

OVERVIEW

The purpose of this Handbook is to provide student teachers, Cooperating Teachers, and University Supervisors with information about policies and requirements which pertain to all teaching majors at Olivet Nazarene University. It should be used, along with the University Catalog, to give guidance in completing the various requirements.

If you have questions or concerns as you proceed through your teacher education program, please see your academic advisor or consult your University Supervisor or the Director of Teacher Education. Always remember, however, that it is the responsibility of the student to make certain that all requirements are met.

We wish you the best as you become involved in student teaching. Hard work and attention to details are a must for successful completion. Our society needs good teachers! You can make a significant contribution to the field of education; the entire faculty and staff of the Department of Education believes that you will become effective teachers **Influencing Lives.**

Illinois Law

Illinois State Law requires the following requirements. As of July 14, 2005 PA 94-0208 states, "teacher preparation program may require passage of the test of subject matter knowledge at any time during the program, including prior to student teaching." Olivet Nazarene University Teacher Education Program does require passage of the test of subject matter knowledge prior to student teaching. In addition, in order to receive a certificate, candidates must pass the Assessment of Professional Teaching test.

Illinois State law requires the following requirements. As of July 1, 2003, in order to receive a certificate, candidates must pass the Assessment of Professional Teaching. This will be based on the Illinois Professional Teaching Standards and the language arts and technology standards for all teachers.

INTRODUCTION

The student teaching experience is generally the “high point” of the academic and professional training for the student teacher. It also frequently provides some rather traumatic experiences for the young teacher in training.

By accepting a student teacher, the Cooperating Teacher adds a new dimension of teaching experiences which will assist the student in moving toward becoming a competent organizer and facilitator of the learning processes for learners. It is often the Cooperating Teacher’s skills in these areas that determine the effectiveness of the professional semester. Due to these relationships, the Cooperating Teacher frequently becomes the most significant influence in the professional preparation of the student teacher.

The cooperating school, building principal, and Cooperating Teacher become integral and essential components, along with the University, in the professional preparation of students for entry into the field of teaching.

It is hoped that the cooperating school will receive each student teacher as a professional person seeking to assume full responsibilities, status, and certification as a teacher. The capacity to develop dignity, poise, and confidence and to command the respect due a successful teacher should be practiced and developed throughout the student teaching experience.

The University faculty recognizes the demands and responsibilities of working with a student teacher, and although it is time consuming, it also is highly rewarding. We feel that the long-range benefits will easily repay the initial investment.

OLIVET NAZARENE UNIVERSITY MISSION STATEMENT

Olivet Nazarene University, a denominational university in the Wesleyan tradition, exists to provide a university level liberal arts “**Education With a Christian Purpose.**” Our mission is to provide high quality academic instruction for the purpose of personal development, career and professional readiness, and the preparation of individuals for lives of service to God and humanity. “We seek the strongest scholarship and the deepest piety, knowing that they are thoroughly compatible (and) . . . a Christian environment . . . where not only knowledge but character is sought” (Quotation from the Olivet University Catalog, 1915).

TEACHER EDUCATION MISSION STATEMENT

The Teacher Education Unit at Olivet Nazarene University prepares candidates to enter or to continue in the richly diverse teaching profession through offering well-conceived and sound academic programs in a distinctive Christian environment. Preschool-12 pre-service certification programs integrate a solid liberal arts core with specialized theoretical/pedagogical/clinical offerings while graduate degree programs focus on in-service teachers’ professional growth and development. All Unit programming is designed to produce graduates who become **Professionals Influencing Lives.**

THE UNIT

The Olivet Nazarene Teacher Education Unit consists of early childhood, elementary, and secondary education faculty from various departments who prepare candidates. The faculty have diverse experiences in K-12 settings and frequently partner with area schools in learning technology and various teaching strategies.

CONCEPTUAL FRAMEWORK

The Olivet Nazarene University Teacher Education Conceptual Framework is built around the theme *Professionals Influencing Lives*. The strands that support the theme are *Foundations*, *Professionalism*, *Curriculum/Instruction/Evaluation*, and *Christ-Centered Character*. Woven throughout the Conceptual Framework and the teacher education program is a commitment to diversity, and the integration of technology into all aspects of Olivet’s teacher education program.

The student teaching assignment is a period during which a student teacher takes increasing responsibilities for directing learning activities of a given group of students during a minimum experience of 60 full official school days. The student teacher is under the supervision of a classroom teacher and the principal of the school in cooperation with the University Supervisor. The student teaching experience is not a time merely to perform and be judged, but rather a time for growth, learning, and development on the part of the student teacher.

STUDENT TEACHING PROGRAM

The student teaching experience involves 12 weeks. During the 12 weeks the student teacher is enrolled for 12 credits in EDUC 482, 484, 485, or 486, and 2 credits in EDUC 456-Management & Professional Practices. The student teacher is assigned to a Cooperating Teacher in the schools and works with that teacher full time throughout the student teaching period. Student teaching is offered both first and second semesters. Supervision during the student teaching experience is provided by the Cooperating Teacher in the school and by a team of faculty members from the University.

Student teaching is the culminating experience in the professional sequence. The school classroom is the laboratory where the prospective teacher, under the direction of a master teacher, applies the science of teaching he/she has studied.

1. Student teaching allows the student teacher to observe, assist, and teach students cooperatively with a master teacher.
2. Student teaching is a time of assessment for the student teacher. It allows opportunities to acquire skills and gain confidence while developing healthy attitudes. Strengths and weaknesses are identified and assessed.
3. Direct contact with students allows the student teacher to apply learning principles learned in college classes and early experiences, to manage and discipline the classroom, and to develop competence in teaching.

Student teaching is just one of several components of the Teacher Education program. While it is probably the most significant and perhaps the most important, it is far from the “only” component of teacher preparation. Prior to entering student teaching the prospective teacher has completed most of the course work in his teaching major as well as most of the requirements for the B.A.

Policies Governing the Student Teaching Experience

In order to provide for a consistent level of quality in the student teaching program, a number of policies have been established. These policies have been established in order to maintain program standards and the quality of the student teaching experience.

1. Students may student teach either in the fall or spring semester.
2. All prospective student teachers must be admitted to the teacher education program at least one semester prior to student teaching.
3. All courses in the professional education sequence must be completed prior to student teaching.
4. The University will attempt to place the student teachers in public or private schools in Kankakee County or nearby counties.
5. It is not recommended that student teachers be placed in the schools where members of the student teacher’s immediate family are staff members.
6. It is not recommended that student teachers be assigned to schools in which the student teachers have been enrolled as students.
7. It is not recommended that student teachers be assigned to schools in which the student teachers have been employed in any capacity.
8. Student teachers are required to attend the Fall Experience. The length of the experience varies with each district. However, it generally consists of the opening workshop days and the first two days of school. Educational leniency is available when students miss courses at ONU to complete the Fall Experience.

9. It is not recommended that students work outside the student teaching program or enroll for other courses or directed studies during the semester they are enrolled in student teaching. The department discourages students from engaging in any activity such as choirs or athletics which will endanger success in student teaching. Students who, for any reason, wish to work or take other coursework during the student teaching experience, must petition the Teacher Education Executive Committee for permission to do so.
10. The teaching duties will gradually increase until total responsibility is transferred to the student teacher during the student teaching experience. Student teachers should discuss the transition with the Cooperating Teacher and plan in advance how the transfer of responsibilities will occur at the beginning and end of the experience.
11. No more than one student may be assigned to a Cooperating Teacher in a self-contained classroom. In team teaching situations, more than one student teacher may be assigned to a team, but each will be responsible to a different team member.
12. It is recommended that secondary student teachers accept responsibility for at least five classes during student teaching. Total responsibility for classes will be assumed on a basis of gradual increase in teaching duties with full responsibility assumed by the student teacher. Student teachers should discuss the transition with the Cooperating Teacher and plan in advance how the transfer of responsibilities will occur at the beginning and end of the experience.
13. It is recommended that student teachers discuss classroom management policies and procedures with the Cooperating Teacher in advance of assuming responsibility for the class. Please read all school materials (e.g., teacher and student handbooks) regarding school policies and procedures for classroom and school discipline and management.
14. When feasible, secondary student teachers will be assigned a teaching assignment in each of the subjects for which they hope to secure certification.
15. Student teachers are responsible for their own transportation. The University Supervisor may assist students in forming car pools and finding transportation during the pre-student teaching seminar.
16. Student teachers will meet the standards of dress, personal appearance, and professional behavior expected of the school staff to which they are assigned. Student teachers are obligated to follow the policies which other faculty members in that system follow. The schools have the right to refuse to accept student teachers who do not wish to conform to the system's standards.
17. Student teachers will have access to materials in the Curriculum Center and Library during posted hours. Media materials will be sold at cost to students. Curriculum and other library materials are available for use in the Curriculum Center or on a limited circulation basis. The Curriculum Center is located on the lower floor of Benner Library.
18. Student teachers will not be excused from student teaching responsibilities in order to work, participate in classes on campus, or take part in other University activities. The student teachers may be excused for employment interviews with school officials if prior arrangements are made with the University Supervisor and the Cooperating Teacher(s) on a limited basis.
19. Student teachers are expected to honor the school calendar as established by the school system regardless of the University calendar. When the University is closed for vacation periods, the student teacher must assume all living expenses incurred for that period of time.
20. Absences during student teaching will be acceptable only for:
 - a. personal illness,
 - b. death in the immediate family,

- c. employment interviews, and
- d. other personal reasons, cleared in advance by the Director of Teacher Education.

All absences must be made up at the end of the assignment.

Any absence for personal illness or death in the immediate family must be reported immediately to the Cooperating Teacher and the school. The Director of Teacher Education and the University Supervisor must be informed within 24 hours. Reports from the school nurse or a physician may be required as determined by the circumstances of the absence. Absences due to employment interviews are to be excused at least two weeks in advance of the absences.

When absence cannot be avoided, a student teacher should communicate first with the Cooperating Teacher, then the Director of Teacher Education, and the University Supervisor. In no case should the student teacher be absent without giving the Cooperating Teacher some advance knowledge of the absence. An attendance record will be submitted to the Teacher Education Office to verify promptness and attendance by the Cooperating Teacher at the end of the assigned period as part of the student teaching evaluation process. This report will become a part of the student's permanent record. Prudence should be shown in being absent during student teaching since school employment officials recognize that attendance patterns evidenced during student teaching frequently continue in subsequent years. Grades for student teaching will be withheld until all required attendance has been completed.

- 21. Student teachers will be present at all school related functions which their Cooperating Teacher(s) are expected to attend regardless of the time of day in which the functions occur. Examples of such are faculty meetings, lunch hour activities, playground duties, parent teacher meetings, athletic events, etc., in which the Cooperating Teacher is involved.
- 22. Student teachers will not serve as substitute teachers during the assigned student teaching experience. Student teachers may not receive payment for substitute teaching during the student teaching program.
- 23. If a student is considered to be making unsatisfactory progress, he/she may be withdrawn from the student teaching program by the Director of Teacher Education. The student has the right to appeal such action, with or without counsel.
- 24. The Director of Teacher Education will review the reports of the Cooperating Teacher and the University Supervisor and submit final grades for all student teachers to the Registrar.
- 25. The student teaching experience is evaluated on pass-fail basis.
- 26. Cooperating Teachers will receive \$130 per student teacher for the total semester experience; the amount will be prorated for shorter assignments and divided if more than one Cooperating Teacher is assigned. The University must have the social security number and home address of all Cooperating Teachers before an honorarium can be paid.
- 27. Student teachers may not participate in administering corporal punishment to students, nor may they serve as legal witnesses for staff members administering corporal punishment.
- 28. Student teachers may not socially date students of the schools. Student teachers should not conduct themselves in any manner which might be construed as questionable in any situation. You are a moral and ethical role model whether or not you want or intend to be.
- 29. Student teachers are required to attend student teaching seminars as scheduled during student teaching experience.

30. Student teachers will assume a neutral role and will maintain uninvolved during a work stoppage and/or strike. In case of a strike in the cooperating school system, the student teacher candidate will remain detached from the assignment until the school returns to a normal schedule. In the event that the stoppage continues for a week or more, the University may make other arrangements.
31. In the event that circumstances (e.g., work stoppage, instability in management of the school, incapacity of the Cooperating Teacher) so hinders the ability of the student to receive a meaningful and productive student teaching experience, the University may make other arrangements for the student teacher.
32. Olivet will make every attempt to assist the Cooperating Teacher in working with the student teacher. Frequent visits will be made and the University Supervisors will make themselves available for consultation at the request of the school principal or Cooperating Teacher.

PLACEMENT IN STUDENT TEACHING

All requests for placement in student teaching are made by or under the supervision of the Director of Teacher Education through the Education office.

After the student's application form has been processed and approved by the Teacher Education Faculty, the student should have a conference with the departmental advisor and the Clinical Placement Coordinator regarding the grade level and school in which the student desires a student teaching placement. No student should make any arrangements on his/her own with any school or school personnel to complete a student teaching assignment. After receiving recommendations concerning placement from appropriate personnel, and noting the student's qualifications and preferences, a contract will be completed by Olivet and mailed for approval to the school district.

ADMISSION TO STUDENT TEACHING

Applications for Student Teaching must be filed no later than December 1 of the academic year preceding the school year in which the candidate desires to complete student teaching. An application for student teaching placement may be obtained in the Education office or on the School of Education web page. The application, along with a one-page autobiography, should be completed very carefully and should be free of grammatical or typographical errors. **Applications returned to students for correction may be considered late and subject to a fine. Late filing of application is subject to a fine of \$50 and no assurances can be made for placement.**

The application and autobiography are part of a packet of information used to introduce the student to school personnel for consideration of placement for student teaching. Some applications have been rejected at the school because the student filled them out carelessly, therefore care should be taken in completing the application.

Along with approval of the Teacher Education Executive Committee and Teacher Education Faculty, additional prerequisites for student teaching must include successful completion of all methods courses, and any elective education course such as EDUC 214-Early Adolescent Development. Successful completion equates to a C- or above in the course, which must include a satisfactory evaluation for all required pre-student teaching field experiences.

Admission to Student Teaching also requires approval of the major department and an overall grade point average of at least 2.50. In addition, the student must maintain a 2.75 grade point average in his/her major teaching area courses (or, in the case of elementary education majors, in professional education courses).

Illinois State Law requires the following requirements. As of July 14, 2005 PA 94-0208 states, "teacher preparation program may require passage of the test of subject matter knowledge at any time during the program, including prior to student teaching." Olivet Nazarene University Teacher Education Program does require passage of the test of subject matter knowledge prior to student teaching. In addition, in order to receive a certificate, candidates must pass the Assessment of Professional Teaching test.

The Director of Teacher Education is authorized to withdraw the institutional recommendation for certification for a person convicted of a felony.

SYLLABUS

The Cooperating Teacher and the student teacher will receive a packet consisting of various forms and suggestions for student teaching. The student teacher's packet will include time sheets (Appendix A) on which the student teacher must keep an accurate record of observations and experiences. Time sheets require the signature of both the Cooperating Teacher and Director of Teacher Education before being filed in the Education Office at the end of the student teaching assignment. Also, in the packet are assessment forms (See Appendix F and G) which will be filled out by the student and returned to the Education Office. Samples of all forms contained in the packet can be found in the appendix of this Handbook.

The Cooperating Teacher's packet consists of the same forms as the student teacher's, with the exception of time sheets. Midterm and Final Student Teaching Assessment forms should be completed and sent to the Education Office at designated times during the student teaching semester.

Both of the packets are discussed in Management & Professional Practices. Students may obtain the packets in the Teacher Education Office. A grade of F will be given for student teaching, until all student teaching forms (i.e., time sheets, midterm and final assessment forms) are filed in the Education Office. Upon receipt of all required forms, a grade change may be made.

Planning for Student Teaching

The emphasis of this Handbook has been on the idea of planning. Objectives have been listed, and procedures have been suggested. The ultimate goal is to help each student through the curriculum and a successful student teaching experience. This, in turn, can lead to a life of fruitful and useful service as a classroom teacher. It is a type of long term planning. The remainder of this section will deal with the more immediate aspects of planning for and during student teaching.

The importance of Planning. Almost anything worthwhile in life involves planning. Some of the reasons for planning are as follows:

1. Planning establishes goals. If a traveler or teacher knows where he/she is going, ways can be found to get there. Thus, the establishment of goals is very important.
2. Good planning assures preparation. It is impossible to make a good plan without being well prepared.
3. Planning is a worthwhile experience. Planning can be a learning experience giving students practice in anticipating the timing of activities, materials, and equipment needs, and motivating devices.
4. Planning is a safeguard. A chance to look over plans ahead of time can give the Cooperating Teacher an opportunity to save the student teacher from many pitfalls and to suggest worthwhile alterations. There is an opportunity to warn of misjudgments concerning timing, materials, or readiness of the class. While all failures and difficulties cannot be eliminated ahead of time, the elimination of the worst and unnecessary ones can help to build the student teacher's confidence.
5. Planning develops confidence. When one knows what he/she wants to accomplish, one can plan for such things as student differences in abilities, material selection, catch words to suggest basic steps, and page numbers as source guides. Confident teaching leads to successful student gain.
6. Planning is an aid to evaluation. When the student teacher and Cooperating Teacher reflectively analyze a plan soon after its use and write criticisms, it can be very useful as a record of the teaching and for future use in the improvement of teaching.

7. Planning helps substitute teachers work effectively with children. One never knows when an emergency will cause a teaching absence. The habit of leaving clear and detailed teaching directions for substitutes is a good one to have.

Kinds of Planning. There are at least three kinds of planning: long term (course), unit, and lesson planning. The student teacher should organize his/her plans in keeping with the curriculum for the year. The student teacher is expected to use a written plan because it encourages careful analysis and thought. A written plan gives the Cooperating Teacher a better chance to note class happenings, provide constructive input, and evaluate student teacher work.

In What Form Should Lesson Plan Be Made? There are many forms for lesson and unit plans. (See Appendix B and C.) The student will need to make or select one which will be functional. Whatever form is used, it must be approved by the Cooperating Teacher and the ONU Supervisor. All good plans have at least six main components:

1. Objectives: Use specific, measurable verbs. Where are you going? How will you get there? How do you know when you have arrived?
2. Introduction: Set the stage for learning. Connect learning to actual student experiences. Give a compelling “why” for learning the material.
3. Procedures: Outline how and when you will present material. List materials needed, overheads to be used, etc. Be sure to test equipment or experiments before the presentation.
4. Guided practice and independent practice: The teacher must be involved in guiding and helping the students master the content of the lesson.
5. Closure: Always review the major content/points of the lesson and set the stage for the next lesson.
6. Evaluation: Of both the students and the teacher. Do you need to re-teach the lesson?

How Extensive Should Lesson Plans Be? The student teacher should steer a middle course between the extreme of including so much that he/she is lost in a maze of material or so little that whole blocks of material are left out. The student teacher should have enough material and supplemental activities planned so that active teaching and learning occurs throughout the entire period. In your head, prepare for when things go too fast and you have extra time or for when the lesson “falls apart” and you must deliver remedial assistance.

Where Can Help Be Obtained for Making Plans? Every student teacher has had methods courses which included texts and other materials dealing with instructional planning. The education departmental faculty advisors are available for consultation and help in making plans. They maintain an open-door policy. Resources in the Curriculum Center also should be considered.

MANAGEMENT & PROFESSIONAL PRACTICES

During the student teaching semester, the student teacher is enrolled in a two hour Management & Professional Practices course. The class meets regularly during the two weeks prior to the beginning of student teaching and periodically after the student teaching begins. Sessions are devoted to dealing with some of the common problems and interests involved in the student teaching assignment. Student teachers are required to attend; University Supervisors, Cooperating Teachers, principals, and others involved in the student teaching program are frequently invited to attend sessions. Students are required to complete pre-student teaching field experience hours prior to the formal beginning of student teaching. The "Fall Experience" is one component of the course and is required of all students during the student teaching year. This requirement entails attendance at opening workshop days and the first two days of classes at the school.

RESPONSIBILITIES OF THE STUDENT TEACHER

- A. **Observe the regulations of the cooperating school and responsibilities of the Cooperating Teacher**
1. On your first day, report to the main office and introduce yourself to the school secretary and principal.
 2. Daily programs and established routines developed by the Cooperating Teacher.
 3. Physical facilities including equipment and furniture available.
 4. Established district policies regarding attendance of teachers and students, teacher hours in school, faculty meetings, communication with parents, rules and regulations for pupils and teachers, organization of extra-curricular and professional activities.
 5. Characteristics of the community within the attendance area.
 6. Present, past and potential performance and needs of students.
 7. Learning student names during the first week.
- B. **Adhere to attendance and on-duty demands**
1. Be on duty in the cooperating school daily in the same manner that is expected of the Cooperating Teacher. Normally this will be at least one-half hour prior to the opening of the school day and one-half hour after the school day ends.
 2. Be as involved in the regular school schedule and various activities as any regular faculty member. Use your Cooperating Teacher as the example. With the exception of seminars, student teachers should arrange to attend and participate in faculty meetings, professional association meetings and conferences, curriculum meetings, student out-of-school activities, etc.
 3. Take the initiative to notify the Cooperating Teacher, the Education office (939-5232), and the school office promptly when illness or emergency makes absence necessary. Do not leave a message-talk with the teacher personally.
 4. Avoid, without special permission from the Director of Teacher Education, making commitments to such outside of school responsibilities as part-time work and evening classes. Student teaching is a full-time load.
- C. **Be punctual at scheduled meetings with the Cooperating Teacher and University Supervisor**
1. Regular meetings/conferences with Cooperating Teacher and University Supervisor.
 2. EDUC 456-Management & Professional Practices. Make plans with the Cooperating Teacher to leave school in time to attend these seminars. All student teachers are expected to attend each of these seminars.
 3. Orientation meetings, observation conferences, closing seminar sessions.
 4. Faculty and department meetings.
- D. **Work cooperatively with the Cooperating Teacher**
1. Seek opportunities to help the Cooperating Teacher with classroom procedures, with use and arrangement of supplies and equipment, with extracurricular work where appropriate, with preparation, scoring of quizzes and tests, grading of daily assignments.
 2. Use time allocated for daily preparation constructively.
 3. Accept increased responsibilities as confidence is gained through successful experience.
 4. Discuss promptly and thoroughly with the Cooperating Teacher and University Supervisor, any problems, constructive criticisms, disappointments and frustrations. Avoid circulating non-constructive criticisms.
 5. Demonstrate professional ethics in use of confidential information and in all relationships.
 6. Observe and analyze the Cooperating Teacher's techniques.
 7. Avoid "dumping" personal problems on the Cooperating Teacher.

E. **Prepare lesson plans**

1. Complete written lesson plans for every planned lesson which is taught.
2. Submit lesson plans to the Cooperating Teacher at least **24** hours in advance of actually teaching the lesson. The Cooperating Teacher will establish the time and procedure for reviewing and critiquing the lesson plans.
3. Lesson plans will be adapted and adjusted to meet the suggestions and expectations of the Cooperating Teacher and the University Supervisor.
4. The Cooperating Teacher will check lesson plans throughout the semester for completeness-clear objectives, reasonable concept, appropriate activities, reasonable time allotments.
5. Student teachers will develop clear, precise objectives for lessons. The student teacher is to define objectives consistent with the Illinois Learning Standards.
6. Daily lesson plans will be written using the format prescribed by the University Supervisor (Appendix B). These plans are to be approved by the Cooperating Teacher **24** hours in advance of teaching them and filed in the lesson plan notebook.
7. Maintain a personal notebook of all lesson plans, written comments from the University Supervisor and Cooperating Teacher and personal observations, which, when carefully studied, provides evidence of professional growth or lack of it.

F. **Organize unit instruction**

1. Unit organization will follow the prescribed pattern expected of students by Olivet Nazarene University with whatever modifications are appropriate to fit the policies and procedures of the school and/or of the Cooperating Teacher (Appendix C).
2. The Cooperating Teacher will provide a situation which enables the student to plan and teach at least one complete unit for which he/she is responsible. (It is desirable to have more than one.) The unit is normally two to three weeks in length.
3. The Cooperating Teacher will insist on written (typed) complete unit plan at least one week before start of the teaching time.
4. The unit must be submitted to the University Supervisor at least one week before it is taught.
5. The completed unit will be resubmitted to the University Supervisor after it has been taught.

G. **Consider these suggestions for maximum results**

Maximum effort usually produces maximum results. Paying close attention to responsibilities and expectations will enhance growth as a teaching professional.

1. Be punctual and dependable.
2. Prepare thoroughly for each day. Search out potential emergency possibilities.
3. Learn names for all students. Develop rapport with students.
4. Become knowledgeable of individual student abilities, skills, physical condition and personality.
5. Follow school policy in all areas.
6. Conduct conversations and attitudes in a professional manner. Avoid contributing to negative faculty room conversations.
7. Become involved in managing the physical aspects of the classroom.
8. University activities should not interfere with preparation and obligations to student teaching.
9. Be available to assist students beyond the normal class period.
10. Be receptive to suggestions for improving. Avoid defensive attitudes.
11. Observe the Cooperating Teacher when teaching. Identify how the Cooperating Teacher uses learning principles, employs steps to effective instruction, creates interest, changes pace to meet attention spans, transitions from one activity to another, involves students in planning and evaluating, handles "off target" comments and actions, develops discussion and participation, groups students, uses questions to stimulate thinking, gives assignments and duties, makes provision for fast and slow "finishers," gains attention of the entire class, employs humor and voice.

12. Develop an attractive learning environment. Neat and appropriate bulletin boards contribute significantly.
13. Dress moderately and professionally. Appropriate dress and grooming contributes to student learning.
14. Read the handbook on policies and procedures for school employees. There may be both district and building handbooks.

H. **Make an orderly transition into teaching**

1. Assist Cooperating Teachers by constructing bulletin boards, displays, and materials.
2. Eagerly assume responsibility for work with individuals and small groups.
3. Take every opportunity to be in front of class, even briefly.
4. Learn student names in first week.
5. Obtain scope and sequence of subject matter for the 12-week period.
6. Work out tentative plans for assigning teaching responsibilities with the Cooperating Teacher.
7. Collect and prepare teaching materials and resources to be used.
8. Observe the Cooperating Teacher teaching students. Specifically identify use of learning principles and lesson development.

I. **Be groomed appropriately for the professional setting**

1. Olivet Nazarene University student teachers are expected to maintain high standards of personal grooming. This includes cleanliness of body and neatness of clothing.
2. Normal accepted "university dress" may not be appropriate for the professional setting.
3. Dress standards must be in harmony with the ONU expectations.
4. Modesty in dress and grooming is expected.
5. Hair for men should be well groomed and trimmed.
6. Hair styles for women should not be extreme.
7. "Blue-jeans" attire is normally inappropriate for the professional setting.

J. **Satisfy performance expectations in order to be recommended for certification. Each student teacher MUST meet all of the expectations as indicated**

1. Quantitative Expectations:
 - a. ALL lesson planning completed as requested by Cooperating Teacher and University Supervisor.
 - b. Attendance (punctuality included) at ALL seminars as scheduled.
 - c. ALL forms, assignments and other documents completed and submitted ON TIME (Time Sheet, Appendix A).
2. Qualitative Expectations:
 - a. Teacher performance and lesson design indicates openness in attitude
 - b. Desire to try new ideas.
 - c. Willingness to innovate.
 - d. Tolerance for differing points of view.
 - e. Lesson design and teaching performance demonstrate an understanding of the teaching process and of the elements of teaching.
 - f. Lesson presentations indicate skill in translating a lesson plan into action.
 - g. Rapport with students indicates understanding of human development.
 - h. Satisfying all commitments and obligations punctually indicates an understanding of the responsibility factor required in teaching.

Failure to complete quantitative requirements IN TOTAL or to perform below minimal qualitative expectations will prevent recommendation for certification. Alternative suggestions will include one or more of the following:

1. Repeat student teaching.
2. Repeat methods.
3. Both one and two.
4. Drop out of Teacher Education.

K. **Student Teacher's Code of Ethics**

The Student Teacher should:

1. do his/her best to sustain the ideals of the teaching profession.
2. seek constant improvement in knowledge and skill.

3. maintain courtesy and cooperation in all relations with the entire school personnel.
4. refrain from criticism of those with whom he/she works.
5. endeavor to develop not only the intellectual but also the moral and spiritual capacities of his/her pupils.
6. hold in strict confidence any personal information regarding pupils, such as examination scores or other evaluations.
7. strive to make his/her every effort, while on this assignment, to be of credit to the University, the supervisory personnel, and himself/herself.
8. consult with his University Supervisor or master teacher or some other member of the Education Department faculty whenever in doubt about any course of action that affects his/her students or his/her professional relationships.
9. dress appropriately!

L. **Human Relations in the Classroom**

1. Develop a sense of responsibility for the entire classroom. Be alert of children in all areas of the room – not just the area where your small group is.
2. Show respect for your teacher and others. Always be considerate even though you may not agree with their ideas. Consider yourself a guest as well as a coworker in their classroom.
3. Try to give every child a chance to participate, not just the more verbal children.
4. Try to develop a friendly rapport with all personnel in the building. Smile and be friendly.
5. Be prepared for your teacher to leave the classroom frequently while you teach. This will aid you in gaining self-confidence and in assuming responsibility.
6. Ask permission to observe or have a conference with the principal, psychologist/counselor, reading specialist, hearing/speech teacher and learning disability teacher to gain a broader knowledge of the total school program.
7. Attend all school functions which may take place during your assignment (open house, P.T.A., special programs). Ask your teacher about the possibility of attending parent-teacher conferences.
8. Follow basic rules of courtesy and respect in your communication with faculty, staff and students. In this regard, never make unkind, critical, or complaining remarks in the faculty lounge, cafeteria, playground, or classroom. Your attitude reflects not only your college, but you.
9. Each morning, be thoroughly prepared that all assignments and preparations are completed before children enter the room. This frees you to greet each student as he arrives, thus beginning the day in a more organized and personalized fashion.
10. Plan your schedule so you will be well-rested and energetic each day; plan for sufficient sleep. This means that you will need to give your full time to student teaching and not expect to work. Any extra-curricular activities or work experiences which conflict with your functioning well either in preparation or in actual responsibilities will be a deterrence to your final evaluation and grade and could result in dismissal.
11. Every Cooperating Teacher will make different requirements. You are expected to accept these requirements in a professional manner. Your responsibility is to work with your teacher, not to compare notes with your friends.
12. When any guest or visitor enters your room, be gracious and hospitable about welcoming them. If you are busy, at least smile and acknowledge them. Since your University Supervisor, will be preparing observation reports during each of the five visits, please provide a chair and desk.

M.

General Expectations

1. Give your University Supervisor a copy of your classroom daily or weekly schedule before student teaching begins.
2. Ask your teacher for a desk for your own belongings.
3. Your appearance is very important; dress as a teacher would. No jeans. The example you set in grooming, cleanliness, attitude, and appearance may be reflected in the children you teach.
4. Keep your voice audible and clear, being alert of both your volume and diction. If possible, try a tape recording session at the beginning and end of student teaching to see your improvement.
5. Work hard to demonstrate to yourself that you, as a student teacher, are ready, able and willing to assume more responsibility and initiative.
6. Always keep the lines of communication open between you and your Cooperating Teacher and your University Supervisor. Find time to consult informally with your Cooperating Teacher several times each day and then spend a few minutes each day after the students are gone to evaluate your work that day. Toward the middle and again at the end of your student teaching experience your teacher will complete the evaluation form so you will be aware of your strengths and weaknesses. Feel free to call your University Supervisor if we can be of any help to you or your Cooperating Teacher. We are in a team effort and want to work together to make this a profitable experience for you.
7. Your University Supervisor will observe and design follow-up conferences with your Cooperating Teacher and you five times during the student teaching period. During that observation, the University Supervisor will complete an evaluation form which you will sign, verifying your having read it. You and your Cooperating Teacher will be given copies of the form to keep for your files.
8. You should not be on the playground alone because of legal liability in the event of accidents or injuries. When your teacher has playground duty, you should serve there with him/her.
9. When planning to use the gym, cafeteria, technology, etc., be sure to sign up for them in the school office well in advance. Do not expect your teacher to assume these responsibilities for you.
10. Always use proper oral and written communication: Standard English, good articulation, pronunciation, choice of vocabulary, sentence structure, avoidance of superfluous slang, correct spelling, punctuation, etc.
11. At the end of your student teaching (a) return all books, manuals and other materials which you have borrowed to the teacher or source which you obtained from them; (b) express your thanks to all in the school who have been helpful to you; (c) remind your Cooperating Teacher to return the evaluation materials to you or the Education office; (d) be sure that your timesheet is on file in the Education office by the last day of student teaching.
12. Continue to collect resources for teaching such as: games, bulletin board ideas, learning center ideas, activities and enrichment ideas. These do not need to be submitted to the Education Department but should be accumulated for your future use.

N.

Suggested Participation Activities

CLERICAL:

1. Take attendance, lunch count, etc.
2. Distribute materials
3. Operate school mechanical equipment (film, filmstrip projectors, tape recorder, duplicating machine, etc.)
4. File papers
5. Grade workbook, papers, record grades
6. Supervise playground with the teacher
7. Listen to individual children read to you
8. Administer reading or spelling tests to groups
9. Assist less able readers individually with flash cards or games
10. Assist children in preparing individual creative writing books, word books, class "Who's Who" book, dictionaries
11. Prepare vocabulary flash cards, transparencies, charts, etc.
12. Tell/read a story or poem using visual aids

13. Lead the class in a current events discussion
14. Assist a group in a creative dramatics project such as a play, a choral reading, pantomime, puppetry, etc.
15. Assist in an art project
16. Lead a science experiment; develop a center or exhibit using children's own work (such as paper mache objects related to such topic studies as mountains, volcanoes, oceans, rivers, valleys, hills, etc.)
17. Develop an aquarium or terrarium
18. Plan a field trip in conjunction with your unit

RESPONSIBILITIES OF THE COOPERATING TEACHER

The Cooperating Teacher:

1. is acquainted with the Olivet Nazarene University student teaching program; acquaintance is enhanced by participation in the student teaching workshop.
2. is professional in conduct and attitude.
3. will familiarize the student teacher with the physical plant, school policies, faculty and staff.
4. will involve the student teacher in a variety of experiences; this should include faculty meetings, professional organizations, parent teacher meetings and extra-curricular activities of the school.
5. assists and guides the student teacher in planning daily lessons, unit plans, and organizing and managing the classroom.
6. models and explains successful teaching methods and strategies.
7. provides maximum opportunity for success and offers frequent praise and constructive criticism.
8. makes frequent observations and plans conferences to provide evaluation.
9. directs the student teacher toward self-assessment.
10. has prime responsibility to the students in the classroom.
11. should treat the student teacher as a professional and convey this to the students.
12. makes constructive suggestions to the University Supervisor for improving the pre-service and in-service training programs for teachers.

The Cooperating Teacher supervises a student teacher for a 12-week period under the Olivet Nazarene University Student Teaching Program. The Cooperating Teacher should be an experienced teacher who has taught in the district at least one year and has had at least three years of teaching experience. Cooperating Teachers are recommended for their role by their principals and are expected to not only be competent, professional teachers but also be the kind of personality that can operate effectively in a supervisory fashion with a colleague (student teacher) who is at the entry point of a professional career.

Primary responsibility for the Cooperating Teacher is to teach students in the classroom according to building and district expectations. The student teacher becomes an assistant to the Cooperating Teacher in this setting and will assume teaching responsibilities when deemed ready by the Cooperating Teacher. The tasks listed in this section of the Handbook are expected of the Cooperating Teacher.

- A. Acquaint the student teacher with your program and responsibilities
1. Chances are the student teacher is highly apprehensive about his or her new role. After all, stepping into another's class and having to fill the shoes of a very competent teacher is not easy assignment for anyone!
 2. Help your student teacher to relax by assuring him/her that he/she is part of a team, then make it happen by working together. Draw suggestions from him/her and encourage reactions to your ideas. Share your expectations for him/her.
 3. The first day or so acquaint the student teacher with the building, instructional media area, procedures for absences, truancies, library and hall privileges, classroom scheduling including the bell schedule, the faculty lounge, lunchroom procedures, introduce him/her to other faculty members, the janitor, school secretary and teacher aides, and in general, help him/her to feel a part of the school team.
 4. If at all possible, provide a desk or table for the student teacher in the corner of the room. He/she should also have copies of textbooks, workbooks, other teaching materials used in the class, course objectives and scope and sequence for the entire year.
 5. Changing from the role of a student to that of a teacher requires some adjustments. The student teaching experience, aided by a sympathetic Cooperating Teacher can facilitate that adjustment. Cooperating Teachers should recognize that they are working, in most cases, with a young adult whose entire life has been spent in a student role-a role that all too often emphasizes passivity rather than active involvement. Thus an occasional "push" by the Cooperating Teacher, coupled with respect for another's ideas and much understanding, can frequently turn either an uncertain and hesitant young adult-or even a cocky, somewhat belligerent, young adult-into a competent, professional teacher.

6. Assist the student teacher in developing classroom control that is consistent with your expectation. While final responsibility for discipline rests with the Cooperating Teacher and principal, it is desirable to grant the student teacher some latitude that is still consistent with school policy. In every situation the student teacher is expected to deal with behavior problems in a manner acceptable to the Cooperating Teacher and principal.
7. Provide information concerning any unusual student problem, handicaps, illness, etc.
8. Familiarize the student teacher with evaluation techniques and procedures. Evaluation and grading should be done jointly with the Cooperating Teacher continuously reviewing student teacher efforts.

B. Attendance and absences

1. Arrange an operating procedure to handle illness and daily arrival and departure.
2. In case of illness the student teacher is responsible for contacting the Cooperating Teacher, the school office, and the ONU Education Office.
3. Absences, other than for illness and family emergencies, must be arranged 24 hours in advance of the absence with both the Cooperating Teacher and University Supervisor. All planning for lessons to be taught during the absence are the responsibility of the student teacher.

C. Handling problems

1. The number one priority in the classroom is the learner. Having a student teacher working with the Cooperating Teacher should serve to enhance learning opportunities. If personality conflicts develop, cooperation seems lacking, misunderstandings occur, or communications break down, the ONU Director of Student Teaching should be contacted immediately. Olivet Nazarene University feels strongly that preparing a teacher is a joint role of University staff and school personnel. The University desires to work closely with the cooperating school in assuring competent, well prepared additions to the teaching profession.
2. Contact the Director of Teacher Education and building principal if and when problems arise which may interfere or prohibit a successful experience by the student teacher.

D. Introducing the student teacher to the class

The student teacher can be the junior partner in the teaching team. As little emphasis as possible on the "student" part of his/her title is desirable. There even appears to be a trend around the country toward the title "associate teacher" or Aco-teacher@ and this may be more suitable.

Some rather simple explanation to the class such as "For 12 weeks we will have working with us Mr. or Ms. Smith who is completing Teacher Education at Olivet Nazarene University. He/she and I will be sharing the teaching responsibilities, he'll/she'll be in charge of some of the activities, I'll be in charge of others," should be sufficient.

E. Taking over the class

1. For many people, including teachers, delegating responsibility is not easy. Each teacher has his/her own personality and the veteran instructor frequently hesitates to have a neophyte handle a task in a way which is different from the veteran's tried, true, and effective approach. But this is part of being a team leader and a part of leadership-permitting another to handle a task without interference.
2. After a few days of other involvement the student should be ready to begin teaching a class. It would be desirable, after the Cooperating Teacher is acquainted with the student teacher's potential, to sit down and work out a teaching schedule for the semester together. Inform the student teacher well ahead of the time of planned teaching responsibilities.
3. An ideal procedure for moving the student teacher into the teaching role is for the student teacher to be assigned to observe during the first few days or week and then to begin teaching by the second or third week. Normally, it is desirable for the student teacher to teach only one class period during the first week or so of the actual teaching experience, then to add a class period each subsequent week so that by the sixth or seventh week of the student teaching experience, the student teacher will be teaching four or five periods daily. Thus there is opportunity to move gradually into the teaching responsibility and the preparation time increases at a relatively slower pace than if the student teacher were

suddenly pressed into a full day of teaching. Under a normal procedure by the last two or three weeks, the student teacher would be responsive for the entire teaching load of the Cooperating Teacher.

4. Help the student teacher select for the first teaching experience an area in which success is most likely.
5. Remind the student teacher about being too friendly, or inconsistent with students.

F. **Involving the student teacher**

1. Pure "observation" with no purpose or feedback can become quite tedious. Have the student teacher observe you teach and look for specific principles of learning that you are using. For example, in one lesson the student teacher might look only for the use of motivation and reinforcement principles. In another lesson, how the lesson develops using the Steps to Effective Instruction. Provide conference time for the student teacher to discuss these observations with you. Such conferences will normally be brief.
2. During the class the student teacher can help collect papers, distribute materials, put information on the board or overhead, check with students while they are doing individual work, go to the library.
3. One thing to avoid is excessive paper work. Grading papers has its merits, but once the student teacher begins teaching class it would probably be best to limit his/her duties in other classes only to what he/she can do during the class period. Out of class time can be devoted to preparing daily and unit plans for the classes he/she is or will be teaching.
4. The student teacher should be encouraged to learn student names promptly. A seating chart will assist the student teacher in this effort. Sharing your techniques for learning student names may also provide assistance.
5. Direct him/her to observe carefully your discipline techniques and methods of group control.
6. Student teachers should be encouraged to attend professional association meetings as well as school district meetings in the areas of curriculum, faculty meetings, etc. A high level of professional interest both from the teaching standpoint, and also from the organizational standpoint, is expected on the part of student teachers. They are expected to participate in the normal functions the teacher participates in, including such activities as club sponsorships, club meetings, PTA/PTO sessions, etc.

G. **Critiquing the student teacher's performance**

1. Formal critiquing should take place on a regular basis using the three performance assessment forms. More at first, and tapering off toward the end of the semester if everything is progressing as expected.
2. Every lesson should merit some comment. If the Cooperating Teacher is in the room, the performance should be commented on. If the student teacher has been alone, then discussion of the lesson plan and questions as to how he felt the lesson succeeded would be fitting.
3. Criticism need not be negative. The follow-up critique should be a pleasant experience, an opportunity to analyze a lesson and identify its strengths and weaknesses. Some Cooperating Teachers use a chart or check sheet for critiquing. A regular form has value in that areas can be identified, remembered and improvements noted by making comparisons as the semester progresses. Use of verbatim transcript is an effective means of gathering data for a conference and reconstructing the teaching performance.
4. The Cooperating Teacher should identify both strong and weak points—areas needing improvement. Weaknesses which the student teacher, for whatever reasons, cannot control should be accepted and means of compensating suggested.
5. Always start a conference with some positive comments, move into suggested improvements and close on a positive note. Be specific. Identify components of the lesson, the presentation, use and abuse of learning principles, mannerisms, questioning procedures, etc. for analysis.
6. Ask the student teacher for his comments and reactions.
"What did you feel was the strength of this lesson?"
"What could have been done differently?" etc.
Thus the critique becomes a joint analysis rather than a one-way monologue. The Cooperating Teacher should be ready with suggestions or alternatives if the student teacher is unable to generate different approaches.

7. Demonstrate teaching. When appropriate, the Cooperating Teacher may intersperse his own teaching with that of the student teacher. At times a student teacher, after having taught several lessons could benefit significantly from observing the Cooperating Teacher teaching a lesson. In such cases the student teacher should be encouraged to identify particular aspects of the Cooperating Teacher's presentation and note differences and technique, results, etc.
8. With the availability of video and audio recorders, the opportunity for the student teacher to see and hear himself/herself should not be overlooked. Videotaping a lesson frequently, then analyzing and identifying improvements can be highly effective. Encourage self-critiquing.
9. In order to document, retain all observation data, including dates and times for conferences to document efforts and work with the student teacher.

H. **Unit and daily planning**

1. Each lesson taught is to have a written plan designed for it. The plan content should be reviewed by the Cooperating Teacher at least 24 hours prior to the actual teaching of the lesson. For the student teacher, the daily plan sheet assigned by the University, is somewhat detailed to assure thorough preparation (Appendix B.)
2. The Cooperating Teacher should not allow the student teacher to teach a lesson unless the daily lesson plan meets both University and Cooperating Teacher expectations. Asking the student teacher to rewrite the daily lesson plan is permissible and is expected if they do not meet expectations and student needs.
3. The daily plan should include the concept to be taught, behavioral objectives to be gained and activities in which students will engage. The procedure or activities portion of the lesson plan should be developed using the Steps to Effective Instruction.
4. Check lesson plans throughout semester for completeness: clear objectives, appropriate methodology, reasonable time allotments. Student teachers should develop clear, precise objectives for lessons. They should be encouraged to define objectives in the form of behavioral outcomes which, in turn, should be related to the topic or subject matter.
5. Assist the student in assessing his/her success at attaining a lesson's behavioral outcomes at least once weekly.
6. Suggestions, comments and reactions of the Cooperating Teacher can be written on the lesson plan, if desired, and such comments are encouraged.
7. Plans of lessons that have been taught are turned in weekly to the University Supervisor for review.
8. The student teacher will need to have opportunity to teach a full unit in at least one class. Generally, several units are taught during the student teaching semester and in at least one of these situations, the student teacher will prepare for submission to the University Supervisor a carefully detailed written unit plan. Insist on a typed complete plan at least one week before start of the teaching time. Obviously all units should be prepared in advance and checked with the Cooperating Teacher, but only one unit plan following the prescribed written format is required for submission to the University supervising team (Appendix C.)
9. During the initial weeks of student teaching and perhaps throughout the semester, it may be appropriate for some time to be allowed during the school day for the student teacher to prepare lessons, particularly during the first part of the student teaching experience. Most of the time the student teacher should be encouraged to be in the classroom with the Cooperating Teacher.
10. If the daily lesson plan is not submitted to the Cooperating Teacher at least 24 hours in advance:
 - a. Inform the student teacher that you will teach the lesson since they did not have the lesson plan to you 24 hours in advance.
 - b. Contact the University Supervisor if another lesson plan is not submitted on time.

I. **Critiquing the lesson plan**

The Cooperating Teacher must exercise the right to request that plans be reworked and rewritten before teaching occurs when necessary. The following questions may assist the Cooperating Teacher in analyzing lesson plans before the student teacher uses them in teaching.

1. Generalization, key idea, or concept.
 - a. Is the concept on target for your students?

- b. Is it appropriate and part of the scope and sequence?
- 2. Behavioral Objective
 - a. Is the objective behaviorally stated?
 - b. Is this reflective of Illinois Learning Standards?
- 3. Sequencing or procedure
 - a. Is the lesson developed in an orderly and logical sequence? Does it flow together?
 - b. Anticipatory set - How is student attention focused?
 - c. Input - How is the teacher getting information to the students? Is there sufficient input?
 - d. Modeling - How is the teacher showing the students?
 - e. Check for understanding (CFU) - Does the teacher check for understanding before practice?
 - f. Practice - How is practice spaced out? How much? How long? How often?

J. **What happens to the Cooperating Teacher when the student teacher takes over?**

1. The first time a student teacher is in charge of a group he may prefer to be alone with the class. However, it is up to the Cooperating Teacher to decide whether circumstances are such that this should occur. Whether alone or not, it is best for the Cooperating Teacher, once responsibility for a lesson has been turned over to the student teacher, to avoid interrupting or interfering with the lesson except when involved in the discussion as part of the teaching team.
2. The first few times the student teacher takes over, the Cooperating Teacher may want to be present for a few minutes then quietly slip out and return again later in the period. If no fanfare is involved in departing and returning, students quickly become accustomed to having teachers, University Supervisors, and others enter and exit during a class session.
3. As the student teacher increases his/her teaching responsibilities, you are freed to work with individuals who are significantly deviating from the norm; or to develop some teaming approaches which the two of you might present; and in other ways to plan procedures for enhancing the instructional atmosphere of your classroom.
4. Gathering observation data for conferencing and the professional growth of the student teacher should be done on a regular basis. Some feedback every time the student teacher teaches is desirable particularly early in the semester.
5. If rapport exists between the two teachers, a team operation can develop with the student teacher assuming the primary obligation for designing the learning experiences, drawing on the expertise of the veteran teacher to assist in planning and presenting.
6. Discipline, administrative routine, questions, etc., should be dealt with by the student teacher when in charge. If help is needed, the student teacher should not be backward about admitting such a need. Either a pre-arranged signal or an open request should occur before it is offered.

K. **Observation and evaluation**

1. Observation and evaluation should be continuous throughout the entire student teaching experience.
2. A formal evaluation should be conducted by the Cooperating Teacher during the 2nd, 6th, and 8th weeks using the performance assessment forms (Appendix E) provided with specific points identified and suggestions for improvement offered. The assessment form should be reviewed at the conference. When appropriate a student teacher might prepare a lesson, have it evaluated, review the lesson with the Cooperating Teacher and either re-teach the lesson to another section or attempt to incorporate many of the suggestions in the next lesson taught.
3. Submit written evaluations (Mid-term Evaluation, Appendix D) to the University at the end of five weeks and again at the conclusion of the semester (Final Evaluation, Appendix D). This assessment should be honest and as positive as possible. If a Cooperating Teacher feels that a student teacher should not enter teaching based on his/her performance, this should be clearly delineated both to the student and to the Director of Teacher Education as soon as possible. Most student teachers, as a result of the student teaching experience, prove their full competence in that they are prepared to teach. Occasionally a student teacher shows potential but apparently needs further experience in working with the Cooperating Teacher. These few students will be assigned additional student teaching experiences in order to assure them of success. Rarely a student will have

moved through the entire screening route and still not be qualified. If a person is not going to be competent to teach, he should be so advised and the institution will drop him from the program.

4. Points to consider in writing the final evaluation:
 - a. opening statement might represent your overall appraisal of the student teacher's progress
 - b. might identify area of outstanding work.
 - c. might identify area of consistent competence.
 - d. if the student teacher is receiving your recommendation for certification, the final report should not contain comments that will negatively impact job consideration.
 - e. might close with comment on student teacher's probable potential.
 - f. see "Evaluation" section of this manual.

L. **Time requirements for student teachers**

1. While successful student teaching cannot be a "clock watching" operation, it is necessary to have an idea as to how much time is expected in different types of experiences. Because of accreditation and some certification requirements, students from ONU keep a log of their activities.
2. Except for when a seminar is held on campus, the student teacher should assume the role of any other full-time faculty member, attending faculty and professional meetings, helping you with club sponsorships and activities, etc.
3. Actual teaching is defined as "having the responsibility for that which a group of students are to learn." Normally this refers to a lesson which the student teacher presents or directs and which he has either designed or participated in designing.
4. It is also desirable for you to establish a daily conference time of at least 15 or 20 minutes when you can review the day and plan for the next one with your student teacher. This could be before school, after school, during a free-period or whenever a recurring period of time best fits your schedule.
5. Being at school well before classes begin and well after the regular school day ends is in the best interests of good teaching. The student teacher who seldom arrives until the first bell rings and almost "beats the students out the door" at the end of the day is of questionable potential. It is expected that the student teacher will meet and probably exceed the minimum district and building expectations set for regular teachers. A professional attitude should be expected of the student teacher.

M. **University Supervisors**

1. A University Supervisor will visit the student teacher five times during the student teaching semester. The supervisor's role is to offer suggestions and to support the Cooperating Teacher in his/her role in every way possible. The supervisor will want to slip in and out of the classroom creating as little disturbance as possible. Early in the semester, perhaps when the student teacher is introduced to the class, an announcement that other educators will be visiting the room from time to time may help set class members at ease when they see visitors frequenting their classroom.
2. The Cooperating Teacher is encouraged to confer with the supervisor and to indicate any particular conditions that might not have been evident during the supervisor's observation but that need to be dealt with. Weaknesses in the student teacher's performance, as well as strengths, should be reviewed with the University Supervisor especially if they appear to be significant or unusual in order that this information may be included in the record.
3. Notify the University Supervisor of problems that are not likely to be resolved and/or which decorum prevents you from diplomatically correcting. These might include dress problems, haircuts, late arrival, sloppy planning, weak presentations, inappropriate relationship with students, negative attitude, irresponsible conduct, declining interest, etc.
4. Notify the University Supervisor early if it appears the student will not receive a favorable recommendation. Any student who completes student teaching successfully and is recommended for certification has the right to expect a good recommendation if he/she has not been told of his/her problems early enough to allow time to either correct, withdraw or make other plans.

**CHECKLIST FOR THE COOPERATING TEACHER'S
SELF-EVALUATION**

1. Have I done what I can to see that pupils will accept my student teacher favorably?
 - a. Did I let them know in advance?
 - b. Did I explain the student teacher's role?
 - c. Did I act pleased at having a student teacher?
 - d. Have I avoided criticizing or interfering with my student in front of the pupils?
2. Have I become acquainted with the student?
 - a. Did I use the information furnished by the University?
 - b. Did I discuss his or her personal and academic background with him or her?
 - c. Did I encourage him or her to express ambitions, doubts and beliefs?
3. Have I helped orient the student to the school situation?
 - a. Did I provide complete information on school policies, regulations and practices?
 - b. Did I show the student the school's material resources?
 - c. Did I arrange for him or her to work with faculty members?
4. Have I given the student a gradual introduction to teaching responsibility?
 - a. Did I give the student time to observe my pupils, routines, and teaching methods?
 - b. Did I begin his/her participation with specific, short-term tasks?
 - c. Did I give him or her advanced notice of the responsibilities to be assumed?
 - d. Did I let my student teacher assume whole class responsibility for at least seven weeks?
5. Have I helped the student establish educational values?
 - a. Did I discuss and illustrate the principles of effective teaching?
 - b. Did I give reasons for my use of methods, materials, and activities?
 - c. Did I insist that the student have good reasons for the classroom activities he/she proposed?
 - d. Did I exemplify a positive, wholesome attitude toward teaching and toward my colleagues?
6. Have I helped the student learn to make workable teaching plans?
 - a. Did I let the student see and discuss my lesson plans?
 - b. Did I look over and initial his/her daily lesson plans each morning?
 - c. Did I advise that he/she include alternate plans in case the first plan did not work?
 - d. Did I encourage the student teacher to try some of his/her own ideas, to develop his/her own style?
7. Have I conferred effectively with the student?
 - a. Did we both feel free to request a conference whenever it seemed desirable?
 - b. Did we devote enough time to conferences when the pupils were not present?
 - c. Did we both discuss frankly the questions and problems encountered?
 - d. Did the conferences result in a better relationship between the student and me?
8. Did I thoughtfully evaluate the student's performance?
 - a. Did I help the student evaluate his/her own efforts?
 - b. Did we continue evaluating throughout the student teaching period?
 - c. Did our evaluation deal with all phases of the job?
 - d. Was I frank, helpful, and professional in discussing my evaluation with the student?
9. Have I been a good partner in teacher education?
 - a. Did I try to discover and understand my role in the partnership?
 - b. Did I make the University representatives feel welcome?
 - c. Did I cooperate fully and frankly in evaluating and guiding the student teacher?
10. Have I profited from this experience?
 - a. Did I improve as a classroom teacher?
 - b. Did I gain new respect for the teaching profession?
 - c. Did I learn new skills in interpersonal relations?

d. Did I become a better host to a student teacher?

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The University Supervisor has primary responsibility for the student teacher. Both the student teacher and Cooperating Teacher may expect guidance from the University Supervisor.

The University Supervisor:

1. develops and promotes a professional working relationship with all involved personnel at the cooperating school.
2. assists all participants in developing understanding of their responsibilities in the student teaching program at Olivet Nazarene University.
3. makes observation visitations of the student teacher and conducts conferences with the student teacher and Cooperating Teacher.
4. assists the student teacher in planning, implementing, and fulfilling student teaching responsibilities.
5. evaluates the student teacher's experience through observation and conferences.
6. maintains currency with new teaching techniques, methods and strategies.
7. is available for assistance if problems develop or occur.
8. checks the notebook of lesson plans every visit.
9. conducts an exit interview and portfolio evaluation.

The tasks listed in this section of the Handbook are expected of the University Supervisor.

A. Provide observation and conference time

1. Supervisors from the University will visit the student teacher five times during the student teaching experience.
2. Each supervisory visit will include examination of the lesson plans, observation of a teaching episode (usually a full lesson presentation), and a post-observation conference to discuss data gathered during the observation period.
3. Written observation data including ratings and comments will be prepared in duplicate by the University Supervisor. One copy is given to the student teacher and the other is submitted to the Director of Teacher Education.
4. Supervisors will confer with the Cooperating Teacher to identify any particular condition that might not have been evident during the supervisor's observation but that need to be dealt with (this could be any weaknesses or strengths as identified by the Cooperating Teacher).
5. The University Supervisor functions to help the student teacher analyze his/her teaching, to diagram teaching problems and to develop alternatives for strengthening teaching skills.
6. The University Supervisor and Cooperating Teacher might find it desirable to conduct a cycle of supervision together which includes a planning conference, observation period and post conference.

B. Observation and evaluation reporting

1. Reporting needs to be continuous. The Director of Teacher Education should be informed of student teacher progress or lack of it on a regular basis.
2. Both observations and evaluation must be supported by written observation data. Data is collected on forms supplied by the Director of Teacher Education.
3. If the student teacher is having serious difficulty the Director of Teacher Education must be advised immediately. Student teachers must be afforded due process rights in cases of failure.
4. Rarely, a student teacher's performance does not merit recommendation for certification. Usually this is preceded by early difficulties that are identified by the University Supervisor and followed with appropriate suggestions and counsel. Both the Cooperating Teacher and Director of Teacher Education must be involved in the decision not to certify.
5. Student teacher grades will be the ultimate responsibility of the Director of Teacher Education.
6. All observation and evaluation forms which provide the data base for the student teacher assessment will be submitted to the Director of Teacher Education by the end of each semester.

C. **General**

When visiting a student teacher, as a matter of courtesy, let the principal or secretary know of your presence in the building.

EVALUATION OF STUDENT TEACHING

1. Evaluation is expected to be continuous throughout the entire student teaching experience.
2. There will be at least five evaluation visits by University Supervisors during the student teaching semester. These visits are for the purpose of evaluation and counseling. Every attempt is made to observe the student teacher when new material is being presented.
3. Cooperating Teacher's function in the evaluation process according to procedures identified under the evaluation section of "Responsibilities of the Cooperating Teacher."
4. The final grade submitted to the Registrar for student teaching is based on a compilation of information received from University Supervisors and the Cooperating Teacher. The reports and the recommendation of the Cooperating Teacher are a vital part of the information that determines the grade. In addition, the student teacher's evidence of professional competence based on attendance in meetings, participating in seminars, his promptness, and adequacy of planning are all part of the grade determination.

Exercising due process in evaluation

The prime concern of the courts seems to be that supervisors exercise due process in the responsibility of evaluating student teachers. Due process is followed when the Cooperating Teacher does the following:

1. Review the evaluative instruments with the student teacher. This will include explaining your interpretation of each factor on the form, and expressing what you expect from the student teacher.
2. Provide specific observation times and maintain a log which includes the date, subject, and length of time of each observation. This should include logging all conferences.
3. Provide "feed-back" to the student teacher in the form of analyzing progress or lack of it. You are obligated to inform the student teacher of how well he/she is doing on a continuous basis. Evaluation must be continuous.
4. The federal Right of Privacy Act has certain stipulations for record keeping. According to the Buckley Amendment that became law on January 1, 1975, evaluations cannot be private and confidential unless the student waives his/her access rights.
5. The final evaluation should be reviewed with the student teacher.

JOB SEARCH

The Career Services office is located in Burke Administration #001. Your job search process is coordinated by the Career Specialist with the assistance of the department's Secretary.

During your **Management/Professional Practices** course the Career Specialist will make a presentation in class. All of the necessary materials for beginning your job search will be distributed at that time. The presentation will include instruction in résumé writing, cover letters, applications, credential files, interviewing, portfolios, etc. You will begin your "informal job search" at that time. With the philosophy that you will probably be seeking employment numerous times during your career, you will be taught the organization and mechanics of the job search. You must follow up with the Career Specialist on an appointment basis immediately after the class presentation.

As a **course assignment** you will write (1) a cover letter, (2) a résumé, (3) begin your credential file, and (4) register on-line with ISCPA eRecruiting. The credential file is comprised of a data form, progress report, and written recommendations from key people. The data form will be entered in the computer and maintained by Career Services. There is a \$3.00 fee payable when you submit your information.

To complete the Credential File during student teaching you will need to submit a minimum of four recommendations. At least two of these should be written by your cooperating teacher and your university supervisor. The file becomes the property of Counseling & Career Services and will be maintained for a minimum of 10 years. Through regular updating you may continue to maintain the file beyond the 10-year limit.

Every time your completed Credential File is prepared for a prospective employer you will be charged a fee. Your credentials may only be requested with **your signature** as the release. You may make your request in person, by mail, fax or e-mail.

Teacher vacancy listings are posted regularly on the ONU web site at <http://ccservices.olivet.edu>. There are also a number of helpful links to education resources. A copy of each candidate's résumé is held in the office for referral to positions the student may be interested in. The candidate is never under any obligation to accept an interview based on a referral from Career Services.

Any of the services described above may be accessed by alumni and continue to benefit you after your graduation from the University.

CERTIFICATION ACQUIRING AN ILLINOIS TEACHING CERTIFICATE

Each school teacher is required by law to hold a valid certificate issued by the state in which he or she teaches. PLEASE NOTE: Anyone who has been convicted of a felony for a sex and/or narcotics crime, may not be certified in Illinois.

To obtain Illinois certification, by entitlement, a student must complete successfully all aspects of Olivet's Teacher Education program. Upon completion of the academic program, the student should obtain from the Registrar's office the appropriate certification form. After the forms are signed by the Registrar, and the Registrar has indicated that graduation requirements have been satisfied, the applicant must submit the certification forms and appropriate fees to the Regional Office of Education in the county where the applicant resides or plans to teach.

All applicants for a teaching certificate in Illinois must pass three state designed and administered certification tests. One of these tests covers the area of basic skills in math, reading, and writing. Another test assesses the applicant's knowledge in his or her area of professional expertise. The third test, Assessment of Professional Testing (APT), appropriate to the grade level of the certificate, must be passed. Detailed information about testing, including frequently asked questions, test dates, and study guides, is available on the website at www.isbe.net/certification/html/testfee.htm. Information about these tests and application materials may be obtained in the Olivet Teacher Education office. The applicant is cautioned to carefully observe the registration dates for each test session and to use the appropriate form for registering for each year's tests. New books and application forms are received in the Teacher Education office each summer. The state will accept only the registration form for the current year.

Information about certification in other states is available in the Registrar's Office, the Teacher Education Office, and the Library. For a specific state's certification requirements and procedures, see the Registrar or Director of Teacher Education.

Illinois Teaching Certification Instructions

Secure an application from the Registrar's Office or receive it during EDUC 456 Management & Professional Practices.

After filling in appropriate information, bring or send the form along with a request for a transcript plus appropriate money orders, to the Registrar's Office at ONU. (money order payable to STATE SUPERINTENDENT OF EDUCATION; money order payable to REGIONAL OFFICE OF EDUCATION and cash or check for transcript fee).

The Certification Officer will sign and seal the application when all requirements have been met. If the above money orders accompany the application, the Registrar can send the completed forms to the appropriate Regional Office specified by the applicant. If the applicant prefers, the Registrar can return the complete form, with an official transcript, and you may take or send both to the Regional Office of Education in the county in which you reside or the county in which you have been hired. All applications must be accompanied with the appropriate fees when released to the Regional Office of Education.

The Director of Teacher Education is authorized to withdraw the institutional recommendation for certification for a person sentenced for a felony.

The Regional Superintendent is empowered by the State Board of Education to grant a temporary work authorization to graduates of state approved programs. The work authorization can be released as long as all state certification tests have been passed. The Regional Superintendent will send the application and materials to the State Certification Board, which will in turn process your application for the Initial License.

The Initial license will be sent to the applicant.

Fees and renewal processes vary with each state. Check with the Regional Superintendent in the state in which you live to receive instructions for renewing your license. In the state of Illinois, you may register all certificates you hold for one fee, for the validity period of the certificate. Certificates must be registered/renewed every 4-5 years depending on the validity of the certificate.

Do not let your certificate expire. You will be required to meet any new certification requirements in effect at the time of re-application.

The address and telephone number of the Kankakee County Superintendent's office is

Dr. Kay M. Pangle, Regional Superintendent
Regional Office of Education
189 E. Court St., Suite 600
(Corner of Court and Schuyler)
Kankakee, IL 60901
(815) 937-2950

STUDENT TEACHING TIME SHEET

Student Name _____ ID# _____ Semester/Year _____

School/City _____ Grade/Subject _____

Cooperating Teacher(s) _____

Date of Week	Day of Week	Summarize Major Teaching Activities for the Week	Total Hours at School	Weekly Signature of Cooperating Teacher
1.	M			
	T			
	W			
	R			
	F			
2.	M			
	T			
	W			
	R			
	F			
3.	M			
	T			
	W			
	R			
	F			
4.	M			
	T			
	W			
	R			
	F			
5.	M			
	T			
	W			
	R			
	F			
6.	M			
	T			
	W			
	R			
	F			
7.	M			
	T			
	W			
	R			
	F			
8.	M			
	T			
	W			
	R			
	F			

Date of Week	Day of Week	Summarize Major Teaching Activities for the Week	Total Hours at School	Weekly Signature of Cooperating Teacher
9.	M			
	T			
	W			
	R			
	F			
10.	M			
	T			
	W			
	R			
	F			
11.	M			
	T			
	W			
	R			
	F			
12.	M			
	T			
	W			
	R			
	F			
13.	M			
	T			
	W			
	R			
	F			
14.	M			
	T			
	W			
	R			
	F			
15.	M			
	T			
	W			
	R			
	F			
16.	M			
	T			
	W			
	R			
	F			

Total Student Teaching Days _____
 (minimum of 60 full days)

Total Student Teaching Hours _____
 (minimum of 450 hours)

DATE	Teacher's Initials
<i>First Day Teaching Class Fulltime - 7 Weeks Required</i>	
<i>Last Day Teaching Class Fulltime</i>	

Student Teacher's Signature

Director of Teacher Education's Signature

ONU LESSON PLAN

NAME _____

DATE _____

TITLE OF LESSON _____

GRADE/PERIOD _____

ILLINOIS LEARNING STANDARDS:

Objective # 1: (You are not limited to three objectives nor are
Objective # 2: you required to write as many as three
Objective # 3: objectives. This is a template and should fit
your lesson plan needs.)

OBJECTIVES OF LESSON: The student will be able to:

-
-
-

VOCABULARY (when appropriate):

-
-

MATERIALS (including subject textbook and page numbers):

-
-
-

***DIVERGENT (HIGHER-LEVEL THINKING) GUIDING QUESTIONS TO BE ASKED THROUGHOUT THE LESSON:**

-
-
-

PROVISIONS FOR INDIVIDUAL DIFFERENCES:

All students:

Gifted students:

Students with exceptionalities:

Students of different ethnicities:

Students who are at-risk:

***SEQUENCE OF THE LESSON-PROCEDURE OR STEPS INCLUDING ACTIVITIES
(Introduction, Guided Practice, Independent Practice, Closure) *Insert GUIDING
QUESTIONS appropriately.***

INTRODUCTION (including assessment of prior knowledge)

GUIDED PRACTICE

INDEPENDENT PRACTICE

CLOSURE

ASSESSMENT: Student as Learner (Connect directly to objectives)

The student will be assessed by:

-
-
-

ASSESSMENT: Teacher in Reflection (*Write after presenting lesson)

Consider the following as you reflect:

Did my pre- and post-assessments of students show that they learned? Explain why or why not.

Did my lesson plan allow ALL students to learn? Explain why or why not.

Did my lesson increase or reduce prejudices in the classroom? Explain why or why not.

What would I do differently next time?

Add other questions that you want to think about.

(*Since you will not always have an opportunity to teach the lesson during this class, write reflection questions in this section to focus your thinking on the lesson concepts.)

HOMEWORK (if appropriate):

UNIT FORMAT

- I. Title Page
 - A. Unit title or topic
 - B. Grade level
 - C. Time required (number of days or weeks)
- II. Rationale
- III. Key Ideas and Learning Goals for Unit (in outline)
 - A. Key ideas and sub-key ideas in statement form
 - B. Illinois Learning Standards
 - C. Scope and Sequence
- IV. Integrating Other Subject Matter
- V. Provision for Individual Differences
 - A. All students
 - B. Gifted students
 - C. Students with exceptionalities
 - D. Students of different ethnicities
 - E. Students who are at-risk
- VI. Materials and Resources (Also include samples of materials used in teaching the unit - overheads, patterns, etc.)
 - A. Printed materials, audiovisual, texts, etc. (Complete bibliographic information.)
 - B. Facilities outside the classroom that may be used
 - C. Resource people from the community
- VII. Grading/Assessment
 - A. Pre-test
 - B. Post-test
 - C. Other assessments
- VIII. Block plan - A calendar of scheduled lessons. Include the key idea for each lesson and an abbreviated listing of the activities to be used.
- IX. Daily lessons
- X. Reflection. Include information pertaining to your assessment about your performance and pupil response to the unit: general modifications to be made; strengths and weaknesses, etc.
 - A. Pre-test results
 - B. Post-test results
 - C. Analysis of student learning
 - D. Analysis of your teaching and planning

Please check:

- Undergraduate
- M.A.T.

OLIVET NAZARENE UNIVERSITY STUDENT TEACHING ASSESSMENT

Student Teacher _____ Semester/Year _____

School/City _____ Grade/Subject _____

Cooperating Teacher _____ Midterm _____ Final _____

Please check areas observed and return this form to the student upon completion. 1 = Needs Improvement, 2 = Meets Expectations, 3 = Exceeds Expectations	1	2	3
---	----------	----------	----------

FOUNDATIONS

Uses grammatically correct written and oral expression			
Demonstrates knowledge of subject area(s)			

PROFESSIONALISM

Exhibits poise and self-confidence			
Possesses enthusiasm and energy			
Dresses professionally			
Demonstrates high level of initiative			
Cooperates with supervisors			
Accepts constructive criticism			
Practices reflective thinking			
Speaks articulately and appropriately			
Prepares plans on time			
Writes concisely and meaningfully			
Attends as scheduled and is punctual			
Returns grades and pupil assignments promptly			
Reflects on teaching and makes needed adjustments			

CURRICULUM/INSTRUCTION/EVALUATION

Exhibits effective management techniques			
Maintains appropriate student orderliness			
Displays awareness of all students			
Keeps students on-task			
Develops rapport with students			
Integrates praise and positive reinforcement			
Constructs clear and reasonable objectives			
Demonstrates accurate content knowledge			
Organizes lesson plans effectively			
Motivates students through creative lessons			
Prepares and integrates technology			
Adapts for a diverse classroom			
Maintains lesson tempo and pacing			
Incorporates class discussion and student participation			
Inspires higher level thinking through effective questioning			
Utilizes assessment results as a basis for future planning			

1 = Needs Improvement, 2 = Meets Expectations, 3 = Exceeds Expectations	1	2	3
--	----------	----------	----------

CHARACTER

Exhibits reliability and dependability			
Exhibits respect for ALL learners (cultural diversity, exceptionalities, gifted,...)			
Expresses or demonstrates a belief that ALL students can learn			
Maintains high ethical and professional standards			
Displays tact and courtesy			

STUDENT TEACHER STRENGTHS:

RECOMMENDATIONS FOR IMPROVEMENT:

Regardless of personal opinions, I do attest that I have read this evaluation.

_____	_____
Student Teacher's Signature	Date
_____	_____
Cooperating Teacher's Signature	Date

OLIVET NAZARENE UNIVERSITY
Department of Education

PROGRAM AND STUDENT TEACHING ASSESSMENT

Student Teacher _____ Semester: Fall ____ Spring ____ Year ____

Cooperating Teacher(s) _____

School _____ Grade Level/Subject _____

It is vitally important to us that we obtain a final program and student teaching evaluation. From this feedback we hope to gain information as we continuously analyze the Teacher Education programs. Please take just a few minutes to complete this evaluation and return to Mrs. Meents of the Department of Education. Thank you!

Please circle one: *Early Childhood, Elementary, Secondary (Major: _____), M.A.T.*

Please check 1, 2, or 3 to indicate which best describes your opinion. 1 = Needs Improvement, 2 = Meet Expectations, 3 = Exceeds Expectations	1	2	3
--	---	---	---

FOUNDATIONS

Academic preparation from general education courses			
Placement sites (facilities, equipment, supplies,...)			

PROFESSIONALISM

Mentoring of cooperating teacher			
Helpfulness of school personnel (principal, other faculty,...)			
Helpfulness of office and support staff			

CURRICULUM/INSTRUCTION/EVALUATION

Academic preparation from education courses			
Field experiences			

CHRIST-CENTERED CHARACTER

Relationships with professors			
Relationships with peers			
Respect and concern shown for ALL students			

Additional Comments:

OLIVET NAZARENE UNIVERSITY
Department of Education

ASSESSMENT OF UNIVERSITY SUPERVISOR

University Supervisor _____ Date _____

Please check 1, 2, or 3 to indicate which best describes your evaluation. 1 = Needs Improvement, 2 = Meets Expectations, 3 = Exceeds Expectations	1	2	3
--	----------	----------	----------

FOUNDATIONS

Demonstrates knowledge of subject area(s)			
Uses grammatically correct written and oral expression			

PROFESSIONALISM

Exhibits reliability and dependability			
Exhibits enthusiasm about learning			
Displays tact and courtesy			
Develops rapport with student teacher			
Listens to the student teacher			
Spends adequate time in observations and conferences			

CURRICULUM/INSTRUCTION/EVALUATION

Gives constructive comments about areas of improvement			
Gives praise and positive reinforcement			
Gives input about teaching strategies			
Gives input about classroom management strategies			

CHRIST-CENTERED CHARACTER

Exhibits respect for individuals of different ethnicities			
Exhibits respect for ALL individuals			

Additional Comments:

STUDENT TEACHING SCHEDULE
(Secondary)

University Supervisor _____ Student Teacher _____
Phone # _____

School _____ Cooperating Teacher _____

Please indicate the following on the below schedule: Conference hour, time of each period, subject of each period, lunch period, room of each period. Please give this schedule to your university supervisor **within the first week of student teaching**.

PERIOD	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY

*Include a list of any days classes are not in session due to holidays or conference.

SOME COMMONLY ASKED QUESTIONS ABOUT STUDENT TEACHING

As a general practice, the University adamantly discourages students from employment on or off campus during student teaching. Supervising teachers in the schools view student teaching as an internship that demands the total involvement of the beginning teacher. Thus the student teacher must be free from other responsibilities that might detract or drain energy from teaching. Employment must be approved by the Director of Teacher Education.

1. HOW MUCH TIME WILL THE STUDENT TEACHER SPEND WITH THE COOPERATING TEACHER?

The student teacher spends five full days a week for 12 weeks (a minimum of 60 school days) in the school. Half days are not full days. This time is spent with and/or under the direction of the classroom teacher. The student is assigned for the specified time on the placement request sheet. Student teaching time sheets countersigned by the Cooperating Teacher form an attendance record.

2. WHAT IS THE STUDENT TEACHER'S RESPONSIBILITY TO THE COOPERATING TEACHER?

The Cooperating Teacher is first of all responsible for his/her classroom and the welfare and education of the children or students in his/her charge. The student teacher must understand this and be willing to work within that framework. The Cooperating Teacher, therefore, has a right to know ahead of time what is going to happen in his/her classroom. This means that the student teacher should submit his/her plans for approval from the Cooperating Teacher well ahead of time. This is one of the purposes of well-organized written plans. In general the relationship of the student teacher to the Cooperating Teacher is that of any college student to his college instructor.

3. HOW OFTEN SHOULD THE COOPERATING TEACHER AND STUDENT TEACHER CONFER WITH ONE ANOTHER?

There probably should be daily conferences of 15-25 minutes in length. They should occur at a time when there are not too many other interfering pressures and demands. It is important that there be a regular time and place so that conferences become a habit. Each person might well be ready with a comment or questions pertinent to something which has been observed. There should be some evaluation or delving into the meaning of the events of the day and some projections or planning for the future. The student teacher should beware of monopolizing too much of the Cooperating Teacher's time throughout the day, for this teacher has quite a responsibility and a program to keep moving along. The planned for, set-time conferences can be most fruitful.

4. HOW MUCH PAPERWORK SHOULD THE STUDENT TEACHER BE EXPECTED TO DO?

From the first week the student teacher may be expected to assist with such chores as record keeping, paper-marking, filling out grade cards, etc. preferably on a 50-50 basis. Such work can be helpful in learning about or getting acquainted with pupils. When the student takes responsibility for a class or period, however, all of the related paper work should be done by him/her. During the period of shared teaching, the Cooperating Teacher and the student teacher each normally score the tests for the periods he/she has taught.

5. SHOULD STUDENT TEACHERS BE EXPECTED TO ATTEND THE FACULTY MEETINGS, COMMITTEE MEETINGS, P.T.A. MEETINGS, ETC.?

The general rule or guiding principle is that student teachers should have experience as far as possible in all of the activities that are expected of a regularly employed teacher. This would include

study hall, noon playground and bus duty, assignments at athletic events, faculty meetings, etc. provided the student teacher is accompanied by the Cooperating Teacher.

6. WHAT REPORTS ARE EXPECTED OF THE COOPERATING TEACHER?

Progress reporting is done in informal, verbal conferences, Cooperating Teacher with student and Cooperating Teacher with University Supervisor. At times three way conferences may be arranged. Toward the middle and the end of the student teaching period, the Cooperating Teacher will fill out a rating scale on the student teacher and a statement for filing with the Placement Office of the University.

7. WHAT REPORTS ARE REQUIRED OF THE STUDENT TEACHER?

The student teacher keeps an attendance-time record and files a summary countersigned by the Cooperating Teacher each week. The student teacher may be required to keep a record of observations and activities (logbook) to be replaced with lesson plans as he/she moves into actual teaching. These are to be included in a notebook and turned in to the University Supervisor at the end of the student teaching assignment.

8. MAY A STUDENT TEACHING PLACEMENT BE CHANGED?

When a student teaching placement is canceled by the student so late that the supervising teacher cannot take another student teacher for the given school year, the student's account will be charged for the payment of the honorarium to the supervising teacher.