

APPENDIX J

THE STUDENT TEACHER

Practicum III - Student Teaching provides the student teacher with the opportunity to demonstrate the attitudes, skills and knowledge which have been developed in the campus setting. The increased responsibility for the student learning while immersed in the daily routine of the public school setting allows the student teacher to demonstrate teaching strengths and competence yet receive the

PROFESSIONAL and EXPECTATIONS

Code of Ethics

The teaching profession has designed a code of ethics which governs individuals within the profession. Student teachers are subject to the guidelines of this code and to the implications that teachers must always be guided by the highest ethical and social standards. Refer to Appendix D and E to review standards.

Mental/Emotional Health

As required by the Nebraska Department of Education (NAC 92, Rule 21, 003.10) , preservice teachers are required to affirm under oath they do not have an order or determination currently in affect by a court or any other governmental body which finds the student to be any of the following: a mentally ill and dangerous person, mentally incompetent to stand trial, acquitted of criminal charges because of insanity an incapacitated person in need of a guardian, or unable to manage one's property due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication; or is currently an inpatient or resident in a mental health facility due to a determination by a qualified mental health professional. In compliance with this rule, students must affirm yearly, prior to student assisting or teaching in any practicum methods class or student teaching/internship experience, they have not been convicted of a felony or misdemeanor involving moral turpitude. Furthermore, it is the student's responsibility to report any change in status regarding this rule. Preservice teachers not meeting this standard are not allowed to participate in PreK-12 activities until they have received permission to proceed by the State Board.

Confidentiality

The student teacher will normally follow the school's policy governing confidential information. This private information must never be the subject of casual discussion in the faculty workroom or lounge or anywhere outside of school. Throughout the student teaching period, it is desirable for the cooperating teacher to share pertinent information concerning the pupils with the student teacher. Such information is to be regarded as a confidence.

Communication

An effective classroom teacher is a skilled listener, a dynamic speaker and an effective writer. These skills must be given daily attention. Student teachers will be expected to demonstrate these effectively communication skills within the classroom.

The student teacher needs to communicate openly with the cooperating teacher, and with the supervising teacher. Open and frank communication in these relationships will keep small problems from developing into difficult and complex issues. The student teacher must sometimes initiate and always respond to opportunities for informal conferences with the cooperating teacher. During these casual discussions, and during the meetings to discuss the completed evaluations, the student teacher should remain relaxed, receptive to constructive criticisms, attentive to the positive aspects of teaching skills, and should avoid a defensive attitude about performance. The student teacher should also prepare to have questions for the cooperating teacher about revisions and modifications in planning and implementing the learning activities.

During the regular visits of the supervising teacher, the student teacher should not hesitate to express areas of concern or to request assistance for a particular area of instruction. The supervising teacher can be of invaluable assistance to the student teaching experience. Maximum benefit from Practicum III will be achieved only if the student teacher considers the supervising teacher to be a part of the support personnel to the student teaching experience upon regular school visits or at other times of particular need.

Classroom Management

Discipline is frequently a prime concern of the student teacher. Because the philosophy and methods of discipline and classroom management vary widely between school districts and classes, the student teacher will conform to the disciplinary code of the cooperating school.

Absences

Whenever possible, the student teacher will give advance notification of anticipated absences for family emergencies, job interviews, or participation in important athletic events. In all cases of personal illness the student teacher must notify the cooperating teacher and supervising teacher as soon as it is obvious one is not be able to teach. The student teacher will follow the procedures of the local school district to report illness. In cases of extended illness or an unusually great number of absences for other reasons, the student teacher may be asked to extend the student teaching time beyond that of the original schedule.

Appearance

Student teachers are responsible to the school system in which they are doing their student teaching. Regulations in dress vary greatly from school to school. The student teacher will comply with the school's stated Board Policies regarding appropriate dress, personal hygiene, and professional appearance.

Calendar

During the student teaching experience, the student teacher will follow the vacation schedule of the assigned local school district.

STUDENT TEACHING BEST PRACTICES

Planning

Comprehensive unit and lesson planning is vital to effective teaching. The cooperating teacher, supervising teacher, and the student teacher shall determine, according to the unique factors in each placement, the number of units to be written by the student teacher. In some instances, the student teacher may follow existing units of study and will be expected to make complete lesson plans as the student teacher assumes classroom control and full teaching responsibility. All lesson plans will be consistent with the practices of the cooperating teacher. Special attention should be given to providing for individual differences among students.

Teaching Methods

The student teacher should realize that the cooperating teacher has been successful in the role of a teacher for several years and possesses first-hand knowledge of effective methods, evaluation, discipline, pupil's attitudes and classroom climate. In keeping with the student teacher's general role, methods and activities planned by the student teacher should be consistent with those used by the cooperating teacher. This does not restrict the student teacher from planning a wide variety of experiences, with the cooperating teacher's approval, in order to further explore the student teacher's personal teaching style, and to promote the learning of a wide range of student abilities, interests and cultural backgrounds. Methods should be selected which afford the opportunity to enhance the professional learning of the student teacher and the subject area learning of the public school student.

Assuming Classroom Control

The Doane University Education Faculty does not set any arbitrary time limits on the student teacher's assumption of responsibility within the classroom. Because student teachers enter Practicum III with varying levels of skills, and because teaching skills are refined at equally varying rates during the experience, flexibility in the use of established guidelines is necessary.

During the initial phase (in most cases this will be approximately one week), the student teacher may observe the cooperating teacher, become familiar with curriculum materials, review cumulative folders, and perhaps be involved in teacher-designed materials preparation. The student teacher may also be responsible for teaching small groups or individuals according to the cooperating teacher's plans for portions of the school day.

During the second phase of Practicum III (usually beginning in the second week), the student teacher plans and implements lessons. This phase is a gradual transition, beginning with one class and moving to all classes over a period of three or four weeks. The student teacher would normally expect the

cooperating teacher to remain in the classroom for most of the time early in the experience and to do periodic evaluations later in the experience.

During the third phase, the student teacher is responsible for the full teaching load of the cooperating teacher. New units may be created during this time, or the student teacher may follow the curriculum sequencing and materials of the cooperating teacher. The cooperating teacher may be absent from the room as frequently or infrequently as appropriate. The classroom students should view the student teacher as “the teacher” during this phase. The cooperating teacher should always be informed about the anticipated activities of each class. Although the cooperating teacher is not involved in direct teaching activity with students, the cooperating teacher remains a member of the educational team responsible for the instruction of the students.

The final segment of student teaching is a transition phase with the cooperating teacher moving back into the position of full teaching responsibility. A gradual transition will benefit both the students and the teachers who are involved in the process. As the student teacher has less demands for teaching activities, the student teacher may observe teaching in other classrooms and special areas within the school.

THE COOPERATING TEACHER

The cooperating teacher is selected according to the criteria listed in the Selection of Cooperating Teachers and Schools section of this handbook. The responsibilities of the cooperating teacher include many activities which are summarized in four main areas: Orientation, Communication, Planning and Evaluation.

Orientation

The cooperating teacher will want to make the student teacher feel as welcome and comfortable as possible. A warm, genuine anticipation of the student's initial nervousness and a series of frequent conferences and directed observations will help the student to lose that self-consciousness. As soon as possible, the cooperating teacher should introduce the student teacher to the school staff, provide a full tour of facilities, and invite the student teacher to all faculty, department, PTA, and education association meetings. The cooperating teacher should also help the student teacher establish appropriate social relations in the school and in the community.

Communication

The early weeks are the most important in the communication process between the cooperating teacher and the student teacher. The cooperating teacher needs to communicate openly with the student teacher, and with the supervisor. Open and frank communication in these relationships will keep small problems from developing into difficult and complex issues. The cooperating teacher should initiate and always respond to opportunities for informal conferences with the student teacher. During these casual discussions, and during the meetings to discuss the completed evaluations, the cooperating teacher provide constructive criticisms, be attentive to the positive aspects of teaching skills, and should provide explicit feedback that leads to opportunities for professional growth. It is extremely important that the cooperating teacher have daily communication with the student teacher to provide constructive feedback relating to the total role within the classroom and school. Too frequently cooperating teachers fail to provide this feedback until late in the student teaching experience. At that point there is little to alter the role significantly of the student teacher.

It is important that the cooperating teacher convey to the PreK-12 classroom students the impression that the student teacher is a co-worker of considerable competence, not a subordinate whose directions are of no importance. This can be communicated to the students in numerous ways.

Planning

Planning skills, while "learned" in the university classroom, are frequently not second nature to the student teacher. The cooperating teacher should give special attention to this aspect of the student teacher's growth during the early weeks of student teaching. The cooperating teacher should specify if original units are to be prepared by the student teacher. The cooperating teacher should also indicate which components of the total daily lesson plan need to be submitted on a regular basis. The cooperating teacher should allow and encourage the student teacher to try different teaching strategies without threat of failure and be willing to evaluate the effectiveness of these strategies. The

cooperating teacher should also indicate whether to review lesson plans before they are implemented, and the time line for review and possible revision. Such revisions will normally occur more frequently during the early weeks in the student teaching assignment. Cooperative long-range planning will help the student teacher to feel more a part of the class, will help to reduce the initial nervousness, and will contribute to the student teacher being a more effective member of the team.

Evaluation

The cooperating teacher spends many more class hours observing and analyzing the teaching skills of the student teacher than does either the principal or the supervising teacher. The information obtained during these observations should be honestly shared in a variety of settings. The cooperating teacher should attempt a daily casual conference with the student teacher during which time specific bits of information about the lessons and student achievements may be shared. On a weekly basis, it is recommended that a conference be held to note the development of teaching skills which has occurred and the expected classroom duties of the student teacher for the following week. The importance of frequent and on-going verbal communications between the student teacher and the cooperating teacher cannot be over-emphasized.

The regularly scheduled visits of the supervising teacher are planned to allow a free exchange of information. The cooperating teacher should be willing to give an honest and truthful evaluation of the student teacher's performance. The supervising teacher should also provide to the cooperating teacher the written evaluations to be completed at designated intervals of the student teaching experience. These written evaluations will assist the cooperating teacher to identify strengths of the student teacher and areas which need greater development in the remaining weeks of the assignment. The final written evaluation completed by the cooperating teacher and is placed in the student teacher's credential file. Refer to Appendix H.

Cooperating teacher's evaluations throughout the student teaching experience provide a basis for the final university grade assigned for Practicum III. The final grade, however, is determined by the supervisor from Doane University who is directly responsible for reporting that grade to the University Registrar.

Assessments

The Teacher Education Program uses data collected from students, supervisors, and cooperating teachers to foster the continuous improvement of the program. Data is collected from a variety of sources including: cooperating teachers, field experience supervisors, faculty, pre-service teachers, and students. Feedback from assessment and evaluation tools is used to help support pre-service teachers' professional growth as well as provide reflective data for faculty and administrators to consider areas for program refinement. Evaluation tools are based on the Doane Teacher Education Program Standards. The Doane standards are based on the INTASC standards and Enhancing Professional Practice: A Framework for Teaching, Charlotte Danielson, 1996 and Evaluation of Student Teachers Guidebook, Phi Delta Kappa International & Ball State University, 2000

Rubrics

Rubrics are available to provide specific descriptors for each of the Doane Teacher Education Standards and Nebraska Clinical Practice Standards. The cooperating teacher should refer to the rubrics before completing the evaluation form. Refer to Appendix F and M.

Evaluation Form

The score recorded on the evaluations should represent the overall evaluation of each standard. The following descriptions of the terms used on the Doane Teacher Education and Nebraska Clinical Practice evaluation forms will be useful in completing the student teaching forms:

Doane Teacher Education Standards

Novice (Needs Improvement)	Performance needs more time, practice, and support to begin moving in a positive direction.
Distinguished (Exceeds standards)	Performance is strong, demonstrating command of area.
Proficient (Meets standards)	Performance is consistently positive.
Progressing (Making progress)	Performance is developing, moving in a positive direction.

Nebraska Clinical Practice Standards

Below Standard
Developing
Proficient
Advanced

Recognition to the Cooperating School

Doane University appreciates the effort of the public school administrators and staff in providing a setting for effective student teaching. Doane University recognizes these efforts by providing consultative services to the cooperating school, free of charge, in areas where it is possible and desirable; by providing free admission for cooperating teachers to any workshop held on the Doane Campus and by providing cooperating teachers with a voucher redeemable for one free graduate credit hour. School administrators are encouraged to contact the Teacher Education Faculty for consulting services. Cooperating teachers are able to apply the voucher toward graduate tuition.

Scholarships for future teachers from Doane are also provided in appreciation for the support of cooperating school districts. A cooperating school district is entitled to one scholarship for each 20 student teachers. The number served may be accumulated over a period of years. If a school is eligible to award a scholarship and no student takes the scholarship, it may carry over for one year. The award entitles the recipient to \$375.00 for each academic year for four years. The local cooperating school district may recommend up to three students for consideration. Students recommended must be in the upper 25% of their graduating class. The student must meet the requirements of his/her academic scholarship to remain eligible for the Cooperating School Future Teacher Honor Award.