

HANDBOOK
FOR
STUDENT TEACHERS,
COOPERATING TEACHERS AND
COLLEGE SUPERVISORS



2020-2021
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, seven 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 commitment to reach all students, personal integrity, a commitment to equity, passion for teaching, and perseverance – in both their courses and clinical experiences.
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 Educator Preparation 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 clinical experiences while seeking certification:

- Level I – “Choosing to Teach” – pre-professional introductory courses and related clinical 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 clinical 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 clinical 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 Educator Preparation 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 clinical 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 Educator Preparation 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.

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 clinical 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 Educator Preparation 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 clinical experiences. They are also systematically monitored and assessed throughout the program by faculty and clinical experience mentors. The dispositions are identified within the Professional Ability of "Ethical Educator" and include: responsibility, maturity, respect, positive attitude, commitment to all students, personal integrity, equity, passion for teaching, and perseverance. In addition, student teachers are expected to exhibit enthusiasm for teaching, initiative, energy, dependability and flexibility throughout the student teaching experience.

CLINICAL EXPERIENCE CONFIGURATION

Clinical experiences are an integral part of the Hope College Educator 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. Clinical experience 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 clinical experience sites. This is facilitated by the positive working relationships between Education Department faculty and area schools. Some community agencies provide additional opportunities for clinical experiences.

Since all teacher candidates have at least five clinical experiences prior to student teaching, each teacher candidate has placements 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 clinical experiences, although most students accrue a significant number of hours above this level. The mentor teacher or supervisor systematically evaluates students in each clinical experience. 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 clinical experience 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 Educator Preparation 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 clinical experiences in professional education coursework.

6. Recommendation to student teach from clinical experience supervisors from Level II Education course work, including methods courses.

7. Evidence of clinical 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 clinical 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 certification 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 certification 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 with a certified or licensed teacher.

- **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. Teacher candidates completing both endorsements (L.D. and E.I.) complete two, 8-week student teaching experiences during the Spring semester, with each placement aligned to an endorsement area. 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. Those earning dual, special education endorsements (L.D. and E.I.) must complete two, 8-week student teaching experiences during

the Spring semester, with each placement aligned to an endorsement area.

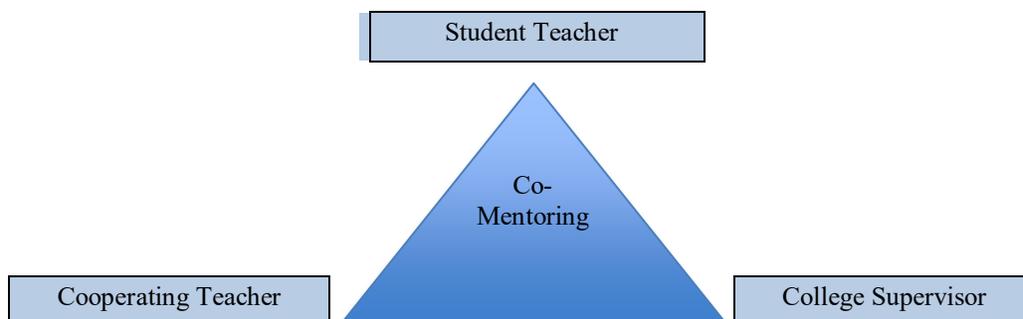
The Student Teaching Seminar

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 school district implicitly agrees to recommend its strongest teachers to serve in this role and Hope College agrees to provide training, resources and support to the cooperating teacher throughout the student teaching experience.

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 assumes a growth mindset by learning from an excellent model and continually reflecting on and improving 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 leading at least one, 3-way conversation and 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 become an integral part of the school community, and will be viewed for all extents and purposes as a fully functioning teacher. 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 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*.)

General Requirements

1. The cooperating teacher, using 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 becomes 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.
6. Some student teachers, however, have received permission to participate in college-authorized activities such as sanctioned sports or music-related organizations (i.e., choir, orchestra). These individuals will be excused for scheduled events and games and understand that time missed in the classroom must be made up at some time. These student teachers should share their schedules with the cooperating teacher and college supervisor and should be further prepared to provide all teaching plans and materials for which they are responsible when absent from school.

**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 clinical experiences. 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 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 teacher 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, including IEPTs. Attendance at board meetings is recommended, though not required, as well.

Goals for the Student Teacher

Student teachers are expected to:

1. demonstrate the skills, knowledge, attitudes and dispositions of a professional educator throughout the student teaching experience,
2. demonstrate most, if not all, skills in the “Meets Expectations” range or higher on the *Student Teaching Assessment Tool*,
3. demonstrate an understanding of and an ability to implement theoretical constructs in the classroom setting,
4. 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 that are aligned with state and local standards and benchmarks and recognize the structure and content of the discipline and the needs and characteristics of learners,
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, and
12. demonstrate the ethical integration of technology as part of effective teaching and learning.

Expectations of the Student Teacher

The student teacher will:

1. adhere to the standards and behaviors addressed in the Michigan Code of Ethics.
2. groom and dress in a professional manner that is in accordance with school policy and Education Department expectations.
3. be 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.
4. 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.
5. follow the school district's master and building calendars with regards to holidays, vacations, weather delays or cancellations, conferences, professional development, and exam schedules.
6. 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.

7. participate in regularly scheduled school meetings (e.g., professional development, PTA, faculty, parent/teacher conferences, IEPTs, and special programs).
8. 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.
9. recognize each pupil as a distinct individual of worth who has unique interests, abilities and learning styles.
10. respond in a fair and judicious manner when working with students, teachers, parents, and staff members.
11. maintain confidentiality with student and family information, in accordance with professional and legal guidelines.
12. be thoroughly prepared for each day's work prior to the beginning of each day.
13. adhere to all district and building policies.
14. demonstrate appropriate use of technology, including social media.
15. exhibit all skills, tasks, attitudes, and behaviors expected of a student teacher throughout the student teaching experience.

Specific Requirements

The student teacher will:

1. visit his or her classroom, prior to the student teaching experience, to meet with the cooperating teacher and get acquainted with the school setting.
2. 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. attend the required orientation session scheduled for the first day of each semester,
4. 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,
5. 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 Appendix D.)
6. maintain a notebook or file with printed copies of all lesson plans. This notebook should be available to the cooperating teacher and college supervisor for reference throughout the semester,

7. design differentiated lessons and units that accommodate the range of students' needs in each class,
8. prepare and present a unit and/or in-depth chapter or subject area study, 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.
9. assess, analyze and report specific student learning as related to state and district standards,
10. integrate appropriate technology in at least one lesson observed by the college supervisor,
11. maintain updated and accurate records of attendance, grades and assessment results,
12. maintain confidentiality with regards to student records and personal information,
13. videotape a lesson or significant segment of a lesson. He/she will observe the videotape and present a written analysis of the lesson and teaching to the college supervisor.
14. 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.
15. complete and email the *Weekly Progress, Reflection and Self-Assessment Report* to the college supervisor on or before the announced weekly due date,
16. complete and share the mid-term Student Teaching Assessment Tool with the cooperating teacher and college supervisor,
17. complete and share a written, mid-term self-reflection with the college supervisor,
18. complete assignments required in the Student Teaching Seminar, and
19. 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., and
4. arrange to be present for professional meetings prior to the start 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 experience.

In a “traditional,” gradual-release, 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 cooperating teacher would generally “exit” the classroom, leaving the student teacher to assume full-time responsibility for anywhere from 2 to 4 weeks.

In a co-mentoring model, however, the “take-over” process may or may 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. Although most student teachers will still work up to a 4-week period of full-time preparation and teaching, the student teacher in the co-mentoring model may find him/herself reaching full-time or solo teaching at multiple times throughout the student teaching experience. In either case, though, the cooperating teacher is no longer expected to leave the classroom for extended periods of time. While the student teacher is expected to do a significant amount of “solo” teaching, the co-mentoring model allows for co-teaching models to be implemented throughout the student teaching experience, including during periods of full-time preparation and teaching for the student teacher. Co-teaching is best implemented when it makes sense for student learning, student needs, and/or specific course content.

The following timelines provide cooperating teachers and student teachers with suggested activities and sequences for each configuration of student teaching.

Full Semester, 16-week Student Teaching Experience

Timeline for the “16-week,” Full-Semester Student Teaching Experience

Most student teachers will complete a 15-16-week student teaching experience in 1-2 classroom settings. They work up to full-time responsibility for planning, preparation, teaching and assessing. Teams following a co-mentoring model, however, may 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. (Additional timelines are found later in the Handbook for other student teaching configurations.)

Weeks One through Three:

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

- Become involved in the classroom.
 - Arrange to have a designated area for student teaching materials and supplies.
 - Greet students at the door. Introduce yourself to each student.
 - Learn students' names as quickly as possible.
 - Observe classroom instruction, noting procedures, routines, teaching styles, students' learning styles, curriculum materials and classroom management techniques.
 - Stand up and circulate around the class as instruction occurs, providing explanations, monitoring student behavior, and assessing student understanding.
 - Stand next to or near the cooperating teacher as s/he is teaching. Respond to students' questions and behaviors as appropriate.
 - Conference and co-plan daily with the cooperating teacher.
 - Review the cooperating teacher's files as well as students' files (with permission).
 - Offer assistance by taking class attendance, correcting papers, and developing and obtaining materials.
 - Work with small groups and individual students.
 - Assist in playground, lunchroom, and other non-teaching duties normally performed by the cooperating teacher.
 - Help to straighten the room and materials at the end of each day and week.
 - Complete the *Weekly Progress Report* at the end of each week. (See Appendix E) Submit to the college supervisor on or before the stated due date.

- Co-plan and co-teach with the cooperating teacher.
 - 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.
 - Study and implement the co-mentoring model. 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.
 - Study the curriculum for each subject taught.
 - Determine the lesson plan format(s) to be used for writing daily lessons. (See Appendix D for examples)
 - 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.
 - 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.
 - Seek out technology that is available to support teaching.
 - Begin to develop, construct and collect teaching materials (e.g., software, transparencies, bulletin boards, activities, etc.) for future use in teaching.
 - 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 Eight:

- 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 curricular and students' needs. Plan opportunities, as well, for “solo teaching.”
- Submit detailed, daily lesson plans to cooperating teacher.
- Print and file all lesson plans in the Student Teaching notebook.
- Submit preliminary lesson plans for the upcoming week to the cooperating teacher by each Thursday. These may be co-planned, but finalized by the student teacher.
- Determine, with the assistance of the cooperating teacher and/or college supervisor, additional subjects or portions of classes to add to the teaching load each week.
- Assume increasing responsibility for class routines, such as taking the class to lunchroom or specials, collecting lunch money, and greeting students at the bus line.
- Refer to students' records (i.e., cumulative folders, report forms, special conferences) for information regarding special expectations, medical conditions, modifications and/or procedures, etc.
- Assume increasing responsibility for record keeping, such as attendance and recording grades.
- Prepare to teach the unit of study or conduct the student study project (special education settings only).
- Participate in meetings such as IEPTs, child-study teams, staff meetings, school improvement teams, data days, etc.

Weeks Nine through Fourteen:

- Assume responsibility for full-time preparation and teaching and/or co-teaching **for a minimum of four weeks** using one of the following options:
 - “*full-time teaching*” where the cooperating teacher turns over all teaching preparation and responsibilities to the student teacher but retains the option to remain in the classroom for periods of time.
 - “*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.
- 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.
- Complete the Midterm Self-Evaluation (found on ST Seminar Moodle site) and submit to the college supervisor.
- Teach the unit of study or student study, including pre- and post-assessments. Submit to the college supervisor for evaluation.
- Interview the building administrator and/or Human Resources Director.
- Attend and participate in parent/teacher conferences.
- Participate in meetings such as IEPTs, child-study teams, staff meetings, school improvement teams, data days, etc.

Weeks Fourteen through Sixteen:

- Ease out of teaching, gradually returning full responsibility to the cooperating teacher.
- Submit unit or student study to the college supervisor for evaluation.
- Submit the unit plan reflection to the Director of Student Teaching.
- Finalize students’ learning records and grades. Enter grades into data files.
- Schedule a final evaluation conference with the cooperating teacher. Process the final evaluation with the cooperating teacher.
- Grade and return any outstanding assignments and projects to the cooperating teacher.
- Return all textbooks and other educational materials that were borrowed.
- Prepare transition lesson plans for the cooperating teacher as responsibility is returned and for the week following the conclusion of the placement.
- Prepare transition notes for the cooperating teacher.
- Prepare the students for the transition.
- Special Education majors complete and submit the “Special Education Student Teacher Evaluation Checklist” (Appendix I) to his/her college supervisor.
- Write thank you notes to the students, cooperating teacher, building principal and college supervisor.
- Consider an appropriate thank you remembrance or gift for the cooperating teacher and college supervisor.
- Finish strong!

Half-Semester, 8-week Student Teaching Experiences

Timeline for the “8-Week” Student Teaching Experiences

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 into a shorter time frame. Teams following an 8-week time will find the timeline outlined below for each experience. Teams will alter the sequence to fit the specific 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:

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

- Become involved in the classroom.
 - Arrange to have a designated area for student teaching materials and supplies.
 - Greet students at the door. Introduce yourself to each student.
 - Learn students' names as quickly as possible.
 - Observe classroom instruction, noting procedures, routines, teaching styles, students' learning styles, curriculum materials and classroom management techniques.
 - Stand up and circulate around the class as instruction occurs, providing explanations, monitoring student behavior, and assessing student understanding.
 - Stand next to or near the cooperating teacher as s/he is teaching. Respond to students' questions and behaviors as appropriate.
 - Conference and co-plan daily with the cooperating teacher.
 - Review the cooperating teacher's files as well as students' files (with permission).
 - Offer assistance by taking class attendance, correcting papers, and developing and obtaining materials.
 - Work with small groups and individual students.
 - Assist in playground, lunchroom, and other non-teaching duties normally performed by the cooperating teacher.
 - Help to straighten the room and materials at the end of each day and week.
 - Complete the *Weekly Progress Report* at the end of each week. (See Appendix E) Submit to the college supervisor on or before the stated due date.

- Co-plan and co-teach with the cooperating teacher.
 - 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.
 - Study and implement the co-mentoring model. 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.

- Study the curriculum for each subject taught.
- Determine the lesson plan format(s) to be used for writing daily lessons. (See Appendix D for examples)
- 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.
- 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.
- Seek out technology that is available to support teaching.
- Begin to develop, construct and collect teaching materials (e.g., software, transparencies, bulletin boards, activities, etc.) for future use in teaching.
- Identify and order materials needed for the semester (i.e., videos, DVD's, CD's, software, films, etc.).

Weeks Three through Seven:

- Assume responsibility for full-time preparation and teaching and/or co-teaching **for a minimum of two weeks** using one of the following options:
 - “*full-time teaching*” where the cooperating teacher turns over all teaching preparation and responsibilities to the student teacher but retains the option to remain in the classroom for periods of time.
 - “*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.
- 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 curricular and students' needs. Plan opportunities, as well, for “solo teaching.”
- Submit detailed daily lesson plans to cooperating teacher.
- File all lesson plans in the Student Teaching notebook.
- Submit preliminary lesson plans for the upcoming week to the cooperating teacher by each Thursday. These may be co-planned with the cooperating teacher, but finalized by the student teacher.
- Determine, with the assistance of the cooperating teacher and/or college supervisor, additional subjects or portions of classes to the teaching load each week.
- Interview the building administrator and/or Human Resources Director.
- Refer to students' records (i.e., cumulative folders, report forms, special conferences) for information regarding special expectations, medical conditions, modifications and/or procedures, etc.
- Attend and participate in parent/teacher conferences.
- Following Week Four, complete the *Midterm Student Teaching Assessment Tool (STAT)*. Print the *STAT* and conference with cooperating teacher to review the Midterm Evaluation.
- Complete the Midterm Self-Evaluation (found on the ST Seminar Moodle site) and submit to the college supervisor.
- Assume responsibility for record keeping, such as attendance, recording of grades, etc.
- Prepare to teach the unit of study or conduct the student study project (special education settings only).
- Teach the unit of study or student study, including pre- and post-assessments. Submit to the college supervisor for evaluation.

- Participate in meetings such as IEPTs, child-study teams, staff meetings, school improvement teams, etc.
- Contact the upcoming placement's cooperating teacher to finalize details for moving into the next placement.

Week Eight:

- Ease out of teaching, returning responsibility to the cooperating teacher.
- Schedule a final evaluation conference with cooperating teacher. Process the final evaluation with the cooperating teacher.
- Grade and return any outstanding assignments and/or projects to the cooperating teacher.
- Finalize students' learning records and grades. Enter grades into data files.
- Return all textbooks and other educational materials that were borrowed.
- Prepare transition lesson plans for the cooperating teacher for the week following the conclusion of the placement.
- Prepare transition notes for the cooperating teacher.
- Prepare the students for the transition.
- Write thank you notes to the students, cooperating teacher, building principal and college supervisor.
- Consider an appropriate thank you for the cooperating teacher and college supervisor.
- Contact the cooperating teacher for the second placement for details about arrival dates and times, as well as any other pertinent details.
- Special Education majors complete and submit the "Special Education Student Teacher Evaluation Checklist" (Appendix I) to his/her college supervisor (2nd placement).
- Submit unit or student study to the college supervisor for evaluation (2nd placement).
- Submit the unit plan reflection to the Director of Student Teaching (2nd placement).
- Finish strong!

Weeks Nine through Sixteen:

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

Early Childhood Student Teaching Experiences

Timeline for the Early Childhood Student Teaching Experience

*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 outlined below. Teams 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:

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

- Become involved in the classroom.
 - Arrange to have a designated area for student teaching materials and supplies.
 - Greet students at the door. Introduce yourself to each student.
 - Learn students' names as quickly as possible.
 - Observe classroom instruction, noting procedures, routines, teaching styles, students' learning styles, curriculum materials and classroom management techniques.
 - Stand up and circulate around the class as instruction occurs, providing explanations, monitoring student behavior, and assessing student understanding.
 - Stand next to or near the cooperating teacher as s/he is teaching. Respond to students' questions and behaviors as appropriate.
 - Conference and co-plan daily with the cooperating teacher.
 - Review the cooperating teacher's files as well as students' files (with permission).
 - Offer assistance by taking class attendance, correcting papers, and developing and obtaining materials.
 - Work with small groups and individual students.
 - Assist in playground, lunchroom, and other non-teaching duties normally performed by the cooperating teacher.
 - Help to straighten the room and materials at the end of each day and week.
 - Complete the *Weekly Progress Report* at the end of each week. (See Appendix E) Submit to the college supervisor on or before the stated due date.

- Co-plan and co-teach with the cooperating teacher.
 - 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.

- Study and implement the co-mentoring model. 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.
- Study the curriculum for each subject taught.
- Determine the lesson plan format(s) to be used for writing daily lessons. (See Appendix D for examples)
- 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.
- 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.
- Seek out technology that is available to support teaching.
- Begin to develop, construct and collect teaching materials (e.g., software, transparencies, bulletin boards, activities, etc.) for future use in teaching.
- 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 Nine:

- Assume responsibility for full-time preparation and teaching and/or co-teaching **for a minimum of three weeks** using one of the following options:
 - “*full-time teaching*” where the cooperating teacher turns over all teaching preparation and responsibilities to the student teacher but retains the option to remain in the classroom for periods of time.
 - “*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.
- 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 curricular and students' needs. Plan opportunities, as well, for “solo teaching.”
- Submit detailed daily lesson plans to cooperating teacher.
- File all lesson plans in the Student Teaching notebook.
- Submit preliminary lesson plans for the upcoming week to the cooperating teacher by each Thursday. This may be co-planned with the cooperating teacher, but finalized by the student teacher.
- Determine, with the assistance of the cooperating teacher and/or college supervisor, additional subjects or portions of classes to the teaching load each week.
- Interview the building administrator and/or Human Resources Director.
- Refer to students' records (i.e., cumulative folders, report forms, special conferences) for information regarding special expectations, medical conditions, modifications and/or procedures, etc.
- Attend and participate in parent/teacher conferences.
- 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.

- Complete the Midterm Self-Evaluation (found the ST Seminar Moodle site) and submit to the college supervisor.
- Assume responsibility for record keeping, such as attendance, recording of grades, etc.
- Prepare to teach the unit of study or conduct the student study project (special education settings only).
- Implement the unit of study, including pre- and post-assessments. Submit to the college supervisor for evaluation.
- Participate in meetings such as IEPTs, child-study teams, staff meetings, school improvement teams, etc.
- Contact the upcoming placement's cooperating teacher to finalize details for moving into the next placement.

Week Ten:

- Ease out of teaching, gradually returning responsibility to the cooperating teacher.
- Submit unit to the college supervisor for evaluation.
- Submit the unit plan reflection to the Director of Student Teaching.
- Finalize students' learning records and grades. Enter grades into data files.
- Schedule a final evaluation conference with the cooperating teacher. Process the final evaluation.
- Grade and return any outstanding assignments and/or projects to the cooperating teacher.
- Return all textbooks and other educational materials that were borrowed.
- Prepare transition lesson plans for the cooperating teacher as responsibility is returned and for the week following the conclusion of the placement.
- Prepare transition notes for the cooperating teacher.
- Prepare the students for the transition.
- Write thank you notes to the students, cooperating teacher, building principal and college supervisor.
- Consider an appropriate thank you remembrance or gift for the cooperating teacher and college supervisor.
- Contact the cooperating teacher for the second placement for details about arrival dates and times, as well as any other pertinent details.
- Finish strong!

6-WEEK PLACEMENT:

Move to the second student teaching placement. Prepare for a rapid adjustment to and fluctuating feelings in this new placement.

Week One:

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

- Greet students at the door. Introduce yourself to each student.
 - Learn students' names as quickly as possible.
 - Observe classroom instruction, noting procedures, routines, teaching styles, students' learning styles, curriculum materials and classroom management techniques.
 - Stand up and circulate around the class as instruction occurs, providing explanations, monitoring student behavior, and assessing student understanding.
 - Review the cooperating teacher's files as well as students' files (with permission).
 - Offer assistance by taking class attendance, correcting papers, and developing and obtaining materials.
 - Begin working with small groups and individual students.
 - Prepare for and teach at least one activity.
 - Assist in routine non-teaching duties normally performed by the cooperating teacher(s) (i.e., playground supervision).
 - Conference on a regular basis with the cooperating teacher(s).
 - Fill out electronic Weekly Progress Reports at the end of each week. (See Appendix E) Submit to the college supervisor on or before the stated due date.
- Plan for teaching *in consultation with the cooperating teacher or teachers*.
 - Study the entire curriculum.
 - 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."
 - 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.
 - Determine, in consultation with the cooperating teacher, the lesson plan format(s) to be used for writing daily lessons. (See Appendix D for examples)
 - Identify and schedule an abbreviated thematic 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.
 - Seek out technology that is available to support teaching.
 - Begin to develop, construct and collect teaching materials (e.g., software, paperwork, bulletin boards, activities, etc.) for future use in teaching.
 - Identify and order materials needed for the placement (i.e., videos, DVD's, CD's, software, films, etc.).

Weeks Two Through Four:

- Continue the previous weeks' activities.
- Submit detailed daily lesson plans to cooperating teacher(s).
- File all lesson plans in the Student Teaching notebook.
- Submit a general weekly teaching plan to the cooperating teacher by each Thursday.
- Add additional responsibilities and activities to the teaching load each week. Co-plan, co-teach and co-assess student learning when possible and appropriate.
- Refer to students' records (i.e., cumulative folders, report forms, special conferences) for information regarding special expectations, medical conditions, modifications and/or procedures, etc.
- Attend and participate in parent/teacher conferences.

- 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.
- Complete the Midterm Self-Evaluation (on Moodle site) and submit to the college supervisor.
- Assume responsibility for record keeping, such as attendance, recording of grades, etc.
- 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:

- Assume responsibility for full-time preparation and teaching and/or co-teaching **for a minimum of two weeks** using one of the following options:
 - “*full-time teaching*” where the cooperating teacher turns over all teaching preparation and responsibilities to the student teacher but retains the option to remain in the classroom for periods of time.
 - “*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.
- Continue the previous weeks’ activities.
- Implement the thematic unit of study, including pre- and post – assessments. Submit to the college supervisor for evaluation.
- Participate in parent/teacher conferences.
- Participate in meetings such as IEPTs, child-study teams, staff meetings, school improvement teams, etc.
- Ease out of teaching during Week Six, returning responsibility to the cooperating teacher.
- Schedule a final evaluation conference with the cooperating teacher(s). Process the final evaluation with the cooperating teacher.
- Evaluate and return any outstanding assignments and/or projects to the cooperating teacher(s).
- Return all educational materials that were borrowed.
- Prepare transition lesson plans for the cooperating teacher for the week following the conclusion of the placement.
- Prepare transition notes for the cooperating teacher.
- Prepare the students for the transition.
- Write thank you notes to the students, cooperating teacher, building principal and college supervisor.
- Consider an appropriate thank you remembrance or gift for the cooperating teacher and college supervisor.
- Submit the thematic unit to the college supervisor for evaluation.
- Submit the thematic unit plan reflection to the Director of Student Teaching.
- Finish strong!

Special Education, 11-Week Student Teaching Experience

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

*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 minimum of 3 weeks of “solo teaching” time over the course of the Fall semester.*

Weeks One and Two:

- Learn about the building and district.
 - Complete the “Student Teaching Checklist of Activities and Experiences.” (See Appendix A.)
 - Meet building administrators, teachers and support staff.
 - Tour the building and district.
 - Study the school handbook on building and district policies.
 - Ask about policies affecting teachers and technology.
 - Inquire about dress codes for students, staff and faculty
 - Visit the media center and note materials available for instruction.
 - Learn procedures for media orders, technology, field trips, tornado/fire drills, illness, injuries, special duties (lunch room, recess), discipline and classroom responsibility.
 - Locate, review and track requirements listed on the “Special Education Student Teacher Evaluation Checklist.” (Appendix I).

- Become involved in the classroom.
 - Arrange to have a designated area for student teaching materials and supplies.
 - Greet students at the door. Introduce yourself to each student.
 - Learn students' names as quickly as possible.
 - Observe classroom instruction, noting procedures, routines, teaching styles, students' learning styles, curriculum materials and classroom management techniques.
 - Stand up and circulate around the class as instruction occurs, providing explanations, monitoring student behavior, and assessing student understanding.
 - Stand next to or near the cooperating teacher as s/he is teaching. Respond to students' questions and behaviors as appropriate.
 - Conference and co-plan daily with the cooperating teacher.
 - Review the cooperating teacher's files as well as students' files (with permission).
 - Offer assistance by taking class attendance, correcting papers, and developing and obtaining materials.
 - Work with small groups and individual students.
 - Assist in playground, lunchroom, and other non-teaching duties normally performed by the cooperating teacher.
 - Help to straighten the room and materials at the end of each day and week.
 - Complete the *Weekly Progress Report* at the end of each week. (See Appendix E) Submit to the college supervisor on or before the stated due date.

- Co-plan and co-teach with the cooperating teacher.
 - 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.
 - Study and implement the co-mentoring model. 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.
 - Study the curriculum for each subject taught.
 - Determine the lesson plan format(s) to be used for writing daily lessons. (See Appendix D for examples)
 - 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.
 - 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.
 - Seek out technology that is available to support teaching.
 - Begin to develop, construct and collect teaching materials (e.g., software, transparencies, bulletin boards, activities, etc.) for future use in teaching.
 - 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 Ten:

- Assume responsibility for full-time preparation and teaching and/or co-teaching **for a minimum of two weeks** using one of the following options:
 - “*full-time teaching*” where the cooperating teacher turns over all teaching preparation and responsibilities to the student teacher but retains the option to remain in the classroom for periods of time.
 - “*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.
- 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.”
- Submit detailed daily lesson plans to cooperating teacher.
- File all lesson plans in the Student Teaching notebook.
- Submit preliminary lesson plans for the upcoming week to the cooperating teacher by each Thursday. This may be co-planned with the cooperating teacher, but finalized by the student teacher.
- Determine, with the assistance of the cooperating teacher and/or college supervisor, additional subjects or portions of classes to the teaching load each week.
- Interview the building administrator and/or Human Resources Director.

- Refer to students' records (i.e., cumulative folders, report forms, special conferences) for information regarding special expectations, medical conditions, modifications and/or procedures, etc.
- Attend and participate in parent/teacher conferences.
- 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.
- Complete the Midterm Self-Evaluation (found on the ST Seminar Moodle site) and submit to the college supervisor.
- Assume responsibility for record keeping, such as attendance, recording of grades, etc.
- Prepare to teach the unit of study or conduct the student study project (special education settings only).
- Implement the unit of study or student study, including pre- and post-assessments.
- Submit to the college supervisor for evaluation.
- Participate in meetings such as IEPTs, child-study teams, staff meetings, school improvement teams, etc.

Week Eleven:

- Ease out of teaching, gradually returning responsibility to the cooperating teacher.
- Submit unit to the college supervisor for evaluation.
- Submit the unit plan or student study reflection to the Director of Student Teaching.
- Finalize students' learning records and grades. Enter grades into data files.
- 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.
- Grade and return any outstanding assignments and/or projects to the cooperating teacher.
- Return all textbooks and other educational materials that were borrowed.
- Prepare transition lesson plans for the cooperating teacher as responsibility is returned and for the week following the conclusion of the placement.
- Prepare transition notes for the cooperating teacher.
- Prepare the students for the transition.
- Write thank you notes to the students, cooperating teacher, building principal and college supervisor.
- Consider an appropriate thank you remembrance or gift for the cooperating teacher and college supervisor.
- Finish strong!

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, clinical experience mentor teachers have identified areas of concern and/or recommended a teacher candidate “with reservations.” In these cases, department policy mandates that student teachers 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 teacher candidate’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 Educator Preparation 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 Reservations” 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 to 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 clinical experience settings.* A “Recommended with Reservations” rating from a Level 2B clinical experience mentor teacher will result in Probationary Status.
4. *Repeated concerns about professional dispositions and/or behaviors either in Education coursework, major/minor coursework and/or clinical experiences.*
5. *Failure to secure a positive endorsement from the major department of study.* Teacher candidates receiving a “Recommended with Reservations” endorsement from his/her major department of study due to issues with academic performance, professional dispositions and/or behaviors will be placed on Probationary Status.
6. *Failure to respect or maintain confidentiality.*
7. *Chronic absenteeism from class or clinical experiences.*
8. *Inappropriate or disruptive behavior in the college course or related clinical experience.*
9. *Behavior that is irresponsible, damaging, harmful or dangerous to the students in a clinical experience.*
10. *Documented chemical dependency or use of illegal drugs during the teacher candidate’s course of study or clinical experiences.*
11. *Breaking a law in the clinical experience 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 clinical 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 create and sign a contract (See Appendix F) 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 a minimum of 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 and/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 H).
- 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 H).
- 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 H) 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 F) 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 H).

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.

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 an intermediate point 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 G.) The student will also, with the aid of the college supervisor and/or Director of Student Teaching, create a set of behavioral 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 teacher'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 H) 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 H) 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 G).

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.

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 a serious impediment to the education of students in the school setting.
 - C. The student teacher puts students at serious risk of physical, social and/or emotional 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 if:

1. the student teacher has made adequate progress towards the “normal” expectations of student teachers at this point in the semester
2. continuation in the placement and Educator Preparation Program would provide ample opportunity to rectify the situation
3. the student teacher has demonstrated the potential to successfully complete the requirements for the student teaching experience
4. 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 seek reinstatement to the Student Teaching Program at some point *after* the semester in which the student teaching placement is terminated; in most cases, this would occur after at least one semester has transpired. 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. provide means, including individuals, for evaluation of growth
5. reapply for admission to Student Teaching Program
6. 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, the 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 Educator Preparation 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 up to a **total of five, full 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 clinical 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 and skills 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 excited and eager, but also 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 a 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 can seem remote to the teacher candidates. Student teachers are sometimes critical of the teacher with whom they are working. They may seem idealistic or unsympathetic to the teacher and realities in the classroom. There may also be concerns about their personal lives that interfere with growth and understanding.

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, they may express concern about their own success as teachers. Idealized, “book-learned” concerns about pupils are replaced by specific concern about class management and mastery of content. They may also express anxiety about the observations and 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 teachers are beginning to feel a mastery of the areas of concern from the second stage. They may, however, feel frustration with 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, as well as the very real impact of preparing and teaching full-time.

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. Most student teachers are feeling quite confident at this point and good about their ability to juggle the multiple roles teachers play in the classroom setting.

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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 Co-Mentoring, on-campus training session early in the semester. During this meeting, pertinent information regarding the student teaching experience will be provided.
3. 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.
4. 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.
5. Outline expectations for the student teacher.
6. Provide information about the school, district and community to the student teacher.
7. Provide a semester-long calendar marked with important dates, such as faculty meetings, district-wide meetings, parent/teacher conferences, assemblies, field trips, etc.
8. Provide a workspace and materials for the student teacher. Post the student teacher’s name on the classroom door.
9. 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.
10. 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.
11. 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.

12. Familiarize the student teacher with the school building, introducing him/her to the principal and other pertinent school personnel.
13. 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.
14. 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.
15. 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.
16. 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" previously presented in Handbook.)*
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. Plan to use co-teaching models as appropriate throughout the student teaching experience. Use models that make sense for curricular demands and students' needs.
5. Encourage the student teacher to plan activities thoroughly, drawing from past experiences, resources and ideas.
6. **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 profession, 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. The notebook should be accessible to the cooperating teacher and college supervisor at any point throughout the semester. Although student teachers are required to write out*

lesson plans throughout the student teaching experience, 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 Appendix D.)

7. 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. classroom 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 specifically designed to assess students' learning.
8. Encourage the student teacher to plan activities and assessments built around the use of technology.

Supervision/Mentoring

1. Schedule and prepare for conferencing on a regular basis. In addition, impromptu conversations 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. Ask open-ended questions/prompts, instead of jumping in and fixing the problem, when possible.
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 Q) 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 P) form as a guide to frame these conversations.
3. Be tactful, yet honest. Review and track goals for growth, making sure that current comments are consistent with those that have been made previously. Be specific with the student teacher, though, who is failing to meet expectations.
4. Limit major suggestions for growth to 2-3 items 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. Provide resources and suggestions that will help to support the student teacher to meet his/her goals for growth. (Also see Appendix O, "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 grow.
6. Develop a "Plan of Action" (Appendix N), if necessary, with specific goals for the student teacher that is experiencing significant challenges. 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-reflection on a regular basis.
9. Conference on a regular basis with the college supervisor concerning the progress and growth of the student teacher. (See Appendix J)
10. Complete and return the Midterm and Final *Student Teaching Assessment Tool* to the Hope College Education Department. The cooperating teacher and student teacher should plan to review these evaluations before sending them to the Education Department. Forms will be sent in a survey format 1-2 weeks prior to the specified due dates each semester. (See Appendix L for sample copy.)
11. Confer with the college supervisor to determine the grade for the student teaching experience. While the college supervisor is responsible for and 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. Expect the student teacher to attend meetings and activities normally expected of a teacher. This would include professional development and PTO meetings, IEPT meetings, school open houses, data day discussions, school improvement meetings, and parent/teacher conferences when appropriate.
2. Encourage the student teacher to attend extracurricular activities, such as school plays, musicals, and sporting events.

Stipend and Continuing Education Credit for the Cooperating teacher

The cooperating teacher will receive a \$100.00 stipend at semester's end, 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 who attend the on-campus Co-Mentoring Training also receive an additional \$50 stipend (also issued at semester's end). Most, if not all, participating school districts allow this stipend to go directly to the cooperating teacher.

Cooperating teachers can also 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, the cooperating teacher must host a student teacher for a minimum of 8 weeks and submit an application through their school district (or intermediate school district). Cooperating teachers will receive the appropriate form and deadlines either from the OAISD or through materials distributed at the Co-Mentoring Training held on-campus at the start of each semester. The cooperating teacher must submit the form to the Ottawa Area Intermediate School District (OAISD) along with a \$5.00 processing fee. Questions regarding SCECHs should be directed to Mandy Laninga (mlaninga@oaisd.org) at the OAISD.

Cooperating teachers who are employed by school districts outside of the OAISD should contact the appropriate ISD for information on forms and deadlines regarding earning SCECHs.

Cooperating teachers may also earn an additional 7 SCECHs by completing the Co-Mentoring Training and follow-up, online sessions during the student teaching semester. SCECHs for the Co-Mentoring Training may be earned a maximum of one time by any cooperating teacher, regardless of the length of the student teaching experience.

**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 J)
- process with the student teacher and cooperating teacher following each observation
- assist the student teacher to develop effective goals and strategies for growth during the student teaching experience
- provide suggestions for planning, teaching and management for the day-to-day operations in the classroom setting
- 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 and support 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 N)
- 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 Q-"Student Teaching-The Final Grade")
- process the recommended grade for student teaching with student teacher
- write and submit the necessary reports for the student teacher's credential packet and file (See Appendix L)
- 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 and be recommended for a teaching certificate. 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 Q, "Student Teaching – The Final Grade," provides an additional resource for this process.

APPENDICES

APPENDIX A
Student Teaching Checklist of Activities & Experiences

(Revised July, 2019)

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 (for students and teachers) <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 <input type="checkbox"/> Review student files (e.g., CA60s, IEPs, 504 Plans)

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 Educator Preparation 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 clinical placements, and will be assessed throughout the education program. We believe that all teachers should demonstrate:

- responsibility - maturity - respect - positive attitude - commitment to all students - personal integrity - equity -
passion for teaching - perseverance

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 clinical experience participation
- ◆ maintenance of professional confidentiality
- ◆ promptness in completion of all assignments
- ◆ engagement in a variety of related clinical experiences
- ◆ demonstration of sensitivity to diversity and exceptionalism
- ◆ 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 clinical 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 Educator Preparation 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 clinical experiences. I further understand that I am expected to demonstrate these dispositions to be accepted in the Educator Preparation 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

© Hope College 1994, 2001, 2003, 2007, 2008, 2011

APPENDIX D
SAMPLE LESSON PLAN FORMAT #1

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): _____

CCSS/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:

SAMPLE LESSON PLAN FORMAT #2

“I do, We do, You do”

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”	

<p><i>How will you...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Make lesson purposes (content-language-social) clear to your students? <input type="checkbox"/> Connect to prior learning? <input type="checkbox"/> Ensure relevance and interest in the content? <input type="checkbox"/> Model and demonstrate? (e.g. at times using a physical object, technology, and other tangible learning experiences) <input type="checkbox"/> Do you need to cycle through? At times, teachers need to break down the lesson into small chunks for student understanding <input type="checkbox"/> Notice that students are learning and still need to learn? <input type="checkbox"/> Provide multiple explanations for new concepts? <input type="checkbox"/> Allow for student interaction? 	
Guided Instruction: “WE DO IT TOGETHER” with teacher guiding	
<p><i>How will you...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Know that each student thought through and formulated a response to questions? <input type="checkbox"/> Prompt and cue as needed? <input type="checkbox"/> Allow students a variety of methods and modalities in which to respond? <input type="checkbox"/> Assist students in processing information? 	
Collaborative Instruction: “YOU DO IT TOGETHER in small group”	
<p><i>How will you...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine the complexity of the task? At times, teachers need to break down the lesson into small chunks for student understanding <input type="checkbox"/> Provide students with hands-on experiences and practice? <input type="checkbox"/> Determine grouping (pairs, groups) for this activity if appropriate <input type="checkbox"/> Ensure that students have sufficient language support to be successful in collaborative tasks? <input type="checkbox"/> Hold students accountable for their learning? 	
Independent Learning: “YOU DO IT ALONE”	
<p><i>How will you...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Intervene with students who are not ready to move on? Check for Understanding and reteach if necessary. <input type="checkbox"/> Provide opportunities for students to self-assess? <input type="checkbox"/> Extend the lesson for those who are ready to move on? <input type="checkbox"/> Offer opportunities for students to extend their learning? (homework?) <input type="checkbox"/> Endorse independent learning or more in-depth study of content by students? 	
Closure/Assessment: “WRAP-UP”	
<p><i>How will you...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Assess at the close of the lesson to determine who has mastered content and who needs further assistance? <input type="checkbox"/> Support students in connecting concepts to future lessons and in exploring real-life applications? <input type="checkbox"/> 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?

SAMPLE LESSON PLAN FORMAT #3

Lesson Title: _____

Date: _____ Class: _____

Instructional Objective(s): _____

CCSS/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 E
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 F
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 H), 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 G
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 H), 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 H
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 _____, 20__ to _____, 20__.

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 I
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)

- reviewed students' files, records, and IEPs early in the placement
- 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 J
Hope College Education Department
Student Teaching Observation Form

STUDENT TEACHER _____ COOPERATING TEACHER _____

DATE OF OBSERVATION _____ SCHOOL _____

TIME _____ GRADE _____ SUBJECT _____

COLLEGE SUPERVISOR _____

E=Exceeds Expectations M=Meets Expectations D=Developing DN=Does Not Meet NQ=Not Observable

ETHICAL EDUCATOR

- ___ Demonstrated responsibility and maturity
- ___ Demonstrated respect
- ___ Displayed a positive attitude when interacting with students
- ___ Demonstrated passion for teaching

SKILLED COMMUNICATOR

- ___ Communicated high expectations for students' learning
- ___ Communicated clear expectations for conduct
- ___ Communicated routines and procedures
- ___ Gave clear directions
- ___ Explained content accurately
- ___ Spoke articulately and with expression
- ___ Communicated in a culturally appropriate way

EFFECTIVE INSTRUCTOR

- ___ Assessed student learning at the end
- ___ Maximized instructional time
- ___ Engaged students in subject matter
- ___ Created a learning environment where students felt free to take risks

- ___ Facilitated classroom discussions
- ___ Encouraged students to explain their thinking
- ___ Monitored student learning throughout the lesson
- ___ Implemented suitable pacing

CURRICULUM DEVELOPER

- ___ Integrated content across disciplines
- ___ Designed and facilitated meaningful learning experiences
- ___ Differentiated instruction based on individual student differences

DECISION MAKER

- ___ Chose appropriate material
- ___ Created a safe physical and emotional environment
- ___ Addressed student behavior
- ___ Capitalized on teachable moments
- ___ Demonstrated responsiveness to students

REFLECTIVE PRACTITIONER

- ___ Utilized technology to enhance instruction
- ___ Helped students access and use technology

NOTES:

GOALS & NEXT STEPS:

APPENDIX K
Hope College Education Department
Student Teaching Assessment Tool (STAT)

WORKING VERSION

The Hope College Education Department is committed to a developmental approach to all clinical experiences, including student teaching. In order to achieve this end, we will provide cooperating teachers, college supervisors and student teachers with a **WORKING VERSION** of STAT to use throughout the student teaching experience. While this version will provide a “running record” of the student teacher’s performance and discussions around his/her growth and learning, cooperating teachers will also be asked to submit formal evaluation at the midterm and final points of the student teaching experience using our online version of STAT. The cooperating teacher will find the formal version of STAT included in this *Student Teaching Handbook*, while the Working Version will be provided at our Co-Mentoring Orientation and also online.

We hope that the cooperating teacher, college supervisor and student teacher will use the working version (in either a print or Word doc version) of STAT to track and promote growth of the student teacher. Here are suggestions for how this might occur:

- Early in the semester, have all three participants (student teacher, cooperating teacher and college supervisor) individually mark a copy of STAT and use this to identify “where” the student teacher is for each of the items
 - Write/type evidence or examples in the appropriate box to support your rating
 - An electronic version of this is available as a Word document if you would like one.
- Celebrate the student teacher’s strengths and identify any areas that s/he wishes to refine
- Choose a few focal areas to work on (these may change throughout the semester as the student teacher progresses)
- Talk about concrete ways that the mentors will support the student teacher as s/he works to grow in this area
 - Record these in the boxes at the end of each ability
- If the student teacher moves from one proficiency level to another (whether up or down), please indicate your reasoning
- Take notes throughout the semester on the student teacher’s progress and growth

Hope College Education Department Student Teaching Assessment Tool

The Hope College Education Department is committed to a developmental approach to all clinical experiences. We believe teacher candidates 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.):					

APPENDIX L

Please ✓ the answer below:

Does your classroom represent a racially/ethnically diverse experience? This is defined as 20% or more racial/ethnic diversity in your personal classroom (not the school).	YES:	NO:
Does your classroom represent a socio-economically diverse experience? This is defined as 20% or more low socio-economic diversity (free and reduced lunch) in your personal classroom (not the school).	YES:	NO:
Does your classroom include students with exceptional needs (disabled and/or gifted classroom population)? This is defined as students with a disability or gifted students in your classroom.	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 OBSERVABLE: There was no opportunity to observe because of the classroom, school or district.

Color Coding:

Planning -- Pink

Classroom Environment – Blue

Instruction – Green

Professional Responsibilities – Purple

**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/classroom’s culture and maintains <u>appropriate boundaries</u> with learners	Student teacher has some difficulty in adapting to the school/classroom culture and/or in maintaining boundaries	Student teacher displays irresponsible and/or immature behavior	
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 cultural norms and world views are not always understood or appreciated	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 students are friendly and demonstrate genuine warmth and caring	Student teacher’s interactions with students are not always appropriate and/or positive	Student teacher’s interactions with some students are negative, and/or inappropriate	
Demonstrates a commitment to reach all students		Student teacher shows a tolerance of all P-12 students and <u>believes they have worth</u> regardless of any differences- i.e. ethnicity, race, gender, religion, disability, socio-economic status, sexual orientation, learning style, language	Student teacher shows some biases towards P-12 students and conveys the message that not all are of worth	Student teacher takes issues with P-12 students” differences and fails to convey the message that they have worth	

Demonstrates personal integrity which shows in truth and honesty		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	Student teacher generally displays personal and professional integrity and behaves in a trustworthy manner, but has occasional difficulty with sound judgment	Student teacher demonstrates dishonesty, behaves in an untrustworthy manner, and/or does not display sound judgment	
Demonstrates equity		Student teacher demonstrates a desire to promote practices that <u>convey high expectations</u> and provide all students with <u>equal access</u> to educational opportunities	Student teacher demonstrates a desire to promote practices that convey high expectations but struggles with certain groups of students	Student teacher demonstrates a lack of desire to promote practices that convey high expectations and struggles with certain groups of students	
Demonstrates passion for teaching		Student teacher demonstrates enthusiasm for teaching in all aspects, including <u>preparation, delivery and reflection</u>	Student teacher demonstrates moments of enthusiasm for teaching	Student teacher fails to display enthusiasm for teaching	
Demonstrates perseverance		Student teacher demonstrates <u>resilience</u> in the face of stress and adversity	Student teacher tries to be resilient when the going gets tough, but has some difficulty facing challenges	Student teacher struggles when faced with challenges and/or has difficulty managing stress	

**PROFESSIONAL ABILITY 2:
SKILLED COMMUNICATOR**

	Exceeds Expectations	Meets Expectations	Developing Expectations	Does Not Meet Expectations	Not Observable
Communicates with students and families		Student teacher uses a <u>variety of information resources to enhance communication</u> with students and families	Student teacher uses minimal information resources to communicate information with students and families	Student teacher refuses to or does not have the necessary skills to gather and communicate information	
Communicates high expectations for students' learning		Student teacher has high and appropriate expectations for learners in terms of <u>learning, participation, effort, persistence and quality work</u> and s/he communicates these to students <u>with examples</u>	Student teacher may have high expectations for students in terms of learning, participation, effort, persistence and quality work, but does not effectively communicate this to all students and/or give examples	Student teacher's communication does not convey that s/he believes 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 <u>made clear to all learners both in writing and orally</u>	Student teacher has clear expectations for student behavior but is not always clear when communicating with students	Student teacher does not establish or communicate expectations for behavior	
Establishes and communicates procedures		Student teacher establishes and regularly <u>communicates</u> procedures for transitions and routines. Student teacher <u>practices</u> procedures with students	Student teacher is inconsistent with communication and reinforcement of established procedures	Student teacher does not communicate or reinforce procedures	
Gives clear directions		Student teacher's directions are clear to learners and contain an <u>appropriate level of detail</u>	Student teacher's directions and procedures are sometimes unclear to learners and/or do not contain an appropriate amount of detail	Student teacher's directions and procedures are confusing to learners	

Explains content accurately		Student teacher's explanation of content is consistently <u>accurate and effectively answers students' questions</u>	Student teacher's explanation of content is typically 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 clear and expressive	Student teacher's spoken language is generally clear and expressive	Student teacher's spoken language is unclear and lacks expression	
Communicates at a professional level		Student teacher's <u>written and spoken language is grammatically correct and appropriate in vocabulary and style for the audience</u>	Student teacher's written and spoken language is typically grammatically correct, but may use vocabulary or a writing style inappropriate for the audience	Student teacher uses written and spoken language that is full of errors and/or is inappropriate for the audience	
Communicates in a culturally appropriate way		Student teacher's communications are <u>appropriate to families' cultural norms</u>	Student teacher's communications may at times be inappropriate and/or insensitive to families' cultural norms	Student teacher's communications are culturally inappropriate	

**PROFESSIONAL ABILITY 3:
ENGAGED PROFESSIONAL**

	Exceeds Expectations	Meets Expectations	Developing Expectations	Does Not Meet Expectations	Not Observable
Uses data from school-wide and classroom assessments to plan instruction		Student teacher <u>collaborates with colleagues</u> 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 utilize all forms of data	Student teacher disregards both formal and informal forms of data when planning	
Participates in school and district activities		Student teacher <u>voluntarily</u> 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 <u>seeks to understand</u> building and district policies and <u>consistently adheres</u> to them	Student teacher is not proactive in learning about district policies and/or at times fails to adhere to them	Student teacher disregards or misapplies building and/or district policies	
Maintains accurate records		Student teacher maintains accurate and consistent records of <u>completed assignments, student progress in learning and non-instructional records</u>	Student teacher maintains accurate and consistent records in some areas, but not all	Student teacher has not developed an effective record-keeping system	
Respects confidentiality of the classroom		Student teacher <u>appropriately identifies</u> confidential information and <u>maintains</u> confidentiality	Student teacher may unintentionally reveal confidential information due to uncertainty about which information needs to remain confidential	Student teacher knowingly reveals confidential information	
Establishes and maintains professional relationships with colleagues		Student teacher has <u>amicable, collaborative relationships with colleagues</u>	Student teacher has some difficulty establishing and/or maintaining amicable relationships with colleagues	Student teacher's relationships with colleagues are characterized by negativity	

Seeks involvement in a culture of professional inquiry		Student teacher <u>seeks out</u> opportunities for professional development and <u>actively engages</u> 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	
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**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. S/he <u>plans and explains</u> content accurately and <u>anticipates students' misconceptions</u>	Student teacher sometimes plans/explains content inaccurately and/or may not be able to anticipate students' misconceptions	Student teacher displays errors or gaps in content knowledge and cannot anticipate students' misconceptions	
Demonstrates knowledge of curriculum		Student teacher demonstrates, in lesson plans and units, knowledge of curriculum and how <u>content is sequenced and aligned to broader standards</u> , like the Common Core and state standards	Student teacher does not always plan instruction that is appropriately sequenced and/or that demonstrates that s/he understands how the standard fits into the broader curriculum	Student teacher's plans lack sequence and/or are not based on standards	
Develops clear, measurable objectives		Student teacher develops clear, <u>measurable and observable</u> learning objectives that describe what students will know and be able to do	Student teacher's learning objectives do not always indicate what students will know or be able to do and/or are not always measurable and observable	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 lessons or units <u>align</u> . The instruction and <u>assessments</u> are tied to the <u>objectives</u>	Student teacher's lessons or units do not always align. At times, there is a lack of consistency between the objective, instruction and assessment	Student teacher's lessons or units have no clearly defined structure. The objective, instruction and assessment are not aligned	
Integrates content across disciplines		Student teacher consistently makes thoughtful and relevant connections <u>between different content areas</u> when planning	Student teacher misses opportunities to make connections across the content areas	Student teacher fails to recognize and/or make connections between the content areas	

<p>***Designs meaningful learning experiences</p>		<p>Student teacher engages students in learning experiences that include <u>intellectually demanding learning tasks</u> that require <u>higher-order thinking</u> and allow for <u>multiple approaches</u></p>	<p>Student teacher does not always plan learning experiences that require students to think deeply about the content</p>	<p>Student teacher designs learning experiences that only require lower-level thinking</p>	
<p>Plans differentiated instruction based on individual student differences</p>		<p>Student teacher plans instruction that <u>takes into account</u> individual learners' strengths, interests, and needs and <u>adjusts</u> learning experiences, using appropriate <u>support and challenge</u>, to move learners toward their next levels of development</p>	<p>Student teacher demonstrates understanding of the different needs in the classroom, but does not always know how to utilize this information when planning</p>	<p>Student teacher disregards the different needs of students when planning instruction</p>	

**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 <u>various types of assessments</u> (pre, formative and post/summative) to determine and/or measure student learning	Student teacher plans and utilizes summative assessments, but sometimes misses opportunities to assess learning before or throughout the lesson	Student teacher plans lessons that do not include various types of assessments	
Maximizes instructional time		Student teacher maximizes instructional time by <u>using all possible opportunities</u> to teach	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 <u>help them make connections with ideas</u>	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 learning environment		Student teacher creates an environment where <u>mistakes</u> are seen as <u>opportunities to learn</u> and students <u>feel free</u> to share their thinking	Student teacher creates an environment where students sometimes feel hesitant to make mistakes, take risks and/or share their thinking	Student teacher creates an environment where students do not feel safe to take risks or make mistakes	
Demonstrates enthusiasm for the content		Student teacher <u>enthusiastically conveys</u> the belief that what is being taught and learned is important	Student teacher believes that what is being learned is important, but this is not always evident in his/her teaching	Student teacher lacks conviction or passion for the content	

Establishes efficient routines and procedures		Student teacher <u>establishes efficient procedures and transitions</u>	Student teacher occasionally takes too much time dealing with procedures or transitions	Student teacher has failed to establish efficient transitions	
Facilitates classroom discussions		Student teacher <u>values</u> discussions and is able to <u>facilitate</u> various types of discussions that help students articulate and clarify their thinking	Student teacher values discussions but sometimes has difficulty planning and leading effective discussions	Student teacher plans lessons that do not include discussions	
Encourages students to explain their thinking		Student teacher <u>asks questions</u> to <u>probe</u> students' understanding and that <u>encourage</u> students to explain their thinking and <u>provide evidence</u> to support their ideas	Student teacher asks students to explain their thinking, but may not encourage them to provide evidence to support their ideas	Student teacher asks few questions and does not attend to student thinking	
Monitors student learning		Student teacher <u>formatively</u> assesses students by checking for understanding, recording the information and <u>using responses to inform</u> future planning, instruction and assessment	Student teacher checks for understanding during lessons but may not always 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 <u>time for intellectual engagement</u> with the content	Student teacher's pacing is at times dragged out or rushed	Student teacher makes inappropriate pacing choices during lessons	
Provides specific and timely feedback		Student teacher provides <u>specific and timely</u> feedback and allows students to <u>revise</u> 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 <u>appropriately challenging</u> 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 and/or do not connect students with the content	Student teacher has trouble evaluating resources and/or often chooses inappropriate materials	
Creates a safe environment		Student teacher creates a classroom environment where students feel <u>physically and emotionally safe</u>	Student teacher does not always recognize or adjust unsafe physical and/or emotional elements in the environment	Student teacher creates a classroom environment where some students do not feel physically and/or emotionally safe	
Addresses student behavior		Student teacher consistently and positively <u>reinforces appropriate behavior and addresses inappropriate conduct</u>	Student teacher is not always consistent in positively reinforcing appropriate behavior and/or addressing inappropriate conduct	Student teacher fails to positively reinforce appropriate behavior or address inappropriate conduct	
Capitalizes on teachable moments		Student teacher <u>seizes opportunities</u> to enhance learning, by building on questions, misunderstandings, student interest and spontaneous events that arise during lessons	Student teacher may recognize questions, misunderstandings, student interest and spontaneous events, but does not always seize the teachable moment	Student teacher does not recognize teachable moments as evidenced by ignoring or brushing aside questions, misunderstandings, student interest and spontaneous events	
Demonstrates responsiveness to students		Student teacher <u>demonstrates flexibility</u> during lessons when it becomes evident that students <u>need further explanation or a different approach</u>	Student teacher sometimes has difficulty responding to students and/or altering a lesson in the moment even when it is clear that students are struggling	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 research-based best practices		Student teacher's pedagogical practices reflect <u>research-based best teaching methods</u> within the discipline	Student teacher displays basic knowledge of research-based best teaching methods within the discipline, but does not always use them in his/her teaching	Student teacher displays little understanding or awareness of research-based best practices	
Applies knowledge of human growth, development and learning theories		Student teacher applies knowledge of <u>learning theories</u> and <u>human development</u> in lesson plans and instruction	Student teacher can acknowledge characteristics of developmental levels but does not always use this information in planning and instruction	Student teacher plans lessons that are developmentally inappropriate and/or lack knowledge of how students learn	
Utilizes technology to enhance instruction		Student teacher <u>designs lessons utilizing technology</u> to meet instructional goals and engage students	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)	
Helps students access and use technology		Student teacher provides opportunities and supports students with technology and <u>helps them learn how to use it</u>	Student teacher provides students with opportunities to use 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	
Engages in meaningful reflection of lessons		Student teacher makes thoughtful and <u>evidence-based assessment</u> of a lesson's effectiveness and the extent to which it achieved its goals, <u>citing specific examples</u> from the lesson and weighing the relative strengths of each	Student teacher does not always reflect on lessons and/or provide specific examples to substantiate his/her analysis	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	

Develops professional goals collaboratively		Student teacher <u>works with mentor teachers</u> (cooperating teacher and college supervisor) to identify growth areas and set goals	Student teacher is sometimes hesitant to work with mentors to identify growth areas and set goals for improvement	Student teacher ignores feedback and fails to set professional goals	
Utilizes feedback to inform teaching		Student teacher <u>utilizes feedback</u> from cooperating teacher, college supervisor, and students to inform planning and teaching	Student teacher receives, but does not always utilize feedback from cooperating teacher, college supervisor, and/or students	Student teacher does utilize feedback	

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 can be made below or on school letterhead)

Cooperating Teacher Signature / Date

Cooperating Teacher (please print name)

Student Teacher Signature / Date

Student Teacher (please print name)

(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.) (7/27/17)

APPENDIX M 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 N
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 O 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
<i>"If you like what you teach, so will the students."</i>	<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.
<i>"Stay on top of the students – anticipate problems."</i>	<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.
<i>"The students were confused. They weren't 'with you.'"</i>	<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.
<i>"You ran overtime. Watch the pacing and keep it moving."</i>	<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 P
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

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

THIS IS TO BE USED AS A GUIDE FOR DISCUSSION.

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

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	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 <u>each</u> 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

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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

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	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

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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*.