teacher will forward it to the Education Department.
5. Grade and return any outstanding assignments and/or projects to the cooperating teacher.
6. Return all textbooks and other educational materials that were borrowed.
7. Prepare transition lesson plans for the cooperating teacher as responsibility is returned and for the week following the conclusion of the placement.
8. Prepare transition notes for the cooperating teacher.
9. Prepare the students for the transition.
10. Special Education majors completing the special education placement should submit the completed "Special Education Student Teacher Evaluation Checklist" (Appendix J) to his/her college supervisor.
11. Write thank you notes to the students, cooperating teacher, building principal and college supervisor.
12. Consider an appropriate thank you remembrance or gift for the cooperating teacher and college supervisor.

PROBATIONARY STATUS FOR STUDENT TEACHING

(Revised May 2016; Effective Fall 2011)

On occasion, teacher candidates have struggled in the professional education sequence to be effective and successful. Often, concerns are raised prior to the student teaching experience for a variety of reasons by faculty members from the Education Department and/or major areas of study. In other cases, field placement mentor teachers have identified areas of concern and/or recommended a teacher candidate “with reservations.” In these cases, department policy mandates that students will be placed on probationary status at the start of the student teaching semester in order to carefully monitor their progress and provide additional, focused support. The purpose of this procedure is to provide a consistent and fair approach to the student teacher who is beginning his/her placement at some risk, while honoring the integrity of the department, College, school and profession. The procedure for establishing and implementing probationary status is as follows:

PROBATIONARY STATUS DURING THE STUDENT TEACHING EXPERIENCE

1. Probationary Status Defined

“Probationary Status” means that a teacher candidate who has been identified to be at risk for a successful student teaching experience, but has met all other requirements is provided the opportunity to student teach under certain defined conditions and with full knowledge and understanding that failure to meet set standards could result in the termination of the student teaching experience. Probationary Status allows the student teacher to identify specific, performance goals and begin the student teaching experience. During the first, five weeks of the placement, the student teacher will receive additional, targeted support and feedback from the cooperating teacher and college supervisor. At the end of this period, the team will determine if the student teacher has met his/her goals and has also successfully demonstrated all expectations for student teachers at the 5-week mark.

2. Process for Determination of Probationary Status

During the Departmental approval process for student teaching, the Director of Student Teaching may recommend that a teacher candidate be placed on Probationary Status for student teaching. This recommendation will be based on departmental policy and/or recommendations from the Education Department and/or the student’s major department of study. The Department will consider the circumstances of such a recommendation based on an examination of the teacher candidate’s record, departmental recommendations and/or professional dispositions and performance in classes and in field placements.

3. Reasons for Probationary Status

A teacher candidate may be placed on probation for a number of reasons, some of which may be academic in nature and others of which may be non-academic or related to professional dispositions and behaviors. Academic performance is based on grade point averages in the general curriculum, education coursework, and courses in the major and minor areas of study. Non-academic reasons for placement on probationary status include the limited or inappropriate display of professional dispositions and behaviors or mental or physical health issues.

- A. Academic Reasons-The following examples of *academic-related* situations could result in the teacher candidate being placed in the student teaching experience on probationary status. This list is representative, but not limited the examples below:

1. *Failure to maintain an adequate grade point average.* Teacher candidates in the Teacher Education Program are required to have an overall GPA of 2.75 or higher. Teacher candidates are required to have a 2.75 GPA or higher for education coursework as well as for the major and minor areas of study. GPAs will be reviewed at the point of application to student teaching as well as just prior to the onset of the experience.
2. *Failure to earn a C+ or higher final grade for each education course (including field experiences) in Levels 2 and 3.* Courses must be repeated where the teacher candidate has failed to reach this standard.
3. *Failure to secure a positive endorsement from the major department of study.* Teacher candidates receiving a “Recommended with Concerns” endorsement from his/her major department of study due to academic performance will be placed on probationary status.
4. *Acts of academic dishonesty.* This would include, but is not limited to cheating, lying, theft of books or equipment and/or plagiarism.

B. Non-Academic Reasons-The following examples of *non-academic* situations could result in the teacher candidate being placed in the student teaching experience on probationary status. This list is representative, but not limited the examples below:

1. *Failure to abide by the “Statement of Commitment to Professionalism”*
2. *An inappropriate attitude toward learning and supervision.* This could include, but is not limited to, a hostile, disrespectful or resistant attitude toward peers, faculty or placement supervisors.
3. *Repeated failure to perform effectively or carry out one’s assignment in field placement settings.* A “Recommended with Reservations” rating from a field placement mentor teacher will result in Probationary Status.
4. *Repeated concerns about levels of professional dispositions and/or behaviors either in Education coursework, major/minor coursework and/or field placements.*
5. *Failure to secure a positive endorsement from the major department of study.* Teacher candidates receiving a “Recommended with Concerns” endorsement from his/her major department of study due to issues with professional dispositions and/or behaviors will be placed on Probationary Status.
6. *Failure to respect or maintain confidentiality.*
7. *Chronic absenteeism from class or field placements.*
8. *Inappropriate or disruptive behavior in the college course or related field experience.*
9. *Behavior that is irresponsible, damaging, harmful or dangerous to the students in a field placement.*
10. *Documented chemical dependency or use of illegal drugs during the teacher candidate’s course of study or field placement experiences.*
11. *Breaking a law in the field placement setting or conviction of a criminal activity during the course of study.* Prior misdemeanor and/or felony convictions must be reported to the Director of Student Teaching and may be cause for probationary status or dismissal from the program.
12. *Consistent mental or physical health issues* that affect the teacher candidate’s performance repeatedly in coursework or field experiences. The teacher candidate will be advised to seek counseling, therapy or medical assistance whenever possible and appropriate.
13. *Other issues of a unique nature.*

4. Notification Procedures

- A. Teacher Candidate- The teacher candidate will be notified in writing of his/her probationary status. A follow-up meeting with the Director of Student Teaching will detail the conditions of the probation. The teacher candidate will be required to sign a contract (See Appendix G) indicating his/her acknowledgement of the conditions of the probation. The teacher candidate will also, with the aid of the Director of Student Teaching and possibly appropriate faculty or the college supervisor, create a set of behavioral goals and objectives to be put into place and achieved during the probationary period.
- B. College Supervisor- The college supervisor will be notified in writing by the Director of Student Teaching of the student teacher's probationary status and the conditions thereof.
- C. Cooperating Teacher- The cooperating teacher will be notified in writing by the Director of Student Teaching of the student teacher's probationary status and the conditions thereof.
- D. Education Department- The Director of Student Teaching will notify members of the Education Department of a student teacher's probationary status.

5. Length of Probation

The length of the probationary period will be five (5) weeks, unless earlier termination of the placement is warranted based on a serious breach of school protocol or the request of the cooperating teacher or school's administration. It is also possible for the probationary period to be extended on a week-by-week basis to allow the student teacher to continue to make progress towards his/her goals.

At the end of three (3) weeks, the Director of Student Teaching will consult with the college supervisor and/or cooperating teacher to monitor the student teacher's progress toward his/her goals and all other expectations of student teachers at this point in the student teaching experience. The team will determine if he/she is making adequate progress towards the stated goals as well as all other "normal" expectations of student teachers. The Director of Student Teaching will summarize the result of this consultation in writing to the student teacher.

In some cases, an extension of the student teaching experience beyond the required 16 weeks may be warranted, depending on the nature of the criteria and the student teacher's progress.

6. Support Process

- A. During the probationary period, the assigned college supervisor will schedule weekly visits in the student teacher's school setting. The purpose of these visits will be to monitor progress towards the probationary goals, monitor overall progress towards the "normal" expectations of student teachers in the beginning weeks of the student teaching placement, observe the student teacher teaching in either a small or full-group setting, and confer with the cooperating teacher and student teacher. The college supervisor will provide suggestions and resources as related to the student teacher's goals in each meeting and in-between meetings as needed. In addition, the college supervisor will communicate his/her observations and conclusions to the student teacher and cooperating teacher following each visit in writing (See Appendix I).
- B. At the end of the third week of the probationary period, the Director of Student Teaching will confer with the college supervisor and cooperating teacher to monitor the student teacher's

progress toward his/her probationary goals and general progress in the student teaching experience. The student teacher will be informed of his/her progress towards stated goals and student teaching in general at this point (See Appendix I).

- C. At the end of the fifth week of the probationary period, the college supervisor, in consultation with the cooperating teacher, will make a recommendation to the Director of Student Teaching on the status of the student teacher. The recommendation will be communicated in person and in writing (See Appendix I) to the student teacher by the Director of Student Teaching and/or college supervisor.

7. Criteria For Success

The Director of Student Teaching will provide written copies of the Probationary Status contract (Appendix G) to the teacher candidate, cooperating teacher and college supervisor. The contract will include the conditions necessary for successful completion of the probationary period. This notice will include:

- A. specific criteria, including goals and objectives for performance
- B. a timeline for implementation of the stated goals, objectives and performance measures
- C. frequency and number of observations
- D. weekly progress reports
- E. the person or persons responsible for determining if such criteria have been met.

The teacher candidate will acknowledge, in writing, the receipt of and acceptance of such notification and conditions.

8. Determinations

At the end of the initial five-week period, the cooperating teacher and college supervisor, in consultation with the Director of Student Teaching, will make one of three determinations with regards to the Probationary Status designation:

- A. The student teacher has successfully met all goals and has demonstrated all other “normal” expectations of a student teacher at this point in the student teaching experience. With this determination, the student teacher is free to continue the student teaching placement without any additional stipulations. The original designation of Probationary Status is further deleted from any future references. The student teacher will be notified of this decision by the college supervisor.
- B. The student teacher is making steady progress towards his/her goals and other expectations of student teachers at this point in the student teaching experience, but will continue on Probationary Status on a week-to-week basis until goals and other expectations of student teachers have been fully met to the satisfaction of the cooperating teacher and college supervisor. At such time, the Probationary Status will be lifted and the student teacher will complete the student teaching placement without any additional stipulations. The original Probationary Status contract will be further deleted from any future references. The student teacher will be notified of this decision by the college supervisor.
- C. The student teacher has failed to make adequate progress towards meeting his/her goals and/or normal expectations of student teachers at this point in the student teaching

experience. Recognizing that the student teacher has a very limited probability of successful completion of the student teaching experience, the student teaching placement will be terminated. The Director of Student Teaching will notify the student teacher in person and in writing of this decision (See Appendix I).

9. Appeals Procedure

Students who have been placed on Probationary Status may appeal the decision to the Education Department. The process for writing an appeal is described on the Education Department's website at:
<http://www.hope.edu/academic/education/Handbook/Appeals%20Process.pdf>

PLAN OF SUPPORT DURING THE STUDENT TEACHING EXPERIENCE

While most student teachers move through the student teaching experience with general ease, there are times when an individual student teacher may struggle. When this occurs, the cooperating teacher, in consultation with the college supervisor and Director of Student Teaching, may determine that it is appropriate to create a Plan of Support for the student teacher. The purpose of this procedure is to carefully monitor the student teacher's progress and provide additional, focused support at a midpoint in the student teaching experience. The process is intended to provide a consistent and fair approach to the student teacher while honoring the integrity of the department, College, school and profession. The procedure for establishing and implementing a Plan of Support is as follows:

1. Plan of Support Defined

A Plan of Support is a contract that is drawn up between the student teacher and Education Department. It identifies specific goals for the student teacher and a time frame for these goals to be reached.

The student teacher who is placed on a "Plan of Support" is one who started the student teaching placement without stipulations, but due to struggles and challenges is deemed an appropriate candidate for such designation. A Plan of Support allows the student teacher to continue in the placement under certain defined conditions and with full knowledge and understanding that failure to meet set standards could result in the termination of the student teaching experience. The Director of Student Teaching, in consultation with the college supervisor and cooperating teacher(s), will inform the Education Department that the student teacher will be placed on a Plan of Support for student teaching.

2. Reasons for Plan of Support Status

A student teacher may be placed on a Plan of Support for a number of reasons, some of which may be academic in nature and others of which may be non-academic or related to professional dispositions and behaviors. Academic performance would likely be related to the student teacher's demonstration of content or pedagogical knowledge, while non-academic reasons for placement on a Plan of Support would include the limited or inappropriate display of professional dispositions and behaviors and/or on-going mental or physical health issues.

A. Academic Reasons-The following examples of *academic-related* situations could result in the student teacher being placed on a Plan of Support:

1. *Repeated inaccurate or incomplete content instruction*
2. *Repeated inaccurate, incomplete or inappropriate demonstration of pedagogical knowledge and application*
3. *Failure to secure and maintain an effective learning environment*

B. Non-Academic Reasons-The following examples of *non-academic* situations could result in the student teacher being placed in the student teaching experience on a Plan of Support:

1. *Repeated failure to perform effectively or carry out one's assignment in the student teaching placement*
2. *An inappropriate attitude toward learning and supervision.* This could include, but is not limited to, a disrespectful, resistant or hostile attitude toward the students, cooperating teacher, building administrator and/or college supervisor.
3. *Repeated concerns about levels of professional dispositions and/or behaviors*

4. *Failure to abide by the Statement of Commitment to Professionalism*
5. *Failure to respect or maintain confidentiality*
6. *Chronic absenteeism or tardiness*
7. *Inappropriate or disruptive behavior*
8. *Behavior that is irresponsible, damaging, or possibly harmful to the students*
9. *Consistent mental or physical health issues that affect the student teacher's performance. The student teacher will be advised to seek counseling, therapy or medical assistance whenever possible and appropriate.*
10. *Other issues of a unique nature.*

3. Notification Procedures

- A. Student Teacher- The student teacher will be notified in person and in writing of his/her status. A follow-up meeting with the college supervisor, and/or the cooperating teacher(s) or Director of Student Teaching will detail the conditions of the Plan of Support. The student teacher will be required to sign a statement indicating his/her acknowledgement of the conditions of the probationary period. (See Appendix H.) The student will also, with the aid of the college supervisor and/or Director of Student Teaching, create a set of goals and objectives to be put into place and achieved during the Plan of Support.
- B. College Supervisor- The college supervisor will be notified in writing by the Director of Student Teaching of the student teacher's Plan of Support and the conditions thereof.
- C. Cooperating Teacher- The cooperating teacher will be notified in writing by the Director of Student Teaching of the student's Plan of Support and the conditions thereof.
- D. Education Department- The Director of Student Teaching will notify members of the Education Department of a student's Plan of Support status.

4. Length of Plan of Support

The length of the Plan of Support period will be at least two (2) weeks and may include an extension beyond this point. In some cases, an extension of the student teaching experience beyond the required 16 weeks, might be warranted, depending on the nature of the criteria and the student teacher's progress.

5. Support Process

- A. During the Plan of Support period, the assigned college supervisor will schedule weekly visits in the student teacher's school setting. The purpose of these visits will be to monitor progress towards the student teacher's goals, monitor overall progress towards the "normal" expectations of student teachers in the related weeks of the student teaching placement, observe the student teacher teaching in either a small or full-group setting, and confer with the cooperating teacher and student teacher. Following each visit, the college supervisor will provide written (See Appendix I) suggestions and resources as related to the student teacher's goals in each meeting and in-between meetings as needed. In addition, the college supervisor will communicate the student teacher's progress towards his/her stated goals and student teaching in general. The college supervisor will further communicate his/her observations, recommendations and conclusions to the student teacher and cooperating teacher.
- B. At the end of the Plan of Support period, the college supervisor, in consultation with the cooperating teacher, will make a recommendation to the Director of Student Teaching on the status of the student teacher. The recommendation will be communicated in person and in writing (See Appendix I) to the student teacher by the Director of Student Teaching and/or college supervisor.

6. Criteria For Success

The Director of Student Teaching will notify the student teacher and college supervisor in writing of the conditions necessary for successful completion of the probationary period. This notice will include:

- A. specific criteria, including goals and objectives for performance
- B. a timeline for implementation of the stated goals, objectives and performance measures
- C. frequency and number of observations
- D. weekly progress reports
- E. the person or persons responsible for determining if such criteria have been met.

The student will acknowledge, in writing, the receipt of and acceptance of such notification and conditions (See Appendix H).

7. Determinations

At the end of the initial two-week period, one of three determinations will be made with regards to the plan of support:

- A. The student teacher has successfully met all goals and has demonstrated all other “normal” expectations of a student teacher at this point in the student teaching experience. With this determination, the student teacher is free to continue the student teaching placement without any additional stipulations. The original Plan of Support will be further deleted from any future references. The student teacher will be notified of this decision by the college supervisor.
- B. The student teacher is making steady progress towards his/her goals and other expectations of student teachers at this point in the student teaching experience, but will continue with a Plan of Support on a week-to-week basis until goals and other expectations of student teachers have been fully met to the satisfaction of the cooperating teacher and college supervisor. At such time, the Plan of Support will be lifted and the student teacher will complete the student teaching placement without any additional stipulations. The original Plan of Support will be further deleted from any future references. The student teacher will be notified of this decision by the college supervisor.
- C. The student teacher has failed to make adequate progress towards meeting his/her goals and/or normal expectations of student teachers at this point in the student teaching experience. Recognizing that the student teacher has a very limited probability of successful completion of the student teaching experience, the student teaching placement will be terminated. The Director of Student Teaching will notify the student teacher in person of this decision.

8. Appeals Procedure

Students who have been placed on a Plan of Support may appeal the decision to the Education Department. The process for writing an appeal is described on the Education Department’s website at: <http://www.hope.edu/academic/education/Handbook/Appeals%20Process.pdf>

PROCEDURES FOR REASSIGNMENT OR TERMINATION OF PLACEMENT

Reassignment of the Student Teaching Placement

Although rare, it is sometimes necessary to consider reassigning the student teacher to a different placement once the semester is underway. The reasons for such a decision may include, but are not limited to, situations such as:

- a. personal needs and request of the cooperating teacher
- b. request of the building administrator
- c. personal needs and request of the student teacher
- d. change of a class subject or content that does not match the student teacher's area of endorsement,
- e. a major disruption at the school that prevents completion of the assignment,
- f. extreme personality differences between the cooperating teacher and the student teacher.

After consultation with the cooperating teacher, student teacher, college supervisor, the Director of Student Teaching, and possibly the building administrator, a determination is made that:

- a. the student teacher has the potential to succeed in a second placement
- b. a change of placement is the most appropriate alternative.

In such cases, a new placement will be pursued and the Education Department faculty will be notified. In most, if not all such situations, the college supervisor will remain the same. Depending on if and when the new placement is secured, it is very likely that the student teacher will be required to extend the student teaching placement beyond the original end date in order to meet State and Departmental requirements and also provide the student teacher with adequate time to adjust fully to the new placement and meet all requirements. Successful completion of this second placement will result in a recommendation for certification if all other requirements are met at that time. All final decisions regarding reassignment of placement will rest with the Director of Student Teaching and/or Education Department.

Termination of the Student Teaching Placement

Despite preparation and ongoing monitoring in Levels I and II, placement in a student teaching setting does not guarantee that the student teacher will be successful *nor* that the placement will be completed successfully. The Education Department and schools reserve the right to terminate a student teacher's placement for just cause.

Some situations are so serious, that dismissal is most appropriate and necessary. These instances include situations such as:

1. The cooperating teacher and/or building administrator request that the student teacher be withdrawn from the placement.
2. The student teacher has inappropriate relationships with students, the cooperating teacher, and/or others in the school setting.
 - A. The student teacher has made little or no progress toward remediating identified area(s) of concern.
 - B. The student teacher's presence is deemed to be an impediment to the education of students in the school setting.
 - C. The student teacher puts students at serious risk of injury.
 - D. The student teacher seriously violates school policy.
 - E. The student teacher plagiarizes or behaves in a dishonest manner.

F. The student teacher is involved in illegal activities.

In order to decide if termination of the placement is the best course of action, consultation with the student teacher, cooperating teacher, and college supervisor will occur and the Director of Student Teaching will consider:

1. if the student teacher has made adequate progress towards the “normal” expectations of student teachers at this point in the semester
2. if continuation in the placement and Teacher Education Program would provide ample opportunity to rectify the situation
3. if the student teacher has demonstrated the potential to successfully complete the requirements for the student teaching experience
4. if an alternative student teaching placement would remedy the situation

If the Director of Student Teaching finds in the affirmative for the above considerations, then it is likely the placement will not be terminated. If not, the Director of Student Teaching will further consider:

1. if the student teacher’s continued presence in the placement constitutes a significant detriment to the students’ learning, progress and well-being
2. if the infraction is so serious that the placement must be ended immediately
3. if termination of the placement is the most appropriate choice.

Answers in the affirmative to the above considerations will likely result in termination of the student teaching placement.

All final decisions regarding termination of the student teaching placement rest with the Director of Student Teaching and/or the Education Department. The Director of Student Teaching, in consultation with Education Department faculty and the Registrar, will determine if the student teacher will receive a failing grade for the student teaching experience or if there are alternative options (i.e., development of a composite major) that would allow the student to graduate but not be eligible for teacher certification. Termination of a student teaching placement will automatically result in the student not being recommended for certification.

When the student teaching placement has been terminated, the student has the right to appeal the decision to the Education Department and/or the College. The process is outlined on the Education Department website under “Policies and Procedures.”

REINSTATEMENT IN THE STUDENT TEACHING PROGRAM

The student may also seek reinstatement to the Student Teaching Program at some point *after* the semester in which the student teaching placement is terminated. In order for this to happen, the student will need to develop a plan of action in consultation with Education Department faculty and/or the Director of Student Teaching. Said plan would:

1. address deficiencies and issues encountered in the student teaching placement,
2. identify measurable goals and objectives related to these deficiencies and issues,
3. document how growth and movement have occurred *in an educational setting* towards these goals *over time*.
4. reapply for admission to Student Teaching Program
5. receive approval to student teach from the Education Department.

The individual should understand that there is no guarantee of reinstatement and that final approval rests with the Education Department. Should reinstatement in the Student Teaching Program be granted, a second student teaching placement will be pursued. Placement, as with any student teacher, would be contingent upon availability. If a second placement cannot be secured during a given term, a student will need to complete the student teaching in the following semester or when an appropriate placement is secured. This placement would automatically result in Probationary Status and would follow prescribed procedures.

SUBSTITUTE/GUEST TEACHING POLICY

The Hope College Education Department believes that the supervised learning experience in student teaching is a critical part of the teacher education program. The mentoring and guidance of the cooperating teacher for an extended period of time are two of the most important aspects of student teaching. Occasionally, though, the student teacher may be asked to substitute/guest teach for the cooperating teacher during the student teaching experience. In order to provide guidance for the student teacher, cooperating teacher, college supervisor, and school administrator, the Education Department has developed the following policy:

- The Hope College student teacher may substitute/guest teach for the cooperating teacher covering the classes to which he/she is assigned, but not other classes.
- The student teacher may substitute/guest teach **only after the first five weeks of student teaching have been successfully completed (with the exception of the Cooperating Teachers' Conference)**.
- After the first five weeks in the placement, the college supervisor, in consultation with the cooperating teacher and the student teacher, will determine if and when the student teacher is ready to substitute/guest teach. The college supervisor will notify the cooperating teacher and/or building administrator when the student teacher has been authorized by the college to substitute/guest teach.
- The student teacher may substitute/guest teach a **maximum of three days** in a given semester. When the student teacher is substitute/guest teaching, the building administrator will designate him/herself or another staff member as the student teacher's contact person for the day in case questions or other concerns arise.
- Paying the student teacher for substitute/guest teaching is at the discretion of the school district or building administrator. Partial day commitments such as curriculum meetings and the Cooperating Teachers' Conference would not require substitute/guest pay, though payment for a half or full day would be appropriate.
- The student teacher will notify the college supervisor when he/she is substitute/guest teaching. The college supervisor will monitor the number of days a student teacher is a substitute/guest teacher and make note in his/her final reports for the student teaching experience.
- The student teacher will complete registration and training as prescribed by the district or contracted agency (e.g., EDUStaff), resulting in a substitute teaching permit from the Michigan Department of Education at a cost of \$45.00.

The college appreciates the contributions of our cooperating schools in the preparation of future educators in the K-12 system. Questions about this policy should be directed to the Hope Education Department at 616-395-7740 or the Director of Student Teaching at the same number.

**FOR
THE
COOPERATING
TEACHER**

INFORMATION FOR THE COOPERATING TEACHER

Student teaching is the capstone experience for the teacher candidate to connect educational theory and subject matter content to the practice of teaching. The teacher candidate has had a wide range of field experiences before entering the classroom for student teaching. The student teaching semester provides an opportunity for the teacher candidate to plan, implement and evaluate professional decisions in the school setting. It is at this time that the individual makes the transition from being a teacher candidate to professional educator. The cooperating teacher plays a critical role in helping make that transition.

The cooperating teacher has been selected because she/he is a highly qualified professional educator who brings a wealth of educational experience to the classroom each day. In addition, the cooperating teacher has been recommended by the building principal and deemed to possess the necessary dispositions to positively mentor a student teacher. It is through the preparation, guidance and knowledge of the cooperating teacher that each student teacher will experience an important instructional role in the classroom. The cooperating teacher sets the tone for the student teacher by providing encouragement, advice and example. Open communication is critical when presenting teacher expectations, guiding instructional decisions and evaluating teaching performance. By accepting and mentoring a student teacher, the cooperating teacher is making a vital contribution to the future of the teaching profession.

(Additional information on the role of the cooperating teacher can be found in the companion manual, *Co-Mentoring Student Teachers*.)

Effective Cooperating Teachers

Research notes that effective cooperating teachers:

- are “more proactive than reactive
- are clearer and more specific in their communication, including feedback to the student teacher
- model the behaviors, teaching techniques and attitudes they recommend to the student teachers
- exhibit greater consistency between their behaviors and their verbal expressions
- are more adaptable and flexible
- provide rationales for their actions and suggestions
- practice self-reflection as an active learner, and
- employ positive, problem-solving approaches in most situations.” (Henry & Beasley, 5)

Research further shows that the most successful cooperating teachers:

- “help the student teacher adjust by providing basic information, such as school rules, policies, physical arrangements and classroom management tips
- provide the student teacher with appropriate resource materials (teachers’ guide, teacher’s manual, textbooks, teaching aids, etc.)
- involve the student teacher in planning and evaluating learning experiences
- conference with the student teacher at regularly scheduled times
- evaluate the student teacher’s and development through regular observation and feedback.” (Henry & Beasley, 5)

From Student to Teacher

Student teachers frequently go through several stages during the student teaching experience. The beginning days may find them anxious, overwhelmed, tired and prone to self-doubt. As they become more familiar with the setting, they begin to see themselves as a member of “the team.” With increasing responsibility for preparation and teaching, the realities begin to sink in. Morale can be fragile at this point, although most student teachers feel quite good. As the student teacher assumes full responsibility for the class, he/she settles down to the job of teaching and begins to *feel* that he/she is the teacher.

Careful planning and preparation on the part of the cooperating teacher can help to alleviate anxiety and ensure that the placement gets off to a smooth start. The cooperating teacher can set the climate for the experience by creating orientation plans and setting expectations that allow the student teacher to be comfortable and informed right from the start of the placement. The transition from “college student” to “beginning teacher” takes time; the efforts of the cooperating teacher at the *onset* of the placement will help to make this transition easier and more successful.

Stages of Concern for Teacher Candidates:

Student teacher candidates generally move through a number of developmental stages during the student teaching experience. It is important for the cooperating teacher and college supervisor to recognize the characteristics of each stage in order to assist the student teacher and provide appropriate support.

The first stage is Pre-teaching Concern.

At this stage, student teacher candidates are still closer to the student role, rather than the teacher role. The real concerns of pupils and teachers are very remote to the teacher candidates. Student teacher candidates are often highly critical of the teacher with whom they are working. They may seem unsympathetic or even hostile to the teacher. At this point student teacher candidates have only their idealism to go on (Company in Your Classroom, 2000). There are often concerns about their personal life that interfere and inhibit growth.

The second stage is Concerns about Survival.

As student teacher candidates become more involved in the classroom and begin to understand the magnitude of the profession, there is a concern about their own survival as teachers. Idealized, “book-learned” concerns about pupils are replaced by concern about class management and mastery of content. There is also concern about the evaluations by supervisors and cooperating teachers. Being observed causes a great deal of stress at this stage.

The third stage is Teaching Situation Concerns

At this stage the student teacher candidates are beginning to feel a mastery of the areas of concern from the second stage. They are, however, feeling the frustrations and limitations of the teaching situation. Concerns about methods and materials, which are the focus of education courses taken before their student teaching experience, are now taken seriously. This is the “Why didn’t I pay closer attention?” lament that is so common. The difference between theory and practice is being felt.

The final stage is Concerns about Pupils.

At this point the student teacher candidates begin to see the trees in the forest. There is a concern for the individual pupil. Understanding individual learning styles and social- emotional needs of pupils is of concern. There is also an understanding that “he or she can be caring and strong, flexible and consistent, child-centered and in-control” (Company in Your Classroom, 2000, p.69). There is also an awareness of the broader issues in education and a connection to how these issues impact individual students.

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Original Research Funded by a US Department of Education, Teacher Quality Enhancement Partnership Grant

Responsibilities of the Cooperating Teacher

The responsibilities of the cooperating teacher can be divided into five areas: orientation and introduction, planning, supervision, evaluation, and outside classroom activities.

Orientation and Introduction

1. Get acquainted with the student teacher and the student teaching experience by reading the student teacher’s resume as well as the *Student Teaching Handbook and companion resource, Co-Mentoring Student Teachers.*
2. Attend the cooperating teachers’ orientation and training session prior to the start of the semester. During this meeting, pertinent information regarding the student teaching experience will be provided.
3. Attend the Student Teaching Dinner to meet the student teacher, college supervisor, and Education Department faculty and staff.
4. Communicate with the student teacher prior to his/her arrival. Provide expectations for the coming experience, including any units or readings that should be prepared.
5. Prepare the class(es) for the student teacher’s arrival. Do activities such as a guessing game about the student teacher’s “favorites” or a nametag activity to prepare the class for the arrival of the student teacher.
6. Outline expectations for the student teacher.
7. Provide information about the school, district and community to the student teacher.
8. Provide a semester-long calendar marked with important dates, such as faculty meetings, district-wide meetings, parent/teacher conferences, assemblies, field trips, etc.
9. Provide a workspace and materials for the student teacher. Post the student teacher’s name on the classroom door.

10. Provide a set of teacher manuals/textbooks for the student teacher along with helpful materials such as a planning book, class rules, schedules, seating charts and curriculum guidelines.
11. Acquaint the student teacher with the school's philosophy and other policies and regulations that are important. This includes required, district-wide lesson plan formats.
12. Outline school policies for students and staff. Specify expectations, such as when the student teacher is expected to be at school, dress code, pupil starting and dismissal times, attendance at faculty meetings, codes of behavior, fire and tornado drill procedures, etc. Pay particular attention to technology usage policies for students and staff.
13. Familiarize the student teacher with the school building, introducing him/her to the principal and other pertinent school personnel.
14. Provide ample time for the student teacher to actively observe and integrate during the first few days in the classroom. Direct the student teacher's observations by pointing out things that he/she should observe.
15. Help the student teacher to transition by allowing him/her to assist in activities such as: leading the day's opening routines, distributing and collecting papers, checking attendance, supervising study periods, supervising recess, assisting with lab work, administering tests/quizzes, working with individuals or small groups, assisting the teacher with demonstrations, explaining a specific procedure or technique, planning and creating a bulletin board, and/or carrying out brief teaching activities.
16. Encourage the student teacher to get up and move around the classroom on the first days, especially during instruction when he/she can assist students, clarify instructions and monitor student behaviors and learning.
17. Invite the student teacher to be at the front of the classroom, "co-teaching" right from the start. This will help students to identify the student teacher as "teacher" earlier in the experience.

Planning

1. Jointly develop a long-range plan for instruction during the student teaching experience. Allow the student teacher to take on graduated responsibility, beginning with one class or subject matter or a small block of time and then increasing the teaching time until a full teaching load is reached. As the student teacher develops in confidence and skill in working with pupils, responsibilities should be increased. (*Refer to the appropriate "timeline" found on pages 28-61.*)
2. Share ownership for planning, teaching and assessing, especially at the start of the student teaching experience.
3. "Think aloud" when co-planning. This will help the student teacher to "see" the thinking and reasoning that goes into planning lessons and units.

4. Encourage the student teacher to plan activities thoroughly, drawing from past experiences, resources and ideas.
5. **Require the student teacher to submit daily, detailed lesson plans.**
General weekly plans should be submitted by Thursday of the week prior to teaching. *(Although many veteran teachers do not find it necessary to write out detailed lesson plans after years in the field, it is a particularly important and necessary expectation for student teachers. The Hope College Education Department REQUIRES all student teachers to write out lesson plans and maintain a notebook that is housed in the student teaching placement and contains ALL lesson plans written during the student teaching experience. However, the Education Department does not require a specific lesson plan format; student teachers should use lesson plan formats required by the district, if applicable or choose from the sample plan formats presented in Appendices D.1, D.2 and E.)*
6. Review and carefully critique the student teacher's plans for teaching. Each lesson should have:
 - a. a strong sense of organization
 - b. well-defined objectives/standards
 - c. a clear, explicit plan for *teaching* the content of the lesson
 - d. teaching activities that meet the stated objectives
 - e. behavior management procedures
 - f. provisions for differentiated instruction
 - g. materials identified for use with the lesson
 - h. evaluation procedures that are aligned with the lesson's objectives and standards and are specifically designed to assess students' learning.
7. Encourage the student teacher to plan activities and assessments built around the use of technology.

Supervision/Mentoring

1. Schedule conferencing time on a regular basis. In addition, impromptu conferences may occur daily depending on the student teacher's needs and the cooperating teacher's time. Develop an atmosphere of mutual respect and cooperative sharing of information and feedback.
2. Provide written tips, hints, and suggestions on lesson plans and teaching.
3. Encourage the student teacher to try his/her own ideas. Provide room for risk-taking and possible failure. Try not to jump in and fix the problem, unless absolutely necessary.
4. Provide time for the student teacher to instruct alone in the classroom, if feasible. This can be a helpful way to increase the student teacher's confidence.
5. **Inform the college supervisor immediately when a serious problem occurs.**

Evaluation

1. Review the document, "Student Teaching – The Final Grade" early and throughout

the semester. (See Appendix S) This document clarifies expectations, but is mainly useful as a guide for mentoring.

2. Provide feedback on a regular basis. This should be part of both daily and weekly conferencing. Use the “Weekly Check-In” (Appendix R) form as a guide to frame these conversations.
3. Be tactful, yet honest. Review suggestions over time, making sure that most current comments are consistent with those that have been made previously. Alert the student teacher, though, who is failing to meet expectations.
4. Limit major suggestions for improvement to 2-3 issues at any one time. Do not leave the student teacher in doubt as to how she/he is developing as a professional. The student teacher should know that she/he may have challenges and there will be questions and some confusion at times. (Also see Appendix Q, “Coaching Throughout the Student Teaching Experience.”)
5. Discuss the student teacher’s performance in positive terms, interspersing suggestions into the conversation. Acknowledge the student teacher’s strengths and good teaching ideas. The student teacher needs to know what is being done well in addition to where he/she needs to improve.
6. Develop a “Plan of Action” (Appendix P), if necessary, with specific goals for the student teacher that is experiencing difficulties. This action should be taken in consultation with the assigned college supervisor.
7. Provide clear and open explanations when guiding the student teacher.
8. Encourage the student teacher to use self-evaluation on a regular basis.
9. Conference on a regular basis with the college supervisor concerning the progress of the student teacher. (See Appendix K)
10. Complete and return the Midterm and Final *Student Teaching Assessment Tool* to the Hope College Education Department after reviewing The Student Teaching Evaluation Rubric. (See Appendix M.) The cooperating teacher and student teacher are to review these evaluations and sign them before sending them to the Education Department. The forms are available on the Education Department website. (See Appendix L for sample copy.)
11. Provide suggestions for grading the student teaching experience. While the college supervisor will assign the final grade, the cooperating teacher’s input is critical and carefully considered in determining the grade for the student teaching experience.
12. **Call the college supervisor *immediately* if serious problems arise.**
13. ***Alert the Director of Student Teaching if serious problems or concerns arise with the assigned college supervisor.***

Outside Classroom Activities

1. Require the student teacher to attend in-service and PTO meetings, IEPT meetings, school open houses, school improvement meetings, and parent/teacher conferences when appropriate.
2. Encourage the student teacher to attend extracurricular activities, such as school plays, musicals, sporting events, open houses, etc.

Stipend and Continuing Education Credit for the Cooperating teacher

The cooperating teacher will receive a \$100.00 stipend as well as two tickets to the Hope College Summer Repertory Theater in appreciation for mentoring a student teacher. **When assignments are split between teachers, a proportionate amount will be presented to each teacher.**

NOTE: Some area school districts have policies that require stipends to be issued directly to their respective administrative offices rather than to the individual cooperating teacher.

Cooperating teachers can receive up to 25 SCECHs (State Continuing Education Clock Hours) toward the renewal of the Professional Certificate for mentoring a student teacher. In order to do so, teachers must apply through their school district. The cooperating teacher must submit the appropriate form to the Ottawa Area Intermediate School District (OAISD) along with a \$5.00 processing fee by the following deadlines:

- **September 30** for Fall semester student teachers
- **January 31** for Spring semester student teachers.

The cooperating teacher may contact his/her central administrative office or Karen Kooiker at the OAISD for the form and further details.

Cooperating teachers may also earn up to an additional 7.5 SCECHs by completing Co-Mentoring Orientation and follow-up training sessions during the student teaching semester. SCECHs for the Co-Mentoring training may only be earned one time, however.

**FOR
THE
COLLEGE
SUPERVISOR**

INFORMATION FOR THE COLLEGE SUPERVISOR

The college supervisor serves as the connection or link between the college, the cooperating teacher and the student teacher. Each college supervisor has the responsibility of outlining the student teaching experience for the cooperating teacher. The college supervisor, like the cooperating teacher, serves in several roles: communicator, mentor, advocate and assessor/evaluator. Sample tasks and responsibilities related to each role are described below.

Communicator

- serve as a liaison between the student teacher and all personnel in participating schools, such as the cooperating teacher (primary concern), building principal, and other personnel working with the student teacher.
- serve as a liaison between the student teacher, cooperating teacher and the College
- clarify expectations, procedures, routines, and requirements to the student teacher and cooperating teacher.
- outline duties, responsibilities and assignments for the student teaching experience.
- provide an orientation session for the student teacher prior to the beginning of the placement. This is usually done the day before the start of student teaching, following an orientation session for all student teachers.
- provide a “meet and greet” for the cooperating teacher during the first week of the placement. At this time a communication process will be established with the student teacher and the cooperating teacher(s).
- respond to the electronic Weekly Progress Report Reflection and Self-Assessment submitted by the student teacher each week.
- mediate issues/concerns that arise during the student teaching experience

Mentor

- observe the student teacher regularly and provide a written evaluation following each observation. The college supervisor should make 5-6 visits, the first of which should be during the beginning week or two of the full-time student teaching experience. (See Appendix K)
- confer with the student teacher and cooperating teacher following each observation;
- provide suggestions for planning, teaching and management for the day-to-day operations in the classroom setting.
- assist the student teacher to develop effective goals and strategies during the student teaching experience.
- guide the student teacher to reflect on and interpret experiences in light of sound educational theory and practice.

- co-mentor the student teacher in conjunction with the cooperating teacher

Advocate

- provide guidance and feedback to the student teacher.
- support student teacher throughout the student teaching experience
- identify stages of development typical in the student teaching experience
- counsel the student teacher concerning professional and personal challenges.

Assessor/Evaluator

- provide ongoing feedback following observations and written communications
- use the *Student Teaching Assessment Tool (STAT)* as a developmental indicator of the student teacher's growth during the student teaching experience
- conduct the midterm self-evaluation meeting with student teachers.
- assist each cooperating teacher to assess and evaluate the progress of his/her student teacher.
- address significant concerns by developing a "Plan of Action" (See Appendix P).
- seek resolution of unsatisfactory teaching experiences with the student teacher, cooperating teacher, principal and Director of Student Teaching if necessary. If a student is to be removed from student teaching, the Education Department will do this only after all reasonable avenues of resolution have failed.
- assign, with input from the cooperating teacher, the final grade for the student teaching experience (See Appendix S-"Student Teaching-The Final Grade").
- confer with student teacher regarding recommended grade
- write and submit the necessary reports for the student teacher's credential packet and file (See Appendix N).
- complete and file all required paperwork, including visitation/observation forms, mileage forms, and assessment profiles for each student teacher with the Director of Student Teaching.
- identify possible future cooperating teachers who might be excellent mentors for student teachers
- provide feedback on the quality of current cooperating teachers' mentorship.

GETTING STARTED

The student teaching experience is both a superb opportunity as well as a serious responsibility. While it has the potential to become one of the most rewarding events in the student teacher's life, it will undoubtedly also be one of the most challenging times as well. The experience can produce a wide range of feelings and emotions, including joy, delight, happiness, accomplishment, achievement, affirmation, validation, independence, challenge, anxiety, apprehension, worry, and fear. Each member of the team, including the student teacher, cooperating teacher and college supervisor, has the responsibility to put forth full effort to make the experience as successful as possible. Close cooperation between all parties can assist the student teacher as he/she moves through the student teaching placement.

GRADING THE STUDENT TEACHING EXPERIENCE

Student teachers must earn a grade of C+ or higher in order to "pass" the student teaching experience. This expectation is aligned with Education Department policy for Level II and Level III courses. The final grade is determined by the college supervisor with input from the cooperating teacher. At times, the Director of Student Teaching may provide guidance in the grading decision and is ultimately responsible for assignment of the final grade. Appendix S, "Student Teaching – The Final Grade," provides an additional resource for this process.

APPENDICES

APPENDIX A
Student Teaching Checklist of Activities & Experiences
 (Revised July, 2015)

GENERAL ORIENTATION EXPERIENCES	
Meeting Building Personnel:	School Facilities:
<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Secretaries <input type="checkbox"/> Custodians <input type="checkbox"/> Department Chairs <input type="checkbox"/> Other members of department <input type="checkbox"/> Media specialist <input type="checkbox"/> Technology specialist <input type="checkbox"/> Neighboring teachers/staff	<input type="checkbox"/> Administrative Offices <input type="checkbox"/> Library <input type="checkbox"/> Staff room <input type="checkbox"/> Restrooms <input type="checkbox"/> Cafeteria <input type="checkbox"/> Gym <input type="checkbox"/> Staff parking <input type="checkbox"/> Security <input type="checkbox"/> ISS

DISCUSSION WITH COOPERATING TEACHER	
School Policies:	Classroom Policies:
<input type="checkbox"/> School Handbook <input type="checkbox"/> School rules <input type="checkbox"/> School discipline <input type="checkbox"/> Dress Code <input type="checkbox"/> Parking pass <input type="checkbox"/> Staff I.D. <input type="checkbox"/> Sign-in procedures <input type="checkbox"/> Door accessibility <input type="checkbox"/> Use of the library <input type="checkbox"/> Staff meetings <input type="checkbox"/> School calendar <input type="checkbox"/> Important dates throughout semester <input type="checkbox"/> Teachers' hours/work day <input type="checkbox"/> Student injury or illness <input type="checkbox"/> Use of audiovisual materials <input type="checkbox"/> Computer usage <input type="checkbox"/> School assemblies <input type="checkbox"/> Extracurricular activities <input type="checkbox"/> Bus evacuation drills <input type="checkbox"/> After school programs <input type="checkbox"/> Technology usage policies for teachers <u>and</u> students	<input type="checkbox"/> Rules <input type="checkbox"/> Management procedures <input type="checkbox"/> Routines and procedures <input type="checkbox"/> Curriculum <input type="checkbox"/> Entering/leaving room <input type="checkbox"/> Teaching materials <input type="checkbox"/> Seating arrangement <input type="checkbox"/> Assigning homework <input type="checkbox"/> Turning in assignments <input type="checkbox"/> Grading procedures <input type="checkbox"/> Continuous assessments <input type="checkbox"/> Quizzes & tests <input type="checkbox"/> Textbook distribution/care <input type="checkbox"/> Fire and disaster evacuation routes

OBSERVATION OF THE COOPERATING TEACHER'S PROCEDURES	
<input type="checkbox"/> Transitions <input type="checkbox"/> Time management <input type="checkbox"/> Lesson plans <input type="checkbox"/> Group work <input type="checkbox"/> Reinforcement	<input type="checkbox"/> Questioning techniques <input type="checkbox"/> Giving directions <input type="checkbox"/> Individualization <input type="checkbox"/> Feedback <input type="checkbox"/> Student participation <input type="checkbox"/> Teaching style

APPENDIX B
**Interstate Teacher Assessment and Support Consortium (InTASC)
Model Core Teaching Standards**

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

APPENDIX C
STATEMENT OF COMMITMENT TO PROFESSIONALISM

A major component of our teacher education program is its emphasis on the recognition and development of the personal and professional dispositions that reflect a commitment to excellence in teaching. We have identified those dispositions that we believe are important, can be recognized in classes and field placements, and will be assessed throughout the education program. We believe that all teachers should demonstrate:

- responsibility - respect - passion for teaching - maturity - confidence - personal integrity - fairness

All teachers are in a position to be among the most influential adults in the lives of many individuals--students and colleagues. Prospective teachers see themselves as professionals starting with their first course in education. Professional dispositions are increasingly evident during the time an individual is preparing to enter the classroom.

A number of professional behaviors suggest that an individual will perform well in the school setting and will emerge as a teacher leader. These include, but are not limited to:

- ◆ consistent class attendance
- ◆ active class and field experience participation
- ◆ maintenance of professional confidentiality
- ◆ promptness in completion of all assignments
- ◆ engagement in a variety of related field experiences
- ◆ demonstration of sensitivity to diversity and exceptionality
- ◆ demonstration of knowledge of education-related issues and research
- ◆ demonstration of knowledge of community, state, national and international events and their impact on the field of education
- ◆ building collegiality and contributing to group tasks
- ◆ involvement in professional organizations or activities
- ◆ adherence to state, local and national laws and school regulations
- ◆ appreciation for a range of world views
- ◆ demonstration of knowledge and enthusiasm in working with a range of diverse learners

The Education Department has instituted an ongoing, formal assessment process by which field experience mentor teachers and Hope faculty provide feedback to individuals in these areas of knowledge, skills, and behaviors.

The purpose of the *Statement of Commitment to Professionalism* is to identify the professional dispositions and behaviors for which you will be held accountable. As part of the application process to the Teacher Education Program, you will read and sign the following statement

"I have read the Statement of Commitment to Professionalism developed and adopted by the Education Department of Hope College. I understand that these dispositions will be used to evaluate my performance in course work and in related field experiences. I further understand that I am expected to demonstrate these dispositions to be accepted in the Teacher Education Program (Level 1), to be permitted to continue in education courses (Level 2), to be approved to Student Teach (Level 3), and to be recommended for certification."

Print Your Full Name Student I.D. #

Signature Date

Entry-Level Standards for Michigan Teachers. Lansing, MI: Michigan State Board of Education, July 1998.
Professional Standards for Michigan Teachers, Lansing, MI: Michigan State Board of Education, May, 2008.
INTASC Core Principles
NCATE 2003/2006 Standards

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APPENDIX D.1
SAMPLE LESSON PLAN FORMAT

Student teachers are expected to write lesson plans for all lessons taught during the student teaching experience. They are further expected to keep a notebook or file with said plans for quick reference by the college supervisor and/or cooperating teacher. The Education Department does not have a required format for lesson plans, but instead suggests that the student teacher, in consultation with the cooperating teacher and/or college supervisor, selects the most appropriate format for planning of a particular lesson. A number of appropriate formats have been provided in the student teacher's methods and/or pedagogical courses prior to the student teaching experience. Several sample formats are provided below as examples.

Lesson Title: _____

Date: _____ Class: _____

Instructional Objective(s): _____

CCSO/GLCE/HSCE or District Objective(s): _____

Behavior Management Procedures: _____

Hook:

Objective:

Teaching the Content:

Modeling:

Checking for Understanding:

Guided Practice:

Independent Practice:

Closure:

Evaluation of the Objective:

Plans for Differentiation:

Materials Needed for Teaching:

APPENDIX D.2
SAMPLE LESSON PLAN FORMAT

Explicit Instruction Lesson Plan Template		
GENERAL INFORMATION		
Grade:	Subject/Topic:	Mentor Teacher:
Unit:	Lesson Title:	Approximate time:
Standards/Indicators: Common Core, ISTE, GLEC*s, HSCS)		
Learning Goal(s) for your student: (objective goal here)		
Essential Questions: “I can” statements		
Proactive Approaches: (How will you manipulate the setting events and antecedents to prevent problem behaviors?)		
Differentiation: (How will you differentiate for students with diverse learning needs such as ELLs, students with varying types of disabilities, and at-risk students?)		
Formative Assessment: (List the concluding formative assessment and annotate each section of your lesson with <i>F.A.</i> to note each place formative assessment is used).		Summative Assessment:
Materials/Technology needed:		

Engagement: “Hook/Warm-up”	
<i>How will you...</i> <input type="checkbox"/> Give a short but interesting/engaging activity that links to the content of the lesson	
Pre-Assessment:	
<i>How will you...</i> <input type="checkbox"/> Discover what the student already knows about the objective?	

Focused Instruction: "I DO IT"

How will you...

- Make lesson purposes (content-language-social) clear to your students?
- Connect to prior learning?
- Ensure relevance and interest in the content?
- Model and demonstrate? (e.g. at times using a physical object, technology, and other tangible learning experiences)
- Do you need to cycle through? At times, teachers need to break down the lesson into small chunks for student understanding
- Notice that students are learning and still need to learn?
- Provide multiple explanations for new concepts?
- Allow for student interaction?

Guided Instruction: "WE DO IT TOGETHER" with teacher guiding

How will you...

- Know that each student thought through and formulated a response to questions?
- Prompt and cue as needed?
- Allow students a variety of methods and modalities in which to respond?
- Assist students in processing information?

Collaborative Instruction: "YOU DO IT TOGETHER in small group"

How will you...

- Determine the complexity of the task? At times, teachers need to break down the lesson into small chunks for student understanding
- Provide students with hands-on experiences and practice?
- Determine grouping (pairs, groups) for this activity if appropriate
- Ensure that students have sufficient language support to be successful in collaborative tasks?
- Hold students accountable for their learning?

Independent Learning: "YOU DO IT ALONE"

How will you...

- Intervene with students who are not ready to move on? Check for Understanding and reteach if necessary.
- Provide opportunities for students to self-assess?
- Extend the lesson for those who are ready to move on?
- Offer opportunities for students to extend their learning? (homework?)
- Endorse independent learning or more in-depth study of content by students?

Closure/Assessment: "WRAP-UP"

How will you...

- Assess at the close of the lesson to determine who has mastered content and who needs further assistance?
- Support students in connecting concepts to future lessons and in exploring real-life applications?
- Verify that the student has learned the new concept

ASSESSMENT: (What did your independent learning formative assessment tell you about your learners? How did you measure the mastery of the objective? You need to use data that matches the objective.)

REFLECTION ON TEACHING & MANAGEMENT:

1. What does the data show about the student(s) learning?
2. How did you use formative assessment throughout the lesson to inform your instruction?
3. Were my behavioral expectations stated in a clear fashion?
4. Cite examples of proactive behavior management throughout your lesson?
5. Cite examples (if appropriate) of how behavioral issues were addressed and/or how you would address such challenging behaviors in the future?
6. What would I repeat if I were to teach this lesson again?

APPENDIX E
SAMPLE LESSON PLAN FORMAT

Lesson Title: _____

Date: _____ Class: _____

Instructional Objective(s): _____

CCSO/GLCE/HSCE or District Objective(s): _____

Essential/Leading or Guiding Questions:

Behavior Management Procedures: _____

Materials:

Lead questions:

Sequence of instruction (procedure or steps including related learning activities):

Plans for Differentiation:

Evaluation procedures/activities (how students met the lesson's objective[s]):

APPENDIX F
WEEKLY PROGRESS REPORT
REFLECTION AND SELF-ASSESSMENT
(available online)

College Supervisor: _____ Date Due: _____
Days Absent: _____

Student Teacher: _____ Week of: _____

Cooperating Teacher: _____ School: _____

Part I - Goal Setting: At the beginning of each week (or at the end of the previous one) set two to three goals for yourself. These goals should be on this sheet and in your folder by each Monday morning!

- 1.
- 2.
- 3.

Part II - Reflection/Analysis: Complete at the end of the week.

1. What went well this week? (Look back at your goals.)
2. If you had this week to do over again, knowing what you know now, what would you do differently?
3. What one word best describes your teaching experience this week?
4. What new ideas, concepts, techniques, etc. did you implement? How did this make a difference in the student's learning?
5. I spent approximately ____ hours in actual teaching involvement with the students this week.

Part III - How can I, as your college supervisor, help you?

Include things you would like to have feedback on or any other educational areas with which you would like assistance.

APPENDIX G
PROBATIONARY STATUS

Student _____ Semester _____
Student Teaching Placement _____
Cooperating Teacher _____
College Supervisor _____

Reason(s) for Probation: The above named student has been placed on probationary status during the student teaching experience for the following reasons:

Length of Probation: Probationary status will be in effect from _____ to _____. The length of probation may be extended if deemed necessary by the cooperating teacher, college supervisor and/or the Director of Student Teaching.

Conditions for Success: The following criteria must be met in order for the student to be removed from probationary status and continue in the student teaching placement.

Frequency of Observations/Consultation: The student teacher will be observed during the probationary period by the college supervisor at the following intervals: _____. Feedback (face-to-face) will be provided by the college supervisor following each observation. A written summary (See Appendix I), including an assessment of progress towards the criteria for success/goals, will be provided to the student teacher following each observation as well. The cooperating teacher will be informed of the observation's results and will also be responsible for providing ongoing feedback during the probationary period.

Determinations: At the end of the initial five-week period, one of three determinations will be made with regards to the probationary status:

- A. The student teacher has successfully met all goals and has demonstrated all other "normal" expectations of a student teacher at this point in the student teaching experience. With this determination, the student teacher is free to continue the student teaching placement without any additional stipulations. The original designation of Probationary Status is further deleted from any future references. The student teacher will be notified of this decision by the college supervisor.

- B. The student teacher is making steady progress towards his/her goals and other expectations of student teachers at this point in the student teaching experience, but will continue on Probationary Status on a week-to-week basis until goals and other expectations of student teachers have been fully met to the satisfaction of the cooperating teacher and college supervisor. At such time, the Probationary Status will be lifted and the student teacher will complete the student teaching placement without any additional stipulations. The original Probationary Status contract will be further deleted from any future references. The student teacher will be notified of this decision by the college supervisor.

- C. The student teacher has failed to make adequate progress towards meeting his/her goals and/or normal expectations of student teachers at this point in the student teaching experience. Recognizing that the student teacher has a very limited probability of successful completion of the student teaching experience, the student teaching placement will be terminated. The Director of Student Teaching will notify the student teacher in person and in writing of this decision.

Persons Responsible: The following individual(s) will determine if the above designated criteria have been met and if probationary status will be lifted: (Check all appropriate)

___ Director of Student Teaching (_____)

___ College Supervisor (_____)

___ Cooperating Teacher (_____)

Student Acknowledgement and Acceptance: I acknowledge and accept the above conditions of probationary status. I understand that failure to meet the criteria outlined above may result in my removal from the student teaching experience.

Student Teacher Signature _____ Date _____

Director of Student Teaching Signature _____ Date _____

APPENDIX H
PROBATIONARY PLAN OF SUPPORT

Student _____ Semester _____

Student Teaching Placement _____

Cooperating Teacher _____

College Supervisor _____

Reason(s) for Plan of Support: The above named student has been placed on a plan of support during the student teaching experience for the following reasons:

Length of Plan of Support: The Plan of Support will be in effect from _____ to _____. The Plan of Support may be extended if deemed necessary by the cooperating teacher, college supervisor and/or the Director of Student Teaching.

Conditions for Success: The following criteria must be met in order for the student to be removed from this status and continue in the student teaching placement.

Frequency of Observations/Consultation: The student teacher will be observed during the Plan of Support period by the college supervisor at the following intervals:_____. Feedback (face-to-face) will be provided by the college supervisor following each observation. A written summary (See Appendix I), including an assessment of progress towards the criteria for success/goals, will be provided to the student teacher following each observation as well. The cooperating teacher will be informed of the observation's results and will also be responsible for providing ongoing feedback during the Plan of Support period.

Determinations: At the end of the initial two-week period, one of three determinations will be made with regards to the plan of support:

- A. The student teacher has successfully met all goals and has demonstrated all other "normal" expectations of a student teacher at this point in the student teaching experience. With this determination, the student teacher is free to continue the student teaching placement without any additional stipulations. The original Plan of Support will be further deleted from any future references. The student teacher will be notified of this decision by the college supervisor.

- B. The student teacher is making steady progress towards his/her goals and other expectations of student teachers at this point in the student teaching experience, but will continue with a Plan of Support on a week-to-week basis until goals and other expectations of student teachers have been fully met to the satisfaction of the cooperating teacher and college supervisor. At such time, the Plan of Support will be lifted and the student teacher will complete the student teaching placement without any additional stipulations. The original Plan of Support will be further deleted from any future references. The student teacher will be notified of this decision by the college supervisor.

C. The student teacher has failed to make adequate progress towards meeting his/her goals and/or normal expectations of student teachers at this point in the student teaching experience. Recognizing that the student teacher has a very limited probability of successful completion of the student teaching experience, the student teaching placement will be terminated. The Director of Student Teaching will notify the student teacher in person of this decision.

Persons Responsible: The following individual(s) will determine if the above designated criteria have been met and if the plan of support will be terminated: (Check all appropriate)

___ Director of Student Teaching (_____)

___ College Supervisor (_____)

___ Cooperating Teacher (_____)

Student Acknowledgement and Acceptance: I acknowledge and accept the above conditions of my Plan of Support. I understand that failure to meet the criteria outlined above may result in my removal from the student teaching experience.

Student Teacher Signature Date

Director of Student Teaching Signature Date

APPENDIX I
TRACKING FORM FOR USE DURING PROBATION/PLAN OF SUPPORT PERIOD

Student _____ Semester _____
Student Teaching Placement _____
Cooperating Teacher _____
College Supervisor _____

Reasons for Probation/Plan of Support:

Time Frame: from _____, 201__ to _____, 201__.

Conditions for Success:

Observation/Consultation #1: (note date, observations, what was discussed/communicated, assessment of progress towards stated goals/criteria for success)

Signature of College Supervisor/Date Signature of Student Teacher/Date

Observation/Consultation #2: (note date, observations, what was discussed/communicated, assessment of progress towards stated goals/criteria for success)

Signature of College Supervisor/Date Signature of Student Teacher/Date

(Add on Observation/Consultation notes for each subsequent observation and review as needed.)

Determinations: The persons responsible will determine if the designated criteria have been met and if Probationary Status/Plan of Support will be terminated. Notes summarizing this discussion should be recorded in this section, signed and dated.

Signature of College Supervisor/Date Signature of Cooperating Teacher/Date

Student Acknowledgement and Acceptance: I acknowledge receipt of this notification regarding my Probationary Status and/or Plan of Support. I further understand that this decision may be appealed per Education Department and/or College policy.

Student Teacher Signature Date

College Supervisor Signature Date

Director of Student Teaching Signature Date

APPENDIX J
HOPE COLLEGE
SPECIAL EDUCATION STUDENT TEACHER EVALUATION CHECKLIST

While the general education student teaching semester provides the student teacher with many varied experiences, the student teaching experience in a special education setting often includes a number of opportunities unique to special education. Whether at an elementary, middle school or secondary level, the special education student teacher is exposed to situations, systems and procedures that will enhance his/her understanding of the special education process.

To that end, please note the types of experiences that the student teacher has experienced in a special education setting by completing the checklist below as part of the student teacher's final evaluation.

(Student Teacher)

- collaborated with school support personnel (e.g., school psychologist, school social worker, etc.).
- interfaced with agencies and organizations (vocational rehabilitation, social services, etc.).
- participated in transition planning.
- participated in pre-referral meetings (i.e., SIDR, Child Study).
- participated in IEPT meetings.
- led an IEPT meeting.
- wrote or assisted in writing an IEP
- developed a functional analysis of behavior.
- implemented behavioral intervention plans.
- worked effectively with a para-educator.
- collaborated with general education teacher(s).
- co-taught with general education teacher(s).
- participated in student scheduling processes.

Cooperating Teacher's Signature Date

Student Teacher's Signature Date

APPENDIX K
HOPE COLLEGE EDUCATION DEPARTMENT
STUDENT TEACHING OBSERVATION REPORT

STUDENT TEACHER _____ COOPERATING TEACHER _____
DATE OF OBSERVATION _____ SCHOOL _____
TIME _____ GRADE _____ SUBJECT _____

Check the area in which the student was involved:

Observing _____ Tutoring _____ Assistant Teaching _____ Teaching _____ Other _____

Curriculum Developer (Teaching, Instruction) COMMENTS:

- ___ Developed clear, written lesson plan
- ___ * *Lesson plans are derived from and follow the student's IEP*
- ___ * *Used task analysis when planning and teaching*
- ___ Informed students of lesson objective(s)
- ___ Related instruction to district/state/national standards
- ___ Chose appropriate resources/materials
- ___ Reviewed previous related concepts
- ___ Related lesson to familiar experiences and adjusted lesson as needed
- ___ Promoted critical and higher order thinking
- ___ Adjusted lesson to diverse needs of students
- ___ Presented knowledge of facts and concepts of the subject area at an appropriate student level
- ___ Maximized the use of instructional time by engaging students in varied and meaningful learning experiences
- ___ Displayed knowledge of facts and concepts in subject area
- ___ Provided guided practice that assessed students' abilities and used congruence with subject and instructional goals
- ___ Applied appropriate technology in instruction

Problem Solver (Classroom Management)

- ___ Demonstrated proactive practices in planning for classroom management
- ___ * *Planned for and implemented transitions*
- ___ Identified student problems and implemented appropriate strategies to address them
- ___ * *Responded to crisis situations appropriately*
- ___ Utilized positive management techniques
- ___ Encouraged positive self-concept/sense of belonging

Effective Communicator (Communication Skills)

- ___ Gave clear directions and procedures
- ___ Spoke articulately and with expression
- ___ Listened in a reflective, active manner
- ___ Kept voice at appropriate level
- ___ Used non-verbal signals appropriately
- ___ Writes at a professional level

Teacher as Person (Personal Qualifications)

- ___ Displayed enthusiasm for the subject matter when teaching
- ___ Displayed a warm and positive attitude when interacting with students
- ___ Showed flexibility when the unexpected happened
- ___ Used appropriate dress and grooming
- ___ Used humor at appropriate times

* *developed for--but not exclusive to--special education student teachers*

(Notations: / = present+ = well done- = must improve for satisfactory performance [blank] = not observed)

COLLEGE SUPERVISOR: _____
WHITE/STUDENT CANARY/COOPERATING TEACHER PINK/COLLEGE SUPERVISOR-FILE

APPENDIX L
**Hope College Education Department
 Student Teaching Assessment Tool**

The Hope College Education Department is committed to a developmental approach to all field experiences. We believe pre-service teachers need a wide range of experiences in the classroom in order to develop the knowledge, skills, and attitudes of an effective decision maker and teacher. Student teaching represents the culminating experience of the professional program. At Level III, the student teacher has opportunities to plan, implement, and evaluate professional decisions in the school setting. This evaluation form reflects the demonstration of the knowledge, skills, and attitudes we expect of Hope graduates.

Student Teacher:	Student's Major:	Cooperating Teacher:	
School:		City, State:	
Grade Level:		Subject Area(s):	
Dates of Experience:	Start Date	End Date	College Supervisor:
Description of student teaching setting (i.e. cultural/ethnic diversity, disabled/exceptional populations, community, etc.):			

Please ✓ the answer below:

Does this placement represent a diverse (20% or more school wide) experience?	YES:	NO:
Does this placement represent a diverse (20% or more low socio-economic classroom population) experience?	YES:	NO:
Does this placement include students with exceptional needs (students with disabilities and/or giftedness)?	YES:	NO:

Please rate the student teacher in each of these areas: **Ethical Educator**, **Skilled Communicator**, **Engaged Professional**, **Curriculum Developer**, **Effective Instructor**, **Decision Maker**, and **Reflective Practitioner**. Use the rating indicators listed below:

EXCEEDS EXPECTATIONS: If you think that the student teacher exceeded expectations for a particular standard, please write examples/evidence in the "exceeds expectations" box.

MEETS EXPECTATIONS: Student teacher met the standard by the end of student teaching, which is considered "A" work.

DEVELOPING EXPECTATIONS: Student teacher has not met this standard yet, but is still working toward it.

DOES NOT MEET EXPECTATIONS: Student teacher rarely exhibited behavior/disposition/skill and/or responds in an inappropriate manner.

NOT OBSERVED: There was no opportunity to observe because of the classroom, school or district.

Color Coding:

Planning -- Orange

Classroom Environment – Blue

Instruction – Green

Professional Responsibilities – Yellow

**PROFESSIONAL ABILITY 1:
ETHICAL EDUCATOR**

	Exceeds Expectations	Meets Expectations	Developing Expectations	Does Not Meet Expectations	Not Observable
Demonstrates responsibility and maturity		Student teacher embodies professional demeanor, adapts to the responsibilities of the school's culture and maintains appropriate boundaries with learners	Student teacher acts responsibly but at times is immature	Student teacher is both disrespectful and immature	
Demonstrates respect		Student teacher's interactions are considerate and courteous conveying an inherent dignity and worth for each individual. Interactions are appropriate to cultural norms while appreciating the world views of others	Student teacher's interactions are mostly considerate and courteous but are not always appropriate to developmental and cultural norms	Student teacher's interactions are disrespectful at times and/or developmentally or culturally inappropriate	
Displays a positive attitude when interacting with students		Student teacher's interactions with learners are friendly and demonstrate genuine warmth, caring, and respect and these are appropriate to developmental norms	Student teacher's interactions are for the most part appropriate but may reflect occasional inconsistencies, favoritism, or disregard for learners' cultures	Student teacher's interactions with some learners is negative, demeaning, sarcastic, or inappropriate to their ages or cultures	

<p>Demonstrates passion for teaching to all learners</p>		<p>Student teacher demonstrates joy as well as inclusiveness. Student teacher honors and values individual differences and supports individual student's strengths (inclusive of diverse student ethnicity, race, gender, religion, disability, and socio-economic status, sexual orientation, learning style and language)</p>	<p>Student teacher usually demonstrates joy, but at times is not inclusive of all students</p>	<p>Student teacher is not enthused about teaching and/or fails to be inclusive of all students</p>	
<p>Demonstrates personal integrity which shows in truth and honesty</p>		<p>Student teacher upholds personal and professional integrity (i.e. doing the right thing when no one else is looking), behaves in a trustworthy manner, and exercises sound judgment. The student adheres to state law and Code of Ethics</p>	<p>Student teacher generally displays personal and professional integrity and behaves in a trustworthy manner, but there are occasional lapses in his/her judgment</p>	<p>Student teacher demonstrates dishonesty, behaves in an untrustworthy manner, and/or does not display sound judgment</p>	
<p>Demonstrates fairness and equity</p>		<p>Student teacher advocates for the practice of equal access to educational opportunities for each student—this means that the student teacher strives to meet the educational needs of all students in a caring, nondiscriminatory and equitable manner</p>	<p>Student teacher strives to meet the educational needs of all students in a caring nondiscriminatory and equitable manner in his/her classroom, but does not always advocate for them in the larger system</p>	<p>Student teacher demonstrates inequitable practices and does not advocate for all students</p>	
<p>Demonstrates enthusiasm for the content</p>		<p>Student teacher enthusiastically conveys the belief that what is being taught and learned is important</p>	<p>Student teacher believes that what is being learned is important, but does not always convey this</p>	<p>Student teacher lacks conviction or passion for the content</p>	

Demonstrates perseverance		Student teacher demonstrates resilience in the face of stress and adversity	Student teacher tries to be resilient when the going gets tough, but does not always have the tools to cope	Student teacher gives up when faced with challenges and/or does not know how to manage his/her stress	
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**PROFESSIONAL ABILITY 2:
SKILLED COMMUNICATOR**

	Exceeds Expectations	Meets Expectations	Developing Expectations	Does Not Meet Expectations	Not Observable
Displays a positive attitude when interacting with students		Student teacher's interactions with learners are friendly and demonstrate genuine warmth, caring, and respect and these are appropriate to developmental and cultural norms	Student teacher's interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for learners' cultures	Student teacher's interactions with some learners <u>at times</u> is negative, demeaning, sarcastic, or inappropriate to their ages or cultures	
Communicates high expectations for students' learning		Student teacher has high and appropriate expectations for learners in terms of learning, participation, effort, persistence and quality work and s/he communicates these to students with examples	Student teacher may have high expectations for students in terms of learning, participation, effort, persistence and quality work, but does not communicate this to all students or give examples	Student teacher's communication conveys that he/she does not really believe that students will be successful in terms of their learning, participation, effort, persistence and quality of work	
Communicates clear expectations for conduct		Student teacher has established standards of conduct which are made clear to all learners both in writing and orally	Student teacher has clear expectations for student behavior but is not always clear when communicating with students	Student teacher does not know or communicate his/her expectations for behavior	

Establishes and communicates procedures		Student teacher establishes and regularly communicates procedures for transitions and routines. Student teacher practices procedures with students	Student teacher is inconsistent with reinforcement of established procedures	Student teacher does not have or reinforce procedures	
Gives clear directions		Student teacher's directions are clear to learners and contain an appropriate level of detail	Student teacher's directions and procedures are excessively detailed or need to be clarified after initial learner confusion	Student teacher's directions and procedures are confusing to learners	
Explains content accurately		Student teacher's explanation of content is consistently accurate and effectively answers students' questions	Student teacher's explanation of content is accurate but at times answers to students' questions lack clarity	Student teacher's explanations are confusing and often contribute to students' lack of understanding.	
Speaks articulately and with expression		Student teacher's spoken language is correct and expressive, with well-chosen vocabulary that enriches the lesson and is appropriate to learners' ages and interests	Student teacher's spoken language is audible, and reads with some expression. It is used correctly. Vocabulary is correct but limited or is not appropriate to learners' ages or backgrounds	Student teacher's spoken language is inaudible and may contain many grammatical and syntax errors. Vocabulary may be inappropriate or used incorrectly leaving learners confused	
Communicates with families in a professional manner		Student teacher provides frequent and appropriate information to families about the instructional program, conveys information about individual student progress and invites them to participate in the instructional program	Student teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of their student but does not attempt to engage families in the instructional program	Student teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal	

Writes at a professional level		Student teacher's written language is grammatically correct and appropriate in vocabulary and style for the audience	Student teacher's written language is grammatically correct, but is not always appropriate for the audience	Student teacher uses written language that is full of errors and/or is inappropriate for the audience	
Communicates in a culturally appropriate way		Student teacher's communications are appropriate to families' cultural norms	Student teacher's communications can be inappropriate and/or insensitive to families' cultural norms at times	Student teacher's communications are culturally inappropriate	

**PROFESSIONAL ABILITY 3:
ENGAGED PROFESSIONAL**

	Exceeds Expectations	Meets Expectations	Developing Expectations	Does Not Meet Expectations	<i>Not Observable</i>
Uses data from school-wide and classroom assessments to plan instruction		Student teacher collaborates with colleagues to analyze school-wide data and uses classroom data to plan instruction	Student teacher uses some forms of data to inform planning, but misses opportunities to capitalize on the information provided by more informal classroom data	Student teacher disregards both formal and informal forms of data when planning	
Participates in school and district activities		Student teacher voluntarily participates in some school/district activities, including parent/teacher conferences	Student teacher participates in some school/district activities when specifically asked	Student teacher participates in school and district activities reluctantly or not at all	
Complies with district/school policies		Student teacher seeks to understand building and district policies and consistently adheres to them	Student teacher is not proactive in learning about district policies, and as a result, sometimes fails to adhere to them	Student disregards or misapplies building and/or district policies	

Maintains accurate records		Student teacher maintains accurate and consistent records of completed assignments, student progress in learning and non-instructional records	Student teacher maintains accurate and consistent records in some areas, but not all	Student teacher has not developed a record-keeping system of any kind	
Respects confidentiality of the classroom		Student teacher appropriately identifies confidential information and maintains confidentiality	Student teacher attempts to maintain confidentiality, but is not always certain which information needs to remain confidential	Student teacher repeatedly reveals confidential information	
Establishes and maintains professional relationships with colleagues		Student teacher has amicable, collaborative relationships with colleagues	Student teacher establishes but has trouble maintaining relationships with colleagues that are amicable or collaborative	Student teacher's relationships with colleagues are characterized by negativity	
Seeks involvement in a culture of professional inquiry		Student teacher seeks out opportunities for professional development and actively engages in professional activities with colleagues	Student teacher participates in professional activities when asked	Student teacher reluctantly participates with colleagues in professional activities or does not participate at all	

**PROFESSIONAL ABILITY 4:
CURRICULUM DEVELOPER**

	Exceeds Expectations	Meets Expectations	Developing Expectations	Does Not Meet Expectations	Not Observable
Demonstrates knowledge of the subject area		Student teacher displays solid content knowledge and can anticipate student misconceptions	Student teacher displays solid content knowledge, but cannot anticipate student misconceptions	Student teacher displays errors or gaps in content knowledge and cannot anticipate student misconceptions	

Demonstrates knowledge of curriculum		Student teacher demonstrates, in lesson plans and units, knowledge of curriculum and how content is sequenced and aligned to broader standards, like the Common Core and state standards	Student teacher can identify standards, but does not plan instruction that is appropriately sequenced or that meets the standards	Student teacher's plans lack sequence or base teaching on standards	
Develops clear, measurable objectives		Student teacher develops clear, measurable learning objectives that describe what students will know and be able to do	Student teacher's learning objectives indicate what students will know or be able to do, but are not always measurable	Student teacher's objectives are not clear and measurable and it is unclear what students are supposed to know and be able to do	
Plans clearly structured lessons		Student teacher's lesson or unit structure is coherent. The objective is tied to instruction and assessment	Student teacher's lesson or unit has a recognizable structure, although there is a lack of consistency between the objective, the instruction and assessment	Student teacher's lesson or unit has no clearly defined structure. The objective is not tied to instruction and assessment	
Integrates content across disciplines		Student teacher makes thoughtful and relevant connections between different content areas when planning	Student teacher can see connections across disciplines, but does not know how to incorporate them into lesson plans	Student teacher keeps the discipline distinct and separate in lessons and loses opportunities to make connections	
Designs meaningful learning experiences		Student teacher engages students in learning experiences that include intellectually demanding learning tasks that require higher-order thinking and allow for multiple approaches	Student teacher recognizes and values learning experiences that require higher-level thinking, but does not know how to plan and/or implement them	Student teacher designs learning experiences that only include lower-level thinking	

Plans differentiated instruction based on individual student differences		Student teacher regularly plans differentiated instruction for ALL students, including diverse students (i.e., racial, ethnic, economic, cultural, etc.) and those with special needs	Student teacher demonstrates understanding of the different needs in the classroom, but does not utilize this information when planning	Student teacher disregards the different needs of students when planning instruction	
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**PROFESSIONAL ABILITY 5:
EFFECTIVE INSTRUCTOR**

	Exceeds Expectations	Meets Expectations	Developing Expectations	Does Not Meet Expectations	Not Observable
Assesses student learning		Student teacher plans and implements various types of assessments (pre-, formative and summative) to determine student learning	Student teacher summatively assesses students, but misses opportunities to assess learning before or throughout the lesson	Student teacher 's lesson plans do not include ways to determine what students know	
Maximizes instructional time		Student teacher maximizes instructional time by using all possible opportunities to teach, including efficient transitions	Student teacher attempts to make good use of instructional time, but misses some instructional opportunities	Student teacher loses considerable instructional time	
Engages students in subject matter		Student teacher intentionally engages students in the content by providing meaningful experiences that help them make connections with ideas	Student teacher understands the need to engage students in the content, but does not always create meaningful learning experiences	Student teacher plans lessons without thinking about ways to engage students in the content	
Creates a safe learning environment		Student teacher creates a safe environment where mistakes are seen as opportunities to learn and all ideas are respected	Student teacher creates a generally safe environment, but students sometimes feel criticized or silenced	Student creates an environment where students do not feel safe to take risks or make mistakes	

Facilitates classroom discussions		Student teacher facilitates discussions (partner, small group or whole group) that help students articulate and clarify their thinking	Student teacher facilitates discussions that are mainly recitation and do not help students articulate and clarify their thinking	Student teacher plans lessons that do not include discussions	
Encourages students to explain their thinking		Student teacher asks questions to probe students' understanding and that encourage students to explain their thinking and provide evidence to support their ideas	Student teacher asks students to explain their thinking, but does not probe them to provide evidence to support their ideas	Student teacher asks few questions and does not attend to student thinking	
Encourages positive student –student interactions		Student teacher intentionally teaches students how to interact with and learn from one another during some discussions	Student teacher gives opportunities for students to talk with one another, but does not teach them how to actively listen or interact with one another's ideas	Student teacher facilitates discussions that include teacher-student interactions, but not student-student interactions	
Monitors student learning		Student teacher formatively assesses students by checking for understanding, recording the information and using responses to inform future planning, instruction and assessment	Student teacher checks for understanding during lessons but does not record and/or use the information to inform teaching	Student teacher teaches lessons without checking for student understanding	
Implements suitable pacing		Student teacher implements suitable pacing that provides time for intellectual engagement with the content, closure and student reflection	Student teacher's pacing is at times dragged out or rushed, which limits time for intellectual engagement, closure and student reflection	Student teacher makes inappropriate pacing choices during lessons which results in little time for intellectual engagement or closure	
Provides specific and timely feedback		Student teacher provides specific and timely feedback and allows students to revise their work (except when a summative assessment)	Student teacher provides feedback, but it is not always timely or specific enough to help students	Student teacher rarely provides feedback	

**PROFESSIONAL ABILITY 6:
DECISION MAKER**

	Exceeds Expectations	Meets Expectations	Developing Expectations	Does Not Meet Expectations	Not Observable
Chooses appropriate materials		Student teacher chooses appropriately challenging materials that align with objectives and engage students in content	Student teacher is learning to evaluate materials, but at times chooses materials that are not challenging, aligned with objectives or do not connect students with the content	Student teacher has trouble evaluating resources and often chooses inappropriate materials	
Creates a safe physical environment		Student teacher creates a classroom environment where students feel physically safe	Student teacher does not always recognize or adjust unsafe elements in the environment	Student teacher creates a classroom environment where some students feel threatened	
Addresses student behavior		Student teacher consistently and positively reinforces appropriate behavior and addresses inappropriate conduct	Student teacher positively reinforces appropriate behavior and addresses inappropriate conduct, but is not always consistent	Student teacher is inconsistent and fails to positively reinforce appropriate or address inappropriate behavior	
Capitalizes on teachable moments		Student teacher seizes opportunities to enhance learning, by building on questions, misunderstandings, student interest and spontaneous events that arise during lessons	Student teacher recognizes questions, misunderstandings, student interest and spontaneous events, but does not seize the teachable moment	Student teacher ignores or brushes aside questions, misunderstandings, student interest and spontaneous events	
Demonstrates responsiveness to students		Student teacher demonstrates flexibility during lessons when it becomes evident that students need further explanation or a different approach	Student teacher recognizes when a lesson is faltering, but is unsure how to alter the lesson on the spot	Student teacher continues with lessons even when it is clear that students do not understand the content	

**PROFESSIONAL ABILITY 7:
REFLECTIVE PRACTITIONER**

	Exceeds Expectations	Meets Expectations	Developing Expectations	Does Not Meet Expectations	Not Observable
Identifies and uses current research of best practices		Student teacher's pedagogical practices reflect current research on best teaching methods within the discipline	Student teacher displays basic knowledge of best teaching methods within the discipline, but does not use them in his/her teaching	Student teacher displays little understanding or awareness of current best practices	
Applies knowledge of human growth, development and learning theories		Student teacher applies knowledge of learning theories and the developmental characteristics of age groups in lesson planning and instruction	Student teacher can articulate learning theories and characteristic of age groups but does not use this information in planning and instruction	Student teacher plans lessons that are developmentally inappropriate	
Utilizes technology to enhance instruction		Student teacher designs lessons utilizing technology to engage students and meet instructional goals	Student teacher utilizes technology, but not always in ways that enhance the lesson	Student teacher plans lessons that rarely include technology (even though it is available)	
Uses technology to communicate with students and families		Student teacher uses a variety of information technology resources to enhance communication with students and families	Student teacher uses minimal information technology to gather and communicate information	Student teacher refuses to or does not have the necessary skills to utilize technology to gather and communicate information	
Helps students access and use technology		Student teacher provides students with technology and helps them learn how to use it	Student teacher provides students with technology but does not explicitly help them learn how to use it	Student teacher plans lessons that do not give students opportunities to use technology	

<p>Engages in meaningful reflection of lessons</p>		<p>Student teacher makes thoughtful and evidence-based assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing specific examples from the lesson and weighing the relative strengths of each</p>	<p>Student teacher reflects on lessons, but does not provide specific examples to substantiate their analysis</p>	<p>Student teacher is unable to say whether a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson partially due to a lack of evidence</p>	
<p>Develops professional evidence-based goals collaboratively</p>		<p>Student teacher works with mentor teachers (cooperating teacher and college supervisor) to set goals based on various sources of data (i.e. feedback from mentors/administrators, student assessments, work samples, etc.)</p>	<p>Student teacher sets goals with mentors but does not take into account all sources of data (i.e. feedback from mentors/administrators, student assessments and work samples, etc.)</p>	<p>Student teacher ignores feedback and fails to set professional goals</p>	
<p>Utilizes feedback to inform teaching</p>		<p>Student teacher seeks and utilizes feedback from cooperating teacher, college supervisor, and students to inform planning and teaching</p>	<p>Student teacher seeks out feedback from cooperating teacher, college supervisor, and students, but does not use it to inform planning and teaching</p>	<p>Student teacher does not appear to value or ask for feedback and teaching does not change as a result</p>	

FINAL STUDENT TEACHING SUMMARY EVALUATION

Student Teacher:				Cooperating Teacher:	
School Name:				City, State & Zip Code:	
Grade Level:				Subject Area(s):	
Dates of Experience:	Start Date		End Date		College Supervisor:

COOPERATING TEACHER'S SUMMARY COMMENTS: (comments below can be made on school letterhead)

SAMPLE
ONLY

 Cooperating Teacher (please print name)

 Student Teacher (please print name)

 Cooperating Teacher Signature

 Date

 Student Teacher Signature

 Date

(In accordance with the Family Educational Rights and Privacy Act of 1974, this form is considered to be part of an open file and hence is accessible to the student. The student's signature indicates that this evaluation was read. It does not necessarily imply agreement. A separate statement may be attached.)

(7/23/16)

APPENDIX N
COLLEGE SUPERVISOR'S EVALUATION OF STUDENT TEACHER

Hope College
Education Department
Holland, Michigan

STUDENT: _____

COLLEGE SUPERVISOR: _____

STUDENT TEACHING GRADE: _____

COMMENTS:

Signed: _____

Title: _____

Date: _____

In accord with the Family Educational Rights and Privacy Act of 1974, this form is considered part of an open file and hence is accessible to the student.

APPENDIX O HELPFUL WEBSITES

Subject-Specific Organizations

American Council on the Teaching of Foreign Languages (ACTFL)

<http://www.actfl.org/i4a/pages/index.cfm?pageid=1>

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)*

<http://www.aahperd.org/index.cfm>

International Reading Association

<http://www.reading.org/>

National Council for the Social Studies

<http://www.ncss.org/>

National Council of Teacher of English

<http://www.ncte.org/>

National Council of Teachers of Mathematics

<http://www.nctm.org/>

National Science Teachers Association (NSTA)*

<http://www.nsta.org/>

North American Association for Environmental Education (NAAEE)

<http://www.naaee.org/>

Child-Centered Organizations

Association for Childhood Education International (ACEI)*

www.acei.org

Council for Exceptional Children

<http://www.cec.sped.org>

National Association for the Education of Young Children

<http://www.naeyc.org>

Technology Organizations

Association for Education Communications and Technology (AECT)*

<http://www.aect.org>

International Society for Technology in Education

<http://www.iste.org>

International Technology Education Association (ITEA)*

<http://www.iteaconnect.org/index.html>

Informational and Support Organizations

Assist for Beginning Teachers

<http://assist.educ.msu/ASSIST/>

APPENDIX P
PLAN OF ACTION

Student Teacher: Date:

Cooperating Teacher: College Supervisor:

Statement of Issues/Concerns: (What are the specific concerns to be addressed?)

Specific Goals to Address Issues/Concerns: (What does the student teacher need to do?)

Criteria: (How will one know that the student teacher has achieved his/her goals?)

Target Date: (At what point(s) must the student teacher accomplish the stated goals?)

Signature of Student Teacher/Date Signature of Cooperating Teacher/Date

Signature of College Supervisor/Date Signature of Cooperating Teacher/Date

APPENDIX Q

COACHING THROUGHOUT THE STUDENT TEACHING EXPERIENCE

Providing Feedback to the Student Teacher

At times, it can be challenging to provide meaningful and appropriate feedback to the student teacher. Establishing a positive working relationship takes deliberate and intentional time and effort. Success can be reached when the cooperating teacher creates routines that provide a platform for discussion and foster the development of a working relationship. These routines include, but are not limited to:

- **Daily Interactions** – The cooperating teacher should aim to spend 20-30 minutes per day to discuss plans, provide feedback on teaching, and make suggestions. Teams at the elementary level usually prefer to meet at the end of the day, while those at the secondary level prefer to meet during daily preparation hours.
- **“Coaching”** – During the daily meetings, the team should commit to focusing primarily on giving and receiving feedback and to planning. The time is not meant to be used for preparation.
- **One-to-one** – It is best if the daily sessions can occur uninterrupted and in private. Student teachers are more likely to open up and be receptive to the ideas presented during these meetings.
- **One goal** – The cooperating teacher should attempt to communicate positive observations in addition to talking about areas of need. Mentors/coaches should be prepared to talk in detail, though, about one challenge, and make suggestions for improvement. Consideration should be given to the following questions when determining each day’s challenge:
 - Will the challenging situation make a significant difference in student learning?
 - Is it a skill that will be used frequently? Immediately?
 - Will the student teacher be able to use the skill successfully the next day? (Enz, Hurwitz, & Carlile, 32)

Communication can occur in both **non-verbal** and **verbal** forms. Non-verbal communication includes gestures, posture, muscle tension and facial expressions. When a cooperating teacher smiles, nods, or gives a thumbs up, the student teacher feels assured and affirmed; likewise, frowns or head shaking can be perceived as distressing.

Verbal communications can cover a range, such as:

- General praise – *“Super job!”*
- Positive description – *“That worked well because...”*
- Suggestions – *“Next time, you might want to...”*
- Prompting questions – *“What do you think might happen if...”*
- Criticism – *“The students didn’t respond because you...”*

Student teachers have reported that verbal communications that are specific and timely (with the exception of criticism) were usually effective and helped them to improve their teaching. They also noted that the “mentor’s pitch, volume, inflection, pacing and choice of words also strongly influenced how the message was perceived” (Enz, Hurwitz, & Carlile, 33). Certainly verbal communications are enhanced by non-verbals, but it is important to note that if the non-verbals do not match the verbal

communication (praised spoken through clenched teeth), the student teacher is more likely to pay attention to the non-verbal message, disregarding the verbal communication.

During the lesson, the cooperating teacher might consider questions such as:

- What is the purpose of the lesson? What will the students know and be able to do?
- How did the student teacher engage the students?
- How was the information communicated to the students?
- Were directions clearly stated?
- What techniques or strategies were implemented?
- How did the student teacher check for understanding throughout the instruction?
- How did the students practice the new skill?
- How were the students assessed?
- Did the assessment/evaluation match the lesson’s objective?
- What was the student teacher’s level of preparation and readiness?
- What were the strengths of the lesson?
- What could be done to increase the effectiveness of the lesson?

Responses to these questions in turn can provide the basis for the subsequent coaching session.

Further, when the cooperating teacher provides specific directions in addition to the verbal comments, student teachers are far more likely to implement the suggestions and achieve success in reaching daily goals. The chart below, based on a sample from *Coaching the Student Teacher: A Developmental Approach*, details examples of typical verbal comments and more helpful directions or suggestions.

Typical Verbal Comments	Directions/Suggestions
“If you like what you teach, so will the students.”	<ul style="list-style-type: none"> • Be animated and use gestures. • Move throughout the room. • Vary vocal delivery by changing tone, pitch, volume and pace.
“Stay on top of the students – anticipate problems.”	<ul style="list-style-type: none"> • Recognize and reinforce appropriate behavior. • Describe specific, desired actions (“Thank you for raising your hands.”) • Move towards students who are going off-task.
“The students were confused. They weren’t ‘with you.’”	<ul style="list-style-type: none"> • Repeat directions and write them down. • Ask students to repeat the steps to a partner. <i>Then</i> ask if they have questions.
“You ran overtime. Watch the pacing and keep it moving.”	<ul style="list-style-type: none"> • Have materials ready to go. • Outline procedures and make a timeline. • Keep the clock in sight.

(Enz, Hurwitz, & Carlile, 35)

“Coaching” the student teacher requires a commitment to assist the student teacher in deepening their “knowledge of teaching and improv(ing) their pedagogical skills (Enz, Hurwitz, & Carlile, 37).” The skillful cooperating teacher helps the student teacher to “learn how to:

- Recall information about student behavior during the lesson,
- Review teaching actions and thoughts during the lesson,
- Make comparisons between intended and actual outcomes,
- Evaluate their own actions, planning, accuracy of lesson goals, and teaching strategies,
- Plan future lessons based upon principles learned from the analysis of the lesson.” (Enz, 37)

Heading Off Problems

It is the rare student teacher who does not encounter challenges during the student teaching experience. The challenge for the cooperating teacher is to identify probable causes and communicate viable solutions to the student teacher in a compassionate and caring manner. The authors of *Coaching the Student Teacher: A Developmental Approach*, B. J. Enz, S. C. Hurwitz, and B. J. Carlile, created a reference tool that analyzes challenges and suggests solutions. The chart below is based on their research and may provide guidance for the cooperating teacher as he/she moves through this delicate and intricate process.

Phase 1-Initial Phase-In of the Student Teaching Experience			
	DEVELOPMENTAL CONCERNS	PROBABLE CAUSES	POSSIBLE SOLUTIONS
	<i>Student teacher often demonstrates...</i>	<i>Student teacher might...</i>	<i>Mentor could...</i>
Energy/Commitment	Passivity-lack of initiative	-be afraid to "step on toes" -be accustomed to taking directions rather than initiating action	-make direct, but gentle observation of behavior -recognize student teacher's efforts to take initiative -create a phase-in schedule of responsibilities with the student teacher -help student teacher identify this as a goal
	Lack of commitment	-be unsure of career choice -be scared to actually admit that he/she does not want to teach -be distracted by too many other demands or commitments	-gently inquire about the student teacher's interest in teaching -suggest that the student teacher reduce outside demands on time/energy -suggest career or personal counseling, if appropriate
	Inappropriate degree of self-confidence	-have low self-esteem -be arrogant -be getting mixed messages from cooperating teacher	-demonstrate positive self-talk -provide direct, but gentle comments & specific examples -tactfully suggest counseling, if appropriate
	Insensitivity to colleagues and/or students	-lack awareness -lack experience interacting with colleagues -be intimidated by cooperating teacher	-make direct, but gentle observations of behavior -discuss collegiality with student teacher -encourage the student teacher to observe the cooperating teacher's interactions with peers
	Inflexibility	-be perfectionistic -have desire for control -be scared of doing something incorrectly -have a limited repertoire of skills or ideas	-identify the tendency -gently suggest counseling, if appropriate -discuss unforeseen consequences with student teacher -suggest times/situations when relaxing standards might be O.K. -identify viable alternatives -help student teacher identify this as a goal
		<i>Student teacher is...</i>	<i>Student teacher might...</i>
Flexibility	Unable/unwilling to adjust to demands of full-time teaching	-underestimates professional demands -be ill or depressed -have too many outside demands	-develop an improvement plan for student teacher -have a frank discussion of the realities of teaching -gently suggest counseling, if appropriate -contact college supervisor
	Unable/unwilling to implement feedback	-be overwhelmed by feedback -not understand gravity of situation -feel threatened by mentor; feel insecure	-be tactful, but clear and specific -provide written feedback -refer to ST Grading rubric
Planning	<i>Student teacher frequently...</i>	<i>Student teacher might...</i>	<i>Mentor needs to model...</i>
	Creates plans which are incomplete or unclear, have not been shared with mentor and do not reflect state/district standards	-lack experience with lesson planning -misunderstand level of specificity needed -misunderstand expectations -not be planning far enough ahead -misunderstand difference between "activity" and "objective"	-lesson planning examples -using task analysis -his/her thinking process while planning -advance planning -teaching to the objective -how to align standards with curriculum

Phase 2-Partial-to-Full Responsibility of the Student Teaching Experience

	DEVELOPMENTAL CONCERNS	PROBABLE CAUSES	POSSIBLE SOLUTIONS
Classroom Management	Student teacher frequently fails to...	<i>Student teacher might...</i>	<i>Mentor should...</i>
	Consistently use proactive management strategies	-lack familiarity with rules and consequences -fail to anticipate possible problems -not value importance of proactive practice	-remind student teacher of classroom management plan/discuss it often -brainstorm reinforcement techniques -ask student teacher to check seating arrangements
	Manage disruptive behavior or is oblivious to disruptive behavior	-be trying to use extinction techniques -be concentrating too much on lesson delivery -be uncertain of his/her authority in the classroom -be uncertain of what to do, so does nothing -be unsure of content	-remind student teacher that extinction is only effective with minor infractions -discuss lesson plan fully so that student teacher is confident of teaching and can attend to management techniques -role play typical teacher reactions to inappropriate behavior -focus on management in daily/weekly goals for student teacher
	Establish and maintain appropriate rapport	-be young and/or immature -want to be friends with students -be fearful of losing control, so acts unfriendly or unapproachable -be unclear of "fine line" between "friend" and "friendly professional"	-discuss appropriate responses to students' remarks and questions -explain/model how to be friendly yet professional -dispel myth that students need to like the teacher all the time
	<i>Student teacher often fails to...</i>	<i>Student teacher might...</i>	<i>Mentor should...</i>
Lesson Planning/Differentiation	Involve all students in the lesson	-not understand simultaneous interactions -use inappropriate questioning strategies -lack repertoire of signals/activities to check for understanding	-discuss meaning of active participation -help student teacher create questions that elicit responses from ALL students -brainstorm possible signals and ways to check for understanding -model "wait time"
	Give directions which are sufficient and clear	-fail to break activity down to a step-by-step process -fail to write directions down	-require a step-by-step process -show examples of strong directions -require student teacher to demonstrate giving directions prior to teaching
	Prepare and organize adequately	-underestimate complexity of teaching	-require plans in advance -take time to analyze lesson plans and provide constructive feedback
	Use a variety of instructional approaches	-need a variety of instructional options	-model a variety of instructional approaches -allow student teacher to visit other classrooms -brainstorm possibilities -provide resource books/texts for ideas -suggest appropriate web-based resources
	Assess student learning regularly or effectively	-misunderstand the link between the lesson's objective and related assessment -misunderstand the importance of assessment -not be able to design appropriate assessments -not design age-appropriate assessments	-model how to link objectives to assessments -provide examples of objectives and assessments -share district expectations for assessment

APPENDIX R Weekly Check-In

Use the Weekly Check-In to monitor the student teacher's progress, provide feedback and set the stage for discussion and conversation.

Student Teacher: Cooperating Teacher: Week of:

Attendance <input type="checkbox"/> Absent 2+ days <input type="checkbox"/> Absent 1 day <input type="checkbox"/> Attended everyday	Punctuality <input type="checkbox"/> Frequently late <input type="checkbox"/> Generally on time <input type="checkbox"/> Always on time	Appearance <input type="checkbox"/> Casual, but not professional <input type="checkbox"/> Casual, but appropriate <input type="checkbox"/> Highly professional
Attitude <input type="checkbox"/> Pessimistic, unpleasant or unfriendly <input type="checkbox"/> Moody and inconsistent <input type="checkbox"/> Generally positive and pleasant <input type="checkbox"/> Pleasant, patient approachable	Flexibility <input type="checkbox"/> Inflexible; stubborn <input type="checkbox"/> Had difficulty with unforeseen events <input type="checkbox"/> Reacted in an appropriate manner <input type="checkbox"/> Responded in a flexible manner; adjusts	Reliability <input type="checkbox"/> Failed to complete tasks & duties <input type="checkbox"/> Needed to be reminded to follow-through <input type="checkbox"/> Responsible; worked without prompting <input type="checkbox"/> Started and finished on own
Planning <input type="checkbox"/> Failed to plan effectively <input type="checkbox"/> Planned weak lessons <input type="checkbox"/> Planned solid lessons <input type="checkbox"/> Planned well-developed, effective lessons	Standards/Objectives <input type="checkbox"/> Failed to identify correct standards/objectives <input type="checkbox"/> Identified some standards/objectives O.K. <input type="checkbox"/> Generally identified standards/objectives <input type="checkbox"/> Correctly identified standards/objectives	Response to Students' Needs <input type="checkbox"/> Did not accommodate students' needs <input type="checkbox"/> Made negative comments about students <input type="checkbox"/> Accepted responsibility for students' needs <input type="checkbox"/> Consistently responded to students' needs
Differentiated Instruction <input type="checkbox"/> Failed to accommodate students' needs <input type="checkbox"/> Was challenged to meet varied needs <input type="checkbox"/> Accommodated some student needs <input type="checkbox"/> Accommodated varied students' needs	Preparation <input type="checkbox"/> Was consistently un- or underprepared <input type="checkbox"/> Was unprepared/underprepared at times <input type="checkbox"/> Prepared at last minute, but pulled it off <input type="checkbox"/> Was consistently prepared and ready to go	Delivery <input type="checkbox"/> Delivered bland, boring, ineffective lessons <input type="checkbox"/> Delivered mediocre, routine lessons <input type="checkbox"/> Delivered routine lessons <input type="checkbox"/> Delivered creative, engaging lessons
Enthusiasm <input type="checkbox"/> Taught in a bland and boring manner <input type="checkbox"/> Taught without enthusiasm <input type="checkbox"/> Taught with "quiet energy" <input type="checkbox"/> Taught with enthusiasm and energy	Variety <input type="checkbox"/> Used repetitive, redundant sources <input type="checkbox"/> Used uncreative sources and strategies <input type="checkbox"/> Used different sources and strategies <input type="checkbox"/> Used variety of sources/materials/strategies	Teaching <input type="checkbox"/> Presented in haphazard or incorrect manner <input type="checkbox"/> Presented generally accurate manner <input type="checkbox"/> Presented in a fairly clear, effective manner <input type="checkbox"/> Presented information clearly & effectively
Timing <input type="checkbox"/> Wasted time; didn't gauge time well <input type="checkbox"/> Had some difficulty pacing lesson <input type="checkbox"/> Generally paced lesson <input type="checkbox"/> Used instructional time effectively	Assessment of Student Learning <input type="checkbox"/> Failed to monitor or assess learning <input type="checkbox"/> Assessed inconsistently or incorrectly <input type="checkbox"/> Monitored/assessed much of the time <input type="checkbox"/> Monitored/assessed routinely	Command of Content <input type="checkbox"/> Demonstrated difficulty with content <input type="checkbox"/> Had some difficulty with content/skills <input type="checkbox"/> Generally knew content and skills <input type="checkbox"/> Had strong knowledge of content/skills
Management <input type="checkbox"/> Failed to gain control of the classroom <input type="checkbox"/> Challenged by classroom management <input type="checkbox"/> Varied classroom management skills <input type="checkbox"/> Maintained classroom management	Proactive Practice <input type="checkbox"/> Failed to develop management plans <input type="checkbox"/> Needed much guidance to develop a plan <input type="checkbox"/> Attempted to manage behavior <input type="checkbox"/> Foresaw problems and developed plans	Classroom Climate <input type="checkbox"/> Threatened or intimidated students <input type="checkbox"/> Made students feel threatened at times <input type="checkbox"/> Made generally positive comments <input type="checkbox"/> Maintained safe, positive classroom
Organization <input type="checkbox"/> Consistently disorganized/overwhelmed <input type="checkbox"/> Was disorganized much of the time <input type="checkbox"/> Generally organized in most aspects <input type="checkbox"/> Consistently organized in all aspects	Communication <input type="checkbox"/> Interacted in awkward, hesitant manner <input type="checkbox"/> Had difficulty talking or raising questions <input type="checkbox"/> Interacted in a polite manner <input type="checkbox"/> Professional, enthused & engaging	Collegiality <input type="checkbox"/> Preferred to work in isolation <input type="checkbox"/> Reluctant to share ideas and materials <input type="checkbox"/> Usually participated in team efforts <input type="checkbox"/> Willingly shared ideas and materials
Interaction with students <input type="checkbox"/> Appeared aloof or threatening <input type="checkbox"/> Shy, hesitant to work with students <input type="checkbox"/> Related easily, positively with students <input type="checkbox"/> Outgoing; actively sought out students	Commitment/Passion <input type="checkbox"/> Seemed bored, disengaged or disrespectful <input type="checkbox"/> Approached teaching in a routine manner <input type="checkbox"/> Displayed inconsistent levels of energy/vigor <input type="checkbox"/> Demonstrated high levels of energy/vigor	Initiative <input type="checkbox"/> Passive; relied on teacher for advice <input type="checkbox"/> Needed frequent direction from teacher <input type="checkbox"/> Saw some needs, but needed prompts <input type="checkbox"/> Anticipated needs and acted on them
Self-Confidence <input type="checkbox"/> Anxious, nervous, self-conscious <input type="checkbox"/> Arrogant <input type="checkbox"/> Usually confident; comfortable <input type="checkbox"/> Self-assured; competent	Reflective Practice <input type="checkbox"/> Reluctant to analyze teaching performance <input type="checkbox"/> Made some effort to review teaching skills <input type="checkbox"/> Sought ways to assess teaching at times <input type="checkbox"/> Reflected on and adjusted teaching	Response to Feedback <input type="checkbox"/> Defensive and unreceptive <input type="checkbox"/> Receptive, but didn't try suggestions <input type="checkbox"/> Receptive and tried suggestions <input type="checkbox"/> Eager to solicit suggestions/feedback

(Comments on reverse side)

Student's signature

Cooperating Teacher's signature

THIS IS TO BE USED AS A GUIDE FOR DISCUSSION.

Student: _____
 Coll. Supv.: _____ Date: _____

Student Teaching – The Final Grade

The student teacher who earns a(n)	A, consistently...	B, generally...	C+, but passes student teaching...	fails student teaching...
Final Evaluation: (This should <i>only</i> be a general guide.)	Earned nearly all "Meets Expectations" and some "Exceeds Expectations"	Earned a number of "Meets Expectations" and some "Developing Expectations"	Earned mainly "Developing Expectations" with some "Meets Expectations"	Earned nearly all "Developing Expectations" or lower
Professionalism & Dispositions:	Met all attendance requirements	Met all attendance requirements	Numerous absences with questionable excuses; Met attendance requirements eventually	Failed to meet minimum requirements for attendance
	Arrived at school on time and stayed until appropriate quitting time	Arrived at school at the last minute or left at earliest possible moment or was late several times;	Arrived late and/or left early on numerous occasions; Did not seem particularly committed	Arrived consistently late; Often unprepared as a result of late arrivals; Was not committed; Behaviors failed to improve
	Dressed in a highly professional manner appropriate to the school dress codes and class context	Dressed in a casual, but generally appropriate manner;	Dressed in a casual and sometimes inappropriate manner; Responded somewhat to suggestions for change	Dressed in an unprofessional manner (unkempt, revealing, violated dress code); Failed to respond to suggestions regarding dress
	Displayed a consistently pleasant, optimistic, patient & approachable demeanor	Displayed a generally positive and pleasant manner	Seemed moody and unpredictable much of the time	Was unpleasant, argumentative, unfriendly and/or pessimistic
	Responded to unforeseen circumstances in an appropriate manner and modified actions or plans accordingly	Seemed somewhat unprepared when the unexpected happened; usually managed to recover	Had difficulty anticipating and reacting to unforeseen events; needed assistance in coming up with alternatives	Reacted in a consistently inflexible or stubborn manner
	Consistently started and finished projects/tasks correctly and on time	Was usually able to complete projects/tasks, but needed reminders and prompts	Had difficulty following through on promises; managed to come through at times	Failed to complete tasks and duties
Planning & Preparation:	Planned and prepared well-developed, detailed, interesting lessons	Planned and prepared solid lessons with detail and some interest	Planned minimally acceptable or weak lessons	Failed to master lesson plan development
	Correctly identified and aligned lesson with GLCEs and district standards	Identified GLCEs and district standards, but needed reminders	Had consistent difficulty aligning lessons with GLCEs or district standards	Failed to align lessons with GLCEs and district standards
	Accommodated the varied needs of students through differentiated instruction	Accommodated some needs of students through differentiated instruction	Was challenged to accommodate varying needs of students	Failed to accommodate for the range of students' needs

The student teacher who earns a(n)	A, consistently...	B, generally...	C+, but passes student teaching...	fails student teaching...
	Sought and used updated information and procedures	Used provided curriculum and materials	Used cooperating teacher's materials exclusively; did not seek out other options	Used cooperating teacher's materials ineffectively
	Planned consistently for varied instructional strategies, response modes and assessments according to the range of student needs	Planned for varied instructional strategies, response modes and/or assessments occasionally	Rarely planned for varied needs of students	Did not plan for varied needs of students
	Was prepared and ready to go with <i>each</i> class	Prepared at the last minute or was inconsistently prepared for classes	Was unprepared or underprepared on a number of occasions	Was consistently unprepared
Teaching:	Delivered creative, engaging lessons	Delivered routine lessons	Delivered mediocre, routine lessons	Delivered bland, boring or ineffective lessons; tried, but couldn't "deliver"
	Taught consistently in an enthused, energetic manner	Taught in a generally interesting manner	Taught in a bland, uncreative or unenthusiastic manner	Taught in a boring, dull, lackluster manner
	Engaged all students in meaningful, appropriate learning activities	Engaged most students some of the time	Engaged some students some of the time	Failed to engage students in learning
	Used a variety of sources, materials, and delivery methods and strategies	Used routine sources, materials and delivery methods and strategies	Used uncreative sources and strategies	Used repetitive sources exclusively
	Integrated appropriate technology into a variety of lessons throughout the term	Integrated technology occasionally in lessons	Rarely integrated technology into lessons	Did not integrate technology into any lessons
	Monitored and assessed student learning routinely	Monitored and assessed student learning inconsistently	Monitored and assessed student learning inconsistently or incorrectly	Failed to monitor or assess student learning
Command of Content:	Demonstrated an excellent command of the content and/or skills needed to teach the content	Demonstrated moderate command of the content and/or skills needed to teach the content	Had some difficulty mastering content and/or skills needed to teach the content	Demonstrated considerable difficulty mastering the content and/or skills needed to teach the content
	Delivered content in an accurate, confident and thorough manner	Made occasional errors in delivery of information; seemed unsure of knowledge at times, but was able to continue and move forward with instruction	Had consistent gaps in understanding; often delivered information incorrectly	Usually incorrect or unaware of content
	Anticipated students' questions and was consistently ready to explain or address said questions in an understandable manner	Was caught unaware by students' questions at times; had difficulty explaining or answering questions; was challenged to provide explanations at the students' levels	Had consistent difficulty answering students' questions or explaining content in an understandable manner	Had exceptional difficulty answering questions and explaining content in a manner that students could understand; explanations were convoluted or incomplete

The student teacher who earns a(n)	A, consistently...	B, generally...	C+, but passes student teaching...	fails student teaching...
Classroom Management:	Maintained classroom management	Demonstrated varying levels of classroom management, though made gains	Was challenged by classroom management; cooperating teacher could rarely leave room;	Failed to gain control of the classroom
	Approached classroom management in a proactive manner	Attempted to manage behavior, but needed consistent guidance from cooperating teacher(s); had some difficulty coming up with appropriate behavior plans	Needed considerable guidance from cooperating teacher(s) to develop behavior management plans	Failed to seek or develop a classroom management plan
	Recognized behavior concerns and developed plans to resolve issues	Recognized behavior concerns but had difficulty developing plans to resolve issues	Waited for cooperating teacher to point out concerns and make suggestions	Did not recognize behavior concerns and failed to develop plans to resolve issues
	Maintained a consistently safe, positive classroom environment	Maintained a generally safe and positive classroom	Reacted in a negative manner a number of times	Threatened or intimidated students
Organization:	Approached teaching and preparation in a highly organized manner	Approached teaching and preparation in a somewhat organized manner	Approached teaching in a disorganized manner; seemed overwhelmed	Was consistently disorganized and overwhelmed
	Attended to details in preparation, organization and relationships	Attended to some details, but failed to address others	Missed details in preparation, grading and organization	Could not manage the day-to-day details of teaching
	Graded and returned materials quickly, accurately and efficiently	Graded and returned materials, but was usually delayed	Took long periods of time to grade and return assignments; was inaccurate at times	Graded assignments inaccurately OR failed to grade or return some assignments
	Maintained excellent, up-to-date records	Maintained records in a somewhat disorganized or inconsistent manner	Maintained inconsistent, incomplete records	Maintained haphazard, incomplete records
	Learned classroom routines and schedules quickly and accurately	Took some time to learn or seemed hesitant to implement classroom routines and schedules	Had difficulty learning classroom routines and schedules; had little "ownership" of this information	Failed to learn classroom routines and/or schedules
	Submitted all ST plans, units, reflections and assignments in a timely manner	Submitted several ST assignments late	Submitted ST assignments late or inaccurately	Submitted ST assignments late or not at all
Communication:	Interacted with cooperating teacher(s), college supervisor, staff, administration and parents in a highly professional manner	Interacted in a polite, but disengaged or distant manner with cooperating teacher(s), college supervisor, staff, administration and parents	Interacted in an awkward manner with cooperating teacher(s), college supervisor, staff, administration and parents; was a "loner"	Interacted in an awkward or inappropriate manner with cooperating teacher(s), college supervisor, staff, administration and parents; was a "loner"
	Maintained ongoing communication with the cooperating teacher and college supervisor	Maintained inconsistent communication with cooperating teacher and/or college supervisor	Maintained minimal communication, often failing to respond to notes, emails or phone calls	Had difficulty maintaining communication

The student teacher who earns a(n)	A, consistently...	B, generally...	C+, but passes student teaching...	fails student teaching...
	Was able to bring up concerns/questions and talk them through with the cooperating teacher and/or college supervisor	Was able to bring up some concerns/questions with the cooperating teacher and/or college supervisor	Had difficulty talking about concerns or questions with the cooperating teacher and/or college supervisor	Failed to raise questions or concerns with cooperating teacher and/or college supervisor
	Used professional, accurate language in daily oral and written communication with students, staff, parents and administration	Used generally professional and accurate oral and/or written communication skills; made some errors in grammar or writing	Made frequent errors when speaking or writing, but made progress in recognizing and correcting errors	Made consistent errors in speaking and writing; made few, if any, efforts to self-correct
	Communicated and responded in a consistently diplomatic, respectful and tactful manner	Generally communicated and responded in a respectful manner	Communicated in a somewhat insensitive or thoughtless manner at times; responded in a defensive manner at times	Communicated in an insensitive and thoughtless manner frequently; responded in a consistently defensive manner
Relationships & Interactions:	Developed positive, respectful, professional relationships with cooperating teacher(s), college supervisor and other staff; outgoing	Developed professional relationships with cooperating teacher(s), college supervisor and other staff	Had some difficulty "connecting" with the cooperating teacher(s), college supervisor and other staff; seemed distant or curt at times; shy or hesitant	Failed to "connect" with the cooperating teacher(s), college supervisor and other staff; was rude, disrespectful or inappropriate
	Developed positive, appropriate relationships with majority of students	Developed relationships with some students	Developed sporadic relationships with students; hesitant to work with students	Failed to develop relationships with most students; antagonistic or aloof
	"Clicked" with students; obviously at ease with students	Interacted with students	Interacted with students, but seemed disconnected and distant	Failed to "connect" at all with majority of students
	Learned students' names and unique information about students quickly and accurately	Took time to learn students' names as well as some unique information about various students	Had difficulty learning names; had limited interest in getting to know students	Failed to learn names and information about students; took little interest in doing so
Commitment & Passion:	Displayed high levels of energy, enthusiasm and vigor	Displayed inconsistent levels of energy and enthusiasm; had some difficulty sustaining efforts	Approached teaching in a routine or apathetic manner	Approached teaching in a bored, disengaged or disrespectful manner
	Was self-assured, poised and competent	Was generally comfortable, though expressed doubt at times	Expressed considerable doubt about efforts	Was consistently anxious, apprehensive, nervous, self-conscious and/or insecure
	Anticipated needs, actions and preparation without being told	Saw some needs, but needed reminders or prompts	Needed direction from cooperating teacher consistently to anticipate next steps	Relied exclusively on cooperating teacher(s) for direction
	Was eager to take on responsibilities and reluctant to give them up	Took control as urged by cooperating teacher(s) or college supervisor	Relied heavily on cooperating teacher(s) or college supervisor for direction; cooperating teacher was rarely able to leave room	Was unable to assume control of class for required amount of time; Cooperating teacher was rarely able to leave room
	Behaved in an ethical and committed manner	Behaved in an ethical manner	Had some difficulty committing to the experience	Behaved in an unethical or uncommitted manner

The student teacher who earns a(n)	A, consistently...	B, generally...	C+, but passes student teaching...	fails student teaching...
	Volunteered; took initiative; Went "above and beyond"	Met requirements, but relied on cooperating teacher to determine next steps	Did the "bare minimum"; Rarely took the initiative	Failed to meet minimal requirements; Rarely, if ever, took initiative; passive
	Demonstrated a <i>love</i> and <i>passion</i> for teaching	Seemed to like the ST experience, but didn't demonstrate a consistent "heart" or passion for teaching; seemed somewhat disengaged	Went "through the motions" but did not seem to particularly like or enjoy teaching; other activities seemed more important than teaching	Did not seem to enjoy teaching; did not seem to <i>want</i> to teach
Reflective Practice:				
	Identified problems and sought solutions; Could "think on one's feet"; was able to alter teaching "in the moment"	Had some challenges identifying and acting on problems; seemed flustered when things didn't go as planned	Had consistent difficulty identifying and acting on problems; had difficulty coming up with quick and appropriate solutions	Could not identify or correct problems
	Reflected on teaching and adjusted as needed	Completed reflections in a minimal or late manner	Demonstrated minimal reflective activity	Failed to reflect on teaching or ST experience
	Analyzed student learning and consistently adjusted teaching as appropriate	Conducted some analysis of student learning, but needed help to evaluate and act on the results	Rarely analyzed student learning; had difficulty interpreting the results	Failed to analyze student learning or use the results to improve teaching
	Demonstrated a consistently "coachable" or "teachable" demeanor; Sought advice and feedback and acted on it consistently	Listened to feedback, but was not necessarily receptive to it; did not necessarily seek it out or act on it consistently	Listened to feedback, but rarely sought it out or acted on it; resisted feedback	Resisted feedback OR failed to act on it OR was not able to act on it

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Additional information on the roles of the cooperating teacher, college supervisor and student teacher can be found in the companion manual, *Co-Mentoring Student Teachers*.