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School of Education  
Student Teaching Handbook  
2010-2011

Guidelines for Student Teachers, Cooperating Teachers,  
and College Supervisors



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**Welcome**

This handbook is designed to help guide you through the Student Teaching process at Peru State College. Additional information is available through the School of Education web site at <http://www.peru.edu>.

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## **INTRODUCTION**

Student Teaching is the culminating experience for students in the Peru State College teacher preparation program and serves as the senior competency for the program. It is the final opportunity for a student to demonstrate skills and knowledge in teaching and the decision making abilities of an entry level educator which are the objectives of the PSC teacher preparation program.

The importance of this phase of the teacher preparation process is exemplified by the fact that the student teacher becomes an important and integral part of the host school system under the direction of an expert teacher and a college supervisor. It is hoped that the student teaching experience will be beneficial to all those involved and provide the "finishing touch" of integrating theoretical information in a practical, applied situation in order to prepare the student teacher for the initial step for a career in education.

The Peru State College Teacher Education program faculty views the teacher as a rational and effective decision-maker. The effective decision-maker in the P-12 setting must have a solid cognitive knowledge base in such areas as learning theory, child and adolescent growth, educational planning, educationally diverse groups, exceptional learners, culturally diverse groups, educational technology, curriculum development and human relations. The graduate of the Peru State College Teacher Education Program will be prepared to carry out the instructional role of professional decision-maker in a personal, caring manner.

The Peru State College School of Education is indebted to the public and private schools in our service area, across the nation, and overseas which accommodate our students and provide a laboratory for this most important phase of our program. This cooperative effort is imperative for a successful teacher education program.

This handbook is intended to be a guide for all those involved in a Peru State College student teaching experience. It was developed to provide student teachers, cooperating teachers, college supervisors, and all others the necessary information for a successful culminating experience. Suggestions for the improvement of this handbook and the improvement of the Peru State College teacher preparation program in general may be forwarded to the School of Education so that graduates from the program will continue to be the best new teachers possible.

## **THE STUDENT TEACHING PROGRAM**

### **RATIONALE**

Student teaching is the final opportunity for the prospective teacher to practice in a clinical setting before seeking employment in a school. The prospective teacher is assigned to a school under the competent guidance of a cooperating teacher at or near the end of the senior year. It is during this period that the student teacher devotes a major portion of the program to taking an active part in actual classroom experiences. The student teacher participates by observing, teaching, and evaluating the same activities as the regular classroom teacher on a full-time basis.

Student teaching is the ultimate step in competency testing and assessment of the teacher candidate's having met the goals and objectives of both the Peru State College general studies program as well as those of the School of Education.

### **OBJECTIVES**

The overall goal or outcome of the Teacher Education Program at Peru State College is to produce a teacher who exemplifies our areas of concentration: (1) general and liberal studies, (2) content knowledge, (3)

pedagogy, (4) professional dispositions and integrity, and (5) professional development. We aim to graduate teacher candidates who have a broad background of knowledge and skills in general and liberal studies, content area studies, and pedagogical studies, including both traditional and contemporary information. We strive to foster in our graduates dispositions to be positive and persistent, to have a strong sense of professional integrity, and to develop a professional disposition to be a life-long learner and positive role model.

The following objectives are aligned with the Conceptual Framework of the School of Education. These objectives represent the pedagogical core of the Teacher Education Program, which is designed to prepare entry-level teachers who:

1. understand human development and socio-cultural, philosophical, and historical foundations of education processes in a democratic society;
2. design classroom experiences that develop critical, creative, and independent thinking and promote respect, safety, and well-being;
3. understand standards-based curriculum, research, technology resources, and diversity's role in curriculum development, planning, and implementation;
4. design and teach lessons that integrate general content and technological, professional, and pedagogical knowledge to meet the needs of all students;
5. design and implement a variety of techniques to assess and improve instructional learning; and
6. demonstrate effective verbal, nonverbal, written, and media communications for fostering inquiry, collaboration, and supportive interactions.

As the student teacher and cooperating teacher prepare for, implement, and assess the student teaching experience, these objectives guide them in their planning and decision making in order to guarantee the best possible clinical experience. Specific objectives for the student teaching experience are best represented in the criteria for evaluation listed on the Evaluation forms. These criteria require the student teacher to show entry level skill in Planning, Management of Student Conduct, Instructional Organization and Development, Presentation of Subject Matter, Communication: Verbal and Nonverbal, Testing, and Professional Behaviors.

## **TERMINOLOGY**

**SEMINAR SESSIONS** (Previously known as **CALL-BACK SESSIONS**) -- two scheduled events for which student teacher attendance is mandatory (except in remote placements and certain provisional commitments). These sessions are designed to provide technical guidance and professional development opportunities.

**CERTIFICATION** -- legal documentation granted by individual states; acknowledging that the individual who holds the certificate has met the state's requirements for teaching in specified areas of endorsement.

**COLLEGE SUPERVISOR**-- a professionally qualified representative of Peru State College. This individual may be an assistant professor, professor, or adjunct faculty member, who visits, consults with, and evaluates the progress of a student teacher during the student teaching field experience in the cooperating school.

**COOPERATING SCHOOL** -- a fully accredited or state-approved public or private school that works jointly with Peru State College to direct the teaching activities of a student teacher.

**COOPERATING TEACHER** -- a fully qualified, state certified teacher in a public or private school who guides the development of, and assists with the supervision and evaluation of a student teacher.

**CREDENTIAL FILE** -- a file containing documents gathered by the student or a service such as Interfolio to support employment applications; the file may be designated "open" (indicating that the student has viewed all enclosed documents) or "closed" (indicating that any enclosed letters of recommendation are confidential).

ENDORSEMENT-- State-granted recognition on a teaching certificate indicating a subject or field within which the individual holding the certificate is qualified to teach.

STUDENT TEACHING -- a period of directed teaching experience under the guidance of a cooperating teacher and college supervisor.

STUDENT TEACHER-- a Peru State College student who has been assigned to a cooperating school by the Director of Field Experiences to acquire practical teaching experience under the direction of one or more cooperating teachers and a college supervisor during a specific period of time.

### APPLICATION AND ADMISSION TO STUDENT TEACHING

Applications for student teaching are due at the end of the second week of the semester prior to the student teaching term. Application forms are available online at [www.peru.edu](http://www.peru.edu) under the link to the School of Education. To be eligible to enter student teaching, students must have:

1. Received official notification of their acceptance into the Teacher Education Program.  
**As part of the requirements for applying for student teaching, teacher education candidates must be fully admitted to Teacher Education prior to October 1 for spring student teacher applications and prior to March 1 for fall student teacher applications. Those who do not meet all requirements for admission to teacher education must defer applying for student teaching if the established deadlines are not met. (Effective 9/19/2008)**
2. Earned a cumulative GPA of at least 2.5.
3. Earned a cumulative content knowledge GPA of at least 2.5.
4. Successfully completed enough credits to graduate within one semester following student teaching (with all courses for the major and core competencies completed prior to student teaching). Note: Any student teacher who does not graduate within one semester following student teaching must meet current program requirements before certification; this may involve taking additional courses.
5. Demonstrated progress on the LiveText Candidate Portfolio (minimum 60% score).
6. Completed a minimum of 12 hours of credit at Peru State College.
7. Completed a background check in accordance with the "School of Education Background Check Policy - One Source" policy.
8. Provided verification of current professional liability insurance.

Be advised that effective fall 2011, all fall student teachers must complete any transfer courses that will substitute for program requirements on or before June 15. These course grades must be documented with (1) a student grade report by June 15 and (2) an official transcript by July 15.

**Note: Student teaching is a full-time commitment. Any applicant thinking of enrolling in other college-level coursework, whether through PSC or another institution, or holding employment while student teaching must obtain approval from the Dean.**

### PLACEMENT FOR STUDENT TEACHING GUIDELINES

Student teaching placement assignments are made through the combined efforts of the Peru State College Director of Field Experiences and representatives of fully accredited public and private schools. Under no circumstances should student teacher applicants contact school personnel directly regarding any part of the placement process until after a placement has been confirmed. Doing so may negate the possibility for placement within that district and may result in disciplinary action within the School of Education.

All student teaching shall be conducted in Nebraska schools that are approved or accredited by the Department of Education or out-of-state schools approved by another state education agency. Non-public schools not in compliance with state accreditation or approval guidelines are ineligible.

Applicants for student teaching are asked to indicate three prioritized school district preferences for each necessary placement. Unless specifically instructed to do so by the Director of Field Experiences, applicants may not request specific schools within districts having more than one potential placement site and may not request specific cooperating teachers. In making student teaching assignments, first consideration will be given to obtaining a location that will provide the best possible educational experience for the student teacher.

Student teacher candidates must declare upon application any connection within a requested district. Those applicants who desire special consideration in these matters should clearly note the potential conflict and explain the reason for requesting special consideration on the Application for Admission to Student Teaching. The following are reasons a placement request may be denied by the Director of Field Experiences:

1. A request for placement in a school building formerly attended by the student will not be considered as a student teaching site.
2. A request for placement in a school building where a child, spouse, parent, parent of spouse, a sibling, or grandparent is a student, faculty, staff (secretary, custodian, paraeducator), or administrator will not be considered as a suitable student teaching site. Further it may be deemed by the Director of Field Experiences that a connection has impact beyond a particular building within the district and as such, would not be considered.
3. Placements will not be considered for a school district where an immediate family member (spouse, parent, spouse of parent, sibling, or grandparent) serves on the school board.
4. Placements in prior practicum school districts will be solely at the discretion of the Director of Field Experiences. In the event that all course-level practicum placements are made in a pre-arranged district, then that district may be considered for a future student teaching placement solely at the discretion of the Director of Field Experiences.

If one of these situations is determined to exist after placement is made or after the student teaching experience has begun, the Director of Field Experiences may require the student teacher to withdraw and complete the experience at another school and possibly in another semester.

#### Out of State Placement Requests

Applicants for student teaching who are requesting out-of-state placements must provide all demographic information necessary to allow contacts to be made by the Director of Field Experiences. They must also provide information that will help facilitate the hiring of a college supervisor during the student teaching experience. If the cooperating teacher requires payment for his or her work with the student teacher, the student teacher will be required to pay the cooperating teacher. If the college supervisor requires more payment than Peru State College normally pays, then the student teacher will be required to pay the difference. If a guest placement is arranged through an area college or university and the placement fees exceed the PSC authorized fees, the student teacher will be required to pay the difference. Any other costs exceeding those authorized by PSC will be the responsibility of the student teacher.

### **SELECTION OF COOPERATING TEACHERS**

Cooperating school representatives, working with the application information provided by the Director of Field Experiences, select volunteering cooperating teachers who will best facilitate the professional growth of the student teacher. Typically, the cooperating teacher reviews the application materials prior to accepting the student teacher placement. The cooperating teacher must have at least three years of teaching experience in the subject area/endorsement level of the student teaching experience. It is preferable that the cooperating teacher has at least three years' experience in the school where the student teaching will occur.

Unless specifically instructed to do so by the Director of Field Experiences, student teacher applicants may not request individual teachers. Under no circumstance should a student teacher applicant (or anyone acting on behalf of the student teacher applicant) approach a specific teacher, principal, or other school representative to solicit or inquire about the possibility of a placement. If a student is invited by a specific teacher to student

teach in his/her classroom, the student should advise the teacher that the student is not in a position to accept the invitation because the placement procedure does not permit it. Teachers wishing to have specific students placed with them may be able to pursue such requests internally according to the placement policies of their particular districts.

Cooperating teachers and building administrators are asked to complete a "Student Teaching Placement Agreement." A placement interview with the potential cooperating teacher and building administrator may be required of the student teacher applicant before the placement is made.

### **ONCE THE PLACEMENT IS CONFIRMED**

Upon receipt of confirmation of a student teaching placement - but at no time before (see Selection of Placement Sites above) - the student teacher should promptly contact both the cooperating teacher and the building principal to thank them for the placement and to make arrangements meet prior to the beginning of student teaching for introductions and planning.

### **FIELD-PLACEMENT (STUDENT TEACHING) TERMINATION POLICY**

The following procedures will be used when a Peru State College teacher candidate is removed from a clinical field experience. At the request of a Peru State College Supervisor, the cooperating teacher, the principal, or the Director of Field Experiences, a request for removal from a clinical experience may be initiated. A request for removal may be initiated in the event a teacher candidate fails to exhibit the dispositions and behaviors appropriate to the profession.

When one or more of the above mentioned individuals have made a determination that a major concern exists, a conference or telephone consultation by the Director of Field Experiences is held with the teacher candidate and other involved parties. During this conference, the differing views of the situation will be discussed and a determination will be made whether or not the teacher candidate will be removed from the field placement. The Director of Field Experiences is ultimately responsible for the final decision regarding continuation in a field placement setting.

If the decision is to leave the teacher candidate in the classroom, a written list of recommendations and/or requirements for improvement and a timeline for implementing these recommendations and/or requirements will be provided to the teacher candidate. If these improvements are made during the timeline that is established, the clinical field experience may be considered a success.

If the decision is made to remove the teacher candidate at that time, the steps to be followed are listed below in the "Removal from Field Placement" section. The practicum candidate or student teacher will be provided with the reasons for the removal in writing.

If the cooperating teacher and college supervisor feel that additional time is needed to verify the teacher candidate has met the requirements, the practicum or student teaching experience may be extended for an appropriate period of time. If it is judged by the cooperating teacher and the college supervisor that improvement is not being made, the decision will be made to remove the teacher candidate from the assignment. The teacher candidate will be provided with the reasons for the removal in writing.

#### **Removal from Field Placement**

If a teacher candidate is removed from his/her field placement, the Teacher Education Admission and Retention Committee will formally meet to evaluate the candidate's ability to continue in teacher education.

The Director of Field Experiences and/or school personnel will provide the committee with written documentation of the concern(s) that has/have resulted in removal from the clinical field experience. The

Director will also make a recommendation to the committee about the teacher candidate's status in teacher education and the candidate's eligibility for a second placement.

A letter from the chairperson of the Teacher Education Admission and Retention Committee shall inform the teacher candidate when and where the meeting will be held. The teacher candidate may choose to attend the meeting and provide information he or she feels supports his/her case.

During the meeting, the committee will consider the evidence submitted on behalf of the candidate and discuss the evidence with the candidate if he/she chooses to attend the meeting. The committee will then meet in closed session to develop a recommendation that will be forwarded to the Dean of Education for consideration. The Chair of the Admission and Retention Committee will notify the Dean in writing of the committee's recommendation.

If a teacher candidate is removed from an assignment, the following options are available for consideration and recommendation by the Teacher Education Admission and Retention Committee

1. Official Withdrawal - the teacher candidate can officially withdraw from the practicum or student teaching and a "W" (Withdrawn) will be entered on the transcript.
2. Removal from the Clinical Field Experience – the teacher candidate will be removed from the clinical field experience with the final grade as “NC” (No Credit).
3. Removal from Teacher Education Program – the teacher candidate will be removed from the Peru State College Teacher Education program with the reported final grade for the clinical field experience being “NC” (No Credit).

Options One and Two can be recommended for a teacher candidate who has been removed from his/her initial field placement. Option Three is generally reserved for a candidate who has been removed from his/her second field placement, although this option can be recommended for a candidate who has been removed from his/her initial placement if the seriousness of the situation warrants.

All recommendations of the Teacher Education Admission and Retention Committee are submitted to the Dean of the School of Education, who shall make the final decision regarding the teacher candidate's status. A written statement of the Dean's decision will be communicated to the teacher candidate. Proof of receipt of the written decision will be made with the return of a U.S. Post Office receipt for a registered letter.

Candidates who disagree with a decision related to a removal from a field experience may file an appeal under these procedures:

**Program Decision Review:** This process is available only to review allegedly unfair decisions, not mere difference of opinion regarding the professional judgment of individuals who made the decision. A decision related to a removal from a field experience may be considered unfair if the decision:

1. Was based on factors other than performance in program courses, experiences, or other activities and/or compliance with teacher education program requirements;
2. Involved more exacting or demanding standards than were applied to other students in teacher education; or
3. Constitutes a substantial departure from the standards as articulated in the PSC Catalog, Teacher Education Handbook, Practicum Handbook, Student Teaching Handbook, Teacher Education Conceptual Framework, and/or other written materials.

Should the candidate wish to appeal the Dean's decision, he/she may follow Step 3 of the Student Grade Appeals Procedure in the PSC Student Handbook, which states:

**Step 3. Faculty Senate Review:** The student or the instructor may appeal the Dean's decision. Such appeal must be filed in writing and submitted to the Vice President for Academic Affairs within five (5) working days of receipt of the Dean's decision, with copies to the instructor, the student, and the Dean. The written appeal shall deal only with the part or parts of the Dean's decision that the appellant disputes. New evidence, information, or supporting documents cannot be included as part of the appeal except when it is established that such information was not available at the time of the original appeal. The Vice President for Academic Affairs will submit the appeal to the Faculty Senate for review. The Faculty Senate may interview the student, the instructor, the Dean and other appropriate persons, but only to discuss the issues in dispute in the appeal. The Faculty Senate will submit a written decision to the student, the instructor, and the Dean within ten (10) working days of receipt of the appeal. The decision of the Faculty Senate is the final decision of the College. (p. 13)

If either option One or Two is recommended, the teacher candidate will be responsible for payment of credit hours associated with the clinical field experience for that term. The candidate will be given a second opportunity to apply for and enroll in the clinical field experience once a remediation plan is successfully completed. The Director of Field Experiences will develop the remediation plan, based upon the specific factors that led to the teacher candidate's removal from the clinical field placement. The remediation plan will provide opportunities for the teacher candidate to develop effective strategies for success.

Once the remediation plan is successfully completed, as determined by the Director of Field Experiences, the teacher candidate may reapply for and reenroll in the clinical field experience. In these situations, the teacher candidate will be placed in a different school/district. If the actions and/or dispositions of the teacher candidate lead to the non-voluntary removal from the second clinical field placement, the teacher candidate will be automatically removed from the program as listed in Option Three.

**Teacher Education Retention Policy – See School of Education Teacher Education Handbook**

**Termination from Teacher Education Program Policy – See School of Education Teacher Education Handbook**

**Appeals – See Peru State College Student Handbook**

## **STATUS OF THE STUDENT TEACHER IN NEBRASKA**

### *Legislative Bill 175*

AN ACT relating to education: to define terms; to provide for student teachers or interns as prescribed; and to provide duties. Be it enacted by the people of the State of Nebraska.

Section 1. As used in this act, student teacher or intern shall mean a student enrolled in an institution of higher learning approved and jointly assigned by such institution of higher learning and a board of education to student teach or intern under the direction of a regularly employed certificated teacher under the rules and regulations of such board of education and any other part of the school program for which either the cooperating teacher or the principal is responsible.

Section 2. A student teacher or intern under the supervision of a certified teacher, principal, or other administrator shall have the protection of the laws accorded the certificated teacher, principal or other administrator and shall, while acting as such student teacher or intern, comply with all rules and regulations of the local board of education and observe all duties assigned certificated teachers.

Section 3. It shall be the responsibility of a cooperating teacher in cooperation with the principal or other administrator and the representative of the teacher preparation institution, to assign the student teacher or intern responsibilities and duties that will provide adequate preparation for teaching.

Section 4. Whenever in this act, board of education is referred to and the school that a student teacher or intern is referred to does not have a board of education, such terms shall be the person or governing body that administers such school.

## ACCESS TO FILES

79-4,156. Any teacher, administrator, or full-time employee of any public school district shall, upon his request, have access to his personnel file maintained by the district and shall have the right to authorize any other person to have access to such file, which authorization shall be honored by the district. Such access and right to attach a written response shall not be granted with respect to any letters of recommendation solicited by the employer which appear in the personnel file. No other person except school officials while engaged in their professional duties shall be granted access to such file nor shall the contents thereof be divulged in any manner to an unauthorized person.

70-4,157. Any pupil in any public school, his parents, guardians, teachers, counselors, or school administrators shall have access to the school's files or records maintained concerning him. No other person shall have access thereto nor shall the contents thereof be divulged in any manner to any unauthorized person. All such files or records shall be so maintained as to separate academic and disciplinary matters and all disciplinary materials shall be removed and destroyed upon the pupil's graduation or after his continuous absence from the school for a period of three years, and after authorization is given by the State Records Board pursuant to section 84-1201 to 84-1220.

## PROFESSIONAL ETHICS FOR STUDENT TEACHERS

Student teachers should be proud to be entering the teaching profession and will want to act appropriately, embracing and accepting the responsibility to adhere to the highest ethical standard. Adherence to the following Standards of Conduct and Ethics for Holders of Public School Certificates, published by the State of Nebraska Department of Education, is a basic requirement for all student teachers. Any breach of these standards may result in withdrawal from the student teaching placement and/or the Teacher Education Program.

### *STANDARDS OF CONDUCT AND ETHICS*

#### *PRINCIPLE I*

Fundamental to the pursuit of high educational standards is the maintenance of a profession possessed of individuals with high skills, intellect, integrity, wisdom, and compassion. The educator shall exhibit good moral character, maintain high standards of performance and promote equality of opportunity. In fulfillment of the educator's contractual and professional responsibilities, the educator:

- Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
- Shall not discriminate on the basis of race, color, creed, sex, marital status, age, national origin, ethnic background, or handicapping condition.
- Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence professional decisions.
- Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.
- Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
- Shall not sexually harass students, parents or school patrons, employees, or board members.

- Shall not have had revoked for cause in another state a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special services counseling certificate is issued in Nebraska.\*
- Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.
- Shall report to the Commissioner any known violation of the standards designated by an asterisk (\*).
- Shall seek no reprisal against any individual who has reported a violation of these standards.

### ***PRINCIPLE II***

Mindful that a profession exists for the purpose of serving the best interests of the client, the educator shall practice the profession with genuine interest, concern, and consideration for the student. The educator shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfillment of the obligation to the student, the educator:

- Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the student access to varying points of view.
- Shall not deliberately suppress or distort subject matter for which the educator is responsible.
- Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.
- Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.
- Shall keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes, or is required by law.
- Shall not tutor for remuneration students assigned to his or her classes unless approved by the local board of education.
- Shall not discipline students using corporal punishment

### ***PRINCIPLE III***

The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The educator bears particular responsibility for instilling an understanding of and confidence in the rule of law, a respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession. In fulfillment of the obligation to the public, the educator:

- Shall not misrepresent an institution with which the educator is affiliated, and shall take added precautions to distinguish between the educator's personal and institutional views.
- Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
- Shall neither offer nor accept gifts or favors that will impair professional judgment.
- Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
- Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory.\*
- Shall, with reasonable diligence, attend to the duties of his or her professional position.

### ***PRINCIPLE IV***

In the belief that the quality of the services to the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. The educator shall believe that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect. In fulfillment of the obligation to the profession, the educator:

- Shall provide, upon the request of an aggrieved party, a written statement of specific reasons for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
- Shall not misrepresent his or her professional qualifications, nor those of colleagues.\*

- Shall practice the profession only with proper certification, and shall actively oppose the practice of the profession by persons known to be unqualified.
- Shall, in the continuance of professional service, maintain a valid teaching certificate in accordance with the laws of the State of Nebraska.

#### ***PRINCIPLE V***

The educator shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The educator shall believe that sound personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect. In fulfillment of the obligation to professional employment practices, the educator:

- Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
- Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
- Shall give prompt notice to the employer of any change in availability of service.
- Shall conduct professional business through designated procedures, when available, that have been approved by the employing agency.
- Shall not assign to unqualified personnel, tasks for which an educator is responsible.
- Shall permit no commercial or personal exploitation of his or her professional position.
- Shall use time on duty and leave time for the purpose for which intended.
- Shall adhere fully to the terms of a contract or appointment.

#### ***STANDARDS OF COMPETENCY***

**Administrative and Supervisory Requirements:** Educators must possess the abilities and skills necessary to accomplish the designated task.

Each educator shall:

- Keep records for which he or she is responsible in accordance with law and policies of the school system;
- Supervise others in accordance with law and policies of the school system; and
- Recognize the role and function of community agencies and groups as they relate to the school and to his or her position, including but not limited to health and social services, employment services, community teaching resources, cultural opportunities, educational advisory committees, and parent organizations.

Each teacher and special services counselor shall:

- Utilize available instructional materials and equipment necessary to accomplish the designated task;
- Adhere to and enforce written and dated administrative policy of the school which has been communicated to the teacher or special services counselor; and
- Use channels of communication when interacting with administrators, community agencies, and groups, in accordance with school policy.

Each administrator shall:

- Use available instructional personnel, materials and equipment necessary to accomplish the designated task;
- Adhere to and enforce school law, state board regulation, and written and dated school board policy which has been communicated to the administrator; and
- Use channels of communication when interacting with teachers, community agencies and groups in accordance with school policy.

**Analysis of Individual Needs and Individual Potential:** The educator shall utilize or promote the utilization of diagnostic techniques to analyze the needs and the potential of individuals. These may include but need not necessarily be limited to:

- Personal observation;
- Analysis of individual performance and achievement; and
- Specific performance testing.

**Instructional Procedures:** Each educator shall seek accomplishment of the designated task through selection and utilization of appropriate instructional procedures.

Each educator shall:

- Create an atmosphere which fosters interest and enthusiasm for learning and teaching;
- Use procedures appropriate to accomplish the designated task; and
- Encourage expressions of ideas, opinions and feelings.

Each teacher shall:

- Create interest through the use of materials and techniques appropriate to the varying abilities and background of students and
- Consider individual student interests and abilities when planning and implementing instruction.

Each administrator shall:

- Support the creation of interest by providing the materials, equipment and encouragement necessary for the teacher to accomplish the designated task and
- Make reasonable assignment of tasks and duties in light of individual abilities and specialties and available personnel resources.

**Communication Skills:** In communicating with students and other educators, each educator, within the limits prescribed by his or her assignment and role, shall:

- Utilize information and materials that are relevant to the designated task;
- Use language and terminology which are relevant to the designated task;
- Use language which reflects an understanding of the ability of the individual or group;
- Assure that the designated task is understood;
- Use feedback techniques which are relevant to the designated task;
- Consider the entire context of the statements of others when making judgments about what others have said; and
- Encourage each individual to state his ideas clearly.

**Management techniques:** The educator shall:

- Resolve discipline problems in accordance with law, school board policy, and administrative regulations and policies;
- Maintain consistency in the application of policy and practice;
- Use management techniques which are appropriate to the particular setting such as group work, seat work, lecture, discussion, individual projects and others; and
- Develop and maintain positive standards of conduct.

**Competence in Specialization:** Each educator shall:

- Possess knowledge, within his or her area of specialization, consistent with his or her record of professional preparation;
- Be aware of current developments in his or her field; and
- Possess knowledge of resources which may be utilized in improving instruction in his or her area of specialization.

**Evaluation of Learning and Goal Achievement:** An educator shall accept responsibility commensurate with delegated authority to evaluate learning and goals achievement. Each educator shall:

- Utilize several types of evaluation techniques;
- Provide frequent and prompt feedback concerning the success of learning and goal achievement efforts;
- Analyze and interpret effectively the results of evaluation for judging instruction, the achievement of stated goals, or the need for further diagnosis;
- Utilize the results of evaluation for planning, counseling and program modification; and
- Explain methods and procedures of evaluation to those concerned.

**Human and Interpersonal Relationships:** Educators shall possess effective human and interpersonal relations skills. Each educator shall:

- Allow others who hold and express differing opinions or ideas to freely express such ideas;
- Not knowingly misinterpret the statement of others;
- Not show disrespect for or lack of acceptance of others;
- Provide leadership and direction for others by appropriate example;
- Offer constructive criticism when necessary;
- Comply with reasonable request and orders given by and with proper authority;
- Not assign unreasonable tasks; and
- Demonstrate self-confidence and self-sufficiency in exercising authority.

**Personal Requirements:** In assessing the mental or physical health of educators, no decision adverse to the educator shall be made except on the advice or testimony of personnel competent to make such judgment by reason of training, licensure and experience. However, certain behaviors are held to be probable cause to examine, and each educator within the scope of delegated authority shall:

- Be able to engage in physical activity appropriate to the designated task except for temporary disability;
- Be able to communicate so effectively as to accomplish the designated task;
- Appropriately control his or her emotions; and
- Possess and demonstrate sufficient intellectual ability to perform designated tasks.

Please be advised that under the code of professional and ethical behavior it is inappropriate under any circumstances for the student teacher to discuss any issues related to his/her students with anyone except the cooperating teacher or college supervisor.

## **THE NATURE OF THE STUDENT TEACHING EXPERIENCE**

The ultimate goal of student teaching programs in Nebraska is to improve the quality of education in our schools by providing teachers who have acquired the best possible pre-service preparation. The Nebraska Department of Education, teacher education institutions, and cooperating school districts are united in their commitment to this goal. Student teaching implies a team relationship between the cooperating teacher, the college representative, and the student teacher. The prospective teacher has an opportunity to interact with competent professionals who have the ability and interest to share their experiences. As a student teacher gains confidence and proficiency, he or she is granted increased responsibility for directing the learning activities in the classroom. Through this experience, the prospective teacher has numerous opportunities to develop skills, attitudes, and understandings needed to serve as a beginning teacher.

## **SUBSTITUTE TEACHING**

A student teacher cannot be used as a substitute teacher. A student teacher is in the process of gaining experience as a teacher still under the supervision and guidance of a certified cooperating teacher and Peru State College. If the cooperating teacher is absent from school, an appropriate substitute should be appointed even though the student teacher may be directing and teaching the classes at that point in the experience. If the student teacher is a certified teacher and elects to act as a substitute teacher, days in which he/she serves the school in this capacity may not be counted as part of the student teaching experience and must be made up by extending the student teaching placement.

## **ROLES OF MAJOR PARTICIPANTS**

### **COLLEGE SUPERVISOR**

The college supervisor works cooperatively with the principal and cooperating teacher in interpreting the program, visiting as often as possible to share the evaluation of the student teacher's progress, and providing assistance and advisement in problem situations. The visits may be planned in advance or unannounced. The supervisor is ultimately responsible for recommending a grade for the student teacher to the Director of Field Experiences. The supervisor may also serve as a resource person and consultant for the cooperating teacher.

The college supervisor will critically observe the student teacher in the classroom five to eight times during each student teaching semester. (See the "Suggested Visitation Schedules for College Supervisors" below.) The college supervisor will discuss the student teacher's teaching with the cooperating teacher and student teacher. In between scheduled or unscheduled visits, the student teacher may contact the college supervisor at any time to discuss concerns and problems. The supervisor will work very closely with the student teacher so that the experience is satisfying and rewarding, personally and professionally.

Specifically, the college supervisor should arrange to make an introductory visit to the school in order to meet with the principal, cooperating teacher(s), and student teacher. This visit allows for discussion of the expectations of the program, the supervisor, and establishment of a schedule for most observation visits. In accordance with Nebraska guidelines, the college supervisor is required to make at least five (5) documented on-site observations of the student teacher in each student teaching semester. Written documentation of the on-site observations will be sent to the Director of Field Experiences.

The college supervisor makes sure that evaluations are completed on schedule, submitting evaluation forms himself/ herself, and making sure midterm and final evaluations are submitted online by the cooperating teacher(s) and each student teacher. In addition, the college supervisor arranges for both a midterm and final conference with the cooperating teacher and student teacher to review and compare the three assessments for purposes of constructive feedback. The supervisor evaluates the student teacher's performance based on the input from the cooperating teacher as well as his/her own observations and fills out a grade recommendation form at the end of the student teaching experience.

### **COOPERATING TEACHER**

The State of Nebraska requires that cooperating teachers must be endorsed for and have a minimum of three years of experience in the areas they are teaching. The cooperating teacher should be a highly competent teacher, demonstrating expertise and currency in the classroom, skill in interpersonal relationships, and interest in guiding a student teacher. The cooperating teacher has one of the most critical roles in the teacher education process. By assuming this role, the cooperating teacher affirms a professional commitment to aid in the development of highly qualified beginning teachers.

#### **RESPONSIBILITIES OF THE COOPERATING TEACHER**

The following checklists are provided to serve as a guideline for the cooperating teacher in carrying out responsibilities.

##### **1. Orientation**

The principal and cooperating teacher are key figures in making a student teacher feel welcome to their school and staff. A cordial reception by them will enhance the student teacher's feeling of being accepted as a member of the professional staff. In addition, it will foster a sense of pride and respect for the school. A cooperating teacher should:

- Introduce the student teacher to the faculty and school staff;
- Provide a tour of the entire school facilities;
- With the principal, explain the general philosophy and policies of the school, the rules and regulations, and all emergency procedures to be followed;
- Treat the student teacher as a co-worker and professional person;
- Notify parents of the presence of the student teacher and identify him/her to them;
- Introduce the student teacher to the students as a teacher who will be working with him/her in the classroom;
- Acquaint the student teacher with the basic teaching philosophy, the overall program, the daily schedule and routines, lesson plans, location of all teaching materials, the standards of student conduct established, policies on disciplinary action, emergency procedures, and pertinent information regarding each student (e.g., accommodations required, parent conferences, test scores); and
- Provide a desk/table, storage space, handbooks, teacher's guide, textbooks, etc., for the student teacher.

## 2. Guided Observations

Planning for periods of observation during the first several weeks is suggested. This will enable the student teacher to become familiar with each program in specific ways so that the student teacher feels comfortable when teaching responsibilities are assumed. A cooperating teacher should plan for the student teacher to observe and discuss:

- The teacher planning and writing lesson plans;
- The teacher using instructional materials and special resources;
- The teacher giving clear, concise, sequential directions;
- The teacher teaching in one-to-one, small group, and large group situations;
- The teacher stating objectives and teaching a lesson appropriate to the stated objectives;
- The teacher facilitating activities in which development of study, responsibility, and initiative are stressed;
- The teacher managing students' time and behavior (management);
- The teacher controlling a situation with disruptive behavior;
- The teacher working in a team or group planning session; and
- The teacher completing forms required by the principal or school system.

## 3. Participation

In addition to guided observation, participation in the classroom should be planned sequentially, making the transition to full-time teaching a successful and rewarding experience. Specific types of activities may be chosen from the Record of Student Teacher Experiences as appropriate. A cooperating teacher should plan for the student teacher to participate in the following areas:

- Developing plans for instruction;
- Securing instructional and resource materials;
- Writing daily lesson plans with the cooperating teacher;
- Tutoring individual students;
- Accompanying and directing students to different areas of the school;
- Assuming responsibility for one small instructional group or subject area;
- Assuming responsibility for a total class or subject for short periods of time;
- Assuming responsibility for additional groups and subject areas;
- Gradually assuming responsibility for the total class or scheduled classes for the entire school day; and
- Keeping records and evaluating the progress of students.

#### 4. Evaluation

As a member of the profession who has assumed responsibility for a student teacher, a cooperating teacher has the obligation to provide the guidance necessary for developing the student teacher's teaching abilities. Day-to-day informal discussions are valuable for checking over plans and materials and evaluating together the student teacher's teaching as well as reviewing plans for the next day.

It is advisable for the cooperating teacher and student teacher to set aside some time each week to evaluate the week in total and make plans together for the week ahead; to discuss teaching techniques and materials; to look at specific problems that have occurred and to assess areas of teaching that have been successful, that have been minimally so, and others needing definite improvement. It is suggested that the cooperating teacher find aspects of the student teacher's performance that can be honestly praised. Nothing succeeds like success!

The cooperating teacher is asked to complete and submit online a midterm evaluation and final evaluation of the student teacher's performance for each placement along with one online Candidate Disposition Form and a Cooperating Teacher Survey toward the end of the student teaching placement. (See Suggested Visitation Schedules for College Supervisors below.) For evaluative purposes each cooperating teacher will be assigned a user name and password for a Live Text account ([www.livetext.com](http://www.livetext.com)). Required forms will be clearly marked with the semester/year (ex. Fall 2010 Final Student Teaching Evaluation).

Whereas the college supervisor's evaluations are based upon the performance observed during his/her visits, the cooperating teacher's evaluation should be based upon the cumulative performance during the preceding weeks. The completed evaluation forms are to be discussed with the student teacher and given to the college supervisor. A copy may be given to the student teacher for his or her records and/or a credentials file. In fact some Nebraska districts require a copy of the final student teaching evaluation as part of the application process.

In addition, the cooperating teacher, who is in the best position to assess the day-to-day performance of the student teacher, is asked to meet regularly with the college supervisor, both with and without the student teacher present, in order to provide input to the college supervisor regarding the student teacher's performance/progress.

#### **DESIGNATED REPRESENTATIVE OF SCHOOL SYSTEM**

The representative works directly with the Director of Field Experiences from the School of Education in all activities on the school system level and serves as the liaison with the School of Education. The representative consults with the local supervisors and principals in making student teacher assignments within the individual schools. The representative is typically a member of the human services/personnel office staff within a district, the district superintendent, or a building principal.

#### **DIRECTOR OF FIELD EXPERIENCES**

The Director of Field Experiences works directly with the designated representative of the superintendent of schools in each school district in interpreting the program and in assigning the student teacher according to the policies of the State of Nebraska (and other states, countries, and governing authorities), the particular school system, and Peru State College. The director coordinates all phases of the program and serves as a liaison between the individual school systems and the School of Education. The director individually advises college supervisors on specific problems involving student teachers and may intervene at his/her discretion. The director is the instructor of record for all student teaching and retains final responsibility for grading decisions whenever a grading issue is raised.

## **PRINCIPAL**

The principal works closely with the designated representative of the school system -- or directly with the PSC Director of Field Experiences -- in placing student teachers with teachers under conditions most suitable and beneficial to the student teachers. The principal encourages outstanding classroom teachers to become cooperating teachers. The principal treats student teachers as faculty members and interprets school policies to them, as would be done for new faculty members. Principals are encouraged to take an active role in the student teaching experience, perhaps providing additional assessment observations and feedback to the student teacher and/or conducting a mock interview.

## **STUDENT TEACHER**

The student teacher is a Peru State College student seeking a teaching degree or endorsement. The student teacher must meet all of the criteria for Admission to Student Teaching before being placed for a student teaching experience.

Most student teachers do not hold a valid teaching certificate of any rank and usually apply for certification after completing the student teaching experience and graduating from Peru State College. A student teacher is not a paraprofessional and is not training to become a paraprofessional. The student teacher is an inexperienced teacher who is practicing full-time teaching under the guidance of an experienced teacher.

The student teacher is to commit to full-time participation in student teaching, following the same schedule as an employed teacher in the host school.

The student teacher is expected to demonstrate characteristics of a reflective decision-maker. To this end, he/she is required to complete an Instructional Analysis Project (See the syllabus for EDUC 420 Student Teaching Seminar for specific requirements); to perform midterm and final online self-evaluations and discuss these with the college supervisor and cooperating teacher; to prepare, administer, and evaluate lessons in consultation with the cooperating teacher; and to acknowledge constructive feedback from the cooperating teacher and college supervisor.

The student teacher is expected to demonstrate a level of knowledge/competency in general and liberal studies to be expected of a college senior. The student teacher's general knowledge/competency should rise to a pre-professional level in all subject areas and should be evident in oral, written, computational, and computer skills. The student teacher should demonstrate awareness and understanding of connections between content areas as well as the teaching implications for literacy and diversity within all content areas. In his/her own content area, the student teacher should be able to select and evaluate appropriate resources and apply theory and research to support a coherent lesson sequence.

It is expected that the student teacher will demonstrate pre-service level competency in pedagogy upon entering the student teaching program and will advance to a professional level of pedagogy by completion of the program. An understanding of human development and the socio-cultural, philosophical, and historical foundations of education should be evidenced. The student teacher should be able to design classroom experiences that:

- develop critical, creative, and independent thinking;
- maintain an environment of dignity, respect and safety for all;
- meet the needs of diverse student populations;
- integrate general content with technological and professional knowledge; and
- demonstrate a variety of techniques.

The student teacher's professional dispositions should comprise character, skills, and traits appropriate for the teaching profession. As noted above, the student teacher is obliged to adhere to the ethical standards of the

profession. Moreover, the student teacher is expected to model exemplary ethical and legal behaviors at all times (both on and off the school grounds). Likewise, the student teacher is expected to dress in a manner appropriate to the profession whenever in public, whether on or off duty.

An ability to accept and respond positively to constructive criticism and a willingness to adopt and implement suggestions is necessary for success in student teaching. The student teacher is encouraged to view the student teaching process as a developmental one (rather than a polished performance) and be open to and actively seek out professional development opportunities.

## RESPONSIBILITIES OF THE STUDENT TEACHER

The following checklists are provided to serve as a guideline for the cooperating teacher in carrying out responsibilities.

### 1. Knowing and Understanding the Contents of this Handbook

Prior to beginning student teaching, the student teacher must read, study, and fully comprehend the contents of this handbook. Any questions that arise regarding the handbook and/or the student teaching process should be addressed to the Director of Field Experiences.

### 2. Providing the Handbook and Syllabi to Cooperating Teacher(s)

Prior to the first day of student teaching, the student teacher must provide the cooperating teacher with a copy of the current Student Teacher Handbook and the syllabi for student teaching and the student teaching seminar. A copy of each may be found in the Cooperating Teacher Folder provided at the Informational Meeting prior to the start of student teaching. The student teacher must also confirm placement beginning and ending dates with the cooperating teacher and alert the cooperating teacher to seminar dates that will require the student teacher's absence from the classroom.

### 3. School Procedures

A student teacher is expected to:

- Be at the school during the hours required of the teaching staff and be punctual;
- Follow the calendar of the school system;
- Abide by the regulations and rules of the school system;
- Attend all faculty meetings unless directed otherwise by the school principal; and
- Practice sound professional ethics and hold all information concerning children in confidence.

### 4. Attendance and Notification of Absences

Student teachers are allowed no "cuts" during their student teaching experience. Because a complete student teaching experience is required for certification, a type of licensure, it is imperative that student teachers meet all requirements established by the Peru State College Teacher Education Programs and the Nebraska Department of Education in order to be successful. One such requirement is regular, consistent attendance. Student teachers are expected to be in their assigned school/classroom every day that their school/district is in session once they begin full-time student teaching. (This includes in-service, parent-teacher conference times, open houses, make-up days for snow days, etc.).

**Nebraska Regulation 005.11D:** The institution shall require student teaching experience full-day for one semester or a minimum of ten weeks for full-day for each of two field endorsements.

A student teacher is expected to:

- Be present at the school during the hours of the teaching staff;
- Be punctual;
- Notify the college supervisor and cooperating teacher before the beginning of the school day in case of illness or emergency. (An exchange of telephone numbers with the cooperating teacher at the initial interview or on the first day of student teaching is advisable.);
- Attend and participate in those extracurricular activities for which s/he is fit;
- Schedule employment interviews outside of student teaching hours. If this is not possible, the college supervisor and cooperating teacher should be contacted for a special arrangement; and
- Attend special meetings on career planning, certification and other topics of professional developments as scheduled.

## **ABSENCES**

The student teacher has the same responsibilities for reporting and attending as does any employed teacher. Only absences due to illness, bereavement, or emergency will be accepted; however, **all absences (illnesses, injuries, or personal leave) from student teaching must be made up prior to the final transition week of the experience.** If illness or an emergency should require the student teacher to be absent from school for any period of time, it is the responsibility of the student teacher to notify the cooperating teacher, principal, and college supervisor as soon as possible. Two or more days of absences, consecutive or not, must be reported by the student teacher to the Director of Field Experiences. In cases of prolonged or repeated absences, the Director of Field Experiences will determine whether the student teacher's experience will be terminated or extended. (Employment interviews should be scheduled after student teaching hours. If this is not possible, the college supervisor and cooperating teacher should be contacted for any special arrangements.)

All absences from student teaching must be made up prior to the final transition week of the experience. The final transition week will begin after all unexcused absences have been made up. Any exceptions to this policy must be approved by the Director of Field Experiences, supervisor and cooperating teacher.

### Illness:

Student teachers will make up all days missed due to illness. If a student teacher is ill for a single day, written verification of illness must be provided by the student teacher to the college supervisor. If illness necessitates two or more consecutive days of absence, the student teacher must provide documentation from a health professional to the Director of Field Experiences. Regardless of the number of days missed due to illness, those days will be made up.

### Snow Days (Revised October 18, 2010):

If school is dismissed for inclement weather, the student teacher does not need to make up one of those snow days. Any additional snow day(s) must be made up by the student teacher at the end of the student teaching experience.

### Professional Activity:

**Exception:** Student teachers MAY request an absence from student teaching to attend one professional event/activity which might occur during their Student Teaching, particularly if the event is promoted/supported by the student's department and/or the Career Center, without needing to make up the time. Such an event may be a job fair, Teacher Recruitment Day, special conference (such as music students often attend), presenting at a conference with a faculty member, etc. To seek permission for such an activity, the student teacher must complete all of the following actions:

## **1. IN SCHOOL REQUEST PROCESS**

Negotiate absence from classroom with cooperating teacher and college supervisor. Leave detailed lesson plans and materials for the cooperating teacher to use in your absence.

## **2. FOLLOW-UP REPORT PROCESS**

Report on the day's activities by sending an e-mail to your college supervisor within 48 hours of attending the event (this should list whom you met, what you did, what you learned from the experience).

Monitoring System - The college supervisor will monitor student teacher absences and report these to the Director of Field Experiences. In the event of an absence or the desire to attend a professional event, it is the student teacher's responsibility to provide documentation of absence or request to be absent.

### Dress Code:

The student teacher will wear clothes appropriate to the role of a professional educator, conforming to the dress code of the faculty at the assigned school. It is expected that the student teacher has learned the general elements of appropriate professional attire in prerequisite courses and field experiences

### Professional Conduct:

The student teacher should be considered a professional member on the school staff. Conduct expectations should be appropriate to the position, conforming to the morals and customs of the school. Any conduct considered to be inappropriate to the position may render the student teacher questionable as a teacher candidate and, therefore, may constitute grounds for expulsion from the Teacher Education Program. Removal of the student teacher from the school by any representative of the school for any reason will automatically bring the student teacher under review by the Director of Field Experiences and, if procedurally indicated, the Teacher Education Admission and Retention Committee.

### Lesson Plans:

Lesson plans for every area of teaching are expected and must be approved in advance by the cooperating teacher. Upon assumption of responsibility for lesson preparation, the student teacher must present all lesson plans to the cooperating teacher for approval during the week prior to implementation. Once the lesson plans are approved, a copy of the lesson plans and any accompanying instructional materials must be available in the classroom to be used in the event that the student teacher is absent. These plans and materials must be sufficiently detailed to serve as guidelines for a substitute teacher. Any deviation from the approved lesson plans must be approved by the cooperating teacher prior to implementation.

For all scheduled supervisory visits, a copy of the lesson plan, student texts, and all handouts must be made available to the college supervisor upon his/her arrival.

### Instructional Analysis Project:

Each student teacher is required to complete an Instructional Analysis Project. The criteria for this project is available in the syllabus for EDUC 420 Student Teaching Seminar and on LiveText.

### Journal:

Each student teacher is required to communicate with his/her college supervisor through a reflective journal. The format of the journal is determined by the college supervisor. The journal is not intended to be a log of activities. Rather, it is to be a written discussion in which the student teacher reflects upon the student teaching experience. The college supervisor may respond orally during a scheduled visit and/or respond in writing.

Since the journal is intended to be a discussion between two people, it will remain the property of the student teacher upon completion of the student teaching experience. .

### Student Teacher Seminar Days:

The student teacher is expected to attend all Student Teacher Seminar Days as scheduled by the Director of Field Experiences. These seminars are part of the requirements for successful completion of the student teaching experience/seminar and are to be regarded as teaching days within that experience. The dates for seminars will be posted in the student teaching syllabus and in the introductory letter to the cooperating teacher. Any exceptions due to distance are solely at the discretion of the Director of Field Experiences.

### Observations:

The student teacher is responsible for informing the college supervisor of the teaching schedule, the expected progression in assumption of responsibilities, and any schedule changes that may arise so that the college supervisor may plan visits accordingly. Because college supervisors are at liberty to make unannounced visits, all significant schedule changes should be reported in advance, even when a supervisory visit is not expected. As stated above, for all scheduled observations, the student teacher is expected to have a copy of the lesson plan and the applicable textbooks/handouts available for the college supervisor upon arrival.

## **THE TYPICAL PROGRESSION**

The number of weeks required for each student teaching placement depends on several factors: (1) whether the endorsement area is a subject or field, (2) how many endorsement areas a person is pursuing, (3) whether the teaching areas are for the same or different grade ranges, and (4) whether the person already has a teaching certificate. Additional information about teaching fields and subjects may be found in the 2010-2011 School of Education Teacher Education Handbook.

### **Teaching Fields**

Art (K-12)  
Early Childhood Unified (P-3)  
Elementary Educ. (K-8)  
Health/Physical Education (K-12)  
Language Arts (7-12)  
Mathematics (7-12)  
Middle Grades Education (4-9)  
Music (K-12)  
Natural Science (7-12)  
Physical Science (7-12)  
Social Science (7-12)  
Special Education (K-9 or 7-12)

### **Teaching Subjects**

Basic Business (7-12)  
Biology (7-12)  
Chemistry (7-12)  
Early Childhood Education (P-3)  
English (7-12)  
History (7-12)  
Vocal Music (K-6) – only with Elementary Ed

A student teacher completing one field or subject endorsement will complete 16 weeks of student teaching in that endorsement area. A student teacher completing two subject area endorsements will complete 8 weeks of student teaching for each endorsement area. A student teacher completing one field endorsement and one subject endorsement will complete 8 weeks of student teaching in each endorsement area. A student teacher completing two field endorsement areas will complete ten weeks of student teaching in each endorsement area.

For other combinations of endorsements, the Director of Field Experiences will consult with the Dean to determine the number of weeks for each endorsement.

The progressions below represent the guidelines for placement patterns for undergraduate students.

### SIXTEEN WEEK STUDENT TEACHING

The basic Peru State College student teaching experience for a single endorsement area is sixteen weeks of full-day student teaching. It could be arranged in the following manner:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>
Intro Integration . . .						..		Implementation . . .			. . .Completion . . .				

### “EIGHT AND EIGHT” WEEK STUDENT TEACHING

For one field and one subject endorsement or for a subject endorsement spanning K-12 and involving two separate placements, the progression might be divided into two eight-week blocks and look thus

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>change placements</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>
Intro Integration				Implementation			Completion		Integration			Implementation		Completion		

### “TEN AND TEN” WEEK STUDENT TEACHING

For two field endorsements, the state permits ten (10) weeks of full-day student teaching for each endorsement, so long as the placements are done during the same semester. These two separate assignments could be developed as below:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>change</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
Intro Integration					Implementation					Completion		Intro Integration			Implementation			Completion		

The second ten-week block might look much different, especially if it is done in the same school as the first block. The student teacher, cooperating teacher, and students would need much less introductory time, for instance, and possibly less time for Acclimation/Integration. On the other hand, working with a new cooperating teacher and students in a different setting (and possibly grade level) could require as much or more time for getting acquainted.

In most cases, P-12 schools have fewer than 20 weeks of classes during the Fall. Therefore, most students completing two 10-week placements during the Fall term will receive an incomplete for the second placement and be required to return following the winter break in order to finish the placement requirements. Students completing two 10-week placements in the Spring will be permitted to participate in the graduation ceremonies prior to completion of their second placement but will not receive credit for the course until the placement requirements are completed.

During the Introduction stage, the student teacher should be getting to know the students, the school, and the cooperating teacher's methods. She/he might be taking attendance, doing lunch count, and working with small groups and individuals. The student teacher and the cooperating teacher should be determining the schedule for the student teaching experience including what class or subject for which responsibilities might be assumed first.

During the integration stage, the student teacher gradually takes on more and more responsibility for developing and presenting lessons until he/she has more or less assumed all of the teaching responsibilities for an

elementary class or for secondary classes related to four separate preparations, at which point the Implementation stage has begun. After about four weeks of Implementation, the student teacher should begin to gradually relinquish the teaching duties.

The Completion stage involves this tapering off of responsibilities, replacing them with increased reflective analysis, participation in different activities, and observation in other classrooms (as the situation and time permits). As the entire student teaching experience is a gradual process, so is the student teacher's assumption of classroom responsibilities. This gradual transition might follow a format similar to this in an elementary classroom:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>
	Read		Read	Read	Read	Read	Read	Read	Read						
		Math	Math		Math	Math	Math	Math	Math	Math	Math				
		Sci	Sci			Sci	Sci	Sci	Sci	Sci	Sci	Sci			
					SocS		SocS	SocS	SocS	SocS	SocS	SocS	SocS	SocS	
						Eng		Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng
						Other	Other	Other	All	All	Other	Other	Other	Other	Other

Notice that the student teacher begins a subject -- Reading, for instance -- then takes a week or so away from that while adding another - e.g., Math -- before resuming the first. This allows for an introduction to the subject, then planning time to resume responsibility for it as another subject is experienced. During these weeks of planning and teaching the "core" subjects, the student teacher would also be experiencing all the other instructional responsibilities and duties of the elementary classroom teacher at that school, including, but not limited to music, art, health, physical education, recess, lunch room supervision, bus monitoring, planning and chaperoning field trips, etc.

The student teacher in a secondary classroom would follow the same general outline as the elementary student teacher, assuming different subjects or sections throughout the experience. The following example uses class periods, rather than subjects, to illustrate the general sequencing:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>
	1st		1st	1st	1st	1st	1st	1st							
		4th	4th		4th	4th	4th	4th	4th	4th					
				6th	6th		6th	6th	6th	6th	6th	6th			
						2nd		2nd	2nd	2nd	2nd	2nd	2nd	2nd	
							3rd		3rd	3rd	3rd	3rd	3rd	3rd	3rd

At the secondary level, the student teacher should never be expected to assume full responsibility for more than four separate preparations. In addition to the teaching responsibilities, the middle school or high school student teacher should gain experience in performing supportive duties such as monitoring study hall, supervising hallways and lunch room, sponsoring co-curricular groups (National Honor Society, Student Council, etc.), planning and/or chaperoning activities (dances, field trips, etc.), and other duties related to any supplemental endorsements the student teacher might be seeking (e. g., coaching).

Both of these formats allow for the student teacher to experience a variety of instruction in the range of typical classroom teaching assignments. This also affords the student teacher time to plan, reflect, and discuss while taking full responsibility for instruction. The longer the student teaching experience, the more time can be spent with Integration and Completion.

The progression recommendations above are suggestions only. The cooperating teacher may choose to implement a different progression according to his or her own professional judgment. Unit scheduling, the nature of the subject, the needs of the students, and various other factors may warrant approaches that differ

from the above recommendations. Student teachers are encouraged to accommodate the scheduling and progression needs of the placement site insofar as they are able to do so successfully.

Any student teacher who feels that the expectations presented by the cooperating teacher exceed his or her ability and/or jeopardize his or her chances of being successful should attempt to communicate his or her concerns to the cooperating teacher first and then, if necessary, to the college supervisor. If a college supervisor determines that a student teacher is being asked to take on too much too soon, the college supervisor should discuss his or her concerns with the cooperating teacher. If a resolution cannot be achieved, then the college supervisor should notify the Director of Field Experiences that the placement should be reconsidered.

## **SUGGESTED VISITATION SCHEDULES FOR COLLEGE SUPERVISORS**

### 16-Week Assignments:

Week 1:	“Hello” visit
Week 2:	
Week 3:	Visit with lesson observation
Week 4:	
Week 5:	Visit with lesson observation
Week 6:	
Week 7:	Optional visit with lesson observation
Week 8:	Visit with lesson observation and midterm conference
Week 9:	Visit with lesson observation
Week 10:	
Week 11:	Visit with lesson observation
Week 12:	
Week 13:	Visit with lesson observation
Week 14:	
Week 15:	Visit with lesson observation and final evaluation by all parties
Week 16:	Send in grade recommendation

### 10-Week Assignments:

Week 1:	“Hello” visit
Week 2:	
Week 3:	Visit with lesson observation
Week 4:	
Week 5:	Visit with lesson observation and midterm evaluation by all parties
Week 6:	
Week 7:	Visit with lesson observation
Week 8:	
Week 9:	Visit with lesson observation and final evaluation by all parties
Week 10:	Send in grade recommendation

### 8-Week Assignments:

Week 1:	“Hello” visit
Week 2:	Visit with lesson observation
Week 3:	
Week 4:	Visit with lesson observation and midterm evaluation
Week 5:	
Week 6:	Visit with lesson observation
Week 7:	

Week 8: Visit with lesson observation and final evaluation by all parties; send in grade recommendation if the student teaching is complete.

## EVALUATION

The PSC grading system for student teaching is “Credit - No Credit.” The Director of Field Experiences is the instructor of record for all student teaching, but the college supervisor coordinates and is directly involved in student teaching performance assessment. Responsibility for forwarding a recommendation for the final grade to the Director of Field Experiences rests with the college supervisor, but he/she will customarily rely heavily upon the cooperating teacher's input.

The college supervisor's visits, which take place approximately every other week, should generally allow for observation of the student teacher in action (except for the first “hello” visit), consultation with the cooperating teacher(s), and discussion with the student teacher. The cooperating teacher has insight into the cumulative and day-to-day progress of the student teacher; whereas, the college supervisor sees only snapshots of performance. However, the college supervisor usually has a broader reference range for assessing the student teacher's performance as it compares to that of student teachers in general. Both perspectives are necessary, and candid communication between the cooperating teacher and the college supervisor is essential. Therefore, consultation between the cooperating teacher and college supervisor should include a combination of meetings both with and without the student teacher being present.

In terms of written evaluation, every lesson observation form should be reviewed with the student teacher. Both the cooperating teacher and the college supervisor are asked to complete the midterm and final student teaching evaluation forms in accordance with the appropriate schedule in “Suggested Visitation Schedules for College Supervisors” above. The student teacher and college supervisor should each keep a copy of every completed evaluation. The original midterm and final student teaching evaluations will be submitted electronically via LiveText.

If both the college supervisor and cooperating teacher assign scores at or above an average of 2.75 on the final student teaching evaluation, the student teacher will receive a passing score. If one of the evaluators assigns an overall score that falls below an average of 2.75, the mean of the two evaluation scores will be used to measure student teaching success. If the mean is 2.75 or above, the student will still pass the experience. For this reason it is very important that all indicators are marked with a rating; any indicator that has no marking will score numerically as a zero.

A list of items that must be completed prior to the posting of a student teaching grade is included in the EDUC 420 Student Teaching Seminar shell and the student teaching syllabus. It is also periodically sent to the college supervisors. These items include: (1) Final Student Teaching Evaluation (one for each endorsement) from college supervisor, cooperating teacher(s), and student teacher; (2) average score of 2.75 on college supervisor and cooperating teacher(s) on Final Student Teaching Evaluation for each endorsement; (3) Candidate Disposition Evaluation from cooperating teacher(s); (4) Cooperating Teacher Survey from each cooperating teacher; (5) Teacher Education Exit Survey from student teacher; (6) EECIA score for elementary education, elementary special education, early childhood, and preschool disabilities majors; (7) completion of total number of days, including make-up days; and (8) paper-based Demographics Form (last page of Student Teacher Handbook). A student teacher will earn a grade of “Incomplete” until the above items are submitted; the grade will change to “No Credit” at the end of the following semester should these items not be submitted by that time.

Attendance at seminar sessions is a mandatory component of student teaching. Any exemption must be approved by the Director of Field Experiences. The student teacher's participation in the seminar activities - professional development opportunities designed to enhance the student teaching process - provides an opportunity for the Director of Field Experiences to directly assess the student teacher's professional dispositions. Any student teacher behavior demonstrating a lack of professionalism related to the call backs may result in a grade of “NC” (No Credit) for student teaching; this determination to be made by the Director of Field Experiences.

Based upon the totality of his/her own assessment and input from the cooperating teacher(s), the college supervisor submits a written grade recommendation of “C” or “NC” to the Director of Field Experiences during the last week of the placement term. The Director of Field Experiences considers the grade recommendation from the college supervisor, the student teacher’s participation in seminar sessions, and the evaluative data to determine the student teaching grade. If the student teacher (or a cooperating teacher) wishes to dispute the college supervisor’s grade recommendation, he or she should submit to the Director of Field Experiences a written statement presenting his or her case. In the event that a dispute exists, the Director of Field Experiences will examine all evaluations and review the case before making a final grade determination. Once a grade is submitted, further contestations must follow the academic appeals process.

## **IMPORTANT POINTS CONCERNING EVALUATION**

### **DISCUSS ASSESSMENT CRITERIA:**

For the exact criteria by which the student teacher is to be assessed, examine the evaluation forms. These criteria should be the objectives the student teacher strives to achieve during each student teaching experience. It is important for the reliability of all formal evaluations that these criteria be mutually reviewed early in the experience. The college supervisor, cooperating teacher, and student teacher should attempt to reach agreement on the interpretation of these criteria and develop strategies for determining just how the student teacher is to meet each one during the experience. Reference guides are available for all content knowledge area indicators on the student teaching evaluation; please refer to the Student Teaching part of the School of Education web page and/or Live Text.

An entire set of student teaching evaluations must be completed for each endorsement that the student teacher is completing. If a student teacher is completing more than one endorsement in one placement, multiple evaluations will need to be completed so that each candidate is evaluated based on the content knowledge and skills that he/she has for each individual endorsement. This is primarily in the case of a student teacher who is completing both Early Childhood and Elementary Education endorsements within one K-3 placement; two sets of evaluations would need to be completed to cover both endorsements.

### **SHOW CUMULATIVE PROGRESS HONESTLY:**

It is important that both the cooperating teacher and college supervisor be honest and fair in completing their evaluations. Care should be taken not to overrate the student teacher in early evaluations. Periodic evaluations should demonstrate the cumulative growth of the student teacher. On early reports, performance ratings should for most student teachers fall largely in the “emerging” to “acceptable” range, with perhaps an occasional “novice.” (Note that there are some areas such as punctuality and preparedness that should be “distinguished” from the beginning.) As the student teacher gains experience and skill, the ratings should reflect improvement, with more areas becoming “proficient.” Generally, by the end of the student teaching experience, most ratings could be expected to fall between “acceptable” and “proficient,” with perhaps an occasional “distinguished.” “Distinguished” indicates an unusually advanced level of performance, as might be expected of a highly experienced teacher. No student teaching evaluation by the college supervisor, cooperating teacher, or student teacher shall show all 40 indicators as “distinguished” ratings.

### **EMPLOY COOPERATIVE EVALUATION:**

The student teacher should participate in the evaluation process. The student teacher, cooperating teacher(s), and college supervisor should sit down together to discuss their various perspectives. Such evaluative conferences afford the student teacher the opportunity to compare his or her self-evaluation to those of the cooperating teacher(s) and college supervisor as well as respond to the cooperating teacher's and college supervisor's assessment of the student teacher's progress. This is not to say, however, that the cooperating teacher and college supervisor should never meet without the student teacher being present; they should. One-to-one conferences have their place and should not be avoided, as they provide unique opportunities for candid discussion.

### PROVIDE AND DOCUMENT SPECIFIC FEEDBACK AND ASSISTANCE:

When the student teacher needs to improve, he/she should receive suggestions for doing so in terms that are as specific as possible. Improvement needs, corrective measures, and recommendations should be clearly noted in writing as well as discussed. While positive feedback is desirable, constructive criticism is also important. Having both in writing provides an important reference to which the student teacher can return during solitary reflection, and it also provides the documentation necessary to support a grade recommendation should a dispute arise.

### EMPLOY EARLY INTERVENTION:

In the event that the college supervisor or cooperating teacher considers the student teacher's performance to be below average or has concerns about the student teacher's ability to be successful, the Director of Field Experiences should be notified as early as possible. Whether or not the college supervisor and/or school personnel believe that intervention by the Director of Field Experiences is necessary, the Director of Field Experiences should be apprised of the concerns and any corrective measures that are being taken. The Director of Field Experiences is responsible for determining whether further intervention is necessary. All those involved typically want to help the student teacher be successful. However, the welfare of the students and the professional needs of the host school must also be taken into account. The host school retains the right to remove the student teacher from the classroom and/or building at any time.

To provide student teachers who are struggling with effective and timely feedback and to minimize the potential for an unsuccessful student teaching experience, a remediation plan will be used. If a student teacher receives a level of performance score of 2 ("Emerging") or lower on the midterm evaluations for more than half of the 40 indicators from one or both of the evaluators (college supervisor and cooperating teacher), a remediation plan will be created that identifies areas for improvement and strategies to do so. The remediation plan template is available from the Director of Field Experience; it will be developed by the college supervisor in conjunction with the cooperating teacher and student teacher. The plan will be discussed and signed by all individuals, and then submitted to the Director of Field Experiences for documentation. Should this remediation plan not be completed by the college supervisor and cooperating teacher, the student teacher may have the right to appeal a student teaching grade of "no credit".

## **LETTERS OF RECOMMENDATION**

Toward the end of student teaching, most student teachers ask their cooperating teachers and college supervisors to write letters of recommendation to be placed with their credential materials in support of their applications for employment. When a student teacher requests a letter of recommendation from a Peru State College supervisor or PSC instructor, a Release of Information Form must be completed by the student teacher and given to that individual. This form is available on the Student Teaching Seminar BlackBoard shell. Peru State College converted to self-managed files in January 2009, so the credentials process is either managed by the student or by a service such as Interfolio. More information about credentials may be obtained by contacting Credentials at [credentials@peru.edu](mailto:credentials@peru.edu). Cooperating teachers and college supervisors may elect not to write letters for student teachers whose performance has not merited a positive recommendation.

## **VIDEOTAPING, AUDIOTAPING, & PHOTOGRAPHY**

Videotaping, audiotaping, and photography must be approved in advance by both the cooperating teacher and the building principal and may not include any images, names, or other means of identifying individual students without previously obtained written consent of a parent or guardian.

Videotaping, if approved by the cooperating teacher and principal, can provide valuable feedback and can serve as an evaluation tool for the cooperating teacher and college supervisor as well. Student teachers are advised, however, that advance permission and confidentiality considerations are of paramount importance when planning a videotaping session.

## **KEY OUTCOMES OF THE CONCEPTUAL FRAMEWORK**

The Conceptual Framework represents the foundation upon which the Peru State College Teacher Education Program operates. The characteristics outlined below, which summarize the key outcomes of the conceptual framework, are what the Education faculty and staff strive, through every aspect of the program, to promote in teacher candidates.

### **General and Liberal Studies**

- 1.1.1. Teacher education candidates will develop knowledge of literature, social science, natural science and fine arts in a diverse society.
- 1.1.2. Teacher education candidates demonstrate strong verbal, nonverbal, written, computation, computer, and media skills and use these skills to foster active inquiry, various modes of communication, active listening, appropriate questioning, collaboration and supportive interaction in the classroom.
- 1.1.3. Teacher education candidates demonstrate an understanding of the impact of healthy living.

### **Outcomes related to Content Area Studies**

- 1.2.1. Teacher education candidates interrelate all content areas, use tools of inquiry, and emphasize the significance of literacy and diversity across the curriculum.
- 1.2.2. Teacher education candidates identify, select and evaluate appropriate resources to support a coherent lesson sequence in their content area which creates meaningful learning experiences and productive student work.
- 1.2.3. Teacher education candidates demonstrate comprehension of the evolving nature of theory and research in their content area.

### **Outcomes related to Pedagogical Studies**

- 1.3.1 Teacher education candidates understand human development and socio-cultural, philosophical, and historical foundations of education processes in a democratic society.
- 1.3.2 Teacher education candidates design classroom experiences that develop critical, creative, and independent thinking, respect, safety and well-being to meet the diverse learning needs of all students and reflect knowledge of how different students learn and develop.
- 1.3.3 Teacher education candidates utilize standards-based curricula, assessment strategies, research, technology resources, and diversity in curriculum development, planning and implementation.
- 1.3.4 Teacher education candidates design and teach lessons that integrate general content and technological, professional, and pedagogical knowledge to meet the needs of, and, have the ability to motivate, all students.
- 1.3.5 Teacher education candidates design and implement a variety of written and oral on-going assessment strategies directly related to standards used to assess individual student progress and to modify teaching and learning strategies.

- 1.3.6 Teacher education candidates create a positive, well organized learning community with clearly defined classroom goals linked to standards dedicated to purposeful learning activities that motivate students' interest and engagement and minimize student off-task behavior.
- 1.3.7 Teacher education candidates employ multiple, purposeful teaching and learning strategies to engage students in active learning opportunities that promote the development of problem solving, critical thinking, and goal setting and help students assume responsibility for their own learning.

**Outcomes related to Professional Dispositions & Integrity:**

- 2.1.1 Teacher education candidates refine, model and reflect upon the characteristics, skills, and traits appropriate for the teaching profession and encourage the potential of the students they teach.
- 2.1.2 Teacher education candidates model moral, ethical and legal behaviors as well as sensitivity to the culture and norms within a school community.

**Outcomes related to Professional Development:**

- 3.1.1 Teacher education candidates model professional behavior including analysis of and reflection upon constructive feedback as well as the ability to initiate change within the context of a diverse society and refine practices that address the needs of students.
- 3.1.2 Teacher education candidates participate in opportunities for collaboration and on-going professional development activities to maintain currency in education-related issues.
- 3.1.3 Teacher candidates analyze current educational research and information about what is considered best practices as well as resources available for life long professional growth and development.

## **OVERVIEW OF FORMS**

### **STUDENT -TEACHING SCHEDULE**

Student teachers should fill out a teaching schedule form for each student teaching placement and give a copy to their college supervisor during the first supervisory visit of each placement. It does not need to be submitted to the College.

### **GUIDE FOR OBSERVATION OF CLASSES**

This form is to be used by the student teacher during the first week of the placement as a guide to effective observation of classes. Copies can be made for multiple observations. The completed observations should be shown to the cooperating teacher and college supervisor for feedback and then included in the journal.

### **FINDING OUT ABOUT SCHOOL SERVICES AND RESOURCES**

This guide is intended to help the student teacher understand the human and material resources at the school. All appropriate areas should be filled in by the student teacher, and the completed form should be shown to the college supervisor for verification of completion. It does not need to be submitted to the College.

## **RECOMMENDED LESSON PLAN FORMAT**

This is a suggested format to be used by the student teacher for planning purposes. Other forms may be used when considered more appropriate. A minimum of two lesson plans must be placed in the journal.

## **RECORD OF STUDENT TEACHER EXPERIENCES**

This checklist is designed to be both a self-assessment tool and a reporting tool. It should be submitted to the college supervisor toward the end of the student teaching experience. It does not need to be submitted to the College.

## **LESSON OBSERVATION FORM**

This form is intended for use by the college supervisor and cooperating teacher at their discretion for assessment and feedback on lesson preparation, implementation, and evaluation.

## **STUDENT TEACHING EVALUATION**

This is a paper copy of the indicators on the online student teaching evaluation form which should be completed independently by the cooperating teacher, the student teacher, and the college supervisor in accordance with the appropriate schedule listed in Suggested Visitation Schedules for College Supervisors. For 16-week placements, the college supervisor, cooperating teacher(s), and student teacher will each complete a midterm and a final evaluation. For 8- to 10-week placements, the college supervisor, cooperating teacher(s), and student teacher will each complete a midterm and final evaluation.

The evaluative information from the college supervisor and cooperating teacher should be reviewed with the student teacher. A copy of the completed evaluation form should be given to the student teacher. The college supervisor should meet with both the cooperating teacher and the student teacher to discuss the evaluations and provide feedback to the student teacher regarding his/her progress at the midterm and final points of each placement.

The evaluation procedure provides a framework for feedback regarding the student's performance and progress. The college supervisor should respond to any problems identified in the report and assist in their solution as needed. At the student teacher's request, the final evaluation(s) done by the college supervisor and cooperating teacher(s) may become part of the student teacher's credential file for employment reference.

## **STUDENT -TEACHING CLASSROOM DEMOGRAPHIC INFORMATION**

This form is to be completed by the student teacher prior to the last evaluation and attached, with signatures, to the college supervisor's final evaluation. The information provided should be as accurate as possible as some states request this information as part of their licensure requirements.

(August 2010)

# STUDENT TEACHING SCHEDULE



**STUDENT TEACHER**

**COOPERATING TEACHER**

\_\_\_\_\_

\_\_\_\_\_

**TELEPHONE NUMBER**

**TELEPHONE NUMBER**

\_\_\_\_\_

\_\_\_\_\_

**SCHOOL**

**SECOND COOPERATING TEACHER**

\_\_\_\_\_

\_\_\_\_\_

**SCHOOL TELEPHONE NUMBER**

**TELEPHONE NUMBER**

\_\_\_\_\_

\_\_\_\_\_

Please fill in your schedule, including only the classes you will actually teach. Fill in the other periods by writing "planning" if you will be on your own, or "conference period" if your cooperating teacher will be available. Give a copy of this form to the college supervisor during his/her first visit.

Period	Time of Day	Subject & Level	Room #
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

My lunch time is \_\_\_\_\_ at \_\_\_\_\_

Our conference time is \_\_\_\_\_ at \_\_\_\_\_

The school day officially begins at \_\_\_\_\_ and ends at \_\_\_\_\_

# GUIDE FOR OBSERVATION OF CLASSES



(Used by the student teacher when he or she observes)

**Subject:** \_\_\_\_\_ **Level:** \_\_\_\_\_ **Date:** \_\_\_\_\_

1. Specific topics covered by the teacher.
2. Activities used to begin the class. (Roll call, announcements, warm up, activities to develop anticipation, and others.)
3. Activities used throughout the class. (Strategies, techniques, practice and application of material, method of error correction, questioning techniques, etc.)
4. Audio-visual aids and other materials.
5. Activities used for the closure of the class.
6. Student participation. (This is your chance to learn individual names.)
7. Classroom management. (Strategies used by the teacher for controlling the group or individuals or establishing a positive learning environment.)
8. Relationship between the teacher and the students.

## FINDING OUT ABOUT SCHOOL SERVICES AND RESOURCES



STUDENT TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

This guide is intended to help student teachers understand the human and material resources of the school. Student teachers should attempt to identify and introduce themselves to as many of the individuals as possible and record the names of those identified. When appropriate, the student teacher should seek information concerning the topics listed. The topics for discussion are suggestions only, and responses need not be recorded.

### A. Administrative and Support Services

Principal and Assistant Principal(s):

#### **Topics for Discussion**

1. Policy on absence (students and faculty)
2. Policy on discipline
3. Policy on dress (students and faculty)
4. Information about community served by school
5. Faculty meetings (times, purposes)
6. Board of Education (members, roles/relationships)
7. Staff development (teacher evaluation; in-service)

Office Manager/Administrative Assistant/Secretary:

Bookkeeper:

Other Office Staff:

Head Custodian:

Other Custodians:

Lunchroom Manager/Staff:

Others:

### B. Media Services

Media Specialist(s):

Media Aide(s):

#### **Topics for Discussion**

1. Media center policies and procedures
2. Media center hours
3. Check-out on equipment operation
4. Interaction between media program and class instruction
5. What materials are available for students, parents and professional use?
6. What sources are available outside the school?

### C. Other instructional services as appropriate

Art Teacher:

Music Teacher:

Physical Education Teacher:

Chapter 1/Reading Teacher:

Other Resource Teachers:

**Topics for Discussion**

1. Purpose of program
2. Who qualifies?
3. How scheduled?
4. Policies on moving students and working with the regular classroom teacher

D. Personnel for students with special needs (list names/roles)

**Topics for Discussion**

1. Objectives/services of each program
2. Screening procedures
3. Relationship of students with other classes
4. The role of the regular teacher in relation to students in this program
5. Materials used.

E. Health Services

School (or county) nurse:

**Topics for Discussion**

1. Available health services at school
2. Available through school referral
3. Procedures for teacher with ill/injured child
4. School safety precautions/regulations
5. Other county/community services available to students

F. Student Services

Guidance counselor(s):

**Topics for Discussion**

1. Policies/procedures for obtaining services
2. Guidance services available
3. Teacher's role in guidance
4. Standardized testing program
5. Grading/reporting policies
6. Promotion/retention policies

School Psychologist(s):

School Social Worker(s):

**Topics for Discussion**

1. What services are provided?
2. Who qualifies?
3. Policies/procedures
4. How scheduled?

---

Student Teacher

Date

---

Cooperating Teacher

Date

# RECOMMENDED LESSON PLAN FORMAT



STUDENT TEACHER: \_\_\_\_\_ DATE/TIME: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ SUBJECT/GRADE: \_\_\_\_\_

## OBJECTIVES:

1.

2.

3.

## PROCEDURES (BOARD/SEATWORK OUTLINE):

1.

2.

3.

## MATERIALS/EQUIPMENT:

## MATERIALS/RESOURCES:

## EVALUATION:



## RECORD OF STUDENT TEACHER EXPERIENCES

STUDENT TEACHER (Print): \_\_\_\_\_ SEMESTER: \_\_\_\_\_

**ACTIVITIES :** Participation in the activities listed on this sheet will provide some experience in assuming many of the responsibilities of teaching. Review them with your cooperating teacher. Discuss with him/her possible ways of working together in order for you to become involved in as many of these activities as possible. During the student teaching experience, review them periodically. Check the activities experienced. Write N/A if the activity is not appropriate to your subject area and grade level. This form is to be included in the journal submitted to your college supervisor at the end of the experience. **NOTE: This form requires the signature/date of the cooperating teacher and student teacher at the top of this page.**

- I. Related to student study
  - ✓ Studied cumulative records of students, noting test date, reading levels, home data, anecdotal accounts, etc.
  - ✓ Assisted in keeping anecdotal records.
  - ✓ Became acquainted with types of records used.  
Participated in parent-teacher conference.
  - ✓ Conferred with students individually about conduct & academic work.
  - ✓ Reviewed characteristics of age group.
  
- II. Related to Preparation for Teaching in the Classroom
  - ✓ Discussed long term or yearly program with cooperating teacher to determine the student teacher's part in the total program.
  - ✓ Observed the cooperating teacher securing materials for teaching.
  - ✓ Observed cooperating teacher's techniques of instruction and methods of routine.
  - ✓ Prepared for own teaching responsibilities: prepared daily lesson plans and/or prepared written unit plan
  
- III. Teaching Activities
  - ✓ Provided needed individual instruction.
  - ✓ Assumed responsibility for entire class.
  - ✓ Guided students on the playground.
  - ✓ Assumed responsibility for beginning the class.
  - ✓ Assumed responsibility for dismissal.
  - ✓ Assumed responsibility for a field trip.
  - ✓ Used audio-visual materials and equipment:
    - radio or record player
    - television
    - filmstrip, slides, films, videotape
    - overhead projector
    - tape recorder
    - exhibits
    - library books; other supplementary reading
    - duplicating machine
    - pictures
    - bulletin boards
    - video taping (recording off air or live)

- ✓ Had experience in the following areas or activities:
  - indoor work-play activities
  - outdoor games and athletics
  - lunch
  - rest period-free play
  - story telling, poems and rhymes
  - dramatic play-creative dramatics
  - music singing, rhymes and music interpretation
  - conversation-discussion
  - group dynamics
  - celebrating special days-birthdays & national holidays
  - developing experience charts
  - developing reading and writing skills
  - research in library
  - writing chronicles and newsletters
  - contributing to and editing school and/or class magazines
  - writing critical reviews of articles, books, movies, plays, etc
  - contributing to and editing school and/or class magazines
  - developing numerical skills
  - art appreciation
  - creative arts-drawing, painting, ceramics, etc.
  - music, orchestra, concerts and dances
  - social studies
  - map reading skills
  - social service projects
  - construction projects-designing, model building assembling
  - science projects
  - assembly period
  - special interest groups or clubs
  - cultural activities

#### IV. Activities Related to Teaching

- ✓ Attended PTA meeting
- ✓ Attended room-parent study group meetings
- Attended faculty meetings
- ✓ Attended planning sessions (pod, team, department, etc.)
- ✓ Participated actively in professional meetings
- ✓ Prepared newsletters, notices, or other reports for classroom or school
- ✓ Checked attendance and completed forms
- ✓ Supervised collection of milk, lunch or other monies
- ✓ Supervised fire/emergency drill
- ✓ Attended special lectures or cultural activities
- ✓ Worked with resource persons in the school
- ✓ Assumed responsibility for "housekeeping"
- ✓ Participated in individual parent/teacher conferences
- ✓ Completed textbook order forms, acquisition forms, etc.

#### V. Use of Computer(s)

- ✓ For record-keeping
- ✓ Instruction
- ✓ For communication

#### VI. Other Activities (Specify)

# LESSON OBSERVATION FORM



Student Teacher: \_\_\_\_\_ Cooperating Teacher: \_\_\_\_\_  
School: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_  
Lesson Topic: \_\_\_\_\_

## **PLANNING:**

(objectives; appropriate lesson planning, design, and materials; appropriateness to student interests, needs, and developmental level; creativity; level of student involvement; variety in instruction)

## **IMPLEMENTING:**

(instructions; anticipatory set; oral delivery; visual aids; use of technology; questioning; responsiveness; enthusiasm; classroom management; mastery of content; closure)

## **EVALUATING:**

(checking for understanding; reteaching; evaluating stated objectives; sharing evaluation with students)

## **Additional Comments:**

\_\_\_\_\_  
Signature of Observer

\_\_\_\_\_  
Date

**Peru State College  
School of Education**

**Student Teaching Evaluation**

Date: \_\_\_\_\_  
 Please check one:  
 Midterm Evaluation  
 Final Evaluation  
 Completed by:  
 Cooperating Teacher  
 College Supervisor  
 Student Teacher

Student teaching is recognized as the capstone experience for teacher candidates. In a supervised setting, candidates will accept greater responsibilities and eventually become beginning classroom teachers. The teacher education program at Peru State College is designed to develop teacher candidates who will be exemplary educators and reflective decision makers. Only through a careful performance analysis and evaluation process can the candidates reflect upon their own actions and the actions of others to improve their knowledge, skills, and dispositions. This evaluation form focuses on five areas identified by the School of Education as the key components of the conceptual framework for the teacher education unit. The numbered items in each area are the standards that comprise the conceptual framework.

**As you fill out the form, please keep in mind that most student teachers start out with a combination of emerging or intermediate skills and gradually progress to a combination of intermediate and proficient skills. We expect that only about five to ten percent of candidates will demonstrate truly distinguished characteristics in any given category. Please use the numbered ratings listed below. If a rating of “N/A” seems appropriate, a number rating must also be listed or it reverts to a rating of “zero”.**

**Please be candid; the evaluation should provide an accurate assessment, not necessarily encouragement. The ratings below are not used to assign a letter grade, but instead are used to provide honest feedback to assist in the candidate’s development.**

Name of Student Teacher / Teacher Candidate	Grade Level / Content Area
<b>1 - Novice</b>	<b>2 - Emerging</b>
Rarely exhibits or does not exhibit targeted behavior.  Needs constant feedback. Relatively insecure. Not ready for unsupervised classroom performance.	Periodically demonstrates targeted behavior, often tentatively.  Needs frequent feedback but shows signs of developing confidence.
<b>3 – Intermediate</b>	<b>4 - Proficient</b>
Frequently demonstrates targeted behaviors, sometimes requires guidance or direction.  Fairly confident and classroom ready but may need periodic guidance.	Demonstrates targeted behavior at nearly every opportunity, generally without being reminded.  Confident and completely classroom ready. Independently capable.
<b>5 - Distinguished</b>	
	Demonstrates targeted behavior at every opportunity without being reminded.  Shows an unusual talent for teaching and skills similar to an experienced educator.

**General and Liberal Studies**

1.1.1	The teacher education candidate develops knowledge of literature, social science, natural science and fine arts in a diverse society.
1.1.2	The teacher education candidate demonstrates strong verbal, nonverbal, written, computation, computer, and media skills and use these skills to foster active inquiry, various modes of communication, active listening, appropriate questioning, collaboration and supportive interaction in the classroom.
1.1.3	The teacher education candidate demonstrates an understanding of the impact of healthy living.

<i>The teacher candidate should demonstrate the following behaviors in an effort to reach all students:</i>	<b>Rating</b>
• uses examples based on an understanding of science & culture(s) to make lessons more meaningful.	
• presents and writes clearly and professionally.	
• presents mathematical lessons and/or numerical information confidently and accurately.	
• uses computers to support instructional efforts knowledgeably and effectively.	
• demonstrates concern for the health and well-being of all students.	
<b>Subtotal</b>	25

### Content Area Studies

1.2.1	The teacher education candidate interrelates all content areas, use tools of inquiry, and emphasize the significance of literacy and diversity across the curriculum.
1.2.2	The teacher candidate identifies, selects and evaluates appropriate resources to support a coherent lesson sequence in his/her content area which creates meaningful learning experiences and productive student work.
1.2.3	The teacher candidate demonstrates comprehension of the evolving nature of theory and research in his/her content area.

<i>The teacher candidate should demonstrate the following behaviors in an effort to reach all students:</i>	Rating
• presents the central concepts of the content area(s) knowledgeably and in sufficient depth.	
• integrates professional knowledge and research into lesson planning within the content area(s).	
• integrates related aspects of other content areas into lessons.	
• communicates the evolving nature of the content area(s) to students.	
• provides opportunities for students to develop general and content area literacy.	
<b>Subtotal:</b>	25

### Pedagogical Studies

1.3.1	The teacher candidate understands human development and socio-cultural, philosophical, and historical foundations of education processes in a democratic society.
1.3.2	The teacher candidate designs classroom experiences that develop critical, creative, and independent thinking, respect, safety and well-being to meet the diverse learning needs of all students and reflect knowledge of how different students learn and develop.
1.3.3	The teacher candidate utilizes standards-based curricula, assessment strategies, research, technology resources, and diversity in curriculum development, planning and implementation.
1.3.4	The teacher candidate designs and teaches lessons that integrate general content and technological, professional, and pedagogical knowledge to meet the needs of, and, have the ability to motivate, all students.
1.3.5	The teacher candidate designs and implements a variety of written and oral on-going assessment strategies directly related to standards used to assess individual student progress and to modify teaching and learning strategies.
1.3.6	The teacher candidate creates a positive, well organized learning community with clearly defined classroom goals linked to standards dedicated to purposeful learning activities that motivate students' interest and engagement and minimize student off-task behavior.
1.3.7	The teacher candidate employs multiple, purposeful teaching and learning strategies to engage students in active learning opportunities that promote the development of problem solving, critical thinking, and goal setting and help students assume responsibility for their own learning.

<i>The teacher candidate should demonstrate the following performance behaviors in an effort to reach all students:</i>	Rating
• plans and delivers developmentally appropriate lessons.	
• delivers lessons that reflect an understanding of learning theories.	
• utilizes multiple instructional approaches to accommodate different learning styles.	
• uses techniques that motivate students.	
• provides activities and lessons that foster the development of creativity and critical thinking skills.	
• provides activities and lessons that foster the development of respect for others.	
• provides effective introduction, presentation, and closure in implementation of lessons and/or units.	
• delivers lessons at an appropriate pace.	
• encourages the appropriate amount of participation and interaction within the class.	
• utilizes positive, productive, and developmental classroom management techniques.	
• demonstrates awareness of and responsiveness to individual and environmental obstacles to learning.	
• communicates effectively (providing instructions, questioning, checking for understanding, etc.).	
• demonstrates effective and appropriate use of instructional technology.	
• employs effective, goal-oriented assessment strategies.	
• utilizes results of assessment/evaluation appropriately and reflectively to improve instruction.	
<b>Subtotal:</b>	75

### Professional Dispositions and Integrity

2.1.1	The teacher candidate refines, models and reflects upon the characteristics, skills, and traits appropriate for the teaching profession and encourage the potential of the students they teach.
2.1.2	The teacher candidate models moral, ethical and legal behaviors as well as sensitivity to the culture and norms within a school community.

<i>The teacher candidate should demonstrate the following performance behaviors in an effort to reach all students:</i>	<b>Rating</b>
• is in attendance and punctual every day.	
• is adequately prepared for each school day.	
• dresses and behaves professionally.	
• demonstrates self-motivation in learning and practice.	
• demonstrates patience.	
• demonstrates a curiosity toward and appreciation of all forms of diversity.	
• works in a cooperative manner and maintains positive relationships.	
• considers the interests/perspectives of administrators, colleagues, parents, and other elements of the community.	
• demonstrates a genuine concern for the development of all students.	
• demonstrates/describes motivation to succeed as a professional educator.	
<b>Subtotal:</b>	50

**Professional Development**

- |       |   |
|-------|---|
| 3.1.1 | The teacher candidate models professional behavior including analysis of and reflection upon constructive feedback as well as the ability to initiate change within the context of a diverse society and refine practices that address the needs of students. |
| 3.1.2 | The teacher candidate participates in opportunities for collaboration and on-going professional development activities to maintain currency in education-related issues.  |
| 3.1.3 | The teacher candidate analyzes current educational research and information about what is considered best practices as well as resources available for life long professional growth and development.   |

<i>The teacher candidate should demonstrate the following performance behaviors in an effort to reach all students:</i>	<b>Rating</b>
• reflectively considers performance and feedback regarding performance.	
• tries new approaches and suggestions.	
• continues to read relevant professional literature while student teaching.	
• pursues opportunities to have conversations with other professionals regarding the profession.	
• participates in parent-conferences, student activities, school in-service, and/or other professional development opportunities.	
<b>Subtotal:</b>	25

**Total:** 200

**Comments (attach additional sheet if necessary):**

\_\_\_\_\_  
Signature of Cooperating Teacher or College Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Student Teacher / Teacher Candidate

\_\_\_\_\_  
Date

# STUDENT TEACHER CLASSROOM DEMOGRAPHIC FORM



This form must be completed for each separate student teaching placement and submitted with the college supervisor's final evaluation.

Student Teacher: \_\_\_\_\_ Cooperating Teacher: \_\_\_\_\_

Endorsement Area: \_\_\_\_\_ Term and Year: \_\_\_\_\_

Check all placement categories that apply:

- Self-Contained classroom
- Resource Room
- Full Inclusion
- Other \_\_\_\_\_

Total Number of Students worked with: \_\_\_\_\_ Age range of students work with: \_\_\_\_\_

Number of students worked with having the following exceptionalities:

Autism _____	Behavioral Disorder: _____
Hearing Impairment: _____	Mild Mental Retardation: _____
Moderate Mental Retardation: _____	Severe/Profound Mental Retardation: _____
Multiple Impairments: _____	Orthopedic Impairments: _____
Other Health Impairment: _____	Specific Learning Disabilities: _____
Speech-Language Impairment: _____	Traumatic Brain Injury: _____
Visual Impairment: _____	

Number of students worked with from each ethnic group:

African American _____	Hispanic _____
Asian/Pacific Islander _____	Native American/Alaskan _____
Caucasian _____	Other: _____

\_\_\_\_\_  
Signature of College Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Student Teacher/Teacher Candidate

\_\_\_\_\_  
Date