

PURDUE UNIVERSITY NORTH CENTRAL STUDENT TEACHING HANDBOOK

Education Department

PREFACE

The student teaching experience should be the most satisfying phase of your preparation for teaching. The opportunity to work directly with students in the classroom will provide a unique experience with many characteristics similar to that of your own future classroom. Although you have had opportunities to observe, participate, and perhaps teach in a classroom, full-time student teaching carries many additional responsibilities.

Purdue University North Central attempts to prepare students to meet the challenges of the classroom with a varied program of professional and academic studies. It is impossible, however, to substitute course work for the actual experience of working with students. There will be periods of frustration and normal cycles of "lows" and "highs" during the student teaching period. How much is gained through this experience is largely up to the student teacher. The University supervisor and the cooperating teacher stand ready to help with any problem affecting the student teacher. This cooperative approach is intended to make available the best possible teaching experience for all students.

MISSION

The professional education program at Purdue University North Central supports, fulfills, and enhances the University's mission: Learning, Discovery, and Engagement. The Education Department prepares candidates to be reflective practitioners who work effectively with diverse students and community populations, and who value collaboration. The department models best practices, which reflects a current and responsive knowledge base that supports lifelong learning as a professional practice and personal goal. The faculty models and values collaboration with the local community, and through Discovery and Engagement, increases knowledge and fosters a positive attitude around teaching and learning.

Vision

The Education Department at Purdue University North Central envisions our elementary education program as the program of choice for future educators who serve local schools and communities. In ensuring well-prepared teachers for every child in our diverse society, our program will provide candidates with a knowledge base of teaching preparation and a variety of school and community field experiences. Our candidates will be motivated to collaborate with the entire community to develop professional qualities and reciprocal relationships. The faculty will be viewed as experts in their fields, who continually strive to refine their knowledge and work collaboratively to support learning and school reform.

Nondiscrimination Statement

It is the policy of Purdue University North Central that all persons are to be viewed, evaluated, and treated, in any University-related activity or circumstance in which they may be involved, solely as individuals on the basis of their personal abilities, qualifications, and other characteristics relevant to the situation. No qualified person will be denied admission or employment, nor will any student be subjected to discriminatory treatment or be excluded from participation in any educational program or activity on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or status as a disabled or Vietnam era veteran..

Questions and concerns regarding University policy and practice or protection afforded individuals against discrimination should be directed to the Department Chair.

GRADUATION AND LICENSING REQUIREMENTS

The Licensing Advisor provides services to assist students who are preparing to become professional educators. The office provides information and guidance regarding admission standards and licensure requirements.

Educational Licensure

The student teacher will receive an application for an Indiana teaching license at the initial student teacher meeting. The application form must be completed and returned to the Education office no earlier than sixty days prior to the end of the student teaching semester. The student must provide passing scores on the required Praxis series tests. When the recommendation for licensure has been made, the application will be sent to the Indiana Professional Standards Board.

Under Indiana's new laws, after the education student has completed a regular, four-year baccalaureate program in education, passed competency tests, demonstrated through acceptable portfolios that he/she has met the standards of teaching and has completed all licensure requirements, the candidate then receives a **two-year initial practitioner** teaching license. During the first two years of employment as a teacher in a public or a private accredited school, the beginning teacher works with a mentor in an induction program which leads to the development of the next level of portfolio, to be approved in the induction assessment. The beginning teacher has a full-day teaching assignment and receives regular pay and benefits.

Requirements for graduation and licensure

- Good standing with the University
- All degree requirements successfully met
- Success in general education and introductory education courses
- Maintenance of specified grade point average for overall and professional education course work
- Proficient portfolio and Teacher Work Sample
- Appropriate professional dispositions
- Current Safe Hiring Solutions expanded criminal background check (**NOTE:** Your criminal record may prevent you from entering some schools for student teaching and/or future employment, as well as from being certified to teach in the state of Indiana)

Recommendations for Licensure (State of Indiana)

Recommendation for licensure to the Indiana Professional Standards Board is made upon successful completion of the student teaching experience while also maintaining "Gate" standards. Obtaining and maintaining a teaching license is the responsibility of the individual. Guidelines for receiving a State of Indiana teaching license with the necessary instructions for the completion of the application process are provided by the Education Department. Packets of materials, including the application, will be distributed at the mandatory student teaching orientation meeting.

Recommendation for Licensure (Other than Indiana)

It is an individual responsibility to contact the state of choice in order to obtain licensing requirements and guidelines. The State of Indiana has a compact agreement with forty other states. This agreement implies easier access between and among these states. A valid Indiana license is required for this agreement to be in effect. It is advised that the state of interest be contacted (<http://www.doe.state.in.us/htmls/states.html>) to confirm specific requirements that may differ from those within Indiana (e.g., grade point averages, specific degrees, testing requirements, internships, and professional experience).

Renewing an Indiana Teaching License

The state of Indiana informs each license recipient of requirements for renewal. Keep your cover sheet with your license so you are clear on the requirements that pertain to you. Generally, initial practitioners will earn the proficient practitioner license following two years of teaching as an initial practitioner. Contact the Education Department and continue to check the Department's web site to receive up-to-date information regarding the license renewal process and procedures.

STUDENT TEACHING POLICIES/PROCEDURES

Student Teaching Placement Procedure

One of the major functions of the Director of Field Experiences is to facilitate the placement of student teachers. Arrangements are made with the cooperating school corporation using the placement procedures outlined. Schools participating in the student teaching program will receive placement requests several months before the student is scheduled to begin student teaching. Consideration is given to the requests of the student whenever such placement is feasible and can be properly supervised by the University. No student should contact schools or teachers in an effort to make their own placements. All contacts will be made by the Director of Field Experiences.

A complete application is sent to the school corporation where assignment is requested. Usually, Superintendents, Principals and the teacher to whom the student may be assigned consider the application and determine whether the placement is feasible. It is therefore most important that the student teaching application is properly and carefully completed since the eventual placement is sometimes determined by what appears on the application. When the school finally accepts the student for the period of time indicated on the agreement form, notification is sent to the Director of Field Experiences. This constitutes a formal agreement with the school and teacher concerned and should not be broken unless an **extreme emergency exists**. Notification of the assignment is made through the Director of Field Experiences by letter.

In addition to the above listed procedures in the placement of student teachers, certain other guidelines are observed as follows:

- Generally, no student is assigned to the school from which the student has graduated, or has a relative or family member employed by that school.
- The total number of student teachers placed in a given school is in proportion to the total number of school faculty.

Special Policies and Regulations

Cooperating Teacher Selection - The classroom teacher under whom you will teach will provide the vital link between theory and the practical application of your University training. In most cases, the school corporation and the University cooperate in identifying and selecting cooperating teachers. The recommended teacher usually has a master's degree and three or more years of successful teaching experience. Furthermore, the cooperating teacher is properly licensed by the Indiana State Department of Education. Two other major criteria used in the selection of qualified cooperating teachers are exceptional performance as a teacher and a desire to supervise a student teacher.

Absence - In cases of illness, death in the immediate family, accident, etc., the student teacher may be excused up to a maximum of three days. In case of an excused absence, the University supervisor and the Director of Student Teaching will determine if the student teacher has satisfied minimal requirements in the specific instance. No absence will be excused for personal business barring extraordinary circumstances. Review and a decision will be made in cooperation with the public school.

Students absent more than three days may be eligible for special consideration of extending the student teaching period. If the case warrants, this extension may be made on the recommendation of the University supervisor and

Director of Student Teaching. Any such recommended extension shall depend upon the approval of the cooperating teacher and school principal, and adjustment of the class schedule.

Attendance - Student teachers are to follow the policies and regulations required of teachers in the school corporation in which they are assigned. Consequently, vacation schedules of the school corporation are observed rather than the vacation schedule of Purdue University North Central. The assignment schedule, however, provides adequate time to meet the required number of teaching weeks. Student teachers from Purdue University North Central are required to report to their schools five days a week for the designated student teaching dates. During this period considerable time is spent in observation and related professional activities.

Emergency Procedure - Whenever a student teacher is involved in an emergency situation, the Director of Student Teaching should be notified immediately. They will in turn report to the involved parties as the situation warrants.

Should questions arise concerning a problem related to the extra-curricular activities of the student teacher, contact should be made at once with the University supervisor and the Director of Student Teaching.

Grade Appeals – Purdue University North Central makes provisions for students to appeal a grade in student teaching that in the student's opinion is unfair. It becomes the student's responsibility to initiate the appeal procedure. Refer to University policy on grade appeals.

Legal Status and liability of the Student Teacher - The State of Indiana has recognized the student teaching experience as necessary preparation for the educational profession. The legislature authorized public school corporations to enter into agreements with institutions of higher education specifying the responsibilities and rights of school corporations, universities and students. Purdue University North Central has on file such an agreement with each school corporation where Purdue University North Central students teach. Among other considerations in the agreement is a statement of liability insurance that covers the student teacher, generally with the same type of coverage as employed staff. This is not to say that other types of liability insurance are not needed or desirable. Should more information be needed contact the Director of Student Teaching. **NOTE: Student teachers may, under no circumstances, drive a vehicle transporting students nor be left responsible for students off school grounds.**

Orientation - Many cooperating school systems have requested that student teachers arrange to visit the school for an interview and orientation before beginning student teaching. Prior to the contract period the student teacher will be encouraged to make a pre-visitation to the school. It is the student's responsibility to contact the cooperating teacher and principal by mail or telephone.

Strike - Should a strike by teachers or other school personnel occur while student teaching, the student is requested not to report for duty. Should it become necessary, the Director of Field Experiences will call a meeting of all student teachers placed in the school corporation after the third day of the strike for reassignment.

Substitute Teaching - The University does not approve utilizing student teachers as substitute teachers. For brief periods of time, however, the student teacher may continue to perform in the assigned teaching situation in the absence of the cooperating teacher if adequate supervision is provided. Should the cooperating teacher be absent for any extended period of time, the Director of Field Experiences will withdraw and reassign the student to another cooperating teacher.

Teaching -- A Full-Time Responsibility - During student teaching, the student is expected to devote full attention to teaching in the assigned school. No student should work or take classes at the University during the student teaching experience. If employment is an absolute necessity, it should be kept to a minimum and confined to weekends only. There shall be no employment interviews or specific campus responsibilities that will require the student to be absent from student teaching. Periodically, a seminar or workshop will be conducted for student teachers by the Director of Student Teaching.

Termination of Student Teaching Contract - Student teachers are responsible for planning subject matter, maintaining professional relations with teachers and administrators, and working effectively with young people. Should the student teacher fail to meet any of these responsibilities, the assigned school corporation administration, the Director of Student Teaching and/or the Director of Field Experiences has the option to

terminate the student teaching contract. See the "Pull/Termination Policies and Procedures" section on pg. 5 for further information.

Evaluation Forms - Evaluation is a cooperative process involving the student, cooperating teacher and University supervisor. The cooperating teacher will usually have a minimum of two conferences on evaluation during the period of student teaching. The evaluation becomes most important in arriving at a final grade and as an instrument in the future employment process.

Planning Lessons - Effective planning is the basis of successful teaching. Much planning will be done in a cooperative program with the cooperating teacher. It is most important that early planning be done with the aid and counsel of the cooperating teacher, under whose guidance a healthy working relationship must be established. Lesson plans submitted as part of your Teacher Work Sample should follow the Taskstream format.

PULL/TERMINATION POLICIES AND PROCEDURES

The student teacher, cooperating teacher, university supervisor, Director of Student Teaching, Director of Field Experiences and the head of the Education Department share responsibility for identifying potential problems or issues that may arise in student teaching, and the relevant parties are expected to communicate directly among themselves, when appropriate. Experience has shown that problems that are addressed quickly are often resolved simply through open communication. **The most frequently used form for documenting performance problems is the dispositions form.**

Student Teacher Responsibilities: The student teacher is responsible for notifying the university supervisor of any field experience placement or performance issues or concerns.

Cooperating Teacher Responsibilities: The cooperating teacher is expected to meet on a regular basis with the student teacher to discuss his/her performance, including any potential problems with the student teacher's skills or dispositions. Written mid-term and end-of-semester evaluations, completed with the university supervisor, must be discussed with the candidate.

University Supervisor Responsibilities: The university supervisor monitors the candidate's progress in the student teaching experience through individual conferences and informal contacts, as well as through review of specific assignments. When minor problems in the placement occur, the university supervisor may "coach" the candidate on how to address the problem directly. The University Supervisor may also serve as a sounding board for the cooperating teacher before the cooperating teacher deals with the candidate to discuss any issue. The University Supervisor is responsible for completing the mid-term and final evaluations, in consultation with the cooperating teacher, and communicating this information to the student teacher.

Problem-Resolution Steps

When a student teacher, cooperating teacher, or university supervisor identifies a problem, issue or concern, the following steps should be taken, in this order, to try to resolve the problem:

(1) Initially, the problem, issue, or concern should be discussed by those immediately involved, usually the student teacher and the cooperating teacher. The discussion will lead to one of three possible outcomes:

- (a) the issue is resolved,
- (b) a plan to address the problem is agreed to, placed in writing, and implemented, or,
- (c) no workable solution is found.

(2) If no workable solution is found between the student teacher and cooperating teacher, the university supervisor should be involved and meet with both the student teacher and cooperating teacher. Again, as a result of this meeting, one of three outcomes is possible:

- (a) the issue is resolved,
- (b) a plan to address the problem is agreed to, placed in writing, and implemented, or,
- (c) no workable solution is found.

(3) If no workable solution is found with the university supervisor, the Director of Student Teaching in consultation with ?and the Director of Field Experiences are involved in attempting to resolve the issue. Again, as a result of this meeting, one of three outcomes is possible:

- (a) the issue is resolved,
- (b) a plan to address the problem is agreed to, placed in writing, and implemented, or,
- (c) no workable solution is found.

(4) If a mutually agreed upon solution is not facilitated by the Director of Student Teaching and Director of Field Experiences, the head of the Education Department is notified, who may further attempt to reach a solution with the parties involved.

(5) If no solution is agreed upon, a decision to terminate student teaching will be recommended.

Termination of student teaching cannot occur unless efforts have been documented to solve the problem, except in situations described in the "What constitutes failure of student teaching?" section.

Placement Termination

Student Teaching may be terminated by the student teacher, the cooperating school or corporation, or the university program if the steps outlined in the "Problem-Resolution Steps" result in no solution. Any termination must be carried out in a systematic manner. The student teacher, cooperating teacher, and university supervisor must be involved in the termination process. Placement termination will result in one of three possible subsequent actions, at the discretion of the chair of the Education Department, the Director of Student Teaching and the Director of Field Experiences:

- A second placement is provided the same semester;
- A second placement is provided in the following regular semester (Fall or Spring), provided the student teacher attends weekly seminars with Education faculty and meets any other criteria established in a remediation plan; or
- Termination from the teacher education program

If a student teacher is unable to successfully complete the second placement, he or she will be dismissed from the program.

What constitutes failure of student teaching?

- Failure in student teaching occurs as a result of any of the following situations:
- The host school personnel requests/requires removal of the student teacher
- Any behavior associated with child abuse, sexual harassment, pornography, illegal activity or breaking the law (expanded background report), or any language or behavior that endangers the well being of children or staff (immediate termination)
- Failing to meet the requirements and obligations of a remediation plan
- Any behavior that would constitute dismissal of a teacher from employment (immediate termination)
- Failure to comply to and/or meet requirements established by the program, program faculty and supervisors, and/or cooperating school professionals, with regard to student teaching.
- A found violation of the Purdue University North Central student code of conduct during the academic period of student teaching.
- Chronic tardiness or absences

Student teachers who are terminated should cease all contact with the school and school officials. The Director of Field Experiences will:

- notify the field school principal in writing of your termination
- return to the cooperating teacher all student work, grade book, books, and school materials
- collect any of your personal belongings from the school

SUGGESTIONS FOR A SUCCESSFUL STUDENT TEACHING EXPERIENCE

Observation in the Classroom - It is important that during the first week or two of student teaching the students make their observations as meaningful as possible. The aspect of observation is a primary requisite for eventual participation in the active role as a teacher. The student teacher should have specific things in mind to observe followed by a period of reflection and discussion with the cooperating teacher. This process will promote the optimum observation experience.

Reflections of early observation provide ideas and suggestions to assist in increased participation. Observation is the step before participation and can also be most valuable toward the close of student teaching.

Below are listed some questions which may help in guiding the period of observation and which may make planning for teaching somewhat easier. The list is not intended to be all-inclusive; it merely provides some guides.

A. The Teacher

- What general attitudes about the teaching profession do the teachers in the building demonstrate?
- Are the interests of individual teachers diversified or limited?
- What is done in curriculum evaluation?
- Are students the center of teacher concern?
- What kind of teacher relationship exists? Is there a sharing of ideas and student information?
- How do teachers work with parents?
- Are daily or long-range plans made for the students?
- What kinds of decisions do teachers make?
- Are teachers proud of the community in which they work?

B. The Student

- Do you have available information about each student?
- Is there an opportunity to meet with the new students?
- How do students react to the school?
- What takes place in student conversations?
- Are you able to develop a good rapport with students?
- Is there positive interaction between students?
- How does your cooperating teacher record interest and self-concepts of students?
- What techniques are used to discover individual differences?
- How does a teacher gain skill in working with students?
- How does a teacher evaluate student progress--by regular assignments, daily tests, standardized tests, performance assessments or oral recitation?

C. The Classroom

- How does the teacher secure needed supplies?
- How is the school day organized?
- How does the teacher distribute his/her time?
- How does the teacher plan the program to develop a change in activities?
- How is student attention secured to start the lesson?
- What did the teacher do to create a learning environment?
- Do questions stimulate appropriate responses?
- Are assignments challenging?
- How are activities properly spaced within time allocation?
- What are problems of classroom management and how are they solved?
- How does the teacher anticipate behavior problems?

D. The School

- What is the structure and organization of the school?
- What kinds of teaching materials and aids are available?
- What special services are available (health, clerical, physical education, art, speech and hearing, custodial, etc)?
- What process is used in ordering supplies and does each teacher have a supply budget?

- Are teachers involved in formulation of building regulations?
- How does the school serve the needs of the community?
- What kinds of parent activities exist and are teachers requested to serve on committees with parents?
- What is the general attitude of students toward schools?

E. The Principal

- Have you met with the principal?
- What leadership and personal qualities does the principal possess?
- How does the building principal work with teachers, curriculum, and students?

F. The School System

- How is the school organized?
- What is the geographical area served by the school?
- Are there special programs available in the school system?
- Who are the members of the school board?

Becoming a Professional - It is important that the student teacher dress in keeping with the codes established by the teachers of the school where the student is assigned. Should there be questions concerning dress, a conference with the cooperating teacher in the pre-teaching visitation should be of assistance.

The social life within the community as well as the many teacher activities within the school are most important to a well-adjusted teacher. A student teacher should evaluate these responsibilities in the light of future professional responsibilities.

Every teacher should be deeply concerned about professional responsibility. Schools of today are greatly involved in many types of teacher organizations. The student teacher needs to understand and observe these organizations in action so that knowledgeable decisions can be made in the future.

Planning for a Positive Classroom Environment - Student teachers frequently request some specific suggestions to aid in the learning process. There is no formula to guarantee success. The following suggestions are listed only as a point of reference and should be evaluated in the light of the student and the learning process.

- Plan worthwhile activities for all students.
- Make extensive use of various instructional aids and a variety of classroom procedures.
- Carefully evaluate the individual differences of each student and plan subject matter to meet these needs. The cooperating teacher will be a valuable resource.
- Encourage, praise, and compliment outstanding and proper behavior.
- Make use of small and large group techniques.
- Provide an opportunity for the success of each student.
- Be enthusiastic. Enthusiasm for learning on the part of the teacher is contagious.
- Have all plans and materials well organized.
- Strive for a well-modulated voice of enthusiastic and convincing quality.
- Motivate pupils to complete all tasks.
- Keep the lesson within the framework of objectives.
- Stimulate inquiry.
- Avoid mannerisms that detract from the lesson.
- Consider physical classroom atmosphere.
- Strive for positive human relationships and values within all classroom activity.

Evaluating Student Growth - Evaluation is the process of appraising student growth toward attaining accepted goals or values in the program. Thus, the objectives of evaluation are the criteria by which both students and teacher judge the amount of growth that has taken place. Since the ultimate aim of all teaching is student growth, knowledge of the amount of student growth indicates the success or failure of the student as well as the teacher. Listed below are some questions student teachers might wish to ask.

- Are the individual students and the class as a whole meeting accepted objectives during given periods of student teaching?

- To what degree have the individual *differences* of students been properly met?
- Have evaluative instruments such as performance tests, interest inventories, standardized tests, anecdotal reports, and sociograms been used in the teaching process?
- Have techniques of self-evaluation by students been incorporated in student teaching?
- Have parents become involved in the evaluation of students?
- Have the suggestions of the University supervisor and cooperating teacher been considered in the classroom setting?
- Has consideration been given to pupil evaluation of the student teaching experience?

There is no one technique in the teaching process that will answer all the problems of the student teacher. It is important, however, that the teacher plan a program of balanced teaching methodology. The concerns of discipline, lack of motivation, and disinterested students will largely disappear with a well-planned, varied, and moving activity.

ROLE OF THE COOPERATING TEACHER

The cooperating teacher usually influences the quality of the student teaching experience more than any other single person. It is primarily the teacher who guides and assists the student toward professional and technical growth.

From the time the teacher receives a student teacher's personal application until the initial interviews prior to student teaching, the teacher can begin to assess the candidate's past experiences. It is important that both the cooperating teacher and the student teacher understand the responsibilities involved in student teaching.

During this initial conference, texts, curriculum guides, sample lesson plans, daily schedule, sample report cards, school handbooks, and other such materials should, if possible, be made available to the student teacher.

A student may approach student teaching with hesitancy and considerable apprehension. Until the student teacher feels secure, his or her real feelings may not be disclosed. One student may wait for the cooperating teacher to indicate what to do; another may ask too many questions; a third may follow the cooperating teacher like a shadow. Most student teachers are anxious to please and eager to learn. As one works with a student teacher, one begins to understand some of the forces that affect the student teacher's behavior.

Pre-arrival Preparations

Cooperating teachers have found it important that their classes and the school be prepared for the arrival of the student teacher. The following are suggestions that may be helpful:

- Explain to the pupils that a second teacher will work with the class for a few weeks.
- Point out that the new teacher will have many different experiences to share with the class.
- Give examples of how the teaching team will work together in helping the pupils learn.
- Explain that the pupils should look to the new teacher for instruction and assistance.

Pupils need time to become adjusted to the idea of working with a second teacher. They will manifest the cooperating teacher's attitude toward the student teacher. To help develop the status of the student teacher as a second teacher in the classroom, it is important to refer to the student teacher as "Mr. Robinson," "Miss Hardy," and the like, or as the "other teacher" rather than the "student teacher."

Helping the Student Teacher Get Started

One of the cooperating teacher's first concerns is to help the student teacher feel secure in the new situation. Student teachers and cooperating teachers have listed the following suggestions as helpful:

- Accept the student teacher as a person. Establish rapport as soon as possible.
- Consider the student teacher as a member of the faculty. The student teacher should be included on faculty lists, taken to meetings, and encouraged to participate in committee work.
- Design situations and techniques enabling the student teacher to identify the pupils quickly. Use seating charts and provide pupil lists.

- Include the student teacher in planning with pupils: "Mr. Braun and I" --"We" --"What do you think, Miss Lynn?"
- Providing an adult sized desk or a place for the student teacher's books and papers will make the student teacher feel at home.
- Explain "formal" and "informal" classroom and school policies.
- Avoid correcting the student teacher in front of the pupils.
- Share daily chores.
- Introduce the student teacher to the other school staff members.
- Provide an opportunity for the student teacher to have uninterrupted conferences with you.
- Provide an opportunity for the student teacher to teach units as you observe.

Planning with the Student Teacher

The need for planning is fourfold: (1) to assist in clarifying the student teacher's purposes and procedures; (2) to learn of the expectations of the cooperating teacher; (3) to communicate the student's intentions to the cooperating teacher for constructive comments; and (4) to achieve skill in developing effective lesson plans. The cooperating teacher's guidance determines to a great extent the quality of the student teacher's planning.

During or prior to the first day of student teaching, it is necessary to meet in order to outline a plan for the student teacher's gradual acceptance of the teaching situation and to make plans for the first week. This may involve merely discussing the cooperating teacher's plans for the week.

These plans may provide an example for the student teacher. The student teacher is encouraged to use the lesson plan format available on the Education web site (<http://www.pnc.edu/ed/LessonPlan.htm>). Plans should, of course, be specific but flexible. The lesson plans should be placed in a binder so they may be shared with your University Supervisor. Ultimately, the student teacher should plan and carry out all classroom activities for several complete weeks of teaching.

Together, the cooperating teacher and the student teacher should develop a definite schedule for deadlines on written plans and for pre- and post-conferences on them. Even if these conferences take no more than ten or fifteen minutes, and even if the plan is brief, some type of communication system is a must. The cooperating teacher should give constructive criticism and provide adequate time for the student teacher to make suggested revisions. When the cooperating teacher makes such suggestions and corrections in advance, fewer interruptions occur while the student is teaching.

In addition to such informal conferences, about one hour per week should be set aside for an uninterrupted conference to evaluate progress toward goals, to reassess the plan for the unit and the next week, and to handle problems of immediate concern which have not already been discussed and solved.

Cooperating teachers and student teachers have made the following suggestions regarding weekly conferences. The cooperating teacher should:

- *Be specific.* An anecdotal record of the student teacher's actual behavior, expressions used, timing, etc., will help the student teacher evaluate teaching effectiveness.
- *Encourage self-evaluation.* Ask such questions as "How did you feel about the lesson this morning?" "Did you notice how James and Betsy reacted?" "Why do you think the pupils seemed restless?"
- *Give definite suggestions.* Include in the suggestions techniques for motivating students, presentation of materials, etc.
- *Indicate successes as well as suggest improvements for the student teacher.* Conferences with the student teacher may be planned to discuss things such as adjustment to the school, classroom routines, evaluation, observations, the student teacher's personal problems, lesson planning, professional activities, teaching materials, or basic subject matter in a given field and the implications for teaching.

A student teacher must be continually informed of the rate of progress being made so that the teaching ability can be compared with teaching potential. It is expected that the student teacher would then capitalize on strengths and work toward overcoming challenges. Constructive suggestions should be a part of continuous planning.

Helping the Student Teacher Teach

The cooperating teacher may wish to consider the following suggestions to help the student teacher become more effective:

- The student teacher must have the opportunity to teach as often as possible. Normally, the preliminary observation period should be relatively brief so that teaching may begin early in the term. Additional observations may then be distributed throughout the student teaching experience in the assigned classroom or in other classrooms within the school system.
- Rigid teaching patterns should be avoided. One must be careful not to make the student teacher feel that there is only one correct pattern of teaching.
- Often, the student teacher will need help to see the pupils as individuals. The student teacher should develop keener perceptions of the pupils' needs, interests, and aptitudes as the classroom environment and teaching become more natural. The cooperating teacher should provide the student teacher with seating charts, arrange work with individuals and small groups, hold frequent informal conferences, and encourage the student teacher to take advantage of opportunities to meet parents.
- Good teaching is creative. To achieve this creativity, the student teacher must feel that actions are not narrowly outlined by a teaching manual, textbook, cooperating teacher, or University supervisor.
- Variety is an important component of good teaching. The student teacher should be encouraged to use a wide variety of teaching techniques. Pupil and teacher demonstrations, laboratory work, group discussions, lectures, question-and-answer periods, directed study, audiovisual presentations and other meaningful experiences should be employed as the situation permits.

Above all, one must remember that the student teacher is *learning* to teach. A student teacher is expected to make some mistakes. If this were not true, there would be little need for student teaching. Often the student teacher will recognize his or her teaching weaknesses and modify the approach to a given situation. It is the function of the cooperating teacher and the University supervisor to work together to provide needed assistance in this regard.

Observing the Student Teacher

Every teacher has favored ways of presenting an idea or concept, leading a discussion, motivating pupils, or handling discipline problems. Frequently, it is difficult to sit silently in the back of the room and watch a student teacher make mistakes or exercise what appears to be poor judgment. On the other hand, if the cooperating teacher interrupts, corrects and questions the student teacher in front of the class, the student teacher soon loses the opportunity to develop and maintain rapport with the pupils. ***This situation can usually be avoided if the cooperating teacher reviews the student teacher's plans prior to their implementation.*** Unless the student teacher asks for help, it is generally best for the cooperating teacher to withhold suggestions or praise until after the class has been dismissed. Any adverse effects of errors and mistakes in judgment should be corrected before the next class session. Usually, it is a better learning experience for the student teacher to attempt to handle a difficult situation on his or her own until help can be provided on a more confidential basis. Written assessments of a student teacher's performance during a particular class period are especially helpful to the student. A follow-up discussion can then help the student analyze the causes of any difficulty and plan ways to prevent its recurrence.

Activities Related to Classroom Teaching

While the primary purpose of student teaching is to provide an opportunity for the student to learn to teach in a specialized area, there should be an opportunity to experience as many aspects of the total teaching situation as time permits.

During the student teaching period, the prospective teacher may engage in as many of the following activities as is possible in view of the primary objective: actual teaching. *These suggested activities are listed randomly:*

- Observe teachers in a variety of academic disciplines.
- Study pupils' records --cumulative records, achievement test scores, reading-grade-placement scores, etc.

- Seek supplementary materials that may be used to help present effective lessons --books, models, charts, posters, filmstrips, community resources, etc.
- Provide help for a variety of students: the gifted, the learning disabled, those who have been absent, and those working on special projects.
- Involve pupils in experiences such as reading, writing, speaking, listening, and reasoning.
- Discuss grading standards and grading problems with the cooperating teacher.
- Become acquainted with the library resources and how the students may use these effectively.
- Become acquainted with duties and responsibilities of administrative and special service personnel.
- Attend staff meetings.
- Administer achievement tests.
- Assist in the supervision of the study halls and homeroom.
- Become acquainted with school procedures in requesting equipment and supplies.
- Become acquainted with the total school program through conferences with the principal and the superintendent.
- Learn how to operate and use the copier, tape recorders, film projectors, etc.
- Participate in co-curricular and extra-curricular activities.
- Use some school time for planning for teaching.

Evaluation

It is generally recognized that the most *effective* method of assessing changes in behavior is through self-evaluation. Student teachers must be encouraged to look at themselves objectively and to evaluate their assets and liabilities.

Conferences with the principal, cooperating teacher, University supervisor and Director of Student Teaching provide a springboard for such self-evaluation. The student teacher must recognize that the supervisory *staff* is interested in his or her development as a teacher. Any suggestions *offered* are intended to help further this development. At no other time in the preparation of a teacher is advice so diligently sought and gratefully received.

A student teacher wants constructive feedback and feels "short-changed" if advice is not forthcoming. The student teacher has looked forward to the student teaching experience as a period of meaningful induction into the teaching profession. The evaluation of his or her performance is a vital concern. Every *effort* should be made by the supervisory *staff* to indicate student teacher proficiencies and areas needing improvement.

Each cooperating teacher will be given access to evaluation forms by the Director of Student Teaching prior to the student teaching period. It is expected that an evaluation given approximately mid-semester will be used as a means of focusing upon the progress of the student teacher. It should include goals for the remainder of the student teaching experience. This is voluntary and the form need not be forwarded to the Education office. However, it is recommended that the mid-semester evaluation results be shared with the University supervisor. The final evaluation form appraising the student teacher *must* be submitted by the cooperating teacher at the end of student teaching. It is important that the final evaluation be completed and returned promptly following the completion of the student teaching experience to:

Purdue University North Central
 Education Department/Student Teaching
 1401 S US 421
 Westville, IN 46391

The University supervisor retains a copy of each completed evaluation form and the original becomes part of the student teacher's credential file in the Education office. After the completed forms are returned, they may be reproduced for distribution on a confidential basis to school administrators seeking personnel. It is of utmost importance that the cooperating teacher evaluates the student without prejudice. This evaluation will help determine a grade for student teaching. It will also help employers assess the potential of a prospective teacher.

ROLE OF THE UNIVERSITY SUPERVISOR

The University supervisors are essentially specialists in education and in their individual academic areas. Many have taught for a number of years in the public schools and have visited a variety of classrooms. A University supervisor will be assigned to every student teacher from Purdue University North Central.

The University supervisor provides educational leadership and is a link between the cooperating school and the University. The student teacher, the cooperating teacher, and the University supervisor function as a team as they work to implement effective learning procedures and create professional working relationships.

The University supervisor recognizes that the primary responsibility of the cooperating teacher is to provide an effective learning situation for the pupils. If the activities of the student teacher are not conducive to effective learning, the student teacher must adjust techniques or perhaps be reassigned or even withdrawn from student teaching. Therefore, it is the responsibility of the University supervisor to assist students as adequately as possible during student teaching.

As a team, the cooperating teacher and University supervisor assist the student teacher in developing professional responsibility. While the student teacher is directly accountable to the principal, this responsibility is in *effect* channeled through the cooperating teacher. At the same time, the student teacher is a student of Purdue University. Thus, the University supervisor has a vested interest in the welfare and educational development of the student.

The Meaning of Visits

The purpose of the University supervisor's visits are to observe the student engaged in the teaching process and to help the student attain a satisfactory professional experience. In addition to observing and meeting with the student, the University supervisor confers with the cooperating teacher and with the principal. Periodic discussions involving some or all of these four people may prove beneficial. The University supervisor also completes a final evaluation at the end of the student teaching period.

Observations of Student Teachers

Observations refer to the actual presence of the University supervisor. The average frequency of visits is once every other week. It is not unusual for a student to be visited several times in addition to the minimum. To accomplish this, the University supervisor needs to be informed as to when the student assumes class teaching responsibilities.

During these periods, the University supervisor observes the student's progress in meeting certain standards of professionalism. In addition, the student's lesson plans, teaching methods and techniques in the subject matter area are observed.

After observing the classes, the University supervisor meets privately with the student teacher to discuss the student's general progress and to offer constructive advice. All comments and constructive suggestions should be based on the principle that the University supervisor is to help the student develop and improve as a teacher. The student will be encouraged to discuss openly and frankly all phases of the teaching situation. This procedure should be documented in writing.

The University supervisor also meets with the student and the cooperating teacher in a three-way conference. In such conferences all are encouraged to speak openly and frankly about any and all phases of the student's work and of the situation in general. As a specialist in Elementary Education, the University supervisor shares new and acceptable concepts, discusses various methods of teaching, and offers constructive suggestions.

Finally, the University supervisor meets privately with the cooperating teacher to obtain opinions and observations of the student's progress and development. During these conferences the University supervisor welcomes opportunities to make suggestions relative to the student's work.

Conferences with the Principal

The principal is the key figure in the administration of a school. Consequently, it is important that the University supervisor maintain close contact with him or her. The presence of the University supervisor is always made known to the school office when visiting and, when possible, talking with the principal.

Grades

The final responsibility for the assignment of a grade in student teaching rests with the University supervisor. The grade is based upon personal observations, the conferences described previously, and the evaluation form completed by the cooperating teacher.