



Central Connecticut State University

Cooperating Teacher Handbook

School of Education and Professional Studies



Most people are mirrors, reflecting the moods and emotions of the times. Some people are windows, bringing light to bear on the dark corners where troubles fester. The whole purpose of education is to turn mirrors into windows.
-Sydney J. Harris

2008/2009 Academic Year

Preparing Educators for Tomorrow – Today

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Introduction

You, the Cooperating Teacher, are an integral member of the teacher preparation team. Together with the university supervisor, you provide support, guidance, and encouragement to the student teacher. I know that being a cooperating teacher is a commitment that requires many hours of your already busy schedule. Please know that I appreciate your willingness to share your students and classroom with our student. By doing so, you allow your student teacher to see how theory is applied in practice.

My hope is that this handbook will become an important resource for you as you work with your student teacher. Therefore, I see it as a “living” document. Your feedback and suggestions will be a critical component to the revision of this document. If at any time you have comments to improve this handbook, please feel free to contact me.

Please note that we have included the stipend form in this handbook. You will also receive a copy with your packet from your student teacher. I urge you to complete the form and mail or fax it to us at your earliest convenience at the start of the semester, so that we will have time to process the payment. This is a small token of our appreciation of your dedication and willingness to host our student teachers.

Additionally, we have included our Cooperating Teacher Feedback Form in this handbook which you may use at any time to communicate with us. You may also find this form on our website: www.ccsu.edu/ofe

Please know that the Office of Field Experiences is only a phone call away. We encourage you to contact us at any time if we can be of any help to you as you work with our student teacher. In advance, I would like to thank you for your ongoing support in helping CCSU develop future teachers.

Holly Hollander

Holly Hollander

Director, Office of Field Experiences

860-832-2144 or 860-832-2067

***“All students can learn and succeed, but not on the same day in the same way.”
~ William G. Spady***

Conceptual Framework School of Education and Professional Studies Central Connecticut State University

The conceptual framework at Central Connecticut State University serves as the guiding document that is foundational to our programs, our philosophy, and the standards that align with our programs. It is directly linked to our curriculum, assessment, analysis, and improvement of our program outcomes. The conceptual framework is comprised of the following themes (outcomes) and connected elements (proficiencies):

- I. The Education Professional as Active Learner
 - A. Possesses strong content knowledge in the arts and sciences.
 - B. Communicates in multiple forms to diverse audiences.
 - C. Possesses pedagogical knowledge for content to be taught.
 - D. Engages in habits of critical thinking and problem solving.

- II. The Education Professional as Facilitator of Learning for All Students.
 - A. Applies knowledge of human development across the lifespan (including physical, cognitive, social and emotional growth).
 - B. Respects and values all learners.
 - C. Addresses the diversity of learning environments.
 - D. Understands the learning process and applies instructional and assessment strategies and technologies to facilitate learning.

- III. The Education Professional as Reflective and Collaborative Practitioner
 - A. Makes informed and ethical decisions.
 - B. Accepts responsibility for student learning.
 - C. Engages in opportunities for professional growth.
 - D. Collaborates with colleagues, families, and school community.

Note: these foundational tenets are based on the Connecticut Common Core of Learning and the Connecticut Common Core of Teaching. For more information, please visit <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320862> or the link at <http://www.education.ccsu.edu/ofe/>

Mission Statement

The Office of Field Experiences supports the mission of the School of Education and Professional Studies in the preparation of professionals for the early childhood, elementary, secondary, special education, and K-12 settings. In order to accomplish this mission, the Office must work collaboratively with CCSU faculty/departments to ensure that student teachers are prepared to:

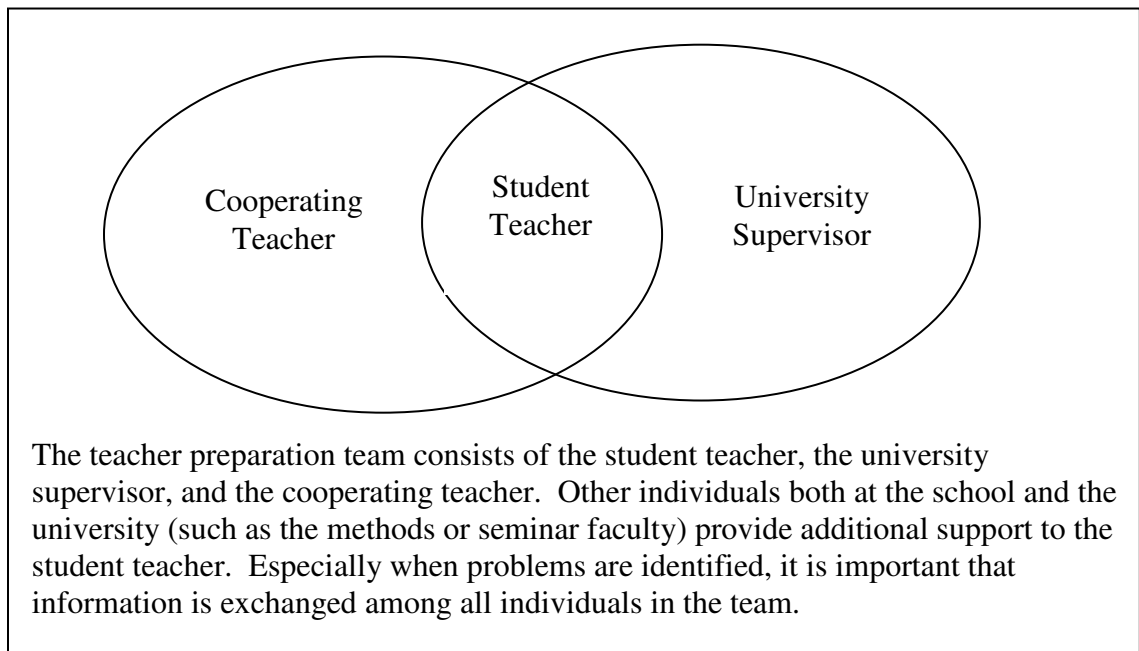
- Serve in the region, the state, and the nation;
- Apply principles of learning and assessment through a variety of technologies to guide our own best practice and that of practitioner in the professions;
- Develop knowledge, skills, and dispositions necessary for professional practice and community service through learning experiences that are rich in diversity of perspectives, values, attitudes, and beliefs and that are enhanced by active reflection.

In addition, guided by the purpose of *preparing leaders for service in diverse communities* the OFE must work closely with state-wide school districts as well as the State Department of Education to secure appropriate placements for Teacher Candidates to put theory into practice in a classroom setting.

The Student Teaching Component—A Capstone Event

A key aspect in the Teacher Preparation Program is the student teaching component. Student teaching continues to be a time to continue to learn about the teaching and learning process. It is an opportunity to combine theoretical perspectives with the realities of situated classroom practices. In order to do this, the university looks to its university supervisors, cooperating teachers, and participating schools to serve as facilitators of this essential, continued learning. It is only through a collaborative relationship among supervisors, teachers, and districts that we ensure our teacher candidates will connect the program's knowledge base and theoretical and research-based orientation to their practical experiences in schools and in communities that surround schools.

The Teacher Preparation Team



The University Supervisor

Who is a Supervisor?

A supervisor is the university representative who is responsible for supervising the field experience of a student teacher or a group of student teachers. The role of the supervisor is to provide on-site support and advice. The teacher candidate is still learning to teach and will need encouragement, reassurance, comfort, guidance, instruction in specific skills, and insight into complex causes of behavior.

Supervisor's Responsibilities

- Assists the student teacher in his/her induction into the profession of teaching.
- Outlines the teacher preparation program responsibilities, requirements, and class assignments in collaboration with the cooperating teacher.
- Visits the student teacher regularly, approximately one visit for every ten days of student teaching. During this time, the university supervisor provides systematic feedback to the student teacher by conducting a pre-conference, helping the student teacher select an area of focus for classroom observations and examining all aspects of a lesson plan. Following the observation, the university supervisor conducts a post-conference about the data collected during the observation. The university supervisor leads the student teacher in the process of analysis and reflection on his/her teaching and its impact on student learning. **Whenever possible, three-way conferences involving the student teacher, the cooperating teacher, and the university supervisor are desirable.**
- Confers with the cooperating teacher about the progress, areas of needed growth, areas of improvement and areas of talents of the student teacher.
- Helps build and maintain good relations between the schools and the university. He/she is considered a liaison to the university and therefore, needs to be knowledgeable of university policy and program procedures and requirements in his/her teaching and its impact on student learning.
- Provides detailed expectations and requirements of student teaching.
- Supports the student teacher in preparing lesson plans, units, and a professional portfolio.
- Guides and advises the cooperating teacher in providing student teachers with as constructive and beneficial a student teaching experience as it is possible to achieve. As part of his/her role, the supervisor can arrange special meetings during the semester with the student teachers in his/her assignment, in order to help student teachers develop individual plans for future growth.
- Evaluates the student teacher on an on-going basis and provides objective documentation to support his/her assessment of specific areas of the student teachers' knowledge, dispositions and performances. The university supervisor also completes a summative evaluation and assigns a grade that reflects the student teacher's total experience.

Effective communication is at the heart of supervision. Feel free to contact the university supervisor outside of the regular visits, particularly if problems arise or are anticipated.

The Cooperating Teacher

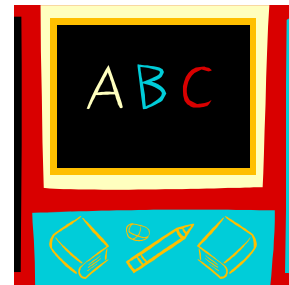
Who is a Cooperating Teacher?

A teacher who has completed the Connecticut State Department of Education's Beginning Educator Support and Training (BEST) program training for cooperating teachers is identified as the school-based supervisor of the teacher preparation program. The cooperating teacher provides primary, daily support and supervision to the student teacher. In addition, the cooperating teacher is regarded as a role model for the student teacher.

Cooperating Teacher Roles and Responsibilities

Interviewing the Teacher Candidate

Soon after agreeing to accept a teacher candidate from Central Connecticut State University, the cooperating teacher can expect an opportunity to meet with the student. Placements are not final until the cooperating teacher has had the opportunity to meet with the teacher candidate. At the time of the interview, the student teacher will provide the cooperating teacher with a form that is to be filled out indicating that he/she has accepted the student teacher. If for some reason, you, the cooperating teacher, do not feel the student teacher would be a good match, please let the OFE know. We understand that a student teacher is a guest in your classroom community. Our goal is help ensure the semester will be positive and productive for both you and your students.



Although the student teacher does not officially begin the placement until the start of the semester, it is helpful to invite the student teacher in to informally become acquainted with the school community and your classroom. This visit will be used by the student teacher for observing, meeting key staff members, obtaining copies of pertinent school information, and getting to know the cooperating teacher. It would be helpful for you to share instructional plans and identify possible initial teaching topics for the student teacher. In addition, plans should be made with the student teacher for a detailed conference on the first day of the actual student teaching experience.

Prior to the Student Teacher's Arrival

The time to begin preparing for the arrival of a student teacher is immediately after you agree to accept a teacher candidate. This initial preparation can be a major factor in providing a successful student teaching experience.

Through discussion or other communication with the Office of Field Experience, obtain information concerning the student teacher's personal interests, academic background, and pre-student teaching contacts with schools, teachers, and students.

Prepare Your Students

The approach will vary according to the familiarity of students with student teaching programs in general and with their level of maturity and sophistication. The following is a suggested approach:

- Indicate your approval and enthusiasm for the student teacher's arrival.
- Introduce the student teacher as a co-teacher or intern, rather than as a student. Students should be expected to give the same courtesy and respect to a student teacher as they would to a teacher.
- Emphasize the advantage of having two teachers in the classroom who are capable of instruction and guiding students. The idea of increased individual assistance, the possibility of more varied activities, and even the novelty of working with two different people are suggestions for stimulating student enthusiasm.
- Stress any strong points related by the student teacher and the possible relationship of those points to school and student activities. Unusual scholastic, artistic, or physical talents, extensive travel, demonstrated leadership or performance in college or community activities might provide initial keys to student acceptance.
- Give students a feeling of responsibility for the initial orientation and acceptance of the student teacher.
- Explain that university supervisors will be visiting in order to observe teaching techniques and class responses.
- Explain that when the student teacher is in charge of the class that questions, requests, and comments should be addressed to the student teacher.

Prepare the Administration and Faculty

Inform the administration and faculty about the student teacher's arrival and introduce him or her at a faculty meeting. Involve colleagues in preparing for the arrival of the student teacher by asking them to help:

- secure needed learning materials and facilities;
- decide on plans for welcoming the student teacher;
- acquaint the student teacher with the total school program; and
- provide opportunities to observe their classes.

Prepare Orientation Materials

Place copies of pertinent school information in a folder for the student teacher. These may be discussed briefly during the initial visit and the student teacher asked to be familiar with them upon returning to student teach. Some suggestions for the folder follow. Do not limit your collection to these:

- School calendar, master schedule, time schedule;
- Fire drill and other emergency instructions;
- Schedule of teachers' meetings and parent-teacher meetings;
- Copy of long-range plans for the year;

- Copies of administrative forms, such as attendance register (or computer format), textbook slips, hall pass, field trip form, transfer slip;
- Student handbook or school rules and cafeteria regulations;
- Map of the city or community and information about the community; and
- Curriculum guide, faculty handbook, and list of faculty members.

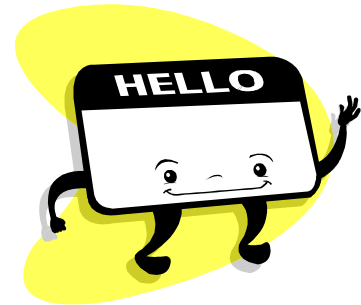
Prepare the Classroom and Instructional Materials

The student teacher's needs in a classroom correspond to those of any new teacher. The following are some suggestions:

- Provide a desk and chair and a place where personal belongings can be safeguarded.
- Obtain a set of textbooks, teachers' manuals, teachers' guides, and course outlines for the student teacher.
- Provide copies of local and state curriculum guides pertaining to the teaching situation.
- Prepare a seating chart of each class with which the student will work.

The First Days of the Placement – The Initial Conference

The effectiveness of any conference depends upon the willingness and ability of those involved to be sensitive to each other. The success of the student teaching experience may be greatly affected by the quality of this interaction. The conference is itself a learning experience for both the cooperating teacher and the student teacher.



The initial conference is probably the most important conference the cooperating teacher will have with the student teacher. It is suggested that this conference take place the first full day of the student teaching experience. The most important objective of the conference should be to communicate to the student teacher support and acceptance. This should be the beginning of a relationship characterized by mutual trust, respect, and dedication to a meaningful student teaching experience.

This conference should include a clarification of expectations, some planning for the total student teaching experience, and some suggestions for initial activities.

Delineate the specific behavior expected of the student teacher. Discuss teaching/learning philosophies and be sensitive to differences.

- Be specific about classroom rules and policies. Rules that have been enforced in the classroom should be maintained. Offer to support the student teacher when disciplinary problems arise and discuss various classroom management methods.
- Indicate that the student teaching experience will involve more than just classroom teaching. There should be opportunities for working with the principal, counselor, parents, other faculty and staff members.
- Invite the student teacher to discuss his or her expectations of you.

Planning for the Total Student Teaching Experience

Give the student teacher an overview of the curriculum, including what pupils have studied, are studying, and will be studying. Effectively involve the student teacher by briefly sharing some ideas about particular strategies for teaching the upcoming topics.

Plan some initial activities. The following is a list of possible activities for the student teacher:

- Observe classes and other teacher activities.
- Assist a student who has missed classes.
- Help students individually during guided practice time in class.
- Present a brief historical anecdote or enrichment topic that pertains to that day's lesson.
- Prepare a bulletin board.
- Work with a small group in the class.
- Tutor a student who has special needs.
- Administer a test or retest.
- Assist with attendance to help in learning students' names.
- Check on supplies and equipment.
- Read and help correct sets of papers
- Develop a collection of five-minute teaching topics to use if a lesson ends sooner than planned.

Plan a tentative schedule for the assumption of teaching responsibilities. **Please see the section labeled “Student Teaching Take-Over Plan.”** It is suggested that the student teacher start with one class and add classes gradually as readiness to do so is ascertained. The structure of the student teaching experience should be developed cooperatively.

Establishing Communication

A critical component to a successful student teaching experience is open communication. Although there may be periods during the day to discuss situations, plan to have a regularly scheduled weekly conference. This “sacred” meeting time should be dedicated to planning for the week, discussing student concerns or insights and reflecting on the student teacher’s performance. It may be helpful to create a meeting agenda in order to use your time efficiently.



Some cooperating teachers have found it helpful to keep a communication journal. This journal can be used to provide lesson feedback to the student teacher as well as an ongoing dialogue between you and the student teacher.

Full-time Student Teaching

It is expected that the student teacher will fully take over the entire teaching load of the cooperating teacher for an extended period of time.

Elementary and Secondary	3 weeks minimum.
Special Education and Business Education	2-3 weeks minimum
NK-12	2 weeks for each 8-week period

For students in secondary education, we ask that student teachers be responsible for no more than 3 preps. However, the student teacher must teach a minimum of 5 classes. If a special situation should occur where more than 3 preps are required, the cooperating teacher and supervisor should contact the Office of Field Experiences.

Note: Business education students should teach the same teaching load as a regular classroom teacher. Students should begin teaching all classes by the end of the third week or sooner if possible and continue a full load to the end of student teaching. The University Supervisor should be notified immediately if these requirements are not being met.

Length of Student Teacher Placement

The length of time a student spends student teaching differs according to the individual program. Student teaching officially begins on the first day of the new semester. A calendar of start and end dates is included in the student teaching placement request. Should a student require special considerations or accommodates with his/her placement's start or end date, the OFE will contact the cooperating teacher to discuss the situation and follow up with a letter in writing.

<u>Elementary</u>	duration of the semester
<u>Art Education</u>	2 eight-week placements
<u>Music</u>	2 eight-week placements
<u>Physical Education</u>	2 eight-week placements
<u>Technology Education</u>	2 eight-week placements
<u>Mathematics</u>	duration of the semester
<u>English</u>	duration of the semester
<u>Modern Language</u>	duration of the semester
<u>Science</u>	duration of the semester
<u>Social Sciences</u>	duration of the semester
<u>Business Education</u>	11 weeks
<u>TESOL</u>	2 eight-week placements
<u>Special Education</u>	1 ten-week placement OR 2 eight-week placements

(The OFE will indicate the length of placement required on our initial request)

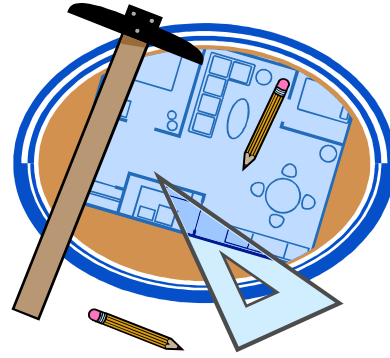
A note about attendance:

- The teaching assignment is for the full school day. The student teacher is expected to be at school during the same time period as the classroom teacher. The only reason a student teacher may be excused earlier than the end of a school day is to attend scheduled seminar class at the university.
- The schedule of teaching days that are followed during student teaching **must conform to that of the school**, not to that of the university. School holidays and university holidays do not always coincide. Student teachers will **follow the school district's calendar** and not the vacation schedule of the university.
- It is expected that the student teacher will attend after-school meetings, such as department or grade-level meetings, workshops, faculty meetings, as well as parent-teacher conferences, and after-school events unless it interferes with the seminar time, in which case permission must be granted by the university instructor. **Students may not leave early to coach or work.** The only exception would be to leave school at an appropriate time to attend the discipline's student teaching seminar.



Student Teaching Take-Over-Plan

The student teacher is still learning to teach and will need encouragement, reassurance, comfort, guidance, instruction in specific skills, and insight into complex causes of behavior. Therefore, we encourage that the cooperating teacher and student teacher create a “Take-Over Plan.” This plan will provide the student teacher with clear expectations and the time needed to prepare. We encourage student teachers to use the first two weeks of their placement to develop their relationships with students and the classroom teacher. They should also become familiar with the district’s curriculum and the grade-level outcomes. This is also an excellent time to have the student teacher observe other teachers and to assist the teacher in routine tasks.



Having a “sacred” meeting time for the cooperating teacher and the student teacher to meet and discuss weekly lessons to be taken over by the student teacher is essential. Make certain these meetings take place.

The take-over of the classroom responsibilities should be gradual. Please refer to the above section, *Full-Time Student Teaching*, for the minimum number of weeks a student teacher must assume responsibility for full-time teaching. The return of the teaching load should be also be a gradual process with the cooperating teacher slowly assuming the teaching of the class.

Student Teaching Take-Over Planning Sheet

Use this sheet to plan out what you are **responsible for teaching** and what you need to be **planning** for the upcoming week.

A blank copy of this graphic organizer can be found in the Student Teaching Handbook. The cooperating teacher must approve all lesson plans at least 2 days PRIOR to their implementation.

SAMPLE

This is a guide. Take-over depends on the readiness of each teacher candidate. If you have any questions or concerns, please contact the OFE or your university supervisor.

Week	Responsible For:		Planning For:	Planning For:
1	Elementary <ul style="list-style-type: none"> • Observe students. • Assist individual students. • Observe other classroom teachers. • Observe classroom routines. • Assist with clerical routines. • Research the curriculum 	Secondary <ul style="list-style-type: none"> • Observe students. • Assist with individual students. • Become familiar with the curriculum you are responsible for. • Observe other teachers in the discipline. • Assist with clerical routines. • Post work and assignments. 	Elementary <ul style="list-style-type: none"> • Correcting and assessing student work. • Planning a bulletin board. • Walking to students to and from specials. • Conducting morning and closing routines. • Becoming familiar with grading practices. Creating a data collection binder or use existing one started by the CT. 	Secondary <ul style="list-style-type: none"> • Getting ready to take over one period. • Assisting in administering assessments. • Checking students' work. • Continuing to work with individual students as needed. • Preparing grade book or becoming familiar with existing grading practices.
2	<ul style="list-style-type: none"> • Correct and assess work; record data. • Conduct morning and closing routines. • Walk students to and from specials and lunch. • Assist CT with duties such as lunch, recess, and/or bus. • Assist with read aloud. • Continue assisting individual students. 	<ul style="list-style-type: none"> • Teach one period. • Check students' work. • Continue to post students' work. • Continue to assist with clerical routines. 	<ul style="list-style-type: none"> • Plan to teach one lesson a day. Discuss with CT as to topic/content area. • Begin planning Exit Portfolio by choosing content area and reviewing resources. • Continue responsibilities from Week 2. 	<ul style="list-style-type: none"> • Teach one period. If same content, begin to take over another section. • Continue responsibilities from Week 2.

Week	Responsible For:		Planning For:	Planning For:
3	Elementary <ul style="list-style-type: none"> ◆ Correct and assess work; record data. ◆ Conduct morning and closing routines. ◆ Walk students to and from specials and lunch. ◆ Assist CT with duties such as lunch, recess, and/or bus. ◆ Assist with read aloud. ◆ Continue assisting individual students. ◆ Teach one lesson per day. 	Secondary <ul style="list-style-type: none"> ◆ Teach one period. If same content area, begin teaching second period. 	Elementary <ul style="list-style-type: none"> ◆ With the CT, choose a new content area to begin planning for. Prepare to teach lessons during week 4. ◆ Continue previous routines. ◆ Plan when to videotape. ◆ Discuss content area for exit portfolio and begin related tasks. 	Secondary <ul style="list-style-type: none"> ◆ Begin planning for new prep. ◆ If appropriate, begin another period of same content area. ◆ Continue responsibilities from Week 3.
4	<ul style="list-style-type: none"> ◆ Teach 2 lessons/day. ◆ Continue with previous responsibilities and routines. ◆ Fill out 4 week goal setting form. 	<ul style="list-style-type: none"> ◆ Teach 2 periods of same content. ◆ Continue with previous responsibilities and routines. 	<ul style="list-style-type: none"> ◆ Continue work on exit portfolio. ◆ Videotape lesson for self-reflection. ◆ Begin preparing for new content area to be taken over. 	<ul style="list-style-type: none"> ◆ Begin prep for new content area. ◆ Continue with responsibilities from week 4
5	<ul style="list-style-type: none"> ◆ Teach 3 lessons/day. ◆ Continue with previous responsibilities and routines. ◆ Fill out 4 week goal setting form. 	<ul style="list-style-type: none"> ◆ Teach 2 periods of same content. ◆ Begin teaching 1 period of new content area. ◆ Continue with previous responsibilities and routines 	<ul style="list-style-type: none"> ◆ Continue previous work and responsibilities. ◆ Prepare for new content teaching responsibility. 	<ul style="list-style-type: none"> ◆ Continue with previous responsibilities and routines. ◆ Begin prep for new content teaching responsibility.
6	<ul style="list-style-type: none"> ◆ Continue previous responsibilities and routines. ◆ Teach 4 lessons daily. 	<ul style="list-style-type: none"> ◆ Teach new period course. ◆ Continue with previous week's teaching load. ◆ Continue with other responsibilities and routines. 	<ul style="list-style-type: none"> ◆ Begin preparing for new content area to be taken over. ◆ Continue exit portfolio work. ◆ Continue previous responsibilities and routines. 	<ul style="list-style-type: none"> ◆ Continue with previous responsibilities and routines. ◆ Begin prep for new content teaching responsibility.
7	<ul style="list-style-type: none"> ◆ Teach new content area. ◆ Continue with assumed teaching responsibilities. ◆ Continue with other previous responsibilities and routines. 	<ul style="list-style-type: none"> ◆ Add additional courses not yet taught. ◆ Continue with other assumed teaching responsibilities. ◆ Continue with other routines and responsibilities. 	<ul style="list-style-type: none"> ◆ Set up midterm evaluation conference (week 8 with supervisor). ◆ Plan take-over of any additional content areas not yet taught. 	<ul style="list-style-type: none"> ◆ Set up midterm evaluation conference (week 8 with supervisor). ◆ Plan transition of other periods and preps not previously assumed.
8	<ul style="list-style-type: none"> ◆ Continue previous week's routines and teaching responsibilities. ◆ Participate in midterm evaluation conference. 	<ul style="list-style-type: none"> ◆ Continue previous week's routines and teaching responsibilities. ◆ Participate in midterm evaluation conference. 		

During weeks 13 – 16, a plan should be made for the classroom teacher to gradually take back teaching responsibilities.

Sample Take-Over Plan for All-Level Disciplines

This is a guide. Take-over depends on the readiness of each student teacher. All-level student teachers must assume full responsibility for the teaching day for a minimum of 2 weeks. If there are any questions or concerns, please contact the OFE or the university supervisor.

Student teachers must turn in lesson plans 2 days in advance. Feedback and suggestions provided by the cooperating teacher must be integrated into the final lesson plan for each lesson.

Week	Responsible For	Planning For
1	<ul style="list-style-type: none"> Observe students. Assist individual students. Assist with clerical routines. Research and collect materials for the curriculum you will be responsible for teaching. Observe classroom routines. Discuss cooperating teacher's expectations for grading, recording keeping and providing feedback to students. 	<ul style="list-style-type: none"> First take over class/grade level including lesson plans and materials needed. Correcting students' work. Assisting with entering grades. Assist with clerical routines. Continued work with individual students. Continued work with clerical routines. Assisting in all duties.
2	<ul style="list-style-type: none"> Teaching of a specific class/grade level. Conducting routines (attendance, etc.). Assisting in all duties. Working with individual students. 	<ul style="list-style-type: none"> Take-over of one additional grade level/class including lesson plans and materials needed. Continue responsibilities from Week 2.
3	<ul style="list-style-type: none"> Teaching of two classes/grade levels. Ongoing daily responsibilities. 	<ul style="list-style-type: none"> Take-over of one additional grade level/class including lesson plans and materials needed for a total of 3 grades/classes. Continue responsibilities from previous week. Set up midterm evaluation with cooperating teacher, supervisor and student teacher.
4 Midterm Evaluation Done This Week	<ul style="list-style-type: none"> Teaching of three classes/grade levels. Ongoing daily responsibilities. 	<ul style="list-style-type: none"> Take-over of one additional grade level/class including lesson plans and materials needed for a total of 4 grades/classes. Continue responsibilities from previous week.
5	<ul style="list-style-type: none"> Teaching of four classes/grade levels. Ongoing daily responsibilities. 	<ul style="list-style-type: none"> Take-over of one additional grade level/class including lesson plans and materials needed for a total of 5 grades/classes. Continue responsibilities from previous week.
6	<ul style="list-style-type: none"> Full take-over of teaching load. Ongoing daily responsibilities. 	<ul style="list-style-type: none"> Continued lesson preparations including all materials and resources needed. Continued responsibilities from previous week.
7	<ul style="list-style-type: none"> Full take-over of teaching load. Ongoing daily responsibilities 	<ul style="list-style-type: none"> Continued lesson preparations including all materials and resources needed. Continued responsibilities from previous week. Set up final evaluation meeting with cooperating teacher, supervisor and student teacher.
8 Final Evaluation Done This Week	<ul style="list-style-type: none"> Finish up units of teaching and return classes to the cooperating teacher(s). 	<ul style="list-style-type: none"> Returning all borrowed materials. Cleaning up and organizing work space. Entering final grades and/or returning corrected work. Debrief with cooperating teacher regarding lessons for upcoming week if units are not completed.

Helpful Hints for Takeover

- The secondary or all-level student teacher should start teaching the most accommodating class or content with which he/she feels most comfortable. After an initial positive experience with one group of students or content area, the student teacher should feel better prepared to handle a more challenging class or content.
- A daily discussion of the lesson plans should take place in order to review objectives, materials, procedures, and alternatives. Plans should be divided into time segments to help the student teacher pace the lesson. The cooperating teacher should provide specific feedback in terms of the student teacher's plans, classroom performance, actions, and behaviors. Initial lesson plans are due to the teacher **2 days** in advance. Please see the section labeled "Lesson Planning" for more information
- The student teacher should be encouraged to continue the classroom procedures and standards for discipline already established by the cooperating teacher.
- If possible, the cooperating teacher should give a model lesson which the student teacher could follow in another section of the same course.
- Initially, the cooperating teacher should remain in the classroom to observe and to take notes for the purposes of praise, encouragement, and review of what was accomplished.
- The cooperating teacher's role in the classroom should gradually be minimized, until eventually the student teacher takes on complete responsibility for the class. However, the cooperating teacher should be easily accessible to the student teacher.
- The cooperating teacher should urge the student teacher to self-evaluate daily and to be flexible regarding expectations for his or her accomplishments.
- In addition to brief informal exchanges each day, it is important to establish a regular time(s) each week to meet formally. Be specific in assignments to student teachers and remember to include completion dates. Give adequate guidance and direction when assignments are made. Broad general hints are not adequate. In the assignments, make clear **what is expected, how you wish it done, and where the material is to be found**. Please consider the student teacher's university course responsibilities. She or he may be taking a one-credit student teaching seminar.
- Remember, learning for the student teacher takes place over time. Jot down your thoughts and observations on a piece of paper to be discussed at an appropriate time rather than stopping the student teacher in the middle of his or her lesson.
- Allow the student teacher as much freedom as possible to experiment with ideas of his/her own or those gained from the student's readings or work at the university.

Supervise the Student Teacher's Instructional Planning

- Develop with the student teacher a mutual understanding of the goals for, and content involved in, the areas to be taught.
- Develop with the student teacher an understanding of the developmental level and the interests and abilities of the group of learners.
- Explore with the student teacher a variety of approaches to, and techniques appropriate for, a given teaching assignment.

- Make available to the student teacher resources for teaching particular areas of the curriculum.
- Broaden the student teacher's background by encouraging the student to use a variety of methods and materials in his/her teaching.
- Help the student teacher make use of information about learners in their planning for teaching.
- Help the student teacher interpret the results of his/her teaching in ways to improve planning for subsequent lessons.
- Help the student teacher develop flexibility in the use of plans.
- Develop the necessary competencies as assessed by the Connecticut Common Core of Teaching.
- Prepare teacher candidates to develop assessment in alignment with Connecticut assessment tests (CMT and CAPT).

Reflection

As the cooperating teacher, you play an important role in helping students to see the connection between teaching and learning. This occurs during your opportunities to reflect with your student teacher. CCSU students understand the importance of reflecting on their practice. However, since this is their first time teaching on an on-going basis, they will require guidance in using data generated by student work and making future instructional decisions. This is a skill that will need to be modeled and coached. Below are some questions that may assist you as you work with your student teacher.

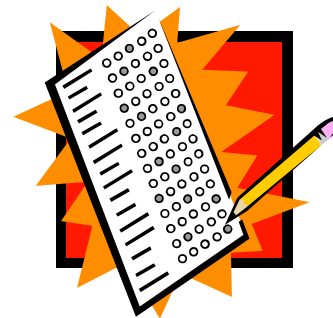
- ◆ How did you use students' previous knowledge and curriculum standards in determining the learning objective for this lesson?
- ◆ How did you determine the objective's criteria? How did you communicate this to students?
- ◆ Describe how the planned learning activities were designed to meet the needs and interests of your learners.
- ◆ Did you anticipate that particular students might have difficulties? How did you accommodate for this?
- ◆ How did you monitor for understanding during the lesson? Did you find that the lesson had to be adjusted based on their responses?
- ◆ What evidence do you have for student learning or understanding? Are there any patterns?
- ◆ What will you plan next for the students who demonstrated understanding and for those students who did not?
- ◆ What surprised you about the lesson and student performance? Why?
- ◆ If you could teach this lesson again, would you make any changes? What? Why?

**Some of the reflective prompts were taken from CSDE Title 2 Project Training Materials.

Evaluation

On-going evaluation and supportive documentation are essential during the student teaching experience. You, as the cooperating teacher, play a meaningful role in providing feedback and assessment as you have an opportunity to observe teaching first-hand every day. The experience of evaluation can be challenging, especially if a student teacher is struggling with some aspects of the teaching process. Here are some simple tips to consider in your role as evaluator:

- Evaluation and suggestions should be continuous throughout the teaching period.
- Criticism should be selective. Start with an area of growth that can most easily be improved quickly. Typically, classroom management should be addressed early in the experience since it takes time to gain expertise in this area.
- Use the conference after the lesson to praise good practice as well as to correct the particular aspects of the lesson that need changing, unless the error or omission is such that it cannot be corrected at a later time.
- Remember you are helping the student teacher learn and it is only through trial and error that some learning can take place.
- Evaluate the effectiveness of the student teacher's work through the particular focus found in Connecticut Common Core of Teaching and INTASC standards.
- Document your suggestions and observations of the student teacher. Maintain a folder with your notes and other relevant material.
- Hold an informal daily feedback meeting with the student teacher. Hold a formal evaluation meeting on a weekly basis.
- Know and validate the student teacher's plans in advance of his or her teaching.
- Observe the student teacher's work in a variety of teaching situations.
- Analyze the work of the students in the class under the direction of the student teacher.
- Try to remain objective about the performance of a student teacher. Remember that if the student teacher is not successful, it does not mean you have failed in your role as cooperating teacher.



Midterm and Final Evaluation

The university supervisor is an essential member in the evaluation process. Informal discussion can occur bi-weekly when the university supervisor observes your student teachers. The university supervisor is key at two points in particular: The mid-evaluation and the final evaluation. These are both excellent opportunities to work with the university

supervisor to develop a common evaluation report to discuss with the student teacher. When you and the university supervisor present a united front, a student teacher gains a more coherent understanding of his or her progress and performance.

In addition, you can welcome the university supervisor to sit in on conferences involving the unit plan or the goal-setting plan. In case the university supervisor is unable to attend, share the plan with him or her. Communication via e-mail is an effective means to maintain continuous communication with the university supervisor.

The Office of Field Experiences requests that the mid-semester and final evaluation report be sent to the OFE office. We anticipate that you and the university supervisor will develop the final evaluation report together.

In situations of unusual difficulty regarding the performance of the student teacher, the university supervisor and the director of the Office of Field Experiences should be notified immediately. The university supervisor will promptly arrange to visit the school to discuss the problem.

The final grade is assigned by the university supervisor. However, collaboration and conversation between the university supervisor and the cooperating teacher is critical. If agreement cannot be reached, the cooperating teacher should submit the grade he/she feels is an honest appraisal of the student's teaching ability.

Proposed Grade Profiles

The final grade in student teaching is the responsibility of the university supervisor although it is expected that the supervisor will confer with the cooperating teacher. The cooperating teacher and university supervisor are asked to evaluate the student teacher in terms of areas of strengths and areas of improvement at the midterm evaluation.

The final evaluation instrument is used in determining the final grade awarded to the student teacher.

Please use this information to guide and focus evaluation meetings. It should further clarify grade assignments and the rating key designations on the evaluation. The teacher preparation team should discuss this information at the beginning of the student teaching placement.

“A” After appropriate support and time have been given by the cooperating teacher and/or the university supervisor, the student teacher **consistently and effectively** demonstrates high quality work with minimal assistance from the cooperating teacher.

“B” After appropriate support and time has been given by the cooperating teacher and/or the university supervisor, the student teacher demonstrates quality work but requires some guidance and ongoing support from the cooperating teacher.

“C” After appropriate support and time has been given by the cooperating teacher and/or the university supervisor, the student teacher demonstrates adequate work, however, requires consistent support from both the cooperating teacher and university supervisor.

Final Evaluation:

A preponderance of 3s with some 2s and **no** area of significant weakness (1) AND ALL NON-NEGOTIABLE AREAS MET.

B mostly 2s with some 3s and with no more than one area of weakness.

C mostly 2s with some 1s.

Note: Less than “target” (see Final Evaluation) on the following items from the evaluation will automatically result in a grade of less than “A”: Expectations of Standards of Behavior (4); Monitoring of and Response to Student Behavior (5); Communication during Initiation (13); Communication during Closure (14); Knowledge of Content Areas (15); and Maintaining Confidentiality (24).

A final note: even though a student teacher may be outstanding, do not give a grade of A+. The highest grade possible is an A.



Observations

Each student teacher will be formally observed by a university supervisor at least once every 10 days. During this time, the supervisor will be writing a report about the visit and making recommendations for the next observation. If time and schedules permit, we strongly suggest that you participate in the post observation conference. This will enable you to provide the supervisor with valuable insights as well as assist the student teacher with any suggestions made by the supervisor. We are sensitive that your time is precious and you may be unable to attend all meetings. A copy of the written report will always be left for your review. Teacher observations, informal and formal, are also helpful.

“The art of teaching is the art of assisting discovery.”
~ Mark van Doren

Observation Form

CENTRAL CONNECTICUT STATE UNIVERSITY
Office of Field Experience/Teacher Education

Student Teacher:		Grade Level:	Date:	Post-Observation conference notes:
School/District:		Cooperating Teacher:	Visit:	
I. Classroom Management <ul style="list-style-type: none"> • Environment • Transitions • Materials & Resources • Expectations of standards of behavior • Monitoring Behavior • Fostering a learning community 				Recommendations:
II. Planning: <ul style="list-style-type: none"> • Lesson Development • Lesson Objective • Lesson sequence • Lesson Planning • Selection of Resources • Accommodations 				
III. Instruction: <ul style="list-style-type: none"> • Material Usage • Methods • Initiation communication • Closure Communication • Knowledge of content • Promoting thinking through questioning • Differentiating instruction 				
IV. Assessing and Adjusting: <ul style="list-style-type: none"> • Learning, instruction and data collection • Monitoring understanding • Providing feedback 				
V. Communication: <ul style="list-style-type: none"> • Oral and written language 				
VI. Professionalism: <ul style="list-style-type: none"> • Attitude toward teaching • Dependability • Attire • Collaboration and communication 				
VII. Student Diversity: <ul style="list-style-type: none"> • Developing positive self-concept • Recognizing the worth of all students • Understanding individual students 				
VIII. Self Evaluation and Reflection: <ul style="list-style-type: none"> • Continuous self-evaluation • Integration of feedback • Professional growth 				

Tentative Date Next Visit: _____ Cumulative lesson plan book checked _____ (supervisor's initials)

Note: numbers in boxes correspond to the CT Common Core of Teaching

 University Supervisor Signature

 Student Teacher Signature

Lesson Planning

The skill of planning out a lesson takes time and practice. Therefore, student teachers are expected to appropriately plan the lessons they teach. **Lesson plans must be submitted to you *two days* prior to implementation.** This time frame is used in order to provide you with enough time to review the plans, provide feedback and allow the student teacher to make changes before teaching the lesson. **Failure to do so may result in a student teacher being removed from his/her placement.** Please speak with the university supervisor if you are noticing that your student teacher is having difficulty meeting this expectation.

Lesson plans must be kept in a three ring binder. University supervisors will be reviewing the lesson plans at the time of the observation.

The lesson plan format is included. Student teachers should feel free to make a template of this plan and/or make changes that best suits their own style. The components must be included.



"Plans are nothing, planning is everything."

~ [Dwight Eisenhower](#) (1890-1969)

CENTRAL CONNECTICUT STATE UNIVERSITY

Lesson Plan Template

Student Teacher _____ **Grade Level** _____ **Date of lesson** _____

Content Standards/Relationship to Standards: National curriculum standards/ appropriate district standards. **State how lesson will relate to standards.**

Learner Background: Students’ prior knowledge or skills related to the learning objective(s)/ content of this lesson. State **rationale for teaching this lesson to these learners.** State learning unit preceding this lesson. State learning unit following this lesson.

Student Learning Objective(s): Specific and measurable learning objectives(s). Learning objectives for this lesson with specific criteria.

Assessment: The tool to collect the data to show the extent of mastery for each SLO from above. **Attach it.**

Individuals Needing Differentiated Instruction:

We expect that the ST will differentiate instruction for the four required lessons. Please identify patterns of differentiated instruction that helps to meet the needs of all your learners. Think about your overall objective as having three layers of student success. What will group 1 be expected to know, understand and be able to do? What about groups 2 and 3?

Students’ name	How will you differentiate instruction in this lesson to support student learning?	How will you differentiate student outcomes/ assessment?
group 1	Objective for all students: (inner-most circle; including students who need highest levels of support)	
group 2	Objective for most students: (middle circle; including students who generally need some support)	
group 3	Objective for a few students: (outer circle; students who generally need less support, but more extension)	

Classroom Management: Strategies and/or procedures that will establish standards of behavior to increase student engagement and appropriate behavior both during your initiation and throughout the lesson.

Instructional Model/Strategy: Teaching model/strategy and **rationale for choosing this specific model** using your GUNTER text.

Instructional Arrangement: How learners, furniture, equipment are arranged and justification for it.

Materials/Resources: Materials/resources used in each learning activity including modifications for individual students in order to facilitate learning.

Initiation: **Motivating learners**, activating relevant prior knowledge, expectations for learning and behavior, and stating relevancy to the real world.

Learning Experiences and Lesson Development *to facilitate learning*: Sequence of the experiences that utilizes the specific models of development **to facilitate learning**. (Bulleted format is acceptable.)

Closure: Demonstration of **students'** understanding of purpose for learning and mastery of SLOs.

Reflection on Practice -

Student Achievement – Evaluation of student learning **based on collected data for each SLO for each group of learners.**

2. Differentiation - **Evaluation/assessment of patterns/strategies of differentiated instruction that helped to meet the needs of all your learners.**

3. Classroom Management- Evaluation/assessment of strategies/strategy and/or procedures/established standards of behavior to increase student engagement and appropriate behavior both during your initiation and throughout the lesson.

4. Teacher Efficacy- Teacher Efficacy-Evaluation /assessment of one's own teaching as it relates to your effectiveness in delivering meaningful instruction.

- **NOTE: Check with each section of the lesson plan rubric to see if you are meeting all expectations.**

Policies

Use of Student Teachers as Substitutes or Hires

Graduate and undergraduates student teachers **may not** serve as a substitute for the cooperating teacher or another teacher while she/he is student teaching. Although the student teacher may be performing most or all of the duties of the classroom teacher, a substitute teacher must be hired by the district even when the student teacher is taking over the class during the full-time take-over period. Additionally, the student teacher cannot be hired by the district in any capacity while student teaching.

Student Teachers Left Alone in the Classroom

At some point during the student teaching experience, the cooperating teacher may leave the room for a period of time. This should take place once the cooperating teacher feels the student teacher has demonstrated strong classroom management skills and has had an opportunity to successfully execute a lesson plan. However, the cooperating teacher should be readily available. The student teacher should not be left alone for extended periods of time. The cooperating teacher is legally responsible for the classroom whether she or he is physically present or not.

Student Teacher Absences

Student teachers are expected to maintain excellent attendance at their assigned placements. **When a student teacher is absent for more than two days, he/she must make up the time at the end of the student teaching placement, extending the last day past the official end date set by the Office of Field Experiences.**

Student teachers should contact the classroom teacher as soon as possible as well as the supervisor when it is apparent an absence is necessary. If a student teacher is responsible for teaching a lesson on a day when he/she is absent, the student teacher must make the lesson plan(s) and the necessary materials available for the cooperating teacher to use to teach the lesson.

Personal days will not be excused. Absences are excused only for illness or death in the immediate family or the observance of a religious holiday.

Course Load During Student Teaching

Student teaching requires a full-time commitment. Prerequisite program courses must be satisfactorily completed prior to student teaching. During student teaching only those courses that are listed as concurrent requirements are permitted. Usually this is a one credit seminar that meets after the school day. **Students may not take additional courses.**

Fingerprinting

When accepted for student teaching, a district may require a student to be finger printed prior to the start of the student teaching semester. In such cases, the student must adhere to the district's policy and is expected to pay for cost incurred. In addition, the school district may exercise their right to withdraw the placement should the print report disclose information not aligned with district's policies.



Dealing with Difficulty

"We can't solve problems by using the same kind of thinking we used when we created them." Albert Einstein

At some point, a cooperating teacher may encounter difficulty with a student teacher. Although many situations can be quickly dealt with by speaking directly to the student teacher about the concern, there are times when the Office of Field Experiences must get involved. We have found that if the OFE becomes part of the process sooner rather than later, many problems can be addressed enabling the student teacher to complete the student teaching assignment. We encourage you to contact us at any time to discuss a situation. Together, we can assess how the circumstances can be handled.

In more serious situations, a student teacher must have the area(s) of concern explicitly outlined and a "contract" must be developed. Please contact your university supervisor immediately to discuss this option. The contract documents the circumstances and clearly states what must be done in order for the student teacher to continue in his or her placement (please see Sample Contract). We find that if a problem is addressed quickly and the expectations are explicit, a student teacher often is able to successfully deal with an area of difficulty.

However, even with support, you may find a student teacher is unable to meet the expectations of student teaching. It is important that you work with the university supervisor and the OFE to discuss the situation as it may be necessary to remove the student from his/her student teaching assignment. If this should occur, documentation of the situation, actions taken to assist the student, and how the student responded will be necessary. The OFE will then meet with the student teacher, university supervisor and a member from the Teacher Education department to discuss further action.

Student Teacher: Goal Setting ~ WEEK 4

Name _____ Supervisor _____

Below list at least four goals that you would like to accomplish during the next four weeks. After each goal, briefly jot down some notes on how you might accomplish it.

1. _____
2. _____
3. _____
4. _____

Now set some long term goals. What do you hope to accomplish by the end of the semester? As you write each one, think about the steps that you will need to take to accomplish it.

1. _____
2. _____
3. _____
4. _____

Student Teacher: Goal Setting ~ WEEK 12

Name _____ Supervisor _____ Date _____

Below list at least four goals that you would like to accomplish during the next four weeks. After each goal, briefly jot down some notes on how you might accomplish it.

1. _____
2. _____
3. _____
4. _____

Set at least 2 goals you hope to accomplish by the end of the semester. As you write each one, think about the steps that you will need to take to accomplish it.

1. _____
2. _____
3. _____
4. _____

**Central Connecticut State University
OFFICE OF FIELD EXPERIENCES**

Student Teacher Contract Planning Sheet

Focus - List the area(s) of concern:

Support - What supervision support is needed in order for the areas to be addressed?

Cooperating Teacher –

University Supervisor -

Student Teacher Responsibility - What steps must be taken by the student teacher in order to address the areas of concern and to what standard must the task be completed?

Timeline – Set due dates for specific tasks to be completed by. This should not be longer than 2 weeks.

Next Step – When will the situation be reassessed?

Consequences – If the above areas are not met, what will occur? Ex: Set a new contract, removal from the placement, etc.

Student Teacher

Supervisor

Cooperating Teacher

Date

*Copies to:
Student Teacher
University Supervisor
Cooperating Teacher*

Central Connecticut State University
OFFICE OF FIELD EXPERIENCES

Student Teacher Contract Sheet – Sample

Focus – List the area(s) of concern:

1. Planning
2. Instruction
3. Professionalism

Support – What supervision is needed in order for the areas to be addressed?

Cooperating Teacher:

- The CT will monitor and approve all lesson plans prepared by the ST.
- The CT will model appropriate instructional techniques and give feedback to the ST on strategies chosen and used in instruction.
- The CT will communicate regularly with the ST on professional matters.
- The CT will provide feedback to the US regarding areas of focus outlined in this contract.

University Supervisor:

- The US will conference regularly with the ST.
- The US will conduct additional observations.
- The US will arrange for Director of Office of Field Experience to observe a lesson taught by the ST.
- The US will elicit feedback from CT regularly.

Student Teacher Responsibility – What steps must be taken by the student teacher in order to address the areas of concern and to what standard must the task be completed?

Planning:

1. The ST will prepare complete lesson plans 2 days ahead of time. Plans must be submitted to the CT for feedback. If revision is necessary, the ST will revise and submit plans for the CT's approval before teaching. The CT must have proper time to review the written plans. All plans must be organized by the ST. Failure to complete lesson plans with 2 days advance notice will result in the ST losing the privilege of teaching that lesson.
2. All lesson plans must include accommodations to address the needs of the diverse students in the classroom.
3. Materials must be prepared prior to instruction, so that students have immediate access to instructional materials that meet their needs.
4. The student teacher will demonstrate her responsibility in planning by providing the CT with a copy of the weekly lesson arrangements, with lessons that she will teach highlighted.
5. The ST will prepare ahead of time copies of the specific plan, student materials needed, overhead transparencies, posters, and any other teaching materials that are needed. This must be done before 8:45 am of the teaching day.

Instruction:

The ST will include in her instruction, techniques to monitor, adjust and engage students as modeled by the CT. These techniques include, but are not limited to:

1. circulating around the room to monitor student focus
2. asking students to help read materials presented in class
3. modeling good oral reading
4. assisting special education students to track while oral reading is being done by classmates
5. refocusing students by asking them to identify locations while reading
6. model and give guided practice when introducing new learning techniques, i.e.: highlighting main ideas in paragraphs.
7. making materials for students requiring instruction, i.e.: having multiple choice answers instead of narrative, limiting the number of questions, etc.
8. use of the think aloud strategy

Professionalism:

1. The student teacher will take the initiative in seeking information and integrating feedback from the cooperating teacher.
2. The student teacher must be actively engaged with students in the classroom at all times. She may not use class time for independent work.
3. The student teacher must adhere to the schedule set by the cooperating teacher, i.e.: arrival at school, being on time for meetings, etc.
4. The student teacher must take the initiative in maintaining honest, open communication between members of the teacher preparation team.

Timeline – Set due dates for specific tasks to be completed by. This should not be longer than 2 weeks.

- Progress will be noted for all specific items in the contract by March 15, 2007.

Next Step – When will the situation be reassessed?

- Assessment will be ongoing throughout the terms of the contract.
- Observations will be conducted by US.
- An observation will be conducted by the Director of OFE at a mutually convenient time.
- A meeting will be held no later than Thursday, March 15, 2007 to determine if terms of the contract have been met by the student teacher.

Consequences – If the above areas are not met, what will occur? Ex: Set a new contract, removal from the placement, etc.

- If the terms of this contract have not been met by the student teacher, the placement may be terminated.
- The cooperating teacher may exercise her right to end the placement at any time.

Student Teacher

Supervisor

Cooperating Teacher

Date

Copies to:
Student Teacher
University Supervisor
Cooperating Teacher
Office of Field Experience

Office of Field Experiences

Cooperating Teacher Feedback Form

Cooperating Teacher		Student Teacher	
Supervisor		Date	

Student Teacher's Progress ~ Please check the appropriate box.

Indicators	Appropriate Progress	Some Progress	No Progress	Not Applicable
Classroom Management				
Planning				
Instruction				
Assessing and Adjusting				
Communication				
Professionalism				
Student Diversity				
Self-Evaluation and Reflection				

Teacher Comments

Upcoming week's responsibilities for student teacher (please feel free to bullet items)

Additional comments

Immediate Contact from the Supervisor Needed

Office of Field Experiences
Calendar Fall 2008/Spring 2009

Student Teaching Calendar
 (subject to change)

Fall 2008/Spring 2009

Secondary/All-level/Elementary/Special Education Orientation

August 29

8:30 a.m. to 12 noon

Additional Elementary Orientation

September 5

1:00 p.m. to 4:00 p.m.

Art Ed	First 8 weeks	September 2—October 24
	Second 8 weeks	October 27—December 19
English		September 2—December 19
History/Social Studies		September 2—December 19
Mathematics		September 2—December 19
Modern Language		September 2—December 19
Music Ed	First 8 weeks	September 2—October 24
	Second 8 weeks	October 27—December 19
Physical Ed	First 8 weeks	September 2—October 24
	Second 8 weeks	October 27—December 19
Science		September 2—December 19
Technology Ed	First 8 weeks	September 2—October 24
	Second 8 weeks	October 27—December 19
Elementary Education		September 2—December 19

Spring 2009

Secondary/All-level/Elementary/Special Education Orientation

January 23

8:30 a.m. to 12 noon

Additional Elementary Orientation

January 30

1:00 p.m. to 4:00 p.m.

Art Ed	First 8 weeks	January 26—March 27
	Second 8 weeks	March 30—May 22
Business Education		January 26—April 17
English		January 26—May 22
History/Social Studies		January 26—May 22
Mathematics		January 26—May 22
Modern Languages		January 26—May 22
Music Ed	First 8 weeks	January 26—March 27
	Second 8 weeks	March 30—May 22
Physical Ed	First 8 weeks	January 26—March 27
	Second 8 weeks	March 30—May 22
Science		January 26—May 22
TESOL	First 8 weeks	January 26—March 27
	Second 8 weeks	March 30—May 22
Technology Ed	First 8 weeks	January 26—March 27
	Second 8 weeks	March 30—May 22
Elementary Education		January 26—May 22

II. With regard to the *university supervisor's* work with you and the teacher candidate:

a. Please identify and briefly describe in the space provided any areas of strength the supervisor brought to the experience.

b. If you have any recommendations that might guide the supervisor's work with teacher candidates or cooperating teachers, please share them in the space below.

Please circle the word by each statement that best describes how well your needs were met by the University Supervisor.

- | | | | | |
|----|---|----------|-----|-------|
| 1) | Established rapport with me: | Exceeded | Met | Below |
| 2) | Established rapport with the teacher candidate: | Exceeded | Met | Below |
| 3) | Provided support to the teacher candidate: | Exceeded | Met | Below |
| 4) | Was available to me for consultation: | Exceeded | Met | Below |
| 5) | Worked well with me and the teacher candidate: | Exceeded | Met | Below |
| 6) | Understood my classroom structure and teaching: | Exceeded | Met | Below |

Please return this form to: Director, Office of Field Experiences, School of Education and Professional Studies, CCSU-Barnard Hall, 1615 Stanley Street, New Britain, CT 06050

Thank you for answering these questions and for opening your classroom to our students.

Please return no later than 2 weeks after the placement begins

**Stipend Form
Office of Field Experiences**

The School of Education and Professional Studies, Office of Field Experiences provides a stipend to cooperating teachers as a token of our appreciation for your participation. For the 2008-2009 academic year, the stipend is **\$250 for a full-semester placement**. The stipend is **\$150 for an eight-week placement**.

Please provide the information requested below and return in the business reply envelope included. **This form must be returned to our office within the first two weeks of the placement**. All stipends are processed for payment at the middle and end of the student teaching semester; processing takes approximately 2 weeks.

Cooperating Teacher's Name: _____
First last Maiden (if applicable)

Home Address: Street: _____

City: _____ State: _____ Zip: _____

Email (for semester correspondence): _____

Social Security #: _____

(Please note that without your social security number, we will not be able to apply for your stipend).

Student Teacher's Name: _____

School to which assigned: _____ Town: _____

Subject area: _____

If you are sharing a student teacher with another Cooperating Teacher, please indicate the percentage of the placement that the student teacher is assigned to your supervision. The portion of the stipend paid to you will be based on this percentage. The combined percentages reported should not exceed 100%.

Percentage of placement that student teacher is under supervision: _____

Name of other Cooperating Teacher _____

Home Address: Street: _____

City: _____ State: _____ Zip: _____

Social Security #: _____

Thank you for your prompt attention to the completion and submission of this form.

Sincerely,

Holly Hollander, Director, Office of Field Experiences, School of Education and Professional Studies

Glossary of Terms

(These terms are commonly used in education in general, and specifically in CCSU's curriculum.)

Accommodation: the way in which the teacher selects (before the unit) materials/activities appropriate for students in the class, based on his/her understanding of the students' learning needs (e.g., preparing different level reading materials; choosing ethnic foods for testing of protein content).

Activities: Developmentally appropriate tasks and experiences designed to support stated learning objectives.

Adjustment: teacher's response to students' daily misconceptions/learning needs (during the unit).

Application of knowledge: what students are asked to do with the content knowledge they learn.

Assessment: States specific strategies used to collect data (evidence) for students to demonstrate mastery of each learning objective. Assessment materials (worksheet, performance, essays, projects) may be attached to the lesson plan.

Summative is usually a benchmark for what students should be able to demonstrate at designated times within a learning unit. There is some formality associated with it, even if the instrument is flexible and personal (e.g., journal entries). *Formative* assessment demonstrates the progress students make during the learning unit.

Assessment Strategies: Means by which teachers gather evidence of student learning.

Benchmarks: Models of performance that will illustrate, by way of example, standards of teaching at different quality levels.

Classroom management: the way in which the teacher creates a learning environment in which all students' are respected, engaged, and take responsibility for their learning (e.g., quality of classroom discourse, sources of information).

Closure: Describes interactions with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of specific student learning objectives (SLOs). This may include: 1) asking questions that elicit clear understanding of key learning concepts/ideas/content; 2) asking learners to "apply analyze, synthesize or evaluate" the ideas that show mastery/extensional thinking; 3) clearly eliciting from learners the purposes (or "so what?") for learning this lesson and its relevance to the real world.

Commentary: Written comments, reflections, and analyses of your teaching that provide the connections between the artifacts of your teaching and your thinking, planning, and analysis. Commentaries should emphasize the reasons for the selections and decisions you make as a teacher.

Construction of Meaning: using background experience and prior knowledge to develop an initial understanding, interpretation and critical stance. The student will demonstrate the ability to construct meaning with a variety of types of text.

- *Initial understanding* implies the ability to describe the text;
- *Interpretation* implies the ability to probe and respond to the text;
- *Critical stance* implies the ability to elaborate on the text and make evaluations about the theme.

Criteria for success: a specific statement about how you and your students will be able to assess/evaluate their performance in relation to the learning goal and/or objective. Criteria answers the question, "What should teachers and students look for when examining performances to know if they are successful?"

Developing a concept or procedure: Refers to the various ways in which the teacher helps students to progress in their cumulative understanding of a particular idea and to make connections among ideas they have studied.

Developmentally appropriate: Activities that meet the cognitive, emotional, linguistic and physical levels of the students in the class.

Differentiation: addressing different learning modalities, appealing to differing interests, using varied rates of instruction, and/or delivering content with varying degrees of complexity, based upon what students know and need.

Discourse: the many ways students and teachers communicate to represent ideas and concepts. Discourse can be oral dialogue (conversation), written dialogue (reactions, feedback) or visual dialogue (charts, graphs, paintings).

Discourse in Literacy and Numeracy: should provide opportunities for students to critically evaluate, extend and to deepen an understanding of what they already know.

Effective teaching practices:

The teaching process used to support the learning goal(s) and objective(s). Examples include modeling, questioning, oral and written practice, pair and group work, student-to-student oral practice, visual, kinesthetic, auditory modes of learning, peer coaching, and the use of props, videos, and tapes.

Essential Questions: questions that can motivate, focus and guide student learning and development of science literacy. Essential questions require the integration of knowledge, are interesting and relevant to students' lives and are accessible for student exploration.

Evaluation criteria: the performance elements that the teacher considers important (e.g., content understanding, presentation, creativity, or anything that students will earn points for).

Expectations: Statements that describe for students the specific characteristics that will identify quality work.

Facilitate: help to support and maintain a learning environment that encourages students' participation.

Feedback: Verbal or written response(s) by the teacher to the student providing constructive information about the quality of his/her performance.

Goal: a statement about the conceptual outcome of a learning sequence. A goal answers the question, "Why are you teaching this?"

Individuals needing Differentiated Instruction: 1) describes how the lesson will be modified/adapted to meet the needs of one to three identified learners; 2) explains clearly the learners' needs and how the lesson facilitates learners' independence; 3) notes performance of individual learners. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

Initiation: 1) activates relevant prior knowledge; 2) sets purpose and expectations for learning and behavior (What? How? Why?); 3) motivates learners; 4) states real world connections.

Inquiry: is a process of investigation. It requires students to engage in independent thinking and learning about open-ended questions that have no single or "correct" answers. The process of inquiry includes, but is not limited to, three steps when implemented in the classroom. These three steps provide opportunities for students to:

- Frame or demonstrate an understanding of essential question(s) about a(n) historical or current issue(s);
- Investigate resources relating to the issue(s); and
- Draw conclusions based on their analysis of sources and respond to the essential question(s).

INTASC: The Interstate New Teacher Assessment and Support Consortium, an alliance of states working collaboratively to improve teaching.

Instructional Arrangements: States/explains instructional arrangement of the learners during each phase of the lesson and gives justification for using it.

Instructional Group: the way in which you group students to meet their learning needs. Some examples include whole class, flexible group, ad hoc group or individual.

Instructional resources: the materials and equipment the teacher uses to help students understand science content and processes (e.g., an overhead transparency that summarizes the connections among different components of photosynthesis; an Internet database as a basis for calculating the speed of sound as a function of air temperature).

Instructional Strategies: the different ways in which the teacher organizes the classroom in order to effectively engage the students in learning (e.g., whole class lecture, small group discussion, individual Internet search).

Language Arts: reading, writing, listening, speaking, viewing/visualizing and acting.

Learner Background: 1) states key learner characteristics including prior knowledge that is assumed; 2) gives rationale for teaching the lesson content to these learners in relation to prior knowledge.

Learning environment: the atmosphere in the classroom and how students react toward the teacher and each other (e.g., Are the students passive or active? Who asks the questions? Who is the main source of answers, etc).

Lesson Development: 1) describes all activities (in order and with sufficient detail) students are engaged in; 2) tells how lesson is guided or modeled; 3) lists or identifies key aspects of the model or strategy being utilized.

Literacy: the knowledge, skills, and dispositions that enable students to construct meaning and make sense of the world through reading, writing, speaking, listening, viewing and acting.

Materials/Resources: 1) lists materials used in each learning activity, including any technological resources; 2) discusses modifications for individual students to facilitate learning.

Modification: A change in instruction, content or performance criteria based on individual needs and abilities of a student or class.

Monitoring: the various ways a teacher uses to learn about the learning process and progress of his or her students (e.g., questions and answers, observations, daily journals, etc.).

Non-whole Group Instruction: Any instruction in which students are engaged in learning that is other than whole group (i.e., the teacher working with the class as one group). This could be collaborative groups, students working in pairs, one-on-one instruction, or other instruction in which the entire class is divided in some way.

Numeracy: the knowledge, skills, and dispositions that enable students to represent physical events, work with data, reason, communicate mathematically and make connections within math and to other content areas, as well as to the world around them in order to solve problems.

Objective: a specific, measurable student outcome, attainable within a time frame and specific lesson(s). An objective answers the question, “*What do you want students to know or be able to do?*”

Performance-based Assessment: An assessment that includes what a student or teacher is able to do (performance) rather than simply an explanation of what they know.

Performance expectations: statements that describe the specific qualities that will identify quality work (e.g., complete sentences, no more than 3 calculation errors).

Portfolio: A collection of samples of your teaching, along with your rationale for these choices, selected to illustrate how well you meet the standards of your discipline.

Presentation modes: The different ways the teacher presents information in the teaching/learning process, i.e., visual, aural and kinesthetic.

Professional Growth: Experimenting with new approaches and strategies in the classroom, reflecting on learning and teaching with colleagues, participating in workshops, courses and other educational opportunities, reading and discussing ideas presented in professional publications, and other activities that help teachers develop as professionals and improve their teaching.

Reflection: Thinking and writing about the connections between student learning and instruction.

Reflection on Practice: For student achievement, specifically analyzes student learning for each student learning objective and carefully notes needs or opportunities for reteaching or enrichment for specific learners. For teacher efficacy, examines/explains impact of personal teaching practice by responding to 1)

what worked well and why?; 2) what did not work well and why?; 3) what actions will be taken immediately and long range? and 4) identifies a reasonable alternative approach to achieve objectives.

Relationship to Standards: 1) States unit goal and identifies primary, local, state or national Common Core of Learning Standards, curriculum frameworks and/or appropriate specific professional or district standards; 2) states how the lesson will relate to these standards.

Samples of Teaching: The products of your classroom that help to illustrate your teaching. Student tasks, projects, products, lesson plans, class notes, copies of overheads, copies of handouts, lists of manipulatives, etc. that support the learning in your classroom.

Scoring Rubric: a set of elaborated statements describing different levels of student performances used to evaluate and score students' learning progress.

Specific Student Learning Objectives (SLOs): 1) measurable learning objectives; 2) what learners will learn, i.e., content, skills, dispositions; 3) how they will observably demonstrate what they learn using measurable verbs.

Strategies: The means by which a teacher moves the students towards the objectives. In other words, what you do when you teach. Some examples of strategies include modeling, selecting activities, class discussion, using manipulatives, using technology, etc.

Student Performance: any written, verbal or non-verbal outcome produced by the student during the instructional sequence.

Student Work: written work produced by a student in response to a task that is directly related to the goal(s) and objective(s) of the lesson. Some examples include assessments, journal writing, pictures, diagrams, drawings, models or homework assignments.

Tasks: a specific description of what students will do to help them reach the learning objective. A task answers the question, "How will students accomplish this?"

Teaching Strategies: The teaching processes you use to support goal(s), objective(s), and task(s). They make up the planned sequence of activities teachers use to instruct students. In a lesson plan, the strategy explains why this model/strategy is chosen for these learners, and explains how the model/strategy lends itself to learning the content, skills and/or dispositions.

Text Conventions: the customary use of grammar, mechanics and spelling in written and spoken standard English.

Theme: a generalization or message about a universal concept (e.g., "Love conquers all").

Topic: identification of an idea (e.g., love, friendship, war).

NOTES:

Contact Information

Student Teacher

Name _____

Phone _____

E-mail _____

University Supervisor

Name _____

Phone _____

E-mail _____

Office of Field Experiences

Name – Holly Hollander, Director

Phone – 860-832-2144

E-mail – Hollanderh@ccsu.edu

OR

Name – Sue Ford

Phone – 860-832-2067

E-mail – Fords@ccsu.edu



