

STUDENT TEACHING HANDBOOK

College of Education and Human Development

Brigham Young University-Idaho



Rexburg, Idaho

**Revision 6.3
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STUDENT TEACHING HANDBOOK

FOR USE BY:

COOPERATING TEACHERS, UNIVERSITY SUPERVISORS,

SCHOOL PRINCIPALS AND STUDENT TEACHERS

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STUDENT TEACHER SIGNATURE PAGE

Note to Student:

Please read this Student Teaching Handbook, sign below, and submit signed page to university supervisor within the first two weeks of student teaching.

Student Teacher Understanding:

I have read this handbook and will abide by the policies herein.

(Student Teacher Signature)

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INTRODUCTION

The purpose of this Student Teaching Handbook is to provide student teachers, cooperating teachers, university supervisors, and school principals with the necessary information to make student teaching a successful experience for all who are involved. It is a guidebook that outlines specific responsibilities and gives general suggestions to guide the actions of those involved. It is not intended to be comprehensive and cannot answer all questions that may arise during the student teaching experience. All who are involved must use common sense, act professionally, and be guided by specific policies of school districts, state law, and the ethical standards of the teaching profession. The faculty and staff of BYU-Idaho recognize that it is their responsibility to provide training and assistance to those who will be closely involved in the student teacher's experience. This handbook is intended to assist in that training.

The student teaching experience is generally the culminating experience, the capstone of the academic and professional training of a pre-service teacher. The public school classroom is the laboratory where the student teacher applies all that has been learned about the principles and art of teaching.

All who participate in this experience have particular responsibilities and roles to play. The success of the student teaching experience depends on everyone learning those responsibilities well and executing their roles with care and understanding.

Student teaching allows the student teacher to observe, assist, and teach students under the direction of a master teacher in the public school classroom. It is a time of learning and assessment for the student teacher. It must be recognized as the most important experience in moving a college student toward the role of professional educator.

TERMINOLOGY

STUDENT TEACHER - Any university student who is a candidate for completion of a program in teacher education and is enrolled in Ed 492.

STUDENT TEACHING - The period of guided teaching when the student teacher assumes increasing responsibility for teaching a group of learners over a period of consecutive weeks while under the guidance of competent, certified, and experienced personnel.

COOPERATING TEACHER - The teacher in a cooperating school who has full responsibility for a group of learners, and to whom a student teacher is assigned for guided pre-service teaching experience. The cooperating teacher has final authority in all decisions related to how the student teacher carries out his/her duties in the classroom.

UNIVERSITY SUPERVISOR - Any member of the university faculty or adjunct faculty, or any contracted representative from the community who is given responsibility for supervising and/or coordinating the direction of a student teacher's activities. This person is responsible for assisting the cooperating teacher in the selection and direction of experiences in which the student teacher will participate. The university supervisor is also responsible for providing feedback to the student teacher and evaluating the student teacher's performance. The university supervisor serves as the liaison between the university and the school building where a student teacher is assigned.

DIRECTOR OF STUDENT TEACHING - The individual who coordinates the entire student teaching program and interprets its function to all involved personnel and students. The director oversees placement of student teachers with cooperating teachers, and the assignment of university supervisors.

OBSERVATION - Generally refers to specific situations where university supervisors and/or cooperating teachers watch student teachers direct activities in any of the areas of teacher responsibility. The purpose of observation is to provide feedback to the student teacher and to provide an evaluation of the student teacher's performance.

COOPERATING SCHOOL - The school in which the student teacher will complete the student teaching experience.

SCHOOL DISTRICT - The legally recognized entity under state law that has responsibility to educate all the children who live within its boundaries. The rules and regulations of the school district guide the activities of both the in-service teachers and the pre-service student teachers and provide the environment in which teaching and learning take place in the public schools.

RESPONSIBILITIES OF THE STUDENT TEACHER

Regard your cooperating teacher and your university supervisor as mentors. Learn from their comments and suggestions. Feel free to ask them for suggestions. Asking for specific suggestions regarding lesson preparations, presentations, and classroom management techniques indicates that you are eager to learn and improve. Above all, enjoy your association with your cooperating teacher and the students in your school and class.

Obligations to the University:

- Strictly adhere to the University Honor Code and all other policies and procedures established for student teachers within the College of Education and Human Development at Brigham Young University-Idaho. Dress and Grooming Standards of BYU-Idaho are to be followed at all times. Some dress that might be appropriate on campus is not appropriate in the public school classroom. Do not wear jeans unless directed to do so by your cooperating teacher.
- Accept the responsibility to be an ambassador for the University and its standards.
- Accept the student teaching site approved by the College of Education. Student teachers may not arrange their own student teaching assignment.
- Attend all meetings related to student teaching that are required by the University, including all seminars and orientations.
- Complete all online assignments by posted due dates.
- Complete thirteen weeks in a student teaching experience as required by your specific program.
- Maintain health and accident insurance coverage either through the University or contract with a private carrier. BYU-I requires that each student be covered while student teaching.

Initial Responsibilities to the Cooperating School:

- Contact the school to find out the time to arrive on the first day. Arrange to acquire your textbooks in advance if possible.
- Meet with the university supervisor, school principal, and cooperating teacher during the first week of student teaching, where possible.
- Become familiar with the physical layout of the school.

- Know established district and building policies regarding the attendance of teachers and students, teacher hours, faculty meetings, communication with parents, organization of supervisory duties and extra-curricular activities and requirements for professional associations.
- Become acquainted with the demographics and unique characteristics of the community from which students in your school are drawn.
- Become acquainted with the state course of study, curriculum guides, textbooks, and materials that are being used for the specific subject(s) and grade(s), which have been assigned.

Responsibilities for Professionalism:

- **Be on duty in the cooperating school each day in the same manner that is expected of any faculty member. The school calendar of your cooperating school is your calendar. Follow it, not the BYU-Idaho calendar.**
- Demonstrate professionalism in dress, conduct, confidentiality, and commitment during student teaching. Any student exhibiting unprofessional behavior or attitude (inappropriate dress, unauthorized cell phone use, arriving late, uncooperative attitude) will be allowed two warnings with at least one of these being written. Upon a third incident, the student can be removed from student teaching by the university supervisor, the cooperating teacher, or the building principal.
- Devote your full attention and time to your student teaching to ensure a successful experience. Eliminate or reduce work or outside activities that may conflict with the student teaching assignment.
- Keep confidences and respect the rights of others at all times. All information received about students in class or school is strictly confidential. This is a professional, ethical, and legal issue.
- In the event of a teacher work stoppage, such as in the case of a strike, notify your BYU-I university supervisor immediately. Do not participate with regular teaching staff in any activities associated with the work stoppage. Do not return to the classroom to teach until the work stoppage has ended. Do not cross picket lines or serve as a substitute in the classroom of a striking teacher.
- Respect possible differences of opinion between the cooperating teacher and the university supervisor concerning the student teacher's performance. The student teacher is cautioned not to set one person against the other.

- Recognize, respect, and make a serious effort to implement the feedback and suggestions of the cooperating teacher, university supervisor, and the school administration.
- Maintain a positive attitude and develop a positive learning environment for the children within the classroom and school setting. Discuss promptly with your cooperating teacher and/or university supervisor any problems, disappointments, and frustrations without being negative or overly critical. Do not become part of any negative discussion in the cooperating school.
- Willingly participate in non-classroom activities in which the cooperating teacher has some responsibility. Attend faculty meetings, district in-service meetings, and other meetings required of the school faculty when deemed appropriate by the cooperating teacher and school principal.
- Refrain from imposing personal religious or political views upon the pupils and exhibit a broad-minded, tolerant attitude toward other groups and individuals.
- **Be punctual and dependable. Prepare thoroughly for each day. Learn the names of students quickly.**
- Remember that the cooperating teacher is in charge of the classroom where you are student teaching. You are a guest. Pay careful attention to instructions you receive from the cooperating teacher.
- Cooperating teachers and principals have the right to request student removal from a placement. The request will go to the student teaching office. The office will review the request with the supervisor and the requesting party and make a determination on the status of the student.

Responsibilities for Attendance:

- Student Teaching is a full-time teaching, full-semester experience. Non-emergency absences during the semester will affect comments on the letter of recommendation and on the summative evaluation form in the area of professional commitment.
- **Notify both the cooperating teacher and university supervisor prior to any absence that occurs while you are student teaching.** If absences are unavoidable, student teachers are responsible to leave detailed lesson plans for substitutes.
- Students who do not make proper notification for absences may be withdrawn from the program.
- A maximum of four days may be missed for illness or emergency circumstances. Any additional days missed will result in removal from student teaching or, if approved through the student teaching office, an extension of the semester.

Responsibilities for Instruction:

- Carefully observe the cooperating teacher. 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 activities, handles "off-target" comments and actions, develops discussion and participation, groups students and instructs groups, uses questions to stimulate thinking, gives assignments, makes provision for fast and slow learners, gains attention of the entire class, employs humor, voice, and gesture appropriately.
- Seek opportunities to help the cooperating teacher with classroom procedures, with the use and arrangement of supplies and equipment, with extracurricular work where appropriate, and with the preparation of lessons, scoring exams and quizzes, reading student written work, and the grading of other daily assignments.
- Develop an appropriate schedule with your cooperating teacher to assume greater responsibility for classroom instruction (see page 11).
- Develop daily and unit lesson plans that are regularly checked and approved by the cooperating teacher. These plans should follow the approved curriculum of the district and be written in a format acceptable to the university supervisor, the school principal, and cooperating teacher. These plans shall be written for all lessons and be available for review by the university supervisor.
- Assist in developing an attractive learning environment.
- Conference frequently with the cooperating teacher. Adapt instruction to meet the expectations and suggestions of the cooperating teacher.
- Be receptive to input from the cooperating teacher and university supervisor about ways to improve classroom management, curriculum development, and lesson plans.
- Meet with your university supervisor after each visit and jointly go over the Formative Observation of Student Teaching form. When needed, and upon request, more frequent visits may be required.
- Be competent in all areas of subject matter. Demonstrate your understanding of developmental stages of children and teaching strategies and procedures that will enhance the teaching setting.
- Become knowledgeable of individual student disabilities, skills, physical conditions, and general attitudes.
- Be available to assist students beyond the normal classroom period.
- Complete a "teacher work sample" (unit) during the semester.

Responsibilities for Completion of the Student Teaching Experience:

- **Receive the Summative Student Teacher Evaluation of Student Teaching.** Evaluation of teaching performance is a continuous, cooperative process during the student teaching experience. The cooperating teacher and the university supervisor will hold observation conferences periodically throughout the student teaching semester. The Formative Observation of Student Teaching form found in the appendix is used during the course of the placement to document the observations by the university supervisor, and the cooperating teacher. A Summative Student Teacher Evaluation form will be completed by the cooperating teacher and the university supervisor at the end of the student teaching experience. The cooperating teacher and the university supervisor will also write letters of recommendation to be submitted with the final Summative Student Teacher Evaluation of Student Teaching. This letter will include a description of the classroom situation, subjects taught, teaching strategies used, special experience and expertise, and other pertinent information regarding the performance of the student teacher. The Summative Student Teacher Evaluation forms and the letters of recommendation will be collected and submitted to the student teaching office by the university supervisor and will become a part of the student teacher's permanent record and will be placed in their Teacher Placement File. No other written documents from the cooperating teacher, university supervisor, or other university personnel are necessary in the Placement File.
- **Register with the University's Career Placement Office** and provide all necessary information.
- **Complete an Application for State Certification.** This process will begin during the student teaching seminars, and will be completed in the Certification Office when all requirements are met and all application materials have been completed.

RESPONSIBILITIES OF THE COOPERATING TEACHER

The cooperating teacher plays a key role in the success of the student teaching experience. By accepting a student teacher, the cooperating teacher assumes a most important responsibility to mentor and teach someone who will soon be teaching in a public school classroom. This role involves a new dimension of planning. It is generally very hard work.

The cooperating teacher frequently becomes the most significant influence in the development of a competent and qualified pre-professional teacher. Other professionals involved in the program may contribute assistance to the cooperating teacher, but actual decisions concerning the day-to-day planning, teaching procedures, evaluations, and grading rest on his/her professional judgment. The cooperating teacher has final authority in all decisions related to how the student teacher carries out his/her classroom duties.

1. Become familiar with all responsibilities of the student teacher and assist them in appropriate ways to fulfill those responsibilities.
2. Provide a safe environment and inform your student teacher of any hazardous conditions.
3. Inform each parent that his or her child will be having a student teacher in the classroom.
4. Give an informative introduction to the class when the student teacher arrives. He/she should be treated as a professional and this attitude should be conveyed to the students.
5. Discuss with the student teacher the importance of being a role model in the classroom in the areas of respect for others, respect for diversity, appropriate dress and language, etc.
6. Acquaint the student teacher with the building and facilities as well as the procedures of the school. Introduce him/her to other faculty members and support personnel to help the student teacher feel a part of the school team.
7. Provide a desk or table for the student teacher. He/She should also have copies of textbooks, workbooks, other teaching materials used in the class, course objectives, and curricular scope and sequence.
8. Do your best to model good teaching practices and a variety of teaching strategies as the student teacher observes your classroom and becomes familiar with the students in the class.
9. Establish specific guidelines for the student teacher to follow in formulating lesson plans and clearly indicate the amount of detail expected. Help the student teacher to know how and when you will review their lessons prior to their being used in the classroom. BYU-Idaho expects student teachers to write lesson plans for each lesson taught. Fully developed lesson plans shall be written for all formally observed lessons. Abbreviated lesson plans are acceptable for all other lessons.
10. Allow (assist if necessary) the development and teaching of the “teacher work sample” (unit).

11. Give the student teacher opportunities to experience non-classroom activities such as playground duties, advising, and/or extracurricular activities. Let the student teacher work with school counselors and participate in in-service training sessions, parent conferences, and department meetings where appropriate.
12. Allow the student teacher to assist you in planning lessons and learning activities. Explain the reasons you do things in certain ways so that the student teacher can better learn from your experience.
13. Provide the student teacher with opportunities to prepare and develop original teaching materials that use a variety of teaching strategies.
14. Provide the student teacher with opportunities to work with students on an individual basis, in small groups, and with the entire class. Give him/her specific tasks, such as working with certain students, noting on- and off-task behavior, participating in routine tasks, and noting disciplinary and management techniques.
15. Follow the Student Teaching Schedule as outlined on page 11 of the handbook. Gradually release teaching duties to the student teacher over the first half of the semester, and gradually take back those duties during the final week of the student teaching experience.
16. Assist the student teacher in developing classroom management techniques that are consistent with your expectations. When the student teacher assumes full responsibility for a unit of instruction, give him/her as much latitude for classroom management as is consistent with district and building policy.
17. Familiarize the student teacher with classroom evaluation techniques and procedures. Evaluation and grading of your public school students should be done jointly, but the cooperating teacher should make final decisions about grading.
18. Observe and critique the student teacher's performance on a frequent basis. Openly and honestly share your observations and recommendations with him/her. Prior to offering advice, you might encourage the student teacher to reflect upon his/her planning, classroom practices, and decision-making.
19. On at least four occasions, perhaps two before week six and two more before week twelve, complete a Formative Observation of Student Teaching form and discuss your written comments with your student teacher. Provide a copy to your student teacher and the university supervisor.
20. Complete the Mid-term Student Teacher Evaluation form during week six, which will be collected by the university supervisor and submitted to the student teaching office.
21. The final evaluation of your student teacher's performance must be made on the Summative Student Teacher Evaluation form. When you have completed the form, review the information with your student teacher. Write a letter of recommendation for the student teacher that includes a description of the classroom situation, subjects taught, teaching strategies used, special experience and expertise, and other pertinent information regarding

the performance of the student teacher. The Summative Student Teacher Evaluation form and the letter of recommendation, after review with your student teacher, will be presented to the university supervisor to deliver to the Student Teaching Office for placement in the student's Teacher Placement File. This form should be completed at the end of week twelve of the student teaching program.

22. Be in the classroom as much as possible during the first half of the student teaching experience. Be readily available during the second half of the student teaching experience.
23. Discuss difficulties with the student teacher as soon as they become apparent. Work together to develop strategies to overcome the problems. Document all discussions. If you feel that your student teacher may not fully understand your verbal comments, complete an additional Formative Observation of Student Teaching form, and review it with your student teacher.
- 24. Give informal evaluations of the student teacher's performance as often as possible. Every lesson or activity merits some comment and helpful suggestions. Be specific. Be as positive as possible, but be honest and forthright during your evaluations. Poor teaching techniques and habits should be corrected.**
25. Allow time for conferences between the university supervisor and the student teacher throughout the student teaching experience.
- 26. Be mindful that student teachers are not substitutes and may not be used as such.** Any exceptions to this policy must be approved through the university Student Teaching Office.

SCHEDULE FOR STUDENT TEACHING: BYU – IDAHO

1. OBSERVATION – Week 1

The student teacher observes the cooperating teacher modeling good teaching practices. The student teacher should be able to clearly reflect and understand the skills demonstrated by the cooperating teacher.

Other Week 1 Activities Expected of the Student Teacher:

- Obtain copies of textbooks and instructional materials.
- Identify lesson plan format used by the school.
- Review Schedule for Student Teaching.
- Tour school; meet principal, office staff and other teaching staff.
- Request a copy of the school handbook and read it.
- Study school routines, drills, forms, emergency procedures.
- Learn grading practices and procedures.
- Observe teacher's classroom management techniques.
- Learn procedures for gathering and producing instructional materials and resources.
- Ask cooperating teacher for a desk and place to keep student teaching materials.
- Establish a daily conference time with the cooperating teacher.
- Observe other classrooms in the school as appropriate.
- Obtain a copy of state standards for curriculum to be taught.
- Become acquainted with the demographics of the community and the unique characteristics of the students in the school.

2. LIMITED TEACHING – Week 2, 3, 4

The student teacher will start to assume some teaching responsibility. Students will generally add one class subject or period per week until they are teaching all day. The teaching experience should provide opportunities for the student teacher to ask questions and for the cooperating teacher to demonstrate specific techniques. The cooperating teacher will complete a formative observation of the student teacher during this period.

3. INDEPENDENT TEACHING WITH OBSERVATION – Week 5, 6

The student teacher transitions from part-time to full-time independent teaching under the cooperating teacher's supervision. The cooperating teacher will complete another formative observation of the student teacher during this period. The complete observation cycle should be used: pre-conferencing, observing, and conferencing after the lessons. A mid-term evaluation should be completed during week 6.

4. INDEPENDENT TEACHING – Week 7, 8, 9, 10, 11, 12

Students should assume full-time teaching duties by week 7 – allowing one preparation period per day. The student teacher teaches independently. This time is important for the student teacher to gain independence and confidence. The "teacher work sample" should be primarily completed during this time period. Classroom students learn to depend on the student teacher rather than on the cooperating teacher during this time. Many opportunities to exercise judgment and learn from experience occur during the independent teaching. Daily conferencing continues. The cooperating teacher will complete two more formative evaluations of the student teacher (one at approximate week 8, the other at week 10). *The cooperating teacher completes the Summative Student Teacher Evaluation and letter of recommendation by the end of week 12.*
Secondary Student Teachers may be extended to teach three subject areas if recommended by the Cooperating Teacher and University Supervisor.

5. CLOSURE – Week 13

The cooperating teacher begins to assume more responsibility for the classroom. Team teaching can occur. During the last week, the student teacher may again become the observer in the classroom and observe in other classrooms.

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The University supervisor has an extremely important responsibility to make the student teaching experience successful. He or she is the liaison between BYU - Idaho and the public school.

- Train cooperating teachers.
- Attend two student teaching seminars.
- Develop and promote a professional working relationship with all involved personnel at the cooperating school. Invite the student teacher, cooperating teacher and principal to contact you when problems arise.
- Arrange and conduct an initial meeting with the student teacher and cooperating teacher. Invite the school principal. Review the student teaching handbook (paying special attention to the schedule on page 11) and help everyone to understand his or her responsibilities.
- Make at least four formal observations of the student teacher during the semester. Each of these visits should include examination of the lesson plans and observation of a teaching episode (usually a full lesson presentation). Fully developed lesson plans shall be written for all formally observed lessons. Abbreviated lesson plans are acceptable for all other lessons. Prepare written observation data for each observation in triplicate using the Formative Observation of Student Teaching form. Review the results with the student teacher and give one copy to the student teacher, the cooperating teacher, and keep the third copy.
- Prepare a Mid-term Student Teaching Evaluation form and submit it to the Student Teaching Office along with the most representative Formative Observation of Student Teaching form. Include the same documents completed by the cooperating teacher.
- During week twelve:
 - Prepare a final Summative Student Teacher Evaluation form.
 - Write a letter of recommendation for the student teacher that includes a description of the classroom situation, subjects taught, the teaching strategies used, special experience and expertise, and other pertinent information regarding the performance of the student teacher.
 - Conduct an exit interview with the student teacher to review the Summative Student Teacher Evaluation form.
 - Collect the Summative Student Teacher Evaluation form and letter of recommendation from cooperating teacher(s).
 - Submit the Summative Student Teacher Evaluation forms and the letters of recommendation, from yourself and the cooperating teacher(s), for placement in the student's Teacher Placement File.
- Assist the student teacher in analyzing his/her teaching, detailing teaching problems, and developing alternatives for strengthening teaching skills.

- Assist the cooperating teacher in dealing with any problems the student teacher may be experiencing. Also, assist the student teacher with any problems that may arise with the cooperating teacher.
- Monitor development of the “teacher work sample” (unit) and evaluate the work sample as part of a team of supervisors at the final seminar.
- Determine the final grade to be received by the student teacher. Student teaching is considered a pass/fail course.

RESPONSIBILITIES OF THE SCHOOL PRINCIPAL OR STUDENT TEACHER ADMINISTRATOR

As the administrator of the school, the principal/designee coordinates the student teaching program. The principal should expect the student teacher to understand the philosophy, organization, program, and administrative regulations of the school and conduct himself/herself in all aspects as do the regular professional faculty of the school.

- Select capable and interested cooperating teachers with the assistance of the director of student teaching or other individuals responsible for student teacher placement.
- Acquaint students with the community, school, and vicinity in order for them to become a valuable part of the school team. Included should be orientation to feeder schools for your particular school, alternative public or private schools in your area, description of the socioeconomic status of members of the community, and the needs of the families your school serves.
- Orient student teachers to general policies and practices of the school and make the following available for future reference: mission and philosophy of the school and/or district, handbook of the school, curriculum guides, disciplinary guidelines and alternatives, daily schedule, calendar of school activities, and schedule for staff meetings.
- Establish the same professional relationship with the student teachers as with your own faculty.
- Assist student teachers in becoming participating staff members. When possible, assign the student teacher a mailbox and a parking space. Familiarize him or her with office routines and see that he or she receives all faculty memoranda.
- Assist student teachers in becoming familiar with aspects of the program other than the individual classroom, such as the guidance program, group activities, faculty meetings, extracurricular activities, etc.
- Visit the assigned school classroom of the student teacher on occasion and provide him/her with evaluative feedback. Hold appropriate meetings with the student teachers to help them cope with problems that may arise as their teaching experience proceeds.
- Confer with the cooperating teachers and the university supervisor relative to the progress of the student teachers assigned to the school. Communicate any concerns or problems you encounter with the student teaching program to the university supervisor.
- **Adhere to the BYU-Idaho College of Education policy that student teachers are not to be used as substitutes for employed teachers, even for short periods of time.** The student teacher should continue to direct classroom activity under the supervision of a substitute teacher. Any exceptions to this policy must be approved through the university Student Teaching Office.

APPENDICES

Appendix 1

MISSION STATEMENT

Brigham Young University-Idaho is a four-year, co-educational university affiliated with The Church of Jesus Christ of Latter-day Saints. Its mission is to:

1. Build testimonies of the restored gospel of Jesus Christ and encourage living its principles.
2. Provide a quality education for students of diverse interests and abilities.
3. Prepare students for lifelong learning, for employment, and for their roles as citizens and parents.
4. Maintain a wholesome academic, cultural, social and spiritual environment.

Appendix 2

PROFESSIONAL ETHICS

One of the expectations we hold for students in the College of Education is that they will conduct themselves according to a professional code of ethics when working in the schools. The following information is excerpted from the Idaho Department of Education Professional School Personnel Certification Standards Handbook.

Code of Ethics: The Ten Principles

(Summary – for detailed list see Idaho Department of Education website)

- **Principle I:** A professional educator abides by all federal, state, and local laws and statutes.
- **Principle II:** A professional educator maintains a professional relationship with all students, both inside and outside the classroom.
- **Principle III:** A professional educator refrains from the abuse of alcohol or drugs during the course of professional practice.
- **Principle IV:** A professional educator exemplifies honesty and integrity in the course of professional practice.
- **Principle V:** A professional educator entrusted with public funds and property honors that trust with a high level of honesty, accuracy, and responsibility.
- **Principle VI:** A professional educator maintains integrity with students, colleagues, parents, patrons, or business personnel when accepting gifts, gratuities, favors, and additional compensation.
- **Principle VII:** A professional educator complies with state and federal laws and local school board policies relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law.
- **Principle VIII:** A professional educator fulfills all terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract.
- **Principle IX:** A professional educator reports breaches of the Code of Ethics for Idaho Professional Educators, and submits reports as required by Idaho Code.
- **Principle X:** A professional educator demonstrates conduct that follows generally recognized professional principles with the right to exercise academic freedom.

Appendix 3

LEGAL STATUS OF THE STUDENT TEACHER

Student teachers, cooperating teachers, and supervisors often express concern about the legal status of the student teacher in a school. Just what is the student teacher held responsible for, and how far reaching are these responsibilities?

In an attempt to detail the legal status of the student teacher, it is important to begin with the legal status of the cooperating teacher. The cooperating teacher is responsible for the health, safety, and general well-being of the students. In the performance of his/her duties, the cooperating teacher is to act as any normally prudent and farsighted person would, being neither negligent nor malicious. The exercise of good judgment at all times is essential.

Therefore, when the cooperating teacher leaves the student teacher in charge of the class, the cooperating teacher may still be held responsible for the students. However, should harm come to any pupil through malice, negligence, or poor judgment on the part of the student teacher, it might be expected that both the student teacher and the cooperating teacher could be held responsible.

Legally, a student teacher cannot be used as a substitute teacher. Student teaching is a supervised experience. Consequently, a certificated cooperating teacher or administrator should be available at all times.

Appendix 4

REMOVAL FROM STUDENT TEACHING

The College of Education's goal is to create the opportunity for success in student teaching for each student. Placement of students with cooperating teachers is done with a great deal of consideration, taking into account a number of factors before identifying a specific "match" between student teacher and cooperating teacher.

However, despite the best efforts of all involved, it is understood that occasionally some students may not be prepared for the total responsibilities they must assume as a classroom teacher. Attempts to assist the student teacher might include the use of third-party observers, additional observations using video followed by a reflective conference with one or more university supervisors, or other measures deemed appropriate for the given circumstances. If, after reasonable attempts to assist a student teacher who is experiencing severe problems in the classroom, the student teacher's performance continues to be unsatisfactory as measured against the performance standards established by the Idaho State Board of Education, the university is morally and ethically obligated to remove the student from student teaching.

In addition to deficient performance cited above, other reasons that would lead to an immediate removal from the field experience include, but are not necessarily limited to, the following:

- Violation of any of the standards cited in the University Honor Code.
- Any form of physical contact with the student done for the express purpose of correcting and/or punishing him/her. This includes, but is not necessarily limited to, spanking, hitting, throwing objects at the student, grabbing, pinching, pulling hair, shaking, and/or shoving.
- Other forms of abuse similarly considered serious enough to result in removal from student teaching include, but are not necessarily limited to psychological abuse of students, including teasing, ridiculing, and/or other acts that result in humiliation or loss of self-esteem; sexual harassment; and illegal discrimination based on race, gender, national origin, or ethnicity.
- Any violation of state or federal laws.
- Failure to follow the procedures and guidelines contained in this handbook, whether expressed or implied.

If the issue of removal from student teaching surfaces, the following procedure will be followed:

The director of student teaching will convene a meeting with the department chair and the university supervisor. After a thorough review of the information pertinent to the student's standing, a recommendation will be made to the Dean of the College of Education. If the decision to remove the student from student teaching is accepted, the student will be notified in writing and in person by the Dean of the College of Education. The letter will state the conditions on which continuance in the program is based. If the student feels he/she has been unfairly dealt with, he/she may appeal to the Academic Vice President by following established University rules for such appeals.

Students who are removed from student teaching will be subject to the Education Major Withdrawal Policy as follows:

**BYU-Idaho Admissions
Education Major Withdrawal Policy
April 8, 2003**

If an education major must withdraw from their student teaching class during the final semester at BYU-Idaho due to a lack of interest or ability or by direction of the department, the following policy will apply:

1. Withdrawal is processed through the Registrar's Office;
2. Student must submit a graduation plan demonstrating he/she can complete another degree in one semester or he/she must, with department approval, retake education coursework;
3. The Registrar's Office will forward the graduation plan to the Admissions Office for approval or denial;
4. The Admissions Office will notify student of decision.

Appendix 5

STUDENT TEACHING PLACEMENT FILE POLICY

Student Teaching serves as the stepping stone into the workplace for most graduates in Teacher Education. The University Supervisor and the Cooperating Classroom Teacher are required to provide letters regarding each Student Teacher's performance which become part of an open Placement File that is kept for three years. Because the files are "open", students have a right to view the letters and may occasionally feel that a letter should be removed or changed.

In accordance with policies already in place governing the educational files kept on students at BYU-Idaho, students have the right to ask to have records corrected that they believe are inaccurate, misleading, or in violation of their privacy rights. The following explains the procedures for removal from the Placement File or for the modification of the required letters from the University Supervisor and/or the Cooperating Classroom Teacher.

A student must provide a written request to amend a record to the Director of Student Teaching. In so doing, the student should identify the part of the record he or she wants changed and specify why he or she believes it to be inaccurate, misleading, or in violation of privacy or other rights. The Director of Student Teaching shall promptly review the facts and seek to resolve the complaint by informal discussions with the student. If the request is for a simple modification of the existing letter, and if the Director of Student Teaching feels the request is valid and appropriate (perhaps due to a typographical or simple error), the Director may ask the University Supervisor or the Cooperating Classroom Teacher to redraft or modify the letter.

Should the student remain unsatisfied, he or she may request a hearing with the Dean of the College of Education. The request for the hearing should be made to the Director of Student Teaching, who will then send copies of both the letter in question and the student's request to the Dean's office. The Director of Student Teaching may also include a brief description of any actions already taken. The Secretary for the College of Education will arrange for a hearing and will provide the student with reasonable advance notice of the date, place, and time of the hearing. The Dean shall have the right to contact the author of the letter in question prior to, during, or following the hearing. The student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the Placement File. The student may be assisted by one or more individuals, including an attorney, at the expense of the student. The Dean will prepare a written decision to amend the record or maintain it based upon the evidence presented at the hearing.

If the contested letter is maintained in the Placement File, the student shall have the right to place a Statement of Disagreement in his or her file with it. If BYU-Idaho discloses the contested portion of the Placement File, the University will also disclose the Statement of Disagreement.

Evaluation Instruments

- Formative Observation
- Midterm Evaluation
- Summative Observation
- Letter of Recommendation
- Work Sample

BRIGHAM YOUNG UNIVERSITY-IDAHO
FORMATIVE OBSERVATION OF STUDENT TEACHING

Student Teacher:	Date:	# of Students:	Observation #:
School:	Grade Level:	Subject(s) Taught:	
Cooperating Teacher:		University Supervisor:	

DIRECTIONS: Using the scale below, please circle the appropriate number to represent the candidate's level of performance on each standard.
 (1) Below Basic (2) Basic (3) Proficient (4) Distinguished

Planning For Instruction- The teacher plans meaningful learning experiences that promote student achievement and active engagement in learning.							
Standard:	Scoring Descriptors:						
<ul style="list-style-type: none"> • Lesson plans and instructional goals include learning experiences that are appropriate for curriculum standard and achievement targets. • Lesson plans and instructional goals include information about student individual differences to plan instruction. • Lesson plans and instructional goals are detailed and respond to student needs and changing circumstances. 	<ol style="list-style-type: none"> 1. Lesson plans and instructional goals are not valuable, clear or suitable for conceptual understanding. 2. Lesson plans and instructional goals are moderately valuable, clear and suitable for most students. 3. Lesson plans and instructional goals are valuable, clear, and suitable for most students and reflect different types of learning and opportunities for integration. 4. Lesson plans and instructional goals establish high expectations and relate to curriculum frameworks and standards. Goals take into account the varying learning needs of individual students or groups. 						
Planning For Instruction: Observation Score							
				1	2	3	4

Subject Matter Knowledge- The teacher understands the subject matter he or she teaches and creates learning experiences that makes the subject matter meaningful to students.							
Standard:	Scoring Descriptors:						
<ul style="list-style-type: none"> • Presents clear and accurate information. • Links subject matter to student's' prior understandings and is relevant to the student's' real world experience. • Encourages students to interpret ideas from multiple perspectives. • Creates interdisciplinary learning experiences that integrate subject matter across content areas. 	<ol style="list-style-type: none"> 1. Teacher makes content errors or does not correct content errors students make. Subject matter is not relevant. 2. Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines. Subject matter has some relevance to students' experience. 3. Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines. Teacher makes subject matter very relevant to the students' experiences. 4. Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge. All subject matter taught relates directly to the students' experiences. 						
Subject Matter Knowledge: Observation Score							
				1	2	3	4

Instruction Delivery- The teacher uses a variety of instructional strategies to promote student achievement and active engagement in learning.							
Standard:	Scoring Descriptors:						
<ul style="list-style-type: none"> • Uses a variety of instructional strategies, materials and resources including computers and AV equipment to enhance learning that is also aligned with curriculum standards and achievement targets. • Promotes development of student critical thinking and problem solving skills. • Adjusts instruction in response to student needs and abilities. • Lesson directions and procedures are clear and appropriate. 	<ol style="list-style-type: none"> 1. No variety in use of instructional strategies or resources that promote critical thinking and problem solving. Teacher directions and procedures are confusing to students. No clear adjustments to student needs and abilities. 2. Some variety in use of instructional strategies and resources. Teacher directions and procedures are clarified after initial confusion. Limited adjustment to student needs and abilities. 3. Uses a variety of instructional strategies and resources to promote critical thinking and problem solving. Teacher directions are clear and contain appropriate level of detail. Generally, teacher adjusts instruction in response to student needs and abilities. 4. Uses a variety of instructional strategies and resources and establishes significant opportunities for students to expand their critical thinking skills. Teacher directions and procedures are clear to students. All instruction shows adjustments in response to student needs and abilities. 						
Instructional Delivery: Observation Score							
				1	2	3	4

Management Of The Learning Environment- The teacher creates and maintains a safe and effective learning environment.							
Standard:	Scoring Descriptors:						
<ul style="list-style-type: none"> • Sets and maintains clear expectations for student behavior. • Selects and uses effective strategies to respond to behavior problems. • Organizes and manages resources of time, space, activities, and attention to create a safe and orderly learning environment. 	<ol style="list-style-type: none"> 1. Classroom expectations are unclear and student behavior is inappropriate. Classroom management strategies are not effective. Use of resources to maintain a safe and orderly classroom is not evident. 2. Classroom expectations are somewhat clear and student behavior is generally appropriate. The use of some classroom resources is evident in order to maintain a safe and orderly environment. 3. Classroom expectations are generally evident in maintaining an appropriate and orderly classroom environment. 4. Teacher always sets clear expectations for student behavior, uses effective strategies to ensure a safe and orderly learning environment. 						
Management Of The Learning Environment: Observation Score							
				1	2	3	4

Assessment The teacher uses a variety of formal and informal assessments to evaluate learning and teaching.

Standard:

- Uses formative and summative assessment to guide instruction and evaluate student learning.
- Uses developmentally appropriate assessments that are aligned with curriculum standards and achievement targets.
- Uses assessment information to gauge effectiveness of teaching and changes needed.

Scoring Descriptors:

1. Content and methods of assessment lack congruence with instructional goals. Assessment information is not used to change instruction as needed.
2. Assessment criteria and standards have been developed but not clearly communicated to students. Some instructional goals are assessed. Some evidence of using assessment information to change instruction as needed.
3. Assessment criteria and standards are clear and have been clearly communicated to the students. Proposed assessment plans are generally congruent with instructional goals. Teacher generally uses assessment information to gauge effectiveness of teaching and changes needed.
4. The proposed approach to assessment is completely congruent with the instructional goals, both in content and process. The teacher always uses assessment information to gauge effectiveness of teaching and changes needed.

Assessment: Observation Score

1

2

3

4

Professional Commitment and Responsibility- The teacher displays beliefs, values, and behaviors that guide the ethical dimensions of professional practice.

Standard:

- Uses appropriate grammar and syntax.
- Professional in conduct and dress.
- Demonstrates punctuality and preparation.
- Accepts guidance and suggestions.

Scoring Descriptors:

1. Lacks commitment to basic professional responsibilities.
2. Displays some limited commitment to professional responsibilities.
3. Adheres to all aspects of the expected professional commitment and responsibility.
4. Displays outstanding commitment to the teaching profession through additional responsibilities outside the regular classroom.

Professional Commitment and Responsibility: Observation Score

1

2

3

4

Observation Narratives

Commendations:

Areas Needing Improvement and Other Comments:

Signature of Evaluator

Date

BRIGHAM YOUNG UNIVERSITY-IDAHO
MID-TERM STUDENT TEACHER EVALUATION

PLEASE PRINT – PLEASE COMPLETE ALL FIELDS

Student Teacher:		Date:
School:	Grade Level:	Subject(s) Taught
Cooperating Teacher:		University Supervisor:

How many Formative Evaluations have been done to date by this evaluator?	0	1	2	3
--	---	---	---	---

Evaluation Criteria:

(1) Below Basic (2) Basic (3) Proficient (4) Distinguished

Evaluators will use the same observation criteria and descriptors found on the formative observation form to complete the mid-term evaluation.

Planning For Instruction	1	2	3	4
Subject Matter Knowledge	1	2	3	4
Instruction Delivery	1	2	3	4
Management Of The Learning Environment	1	2	3	4
Assessment	1	2	3	4
Professional Commitment and Responsibility	1	2	3	4

Should the student score less than three in any standard, please list specific measures that the student should take to improve (attach additional documentation if necessary):

Signature of Evaluator

Date

Signature of Student Teacher

Date

BRIGHAM YOUNG UNIVERSITY-IDAHO
SUMMATIVE STUDENT TEACHER EVALUATION

Student Teacher:		Date:
School:	Grade Level:	Subject(s) Taught
Cooperating Teacher:		University Supervisor:

Evaluation Criteria:

(1) Below Basic (2) Basic (3) Proficient (4) Distinguished

Evaluators will use the same observation criteria and descriptors found on the formative observation form to complete the summative evaluation.

Planning For Instruction	1	2	3	4
---------------------------------	---	---	---	---

Subject Matter Knowledge	1	2	3	4
---------------------------------	---	---	---	---

Instruction Delivery	1	2	3	4
-----------------------------	---	---	---	---

Management Of The Learning Environment	1	2	3	4
---	---	---	---	---

Assessment	1	2	3	4
-------------------	---	---	---	---

Professional Commitment and Responsibility	1	2	3	4
---	---	---	---	---

Signature of Evaluator

Date

Signature of Student Teacher

Date

Letter Of Recommendation:

- University supervisors will use BYU-I letterhead
- Cooperating teachers will use school letterhead.
- Letters of Recommendation will be typewritten.

What To Include In A Letter Of Recommendation For Student Teachers:

- Describe the characteristics of the class i.e. grade level, number of students, class characteristics including special needs requirements.
- Describe the transition of the student teacher from the first day to assuming full responsibility for planning and instruction
- Describe areas of success in any of the six (6) areas observed.
 1. Planning for instruction
 2. Subject matter knowledge
 3. Instruction Delivery
 4. Management of the learning environment
 5. Personal Characteristics and Interpersonal Skills
 6. Assessment
- Address areas that need additional work. Will additional experience in a classroom allow the needed time to develop in areas needing improvement?
- Give your recommendation of this student teacher as a future teacher of children in the public schools.
- Your letter of recommendation should not include any references to the age, ethnicity, or language dialect of the student teacher. Any other information that could be considered discriminatory should not be included in your letter.
- **Don't forget to sign your letter.**

STUDENT TEACHER WORK SAMPLE ASSESSMENT - ED 492

Student Teacher _____
 School _____
 Unit Topic _____

Supervisor _____
 Grade Level _____

 Evaluator Signatures

 Student Teacher Signature

Component	Indicators	Accept-able	Not Accept-able	Comments
Overall Organization & Appearance	<input type="checkbox"/> Professional appearance <input type="checkbox"/> A Table of Contents and Index Tabs are utilized			
Title Page	<input type="checkbox"/> Includes required information <input type="checkbox"/> Visually appealing			
Unit Overview	<input type="checkbox"/> Description of unit communicates the overall purpose or “big idea”, the state standards to be addressed, and the intended outcomes Calendar or graphic organizer clearly outlines: <input type="checkbox"/> Proposed schedule of lessons and activities <input type="checkbox"/> Objectives and assessment for each lesson <input type="checkbox"/> Levels of Bloom’s Taxonomy incorporated in each lesson			
Pre-Assessment	<input type="checkbox"/> Instrument is appropriate and collects sufficient information to guide unit development and instruction <input type="checkbox"/> Explanation communicates: 1) strengths/weaknesses of the instrument, and 2) how student data collected informed unit development and instruction			
Lesson Plans (5 – 8 Lessons)	<input type="checkbox"/> Objectives are stated clearly in measurable terms, establish high expectations, and support the identified state standards <input type="checkbox"/> Assessment on each plan aligns with the stated objectives(s) <input type="checkbox"/> Sufficient details (e.g., materials needed) and Teacher Background Information are included that would allow another teacher to easily teach from the plans A variety of methods of engagement are incorporated: <input type="checkbox"/> Video <input type="checkbox"/> Writing <input type="checkbox"/> Group project <input type="checkbox"/> Individual project <input type="checkbox"/> Book assignment <input type="checkbox"/> Worksheet <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Simulation <input type="checkbox"/> PowerPoint presentation/SMART Board <input type="checkbox"/> Interdisciplinary activity <input type="checkbox"/> Other _____ <input type="checkbox"/> Student samples of each activity are included <input type="checkbox"/> Resourcefulness of student teacher is evident <input type="checkbox"/> Reflections are included for each lesson. Strengths and weaknesses of the lesson are identified and modifications for future instruction are suggested			
Post-Assessment	<input type="checkbox"/> Instrument is appropriate and sufficiently comprehensive <input type="checkbox"/> Student samples are included <input type="checkbox"/> A graph compares pre- and post-assessment data for individuals and the class as a whole <input type="checkbox"/> Analysis is accurate and insightful			
Final Reflection	<input type="checkbox"/> It is apparent that the student has reflected on the teaching/learning experience objectively and has shown growth through this experience.			

Brigham Young University – Idaho

Teacher Education Department

Early Childhood Education / Early Childhood
Special Education Program

Brigham Young University – Idaho
Teacher Education Department
Early Childhood Education/Early Childhood Special Education Program

Preparation for Student Teaching Experience

The Early Childhood Education/Early Childhood Special Education Program (ECE/ECSE Program) at Brigham Young University – Idaho prepares individuals to work with children, both typically and atypically developing, in a variety of settings. This program blends two fields of study - Early Childhood Education and Early Childhood Special Education - and includes coursework and practicum experiences specific to the young child from birth through grade three.

During their capstone student teaching experience, ECE/ECSE candidates will assume two areas of responsibility: first, they will spend seven (7) weeks working with a special education teacher serving children grades kindergarten through three; and second, they will spend six (6) weeks working with a general education teacher serving children grades one through three. In preparation for their student teaching experience, *ECE/ECSE candidates have completed the following coursework and practicum experiences:*

Professional subject matter of ECE/ECSE

- Child development and learning
- Curriculum development and implementation
- Methods for working with infants/toddlers, preschoolers, and primary-aged children
- Culture and diversity
- Family and community relationships
- Assessment and evaluation
- Professionalism
- Application of technologies/assistive technology

Practicum Experiences for ECE/ECSE Candidates

- Providing early intervention services for infants and toddlers in both home and center-based settings (ECE/ECSE 491; approximately 120 hours)
 - Working collaboratively with the Idaho State Department of Health and Welfare
- Providing educational services for preschool-aged children within inclusive preschool settings (ECE/ECSE 490; approximately 180 hours)
- Providing educational services for kindergarten-aged children in local elementary schools (ECE/ECSE 430; approximately 80 hours)

**Early Childhood Education/Early Childhood special Education
 Student Teaching Expectation Checklist – A Guide for Cooperating Teachers
 General Education Component – Six Weeks**

The Cooperating Teacher should . . .	Document Provided	Activity Completed
Week 1: Observation and Limited Teaching		
Provide documents for student teacher:		
▪ School handbook/policies (if applicable)		
▪ Lesson plan format		
▪ Confidential folders for students receiving special education services		
Assign limited teaching opportunities		
▪ Student teacher must complete lesson plan for each lesson taught		
▪ Learning objectives correlated to state standards		
Week 1, 2: Independent Teaching with Cooperating Teacher Observation and Collaboration		
Week 2: Complete a Formative Observation of Student Teaching		
Assign the student teacher to plan, prepare for, and teach whole and small group lessons (approximately ½ teacher load)		
▪ Teaches small group		
▪ Teaches whole group		
Provide feedback regarding areas of strength as well as areas for growth		
Week 3, 4, 5: Independent Teaching		
Week 4: Complete a Formative Observation of Student Teaching		
Assign the student teacher responsibility for all planning and implementation of plans developed (full teacher load)		
▪ Plans for and teaches all content areas		
Continue to provide feedback		
Week 6: Independent Teaching, Closure		
Assign the student teacher responsibility for all planning and implementation of plans developed		
▪ Plans for and teaches all content areas		
Final Week: Complete a Summative Student Teacher Evaluation (University supervisor also completes a summative evaluation form)		
Prepare letter of recommendation		
Requested Experiences		
Facilitate student teacher observation/participation in IEP meetings		
Facilitate student teacher observation/participation in Eligibility Team Meetings		
Facilitate student teacher observation/participation in Parent Conferences		
Facilitate student teacher planning/participation in Open House, Back-to-School Night, etc.		

Reviewed _____
 Date

Cooperating Teacher _____

Teacher Candidate _____

Early Childhood Education / Early Childhood Special Education
 Student Teaching Expectation checklist – *A Guide for Cooperating Teachers*
 Special Education Component – Seven Weeks

The Cooperating Teacher should . . .	Document Provided	Activity Completed
Week 1: Observation and Limited Teaching		
Provide documents for student teacher:		
▪ School handbook/policies (if applicable)		
▪ Lesson plan format		
▪ Confidential folders for students receiving special education services		
▪ IEP format		
▪ Data collection system		
Provide opportunity for student teacher to observe children with disabilities in the general education setting		
Assign limited teaching opportunities		
▪ In both general education and special education settings (determined by site practices)		
▪ Student teacher must complete lesson plan for each lesson taught		
○ Learning objectives correlated to IEP goals		
○ Learning objectives correlated to state standards		
Week 1, 2, 3: Independent Teaching with Cooperating Teacher Observation and Collaboration		
Week 2: Complete a Formative Observation of Student Teaching		
Assign the student teacher to plan, prepare for, and teach whole and small group lessons (approximately ½ teacher load)		
▪ Teaches small group		
▪ Teaches whole group		
Provide feedback regarding areas of strength as well as areas for growth		
Week 4, 5, 6: Independent Teaching		
Week 4: Complete a Formative Observation of Student Teaching		
Assign the student teacher responsibility for all planning and implementation of plans developed (full teacher load)		
▪ Plans for and teaches all content areas		
Continue to provide feedback		
Week 7: Independent Teaching, Closure		
Assign the student teacher responsibility for all planning and implementation of plans developed		
▪ Plans for and teaches all content areas		
Final Week: Complete a Summative Student Teaching Evaluation (University supervisor also completes a summative evaluation form)		
Prepare letter of recommendation		
Requested Experiences		
Facilitate student teacher collaboration with general education teachers in planning for needs of students with disabilities		
Facilitate student teacher observation/participation in IEP meetings		
Facilitate student teacher observation/participation in Eligibility Team Meetings		
Facilitate student teacher observation/participation in Parent Conferences		
Facilitate student teacher planning/participation in Open House, Back-to-School Night, etc.		

Reviewed _____
 Date

Cooperating Teacher _____

Teacher Candidate _____