

Student Teaching Handbook

2004-2005



*Education Studies Department
Knapp Hall
Berea College
Berea, KY 40404
859-985-3072*

Table of Contents

Introduction

Introduction	3
Mission of Berea College's Teacher Education Program	4
Philosophical Framework: Community of Inquiry	7
General Information about the Professional Year Experience	10
Contact Information for Berea College Faculty	10
Suggested Schedule of Responsibilities for Elementary Student Teachers	11
Suggested Schedule of Responsibilities for Middle Grades Student Teachers	12
Evaluation in Student Teaching	13

Student Teachers

<i>Question and Answers for Student Teachers</i>	14
Student Teaching Syllabus	22
<i>Student Teaching Notebook</i>	26
Analysis of Student Work (KTIP Work Sample)	28
Observing a Peer Student Teacher	30

Cooperating Teachers

<i>Question and Answers for Cooperating Teachers</i>	32
Cooperating Teacher Record	39
Cooperating Teacher's Evaluation of Student Teacher	41

Appendix

Support Materials

KTIP Lesson Plan Format	47
Sample Lesson Plan Format	48
<i>Interview Tips for Teachers</i>	49
<i>Example of Evidence for NTS VI Collaboration</i>	50
<i>New Teacher Standards</i>	51
<i>Kentucky Learning Goals and Academic Expectations</i>	55

Forms

Weekly Teaching Report	57
Time Record	58
Summary Report of Extended Teaching Experiences	59
EDS 473/493 Planning, Procedures, and Due Dates	60
EDS 473/93 Proposal Form	61
EDS 473/93 Summary Report Form	63
Exit Interview Checklist	65
Eligibility Portfolio Rubric	66

Introduction

This *Student Teaching Handbook* has been developed for Berea College elementary and middle grades student teachers and their cooperating teachers for use in the Professional Year. We have drawn greatly upon suggestions and materials from our colleagues in P-12 schools, student teachers, other institutions, and others in the professional community. We are very grateful for their help, and we invite additional comments and suggestions for improving the next edition of this *Handbook*.

This draft of the *Handbook*, which is a work in progress, has three main sections. The general information section is addressed to both student and cooperating teachers. It begins with the mission and philosophy that guide Berea College's teacher education program. It is followed by a general description of the nature of the Professional Year experience; contact information for Berea College faculty who work with elementary and middle grades student teachers; and suggested schedules for student teachers' gradual assumption of classroom responsibilities in P-5 and 5-9 classrooms. Finally, there is a general statement on the nature of evaluation in Berea's student teaching program.

The second section of the *Handbook* is addressed primarily to student teachers, but parts may also be of interest to cooperating teachers. It includes *Questions and Answers for Student Teachers*, the student teaching and seminar syllabus, information about the *Student Teaching Notebook*, guidelines for collecting and analyzing student work samples, and information about peer observations.

The third section is addressed primarily to cooperating teachers, but here too parts may also be of interest to student teachers. It begins with *Questions and Answers for Cooperating Teachers* and includes the updated Cooperating Teacher Data Form which all cooperating teachers will receive shortly and are asked to complete for our records; and the Cooperating Teacher's Evaluation of Student Teachers, which teachers will also soon receive to be completed at the end of the student teaching placement.

The *Appendix* of the *Handbook* includes some additional resources for student teachers followed by a number of forms relating to the Professional Year experience.

Mission of Berea College's Teacher Education Program

Recognizing that the world of the twenty-first century presents continuing challenges to all who strive for a more humane world, we affirm our commitment to preparing caring and thoughtful teachers who will lead their own students to address our planet's most pressing concerns. Our work lies in fostering a true community of inquiry in which teachers and students together seek thoughtful and just responses to the dilemmas facing the modern world.

We are supported in our mission by the rich traditions of Berea College. These traditions suggest the development of an education based on concerns for community supported by careful attention to individual needs, independent learning, interdisciplinary study, the development of critical and creative thinking, and the respectful nurturing of the novice teachers who engage in teaching and learning with us. We encourage our students to value and embrace the commitments of Berea College and their significance for our work together as learners, as teachers, and as proponents of social justice.

Committed teaching is no novel idea at Berea College. Founders like John G. Fee resolved to do their part in reforming a nation whose social fabric was rent by struggle over an economic system dependent on the enslavement of African peoples. In their eyes, Berea College was to be no ordinary school, but an institutionalized ferment grounded in the values of gender and racial equality and the affirmation of human dignity that education could bring. Those values were later codified in Berea's *Great Commitments*. By attending to these commitments as we shape our special purposes as teachers of teachers, we seek to foster an environment that encourages the creation of a genuine community of learners. The *Great Commitments* are presented below, with a brief commentary that relates each of the commitments to the work of teacher education at Berea College.

Commitment to provide an educational opportunity primarily for students from Appalachia, black and white, who have great promise and limited economic resources.

Berea College is not an elitist institution. It neither chooses its students from among the economically privileged, nor does it aspire to do so. This means that Berea students may not have been beneficiaries of the academic training or the cultural exposure often available to the economically privileged. At the same time, the Education Studies Department acknowledges the difference between deficient preparation and promising ability, and we welcome to our community of inquiry students highly committed to making their own education truly excellent. We work to guide such students toward valuing and organizing what they have learned already, and toward encountering new learning experiences. We believe that learners assisted in this way will in turn be inspired similarly to aid their own students.

Commitment to provide an education of high quality with a liberal arts foundation and outlook.

Berea's Education Studies Department regards the liberal arts tradition as invaluable in its preparation of future teachers. Truly liberal education leads all concerned to value and conserve learning from the past in the search for meaning in the present world. Understood in this way, the liberal arts tradition becomes truly liberating.

By honoring the liberal arts tradition, we affirm our commitment to a core curriculum and to the critical thinking and historical perspective that such a curriculum represents. We wish to help our students become truly literate, capable of reading not only the great works of the past, but equally importantly, the texts of their own lives and time. The department encourages students as they struggle to discover and appropriate their own voices so they might become capable of describing the reality they have discerned with the help of tradition. In all of this, our overarching goal is to assist all students in formulating their own philosophies of life and their own theories of education.

Commitment to stimulate understanding of the Christian faith and its many expressions and to emphasize the Christian ethic and the motive of service to others.

In the tradition of John Fee, the Education Studies Department recognizes Christian faith as a source of inspiration, and we affirm the centrality of values in the learning process. We reject attempts toward construction of a "value-free" curriculum as both undesirable and impossible to attain. We recognize as indispensable to holistic education pedagogies that bring to consciousness, clarification, and critique the religious and secular values by which human beings inevitably guide their lives. We regard teaching as a vocation, not a career. We seek to reflect in our own teaching and to instill in our students an understanding and appreciation of Whitehead's words that all education is, in essence, religious.

Commitment to provide for all students through the labor program experiences for learning and serving in community, and to demonstrate that labor, both mental and manual, has dignity as well as utility.

Berea College's labor program provides a unique opportunity for all members of the College community to consider the meaning and value of human labor in a variety of forms and settings. The special mission of the Education Studies Department relates to this commitment in that we believe that work must be meaningful, that it must be seen as personally satisfying in the context of a community effort that has relevance to students' lives. The ways that we teach, the things that we ask students to do, and the thinking that we share with them are designed to foster recognition of the meaningfulness which is inherent in all worthy labor. As students engage in their own purposeful work, whether in the labor program, in service activities, or in the classroom, they are empowered with the dignity of honest effort. As they honor this dignity within themselves, they will be able to celebrate the same quality in others, including the children who will be in their care.

Commitment to assert the kinship of all people and to provide interracial education with a particular emphasis on understanding and equality among blacks and whites.

This statement represents to the Education Studies Department a crucial commitment to our common humanity and to the valuing of difference to deepen our understanding of what it means to be a human being in this world. Berea's commitment to promote community and democracy leads us to embrace multicultural perspectives within our program. We seek especially to include African-American voices in light of the special importance those sharing such heritage have held in Berea's history. We strongly support Berea College's initiative to provide opportunities for international study and travel so that our students may teach in their own classrooms in ways that promote global understanding and respect for all human beings.

Commitment to create a democratic community dedicated to education and equality for women and men.

The Education Studies Department reflects Berea's commitment to democratic community by embracing multiple perspectives within our program. We seek to create genuine community among teachers and students, and we expect students to become active participants in their own educational processes. In a community of inquiry all voices are welcomed and listened to with respect. We seek especially to encourage the voices of women, who constitute the majority of those entering the teaching profession and who often have been silenced in traditional Appalachian culture as they have been elsewhere in the world. We commit ourselves to the valuing of all voices, and we seek in every encounter to see and hear through the eyes and ears of the other.

Commitment to maintain a residential campus and to encourage in all members of the community a way of life characterized by plain living, pride in labor well done, zest for learning, high personal standards, and concern for the welfare of others.

The Education Studies Department sees this commitment as calling us to encourage students to eschew the ephemeral and the mindless materialism that often corrupt our modern way of life. We believe that education in this ecological era must lead students to grapple with the fact that much in common ways of thinking and living is harmful to the biosphere on which all life forms depend. This way of life reflects neither simple living nor concern for others in a world in which an increasing proportion of children live in poverty. The pedagogical question in the face of such contradictions is how to formulate environmental and human concerns so that future teachers can help their students construct a better world. Through our advocacy of this commitment we endeavor to help our students accept the centrality of mindfulness in the construction of a value system that incorporates love of learning, compassion for others, an acute sense of social responsibility, and pride in good work.

Commitment to serve the Appalachian region primarily through education but also by other appropriate services.

As a department, we believe our efforts to serve Appalachia through education will continue in the efforts of our graduates to serve this region as teachers. We believe the individuals and communities of Appalachia are wellsprings of internal strength and immense potential, grounded in values too often lacking in the mainstream culture: responsibility to family; love of place; neighborliness and hospitality; sense of beauty; and a perspective on life which takes into account both the serious and the humorous aspects of the human condition. Without diminishing these qualities, which must be preserved and nurtured, we see education as the liberating force that can bring direction to our students' potential as they seek to address the pressing problems that beset the Appalachian region.

In responding to this commitment, as to all of the College's commitments, we strive to help the teachers of tomorrow gain a deeper understanding of their own educational experiences and an appreciation of similar situations elsewhere that arise when education does not fulfill its promise. In this way, we hope to foster in prospective teachers a sense of their own responsibility for service and leadership in the region, and the understanding that each person who seeks to know and do good can make a difference.

Philosophical Framework: Community of Inquiry

Within the context of Berea's mission, we believe the community of inquiry is an appropriate framework for our Teacher Education Program because we share its assumptions about the nature of human beings, the nature of learning, and the nature of knowledge. Specifically, we believe that:

Human beings are born with the capacity for wonder.
Human beings are social beings who learn from and with others.
Human beings construct their understandings over time by connecting the new to what is already known.
Human beings have a multiplicity of intelligences.
All knowledge is connected.
Wisdom comes from the way in which knowledge is held.
Thinking is central in coming to know.
Communicating is the matrix of thinking.
Teachers are also learners, and students are also teachers.
All students can learn.

Consistent with these assumptions, we believe that the goal of education is to help people become reasonable, just, compassionate, and creative beings who will seek to determine what is of constant value in the world and to live accordingly. The purpose is the same at every level, preschool through post-graduate. Education requires knowledge, but transcends knowledge. It requires reason, though reason without imagination is insufficient. Education requires wonder, without which there can be no awe. Finally, education requires participation in the human community, as we come to truth in dialogue with others. The goal of education may best be described as the development of a permanent disposition: a disposition to ask questions and to seek understanding with reason and wonder; a disposition to search for truth through ongoing inquiry into our common and differing experiences as human beings; a disposition to think for ourselves, while knowing that it is through engaging in the pursuit of truth with others that we find hope and the strength to work toward good for all.

The teacher education program at Berea College seeks to prepare teachers who will manifest the values and commitments, the understandings and knowledge, and the skills and abilities necessary to cultivate the disposition of judicious inquiry in themselves and in their students. We believe that it is teachers' values and commitments which direct their work with students in the classroom. We seek evidence in all prospective teachers of the following commitments, and we seek to nurture and extend these commitments through every facet of their preparation:

- Teachers should be committed to the value of all individuals as unique, responsible, and worthy human beings.
- Teachers should be committed to the intellectual, social, emotional, artistic, and moral growth of all learners.
- Teachers should be committed to the worth of knowledge and to the value of all ideas as worthy of consideration and reflection.
- Teachers should be committed to role of inquiry and to reasoned discourse in the search for truth and wisdom.
- Teachers should be committed to the value of judicious and compassionate action in relationships with other human beings and with the environment.
- Teachers should be committed to an ethic of service through teaching that extends beyond the classroom.
- Teachers should be committed to the understanding and value of discursive practices that construct meaning from culturally diverse perspectives, especially with respect to the articulations of pedagogies and school culture.

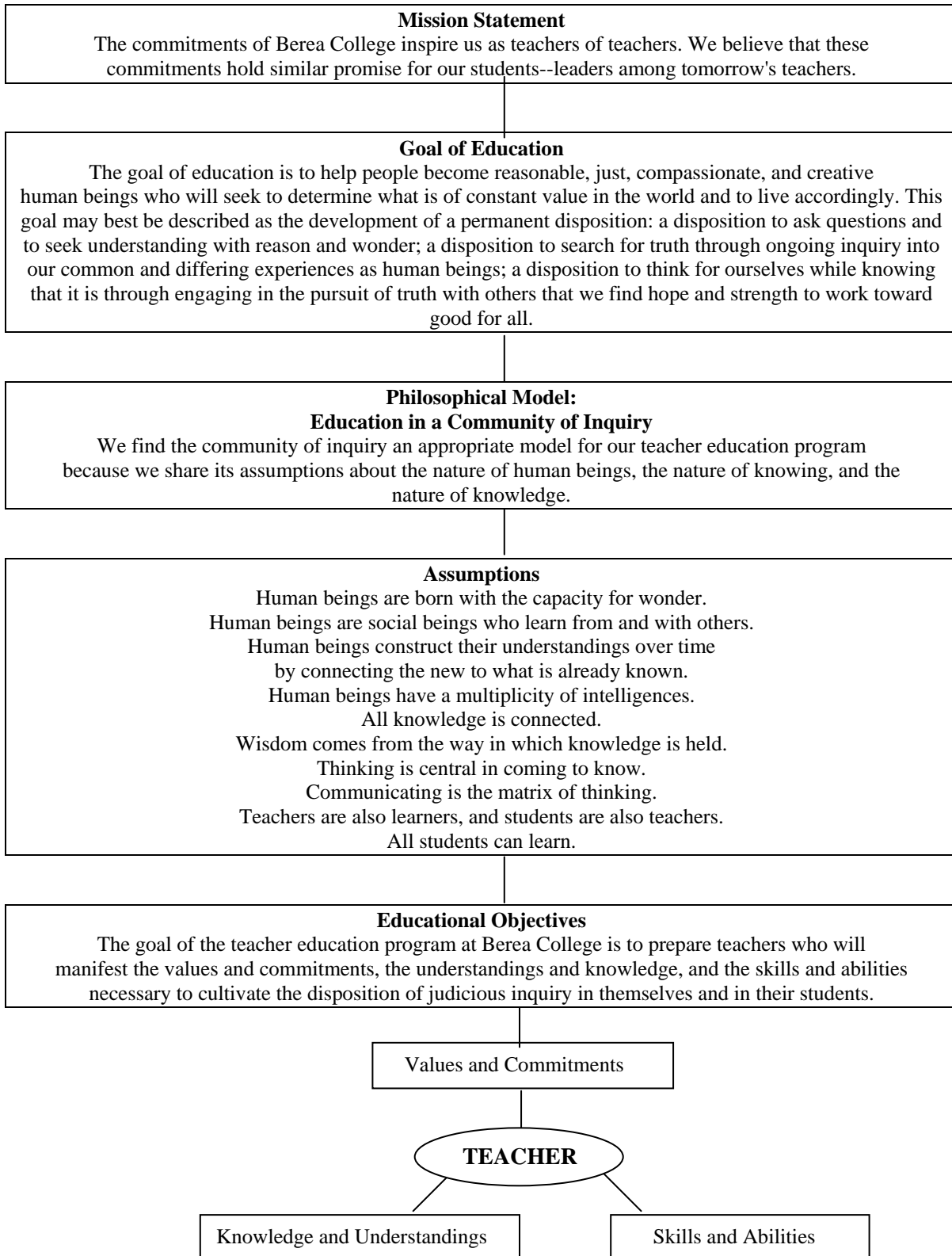
To enact these values and commitments in their classroom and school communities, P-12 teachers must be both knowledgeable and skilled. They must seek continually to deepen and broaden their understandings of children and of content, of teaching and of learning, and they must be able to act on those understandings in humane, educative, and efficient ways. To guide our students' development toward these ends, we have established the following seven performance goals for student teachers in Berea's Teacher Education Programs:

- Teachers demonstrate their understanding of the centrality of inquiry in a learning community; the critical role of communication in inquiry; and the confidence that grows with the development of our ability to participate in a community of inquiry.
- Teachers demonstrate both a general knowledge of all subject matter in the school curriculum, in order to understand the interrelationships among disciplines, and an in-depth understanding of the subject matter for which they are directly responsible, including the origins, development, and structure of each discipline; its core concepts and principles; its pedagogical framework; and its application to daily life.
- Teachers demonstrate that they understand that authentic learning requires experience (direct and vicarious), inquiry, time, interest, self-correction, and external criticism.
- Teachers demonstrate understanding of the foundations of education through their ability to plan, implement, and assess developmentally appropriate learning experiences for all students.
- Teachers demonstrate their understanding of the importance and role of cultural diversity in constructing meaningful pedagogies for all children.
- Teachers demonstrate understanding of and the ability to employ appropriate technological tools for developing students' knowledge, understandings, skills, and dispositions.
- Teachers demonstrate responsibility for their own professional development and for their own learning as a lifelong process.

These goals, with supporting indicators, inform all Education Studies courses and experiences. They have been aligned with Kentucky's nine *New Teacher Standards* and guide us in the structuring of experiences both in our college classrooms and in student teaching to prepare our graduates to create content-rich, inquiry-focused communities in their own classrooms consistent with Berea's mission and with their own values and commitments.

The figure on the following page is a graphic representation of our program's philosophic framework.

Philosophic Framework of Berea College Teacher Education Program



General Information about the Professional Year

The Professional Year engages Berea student teachers as both teachers and learners throughout the experience. It follows a four-year program of general and professional studies which lead up to this culminating experience. Student teachers are expected to reflect the values and commitments undergirding Berea's teacher education program in their work and relationships with children and adolescents, peers, parents, and mentors and other colleagues. Student teachers are expected to meet Berea's program goals and Kentucky's *New Teacher Standards* prior to completion of the Professional Terms/Year.

Student teachers are carefully placed with cooperating teachers who have demonstrated willingness to work with them in a supportive relationship while allowing sufficient freedom to learn through experiences of their own creation. Reflective self-assessment is central to all phases of the student teaching experience. External evaluation is ongoing and developmental. Although the responsibility for the final grade rests with the College supervisor, decisions are made in consultation with the cooperating teacher.

The responsibilities of student teachers include observation, participation, teaching, and team-teaching of individuals, small groups, and entire classes. Teaching responsibilities include evening and weekend preparation of lessons and units as well as daily after-school conferences with cooperating teachers. Student teachers may have occasional evening responsibilities in connection with special programs, sports events, etc. Specific teaching experiences vary according to program.

Because of the intense demands of teaching, student teachers are not permitted to enroll in any course in addition to those constituting the Professional Terms/Year. Participation in collegiate extracurricular activities must not interfere in any way with the performance of the student teacher's teaching and other professional obligations. By agreement with the Labor Office, there is no required labor obligation for student teachers during the Professional Terms/Year. Student teachers who choose to work in a secondary position may select any length of contract (zero to five, five, ten, etc.) as long as their work does not interfere with their professional responsibilities. Student teachers who choose to do some labor will follow the existing procedures for signing up for a secondary position.

College instructors are responsible for the placement of student teachers in cooperation with school principals and faculty. Student teachers are asked to indicate their preference for a particular placement, but final decisions are made based on a variety of factors. The ratio of teaching interns to cooperating teachers is one-to-one except under pre-approved circumstances. Cooperating teachers, who must meet state criteria, assist and support the student teachers' development as capable, committed, and compassionate professionals.

Student teachers living on campus must arrange with the College food service to be charged only for the dinner meal; if they choose to purchase the noonday meal at their school, they must pay for it themselves. Student teachers with driving licenses must be sure to have had defensive driving. The College reimburses interns who drive to their school assignment. The driver's own insurance is primary; a College policy provides secondary coverage.

Contact information for Berea College Instructors

Kathryn Akural
Office: 1-859-985-3177
E-mail: Kathryn_Akural@berea.edu

Brenda Richardson
Office: 1-859-985-3107
E-mail: Brenda_Richardson@berea.edu

Margaret Dotson
Office: 1-859-985-3102
E-mail: Margaret_Dotson@berea.edu

Suggested Schedule of Responsibilities*
ELEMENTARY Student Teachers

- Week 1** (first full week) Being introduced to class by cooperating teacher as student teacher and colleague
Assisting CT in working with individuals and small groups
Learning children's names
Beginning to learn about children's special qualities as individuals
Writing down and learning classroom schedule and routines
Becoming familiar with instructional materials
Being introduced by cooperating teachers to other teachers and assistant teachers
Beginning to learn about the school, the school district, and the local community
Studying the curriculum – what the children have learned, are learning, and will be learning
- Week 2** Assisting CT in working with individuals and small groups
Being responsible for selection and reading of daily read-aloud
Being responsible for teaching a small reading and/or math group using CT's or own plans
Being responsible by end of week for *planning and teaching* whole-class in at least **one** area:
Math, reading, language arts, social studies, or science
Deciding with CT on theme of two-week interdisciplinary unit for solo weeks
- Week 3** Planning and teaching whole class in **one** area for the entire week
Being responsible by end of week for *planning and teaching* whole class in **second** and **third** areas
- Week 4** Planning and teaching whole class in **three** areas for the entire week
Being responsible by end of week for *planning and teaching* whole class in **fourth** area
- Week 5** **SOLO Week #1:** planning, teaching, and assessing all content areas and interdisciplinary unit
- Week 6** **SOLO Week #2:** planning, teaching, and assessing **all** content areas and interdisciplinary unit
- Week 7** Planning and teaching two or three areas; returning other areas to classroom teacher
By end of week, returning all responsibilities to classroom teacher

* This is a suggested progression of teaching responsibilities for elementary student teachers during a 7-week placement. Prior to student teaching, Berea students have already spent a full month in a classroom as well as having a variety of other teaching experiences with children in classrooms and other settings. Depending on children's needs, the cooperating teacher may wish to extend the required weeks of solo teaching or to begin it earlier.

Suggested Schedule of Responsibilities*
MIDDLE GRADES Student Teachers

- Week 1** (first full week)
Being introduced to class by cooperating teacher as student teacher and colleague
Assisting CT in working with individuals and small groups
Learning students' names
Beginning to learn about students' special qualities as individuals
Writing down and learning classroom schedule and routines
Becoming familiar with instructional materials
Being introduced by cooperating teachers to other teachers and assistant teachers
Beginning to learn about the school, the school district, and the local community
Studying the curriculum – what the children have learned, are learning, and will be learning
- Week 2**
Assisting CT in working with individuals and small groups
Assuming responsibility for *planning and teaching* at least **two** whole-class lessons
Deciding with CT on theme of two-week interdisciplinary unit for solo weeks
- Week 3**
Assuming responsibility for *planning and teaching and assessing* at least **one** class period each day
Assuming responsibility for *planning and teaching and assessing* **second** class period by end of week
- Week 4**
Assuming responsibility for *planning and teaching and assessing* at least **two** class periods each day
Assuming responsibility for *planning and teaching and assessing* **third** and **fourth** class periods by end of week
- Week 5** **SOLO Week #1:** planning, teaching, and assessing **all** classes
- Week 6** **SOLO Week #2:** planning, teaching, and assessing **all** classes
- Week 7**
Planning and teaching two or three classes; returning others to classroom teacher
By end of week, returning all responsibilities to classroom teacher

* This is a suggested progression of teaching responsibilities for middle grades student teachers during a 7-week placement. Prior to student teaching, Berea students have already spent a full month in a classroom as well as having a variety of other teaching experiences with students in classrooms and other settings. Depending on a student teacher's needs, the cooperating teacher may wish to extend the two weeks of solo teaching or to begin it earlier.

Evaluation in Student Teaching

Berea's student teachers participate in and receive frequent and ongoing evaluation during their placements. *The final grade is based on development in the role of a teacher.* Good teaching requires time and effort, but even experienced teachers have lessons that go better than others. The important thing for all teachers is to put forth genuine and consistent effort and be willing to learn from every experience, good and bad. By reflecting after each lesson on what went well and why--and what did not and why--teachers keep learning about teaching and learning.

Formative assessment is ongoing. Student teachers will e-mail their College instructors a weekly teaching report each Friday, briefly describing their teaching responsibilities for the past and following weeks (see form in *Appendix*). Cooperating teachers will provide daily oral and/or written responses to the student teachers' work in the classroom. College teachers will make 4-8 observation visits during the semester and complete observation reports after each visit that will be discussed together to consider strengths and areas to work on. Student teachers will complete a brief mid-term and a more comprehensive final written self-assessment. Weekly student teaching seminars will provide supportive peer feedback and assessment. Each student's *Student Teaching Notebook* will provide an ongoing collection of materials representing the student as teacher and learner.

Summative assessment occurs at the end of the student teaching experience. After consultation with the cooperating teacher and the student teacher, the responsibility for the final grade rests with the College teacher. The final grade is based upon the following:

- *Evidence of the student teacher's commitments:* to the value and development of all children as worthy human beings; to the worth of knowledge, the value of ideas, and the central role of inquiry in learning; to reasoned discourse and the value of diverse points of view; to compassionate action in relationship with other human beings and with the environment; to an ethic of service that extends beyond the classroom. We will think together in seminar about appropriate evidences of these commitments.
- *The student teacher's development as a teacher and learner as observed by the cooperating teacher.* In addition to informal daily oral or written notes and conferences, the cooperating teacher will complete and discuss with the student teacher a written final evaluation based on the *New Teacher Standards* and Berea's goals and commitments. The student teacher will also discuss this evaluation with his/her College instructors. If the student teacher and/or the cooperating teacher wish, this can be a three-way discussion.
- *The student teacher's development as a teacher and learner as observed by the College instructors.* Evidence includes class and seminar observations, related conversations, and material evidence in the *Student Teaching Notebook* of content-rich lesson plans and units that incorporate developmentally appropriate, purposeful, and engaging student activities designed to meet diverse needs; rich and varied teaching and learning resources, including technology; annotated student work samples; annotated samples of teacher-made assessments--e.g., anecdotal records, checklists, learning tasks with rubrics; videotaped lessons; classroom management procedures which have been useful and are consistent with the student teacher's philosophy of education; and reflective writing which indicates seriousness of purpose and growth as a teacher and learner. The *Eligibility Portfolio* will provide specific evidence of the student teacher's ability to meet each of Kentucky's nine *New Teacher Standards*.

During finals week of the **spring** semester, student teachers will complete an individual exit interview of approximately two hours with their College instructors

Questions and Answers for Student Teachers

How long does the actual student teaching last?

The Commonwealth of Kentucky stipulates that, at a minimum, actual student teaching should consist of 12 weeks of daily, full-day student teaching. Each teacher education program can require more than this minimum, and Berea requires at least 14 weeks of actual student teaching with an additional 18 weeks (a semester and short term) of supporting professional experiences. As a P-5 or middle school teacher education student, you will have a professional year of varied experiences that will contribute to your development as a teacher.

When will our student teaching seminar meet?

Our student teaching seminar will meet one evening each week from 4:00-6:00 p.m. in the Curriculum Library. The day will be either Tuesday or Wednesday, to be determined together. Part of each seminar will be used to address topics such as assessment, classroom management, legal aspects of teaching, the exit portfolio, and the like. The other part will be used to address specific questions and concerns arising from your student teaching experiences.

What will be my role in my assigned classroom?

The current “best practices” idea relating to student teaching is for you and your cooperating teacher to begin to work together in the classroom as an instructional team. By working as a team, you can provide a smaller teacher-to-student ratio as well as individualize instruction. At first, you may use the cooperating teacher’s curriculum plans, but you soon will be developing your own plans after consulting with the cooperating teacher. You will work toward assuming more and more of the planning and teaching responsibility, culminating in a minimum of two full weeks of solo teaching during each 7-week period. A general schedule for assuming teaching responsibilities is in this *Handbook*. However, the specifics of each placement will be worked out with your cooperating teacher as your strengths develop over time.

What qualifications does my cooperating teacher have?

The Commonwealth of Kentucky is very specific as to the qualifications a cooperating teacher must have before being assigned a student teacher. These include: a valid Kentucky teaching certification for the grade and subject taught; Rank II certification, which requires a master’s degree or 32 semester hours of graduate work; at least four years of teaching experience; and at least one year of teaching experience in his or her current school system prior to being assigned a student teacher. It is possible for a potential cooperating teacher to receive a waiver for these requirements, but the waiver must be requested in advance and approved prior to being assigned a student teacher. The waivers are a rarity.

What does the Education Studies Department expect of me?

Since you began taking classes in the Education Studies Department, you have been developing the knowledge, skills, and dispositions required to become a teacher. You have developed a vision of what you want for the students you teach, and you have clarified your thinking about teaching and learning in relationship to that vision and to KERA goals and academic expectations. You know the importance of questions in teaching and learning, and you know that thinking together with others in a respectful and safe environment is essential to community. You value diversity, and you know that the development of every individual student is central to a teacher’s work. You know that effective classroom management is rooted in shared respect and understanding of what is and is not acceptable in a community of learners. You know that teaching and learning require the willingness to take risks as you seek an ever-deepening level of professional knowledge and skills. You know that the quality of the human relationships in a classroom determines to a very great extent the quality of students’ learning.

The purpose of student teaching is to enable you to practice what you have come to know, to refine your thinking and pedagogical skills through experience, and to become an increasingly competent and confident beginning teacher. By the end of student teaching, you are expected to meet Kentucky’s *New Teacher Standards* and Berea’s program goals and to reflect the commitments that underlie Berea’s teacher education program. Specific requirements may be found in the syllabus in this *Handbook*. Our general expectations are that you will:

- Make student teaching and your professional development top priorities for the Professional Year.
- Observe the *Code of Ethics for Kentucky Educators*, and be professional at all times.
- Know and follow your school’s policy on confidentiality.

- Be on time. Ask when your cooperating teacher arrives and leaves, and plan to follow her schedule. Allow extra travel time so you'll not be late.
- In case of absence, notify your cooperating teacher and College instructor. (Ask the cooperating teacher if you need to notify the school office/principal/secretary also).
- Develop relationships with the children, your cooperating teacher, other school personnel, and with parents.
- Communicate openly and regularly with your student teaching colleagues, your cooperating teacher, and your College instructors. We all learn through asking questions and sharing our thinking.
- Learn as much as you can about the interests, experiences, strengths, and needs of your students.
- Learn as much as you can about the community in which your students live, making home visits if possible.
- Work toward the development of a community of inquiry in your classroom, helping students to value questions and community and actively engaging them in teaching and learning.
- Develop well-planned activities/lessons based on the needs, interests, previous experiences and background of students, the subject matter being studied, and the classroom/school/community.
- Be thoughtful in your use of learning materials, ideas, and techniques that are already in the classroom.
- Be creative in your own development of innovative learning activities and materials that are learner-centered. Use a wide variety of learning and teaching strategies.
- Incorporate multicultural elements in your lessons to draw on each child's ethnic and/or cultural background and to help all students to value diversity. Develop and use culturally inclusive activities and materials, including children's literature. Avoid stereotypes.
- Plan developmentally appropriate activities, lessons, and materials that accommodate a variety of intelligences and learning styles and incorporate students' experiences.
- Include appropriate use of technology in your teaching.
- Keep your focus on student learning.
- Have written lesson plans approved by your cooperating teacher for every whole class lesson taught. Lesson goals and objectives should be connected with Kentucky's *Learning Goals and Academic Expectations*, *Program of Studies*, and *Core Content for Assessment*. Keep all plans in your *Student Teaching Notebook* (see *Student Teaching Notebook* guidelines after this Q/A section.)
- Develop *Student Work Samples* to help you know how well students are learning.
- Critique your own teaching. Consider the things that work well, the things that do not work as well, possible reasons for each, and next steps.
- Seek out and accept constructive criticism and take positive action toward improvement.
- Actively work to further develop the knowledge, skills, and dispositions outlined in the *New Teacher Standards* as well as in Berea's commitments and performance standards. From each student teaching placement, collect at least one piece of evidence to demonstrate your ability to meet each standard.
- Assume responsibility for at least two full weeks of instruction during each seven-week period. You will have full responsibility for planning, teaching, and assessing student learning during this period. You, in effect, will be the teacher. Lesson and unit plans for these two weeks must be approved before teaching them.
- Research and develop a two-week interdisciplinary unit on a topic or theme agreed upon by your cooperating teacher to be taught during your solo weeks. Your unit plans must be approved by your cooperating teacher.
- Attend school functions that the cooperating teacher usually attends such as open house, PTA events, field trips, school board meetings, etc. If school policy permits, attend teacher meetings, professional development workshops, parent-teacher conferences, etc.
- Develop communication with parents. Creating a class newsletter to send home is one way to keep parents informed. Be sure to check the school policies and procedures for sending written information to parents. Most school districts require approval from the principal and/or central office. If permitted, attend parent-teacher conferences and work with parent volunteers, etc. Try to make home visits.

Must I have written lesson plans when I teach?

Yes. For every whole class lesson you teach, you must have a written plan, using a format agreed upon by your cooperating teacher and your College instructor. Both the KTIP format and a shorter form are included in the *Appendix*. Although experienced teachers rarely write out their lesson plans, they can readily tell you their goals and objectives, why those are important to these students at this particular time, how their goals and objectives relate to past and future lessons, what prior research they've done, how the content taught relates to *Core Content*, how they'll introduce the lesson, what materials they'll use and why, how and why they'll group students in a particular

way for this lesson, how and why they'll modify the lesson for certain students, how they'll bring closure to the lesson, and how they'll assess students' learning.

Student teachers are not experienced teachers. Good classroom management is closely related to good planning, and the converse is equally true. Writing out a lesson is simply thinking it through on paper so that you consider all aspects. Your teaching will reflect that depth of thoughtfulness, and you will feel the confidence that comes from careful planning. *Please remember:* Having a written plan does NOT mean you cannot deviate from it as need be as you are actually teaching. In fact, it means the opposite. Because you have thought it through carefully before you teach, you have the freedom to improvise as you teach in response to your students.

Who will be my College instructor?

Since the Education Studies Faculty work closely together, you will have two or three instructors over the course of the year. However, only one person will visit at a time.

How many times will my College instructors visit me?

The Kentucky Department of Education requires at least four visits a semester. The faculty in the Education Studies Department usually make six to eight visits a semester.

Will the College instructors make only announced visits?

Most visits will be arranged in advance in order to coordinate schedules and ensure that you will be teaching during the visit. However, if the College instructor is in the school for another visit, she may make unannounced visits. At each seminar, you will be asked to give a weekly schedule of your activities and what will be happening in your classroom. This helps your College instructors know when you will be teaching.

What will happen when my College instructors comes to observe?

Each visit is different based on the context for that particular class, school, and time, but generally the following occurs. The College instructor will ask you to e-mail a copy of your lessons prior to the day of the observation or you may be asked to provide a copy of your lesson plan when your instructor arrives. Your instructor may also ask to see your *Student Teaching Notebook* with your weekly collections of lesson plans. During the visit your instructor will generally observe, talk with the cooperating teacher, and confer with you if time and circumstances permit. During a visit, the role of the instructor varies between being only an observer to being what is called a participant observer, meaning she may interact or participate with the children while observing you. It depends on the circumstances.

Will my College instructors have a conference with my cooperating teacher and me each time they visit?

Because of schedules, a formal conference at each visit may not be possible, but your instructor will always speak informally with your cooperating teacher and with you during the visit. If a formal conference is desired, it should be arranged ahead of time. Sometimes a cooperating teacher will ask that the College instructor come during his/her planning time. If the instructor and student teacher want to confer after the observation, arrangements will need to be made with the cooperating teacher ahead of time. If a conference is not held on the day of the visit, the College instructor and student teacher will schedule a conference on campus within the next day or two.

How long will my College instructors stay during each visit?

This will vary depending on the context for that particular class on that day. Generally, the College instructor will observe for a minimum of one hour. Some visits may last 2 or 3 hours.

Will my College instructors take notes while I teach and work with the children?

Yes, your instructor will observe, take notes, and then prepare a written observation report. Your instructor may also ask you to write a reflection on a selected aspect of your teaching for a later conference. If time and circumstances permit, you and the College instructor can discuss what was observed before she leaves your classroom, but this is not always possible. Generally, the College instructor will take notes and then complete a more thorough written report later. When you and your instructor meet in Knapp Hall to discuss the observation, you will be given a copy of the report.

What will my College instructors be looking for when they come to observe?

Teaching is a very complex endeavor. It is also a process of continuous learning. Outstanding teachers who have been teaching for many years will tell you that they are still learning. You are just starting on this life-long teaching journey, and the Education Studies faculty want to support you in becoming the teacher you can be. Our goal is to help you see your own strengths and areas for growth so that over time you will become your own best teacher.

What will my College instructors be looking for in my teaching?

First and foremost, we will be looking for evidence in your work with students and others of the commitments that underlie Berea's teacher preparation program. We will want to see through words and actions your commitment to:

- the value of all individuals as unique, responsible, and worthy human beings
- the intellectual, social, and moral growth of all learners
- the worth of knowledge and to the value of all ideas as worthy of consideration and reflection
- the role of inquiry and to reasoned discourse in the search for truth and wisdom
- the understanding and value of discursive practices that construct meaning from culturally diverse perspectives
- the value of judicious and compassionate action in relationships with other human beings and with the environment
- an ethic of service through teaching that extends beyond the classroom

We will also be looking to see how you are meeting the performance goals of Berea's teacher education program. You will be expected to demonstrate through words and actions:

- understanding of the centrality of inquiry in a learning community; the critical role of communication in inquiry; and the confidence that grows with the development of the ability to participate in a community of inquiry;
- both a general knowledge of all subject matter in the school curriculum, in order to understand the interrelationships among disciplines, and an in-depth understanding of the subject matter for which you are directly responsible, including the origins, development, and structure of each discipline; its core concepts and principles; its pedagogical framework; and its application to daily life;
- understanding that authentic learning requires experience (direct and vicarious), inquiry, time, interest, self-correction, and external criticism;
- understanding of the foundations of education through your ability to plan, implement, and assess developmentally appropriate learning experiences for all students;
- understanding of the importance and role of cultural diversity in constructing meaningful pedagogies for all children;
- understanding of and the ability to employ appropriate technological tools for developing students' knowledge, understandings, skills, and dispositions;
- responsibility for your own professional development and for your own learning as a lifelong process.

As we are seeking evidence in your practice of Berea's commitments and goals, we will also be looking for demonstrations of the knowledge, skills, and dispositions in Kentucky's nine *New Teacher Standards*. Berea's commitments and performance goals are consistent with these standards, and the *New Teacher Standards* form the basis for the cooperating teacher's final evaluation and for your eligibility or exit portfolio.

Is it possible for my College instructors to observe all aspects of these commitments and standards when they visit me?

Probably not, but it is possible to capture evidence of many of these aspects through observations, discussions with you and your cooperating teacher, your written work and your reflections, and your cooperating teacher's evaluations.

What happens if I am having problems with my placement?

The key to a satisfactory placement is openness and honesty among all parties from the beginning through sustained, daily communication. Your cooperating teacher has expressed interest in having a student teacher and the willingness to support your growth as a young professional. You have demonstrated your commitment to children and to your own ongoing professional development through your work at Berea. The shared interest of cooperating and student teacher in the welfare of all students provides common ground for discussing any differences that may arise. The College

instructor should be called immediately if communication difficulties develop or if either party has concerns. A three-way conference can often be very helpful in such situations.

How many placements will I have?

Student teachers will have at least two placements, each a minimum of seven weeks. Elementary majors will generally have one primary and one intermediate placement. Middle grades majors will have placements in each of their specializations and at different grade levels.

What will happen in the weeks when I am not student teaching?

When you are not student teaching, you will be engaged in a variety of other professional experiences, including extended visits to other classrooms and other schools.

What is the suggested timeline for assuming teaching responsibilities?

Although placements are individualized, general timelines for assuming teaching responsibilities are in this *Handbook* in the introductory section.

What is a time record?

The state requires that student teachers maintain records of the time they spend teaching each day in each placement. We define teaching as any activity that involves interacting with students and helping students learn. This includes working with individuals as you circulate around the room, small group teaching, and whole class teaching. A time record form is in the *Appendix*.

Will I be able to observe other student teachers? Other teachers? Other grade levels?

During the Professional Year, you will have a variety of opportunities to observe teachers at different grade levels, in different schools, and with different groups of students. Some of these experiences will take place in diverse schools over an extended period so that you may gain a better understanding of the students and the context. You will also have opportunities to observe your fellow student teachers, and we encourage you to work out these arrangements together and with your cooperating teachers early on.

Will I teach a unit?

You will research, develop, plan, teach, and assess a two-week interdisciplinary unit during each of your placements on a theme agreed upon with your cooperating teacher and approved by your College instructor. You will use the KTIP lesson planning format for a series of three related lessons in your unit, and you will complete a Student Work Sample analysis on one of the assessments you developed for your unit.

How are our placements determined?

Placements are made based on your College supervisors' knowledge of your prior teaching experiences and your individual strengths. Placements are made in consultation with school principals who know their teachers' qualifications and individual strengths.

How do I contact my cooperating teacher if I am ill or there's an emergency?

On the first day of school, you will exchange telephone numbers and e-mail addresses with your cooperating teacher.

How will I be evaluated?

Assessment in teaching and learning is ongoing. You will be asked to e-mail your College instructors a weekly teaching report each Friday, briefly describing your teaching responsibilities for the past week and for the following week (see form in the *Appendix*). Your cooperating teacher will provide daily oral and/or written responses to your teaching; she will also complete and discuss with you a written evaluation at the conclusion of your placement. Your College instructors will complete observation reports after each visit, and you will discuss these together. You will complete a brief mid-term and a more comprehensive final written self-assessment. Our weekly seminars will provide supportive peer feedback and assessment. Your *Student Teaching Notebook* will provide an ongoing collection of your work as a teacher and learner. Your eligibility or

exit portfolio will provide direct evidence of your teaching in relation to each of Kentucky's nine *New Teacher Standards*.

What kinds of interactions will student teachers have with their principals?

Your placements were arranged with your principals so they are expecting you and looking forward to having you at their school. You should introduce yourself to the principal on your first day.

Will we have team teaching experiences?

You may collaborate with your cooperating teacher in a team teaching arrangement. You may also develop a team teaching experience with a fellow student teacher if this can be worked out with your cooperating teachers for the good of the children.

What if I am having difficulty in knowing what to plan or in working with students?

If you have questions or concerns about any aspect of planning, teaching, assessing, and/or classroom management, you should talk right away with your cooperating teacher and/or your College instructors. All student teachers have areas for growth, and your cooperating teacher and College instructors are there to provide support and guidance. Don't hesitate to ask. Talking with fellow student teachers in seminars and at other times can also be helpful.

What expectations must I meet regarding diversity in the fall and January terms?

You will be working with diverse students throughout the year, including children with diverse interests, backgrounds, abilities, and intelligences. We will expect the learning experiences you plan and teach to accommodate all students, including those who are culturally diverse and those who have special needs. In the January term you will work with ethnically diverse students in a school or professionally-related setting.

What is the *Student Teaching Notebook*?

The *Student Teaching Notebook* provides a means of organizing your weekly teaching plans and assessments as well as general notes, materials, and reflections relating to your student teaching experience. The *Notebook* is described more fully in an entry which comes after this *Questions and Answer* section.

What is the January Practicum in an Alternative Setting?

The January Practicum is an opportunity to further strengthen your ability to be an effective teacher of all students by drawing upon dispositions, skills, and understandings developed during the fall Professional Term. The practicum is an individually designed, extended teaching or professionally-related experience in a culturally diverse setting with children and/or adolescents of the ages you are preparing to teach, who are members of an ethnic group different from your own cultural/ethnic background, and who are marginalized in terms of power and socioeconomic status.

Students who have not previously had an extended experience with ethnically diverse students prior to the Professional Year are required to engage such an experience in the January practicum. Students who previously have had an extended experience in ethnically diverse settings with marginalized students may choose during the January practicum *either* to work with children and/or adolescents in another culturally diverse setting *or* to work with children and/or adolescents with special needs, of different linguistic or religious backgrounds, or in single-sex schools/settings primarily for minority students. Individualized planning is carried out with the course instructor during the fall semester.

The following due dates are to be followed in setting up the practicum. Practicum-related forms are in the *Appendix*.

- By October 17, you will turn in to the January practicum instructor a completed proposal obtained from the Education Studies Department describing prior experiences in diverse settings you have had; the nature, duration, and location of the proposed experience; the rationale for the experience; how the proposed experience meets the above criteria; and the name, office and e-mail addresses, and telephone number of the proposed on-site supervisor. The proposal must also be signed by a College instructor who worked with you during student teaching.
- By November 1, you will be notified by the January practicum instructor whether your proposal has been approved by the Education Studies Department.
- By December 1, you will obtain the signature of your on-site supervisor (on the form you will be given) indicating his/her agreement to supervise the proposed experience. You are to discuss with him/her what you are seeking as a possible work location, particulars of the practicum, the diversity factor as described below but if applicable.
- By December 3, you will turn in the completed and signed proposal form to the January practicum instructor

What is the *Eligibility Portfolio*?

The *Eligibility Portfolio*, also known as the Exit Portfolio, is the third and final portfolio in Berea's teacher education program. It is focused around Kentucky's nine *New Teacher Standards*, and it is due in May. The rubric for the portfolio is in the appendix of this *Handbook*. For each standard you will write a context statement that introduces two pieces of evidence from your student teaching to demonstrate your ability to meet that standard. You should collect evidences for each standard throughout the year so that you can select the best pieces for your portfolio. We will discuss each standard and possible examples of evidence during the student teaching seminar. Your *Student Teaching Notebook* will be a good source for some of the documentation needed for your exit portfolio.

The Eligibility Portfolio serves multiple purposes. During student teaching, it provides evidence of your progress toward meeting the aims and goals of Berea's Teacher Education Program and Kentucky's *New Teacher Standards*. After graduation, the portfolio may be used to demonstrate your professional development to prospective employers. Finally, the portfolio provides continuity with the expectations for continuing professional development both for beginning interns and for experienced teachers in the state of Kentucky.

The Eligibility Portfolio is to be submitted for review at the exit interview with the College instructors. One copy of the items marked with an asterisk will be left with the Education Studies Department. The portfolio must include:

- Table of Contents
- Personal/Professional Information, including:
 - *Professional resume
 - *Personal philosophy of education. (including beliefs about classroom relationships/discipline)
 - *Midterm & final self-evaluations
 - *Cooperating teachers' evaluations
 - PRAXIS and PLT scores
- Satisfactory address of the nine *New Teacher Standards*, with the following items for each standard:
 - *One* thoughtful context statement that (a) addresses *both* pieces of evidence submitted for each standard; (b) demonstrates that you fully understand the particular focus and purpose of the standard; and (c) clearly and persuasively explains how the evidence presented shows your abilities in reference to the standard and relevant indicators;
 - *Two* pieces of evidence which directly relate to the standard and clearly demonstrate that you are able to meet it.

What is the Exit Interview?

At the conclusion of the Professional Year in May, you will have a 60-90 minute exit individual conversation with the College faculty who observed you during student teaching. At this meeting you will present and discuss the various entries in your *Eligibility Portfolio*. You will also discuss your current self-assessment of your strengths as a beginning teacher and those areas in which you see particular need for further growth.

What are the requirements for certification?

The requirements for certification, as listed in the *Teacher Education Handbook*, are:

- Favorable recommendations from cooperating teachers and College instructors based upon your performance in meeting the *New Teacher Standards* and Berea College's program's goals.
- Favorable recommendation from the Education Studies Department based upon your reflection of the values and commitments underlying Berea College's Teacher Education Program and adherence to Kentucky's *Code of Ethics*.
- No grade lower than a "C" in any facet of the Professional Year
- Overall GPA of 3.0 or above for the Professional Year
- Satisfactory *Eligibility Portfolio* based on the nine *New Teacher Standards* (see rubric in this *Handbook*)
- Satisfactory scores on required *PRAXIS* and *PLT* tests
- Completion of program evaluations, application for certification and related materials

What is the certification process?

At a seminar in early May, you will be given materials and information concerning the process of applying for certification and an application for Kentucky certification. Student teachers fill out their part of the application and turn it in to Melinda Brown in Berea's Office of Records and Registration. This office completes other sections of the form and sends it with a transcript to Kentucky's Office of Teacher Education and Certification in Frankfort. Within four to six weeks after graduation, student teachers who have met all criteria for certification receive an *Eligibility Statement* from Frankfort. Upon finding a teaching position in Kentucky, the student teacher is sent a Rank III provisional teaching certificate.

What if I plan to teach in another state?

Student teachers who plan to teach in other states should first apply for Kentucky certification because Kentucky has reciprocity agreements with many other states. To apply for a beginning teacher's certificate in another state, you should request information from the director of education and certification in the state of their choice. A list of the addresses and websites of all state departments of education is distributed to student teachers at the end of the Professional Year. Student teachers seeking a teaching position in a state other than Kentucky will have to meet that state's requirements for beginning teachers. These may include the *PRAXIS* or a similar examination(s) and participation in an internship. If another state requires the *PRAXIS* tests, the cutoff scores may differ from those set by Kentucky. Student teachers should seek out relevant information on the Internet.

How do I find a teaching position?

All student teachers develop a professional resume for their *Eligibility Portfolios*. You are encouraged to consult with both department faculty and the Career Development Office for advice and examples of resumes. Representatives of school systems may recruit teachers on campus or at neighboring institution, and student teachers are notified by Career Development about such visits. Vacancy notices sent to the Education Studies Department are posted on the bulletin board next to room 104. The Kentucky Department of Education website posts statewide vacancies: <http://apps.kde.state.ky.us/keps/index.cfm>

How will I learn to write a professional resume?

We will address this in a student teaching seminar or individually, as student teachers wish.

What is KTIP?

Graduates who accept a teaching position in Kentucky are paid full salary while they take part in the Kentucky Teacher Internship Program, or KTIP. In the one-year KTIP program, beginning teachers must demonstrate that they meet the *New Teacher Standards* during their first year of teaching; if not, they may repeat the internship during their second year. In the two-year KTIP program, piloted in 2003-05, beginning teachers must demonstrate that they meet the *New Teacher Standards* by the end of their second year. For professional guidance and support, first-year teachers are assigned a resource teacher to help them during their internship year. Interns are observed at least three times each using the KTIP evaluation form by their resource teacher, their principal, and a faculty member from a nearby college or university. Beginning teachers who successfully complete the internship year are eligible for the provisional certificate in Kentucky, which is valid for ten years. By the end of five years, teachers must have completed 15 hours of continuing professional development and study.

How do I renew my certification?

Specific renewal requirements for most certificates are listed on the reverse side of your certificate. After 1985, the state stopped issuing lifetime certificates and required that certificates be renewed every five years as indicated below. Additional information is on <http://kyepsb.net/certification/renewal.asp>

- First 5-year renewal - 15 graduate hours or half of Continuing Education Option (CEO) requirements
- Second 5-year renewal - completion of an approved Master's degree or an approved Fifth Year program (32 graduate hours) or completion of CEO requirements
- Subsequent 5-year renewals - 3 years of classroom teaching during the last 5-year period of the certificate OR 6 semester hours of additional graduate credit

**EDS 491 Integrated Methods and Materials for Teaching in Elementary School
EDS 492 Teaching Practicum in Elementary School I**

**Berea College - Education Studies Department
Fall 2004**

1. **School Calendar.** Student teachers will follow the calendar of the schools at which they are student teaching. This includes professional days and holidays. The first seven weeks of student teaching begins Wednesday, September 1, and ends Friday, November 5.
2. **School Schedule.** Each student teacher is expected to follow the same schedule as the other professional staff at the assigned school. This includes arrival and departure times as well as attendance at faculty meetings and parent-teacher conferences where appropriate.
3. **Dress.** Since customs differ from school to school, student teachers should follow the dress code expected of teachers in the school to which they are assigned.
4. **Materials.** Student teachers will need:
 - a. a large three-ring binder for their *Student Teaching Notebook*
 - b. Ruby Payne's *Understanding Poverty*
 - c. *Optional:* a teacher's plan book
5. **General Expectations.** Although each student teaching experience is individually planned and directed by the classroom cooperating teacher and the college teacher, every student teacher will be expected to meet the general expectations outlined below:
 - a. **Code of Ethics.** Student teachers shall be familiar with the *Code of Ethics for Kentucky Educators* and display professional and personal dispositions in accord with that statement and with the commitments undergirding Berea College's teacher education program.
 - b. **Classroom Schedule.** Student teachers should learn the routine of their classroom as soon as possible and make a copy of the weekly schedule for their College teachers by the *second* student teaching seminar.
 - c. **Absence.** In case of absence, students should notify the people who will be most affected by their absence as soon as possible **before** the school day starts. These are the cooperating teacher and at least one of the College instructors. Absences are expected only for serious illness or emergencies. If an absence is necessary, students should be certain to send or take to the cooperating teacher all textbooks, lesson plans, and materials needed
 - d. **Seminars.** Students are expected to attend and participate in all student teaching seminars. In case of illness, they should contact one of their College teachers **before** the meeting by e-mail or telephone.
 - e. **Teaching.** *Students will assume over the course of the term the role of a classroom teacher.* This means beginning as soon as possible with responsibilities for individual and small group instruction. As the term progresses the student teacher will assume more and more responsibility culminating with the assumption of complete responsibility for planning instruction in all areas and for managing the classroom without the cooperating teacher for *at least two weeks* during each 7-week placement (and preferably for a longer time if circumstances permit). (*See suggested schedule in Student Teaching Handbook.*)

- f. **Student Teaching Notebook.** Student teachers are asked to keep a student teaching notebook that includes evidences of a variety of teaching/learning experiences. This should begin as a daily practice. See guidelines in this *Handbook* after the syllabus for specific details.
- g. **School Curriculum Preparation.** Students should review the materials being used in their classrooms as well as school and district policies and materials within the first two weeks. From these reviews, students should gather questions to ask and talk about with their cooperating teacher and during seminars. This review will also help students think about appropriate unit themes.
- h. **Reading Aloud.** Elementary student teachers should read aloud to their students every day, including fiction, non-fiction, and poetry. Student teachers should have read all books recently before reading them to the class, and they should be able to articulate good reasons for selecting particular books. In reading aloud, student teachers should model appropriate volume, pacing, and pronunciation. They should plan for and engage students in meaningful discussion based upon the text.
- i. **Clerical Responsibilities.** Student teachers need to learn to handle morning routines such as taking attendance as efficiently as possible. Student teachers are not expected to keep formal attendance records, but it is important to learn about cooperating teachers' responsibilities regarding administrative paperwork.
- j. **Conferences.** One of the most important factors in a successful student teaching experience is good communication, and it is a three-way responsibility. (*See Student Teaching Handbook.*)
- k. **Weekly Teaching Report.** (*See Student Teaching Handbook.*)
- l. **Observation of another student teacher.** Midway during each seven-week placement student teachers should visit classes taught by at least one other student teacher. (*See Peer Observation Ideas in Student Teaching Handbook.*)
- m. **Observation of experienced teachers/other settings.** Student teachers are expected to undertake a range of observational experiences during the Professional Year. In consultation with their cooperating teachers, student teachers should devise plans of observations that allow experience with age levels, classroom settings, etc., which differ from those in their immediate student teaching experience.
- n. **Planning, Teaching, and Assessing.** The quality of teachers' planning is directly related to the quality of their teaching and to quality of students' learning. (*See Student Teaching Handbook.*) Assessment guides teaching, and will be a major focus in student teaching seminars.
- o. **Thematic Units.** Student teachers will prepare at least two units, one in each seven weeks. A unit should involve a series of learning experiences built around a *unifying theme*, which integrates disciplines and resources in a manner appropriate for the class. Student teachers should discuss ideas for their units with the cooperating teacher early in their placements. The cooperating teacher and College teachers will assist in the development of units when asked, and we will share questions, concerns, and resources in seminars. We will also share early drafts of units so that everyone can get comments and suggestions from fellow student teachers.

The unit should not be taught until the cooperating teacher agrees that it is ready. Although the unit will naturally evolve and change as it is taught, it is essential that the in-depth background research be completed, that unit goals and lesson goals and objectives be clear, and that the overall framework of the unit be sound before it is introduced to children.

- p. **Student Work Samples.** Planning and implementing the unit is very important, but it is equally important to show that there is a connection between the teacher's teaching and the students' learning.

In other words, to what extent did the student teacher's planning and teaching actually help students to meet the lesson/unit goals and objectives? Did it help all students equally? Did some understand more or more deeply than others? How do we know that? And then, how does what we know about each student's learning influence how and what we teach next to those individual students?

Specifically:

- (1) What assessment(s) did the student teacher develop that he/she would like to use in this student work sample activity?
- (2) What was he/she seeking to learn about the students' learning from the assessment(s)?
- (3) How does that relate to the goals and objectives of the lesson or unit?
- (4) What has the student teacher determined to be an acceptable level of learning on the assessment(s)?
- (5) What did he/she find about students' learning based on the assessment(s)? How can he/she look more closely at, or analyze, the findings of the assessment(s)—or a sample of the assessment(s)—to find this out?
- (6) What did the assessment show about the range of students' learning?
- (7) What did the sample of student work analyzed show about those particular students' learning strengths and needs in relation to the lesson/unit goals and objectives?
- (8) What steps can be taken to help each learner move forward?

To document this very important aspect of the teaching-learning relationship, the student teacher will collect and analyze representative samples of students' work developed from each unit. These work samples can provide good evidence relating to several *New Teacher Standards* for the *Eligibility Portfolio*. (See *Student Teaching Handbook* for related handout.).

- q. **Curriculum Library.** Student teachers should be active users of the many print and hands-on resources in the Curriculum Library throughout the semester. Suggestions for acquisitions are welcomed.
- r. **Videotaped Lesson.** Each student will make arrangements for having at least one lesson videotaped in each seven-week placement. Some of these lessons may be shared during the semester. A minimum of two videotaped lessons are to be included in the *Eligibility Portfolio*.
- s. **Extracurricular School Activities.** Student teachers are expected to participate in as many of the activities of the school as possible, including faculty meetings, extracurricular events, and parent conferences when appropriate. Home visits are strongly encouraged.
- t. **Time Record.** For certification purposes, student teachers are to keep an ongoing record in each placement of the time (in **minutes**) spent in the activities in each of four categories. This record should be kept in the Student Teaching Notebook using the daily time record sheets. (See form in *Student Teaching Handbook*.)
- u. **Classroom Relationships/Management/Discipline.** Student teachers should be prepared by mid-term to articulate their beliefs and the practices they have developed for maintaining a communal and respectful learning climate in their classrooms. They should also include their continuing questions. By the end of the semester, students should create a written statement of their thinking which may be a part of, or an addendum to, their philosophy of education.
- v. **Self-Evaluations.** At the end of each placement, the student teacher will write a thoughtful self-evaluation of his/her ongoing growth as a person, a teacher, and a learner. The student teacher should consider personal and professional strengths and needs for further growth. The *New Teacher Standards* should be helpful in thinking about the professional aspects of this task. These will be placed in the *Eligibility Portfolio*.
- w. **Philosophy of Education Statement.** Throughout the semester, students will find themselves thinking through, clarifying, modifying, and strengthening their individual vision for the children they

teach. They will engage in thinking and rethinking what they believe about children; about teaching and learning; about the purpose of education and what schools are for; and perhaps most fundamentally, about the nature of human beings and the ways in which we are--or should be--with one another. The philosophy statement will be placed in the *Eligibility Portfolio*.

- x. **Resume.** By the end of the semester, student teachers should have a draft of a professional resume, including a list of references from whom the student teacher has asked (or intends to ask) a personal or professional recommendation.
- y. **Professional Readings.** Good teachers are readers, and being a teacher requires continuous professional development. As beginning professionals, student teachers should look for articles and/or books of interest to inform their teaching and professional development. Articles of interest may be found in periodicals such as *Language Arts*, *Arithmetic Teacher*, *Reading Teacher*, *Primary Voices*, *Science*, *Teacher*, *The New Advocate*, etc. Readings may provide partial evidence to support the relevant *New Teacher Standard*. Information about the readings may be included in the *Student Teacher Notebook*.
- z. **Eligibility Portfolio.** The *Eligibility Portfolio* serves multiple purposes. During student teaching, it provides evidence of progress toward meeting the aims of the Berea Student Teaching Program and the *New Teacher Standards*. After graduation, the portfolio may be used to demonstrate the student teacher's professional development to prospective employers. The portfolio also provides continuity with the portfolio expectations for continuing professional development both for beginning interns and for experienced teachers in the state of Kentucky. The student teaching seminars will include discussions about evidence and context statements. Students will focus on how to select evidences for each standard and write appropriate context statements. At least four standards, one of which must be *NTS IV* on assessment, should be addressed with context statements and evidence by the end of the fall semester. The final Eligibility Portfolio will be submitted for review at the May exit interview with the College instructors. The portfolio will be returned to the student teacher, but *a copy of each of the following items must be turned in at the exit interview:*
 - Professional resume
 - Personal philosophy of education, including beliefs about classroom interaction/discipline
 - Final self-evaluation
 - Cooperating teachers' evaluations
 - Student Work Samples (2)
 - Your evaluation of Berea's Teacher Education Program
 - Your evaluation of your College teacher s
 - Time record forms for the term and Summary Report of Teaching form
 - Self-selected excerpts from your Student Teaching Notebook
- aa. **Evaluation.** The student teacher will participate in and receive frequent and ongoing evaluation during the term. See *Student Teaching Handbook*.
- bb. **Certification.** In May during the student seminar student teachers will apply for Kentucky certification and receive information about certification requirements in other states. See *Student Teaching Handbook*

Student Teaching Notebook

During the course of student teaching you will be creating many lesson plans, unit plans, transition activities, and teacher-made materials as well as collecting information about the children, samples of the children's work, and ideas for use in the classroom. A good way to keep track of what you create, teach, and reflect upon as well as what you collect for increased understanding and for future use is to organize all these materials in a *Student Teaching Notebook*. One of the ways to do this is to start with a large three-ring binder with dividers. Generally there is one divider for each week in which lesson plans and related materials are placed. This provides a tangible record of your increasing responsibilities for lesson planning and teaching. Additional dividers maybe used for items that are not necessarily related to a weekly calendar.

The *Student Teaching Notebook* should reflect you as an individual and your student teaching journey. Your notebook will have some things in common with others', but it will also reflect your own personal experiences while you are student teaching. Below are two categories of items that could go into your *Student Teaching Notebook*. The first category includes what most notebooks generally have. The second category includes suggestions of additional materials that you might like to put in your notebook. As you read the lists, you can see what appeals to your way of remembering and learning. If there are things you would like to keep in your *Student Teaching Notebook* that are not on the list, just add them. Remember that this is your notebook and it should reflect your teaching journey. Please include what you think best represents what you have accomplished and learned AND what you will want to always remember about this particular group of children and your work together as well as ideas you would like to remember for the future.

First Category- Items usually found in a student teaching notebook

- Information about the classroom, school, school district, and local community
- An ongoing collection of information on each child such as but not limited to: his/her interests, anecdotal records, photos, children's drawings, children's written work, children's strengths, areas that need your support, ways you can and have supported the children's growth and development, participation in individual and group activities,
- A school calendar and College calendar
- Weekly collections of lesson plans and unit plans
- Cooperating teacher observations, notes, and evaluations
- College instructors' observational notes
- Student Work Samples, your reflections on them, and your plan of action
- List of books you have read aloud to the children
- Handouts from seminars
- School memos, newsletter to parents, etc.
- Question section: What questions do you have at the end of each day? What questions do you need to ask your cooperating teacher? What questions do you want to ask of your college instructor? Etc.
- Video tape of your teaching
- *Student Teaching Handbook*

Second Category – A list of possibilities such as but not limited to:

- Reflective journal
- Daily diary
- Annotated list of teaching resources
- Annotated list of children's books you used with the children and/or want to read yourself or read to future classes
- Parent newsletter you created
- Copies of children's art work

- Copies of children's written stories
- Class authored children's book
- Activities you did not get to do but would like to remember for possible future use
- Video of a special project the class did or a concert or play the children participated in
- Audio tapes of your teaching
- Audio tapes of interviews you had with children
- Audio tapes of songs you and the children like to sing
- Copies of the songs children liked best
- Audio tapes of the children discussing some event
- Children's reflections/art work/responses to books you have read aloud
- Your preparation notes for a parent-teacher conference and your follow-up notes
- Your notes from a school board meeting
- Your notes and handouts from staff development workshops you attended
- Ideas you would like to try in the future
- Brochures from workshops you would like to attend
- A picture of each child, a story they have written, a piece of art work to accompany the story and picture.
- A photographic essay of a field trip
- A critique of the textbooks and supplemental materials used in your classroom
- Others? The possibilities are endless. Think of what items would best represent you, the children, and the journey you all have taken together.

Remember to be selective in terms of what best represents your own way of approaching teaching and learning, your special interests, and your very own unique student teaching journey.

***Important Note:* Before you take photographs or video tape or audio tape or keep children's work, remember to find out what school policy is regarding these activities. Confidentially and privacy issues are critical. Many schools require parental permission before these activities can occur.**



Analysis of Student Work

Name: _____ Mentor: _____

Grade Level: _____ School: _____ Date: _____

Using a clearly written rubric or performance criteria, describe your expectations for student performance relative to the learner objectives.

Select samples for analysis

Sort the students' work into 4 piles and write the students' names in the appropriate columns. Circle one student in each category on which you will do a case study.

Far below standard	Approaching standard	Meeting standard	Exceeding standard
_____ % of class	_____ % of class	_____ % of class	_____ % of class

Choose one sample from each pile for further reflection and respond to the prompts individually and/or with your mentor.

A. Describe the performance of each selected student.

Far below standard	Approaching standard	Meeting standard	Exceeding standard

B. What are the learning needs of the students you've identified?

Far below standard	Approaching standard	Meeting standard	Exceeding standard

C. How will you differentiate instruction to move students forward?

Far below standard	Approaching standard	Meeting standard	Exceeding standard

Plan: What patterns and trends can inform next steps?
 What resources and/or personnel might support you?

This form and related information may be found at: <http://kyteacherquality.org/pilot/KTIP.cfm>

Observing a Peer Student Teacher*

Observing a fellow student teacher(s) can be a very worthwhile learning experience. It is important as teachers to realize that we all have questions and uncertainties, and that we all have good moments and less-good moments as we work to do our best for students. The purpose of observing your peer(s) is to see what happens in a classroom other than your own and to further each other's thinking about teaching and learning.

Peer observation times need to be planned and coordinated with your fellow student teacher and both cooperating teachers. Everyone should be in agreement with the observation and the planned observation time(s). A checklist for arranging the observation is below, and some questions typically found on reflective peer observation forms follow.

Checklist for Peer Observation

- _____ Together select a time for the observation
- _____ Obtain permission of both cooperating teachers
- _____ Ask your peer to provide a copy of his/her lesson plan prior to your observation. Your colleague could also tell you what specific things he/she would like you to observe.
- _____ Schedule a meeting time to share what you observed with your peer
- _____ Ask if you may take notes while you are observing
- _____ Write a reflective observation about what you observed
- _____ Share your observations and reflections at the meeting with your peer
- _____ Think about how this experience could relate to *New Teacher Standard VI* on collaboration and/or *NTS VII* on professional development

There are any number of observation formats you can use when you observe. On the next page are some questions typically found on a reflective peer observation form. You can create your own list of questions or topics or categories or format. The point is to think deeply about what you observed, and to share your thinking with a peer.

*This peer observation activity and the form on the following page have been adapted from various forms on the Internet.

Reflective Peer Observation Form

Peer _____ Observer _____

Grade Level _____ Subject _____ Time _____ Date _____

1. I learned...
2. I noticed...
3. I wondered...
4. I was amazed/surprised by...
5. I enjoyed...
6. I would like to try....
7. I am not sure I...
8. I noticed a child...
9. I noticed two children...
10. I noticed that the class was...
11. I noticed that the room...
12. I felt....
13. I will remember...

Comments:

Questions and Answers for Cooperating Teachers

What are Kentucky's requirements for being a cooperating teacher?

The Education Professional Standards Board has the following requirements for cooperating teachers: a valid Kentucky teaching certification for the grade and subject taught; Rank II or higher certification; at least four years of teaching experience; and at least one year of teaching experience in his or her current school system prior to being assigned a student teacher. It is possible to receive a waiver for these requirements, but the waiver must be requested in advance and approved by the EPSB prior to being assigned a student teacher. The waivers are a rarity.

What are Berea College's expectations for cooperating teachers?

In addition to meeting the state requirements, we trust that the cooperating teachers who work with our student teachers will be supportive and collegial. We hope they will give their student teachers constructive feedback and be willing to give or make time to talk openly and regularly with them. We hope that cooperating teachers will allow their student teachers to take responsible risks as teacher/learners and to experiment in ways consistent with Berea's philosophy and with best practices in teaching. We hope that the cooperating teachers who work with our student teachers will share with them the vision that guides their caring work with all children. As College instructors, we hold ourselves to these same hopes.

How may I prepare my students for my student teacher's arrival?

This is an important question. You and your students have established a classroom community. How well a student teacher is accepted as a part of your classroom community will greatly affect his or her success. How you prepare your students can create an atmosphere where the student teacher is openly accepted as a worthy member of your classroom community. The following ideas may be helpful.

- As appropriate, explain to your students that student teaching is a culminating experience for college students who have studied teaching and learning so that they can teach students like them.
- Indicate your enthusiasm for the student teacher's arrival.
- Introduce the student teacher as a co-teacher. Explain that the students should give the same courtesy and respect to a student teacher as they would to you.
- Emphasize the advantages of having two teachers in the classroom.
- Tell your class things about the student teacher that students might be interested in knowing. Stress any strong points related to the student teacher and the possible relationship to your students' interests and to the classroom and school activities.
- During the student teacher's first day or week, with your class, provide time for him or her to share personal interests, hobbies, talents, travels, sports participation, music background, favorite subjects, favorite books, etc.
- Ask your students to share responsibility for making the student teacher feel at home in their classroom.
- Explain that when the student teacher is teaching your students should address questions, requests, and comments directly to the student teacher.
- Explain that the student teacher's College teachers will be visiting in order to see how they learn interesting things when the student teacher works with them.
- Let parents know that you have a student teacher. Share what you feel is important for parents to know about the student teacher.
- If you think it would be appropriate, you could ask the student teacher to write a letter of introduction to the class and to parents. The student teacher should share the letter with you and/or your principal before making copies for students and their parents.

How may I prepare others in the school for the arrival of my student teacher?

Other faculty and staff probably know that you will have a student teacher, but the more they know about him or her, the more easily the student teacher may be accepted into your school community. You might consider:

- Informing other teachers and staff about the student teacher's arrival.
- Soliciting colleagues' help in making the student teacher feel welcome; for example, asking if they might have materials useful to the student teacher; asking if the student teacher could observe their classrooms, etc.
- Introducing the student teacher to your colleagues at a faculty meeting or informally in the hall or teacher's room. Share information about the student teacher with your colleagues--hobbies, interests, talents, travel, etc.
- Giving the student teacher a list of the names of administrators, teachers, grades they teach, etc. This could help the student teacher remember names when they are introduced to your colleagues.

What types of orientation materials could help the student teacher learn about my class, the school, the community, etc.?

The student teacher has so much to learn that anything you can do to help him or her become acclimated would be a great help. One thing you could do would be to collect a variety of important materials and place them in a folder and/or notebook or a file box, etc. These materials could be given to the student teacher at the beginning of student teaching. Below is a partial list of materials that might be helpful. You may think of other items that you think would help the student teacher make a quick and easy adjustment.

- A list of the names of the students in your room. If you have assigned seating, include a seating chart.
- Letters from your students introducing themselves to the student teacher. They could write something about “What I want the new teacher to know about me.”
- A daily schedule of starting times for teachers, arrival times of students, dismissal times, etc.
- A schedule that shows a typical week in your classroom
- List of times for art, music, physical education, library, etc.
- A school calendar with vacation days, parent-teacher conference days, professional development days, dates for the CATS tests, grading periods, due dates for school report cards, etc.
- A schedule of teacher meetings, Open House date(s), P.T.A. meetings, Board of Education meetings, and other important school events
- A list of any scheduled professional development workshops
- School policy and procedures in case school has to be canceled
- A list of teachers and the grades they teach
- School discipline policy or handbook
- School confidentiality policy
- School home visit policy
- Fire drill and tornado drill instructions
- A list of other duties you might have – lunchroom duty, playground duty, bus duty, etc.
- Copies of forms such as attendance sheets, hall pass, field trip forms, etc.
- Faculty policies
- Dress code for teachers and for students
- Field trip policies and guest speaker policies
- Information about how to get things duplicated, any duplicating policies, how to obtain school supplies, available computers and software, other resources, etc.
- Any curriculum maps you or your colleagues have created
- Copies of short and long-range curriculum plans for the year
- Curriculum guides
- A set of textbooks, teachers’ manuals and/or guides, course outlines, course of studies, etc., that you use to guide your teaching
- Information about the county or community including a map if possible.
- A copy of bus schedules and the routes the buses take

What will the student teacher need in my classroom?

The student teacher needs the same kind of things a new teacher would need.

- A desk and chair, if possible, and a place to put textbooks, notebooks, etc.
- A safe and secure place where personal belongings can be stored
- A place to hang up a coat, etc.
- Types of supplies you normally use

What can I expect from the student teacher?

Your Berea College student teacher is in the Professional Year of our five-year teacher preparation program. In addition to course-related field experiences in various subject areas, Berea students have spent a month in one classroom prior to admission to the Professional Year. Many have worked with diverse students in summer camp experiences. You can expect your student teacher to have high standards, a caring disposition toward all students, and a firm belief that all children can learn. You may also expect the student teacher to:

- Be punctual
- Notify you in advance in case of absence due to illness or other emergencies
- Quickly learn your classroom procedures and routines

- Quickly learn about your school and the community the school serves
- Study your curriculum

- Be willing to undertake the same type of duties you are responsible for
- Show respect for all students
- Maintain confidentiality
- Undertake to understand your students, what they have learned and are learning, and how they learn
- Establish rapport with the students
- Be open in his/her communication with you, the children, your colleagues, and with parents
- Talk with you frequently about any questions he/she might have
- Solicit your feedback about his/her teaching
- Use his/her knowledge, skills, dispositions, intelligences, and energies to provide exemplary learning experiences for your groups of students
- Actively involve the students in the teaching and learning processes
- Find ways to incorporate a community of inquiry approach in his/her plans
- Provide innovative, multicultural, and linguistically appropriate learning activities
- Create and use ideas, materials, and activities that are developmentally appropriate
- Connect learning activities and plans to Kentucky's *Learning Goals and Academic Expectations*, *Core Content for Assessment*, and *Program of Studies*
- Have written lesson plans for all whole-class lessons to show you in advance for your information and approval. (*Note:* Some cooperating teachers request lesson plans at least two days in advance. Some prefer tentative plans one week in advance.)
- Develop and teach a two-week unit on a topic mutually agreed upon with you.
- Learn to make use of Student Work Samples. See <http://kyteacherquality.org/pilot/KTIP.cfm> for the *Analysis of Student Work* format.
- Strive to increase his/her knowledge and performance in each of the nine *New Teacher Standards*
- Abide by the *Code of Ethics for Kentucky Educators* and reflect the commitments that underlie Berea's program.

What will the student teacher expect of me?

The student teaching experience is invaluable for the beginning teacher, and your guidance and support as a cooperating teacher are very important. Your student teacher will appreciate your efforts:

- To help orient him/her to your classroom
- To acquaint him/her with school policies and procedures
- To introduce him/her to your students, colleagues, staff, and parents
- To provide an atmosphere of acceptance as a co-worker, albeit a beginning one
- To have your guidance and support as needed
- To explain your classroom management approach
- To select a time for planning together on a regular basis
- To demonstrate methods and resources for creating daily lesson plans that are sequential and integrated
- To plan with him/her, in the beginning, learning activities well suited to the children in your classroom
- To review his/her lesson plans and assist in analyzing them to ensure appropriate attention to individual students' needs and state curriculum standards
- To provide increasing autonomy over time in planning, teaching, and classroom management
- To act as a role model for a variety of teaching techniques and strategies
- To demonstrate a variety of appropriate classroom management and guidance techniques
- To communicate openly and honestly on a daily basis
- To share your own continuing questions as an experienced teacher
- To observe him/her on a daily basis and offer constructive criticism through oral and written comments on his/her progress in lesson planning, teaching, assessment, classroom management, teacher/student interactions, etc.
- To coach him/her in developing teaching strategies and practices that ensure learning for all students
- To complete a final written evaluation
- To confer with the College instructors regularly and as needed
- To encourage the student teacher throughout the experience toward becoming a teacher of integrity who is focused on student learning and guided by his/her vision for all students and for the world

How can I help my student teacher improve his/her teaching and be successful in this student teaching experience?

Your help, expertise, support, and encouragement are all very important to the successful learning of your student teacher. Five areas of support are particularly important. These are:

1. Maintaining open and frequent communication. It is essential to set up a regular time where the two of you can talk and share information, ask and answer questions, and plan together. This is a good time for you to provide feedback and suggestions for things to try.
2. Helping to establish the student teacher's teaching responsibilities, timeline, and schedule. The student teaching experience can be divided into four phrases:
 - (a) *Orientation and beginning phrase*, which usually lasts for about a week, during which the student teacher works with individuals and small groups, reads to children, and the like while coming to know the students, the classroom, and the school.
 - (b) *Shared and increased responsibility phrase* in which you and the student teacher plan together. In this phase, you allow the student teacher to assume more and more responsibility as you feel he or she is ready. Since Berea College student teachers have had a good amount of prior teaching responsibility, we expect most all to be ready to step in quite quickly.
 - (c) *Full-teaching phrase* in which the student teacher assumes full responsibility for teaching for at least 2 weeks out of every seven weeks. The student teacher shares his/her plans and confers with you but the responsibility of planning, teaching, and assessment is his/her own. *Please note:* The two weeks every seven weeks is the minimum full-teaching requirement. The student teacher can certainly teach for more than the two weeks if you feel that he/she is ready.
 - (d) *Closure*, where you and the student teacher work together to provide a smooth transition for you and your students for the student teacher's departure.
3. Critiquing and evaluating the student teacher's performance in teaching, in interacting with students, in collaborating with other teachers and with parents, and in lesson and unit planning.
4. Assisting the student teacher in developing a plan of action for improving and/or increasing his/her teaching knowledge and skills. It is essential to help the student teacher develop confidence in his/her own ability to critique his/her teaching and to develop plans of action for improving.
5. Supporting and encouraging the student teacher to take responsible risks as both teacher and learner as he/she develops personally and professionally.

What can I expect of the student teacher's College instructors?

Student teachers from Berea College often have two College teachers who work with them during student teaching. You can expect these teachers to:

- Provide information about Berea's philosophy and aims for the student teaching experience
- Visit and observe 4-8 times during the semester.
- Try to answer any questions you might have
- Be willing to meet with you whenever needed
- Answer your phone calls and/or e-mail promptly
- Work with you and the student teacher to strengthen his/her teaching and further all students' learning
- Schedule and conduct conferences with you and the student teacher as needed

What if I need to talk to my student teacher's College instructors?

Because all involved want to help the student teacher have a successful student teaching experience, it is essential that we keep open lines of communication. If you have any general questions, specific questions, or concerns, you are strongly encouraged to contact the College faculty working with your student teacher by telephone or e-mail. Faculty's names, office and home telephone numbers, and e-mail addresses are listed in the general section of the *Handbook*.

I have never had a student teacher before. What are some specific things I can do in order to be a good cooperating teacher?

First, we would like to thank you for your willingness to work with a student teacher. The opportunities you will provide by sharing your knowledge, skills, experiences, and time, as well as sharing your classroom and students are invaluable to your

student teacher's growth and development. Listed above are some of the general things a cooperating teacher can do. Some specific things cooperating teachers and student teachers have found to be particularly helpful are as follows:

- Maintaining a climate of open communication is a major factor in a successful student teaching experience. Since it is difficult to share information during the time you are with the students in your class, it is necessary to set aside a regular time to meet with the student teacher. During this time you both can ask questions, seek answers, discuss curriculum and teaching strategies, plan for who will teach what when, etc.
- Helping the student teacher become active in your classroom as soon as possible works best for everyone concerned. The Berea College student teacher has had numerous experiences in working with children and is more than ready and willing to begin working with you and your students. He or she will need a very short orientation/beginning phrase and then a gradual phase-in of more teaching responsibility culminating with at least two weeks of full-time teaching responsibility. Some suggestions for helping the student teacher to become active in your classroom could start with the first meeting you have with the student teacher. After learning something about his/her skills, interests, and strengths, discuss with the student teacher how to best draw on these in the classroom. Starting with the student teacher's areas of strength provides a good opportunity for a successful teaching experience. You could also suggest activities that could be successfully undertaken during the first week or so. These could include things like taking attendance; assisting a new student or one who has missed a class; helping individual students who may need one-on-one assistance; working with a small group; reading aloud; listening to a child read aloud; conducting calendar; doing brief observations that have a specific purpose; and developing and using a collection of five-minute teaching/activities that could be used if a lesson ends sooner than planned or when a short time is available before a transition, etc.
- Planning together a tentative schedule for the assumption of teaching responsibilities, and then talking about planning for those. One place to begin is for the student teacher to assume teaching one subject area lesson each day and then gradually add other subjects gradually as you and the student teacher feel that s/he is ready to do so. The student teacher could begin by using your lesson plans, but we would like her to begin developing his/her own lesson plans as soon as possible.
- Providing feedback that helps to increase the student teacher's understanding of his/her own teaching is another important factor in the his/her growth as a teacher. New cooperating teachers often find it difficult to give feedback, but feedback is a necessary part of the student teacher's learning. Think of all feedback as formative, which allows the student teacher room to self-assess, to reflect, and to change, grow, and develop. Formative feedback can take many different forms.

One way to offer formative feedback is to ask questions that help the student teacher to think about his/her teaching. When meeting with the student teacher to discuss your observation of a lesson, you could start by asking questions such as:

1. How do you think the lesson went?
2. Why do you think it went as it did?
3. What worked well with this lesson?
4. What did you do to engage the students at the beginning of the lesson?
5. How could you tell the students were interested?
6. How involved were the students?
7. What surprised you as you were teaching?
8. Was there anything that did not work well? If so, why do you think that was?
9. I saw that (student's name) seemed to be having trouble with (blank). What could you do to help him/her grasp this concept?
10. While planning and teaching the lesson, did you make any assumptions that turned out not to be true that affected the lesson's success?
11. What was the purpose of your lesson? Did the children accomplish what you intended?
12. If you had to do this lesson over, what would you do differently? For the whole class? For specific children?
13. What would be a good follow up activity for this lesson?

You will likely find that the student teacher may be very critical of his/her own teaching, and you might need to help him/her see the positive things that occurred. Your questions can guide the student teacher in reflecting on his/her own teaching. This questioning approach also can be used when you review his/her

lesson plans before the lesson is taught. Just write down questions on the lesson plan. This can encourage the student teacher to think further about the lesson plan before implementing it.

After drawing on the student teacher's thinking through such questions, you can be more direct by sharing your own knowledge and experiences. Because you have more experience with the teaching and learning process and with working with your students, you have a broader and deeper experiential basis to use when critiquing a lesson/activity. You can say something like, "I have found that I have to consider X when planning this type of lesson." Or you might say, "In the past I had success with this." You are demonstrating that you consider multiple ways to help your students learn. The overarching goal in providing feedback is to guide the student teacher in thinking about the various factors that need to be considered, to promote self-assessment, and to help him/her to develop confidence in his/her own thinking and teaching.

Another way to provide feedback is to take notes while you are observing the student teacher, describing what is happening and writing down questions that might be helpful in guiding the student teacher's thinking. The aim is not to point out errors but to become another pair of eyes and ears about all the many aspects that go into teaching. Tying your observations to the performance criteria of the appropriate *New Teacher Standard(s)* can help the student teacher reflect on key aspects of good teaching.

If you find that questioning and sharing your own experiences is not working and/or you are uncomfortable with the amount of feedback the student teacher needs, please contact the College instructors. They will be more than willing to talk with you. If you wish, a three-way conference with the student teacher, the College instructors, and yourself can be scheduled.

How much contact should the student teacher have with parents and guardians of my students?

New Teacher Standard VI focuses on collaborating with others, including parents. In order to develop skill in working with parents, your student teacher needs opportunities to do so. As a teacher, you know that you come to understand your students better if you have regular contact with their families. If you can, please share the types of contacts you normally have with your student's families. These contacts could include things like parent-teacher conferences, PTA/PTO meetings, working with parent volunteers, field trips, school fund raisers, and writing newsletters to send home to parents, etc., depending on your school's policies.

What should I do if the student teacher seems to be having difficulty or is not performing as he/she should?

As soon as you see a potential problem, we hope you will speak directly and openly with the student teacher and with the College instructors. *The welfare of your students is our shared and primary concern.* Together we will develop strategies to correct and/or change the situation. Having problems is part of being human, and all of us involved in teaching are just that. Problems also tend to get bigger with time rather than disappearing as we might wish. But if we work together responsibly and respectfully, in a timely manner, we can develop good solutions.

I know that I have to complete a final evaluation on the student teacher's performance. What can I do to make sure I am providing the kind of evaluation that will be of benefit to the student teacher?

The evaluation process is an important element of the student teaching experience, and it should be a learning and growing experience for all involved. Every student teacher wants to know "How am I doing? What do I need to work on? How can I be a better teacher?" Evaluation can help answer these questions. The formal evaluation offers a written account of the student teacher's growth in knowledge, skills, performance, and dispositions required of new teachers.

The evaluation process leading up to the written evaluations is interwoven throughout the student teaching experience. All feedback and evaluations are based on the concept of what constitutes good teaching. Each time you observe the student teacher and talk with him/her you are collecting information for the evaluation process. Each time you refer to the performance criteria in the *New Teacher Standards* when you talk with the student teacher, you are helping prepare yourself and the student teacher for the final evaluation. Evaluation is a continuous process. A number of principles guide a good evaluation process:

- The student teaching experience and evaluation process should be designed to prepare the student teacher to evaluate herself/himself within a valid frame of what constitutes good teaching: the knowledge, the specific skills, the techniques, and the dispositions that are essential for good teaching and that are needed to ensure students' learning. Kentucky's *New Teacher Standards* and corresponding performance criteria,

based on national standards of what beginning teachers need to know, do, and value, offer the framework for evaluating the student teacher's work as a teacher. The *Standards* are in the *Appendix*.

- Evaluations should (a) recognize specific teaching criteria that the student teacher meets well; (b) identify specific areas that need improvement, and (c) provide specific suggestions for learning and improving.
- Another way to think about the written evaluation is to ask oneself, "If I were going to hire a new teacher, what information would be helpful to know about this new teacher's knowledge, skills, and dispositions?"

How can I make the formal evaluation process a positive experience that does not hurt the relationship between my student teacher and me?

After spending so many hours together in your classroom, you and the student teacher will have established a mentoring relationship. When you have to provide a written evaluation, the structure of your relationship changes somewhat. However, the written evaluation process can and should be positive. Keeping the lines of communication open from the beginning to the end of the student teaching experience is critical. Talking openly and honestly about the student teacher's performance from the first week on shows that evaluation is an ongoing and essential part of the learning process. One way to help keep open the lines of communication regarding the written evaluation is to ask the student teacher to do a self-evaluation using the same form. You complete a draft of your own form and then ask the student teacher for his or her completed form. When you compare the two evaluations, you will often find that the student teacher's self-evaluation is lower than your own. When you meet to discuss evaluation, the comparison can be part of the discussion and will be a good experience for both of you. Later you can complete your final draft of the evaluation. When the student teacher receives the written evaluation, he or she will know what to expect. In the event the student teacher rates himself/herself significantly higher than you do and/or the student teacher's evaluation indicates a lack of self-awareness of his/her teaching skills, you should contact the College instructors.

What are my legal responsibilities regarding the student teacher and my students?

As the classroom teacher, you, and not the student teacher, have the legal responsibility for the welfare of the students in your classroom. The student teacher should teach under your supervision. You should always be aware of the student teacher's planned activities and their appropriateness.

When the student teacher assumes full-teaching responsibility do I have to stay in the room and observe?

To provide feedback to the student teacher, you will need to spend some time in the room observing. Using your best professional judgment, you may allow the student teacher to teach independently without your presence if you are aware of the lesson plan content, and if in all your previous observations and conferences with the student teacher, you have not seen or heard anything that would lead you to believe he/she is not ready for independent teaching.

Will I be paid for being a cooperating teacher?

All cooperating teachers who supervise student teachers will receive a stipend from Berea College at the end of the student teaching placement. You are also eligible for compensation from the Education Professional Standards Board if their budget permits. We will send your name and required information to Sandra Stanley at the EBSP by October 15, and you will then receive e-mail information about how to log onto the EPSB web site and create a voucher. You will then print out the voucher, have it signed by your principal and a College instructor, and mail it back to Sandra Stanley by **December 15**. Questions may be sent to Sandra.Stanley@ky.gov

What are the *Cooperating Teacher Record* and the *Cooperating Teacher's Evaluation of Student Teacher*?

A copy of the *Cooperating Teacher Record* is on the following page. These records are kept in our office for the EPSB and for our own accreditation needs. The *Cooperating Teacher's Evaluation of Student Teacher* is the final piece in this section of the *Handbook*. It is a copy of the evaluation which you will be given shortly and which you will complete as your student teacher nears the end of his/her placement.

BEREA COLLEGE
Department of Education Studies

Elementary P-5 _____
Middle Grades _____
Secondary _____

Cooperating Teacher Record

Name of Cooperating Teacher _____ SS# _____

Home Address _____ Tel.# _____

School _____ County _____

School Address _____ Tel.# _____

I. Academic Record

<u>College</u>	<u>Degree</u>	<u>Date Awarded</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

How many semester hours have you earned beyond your Masters degree? _____

II. Experience Record

<u>School</u>	<u>Dates</u>	<u>Subjects/Grades</u>	<u>Total Years Taught</u>	<u>Current Rank</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Total years of teaching experience _____

How many years, including this year, have you taught at your present school? _____

In your present school district? _____

<u>Kind of Certificate and Number</u>	<u>Expiration Date</u>	<u>Subjects Certified to Teach or Supervise</u>
_____	_____	_____
_____	_____	_____

(continued on next page)

III. Additional Background Data

1. Have you received training and certification for the Kentucky Beginning Teacher Internship Program?
Yes_____ No_____

2. If your answer is YES, please respond to the following questions:

When did you receive training?_____

Have you served on an Internship Committee? Yes_____ No_____

Have you received update training? Yes_____ No_____

If yes, when?_____

3. Please list your major at the undergraduate level:_____

4. If you have a Master's degree, what was your emphasis?_____

Date_____

Signature of Cooperating Teacher

Rev. 8/04

Cooperating Teacher's Evaluation of Student Teacher

Student Teacher _____ Date _____
Cooperating Teacher _____ KTIP training (yes or no) _____
Grade levels and/or Subjects taught _____ Term and Year _____
School _____

Instructions: The performance criteria used in this evaluation reflect Kentucky's *New Teacher Standards* and Berea College's Teacher Education Program Goals. We ask you to assess the candidate on the individual objectives listed under each standard and to provide a global assessment of the candidate's performance for each standard. Please use the following scale to evaluate the student teacher's performance as observed during his/her work under your guidance.

- 4—Meets the objective or standard with a high level of consistency. A candidate should be assigned a "4" if his/her teaching and related work meet the objective or standard on most occasions.
 - 3—Is clearly developing the ability to meet the objective or standard with some degree of consistency. A candidate should be assigned a "3" if he/she clearly understands and is working toward the objective, and his/her teaching and related work meet the objective or standard on some occasions.
 - 2—Shows some development in addressing the objective or standard. A candidate should be assigned a "2" if his/her teaching and related work only rarely meet the objective or standard.
 - 1—Shows little or no evidence of development in addressing the objective or standard. A candidate should be assigned a "1" if he/she does not yet possess adequate understanding of the objective or standard, and/or has not yet recognized its importance, and/or needs additional time to achieve it.
- N.A.**— Please write "N.A." for "not assessed" next to any objective which the candidate had no opportunity to address for reasons beyond his/her control.

Reviewing the Evaluation with the Student Teacher. After completing this evaluation, please discuss it fully with the student teacher. If you and/or the student teacher request a three-way conference, the college supervisor will also attend this meeting; however, a three-way conference is not required.

Returning the Evaluation to the Education Studies Department. After making a copy of this evaluation for your own records, please ask the student teacher to return the original evaluation form to his/her college supervisor, after making a copy for his/her portfolio.

Standard I Plans developmentally appropriate activities, lessons, and units that

- account for KERA Learning Goals, academic expectations, and Core Content _____
- stimulate students' interest in learning _____
- provide opportunities for students to study and inquire into topics and/or subject matter they find personally meaningful _____
- reflect necessary research to develop own understanding of content and interdisciplinary connections _____
- incorporate rich and developmentally appropriate subject matter _____
- organize content in ways which helps students recognize its importance and its relation to their lives _____
- include a variety of resources, including technology _____
- include meaningful transitions between activities and lessons _____
- take into account students' prior knowledge, interests, and misconceptions _____
- include questions to encourage conversation and dialogue in community _____
- invite students to explore multiple sources for research _____
- make clear to students the structure of subjects and their interconnections _____
- engage students in studies involving multicultural perspectives and experiences _____
- meet the needs of each student in the regular classroom, including students with one or more of the following characteristics _____
 - students who are culturally diverse
 - students whose primary language is not English
 - students who use a non-standard dialect
 - students who are gifted
 - students who are learning disabled
 - students with significant disabilities
 - students with behavior disorders
- demonstrate the ability to plan effectively for various periods of instruction—class, specific activity, entire unit _____
- reflect Berea College's teacher education program goals and commitments _____

Global Evaluation _____

Comment

Standard II Shapes a learning environment

- that reflects the teacher's genuine care for all students _____
- in which students want to be and want to learn _____
- that fosters a democratic community of learning characterized by cooperation, shared inquiry, and respect for self and others _____
- that invites students to assume personal and shared responsibility for maintaining the classroom environment and for furthering the understanding of all students _____
- in which he/she models the expectations held for students _____
- in which he/she models respect for questions, openness to criticism, and self-correction _____
- that is sensitive to the special needs, backgrounds, and experiences of each student _____
- that shows respect for the natural environment _____
- that is characterized by the use of appropriate discipline and classroom management strategies _____
- that maintains discretion and confidentiality within and outside the classroom _____

Global Evaluation _____

Comment:

Standard III Implements instruction in a manner that demonstrates his/her ability to

- communicate effectively orally, in writing, and nonverbally _____
- model openness and enthusiasm for learning _____
- engage students' minds and imaginations through rich content _____
- teach for understanding _____
- use a variety of teaching strategies that take into account student needs, cultural backgrounds, intelligences, and interests _____
- help students develop strategies to construct understanding through independent inquiry _____
- help students develop strategies to construct understanding through community inquiry _____
- guide effective classroom discussion that invites all students to participate _____
- pose questions that invite critical and creative thinking _____
- encourage students' questions to one another as well as to teacher _____
- include both cooperative and individual learning experiences _____
- help students apply subject matter in new and different contexts _____
- use time efficiently and effectively _____
- modify plans and teaching strategies as needed *during* instruction _____

Global Evaluation _____

Comment:

Standard IV Values the place of assessment in teaching and learning, and is able to

- align assessment with goals and objectives _____
- use varied and authentic assessments including conversation, observation, and other strategies to understand students' understanding and to inform teaching _____
- use assessment data to inform initial and day-to-day planning _____
- develop expectations and scoring guides, where appropriate, that are consistent with Kentucky's Learning Goals and Core Content _____
- encourage students to develop habits of self-assessment and reflection _____
- communicate results in ways that help students rethink subject matter, generate further inquiry, and find joy in their own development _____
- systematically maintain records of assessment _____

Global Evaluation _____

Comment:

Standard V Engages in evaluation of, and reflection on, his/her ability to

- plan lessons and units with rich content to stimulate thinking and learning _____
- implement instruction effectively _____
- modify plans and teaching strategies as needed *during* instruction _____
- teach all children _____
- be sensitive to social, cultural, and ethnic diversity in school and other contexts _____
- use the results of assessment to address individual needs and to guide teaching _____
- organize and manage classroom interactions to promote learning and community _____
- reflect before, during, and after teaching _____
- initiate conferences with cooperating teacher to discuss specific aspects of teaching _____
- collaborate effectively with colleagues, parents, and the broader community _____
- communicate professionally and act with integrity _____

Global Evaluation _____

Comment:

Standard VI Fosters collaboration by

- showing sensitivity in working with parents regarding the diverse influences in students' lives _____
- exploring strategies for communicating appropriately and working cooperatively with parents, colleagues, and other professionals to promote the welfare of individual students _____
- assuming appropriate leadership responsibility in the broader school community _____
- encouraging the contributions of others and demonstrating respect for alternative perspectives _____
- serving students and their classroom and wider communities in meaningful ways _____

Global Evaluation _____

Comment:

Standard VII Engages in professional conduct and development by

- soliciting and accepting suggestions and constructive criticism _____
- demonstrating reliability and punctuality _____
- showing understanding of the school and the community to inform teaching _____
- seeking out and engaging in meaningful professional development activities _____
- developing and following through with an ongoing professional development plan to develop strengths and improve in needed areas _____
- seeking to teach toward KERA's Learning Goals in ways increasingly consistent with the candidate's own vision of what he/she wants for his/her students _____
- demonstrating continuous learning as a teacher-researcher _____
- developing and refining his/her philosophy of education _____
- seeking out ways to further a community of inquiry in his/her classroom _____
- demonstrating understanding of social, economic, political, legal, and cultural climates which affect the well-being of children and adolescents _____
- acting in ways consistent with Kentucky's *Code of Ethics* _____
- demonstrating moral courage and integrity _____

Global Evaluation _____

Comment:

Standard VIII Demonstrates content knowledge through

- understanding of Core Content, its interdisciplinary connections, and its relation to students' lives _____
- understanding the structure and methods of the discipline(s) he/she teaches _____
- enthusiasm for content knowledge and his/her own continuing learning _____
- engaging in research as needed to bring rich content to students _____
- understanding what in subject matter inspires students to inquire more deeply _____
- awareness of common student misconceptions about content _____
- careful regard for comprehensiveness and accuracy in his/her own work _____
- careful regard for comprehensiveness and accuracy in students' work _____
- understanding the role of community of inquiry in knowledge creation _____
- awareness and appreciation of the many and varied ways in which human knowledge is preserved and accessed _____

Global Evaluation _____

Comment:

Standard IX Furthers technology use in instruction by

- using appropriate technology in research and planning _____
- using appropriate technology in assessment and record-keeping _____
- engaging students in appropriate technology to enhance learning and community _____
- encouraging students to use technology ethically _____
- examining and experimenting with new technology and with new and varied uses of older technology _____
- seeking out and employing assistive and adaptive devices and technological applications when needed and appropriate _____
- using appropriate technology to facilitate communication and collaboration with colleagues, parents, and others in the community _____

Global Evaluation _____

Comment:

Seeks to positively influence student learning so that

- all students understand the subject matter and develop the skills and dispositions expected in Kentucky's Learning Goals and Core Content _____
- all students enjoy learning and can apply subject matter and skills to new situations _____
- all students experience the classroom as a community which engages in and takes pleasure in inquiry _____

Global Evaluation _____

Comment:

Commitments of Berea College's Teacher Education Program

Berea College seeks to prepare teachers who will manifest the values and commitments necessary to cultivate a disposition for judicious inquiry in themselves and in their students. Based on your work with and knowledge of this teacher, would you say that he/she manifests the commitments below in his/her professional life? If you think you have had sufficient opportunity to observe the qualities called for with a particular commitment, please respond with a "yes" or "no." If you think you have not had sufficient opportunity to observe the qualities called for with a particular commitment, please respond with **N.A.** for "not able to assess."

- Committed to the value of all individuals as unique, responsible, and worthy human beings _____
- Committed to the intellectual, social, and moral growth of all learners _____
- Committed to the worth of knowledge and to the value of all ideas as worthy of consideration and reflection _____
- Committed to the role of inquiry in the search for truth and wisdom _____
- Committed to the value of judicious and compassionate action in relationships with other human beings and with the environment _____
- Committed to an ethic of service through teaching that extends beyond the classroom _____

Thank you very much for your time and thought in completing this evaluation. We would appreciate any additional comments you would like to make on the back of this page. If you have suggestions about the evaluation form itself, we would appreciate those as well.

Appendix

KTIP Lesson Plan Format

Name: _____ Date: _____ Age/Grade Level: _____
Subject: _____ # of Students: _____ # of IEP Students: _____
Major Content: _____ Unit Title: _____

ACTIONS - Described prior to observation

Goals and Objectives-

Clearly state your broad goals and specific objectives which identify the content and skills/processes to be taught and formally assessed. Identify essential questions you want to address.

Connections-

List targeted learning objectives and explain how your objectives relate to Kentucky Learner Goals and standards for learning content established by professional organizations. (Note: Do not simply list the related goals and/or standards.)

Context-

Clearly describe how these objectives and this lesson relate to your broad goals for teaching about the topic. Explain the major focus of the unit to which this lesson plan belongs, and how the lesson related to the unit. Address any personal, social, cultural, and global concerns that will be relevant to student learning.

Resources-

List resources (i.e., all materials including specific technology applications) which will be used during the lesson. Attach printed material to be used with students.

Procedures-

Describe the strategies and activities you will use to involve students and accomplish your objectives, including how you will trigger prior knowledge, and adapt strategies to meet individual student needs and the diversity in your classroom.

Student Assessment-

Clearly state how you will assess student progress in meeting the above objectives, including performance criteria you will use. Attach written assessment measures used in relation to the lesson.

IMPACT - Prepared after the lesson and post-observation conference

Reflection/Analysis of Teaching and Learning-

Discuss student progress in relation to the stated objectives (i.e., what they learned with indicators of achievement). Discuss success of instruction as it relates to assessment of student progress. Include three student samples (high, average, low) and an analysis of their performance based on assessment results.

REFINEMENT - Prepared after the lesson and post-observation conference

Lesson Extension/Follow-up-

Based on reflection, discuss plans for subsequent lessons to reinforce and extend understanding, particularly for students who did not make satisfactory progress.

Rev. 5/02

Sample Lesson Plan Format

Planning

Lesson Plan Title:

Grade Level:

Concept/Topic:

Goals and Objectives:

Connections with Core Content:

Connections with other content areas:

Connections with prior lessons:

Resources/materials:

Teaching*

Introduction (context-setting; relation to students' interests and prior knowledge):

Procedures:

Closure:

**Teaching adaptations:*

For students with learning disabilities:

For gifted students:

Assessing students' learning*:

**Assessment adaptations:*

For students with learning disabilities:

For gifted students:

Reflecting on the lesson in relation to all students' learning

INTERVIEW TIPS FOR TEACHERS

By Sue and Ken Spurlock

KCTE/LA Conference
February 13, 1998

Get good directions to the site of the interview and ask specifically in what room the interview will take place (the principal's office, the library, the family resource center, etc.) and where it is in the building.

If you are unfamiliar with the school or the site of the interview, make a trial run (if possible) to be sure you know where you are going and note how long it takes to get there; arrive at least five to ten minutes before you are scheduled.

Dress professionally for the interview. Wear your "Sunday" best. Males might wear a sports coat, tie, dress slacks, and dress shoes. Females might wear a dress, pant suit, or two piece suit. You want to make a positive first impression.

Bring a copy of all the materials you sent with your application (a copy of the application, your transcript(s), letters of recommendation (if they came to you), your resume, your intern portfolio, etc.).

Anticipate questions you may be asked or topics on which you may be asked to comment and plan your answers or statements. Here are some sample questions for practice:

- What is your educational background?
- Tell us a little about yourself and your interests.
- Why did you decide to become a teacher? What other occupations did you consider?
- What experiences have you had in teaching or working with young people?
- Tell us about your educational philosophy.
- How do you feel about KERA and CATS?
- What training have you had in teaching reading? writing? math?
- Tell us about your classroom rules and classroom management techniques.
- What grade(s) would you enjoy teaching? Why?
- Which classes do you feel best qualified to teach? Why?
- Think about a really great teacher you had. What characteristics did that teacher possess? Which of those characteristics do you have?
- How would you establish high expectations for all of your students?
- Why do you want to teach at this school?
- Why should we choose you for this job?
- What questions didn't we ask that you want to answer?

Be sure to tell your interviewers that you appreciate the interview, and let them know if you want the position that you would like the chance to show what you can do. And be sure to thank everyone for the opportunity of the interview.

Example of Evidence for NTS VI Collaboration*

Special Education: I collaborate with the Special Education teachers at _____ and at the Special Education office in Richmond. The Special Ed. teachers at _____ assist with some special needs behaviors. I collaborate with them for information and assistance to help solve some behavior situations.

I attend committee (A.R.C.) meetings to learn and give information concerning my school children. We work together setting and changing goals. I keep daily recording journals on several children and observe I.E.P. goals daily which I record weekly in an I.E.P. booklet on 7 children and report monthly.

Occupational and Physical Therapists: I collaborate with an Occupational and Physical Therapist weekly. We work together as a team to set up schedules and address goals. We also discuss I.E.P. goals we are working toward and try to find the best way possible to accomplish these goals.

Speech Therapists: I collaborate with the Speech teacher several days a week, discussing the articulation and communication speech goals. I address these goals in my daily curriculum. We work together to set up schedules and to get home work to and from parents.

Primary Teachers: I collaborate with primary teachers for books and materials. Some of my children can read; therefore, I collect books from grade one teachers to assist with the children's needs and provide parents with learning materials. The Preschool also visits all the Primary classrooms, showing our customs and sharing what we learn.

Parents: I collaborate with parents letting them know about their child's progress attitude and behavior. Some notes are sent out daily discussing and reporting children's behaviors. Parent/Teacher conferences are held two times a year discussing assessments; however parent and teacher communication is on going daily. I do three home visits throughout the year on each child getting to know his/her family better and to help assist with any needs. I send out monthly calendars telling what we are doing for the month and of any days we don't have school. I also communicate back and forth by phone if need be.

Guidance Counselor: I collaborate with the school counselor letting her know of any needs. We work together for the support of the families and to assist the families with any social needs. We discuss learning materials and choose them appropriately.

*These examples were contributed by a KTIP intern in 1997-1998. Readers should understand that collaboration as described in New Teacher Standard VI requires additional evidence.

**NEW TEACHER STANDARDS
FOR PREPARATION and CERTIFICATION**

Adopted June 1993 and Revised November 1994 and September 1999 By
The Kentucky Education Professional Standards Board

Upon the Recommendation of
The Kentucky Council on New Teacher
Standards for Preparation and Certification

PREAMBLE TO
THE NEW TEACHER STANDARDS

The nine New Teacher Standards describe what first year teachers should know and be able to do in authentic teaching situations and the academic content, teaching behaviors, and instructional processes that are necessary to promote effective student learning. They imply more than the mere demonstration of teaching competencies. They imply a current and sufficient academic content that promotes consistent quality performance on teaching tasks. Authentic teaching tasks provide opportunities and contexts for performances by beginning teachers.

In Kentucky, all teaching and learning tasks address Kentucky's academic expectations. These identify what students need to be successful in the world of the future. Thus, teachers design and implement instruction and assess learning that develops students' abilities to:

1. **Use basic communication and mathematics skills** in finding, organizing, expressing, and responding to information and ideas.
2. **Apply core concepts and principles** from science, arts and humanities, mathematics, practical living studies, social studies, and vocational studies.
3. **Become a self-sufficient individual** who demonstrates high self-esteem, a healthy lifestyle, flexibility, creativity, self-control, and independent learning.
4. **Become a responsible group member** who demonstrates consistent, responsive, and caring behavior; interpersonal skills; respect for the rights and responsibilities of others; world views; and an open mind to other perspectives.
5. **Think and solve problems** including the ability to think critically and creatively, develop ideas and concepts, and make rational decisions.
6. **Connect and integrate experiences and new knowledge** throughout the curriculum, question and interpret ideas from diverse perspectives, and apply concepts to real-life situations.

NEW TEACHER STANDARD I

DESIGNS/PLANS INSTRUCTION

The teacher designs/plans instruction and learning climates that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA: The extent to which the teacher's plan:

1. Focuses instruction on one or more of Kentucky's student academic expectations.
2. Develops the student's ability to apply knowledge, skills, and thinking processes.
3. Integrates skills, thinking processes, and content across disciplines.
4. Proposes learning experiences that challenge, motivate, and actively involve the learner.

5. Proposes learning experiences that are developmentally appropriate for learners. Describes experiences for multiple levels of complexity to accommodate students at different levels of performance.
6. Incorporates strategies that address physical, social, and cultural diversity and shows sensitivity to differences.
7. Establishes physical classroom environments to support the type of teaching and learning that is to occur.
8. Includes creative and appropriate use of technology as a tool to enhance student learning.
9. Includes appropriate assessment strategies and processes.
10. Includes comprehensive and appropriate school and community resources that support learning.
11. Includes learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.

NEW TEACHER STANDARD II CREATES/MAINTAINS LEARNING CLIMATES

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA: The extent to which the teacher:

1. Communicates with and challenges students in a positive and supportive manner.
2. Establishes and maintains standards of mutually respectful classroom interaction by establishing the importance of shared expectations during individual and group responsibilities.
3. Shows consistent sensitivity to individual academic, physical, social, and cultural differences and responds to all students in a caring manner.
4. Shows flexibility and modifies classroom processes and instructional procedures as the situation demands.
5. Organizes materials and equipment to create a media-rich environment, including technology.
6. Motivates, encourages, and supports individual and group inquiry.
7. Uses classroom management techniques that foster self-control and self-discipline. Encourages responsibility to self and to others.
8. Promotes student willingness and desire to receive and accept positive and negative feedback.

NEW TEACHER STANDARD III IMPLEMENTS/MANAGES INSTRUCTION

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA: The extent to which the teacher:

1. Communicates specific standards and high expectations for learning.
2. Links learning with students' prior knowledge, experiences, and family and cultural backgrounds.
3. Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.
4. Uses multiple teaching/learning strategies that are appropriate to student developmental level and actively engages students in individual and cooperative learning experiences.
5. Makes appropriate provisions for learning to address diversity among learners.
6. Elicits samples of student thinking and stimulates student reflection on their own ideas and those of others.
7. Uses appropriate questioning strategies to engage students' cognitive processes and stimulate higher-order thinking.
8. Guides students to express, examine, and explain alternative responses and their associated consequences relative to moral, ethical, or social issues.
9. Demonstrates interpersonal/team membership skills and responsible caring behavior with students in facilitating instruction.
10. Uses multiple perspectives and differing viewpoints to facilitate the integration of knowledge and experiences across disciplines.
11. Makes creative and appropriate use of media and technology.
12. Makes efficient use of physical and human resources and time. Facilitates equitable engagement of students on productive tasks.

13. Provides opportunities for students to use and practice what is learned.
14. Identifies student misconceptions, provides guidance, and offers students continuous feedback on progress toward outcomes and expectations.
15. Links learning with student aspirations for future roles.

NEW TEACHER STANDARD IV

**ASSESSES AND COMMUNICATES
LEARNING RESULTS**

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA: The extent to which the teacher:

1. Uses multiple assessments and sources of data.
2. Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.
3. Accurately assesses student performance using the established criteria and scoring guides consistent with Kentucky's performance assessment program.
4. Promotes student self-assessment using established criteria and focuses student attention on what needs to be done to move to the next performance level.
5. Systematically collects and analyzes assessment data and maintains up-to-date records of student progress.

NEW TEACHER STANDARD V

REFLECTS/EVALUATES TEACHING/LEARNING

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

PERFORMANCE CRITERIA: The extent to which the teacher:

1. Accurately assesses, analyzes, and communicates the effectiveness of instruction and makes appropriate changes to improve student learning.
2. Analyzes and evaluates the effects of learning experiences on individuals and on the class as a whole and makes appropriate changes to improve student learning.

NEW TEACHER STANDARD VI

**COLLABORATES WITH
COLLEAGUES/PARENTS/OTHERS**

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA: The extent to which the teacher:

1. Identifies or recognizes situations when and where collaboration with others will enhance learning for students (e.g., thematic units, individual education plan, and school-based decision making).
2. Articulates the purpose and scope of the collaborative effort.
3. Articulates standards of each collaboration event (e.g., summary, next steps, responsibilities, timeline).
4. Demonstrates productive leadership or team membership skills that facilitate the development of mutually beneficial goals.
5. Demonstrates tolerance to alternative perspectives and options and encourages contributions from school and community resources.
6. Demonstrates sensitivity to differences in abilities, modes of contribution, and social and cultural backgrounds.

NEW TEACHER STANDARD VII**ENGAGES IN PROFESSIONAL DEVELOPMENT**

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

PERFORMANCE CRITERIA: The extent to which the teacher:

1. Provides evidence of performance levels and articulates strengths and priorities for growth.
2. Articulates a professional development plan to improve his/her own performance and to expand his/her teaching repertoire to facilitate student achievement of the learning goal.
3. Engages in relevant professional development activities and follows through with plan.
4. Shows evidence of improvement in performance and evidence of an increased capacity to facilitate student learning.

NEW TEACHER STANDARD VIII**KNOWLEDGE OF CONTENT**

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

PERFORMANCE CRITERIA: The extent to which the teacher:

1. Accurately communicates the skills and core concepts related to certified academic areas.
2. Effectively applies the methods of inquiry related to the certified academic areas.
3. Incorporates a multicultural/global perspective in content presentations.
4. Utilizes technology related to the certified academic areas.
5. Connects knowledge of the certified academic areas to real life situations.

NEW TEACHER STANDARD IX**DEMONSTRATES IMPLEMENTATION OF TECHNOLOGY**

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

PERFORMANCE CRITERIA: The extent to which the teacher:

1. Operates a multimedia computer and peripherals to install and use a variety of software.
2. Uses terminology related to computers and technology appropriately in written and verbal communication.
3. Demonstrates knowledge of the use of technology in business, industry, and society.
4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
5. Creates multimedia presentations using scanners, digital cameras, and video cameras.
6. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
8. Requests and uses appropriate assistive and adaptive devices for students with special needs.
9. Designs lessons that include technology to address diverse students' needs and learning styles.
10. Practices equitable, and legal use of computers and technology in professional activities.
11. Facilitates the lifelong learning of self and others through the use of technology.
12. Explores, uses, and evaluates technology resources: software, applications, and related documentation.
13. Applies research-based instructional practices that use computers and technology.
14. Uses computers and other technology for individual, small group, and large group learning activities.
15. Uses technology to support multiple assessments of student learning.
16. Instructs and supervises students in the ethical and legal uses of technology..

Kentucky's Learning Goals and Academic Expectations

GOAL 1: *Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.*

- 1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.
- 1.2 Students make sense of the variety of materials they read.
- 1.3 Students make sense of the various things they observe.
- 1.4 Students make sense of the various messages to which they listen.
- 1.5-1.9 Students use mathematical ideas and procedures to communicate, reason and solve problems.
- 1.10 Students organize information through development and use of classification rules and systems
- 1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.13 Students make sense of ideas and communicate ideas with the visual arts.
- 1.14 Students make sense of ideas and communicate ideas with music.
- 1.15 Students make sense of and communicate ideas with movement.
- 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.

GOAL 2: *Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.*

SCIENCE

- 2.1 Students understand scientific ways of thinking and working and use those methods to solve real-life problems.
- 2.2 Students identify, analyze, and use patterns such as cycles and trends to understand past and present events and predict possible future events.
- 2.3 Students identify and analyze systems and the ways their components work together or affect each other.
- 2.4 Students use the concept of scale and scientific models to explain the organization and functioning of living and nonliving things and predict other characteristics that might be observed.
- 2.5 Students understand that under certain conditions nature tends to remain the same or move toward a balance.
- 2.6 Students understand how living and nonliving things change over time and the factors that influence the changes.

MATHEMATICS

- 2.7 Students understand number concepts and use numbers appropriately and accurately.
- 2.8 Students understand various mathematical procedures and use them appropriately and accurately.
- 2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.
- 2.10 Students understand measurement concepts and use measurements appropriately and accurately.
- 2.11 Students understand mathematical change concepts and use them appropriately and accurately.
- 2.12 Students understand mathematical structure concepts including the properties and logic of various mathematical systems.
- 2.13 Students understand and appropriately use statistics and probability.

SOCIAL STUDIES

- 2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.
- 2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.
- 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.
- 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.
- 2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.

- 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.
- 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

ARTS AND HUMANITIES

- 2.22 Students create works of art and make presentations to convey a point of view.
- 2.23 Students analyze their own and others' artistic products and performances using accepted standards.
- 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.
- 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.
- 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.
- 2.27 Students recognize and understand the similarities and differences among languages.
- 2.28 Students understand and communicate in a second language.

PRACTICAL LIVING

- 2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.
- 2.30 Students evaluate consumer products and services and make effective consumer decisions.
- 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.
- 2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.
- 2.34 Students perform physical movement skills effectively in a variety of settings.
- 2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout their lives.

VOCATIONAL STUDIES

- 2.36 Students use strategies for choosing and preparing for a career.
- 2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.
- 2.38 Students demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into college or other postsecondary training or to get a job.

GOAL 3: Students shall develop their abilities to become self-sufficient individuals. (Valued, but not assessed)

****GOAL 4: Students shall develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service. (Valued, but not assessed.)***

GOAL 5: Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.

- 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.
- 5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.
- 5.3 Students organize information to develop or change their understanding of a concept.
- 5.4 Students use a decision-making process to make informed decisions among options.
- 5.5 Students use problem-solving processes to develop solutions to relatively complex problems.

GOAL 6: Students shall develop their abilities to connect and integrate experiences and new knowledge from all from subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.

- 6.1 Students connect knowledge and experiences from different subject areas.
- 6.2 Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.
- 6.3 Students expand their understanding of existing knowledge, by making connections with new knowledge, skills, and experiences.

Weekly Teaching Report

Name: _____ Week of: _____
Cooperating Teacher: _____ Grade: _____

Briefly describe your teaching responsibilities for this past week.

Briefly describe your teaching responsibilities for the coming week, using a list format, with teaching times each day.

Looking back in your *Student Teaching Notebook*, what was a gratifying moment? a troubling moment?

Using your *Student Teaching Notebook* to help you think about the events of the past week, talk about simple or major changes you want to make in order to do justice to each child.

Are there questions, concerns, or topics that you would like to be addressed at next week's or upcoming seminars?

BEREA COLLEGE - DEPARTMENT OF EDUCATION
Daily Time Sheet for Student Teaching

Student Teacher: _____ School: _____

Cooperating Teacher: _____ Semester/Year: _____

Date	Observations, Participation	Actual Teaching	Conference with Cooperating Teacher/College Supervisor	Other Activities
Sub-Totals				

SUMMARY REPORT of EXTENDED TEACHING EXPERIENCES
 (To be completed by all Student Teachers)

Name _____ Date _____

Certification Area(s) _____ Specializations (MG only) _____

Date of Program Completion _____ Date of Graduation _____

PROFESSIONAL TERMS

<u>Placement Location</u>	<u>Dates of Placement</u>	<u>Cooperating Teacher</u>	<u>Grades & Subjects Taught</u>
FALL	_____	_____	_____
_____	_____	_____	_____
SPRING	_____	_____	_____
_____	_____	_____	_____

Total Hours of Student Teaching: _____

JANUARY ALTERNATIVE EXPERIENCE

Location _____ Dates of Placement _____

Nature of Experience _____

EDS 330 EXPERIENCE (or approved equivalent)

Placement Location _____ Dates of Placement _____

Grade level _____ Nature of Experience _____

Signature _____ Date _____
 (Candidate)

Signature _____ Date _____
 (Teacher Education Director)

EDS 473/483/493 Planning, Procedures, and Due Dates

Description and Purpose

The focus of the January Practicum in Alternative Settings is an individually designed, extended teaching or professionally-related experience in a culturally diverse setting with children and/or adolescents of the age(s) the student is preparing to teach. Middle grades majors register for EDS 473, secondary majors for EDS 483, and elementary majors for EDS 493. All students are reminded that the January short term is a time to draw upon and extend the understandings, knowledge, skills, and dispositions developed during the fall professional term. Students who have not had an extended experience with ethnically diverse students are required to engage in such an experience in the January practicum. Ethnically diverse settings include schools or alternative settings in which the population is primarily African American, Asian, Hispanic, Middle Eastern, Native American, Aboriginal, Maori, or multi-ethnic. Students who have had extended prior experience in ethnically diverse settings are strongly encouraged to deepen that experience in settings such as the above, or to expand upon that experience by seeking out opportunities in schools or other settings to work with children/and or adolescents with special needs, of different linguistic or religious backgrounds, or in single-sex schools/settings primarily for minority students.

Planning Process

The January practicum must be planned well in advance. At the December meeting for prospective student teachers preceding the Professional Terms, students are informed about the nature and expectations of the January Practicum. They are encouraged to begin thinking about their prior experiences with ethnically diverse students and about diverse settings in which they might like to work.

In mid-September of the fall Professional Term, in a specially designated student teaching seminar, students will share their thinking about possible sites with the faculty member supervising the practicum. At this meeting, students will learn about some of the past January experiences of their predecessors and discuss their own thinking about the kinds of experience sought and possible settings. At this meeting all students will set up individual meetings with the faculty supervisor, and a final proposal form will be distributed which students must submit to him or her by **October 17**. The form requires a description of the nature, duration, and location of the proposed experience; the rationale for the experience; how the proposed experience meets the required criteria; and the name, title, e-mail address, and telephone number of the on-site supervisor.

The following **due dates must be observed**.

- **October 17.** Submission of **completed** proposal form to faculty supervisor, who will review the proposals and present them to EDS faculty for final approval.
- **November 1.** Notification to student concerning approval status of proposal.
- **December 1.** Deadline for obtaining signature of the on-site supervisor for the approved proposal, on the form itself or in an e-mail message, indicating his/her agreement to supervise the proposed experience.
- **December 3.** Deadline for completion of individual conference with faculty supervisor to:
 - turn in on-site supervisor's signed agreement and discuss
 - discuss practicum requirements
 - plan the date and time for final Knapp Hall presentation.

Practicum Requirements

- A reflective journal kept during the experience with a minimum of three entries per week.
- A reflective self-assessment of your growth during the practicum using appropriate, self-selected criteria.
- The on-site supervisor's assessment of your work on the form provided by the EDS Department.
- Your own assessment of the quality of your placement and the supervision by your on-site supervisor at the agency on the form to be provided by the EDS Department.
- An oral presentation, including appropriate visual aids and technology, to colleagues in the Professional Terms, EDS faculty, Education Advisors, and invited guests at the end of January (date/time to be determined).
- Completion of the *Diversity Survey* provided by the EDS Department.

NOTE: All written work must be submitted no later than the date of the student's oral presentation. *Rev. 8.31.04*

BEREA COLLEGE
Education Studies Department
Berea, Kentucky 40404
Tel. 859-985-3072

PROPOSAL for EDS 473/483/493 January Practicum

Personal Information

Name: _____ Date: _____
CPO: _____ Tel: _____ Major: _____ Email Address: _____
Home Address: _____
Home Tel.: _____ Dates of Practicum: Begin: _____ End: _____

Practicum Information

Agency: _____
Address: _____
Supervisor: _____
Tel: _____ Fax: _____ Email: _____ URL address _____
Your address during practicum: _____
Your phone number during practicum: _____ Your e-mail: _____

1. What is your proposed practicum experience?

2. Why are you proposing this experience?

(continued on back)

3. Who are the children and/or adolescents with whom you propose to work?

Ethnicity and/or cultural background _____
Socioeconomic status _____ Ages _____
Other _____

4. What are your personal and professional goals for the practicum?

5. What is the date and time of your final presentation ? _____

6. What audiovisual equipment will be needed? _____

Note: *You must have a Berea College email account before submitting this proposal.*

=====
Signatures

Student: _____ Date: _____

EDS 473/83/93 instructor: _____ Date: _____

On-site practicum supervisor: _____ Date: _____

EDS approval: _____ **Date:** _____
=====

Deadline: December 1

Rev. 8.29.04

EDS 473/483/493 Summary Report

Name: _____ Date: _____

Agency Name: _____

Agency Address: _____

Agency Supervisor: _____

Description of children and/or adolescents with whom you worked: Age _____; Ethnicity _____:
SES _____; Other _____

Summary description of the experience. What were your responsibilities?

Summary reflective evaluation of the experience. How would you evaluate this experience in relationship to:
Your stated goals for the experience?
The opportunity to work with diverse children and/or adolescents?
Opportunities for deep learning?

Summary evaluation of the agency supervisor: please use a rating scale of 1-4, with 4=excellent, 3=good, 2=satisfactory, and 1=unsatisfactory. Provide comments below:

- Availability
- Supportive
- Challenging
- Encouraged reflection
- Collaborated well
- Communicated well
- Gave constructive criticism

Summary evaluation of the agency: How would you evaluate the agency's service to its constituents? How would you compare the agency's philosophy to Berea's philosophy?

How were the logistics of the practicum; i.e., getting there and back?

Other comments on the experience, suggestions and recommendations?

Rev. 8.30.04

Exit Interview Checklist

Requirements							
Professional Resume (2)							
Personal philosophy of education (<i>including beliefs about classroom interaction/discipline</i>) (2)							
Midterm/Final Self-evaluation (2)							
Cooperating Teacher's Final Evaluations (2)							
FUS Information Sheet							
Evaluation of Berea's TEP							
Time Record Forms for Both 7 wk periods AND Summary Report Form							
On-line <i>New Teacher Survey</i> (note to verify completion)							
Evaluation of College Teachers							
<i>Eligibility Portfolio</i>							
Diversity Survey							

Eligibility Portfolio Rubric

Formal Criteria: Portfolio includes all required entries, typed; is well organized; reflects appropriate writing conventions:

___ **Acceptable** ___ **Unacceptable**

NTS I -IX	NTS I -IX	NTS I -IX	NTS I -IX
<p>4—Candidate provides:</p> <ul style="list-style-type: none"> • <u>one</u> very thoughtful and very well- written context statement that (a) addresses <u>both</u> pieces of evidence submitted for each standard; (b) demonstrates that he/she fully understands the particular focus and purpose of the standard, <u>and</u> (c) clearly and persuasively explains how the evidence presented shows his/her abilities in reference to the standard and relevant indicators; • <u>two</u> entries/pieces of evidence which directly relate to the standard and clearly demonstrate that he/she is able to meet the standard. 	<p>3—Candidate provides:</p> <ul style="list-style-type: none"> • <u>one</u> thoughtful and well-written context statement that (a) addresses <u>both</u> pieces of evidence submitted for each standard; (b) demonstrates that he/she fully understands the particular focus and purpose of the standard, <u>and</u> (c) clearly explains how the evidence presented shows his/her abilities in reference to the standard and relevant indicators; • <u>two</u> entries/pieces of evidence which directly relate to the standard and clearly demonstrate that he/she is able to meet the standard. 	<p>2—Candidate provides:</p> <ul style="list-style-type: none"> • <u>one</u> generally clear and thoughtful statement that (a) addresses <u>both</u> pieces of evidence submitted for each standard; (b) demonstrates that he/she has a satisfactory understanding of the particular focus and purpose of the standard, <u>and</u> (c) explains how the evidence presented shows his/her abilities in reference to the standard; • <u>two</u> entries/pieces of evidence which directly relate to the standard and clearly demonstrate that he/she is able to meet the standard. 	<p>1—Candidate provides:</p> <ul style="list-style-type: none"> • the context statement does not demonstrate satisfactory understanding of the focus and purpose of the standard; <i>and/or</i> • the context statement does not satisfactorily explain how the evidence presented shows his/her abilities in reference to the standard. <i>and/or</i> • fewer than two entries/pieces of evidence; <i>and/or</i> • the evidence does not directly relate to the standard;

Rev. 6/4/04

Overall Portfolio Assessment	
Excellent:	consistently excellent work
Good:	overall good work
Satisfactory:	overall satisfactory work
Not passing:	unsatisfactory work