

**STUDENT TEACHING
HANDBOOK**

Tenth Edition

College of Education
Purdue University
West Lafayette, Indiana

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University Regulations: A Reference Book for Students, Staff and Faculty web address:
<http://www.purdue.edu/oop/univregs/pages/nondiscrim/nondiscrim.html>

PREFACE

One indication of the importance of student teaching is the agreement among educators that this experience is an essential part of the preparation for entry into the teaching profession. Implicit in the agreement of educators upon the importance of student teaching is the conviction that successful teaching requires not only successful performance in University courses but also the capacity to communicate with pupils. This can best be assessed by those responsible for observing the student teacher's effectiveness in working with pupils in the classroom.

In order to provide optimal preparation for entry into the profession, student teaching requires the cooperation of the student teacher, cooperating teacher, school administrators, and University supervisor. Under the supervision of this cooperative team, the student teacher accepts increasing independence and responsibility as a practicing teacher. Probably at no other time will the student teacher have available the combined resources of the personnel of the school corporation and Purdue University. Making use of these services will help the student teacher to grow professionally.

The vital role of student teaching is evidenced by the importance placed upon this laboratory experience by the Indiana Professional Standards Board through standards and requirements for a teaching license as outlined in Rules 2002. The Office of Professional Preparation and Licensure (OPPL) provides the requirements/standards through the OPPL web site: <http://www.education.purdue.edu/licensure>. Future teachers are encouraged to review this information periodically.

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Statement of Commitment

Purdue University is committed to the development and nurturing of a racially, socially, and religiously diverse community. The University believes that cultural variety stimulates creativity, promotes exchange of ideas, and enriches life.

Purdue University is committed to maintaining a community which recognizes the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. The University also accepts the responsibility of serving as a positive example and helping to prepare men and women who will make lasting contributions to society.

Nondiscrimination Statement

It is the policy of Purdue University that all persons are to be viewed, evaluated, and treated, in any University-related activity or circumstance in which they may be involved, solely as individuals on the basis of their personal abilities, qualifications, and other characteristics relevant to the situation.

No qualified person will be denied admission or employment, nor will any student be subjected to discriminatory treatment or be excluded from participation in any educational program or activity on the basis of race, religion, color, sex, age, national origin, handicap, or status as a disabled or Vietnam-era veteran.

Questions and concerns regarding University policy and practice or protection afforded individuals against discrimination should be directed to:

- Students and Prospective Students: Dean of Students, Schleman Hall (Room 207)
- Handicapped Students or Prospective Students: Adaptive Programs, Young Hall (Room 830)
- Employees and Prospective Employees: Affirmative Action Officer, Freehafer Hall

Chapter 1

ACADEMIC SERVICES

Several offices at Purdue University work very closely with students in teacher education. Brief descriptions are outlined below so that the student teacher may be better informed during and following student teaching.

Office of Field Experiences

The primary function of the Office of Field Experiences is to coordinate field experiences for all student teachers. The Director serves as an administrative liaison for Purdue University to the Indiana Professional Standards Board and the cooperating schools.

Student Teaching Placement Procedure

One of the major functions of the Office of Field Experiences is to facilitate the placement of student teachers. Arrangements are made with the cooperating school corporation using the placement procedures outlined. Schools participating in the student teaching program will receive placement requests several months before the student is scheduled to begin student teaching. Consideration is given to the requests of the student whenever such placement is feasible and can be properly supervised by the University.

A complete application is sent to the school where assignment is requested. Usually, designated administrators and the teacher to whom the student may be assigned consider the application and determine whether the placement is feasible. It is therefore most important that the student teaching application is properly and carefully completed since the eventual placement is sometimes determined by what appears on the application. Some schools request an interview with the student teacher candidate prior to signing a placement contract. When the school finally accepts the student for the period of time indicated on the placement contract, notification is sent to the Office of Field Experiences. This constitutes a formal agreement with the school and teacher concerned and should not be broken unless an extreme emergency exists. Some school corporations require a criminal history check. All affiliated school corporations receive a letter documenting a Zachary's Law check before student teaching begins. Notification of the placement is made through the Office of Field Experiences by email or by posting in proximity to that office.

This office serves as depository for all student teaching placement records. The office also maintains information on the availability of cooperating teachers and schools for student teaching placement.

In the placement of student teachers, the office exercises great care in cooperatively bringing about the best possible assignment for the student. Any questions or concerns about student teaching placement or the student teaching experience may be referred to the Office of Field Experiences.

Student Teaching Placement Guidelines

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

- Generally, no student is assigned to a school from which he/she has graduated or to a school or school corporation where a relative or family member is employed.
- The total number of student teachers placed in a given school is in proportion to the total number of school faculty.
- To make better use of University supervision from the campus, an effort is made to group student teachers within a geographical area for a given field of specialization (e.g., mathematics, elementary education, etc.).
- Placement of students in the Lafayette area is limited.

Current information from the Office of Field Experiences is available at www.education.purdue.edu/fieldexp

Office of Professional Preparation and Licensure

The Office of Professional Preparation and Licensure (OPPL) provides services to students who are preparing to become professional educators. In addition to monitoring candidates' progress and status in the Teacher Education Program, this office provides information and guidance regarding admission/retention standards and licensure requirements. Upon program completion, candidates apply for the Indiana teaching license through OPPL. This office also verifies program completion upon request for those candidates who are interested in pursuing a license in another state.

Admission to Teacher Education

The Office of Professional Preparation and Licensure evaluates the completed courses, testing requirement and grade point index of each candidate applying for admission to the Teacher Education Program. This application is usually filed in the freshman or sophomore year. Periodic evaluations take place to determine if the candidate is meeting grade, course and testing requirements for purposes of retention in the program. It is therefore necessary for all prospective teachers who are planning to obtain a teaching license to be admitted to and retained in the Teacher Education Program.

The Office of Professional Preparation and Licensure provides a license application packet for a State of Indiana teaching license. This packet includes the necessary instructions for the completion of the application and submission of required materials. Application packets are distributed at the mandatory student teacher orientation meeting.

Admission to the Teacher Education Program – Gate A

The Office of Professional Preparation and Licensure evaluates the progress towards and confirms the completion of specified standards and requirements authorized by Purdue University faculty in collaboration with national and state level accreditation agencies. The following are requirements for admission to the program, i.e., passing through Gate A:

- Submission of Teacher Education Program Application and Signature Form.
- Completion of required courses for Gate A, as established by the program area.
- Satisfactory assessment of the initial portfolio, as defined by faculty.
- Passing scores (at licensure level) for the Praxis I: Academic Skills Assessment Pre-Professional Skills Test (PPST or Computerized PPST).
- Maintenance of specified grade point average for overall, professional education, and content/major course work.
- No grade lower than a "C" and no grades of Incomplete ("I") in any professional education course.

The application for admission to the Teacher Education Program (Gate A) is processed upon completion of the standards identified above. Publications describing specific admission procedures and policies may be obtained via the Office of Professional Preparation and Licensure (www.education.purdue.edu/licensure) and/or the academic counselor or advisor.

Retention in the Teacher Education Program – Gates B and C

The Office of Professional Preparation and Licensure monitors the progress of each candidate at Gate B and Gate C. In addition to the criteria of maintaining the required major grade point averages, all standards and requirements must continue to be maintained throughout Gates B and C.

The Professional Semester and Credit for Student Teaching

A candidate is eligible to student teach when the requirements for passing through Gate C of the Teacher Education Program have been met. This includes passing score(s) on the Praxis II: Subject Assessments/Specialty Area Tests required by the Indiana Professional Standards Board for licensing.

Indiana State Licensure – Gate D

During the student teaching period, the Office of Professional Preparation and Licensure (OPPL) provides application materials for an Indiana teaching license. Upon successful program completion, the application form must be completed and returned to OPPL with a valid Limited Criminal History Report and application fee. When all requirements have been met and the application for licensure has been submitted to OPPL, the license recommendation is sent to the Indiana Professional Standards Board.

Under Indiana's current laws, after a teaching candidate has successfully completed a state-approved teacher education program, including licensure requirements, the candidate receives a two-year initial practitioner license. During the first two years of employment as a teacher in a public or a private accredited school, the beginning teacher completes an induction period. The beginning teacher has a full-day teaching assignment and receives regular pay and benefits. After successful completion of the induction period, a five-year proficient practitioner license is issued.

Recommendation for Licensure (State of Indiana)

Recommendation for licensure to the Indiana Professional Standards Board is granted upon successful completion of the student teaching experience while also maintaining institutional, state and national standards. Obtaining and maintaining a teaching license is the responsibility of the individual. Guidelines for receiving a State of Indiana teaching license with the necessary instructions for the completion of the application process is provided by the Office of Professional Preparation and Licensure. Packets of materials, including the application, are distributed at the mandatory student teaching orientation meeting. It is highly recommended that a candidate apply for the Indiana license even if leaving the State of Indiana. Securing the license upon program completion locks the candidate into the program just completed and may prevent further requirements such as testing.

Recommendation for Out-of-State Licensure

It is an individual's responsibility to contact the state of choice in order to obtain licensing requirements and guidelines in other states. The Office of Professional Preparation and Licensure publishes a comprehensive list of State Departments of Education nationwide. The State of Indiana has a compact agreement with forty-two (42) states. This agreement implies easier access between and among these states. A valid Indiana license is required for this agreement to be in effect. It is advised that the state of interest be contacted to confirm specific requirements that may differ from those within Indiana (e.g., grade point averages, specific degrees or courses, testing requirements, internships, and professional experience). Please visit www.education.purdue.edu/licensure for further details.

Renewing an Indiana Teaching License

The State of Indiana adopted a continuing education plan for Indiana educators in the spring of 1984. This procedure requires that licenses be renewed every five years. This plan applies to administrators and school services personnel as well as to teachers. Contact the Office of Professional Preparation and Licensure or visit www.education.purdue.edu/licensure to receive up-to-date information regarding the license renewal process and procedures. It is the responsibility of the individual to ensure timely completion of requirements in order to maintain the validity of the professional educator license.

Center for Career Opportunities (CCO)

The primary function of the CCO is to provide services that assist students and alumni in searching for jobs.

To achieve this purpose, the CCO:

- Provides consulting service in career planning
- Publicizes job listings for school corporations
- Refers résumés to school officials on request
- Coordinates Teacher Recruitment Day and publicizes it through their website, (<http://www.cco.purdue.edu>)
- Assists in creating résumés, cover letters, portfolios, and other aspects of the job search through individual appointments and workshops
- Offers mock interviews

A candidate should complete a profile and upload a résumé on CCO Express in his/her junior year or early in the senior year. This must be done before a candidate can attend Teacher Recruitment Day or search our job listings.

Chapter 2

THE STUDENT TEACHER

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

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

Each student teacher should approach student teaching with an honest and sincere desire to learn as much as possible about children and youth, the teaching profession, the teaching process, the school program, and the community. The experience is not intended to create a polished teacher, but the opportunities for growth in a real school situation are outstanding. To help "set the stage" for this meaningful experience, this chapter is dedicated to you, the student teacher.

Special Policies and Regulations

Absence: In cases of illness, death in the immediate family, accident, etc., the student teacher may be excused. Absences should be occasioned by emergencies. In case of an extended excused absence, the Head University supervisor and the Director of Field Experiences will determine if the student teacher has satisfied minimal requirements in the specific instance. No absence will be excused for personal business barring extraordinary circumstances. All requests and reasons for absence must be presented in writing to the University supervisor, Student Teaching Placement Coordinator and Director of Field Experiences, illness excepted. Review and a decision will be made in cooperation with the public school.

Students absent more than three days are eligible for special consideration of extending the student teaching period. If the case warrants, this extension may be made upon the recommendation of the University supervisor, the Program Convener, the Student Teaching Placement Coordinator and/or the Director of Field Experiences. Any such recommended extension shall depend upon the approval of the cooperating teacher and adjustment of the class schedule.

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

Cooperating Teacher Selection: The classroom teacher under whom you will teach will provide the vital link between theory and the practical application of your University training. In most cases, the school corporation and the University collaborate to identify and select cooperating teachers. In keeping with NCATE guidelines the recommended teacher usually has a master's degree and three or more years of successful teaching experience. Furthermore, the cooperating teacher is properly licensed by the Indiana Professional Standards Board in the specific area of teaching. Two other major criteria used in the selection of qualified cooperating teachers are exceptional performance as a teacher and a desire to supervise a student teacher.

Emergency Procedure: Whenever a student teacher is involved in an emergency situation, the Purdue University Office of the Dean of Students should be notified immediately. They will in turn notify the Director of Field Experiences, who will report to the involved parties as the situation warrants.

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

Grade Appeals: The College of Education makes provisions for students to appeal a grade in student teaching that, in the student's opinion, is unfair. It becomes the student's responsibility to initiate the appeal procedure with the specific department (Curriculum and Instruction or Educational Studies). Part 5: Student Conduct, Section II Purdue University Code of Honor in the [Purdue University Regulations Handbook](#) is the guide to follow. Any question regarding the student teaching grade is to be resolved first with the University supervisor.

Housing: Student teachers are free to select their own housing while living off campus during the student teaching term. The University does not approve or arrange the housing in any official capacity.

Legal Status and Liability of the Student Teacher: The State of Indiana has recognized the student teaching experience as necessary preparation for the educational profession. The legislature authorized public school corporations to enter into agreements with institutions of higher education specifying the responsibilities and rights of school corporations, universities and students. Purdue University has on file such an affiliation agreement with each school corporation where Purdue University students teach. Among other considerations in the agreement is a statement of liability insurance that covers the student teacher, generally with the same type of coverage as employed staff. This is not to say that other types of liability insurance are not needed or desirable. Membership in [Purdue Student Education Association](#) (PSEA) provides additional liability insurance. Should more information be needed, contact the Office of Field Experiences.

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

Other Informational Handbooks: At Purdue University, student teaching is arranged in over twenty areas. It is impossible to individually cover all plans, policies and procedures in this handbook. Many of these areas prepare a special handbook for use by their student teachers.

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

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

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

Transportation: In general, students operating automobiles during student teaching are subject to the same liability restrictions as students driving on or about campus. While it is noted that most students desire to operate an automobile during student teaching, the use of public transportation is also an option. Students should seek housing close enough to their student teaching assignments to permit their convenient and prompt arrival for teaching. Students operating motor vehicles are cautioned against using them for transporting students on field trips, special activities, etc. Should an accident occur during such transportation, the student teacher might be considered liable.

Planning for Teaching

When the student teacher receives notification of placement, the student teacher should plan to contact the University supervisor concerning special policies and expectations affecting the supervisory role of the University supervisor.

Evaluation Forms:

It is the student teacher's responsibility to hand-carry the benchmark/mid-term and final evaluation forms to the cooperating teacher. Evaluation is a cooperative process involving the student, cooperating teacher and University supervisor. The cooperating teacher will have regular conferences on evaluation during the period of student teaching. The evaluation becomes most important in arriving at a final grade and as an instrument in the future employment process. The final evaluation becomes part of the student teacher's portfolio.

Induction into Full-Time Teaching—Prearranging:

Effective planning is the basis of successful teaching. Planning that is truly meaningful cannot properly take place without goals and objectives related to the teaching-learning situation. It is most important that early planning be done with the aid and counsel of the cooperating teacher, under whose guidance a healthy working relationship must be established.

The plans must include day-by-day objectives and long-range objectives so that the teacher is better able to chart the course through student teaching. Lesson plans are necessary and should contain the following basic principles:

- *Statement of purpose.* This part of the plan should show the basic purpose of the lesson and the method of achieving the goals established.
- *Procedures to follow.* The plan should provide for motivation, sequence of instruction, and necessary transition to a smooth conclusion.
- *Methods of evaluation.* It is most important that the student teacher not only evaluate the progress made by pupils but also determine the incorporation of the objectives into the overall plan.
- *List of materials.* A list of supplies and equipment available for use and the best possible implementation of these materials is included in the lesson.

Observation in the Classroom:

It is important that during the first week or two of student teaching the students make their observations as meaningful as possible. The student teacher should have specific things in mind to observe followed by a period of reflection and discussion with the cooperating teacher.

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

A. The Teacher

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

B. The Student

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

C. The Classroom

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

D. The School

- What is the structure and organization of the school?
- What kinds of teaching materials and aids are available?
- What special services are available (health, clerical, physical education, fine arts, speech and hearing, custodial, etc)?
- What process is used in ordering supplies and does each teacher have a supply budget?
- Are teachers involved in formulation of building regulations?
- How does the school serve the needs of the community?
- What kinds of parent activities exist and are teachers requested to serve on committees with parents?
- What is the general attitude of students toward schools?

E. The Principal

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

F. The School System

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

Student Teaching Verification Card: This form must be completed by the student teacher at the end of the student teaching period. This record contains the number of weeks spent in observation and teaching and includes verification by the cooperating teacher and University supervisor that requirements have been satisfied. The card is filed for future reference should any school or state official need this information. Be sure that the total number of weeks spent in observation and actual teaching is correct.

Tuberculosis Test: The State of Indiana no longer requires that all teachers have proof of a negative, large-sized chest x-ray or Mantoux tuberculin test. Some individual school corporations may still require such results. Check with your assigned school to determine the need for evidence of a negative tuberculin test.

University Orientation—Student Teaching Forms: Four to five weeks prior to student teaching, the Office of Field Experiences arranges a mandatory orientation program.

The Student Teacher in the Classroom

Becoming a Professional: The student teacher must dress according to the code established by the teachers of the school where the student is assigned. Should there be questions concerning dress, a conference with the cooperating teacher in the pre-teaching visitation should be of assistance.

The social life within the community, as well as the many teacher activities within the school, becomes most important to a well-adjusted teacher. Every teacher should be deeply concerned about professional responsibility. The student teacher is encouraged to explore professional organizations.

Planning for a Positive Classroom Environment: Student teachers frequently request some specific suggestions to aid in the learning process. The following are suggestions:

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

Evaluating Student Growth: Evaluation is the process of appraising student growth toward attaining accepted goals or values. Listed below are some questions that student teachers might wish to ask.

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

It is important that the teacher plan a program of balanced teaching methodology. The concerns of discipline, lack of motivation, and disinterested students will largely disappear with a well-planned, varied, and moving activity.

Chapter 3

THE COOPERATING TEACHER

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

From the time the teacher receives a student teacher's personal application until the initial interviews prior to student teaching, the teacher can begin to assess the candidate's past experiences. During this initial conference, texts, curriculum guides, sample lesson plans, daily schedules, sample report cards, school handbooks, and other such materials should, if possible, be made available to the student teacher.

A student may approach student teaching with hesitancy and considerable apprehension. Until the student teacher feels secure, his or her real feelings may not be disclosed. One student may wait for the cooperating teacher to indicate what to do; another may ask too many questions; a third may follow the cooperating teacher like a shadow. Most student teachers are anxious to please and eager to learn.

Pre-arrival Preparations

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

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

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

Helping the Student Teacher Get Started

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

- Accept the student teacher as a person. Establish rapport as soon as possible.
- Consider the student teacher as a member of the faculty. The student teacher should be included on faculty lists, taken to meetings, and encouraged to participate in committee work.
- Introduce the student teacher to the other school staff members.
- Design seating charts enabling the student teacher to identify the pupils quickly. Include the student teacher in planning with pupils.
- Provide a desk or a place for the student teacher's books and papers. Explain "formal" and "informal" classroom and school policies.
- Avoid correcting the student teacher in front of the pupils.
- Share daily chores.
- Provide an opportunity for the student teacher to have uninterrupted conferences with you.
- Provide an opportunity for the student teacher to teach units as you observe.

Planning with the Student Teacher

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

During or prior to the first day of student teaching, it is necessary to meet in order to outline the cooperating teacher's plans for the week and the student teacher's role.

Although it is often wise at the beginning for the student teacher to develop written plans in considerable detail, lesson plans may become less detailed as teaching progresses. Together, the cooperating teacher and the student teacher should develop a definite schedule for deadlines on written plans and for pre- and post-conferences on them.

The cooperating teacher should give constructive criticism and provide adequate time for the student teacher to make suggested revisions.

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

The cooperating teacher should:

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

A student teacher must be continually informed of the rate of progress being made so that the teaching ability can be compared with teaching potential. It is expected that the student teacher would then capitalize on strengths and work toward overcoming weaknesses.

Helping the Student Teacher Teach

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

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

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

Observing the Student Teacher

Every teacher has favored ways of presenting an idea or concept, leading a discussion, motivating pupils, or handling discipline problems. Frequently, it is difficult to sit silently in the back of the room and watch a student teacher make mistakes or exercise what appears to be poor judgment. On the other hand, if the cooperating teacher interrupts, corrects and questions the student teacher in front of the class, the student teacher soon loses the opportunity to develop and maintain rapport with the pupils. *This situation can usually be avoided if the cooperating teacher reviews the student teacher's plans prior to their implementation.* Unless the student teacher asks for help, it is generally best for the cooperating teacher to withhold suggestions or praise until after the class has been dismissed. Usually, it is a better learning experience for the student teacher to attempt to handle a difficult situation on his or her own until help can be provided on a more confidential basis.

Written assessments of a student teacher's performance during a particular class period are especially helpful to the student.

Activities Related to Classroom Teaching

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

During the student teaching period, the prospective teacher may engage in as many of the following activities as possible:

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

Evaluation

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

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

A student teacher wants constructive feedback and feels "short-changed" if advice is not forthcoming. The student teacher has looked forward to the student teaching experience as a period of meaningful induction into the teaching profession. The evaluation of his or her performance is a vital concern.

Each cooperating teacher will be given appropriate benchmark/mid-term and final evaluation forms by the assigned student teacher during the first day of the student teaching period. These evaluations will help determine a grade for student teaching. It will also help employers assess the potential of a prospective teacher. It is expected that the benchmark/mid-term evaluation will be used as a means of focusing upon the progress of the student teacher. It should include goals for the remainder of the student teaching experience. The form need not be forwarded to the Office of Field Experiences. However, it is recommended that the benchmark/mid-term evaluation results be shared with the University supervisor. The original copy of the final evaluation form should be given to the student teacher to be included in his or her portfolio.

Chapter 4

THE UNIVERSITY SUPERVISOR

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

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

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

Preparation for Student Teaching

Many additional responsibilities of the University supervisor are fulfilled prior to the student teaching term, including the following:

- The University supervisor meets with prospective student teachers during the student teaching experience to become better acquainted and function more effectively with them.
- The University supervisor prepares the students for entrance into student teaching by explaining the role of the student teacher in the school and the expectations of the school administration, the cooperating teacher, and the University staff.

The Meaning of Visits

The purpose of the University supervisor's visits is to observe the student engaged in the teaching process and to help the student attain a satisfactory professional experience. In addition to observing and meeting with the student, the University supervisor confers with the cooperating teacher and with the principal. The University supervisor also completes a final evaluation at the end of the student teaching period.

Observations of Student Teachers

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

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

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

The University supervisor also meets with the student and the supervising teacher in a three-way conference. In such conferences all are encouraged to speak openly and frankly about any and all phases of the student's work.

Finally, the University supervisor meets privately with the cooperating teacher to obtain opinions and observations of the student's progress and development.

Conferences with the Principal

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

Grades

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

Resource Assistance

University supervisors welcome opportunities to describe the student teaching program and to serve as a consultant. Occasionally, the superintendent or the principal may wish to have the University supervisor share formally with a group of teachers some of the recent research results, teaching techniques, activities, or other developments in the University supervisor's area of specialty. This activity may be arranged for the school staff by either the principal or department head and the University supervisor.