

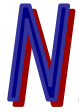
NSU

Cooperating/Mentor Teacher Handbook



2018-2019

**Gallaspy College of Education & Human Development
Office of Field Experience & Clinical Practice**



Northwestern State University was founded in 1884 when the state legislature chartered the Louisiana State Normal School. For over 130 years, NSU has been involved in preparing young men and women for a career in education. We truly believe that the future of our nation rests largely in the quality of our schools, and that the quality of our schools is primarily determined by the competency of the teacher in the classroom.

The NSU Gallaspy College of Education & Human Development is committed to providing our students with a positive, professional, and practical Student Teaching /Residency 2 experience. University supervisors and cooperating/mentor teachers are the professionals who work with student teachers to ensure a successful student teaching/residency experience which will encourage our pre-service teachers to enter the education profession as enthusiastic and effective teachers.

Thank you for your service to Northwestern and to the Gallaspy College of Education & Human Development as a cooperating/mentor teacher. The cooperating teacher is one of the most important factors in the clinical practice program since she or he is the person who will work most closely in a helping role with the student teacher candidate. Much of the success of the Student Teaching/Residency 2 program is dependent upon the cooperating teacher's supervision and direction of the activities, methods and techniques employed by the student teacher candidate.

This handbook identifies the roles and responsibilities of the cooperating teacher during the Student Teaching/Residency 2 experience. Procedures for conferencing, evaluation of instruction, assessment of professional skills and dispositions, mentoring suggestions, and information necessary for the supervision of student teacher candidates from NSU teacher preparation programs are provided.

Please contact Ms. Ramona Wynder, Director of Field Experiences & Clinical Practice at 318-357-6144 or wynderr@nsula.edu with question or concerns.

GALLASPY COLLEGE OF EDUCATION & HUMAN DEVELOPMENT DIRECTORY

Dean, Gallaspy College of Education & Human Development

Dr. Kimberly McAlister -----357-6288

mcalisterk@nsula.edu

Linda Durr, Administrative Assistant -----357-6288

durrl@nsula.edu

Department of Teaching, Leadership & Counseling

Dr. Dustin Hebert-----357-6278

hebertd@nsula.edu

Stephanie Anthony-Smith, Administrative Assistant-----357-6278

anthonys@nsula.edu

Kathy Shaw, Administrative Assistant -----357-6144

shawk@nsula.edu

Office of Field Experience and Clinical Practice

Ms. Ramona A. Wynder, Interim Director-----357-6278

wynderr@nsula.edu

Office of Teacher Certification

Suzanne Williams, Coordinator-----357-6144

suzanne@nsula.edu

Registrar's Office

Lillie Bell, Registrar-----357-6171

Taskstream

Jarrold Sanson, Coordinator-----357-4004

sansonj@nsula.edu

Table of Contents

Preface	2
College of Education & Human Development Directory	3
 <u>The Student Teaching Program at Northwestern State University</u>	
Goals and Objectives of Student Teaching	6
Contractual Agreement with Participating School Districts	7
Selection of Cooperating Schools	7
Selection of Cooperating Teachers	7
Employment by Northwestern State University	8
Payment of Stipends	8
 <u>Roles and Responsibilities</u>	
Cooperating School	10
Cooperating Teacher	10
Student Teacher	11
University Liaison	12
Cooperating Principal	12
University Supervisor	13
Director of Field Experience & Clinical Practice	14
 <u>The Student Teaching Semester</u>	
Student Teacher Calendar	16
Pre-Student Teaching Visit	16
Student Teacher as Substitute Teachers	17
Local School Policies	17
Absences	17
Appropriate Dress for the Student Teacher	18
Insurance	19
Health & Accident Insurance	19
Liability Insurance	19
Release from Student Teaching Responsibilities	19
Program Evaluation Day	19
 <u>Planning and Conferencing</u>	
Teaching Schedule	21
Planning	22
Lesson Plans	22
Required Lesson Plan Format	23
Observation	22
Participation	24
Teaching	25
Evaluation of Student Teacher Progress	25
Conferences	26
Initial Conferences	26

Developmental Conferences.....26
Summary Conferences27

Evaluation of Student Teacher Performance.....28
 Informal Evaluation of Instruction.....29
 Formal Evaluation of Instruction29
 Classroom Evaluation of Instruction.....30
 Cooperating Teacher30
 University Supervisor30
 Cooperating Principal31
 Rating Scale for Evaluation of Instruction31
 Professional Dispositions & Characteristics Scale31
 Midterm Evaluation.....32
 The Student Teacher Professional Portfolio.....32
 Final Evaluation Conference.....32
 Grading Procedures33
 Supervision of Marginal Student Teacher34
 Development of Remediation Plan.....35
 Due Process.....37

Models For Learning.....38

GOALS AND OBJECTIVES OF STUDENT TEACHING

During the student teaching experience, teacher candidates are provided the opportunity to practice instructional skills, to apply knowledge from specialized academic areas, and to develop personal interaction styles in actual classroom situations. Overall goals of the student teaching program at Northwestern are to provide experiences that will enable the student teacher to:

- Develop entry-level competence in the full range of teaching skills and functions.
- Apply a reflective, analytical approach to teaching.
- Enhance personal self-worth and professional growth.
- Apply essential knowledge bases to classroom experiences.
- Demonstrate an understanding and acceptance of pupil and cultural diversity.
- Base informed instructional decisions on creative, critical thinking and assume responsibility for decisions.
- Integrate instructional technology into student learning activities.
- Demonstrate a commitment to the professional goals of the teacher education program's *MODELS FOR LEARNING*

Specific performance objectives for the student teacher are in the major areas of **PLANNING, MANAGEMENT, INSTRUCTION**, and **PERSONAL/PROFESSIONAL CHARACTERISTICS** and incorporate the **Danielson Framework for Teaching** and the characteristics of the [*MODELS FOR LEARNING*](#). Northwestern State University student teachers are expected to:

- Plan effectively.
- Maintain an environment conducive to learning. Maximize time available for instruction.
- Manage learner behavior to provide productive learning opportunities. Deliver instruction effectively.
- Design and develop student learning activities that integrate instructional technology.
- Present appropriate content.
- Provide opportunities for student involvement in the learning process.
- Assess student progress continuously.
- Establish a classroom environment that reflects an understanding and acceptance of cultural diversity and exceptionalities.
- Display evidence of professional growth and development.
- Exhibit appropriate interpersonal and communication skills.

CONTRACTUAL AGREEMENT WITH PARTICIPATING SCHOOL DISTRICTS

Northwestern State University and cooperating partner school systems identified for student teaching assignments have entered into written contractual agreements. Selection of cooperating schools and teachers, qualifications of Cooperating Teachers, and Northwestern's responsibility to cooperating school systems and teachers are outlined in the agreement. Copies of current agreements are on file with parish school boards.

SELECTION OF COOPERATING SCHOOLS

Northwestern State University student teachers are assigned to cooperating public school districts in the following parishes: **Avoyelles, Bossier, Caddo, Desoto, Grant, LaSalle, Natchitoches, Rapides, Red River, Sabine, Vernon, and Winn**. Criteria used to select cooperating schools include: recommendation by district school board administrators; regional accreditation and state approval status; availability of certified Cooperating Teachers; geographic location and proximity to Northwestern; existence of culturally diverse and exceptional populations; and curricular emphases.

SELECTION OF COOPERATING TEACHERS

In accordance with state guidelines for supervising faculty, Cooperating Teachers selected for participation in the student teaching program at Northwestern State University have:

- Building principal or District approval; recognition as a master teacher or educational professional
- Minimum of three years of successful teaching experience in subject area/grade level
- Capacity to have a positive impact on student learning.
- Capacity to mentor an adult.

Additionally, Cooperating Teachers must meet state requirements:

- Valid Type A or Level 3 Louisiana certificate in subject area/grade level **or**
- Valid Type B or Level 2 Louisiana certificate in subject area/grade level **and at least one of the following:**
 - Successful completion of three-hour course in the supervision of student teaching
 - Successful completion of assessor training through the Louisiana Teacher Assistance and Assessment Program
 - National Board Certification in the field of supervisory assignment

The Director of Field Experience and Clinical Practice has the primary responsibility for the placement of student teachers. Placement decisions for student teacher candidates are based on numerous factors including: (1) data on field experiences of the teacher candidate prior to student teaching; (2) recommendations and feedback from methods faculty and cooperating teachers concerning the teacher candidate; (3) teacher candidate interview with Director of Field

Experience; and (4) recommendation and input from district personnel and/or principal on possible cooperating teachers for each student teacher candidate.

EMPLOYMENT BY NORTHWESTERN STATE UNIVERSITY

Cooperating teachers are selected and employed on a semester basis. Upon initial employment, Cooperating Teachers must complete all data forms and furnish information requested by the Personnel Department and the Office of Field Experience and Clinical Practice at Northwestern.

PAYMENT OF STIPENDS

Stipends paid to cooperating teachers and principals are in accordance with established state guidelines. **Payment of stipends to cooperating teachers and principals in schools in the area will be made at the end of the semester and included in a regular paycheck issued by the respective employing parish school board.**

The process is detailed as follows:

- Each semester, the Director of Field Experience and Clinical Practice will furnish to the respective parish school a list of employed cooperating teachers and principals and the amount of the stipend to be paid to each participant according to the established guidelines.
- The school board office will review the list and note appropriate deductions--retirement, Medicare, etc. DROP participants will also be noted.
- When the approved list has been returned to the Office of Field Experience and Clinical Practice, a single check will be prepared by the Business Office and submitted to the appropriate parish school board office.
- The parish will then be responsible for making payment to each cooperating teacher and principal.
- Payment will be made with the next regular paycheck with the amount and source of extra pay indicated on the check stub.



ROLES & RESPONSIBILITIES

RESPONSIBILITIES

COOPERATING SCHOOL

The cooperating school retains the legal responsibility for the safety and welfare of its pupils. Additionally, the cooperating school assures that cooperating teachers and student teachers understand and follow established local school district and school policies and procedures. The placement of a student teacher does not relieve the classroom mentor teacher or the host school and district of the ultimate responsibility for the operation of the classroom.

The following areas are normally addressed by district and school-level policies: punctuality; handling of absences; personal and professional conduct; dress and grooming; attending to assigned responsibilities such as hall duty with the cooperating teacher; professional knowledge and competence; and discipline and classroom control.

Student teachers must be under the constant and daily supervision of a qualified cooperating teacher employed by Northwestern. Student teachers are **not** to serve as substitute teachers during the student teaching assignment. In the absence of the cooperating teacher, a substitute teacher may need to assume the ultimate responsibility for the operation of the classroom.

COOPERATING/MENTOR TEACHER

Cooperating teachers employed by Northwestern State University are expected to:

- Indicate willingness to participate in and uphold the policies of the student teaching program and exhibit a positive attitude toward working with student teachers, University Supervisors, and Northwestern State University.
- Demonstrate characteristics of *MODELS FOR LEARNING*—as a master teacher and professional educator.
- Model effective teaching behaviors while allowing the student teacher to develop his/her own teaching style.
- Induct the student teacher into classroom procedures as completely as possible and work toward an assumption of full teaching responsibility by the student teacher.
- Develop a teaching and observation schedule for the duration of the student teaching assignment, after conferring with the student teacher concerning subject matter competencies and preferences. Copies of the schedule should be furnished to the student teacher and University Supervisor as soon as possible after the beginning of the assignment.
- Confer with the student teacher on a daily basis concerning lesson plans and procedures. Approve all lesson plans developed by the student teacher before lessons are taught.
- Acquaint the student teacher with available instructional technology and instruct the student teacher in its use.

- Evaluate the performance of the student teacher as indicated in *Evaluation of Classroom Instruction*.
- Confer with the student teacher concerning pupil evaluation and grading policies and procedures; check tests prepared by student teacher in advance of test administration to ensure fairness and validity.
- Participate in in-service conferences and professional development sessions for cooperating school personnel held by the University
- Contact the University Supervisor or Director of Field Experience and Clinical Practice *immediately* to discuss significant concerns about student teacher's progress
- Supervise any needed remediation plans for strengthening performance of a marginal student teacher.

STUDENT TEACHER/RESIDENT

During the student teaching experience, student teachers are to assume responsibility for completing the following tasks and assignments:

- Complete a Student Teaching Agreement at the orientation meeting at the beginning of the semester.
- Accept and follow through on recommendations and suggestions made by Cooperating Teachers, Cooperating Principals, and University Supervisors relating to improving instructional effectiveness.
- Teach **at least 180 clock hours** and observe & participate **at least 100 clock hours** during the Residency 2/ Student Teaching semester. **The 180 clock hours of teaching and 100 clock hours of observing/participating represent a minimal requirement.** Responsibilities for teaching, observing, participating, and conferring with supervisory personnel continue throughout the assignment until the last day of student teaching. Any deviation from this procedure must be approved by the Director of Field Experience and Clinical Practice.
- On a daily basis, record hours of teaching, observing, participating, and conferring with supervisory personnel on the STUDENT TEACHING ACTIVITY LOG and on Taskstream. At mid-semester and at the end of the semester, record cumulative hours in teaching, observing, participating, and conferring with supervisory personnel on the SUMMARY OF STUDENT TEACHING ACTIVITY LOG.
- Log hours of field experiences on the Taskstream system as determined by the Director of Field Experience and Clinical Practice.
- Submit completed weekly logs to the University Supervisor on a regular basis and the summary logs at mid-semester and at the end of the semester. Retain a copy of each weekly log to keep on file for preparing the summary logs. Student teachers with dual assignments may be requested to prepare a log for each assignment.
- Prepare lesson plans in advance for all lessons taught and submit lesson plans, using required format, in a timely manner to Cooperating Teacher for review and approval. Specific instructions concerning lesson plans and required lesson plan notebooks are included in this Section.

- Be available either before or after school for conferences with the Cooperating Teacher on a regular basis.
- Prepare an electronic Student Teaching Professional Portfolio as per guidelines.
- Attend parent-teacher meetings, faculty meetings, in -service workshops, and extra-curricular activities at the cooperating school.

NOTE: *Student teachers are encouraged to attend professional conferences and meetings, and should contact the Director of Field Experience and Clinical Practice for approval to attend meetings that conflict with the student teaching schedule.*

- Attend the orientation meeting, Teacher Job Fair, Program Evaluation Day, and other required meetings sponsored by the University.
- Fully utilize available instructional technology and other available resources in teaching. Create instructional materials in the absence of suitable materials.
- Express imagination and creativity in teaching, while following the policies set forth by the cooperating school district for instruction and state-approved curriculum guides and textbooks.
- Seek to acquire an understanding of the cultural diversity and characteristics of the school and community.

UNIVERSITY LIAISON

University liaisons employed by Northwestern State University are expected to:

- Adhere to all guidelines for cooperating teachers.
- Conduct bi-weekly after school staff development sessions with the student teachers with the assigned agenda item.
- Communicate bi-weekly with the assigned university supervisor.

COOPERATING PRINCIPAL

All Cooperating Principals employed by Northwestern State University are expected to:

- Acquaint student teachers with the local school plant, policies of the local school system, and rules concerning student and teacher conduct.
- Orient student teachers with respect to the traditional beliefs and mores of the community served by the school and the uniqueness of the school-community relationship.
- Encourage the regular school staff and student body to accept and respect student teachers in the same manner as regular staff.
- Evaluate each student teacher as described in *Evaluation of Student Teaching Performance*.
- Conduct conferences with student teachers, cooperating teachers, and university supervisors as needed.
- Recommend qualified outstanding teachers to serve as Cooperating Teachers and uphold the policies of the student teaching program.

- Participate in inservice conferences and professional development sessions for cooperating school personnel held by the University.

UNIVERSITY SUPERVISOR

All Northwestern State University student teaching supervisors are expected to:

- Assume responsibility for direct supervision of designated student teachers and uphold the policies of the student teaching program.
- Evaluate the performance of student teachers as indicated in *Evaluation of Student Teaching Performance*.
- Maintain and document close contact with each assigned student teacher on a weekly basis, by email, telephone or personal visit.
- Confer regularly with the student teacher, the Cooperating Teacher, the university liaison, and the Cooperating Principal concerning the student teacher's performance and progress. Contact the Director of Field Experience and Clinical Practice *immediately* to discuss significant concerns about a student teacher's progress. Develop and monitor any needed remediation plans for strengthening performance of a marginal student teacher.
- On a regular basis, collect all evaluation forms completed by Cooperating Teacher and principal, the weekly STUDENT TEACHING ACTIVITY LOGS, and the SUMMARY OF STUDENT TEACHING ACTIVITY LOG completed by student teachers and promptly return to the Office of Field Experience and Clinical Practice for recording and filing.
- Contact recent graduates and/or alternative certification candidates employed in schools where student teachers are placed. If a need for assistance is identified, make a referral to the Dean of the College of Education.
- Participate in planning and conducting in-service conferences for University and cooperating school personnel.
- Participate in inservice conferences and professional development sessions for university supervisors held by the University.

DIRECTOR OF FIELD EXPERIENCE AND CLINICAL PRACTICE

Responsibilities of the Director of Field Experience and Clinical Practice are to:

- Organize and coordinate clinical and field-based experiences, in collaboration with faculty in all teacher preparation programs, cooperating teachers, Cooperating Principals, and university placement committee.
- Establish and monitor policies and procedures for the College of Education's field-based experiences.
- Collaborate with school district officials on selection of school sites and cooperating teachers to make placement decisions for student teachers.
- Determine student teacher placements.
- Monitor policies and procedures relative to admission to student teaching and internships.
- Organize and chair the Field Experiences Advisory Board.
- Serve on College and University committees relating to field-based experiences.
- Assign University Supervisors to perform supervisory responsibilities.
- Organize orientation programs for student teachers and supervisory personnel.
- Monitor evaluation procedures for student teachers and supervisory personnel.
- Serve as budget unit head for the Office of Field Experience and Clinical Practice.
- Maintain data relative to employment of supervisory personnel.
- Administer travel arrangements for supervisory personnel.
- Develop forms, documents, and other materials for program of field experiences.
- Conduct conferences with student teachers and supervisory personnel as needed.
- Participate in professional organizations related to supervision and field-based experiences.
- Maintain student teaching records and documents for verification by the Louisiana Department of Education and various accrediting agencies.
- Establish and maintain a calendar for student teaching program.



THE STUDENT TEACHING/RESIDENCY 2 SEMESTER

Student teaching/ Residency 2 is the capstone for teacher preparation programs at Northwestern State University. A minimum 15-week student teaching semester provides the student teacher candidate the opportunity to experience, in depth, the full role and meaning of teaching in a school setting. The student teaching semester is designed to provide the candidate with an intense opportunity to practice applying content and pedagogical knowledge and skills and professional characteristics and dispositions in a classroom experience. Additionally, the student teacher candidates will cultivate the ability to continually reflect on personal professional practice and its impact on student development and achievement. These experiences include planning and organizing for instruction, developing instructional competencies and skills, evaluating pupil progress, participating in extra-curricular activities, working with school personnel, and utilizing school and community resources in the instructional program.

STUDENT TEACHING CALENDAR

The Director of Field Experience and Clinical Practice prepares a Student Teaching Calendar for each student teaching semester, indicating specific beginning and ending dates of the student teaching experience, professional development meetings and dates important to the student teaching assignment.

Student teaching placements are made for Northwestern State University academic semesters for fall and spring. **Student teachers begin placements on start dates of assigned schools** and follow the district calendar for holidays during the semester. Student teachers are to follow the established Student Teaching Calendar. Any student teacher requiring deviation from the established beginning and ending dates should contact the Director of Field Experience and Clinical Practice.

PRE-STUDENT TEACHING VISIT

The student teacher is required to make a pre-student teaching visit to the assigned school(s) and Cooperating Teacher(s) during the semester *prior* to student teaching. The purpose of the visit is to provide an opportunity for the student teacher to locate the cooperating school(s) and become acquainted with the Cooperating Principal(s) and teacher(s).

Procedure for the pre-student teaching visit(s) is for the student teacher to:

- Contact the assigned school(s) to schedule a time convenient for meeting with the Cooperating Principal(s) and Cooperating Teacher(s).
- Have the Pre-Student Teaching Visit Form signed by each Cooperating Teacher.

- Return the Pre-Student Teaching Visit Form to the Office of Field Experience and Clinical Practice by established due date.
- Exchange contact information with the Cooperating Teacher(s) so that communication can be made, if necessary, before the student teaching semester begins.
- Obtain a copy of the school handbook and bell/class schedule and request permission from the Cooperating Teacher(s) to review sample lesson plans, textbooks, or other instructional materials that may assist in preparing for the student teaching assignments.

STUDENT TEACHERS AS SUBSTITUTE TEACHERS

A student teacher **may not** serve as a substitute teacher at any time. If a student teacher's cooperating teacher is absent, a substitute teacher must be hired. If a student teacher's cooperating teacher is asked to substitute for another teacher or is assigned to a different classroom for a day or half-day, the student teacher may not remain in the cooperating teacher's room as a substitute. A certified teacher must be assigned to the classroom, either the cooperating teacher, another teacher on the staff, or a substitute teacher.

Although cooperating teachers are not required to be physically in the classroom during the times that the student teacher is taking a lead in the instruction, the cooperating teacher is responsible for the classroom and should be available to the student teacher if necessary. A cooperating teacher may not just "look in" on a student teacher. Assigning an aide to the classroom in place of a certified teacher is not acceptable and a student teacher may not work under the supervision of a classroom aide.

LOCAL SCHOOL POLICIES

Since the student teacher is expected to assume certain teaching responsibilities in the school system, it stands to reason that the student teacher must adhere to the local school policies. The following areas are normally addressed by building and parish policies: punctuality; handling of absences; personal and professional conduct, dress and grooming; attending to assigned responsibilities such as hall duty with the cooperating teacher; professional knowledge and competence; and discipline and classroom control.

Any questions concerning local school or parish policies should be directed to the Cooperating Principal.

Note: Northwestern State University student teachers must not administer nor serve as an official witness to corporal punishment.

ABSENCES

Absences from student teaching are considered equally as critical as absences for a regularly employed teacher. **Only in cases of extreme emergency should a student teacher be absent from assigned responsibilities and expected duties at the cooperating school.** When absences cannot be avoided, as in the case of a family emergency or a personal illness requiring a doctor's appointment or hospitalization, the student teacher must contact the cooperating teacher, Cooperating Principal, and University Supervisor prior to the absence or as soon as possible after the occurrence of the emergency. The form, Report of Absence in Student Teaching, must be completed for each absence and submitted to the Office of Field

Experience and Clinical Practice. The student teacher is to obtain a written doctor's excuse or written documentation of family emergency and attach to the Report of Absence in Student Teaching.

The Office of Field Experience & Clinical Practice should be contacted by the Cooperating Teacher **after 2 absences**, as extra days may need to be added to the student teaching experience. Unexcused absences, excessive tardies, or leaving early are unacceptable during the student teaching semester. In the case of any unexcused absences, excessive tardies or leaving early the Cooperating Teacher and/or University Supervisor should immediately contact the Office of Field Experience and Clinical Practice. The student teacher will be required to report to the Office of Field Experience and Clinical Practice concerning the unexcused absences or excessive tardies. All absences are to be recorded on the Summary of Student Teaching Activities Log, which will become part of the permanent student teaching file. **In cases of prolonged or repeated absence, the Director of Field Experience & Clinical Practice will determine whether the student teacher's placement will be terminated or extended.**

Student teachers are required to attend professional development meetings at the University during the student teaching experience. The student teacher should consult the Student Teaching Calendar for these required meetings. Attendance at these meetings is mandatory. The Office of Field Experience and Clinical Practice should be contacted *prior* to the meetings to report absences due to emergency or illnesses.

APPROPRIATE DRESS FOR THE STUDENT TEACHER

As teacher education majors are aware, the mode of dress is considerably more conservative on the public school campus than on the college campus. Certain styles of dress and accessories are considered inappropriate on school campuses, therefore parishes and schools have specific dress codes for teachers and pupils.

Early in the placement, student teachers should become well-informed of the school district's dress code policies. It is not possible to describe exactly what the "well-dressed" student teacher wears because of the various settings for student teacher placement. The question of "What should I wear?" as a student teacher is a frequent one.

The cooperating teacher should provide guidelines to the student teacher concerning school policy on personal appearance and dress. The student teacher should note the dress of the faculty in the assigned school and, within boundaries of individual taste, to dress as formally or informally as the faculty, as a group, does. The dress of a school faculty is useful because it is likely to reflect community expectations as well as preferences.

In all cases, student teachers are well advised to be conservative in the choice of attire. Neat, clean, tailored, and well-fitting clothing will be appropriate in any situation. Any type of dress or accessories (e. g., body piercing) that would be distracting to pupils or considered inappropriate by University or parish supervisory personnel should be avoided.

INSURANCE

Health and Accident Insurance

Health and accident insurance is NOT provided for student teachers by NSU or by the district in which student teachers are placed for fieldwork and student teaching. The student teacher should check to insure personal health insurance is in effect and will provide coverage.

Liability Insurance

The Office of Field Experience encourages all student teachers to carry personal insurance policies that provide protection in the event of a personal injury and damage to or theft of personal possessions. Neither NSU nor the school districts provide such coverage to student teachers. Additionally, student teachers are required to secure professional liability insurance for the duration of their student teaching placement.

RELEASE FROM STUDENT TEACHING RESPONSIBILITIES

Occasionally, a school district board will seek early release of a student teacher to meet a critical instructional need. Early release of a **few days** before the end of the semester may be a possibility to assist the school district in filling teaching positions. Eligibility for early release is dependent upon the successful completion of **all** student teaching requirements, written approval by all supervisory personnel and the Director of Field Experience and Clinical Practice, and a formal written request by the employing parish school board. **All documentation verifying completion of all requirements, evaluation forms, and a final letter grade must be submitted prior to early release.** Additionally, the student teacher must return to the campus for any required meetings and graduation.

Any circumstance, such as pregnancy or extended illness, that may require an interruption or delay in completion of student teaching, will be addressed on an individual basis. Candidates should contact the Director of Field Experience and Clinical Practice for additional information.

PROGRAM EVALUATION DAY

At the end of the semester, Student Teachers are required to attend Program Evaluation Day. The purpose of this meeting is for Student Teachers to provide feedback concerning the teacher education program and various University services and programs. In addition, Student Teachers complete confidential evaluations of the Cooperating teacher, Cooperating Principal, and University Supervisor.



Planning and Conferencing

TEACHING SCHEDULE

The Louisiana Legislature mandated through House Bill 733 specific requirements concerning the number of hours spent in student teaching. Requirements as stated in *Bulletin 746, Louisiana Standards for State Certification of School Personnel*, for each teacher education major are:

The applicant shall have spent a minimum of 270 clock hours in student teaching with at least 180 of such hours spent in actual teaching. A substantial portion of the 180 hours of actual teaching shall be on an all-day basis. (Bulletin 746, pages 12, 15, 19, 17B, and 32).

Northwestern State University student teaching requirements exceed the minimum state requirements of 10 weeks of student teaching. Student teachers must complete a full semester minimum (15 weeks) of student teaching which includes: **minimum of 180 hours of teaching, minimum of 100 hours of observation/participation, 10 days of all-day teaching, and daily participation in school activities.** In accordance with state requirements, the student teaching experience must be under the direct supervision of a certified cooperating teacher employed by Northwestern State University.

Student teachers are expected to report to the cooperating school on a daily basis, at the time regular teachers are expected to arrive and remain at school until the regular school day ends and/or until conferences with the cooperating teacher are completed. After a short period of orientation and observation, the student teacher should begin assuming teaching responsibilities. A regular schedule of planning, teaching, and evaluation is critical to success in student teaching. Observation of teaching and participation in school activities continues on a daily basis throughout the semester. NSU candidates are well-prepared to assume teaching responsibilities right away. While all candidates must have a minimum of 180 hours of field experience prior to student teaching, most have significantly more hours.

Northwestern State University advocates a co-teaching approach to the student teaching semester. Each student teacher, however, should assume primary responsibility for instruction a minimum of 10 days during the semester. Some, but not all, of these days should be consecutive. In dual assignments, student teachers should include some all-day teaching in both placements.

PLANNING

As soon as possible after the student teaching assignment begins, the cooperating teacher should conference with the student teacher to develop a tentative schedule of teaching hours for the semester. The teaching assignments and/or classes to be assigned to the student teacher are determined by the supervisory personnel, in consideration of the preferences of the student teacher, and to ensure completion of required hours. **Revisiting the schedule throughout the semester** is important to ensure that the student teacher is on track for completing the required number of teaching hours.

LESSON PLANS

Student teachers should:

- Prepare lesson plans on university approved lesson plan templates for all lessons taught and submit to Cooperating Teacher for approval in advance of the lesson. Make revisions as necessary before lessons are taught. Lesson plans should be approved by the Cooperating Teacher before being taught by the student teacher.
- Actively participate in planning conferences with the cooperating teacher and follow through on suggestions and recommendations.
- Follow the required format and follow a defined procedure for submitting the lesson plans to the cooperating teacher for review and approval. The lesson plan formats align with INTASC standards, professional content area standards, and the Louisiana COMPASS evaluation.
- Lessons should be carefully planned and include adequate information to assist the student teacher in satisfactorily meeting instructional needs of the pupils. Consult the cooperating teacher or university supervisor for assistance.
- Maintain a loose-leaf notebook with copies of all lesson plans with handouts, tests, and evaluation reports, notes taken during conferences, teaching ideas, and teaching-observing schedules. Provide copies to cooperating teacher on request.
- Furnish a copy of the day's lesson plan and student handouts, per established procedure, to the University Supervisor when he/she visits to observe and evaluate teaching performance.

EXPLANATION OF THE REQUIRED LESSON PLAN FORMAT

Specific lesson plan formats are used by NSU teacher preparation programs. The lesson plan formats align with INTASC standards, professional content area standards, and the Louisiana COMPASS evaluation. Lesson plan components are designed to engage the student teacher in developing proficiency in the teaching behaviors and skills necessary to meet certification standards and should be used for all formal observations of instruction. The Cooperating Teacher should also provide direction to the student teacher about planning formats used by the district.

OBSERVATION: Level 1

Observation is defined as **purposefully** watching a teaching-learning situation. Observations of the cooperating teacher and the assigned student teaching class should begin immediately and continue **throughout the semester**. Since observations begin the first day and continue throughout the semester, student teachers generally complete more than the minimal requirement of 100 hours. Documentation and a brief description of observations should be recorded on the Student Teaching Activity Log.

Student teachers are required to complete four (4) Observation/Reflection Forms during the student teaching semester. Two (2) Observation/Reflection Forms should be completed by mid-semester and the additional two by the end of the semester. Observations should be made of the Cooperating Teacher and other approved teachers, allowing to student teacher to observe in diverse settings and observe a variety of subjects and grade levels. The Observation/Reflection Forms are to be typed and included in the Professional Portfolio.

Through observations scheduled for the first few days of the placement, student teachers should become thoroughly familiar with classroom routines, materials, equipment, and school policies and procedures. Student teachers are encouraged to keep a record of written observations for discussion with the University Supervisor and/or cooperating teacher.

Observations of other teachers and classrooms in the assigned school should be made during the student teaching semester. Permission must be obtained from the Cooperating Principal to observe classes or teachers outside the assigned classroom. Student teachers may not go unannounced to observe other teachers in the assigned school, or in other schools without permission from the principal.

The student teacher should also make every effort to observe a variety of diverse teaching-learning situations. Special programs for elementary majors to observe would include: resource, gifted and talented, Headstart, academic readiness, and special reading programs. Programs suggested for secondary majors to observe are: other curriculum areas, athletic events, musical or theatrical performances, and student club meetings.

PARTICIPATION: Level 2

Participation is defined as assisting the cooperating teacher in all activities included in a teaching- learning situation except for direct teaching. Participation experiences identified by Henry and Beasley (1996) in which student teachers can be involved are:

Faculty Duties

- Faculty meetings
- Hall, cafeteria, playground, and/or homeroom supervision
- Reports and other required information for parent conferences
- Attendance at school functions
- After-school assistance to pupils for rehearsals and Practice Conferences and faculty meetings

Professional Activities

- Professional development activities or workshops
- Professional organization activities
- Committee assignments
- Attendance at professional meetings and/or conferences

Extracurricular Functions

- Athletic contests
- Student social activities
- Faculty functions, drama activities, and/or musical events
- Community functions

Student teachers should have intensive participation in instructional tasks and professional development activities throughout the student teaching experience. Activities classified as participation should be recorded daily on the Student Teaching Activity Log.

Teaching: Level 3

Teaching hours, or Level 3 field experience hours, are defined as instruction in which the student teacher candidate assumes primary responsibility for the **development and implementation** of instruction in a **small or whole group** teaching-learning situation. **A candidate-generated written lesson plan is required for all instruction considered as Level 3 or teaching time.**

Teaching time can begin in small increments, such as warm-ups, bell work, or small group or sectional activities. Even for limited instructional time, the student teacher must have a written plan.

EVALUATION OF STUDENT TEACHER PROGRESS

The student teacher is kept informed of progress in student teaching through formal and informal evaluative feedback from the supervisory personnel. The cooperating teacher is the primary source of continuous, daily guidance and substantive weekly conferences with the student teacher. Every effort should be made to ensure that instructions and suggestions for improvement are clearly communicated in a positive manner and understood by the student teacher.

Assessment of the student teacher is based on performance indicators are aligned with the Danielson Framework for Teaching, content area professional standards, and the state teacher evaluation, COMPASS. Both formative and summative evaluations of the student teacher are based on:

Danielson Framework for Teaching Domains	Performance Indicators
I. PLANNING & PREPARATION	<ul style="list-style-type: none"> • Demonstrates knowledge of content & pedagogy. • Demonstrates knowledge of students • Setting instructional outcomes • Demonstrate knowledge of resources • Designs coherent instruction • Designs student assessing
II. THE CLASSROOM ENVIRONMENT	<ul style="list-style-type: none"> • Creates an environment of respect & rapport • Establishes a culture of learning • Manages classroom procedures • Manages student behavior • Organizes physical space
III. INSTRUCTION	<ul style="list-style-type: none"> • Communicates with students • Uses questions & discussion techniques • Engages students in learning • Uses assessments in instruction • Develops flexibility & responsiveness
IV. PROFESSIONAL DEVELOPMENT	<ul style="list-style-type: none"> • Reflects on teaching • Maintains accurate resources • Communicates with stakeholders • Shows professionalism

Formative evaluations are conducted by the Cooperating Teacher, Cooperating Principal, and University Supervisor, using the Observation of Instruction Form.

Additionally, student teachers will be assessed using the Evaluation of Professional Skills & Disposition Form. This formative evaluation will be completed by the cooperating teacher two (2) times during the semester.

The Cooperating Teacher must have the capacity to mentor an adult, with skills in observation, providing feedback, holding professional conversations, and working collaboratively. In the short period of student teaching, a cooperating teacher has limited opportunity to reflect on a student teacher’s performance, which means every comment counts. The cooperating teacher must show great discernment in observations, accurately judge what

recommendations to make and how to make them understandable, and be proficient at constructive criticism.

CONFERENCES

Much of the formal and informal supervision of the student teacher takes place in the supervisory conference. The supervisory conference should be a "professional mirror" where the cooperating teacher, University Supervisor, or Cooperating Principal reflects a student teacher's performance by providing accurate feedback (Henry & Beasley, 1996). Although the supervisor has the main responsibility in structuring and determining content of the conference, the student teacher should be an active participant and an attentive listener. Student teachers are urged to keep written notes of recommendations and suggestions made by supervisors and should follow up on the recommendations by reporting progress back to the respective supervisor.

Both informal and formal conferences are an integral part of the student teaching experience. Early conferences will be needed to orient the student teacher to the school and the classroom. Conferences taking place later in the semester will focus more on the development and refinement of the teaching skills of the student teacher.

Initial Conferences

A variety of topics should be included in early conferences. A student teaching notebook, prepared by the cooperating teacher, will be invaluable in orienting the student teacher to the classroom and school. The cooperating teacher should ensure that the following topics are fully discussed and explained to the student teacher:

- Orientation to the school and classroom
- Philosophy of the school program
- School rules
- Explanation of the student teacher's role
- Student teacher activities during the first few days
- Information about supplies and equipment
- Information about the classes and pupils
- Information about the school and community
- Extracurricular activities

Developmental Conferences

Developmental conferences include both formal and informal exchanges between the student teacher and cooperating teacher, Cooperating Principal, or University Supervisor. The content of the conferences will depend on the student teacher's developmental rate and experience level. Many times, the needs of the moment dictate the developmental conference agenda. Included in developmental conferences are the conferences that precede and follow observation of a student teacher's performance and completion of Observation of Classroom Instruction evaluation by cooperating teacher, Cooperating Principal, or University Supervisor. If the total score earned by the student teacher on any single Observation of Classroom Instruction evaluation is below acceptable, a Plan for Improvement will be completed by the student teacher and approved by the cooperating teacher at the conference.

Developmental conference topics include:

- Reflective analysis and discussion of the required observations made by the student teacher, using the Observation/Reflection Forms.
- Evaluation of the student teacher's performance
- Discussion of Observation of Classroom Instruction evaluation, Evaluation of Professional Disposition & Characteristics Form and, if applicable, Plan for Improvement.
- Classroom management procedures
- Planning-lesson plans and long-range plans
- Personal concerns
- University and/or school policies and procedures

Summary Conferences

Final conferences provide opportunities to review the student teaching experience, evaluate the student teacher's progress, and to project future directions. Topics will include:

- Review and analysis of the End-of-Semester Evaluation Form
- Review and analysis of the Professional Portfolio
- Reflection on the goals of the student teaching experience and teaching in general
- Discussion of strengths and areas of improvement for the student teacher
- Future plans for employment
- Letters of recommendation



EVALUATION OF STUDENT TEACHER PERFORMANCE

Informal Evaluation of Instruction

Early in the semester, before formal evaluations are conducted, the Cooperating Teacher is encouraged to observe and evaluate the Student Teacher informally. An informal evaluation of instruction provides the opportunity for "practice" observations and substantive feedback that will assist the student teacher in preparing for the formal evaluations of instruction that the cooperating teacher, Cooperating Principal, and University Supervisor conduct using the Evaluation of Classroom Instruction Form.

FORMAL EVALUATION OF INSTRUCTION

At the beginning of the semester, the Cooperating Teacher, Cooperating Principal, and University Supervisor will receive materials from the Office of Field Experience and Clinical Practice for supervision and evaluation of their student teacher(s). Contact the Office of Field Experience and Clinical Practice when additional forms are necessary.

Cooperating teachers, Cooperating Principals, and University Supervisors should follow formal procedures of evaluation as described below:

- Student teachers are observed for the duration (beginning to end) of an instructional activity in his/her assigned classroom.
- Factual, detailed data gathered during the observation are recorded on the Evaluation of Classroom Instruction form.
- Specific strengths, weaknesses, and recommendations for improvement are also recorded on Part 3 of Evaluation of Classroom Instruction form.
- Factual and detailed information regarding the student teacher's professional dispositions are recorded two (2) times on the Professional Skills & Dispositions Scale by the Cooperating Teacher over the course of the semester.
- Conferences are held with the student teacher after each observation, to discuss the written evaluation and make plans for improvement. The student teacher should sign both forms following the conference to indicate that he/she clearly understands the ratings and suggestions for improvement.
- Should the score earned by the student teacher **fall lower than acceptable** on any evaluation, a Plan for Improvement must be written, implemented and signed by the Student Teacher, Cooperating Teacher and University Supervisor then submitted to the Office of Field Experiences & Clinical Practice.

CLASSROOM EVALUATION OF INSTRUCTION

Evaluations of the student teacher's competency in the classroom by the Cooperating Teacher, Cooperating Principal, and University Supervisor are described below:

COOPERATING TEACHER

The required formal evaluations of instruction are completed by the cooperating teacher, using the Evaluation of Classroom Instruction form. For a regular student teaching placement, the Cooperating Teacher generally observes the student teacher and completes evaluations on a bi-weekly basis. For dual assignments, each cooperating teacher generally evaluates the Student Teacher three (3) times during the placement. A minimum of six (6) formal observations are completed by the Cooperating Teacher(s) during the student teaching semester.

The Cooperating Teacher provides the student teacher with a copy of each of the evaluation forms and gives two (2) copies to the University Supervisor. Three (3) evaluations are submitted by midterm; the remaining three (3) evaluations are submitted prior to the last day of student teaching. The University Supervisor will submit the completed forms to the Office of Field Experience and Clinical Practice for recording and filing.

The Cooperating Teacher will also complete a Professional Dispositions & Characteristics Scale two (2) times during the semester. Following each evaluation of instruction or PD & C scale and completion of forms, the Cooperating Teacher confers with the student teacher relative to the ratings, and the student teacher signs at the bottom of the observation forms acknowledging the forms have been read.

If on any Evaluation of Classroom Instruction, the student teacher earns **a score lower 1.5**, a Plan for Improvement must be written, implemented and signed by the Student Teacher, Cooperating Teacher and University Supervisor then submitted to the Office of Field Experiences & Clinical Practice.

UNIVERSITY SUPERVISOR

The required formal evaluations are completed by the University Supervisor, using the Evaluation of Classroom Instruction. The University Supervisor confers with the student teacher relative to the evaluation, provides a copy to the student teacher, the Cooperating Teacher, and the Office of Field Experience and Clinical Practice. The University Supervisor submits completed evaluation forms to the Office of Field Experience and Clinical Practice in a timely manner, to assist in keeping accurate and up-to-date records on each student teacher.

If on any formal Evaluation of Classroom Instruction the student teacher **earns a score lower than 1.5**, a Plan for Improvement must be written, implemented and signed by the Student Teacher, Cooperating Teacher and University Supervisor then submitted to the Office of Field Experiences & Clinical Practice.

COOPERATING PRINCIPAL

A minimum of one (1) formal evaluation of instruction is completed by the Cooperating Principal for each student teacher, using the Evaluation of Classroom Instruction. In dual placements, only one of the Cooperating Principals needs to complete an Evaluation of Classroom Instruction. The Cooperating Principal confers with the student teacher relative to the observation, furnishes a copy to the student teacher, the University Supervisor, and the Office of Field Experience and Clinical Practice.

If on any Evaluation of Classroom Instruction the student teacher **earns a score lower than 1.5**, a Plan for Improvement must be written, implemented and signed by the Student Teacher, Cooperating Teacher and University Supervisor then submitted to the Office of Field Experiences & Clinical Practice.

RATING SCALE FOR EVALUATION OF INSTRUCTION

A description of the rating scale used on the Evaluation of Classroom Instruction is as follows:

1 = Ineffective

During the “snapshot” of instruction observed, the student teacher does not yet appear to understand the concepts underlying the component. The student teacher makes attempts to address the components identified on the Evaluation of Classroom Instruction forms, but does not implement sound planning, instructional or management skills so that learning was likely.

2 = Effective Emerging

During the “snapshot” of instruction observed, the student teacher appears to understand the concepts underlying the component and attempts to implement its elements. The student teacher is generally successful in planning, instructional and management skills but implementation may be sporadic or intermittent. Performance is generally independent with some assistance needed from the Cooperating Teacher or University Supervisor.

3 = Emerging Proficient

During the “snapshot” of instruction observed, the student teacher clearly understands the concepts underlying the component and implements it well. The student teacher is able to operate independently in the areas of planning, instruction, and management skills.

PROFESSIONAL DISPOSITIONS & CHARACTERISTICS SCALE

In addition to content area and pedagogical knowledge and skills, Student Teachers should demonstrate professional skills and dispositions necessary for to help all students learn. The ratings for the Professional Dispositions & Characteristics Scale provide feedback on professional characteristics and provide opportunity for narrative documentation of ratings assigned.

If on any Professional Dispositions & Characteristics Scale, a **significant concern** is noted, a Plan for Improvement must be written, implemented and signed by the Student Teacher,

Cooperating Teacher and University Supervisor then submitted to the Office of Field Experiences & Clinical Practice.

MIDTERM EVALUATION

Midterm grades are not assigned for student teaching, but the student teacher is given a clear picture of his/her present standing through both informal and formal classroom observations, evaluation of student teacher dispositions forms, and feedback from the Cooperating Teacher, Cooperating Principal and University Supervisor.

THE STUDENT TEACHER PROFESSIONAL PORTFOLIO

As part of the requirements for student teaching, candidates will prepare and submit an electronic Student Teacher Professional Portfolio. The Student Teacher Professional Portfolio will be a compilation of evidence of a candidate's accomplishments of the identified program outcomes of the College of Education. Northwestern State University's Teacher Education Conceptual Framework, *Models for Learning*, the teaching competencies outlined in the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards, professional content area standards, and state standards.

The required electronic Student Teacher Professional Portfolio is an edited, integrated collection of evidence that a teacher candidate has acquired the identified teacher education program outcomes. The purpose of a portfolio is to provide tangible evidence that supports the development of a teacher candidate's broad range of knowledge, skills, and attitudes as a teaching professional. It reflects understanding of content, pedagogy, and the ability to impact student learning.

The Cooperating Teacher is not required to evaluate the Student Teacher Professional Portfolio, but feedback and advice for the implementation of and organization of the portfolio would be beneficial for the Student Teacher.

FINAL EVALUATION/CONFERENCE

The Cooperating Teacher and University Supervisor should hold a conference before the end of the student teaching assignment to collaborate on the End-of-Semester Student Teacher Evaluation Form. Letter grades are based on the scores received on the final evaluation form, the 11 evaluations of classroom instruction made during the student teaching semester by the Cooperating Teacher, the Cooperating Principal, and the University Supervisor; the two (2) disposition forms completed by the Cooperating Teacher; and the professional portfolio evaluated by University Supervisor.

A conference should be conducted by both the Cooperating Teacher and the University Supervisor with the student teacher before the end of the student teaching placement, to share the ratings on the End-of-Semester Student Teacher Evaluation Form. The student teacher should be given a complete and thorough review of his/her strengths and areas needing improvement.

The End-of-Semester Student Teacher Evaluation Form must be signed by the student teacher, Cooperating Teacher, and University Supervisor, before submitting to the Office of Field Experience and Clinical Practice. Submission of the End-of-Semester Student Teacher Evaluation Form before or on the due date set by the Office of Field Experience and Clinical Practice is critical to the successful completion of the teacher preparation program. The Registrar's Office sets the date for final grades for degree candidates and must be followed for the student teacher to graduate at the end of the semester of student teaching.

If the Cooperating Teacher and University Supervisor do not agree on the final evaluation score, the University Supervisor should consult with the Director of Field Experience and Clinical Practice concerning the final evaluation score. The Director of Field Experience and Clinical Practice may schedule a conference with the Cooperating Teacher and University Supervisor to discuss this evaluation.

A description of the rating scale used on the End-of-Semester Student Teacher Evaluation Form is as follows:

1 = Ineffective

The student teacher is aware of difficulties but needs guidance to successfully perform responsibilities in several areas. While a good effort is made in planning for and correcting problems, considerable work is still needed. Teaching performance is not consistent and assistance by cooperating teacher is still required.

2 = Effective Emerging

The student teacher has occasional difficulties, but is generally independent. The student teacher is aware of appropriate teaching techniques but may have difficulty with implementation. Successful teaching behaviors may be sporadic or inconsistent.

3 = Emerging Proficient

The student teacher maintains a stable and effective classroom environment and provides effective instruction. If problems occur, they are usually corrected and success is experienced. Desired professional behaviors are demonstrated consistently with minimal supervision.

GRADING PROCEDURES

Student teachers receive letter grades at the end of each student teaching assignment. Letter grades of A, B, or C indicate successful performance in student teaching. Letter grades of D and F are not accepted as passing grades for student teaching or for certification by the State Department of Education. Grades of D or F should be fully documented by both the Cooperating Teacher and the University Supervisor through the use of the Evaluation of Classroom Instruction, Professional Characteristics & Dispositions Scale, and the Student Teacher Professional Portfolio.

The final letter grade represents the following weighted system

30 % Evaluation of Instruction- CT and CP

30 % Evaluation of Instruction- US

25% Professional Portfolio

15% Professional Characteristics & Dispositions
Attendance, Final Evaluation, PC &D evaluations

Letter grades assigned for the semester are described below:

Grade of "A" - Denotes a student teacher who earned **90-100% on the weighted categories *and*** fulfilled all student teaching requirements and performed teaching responsibilities effectively and at a level above expectations.

Grade of "B" – Denotes a student teacher who earned **80-89% on the weighted categories *and*** fulfilled all student teaching requirements and performed teaching responsibilities at a satisfactory level of expectation, with minimal supervision.

Grade of "C" –Denotes a student teacher who earned **70-79% on the weighted categories *and*** fulfilled all student teaching requirements but frequently needed assistance and performed teaching responsibilities at a level below expectations. A grade of "C" is acceptable for passing student teaching.

NOTE: If at any time during the semester a student teacher is receiving mostly "1" ratings on Evaluations of Classroom Instruction, the Office of Field Experience and Clinical Practice should be notified.

Grade of "D" -Denotes a student teacher who earned **60-69% on the weighted categories**. A grade of "D" indicates failure of student teaching. The student teacher did not fulfill all student teaching requirements, required constant supervision, and consistently performed teaching responsibilities below expectations.

Grade of "F" -Denotes a student teacher who earned **less than 60% on the weighted categories**. A grade of "F" indicates failure of student teaching. With constant assistance, the student teacher was unable to fulfill student teaching requirements and perform teaching responsibilities at an acceptable level.

SUPERVISION OF MARGINAL STUDENT TEACHER

The marginal Student Teacher is a candidate who demonstrates performance deficiencies. This Student Teacher can be identified early and will likely need continued assistance and may not be ready to manage and facilitate learning in his/her own classroom. The complete supervisory process for monitoring and accommodating marginal Student Teachers includes the following major components: identification, placement considerations, adjustments in conferences and observations, facilitation of Student Teacher self-reflection, and anecdotal record-keeping. The information provided below is designed to provide more specific articulation of the expectations for supervision of the ineffective or "marginal" Student Teacher.

A Student Teacher would be considered "marginal" if scoring **less than 1.5** on any Evaluation of Classroom Instruction completed by the Cooperating Teacher and/or University Supervisor, **or documentation of significant concern** on the Professional Characteristics and Dispositions Scale completed by the Cooperating Teacher and/or University Supervisor.

The general procedures to follow in supervision of the marginal Student Teacher are listed below:

- Careful consideration should be given to the length of time involved in the student teaching assignment, when determining if performance of a Student Teacher is marginal. The Cooperating Teacher and University Supervisor should identify marginal performance early in the placement if possible.
- If a single observation or evaluation score is lower than the required score, a Plan for Improvement should be written, implemented and signed by the Student Teacher, Cooperating Teacher, and University Supervisor. The Cooperating Teacher should report the need a plan of improvement to the University Supervisor and the Office of Field Experience & Clinical Practice. After the Cooperating Teacher has documented that the Plan for Improvement has been successfully implemented, the Student Teacher is no longer considered “marginal.”

DEVELOPMENT OF REMEDIATION PLAN

Should any additional scores and/or evaluations fall below accepted levels, immediate attention should be given to the following procedure:

The Director of Field Experience & Clinical Practice is to be notified immediately when a Student Teacher does not appear to be progressing at a rate to allow for successful completion of the student teaching experience.

The Student Teacher, Cooperating Teacher and Principal, and Coordinator of Undergraduate Studies and the Dean of the College of Education will be notified regarding the unsatisfactory quality of the student teaching experience.

The University Supervisor schedules a three-way conference involving the Cooperating Teacher, Student Teacher, and University Supervisor. The Cooperating Principal and Director of Field Experience and Clinical Practice should be informed of the conference and may be requested for assistance if needed. During the three-way conference, documentation will be reviewed to identify specific areas of needed improvement.

If the situation is not resolved with an immediate solution, a remedial plan may be developed by the University Supervisor or the Director of Field Experience and Clinical Practice. The Director of Field Experiences & Clinical Practice, the University Supervisor, and the Cooperating Teacher will collaborate to recommend strategies for implementation.

The procedure for a remedial plan is as follows:

- Information relevant for remediation of the Student Teacher will be sought from University records and professional personnel, including but not limited to his/her advisor, Program Coordinator, or former instructors.
- The Director of Field Experiences & Clinical Practice, after consultation with the University Supervisor and the Cooperating Teacher, may design a remediation plan in conjunction with the Student Teacher. The Student Teacher, Cooperating Teacher, Cooperating Principal, and Coordinator of Undergraduate Studies will each receive copies of the remediation plan that will include:

- identification of areas of needed improvement
 - specific strategies to implement
 - specific outcomes desired and person(s) responsible for validation of those outcomes
 - a timeline
 - consequences of not completing the plan adequately
 - date and signature of the Student Teacher, University Supervisor, and Director of Field Experience
 - a copy of the plan to the Cooperating Teacher
- After the Student Teacher and Cooperating Teacher have received formal notification regarding problems to be addressed from the University Supervisor and/or Director of Field Experiences, arrangements will then be made for the Director of Field Experience & Clinical Practice to formally observe the student teacher.
 - Weekly written and oral feedback will be provided to the Student Teacher regarding his/her progress toward reaching the goals of the remediation plan.
 - The corrective actions on the plan for the Student Teacher to complete will be supervised by the Cooperating Teacher and University Supervisor. Frequent observations and written evaluations of the Student Teacher's performance in the classroom will be conducted by the Cooperating Teacher and University Supervisor.
 - The Director of Field Experiences & Clinical Practice may arrange for other qualified professionals in the field to observe and complete written evaluations of the Student Teacher's performance.
 - The University Supervisor and Cooperating Teacher will document ALL interactions in the remediation process. This documentation must include a description of major points of discussion, conclusions reached, and dates.

After a reasonable period of time, another conference will be scheduled to evaluate progress on the Student Teacher's performance and review the completion of corrective actions on the remedial plan.

Possible outcomes from the steps outlined above include:

- If significant progress has occurred, the Student Teacher may be able to continue with the student teaching assignment without further remediation.
- The Student Teacher may make significant progress toward meeting the requirements of the remediation plan but may not complete all aspects of the plan. The Director of Field Experiences & Clinical Practice may choose to either extend this experience in the same setting or may assign the student to an additional student teaching experience in the same or a subsequent semester. Should the student teaching experience extend beyond the end of the semester an incomplete grade may be assigned until the completion of the student teaching experience. Additional coursework or tutoring may be required.
- The Student Teacher may decide to withdraw from student teaching.
- If the Student Teacher's rate of progress remains unsatisfactory during the period of remediation, conferences may be scheduled by the Director of Field Experience and

Clinical Practice with all supervisory personnel and the Student Teacher to determine one of the following:

- (1) continued corrective action with specific timelines;
- (2) the Student Teacher may be advised to withdraw from student teaching; or
- (3) the student teaching assignment may be terminated with a grade below "C", in which case the Student Teacher is no longer a candidate for a degree in teacher education.

In remediation situations the interests of both the Student Teacher and the University will be accommodated by:

- involving the student in the decision process
- keeping extensive written documentation
- showing evidence of proceeding in a timely manner
- retaining written records

It should be noted that in some cases, due to the circumstances of the situation, a student teacher may immediately be removed from the assignment.

DUE PROCESS

In a situation where the Student Teacher has been advised to withdraw from student teaching or has been terminated from the student teaching assignment, an appeal must be filed with the College of Education Admissions and Retention Committee for readmission to student teaching. The Admissions and Retention Committee makes a recommendation to the Dean of the College of Education and the Director of Field Experiences & Clinical Practice. Approval of the Dean of Education is required for the candidate to be readmitted to student teaching. The Student Teacher may be readmitted to student teaching with conditions, e.g., (1) to engage in remediation prior to repeating student teaching, or (2) to engage in remediation during the second student teaching assignment.

MODELS FOR LEARNING

Northwestern State University's College of Education envisions each graduate of the teacher education program as [*MODELS FOR LEARNING*](#). The *MODELS FOR LEARNING* framework promotes academic, personal, and social development in students, enabling them to function in an ever-changing world

The Conceptual Framework, Models for Learning, reflects a centrality of affirmed principles, beliefs, and Practice that guide the professional education Unit's work with candidates, schools, and communities.

A Model is someone who serves as a standard of excellence worthy of imitation. Our candidates have the knowledge, skills, and dispositions needed to become exemplars—ideal models—for learning.

Learning is the process of acquiring knowledge, skills, and dispositions from study, instruction, and experiences. Believing that individuals learn in varied ways, the Unit subscribes to an eclectic approach with an emphasis on cognitive, observational (social), learning style, and human development learning theories.

Beliefs:

- As members of the professional education Unit, we believe that:
- Individuals learn in different ways, and cognitive and developmental psychology provide a knowledge base for understanding learning processes;
- All students can learn;
- Educators can and should be exemplars or models for learning; we all teach, model for, and learn from each other;
- Educators as Models for Learning demonstrate responsibility taking, problem solving, creative and critical thinking, and decision making; and
- Diversity is such an important factor in our immediate society that we must make concerted efforts to ensure that educators understand and respect differences and provide positive, effective learning experiences for diverse groups.

Vision:

We are Models for Learning.

Mission:

The College of Education and Human Development offers exemplary programs that prepare candidates for career success in a variety of professional roles and settings. As caring, competent, reflective practitioners, our graduates become positive models in their communities and organizations. This mission is fulfilled through academic programs based on theory, research, and best practice. Further, all graduates learn to value and work with diverse populations and to incorporate technologies that enrich learning and professional endeavors.

ENCOMPASSING PRINCIPLES

Four encompassing principles—Problem Solving, Creative and Critical Thinking, (Assessment-based) Decision Making, and Responsibility Taking—support and enhance the theme, Models for Learning. These principles focus on competencies identified as essential for the highly qualified educator and are interrelated, not distinct entities. Pervasive throughout is a commitment to expanding candidates' sensitivity to diversity, by recognizing individual differences and developing multicultural awareness, and to integrating technology appropriately as an intellectual tool to enhance and augment learning.

Problem Solving involves higher-order thinking skills and is a systematic, thoughtful approach to gathering information in order to make an educated decision or support a change. Numerous examples exist, but the Unit subscribes to a general problem-solving model—define the problem, develop a plan, implement the plan, and evaluate the plan. These steps may range from simple to complex, depending on the problem and context. Inherent to this general model and reflecting the Unit's commitment to assessment and data-driven decision making is the systematic process to find, use, apply, and evaluate information for specific tasks.

Creative and Critical Thinking interrelated and complementary processes, involve higher-order thinking skills and include both the creation or generation of ideas, processes, experiences or objects and their evaluation. Bloom's Taxonomy of the Cognitive Domain remains the seminal tool in developing objectives, designing curricula, preparing instructional activities, and assessing student learning. However, additional taxonomies and scholarly works, such as Dimensions of Thinking and A Taxonomy of Learning, Teaching and Assessing, inform and enhance the model.

Decision Making is selecting from options or alternatives with the intent of facilitating student learning. Substantial content and pedagogical knowledge are essential for effective decision making. In addition, the Unit emphasizes assessment-based decision making, i.e., decisions should reflect a continuous and ongoing assessment process to gather data about students through a variety of means. Decisions may be proactive, interactive (responding to situational events), or retroactive, where reflection becomes a key component of effective decision making.

Responsibility Taking involves accepting ownership and responsibility for decisions and professional growth and development in order to become a life-long learner—a model for learning. In addition, responsible educators strive to help overcome biases and produce positive behaviors in a diverse society. Responsible educators engage in ethical Practice to resolve conflicts or dilemmas, to make decisions, and to interact with others.

COHERENCE

The College of Education prepares teachers, administrators, and other professional school personnel to enter and serve the teaching profession. As *MODELS FOR LEARNING*, our candidates are prepared to model critical and creative thinking problem solving assessment-based decision-making, and responsibility taking behaviors, all of which are found in INTASC standards. These common threads can be seen in our curriculum, instruction, field experiences, clinical practice, and assessment across a candidate's program.

Common expectations for candidates are found in course syllabi, instruction, field experiences requirements, clinical practice expectations, and assessment based decision-making. Candidates are given assignments to assess their knowledge, skills, and dispositions. Courses are performance driven and include the use of reflective journals to facilitate learning. Instruction includes the use of technology and cooperative learning with the sharing of information gained from field experiences.

The College requires a thorough knowledge of content for candidates in their professional area. From knowledge of content to knowledge of technology and leadership, candidates must first possess the content knowledge for success in the education profession. The PRAXIS I and PRAXIS II Specialty Area exams ensure that this content knowledge is met.

The College requires candidates possess the essential skills for their positions. Candidates must demonstrate problem-solving techniques, assessment based decision-making skills, critical and creative thinking, and responsibility-taking for their actions. The PRAXIS Principles of Learning and Teaching exam ensures that these skills are evident.

From the development of a professional philosophy of education to a reflective professional portfolio, a growing awareness of their professional attributes and characteristics for the teaching profession become evident. Candidates become aware of their dispositions and must be able to demonstrate these characteristics in professional setting.



Gallaspy College of Education & Human Development

Office of Field Experience & Clinical Practice

Contact:

318-357-6278

Ms. Ramona A. Wynder wynderr@nsula.edu

Mrs. Stephanie Anthony-Smith anthonys@nsula.edu