

Student Teaching Handbook



Angelo State University
College of Education

The Student Teacher Handbook is developed from currently identified professional educator preparation activities and responsibilities as well as laws, rules, regulations, requirements and policies of various state agencies and organizations. Changes are made in the governing strategies, guidelines, and mandates of these groups periodically. Information applicable to Angelo State University regarding these changes will be included in future handbook revisions.

FOREWARD

The student teaching assignment is the most important field-based experience for the potential professional educator. The purpose of the teacher education program at Angelo State University is to develop well-rounded beginning teachers who are prepared in their subject fields and have had pertinent and practical experience in all phases of teacher education. Several field-based courses provide pre-student teaching experiences leading to full time student teaching experience.

During the full time student teaching semester, experiences will be developed, implemented, and evaluated by the student teaching “team” comprised of the university supervisor, the public school cooperating teacher and the student teacher. The “team” will work cooperatively in order to develop a positive and effective student teaching experience. Some academic departments for secondary teacher certification will also request specific assessments of student teacher skills from the public school teacher.

As a student teacher, you will experience apprehension, excitement, and a variety of other emotions as you enter this semester. These are all to be expected; however, we believe that you have the preparation and the potential to be successful. It will be challenging as you gradually assume the responsibilities of a professional. When you engage this challenge, you will be accepting an obligation to the public school students and their classroom teachers.

TABLE OF CONTENTS

General Policies and Procedures	1
Student Teaching Team	1
Student Teaching Support Team	2
Cooperating Teacher	2
University Supervisor	3
Evaluation Program	3
Portfolios	3
Conferences	3
Grading	4
GPA Note	4
Final Student Teaching Records	4
Daily Work Schedule	4
Professional Development (Block) Class Schedule	5
Attendance	5
Approved Absence Make Up Activities	5
Late Arrival	6
Substitute Teaching	6
Teaching	6
In-Service Meetings	6
TExES/ExCET Certification Tests	6
Dress	6
Miscellaneous Notes	7
Student Performance Activities and Responsibilities	8
Program Guidelines for Student Teachers	8
Developmental Portfolio	8
Lesson Plans	8
Weekly Teaching Schedules	8
Master Schedule and Cooperating Teacher's Schedule	8
Weekly Assessment Evaluations	8
Departmental Assessment	8
Grade Appeals	9
Student Teaching Behaviors and Attitudes	9
School	9
Employees	9
Students	9
Cooperating Teacher and University Supervisor	9
Additional Guidelines	10
Mentor Teacher Responsibilities	11-15
University Supervisor Responsibilities	16-18
Applying for Certification Instructions	19
Master Schedule	20
Weekly Teaching Schedule	21
Student Teacher Absence Report	22
Make Up Verification Form	23
Emergency Substitution Report	24
Effects on Student Learning Checklist	25
Videotape Letter to Parents/Guardians	27
Observational Note Taking	28

GENERAL POLICIES AND PROCEDURES

Policies and procedures that regulate student teachers, both written and implied, will be found in locations throughout this handbook, the university bulletin, and other publications. Each student is assigned to a university supervisor who will work directly with the student teacher during the full time student teaching experience.

STUDENT TEACHING TEAM – There are several people who will help guide you during your student teaching experience. Since your performance will be evaluated by your university supervisor and your cooperating classroom teacher, your responsibility is to fulfill the requirements set forth by both of them. You will be evaluated in many areas such as = planning, teaching, assessment, attitude, enthusiasm, classroom management, relationships with others, and willingness to participate in activities outside the classroom. Performance expectations for all areas are detailed in rubric format in your online portfolio using TaskStream.

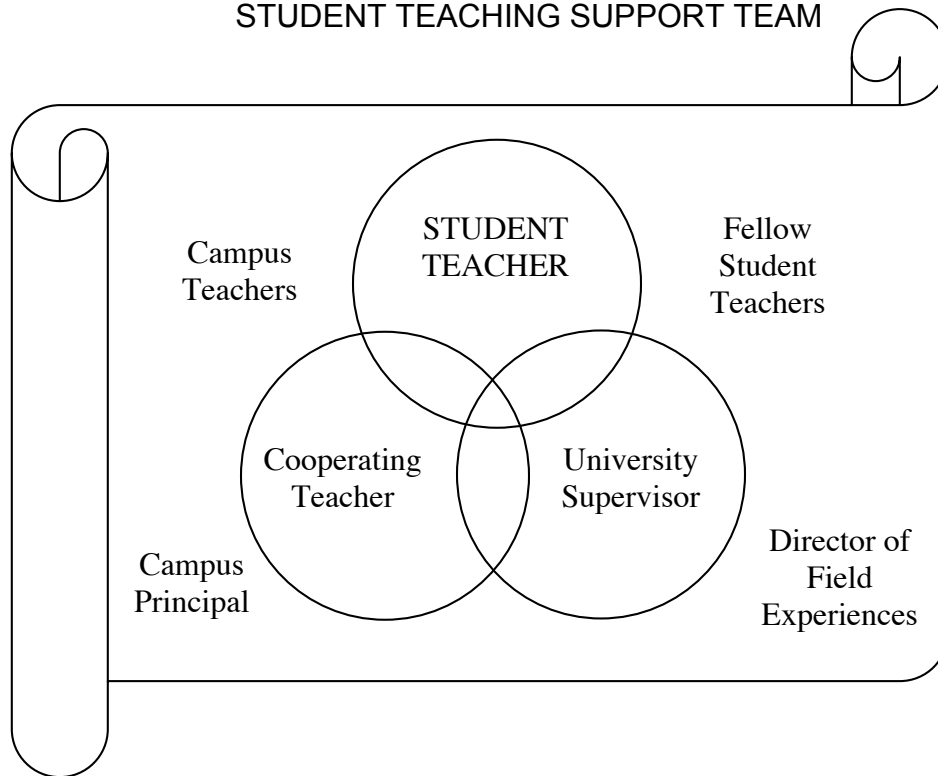
Other important members of your support team include your campus principal, campus teachers, fellow student teachers, and the ASU Director of Field Experiences. You will be asked to observe and/or interview staff and faculty members on your campus. Your student teaching experience should include learning about school operations that occur outside of your classroom because those activities directly affect your students. Student teaching is your chance to see how all the pieces of the public school life fit together.

The campus principal will treat you as if you are an employee. If you should have a problem with a student or parent that cannot be resolved by your classroom teacher, the principal will step in and help with the situation. The principal is there to support you in your effort to become a teacher.

The Director of Field Experiences will be available to handle any situations that cannot be resolved by the university supervisor. It is very important that you follow the proper chain of command in order to report problems. Always give your university supervisor a chance to work with you to solve a problem before coming to the Director of Field Experiences; however, if you think you need to speak with the Director in confidence, please do not hesitate to do so.

Although it is crucial that you establish good working relationships with your other support team members, the most important relationships are with your immediate team members: your university supervisor, the cooperating teacher and yourself.

STUDENT TEACHING SUPPORT TEAM



COOPERATING TEACHER – Cooperating teachers are assigned by the campus principals and are responsible for easing you into your teaching responsibilities. Your cooperating teacher will give constructive criticism and suggestions for improvement. You should accept the criticism graciously and try out the teacher's suggestions. The cooperating teacher is a key person in assisting the student teacher to make the transition from student teaching to the first teaching position. Student teaching is basically the avenue through which the student teacher advances from theory to practice.

The only way to establish a successful relationship with your cooperating teacher is through effective communication. If you do not understand what your teacher is asking you to do, ask for clarification. If you still do not understand, ask again. Keep the lines of communication open and flowing freely or you may both become frustrated and unhappy resulting in a negative student teaching experience. If you have discussed your concerns with your cooperating teacher and the relationship does not improve, tell your university supervisor about the problems you are having.

UNIVERSITY SUPERVISOR – The role of the university supervisor is to serve as a facilitator for the implementation of the student teaching program. Acting as the liaison between Angelo State University and the public schools, university supervisors maintain proper communication with the Director of Field Experiences, campus principals, cooperating teachers, and student teachers.

Your university supervisor will visit you at least six times during the semester. The supervisor may observe you teaching a lesson, check your portfolio, attend a benchmark meeting, or visit with you and/or your classroom teacher to see how you are doing.

It is your responsibility to keep your university supervisor advised of any situation, both good and bad, that happens during student teaching. For instance, if you have a problem with a student or parent, inform your university supervisor even if the classroom teacher or campus principal resolves the problem. The supervisor needs to be aware of any incidents that could affect your successful completion of student teaching. If you are late or absent, you must contact the classroom teacher as well as the university supervisor. Above all, always communicate your successes, needs, or fears to your university supervisor. We want you to have a wonderful, positive student teaching experience!

EVALUATION PROGRAM – The evaluation of student teachers is based on the Texas Beginning Educator Support System (TxBess). The TxBess Program Standards are fourteen standards broken into four Clusters. Texas teachers are evaluated on the same professional elements presented in a different format. The program used by the State is the Professional Development and Appraisal System (PDAS). You may download and view the Teacher Self-Report Form and Summative Annual Appraisal Form from the Texas Education Agency website at <http://www.tea.state.tx.us/eddev/PDAS/>. Preparation and planning using the professional new teacher standards during student teaching will help you throughout your teaching career. You will know exactly what will be expected from you as a teacher wherever you go.

PORTFOLIOS – Student teachers will create an online portfolio during the semester – the Developmental Portfolio. The Developmental Portfolio will be started right away. It is an ever-growing reflective and selective collection that includes lesson plans, a reflective journal, and artifacts that may be used to prove performance levels in each of the fourteen TxBess Standards. Student teachers must have their Developmental Portfolios available for cooperating teachers and university supervisors at all times.

CONFERENCES – You will have four Effects on Student Learning Conferences during the semester to assess your performance up to that point. Each of these conferences has clearly defined outcomes related to the TxBess Standards. You, your cooperating teacher, and your university supervisor will participate in these meetings.

GRADING – Although you will be assessed using four performance levels – Developing, Beginning Competent, Advanced Competent, and Proficient– your final student teaching grade will be either Pass or Fail.

If you receive a score of “Developing” in any area during your benchmark conferences, you will be given an opportunity to correct the areas of weakness or withdraw from student teaching with a “W” by the last day to drop a course or withdraw from the university as specified in the university bulletin (catalog). A “Developing” given in any one of the TxBess standards during the final evaluation meeting will result in a failing grade. The final evaluation will be determined based on collaboration between your cooperating teacher and university supervisor. Your university supervisor is your ASU faculty member for the semester and is responsible for determining and reporting the final grade to the university.

GPA NOTE - Because grading is on a Pass/Fail basis, your student teaching grade will not affect your grade point average (GPA) at all; however, you will receive regular grades in the professional development ‘block’ class and that grade will affect your GPA.

FINAL STUDENT TEACHING RECORDS – Original copies of your final assessment, as well as supportive documentation from your cooperating teacher and university supervisor will be kept in your permanent file in the College of Education office at ASU. Your university supervisor will give you copies of this documentation for you to use when you apply for teaching jobs. The ASU Career Development Office does not provide student teaching records or placement files to inquiring districts.

DAILY WORK SCHEDULE – Student teachers are required to follow the same work schedule as their assigned classroom teacher. This includes, but is not limited to, faculty meetings, late duty, early duty, and tutoring. Student teachers do not have to participate in extended-day teaching programs. Extended-day instruction occurs after a teacher’s regular workday and compensation is paid to that teacher for the additional hours. Most teachers are required to do regular after-school tutoring and you will be expected to participate in this type of tutoring. If your cooperating teacher teaches after school, be sure to clarify whether the instruction is regular tutoring or extended-day instruction. You may participate in extended-day instruction if you choose, but you are not required to do so, and you will not receive pay.

You should arrive at least 30 minutes in advance of the scheduled student arrival time depending on your level of preparation in the classroom the day before. Always allow yourself enough time to finish classroom preparations so that you are able to greet students as they arrive. If you need to go in earlier, get approval from your cooperating teacher and find out the procedures for earlier arrival.

Although we want you to follow the same daily schedule as your cooperating teacher, this is not always possible. Some teachers tend to stay very late to complete their work and then arrive at the last minute while others come in very early then leave as soon as permitted. You will arrive at school at least 30 minutes before the students arrive every day. You may stay as late as permitted by your cooperating teacher and campus principal but do not leave before the approved departure time.

PROFESSIONAL DEVELOPMENT (BLOCK) CLASS SCHEDULE – You will need to leave early one afternoon per month to return to ASU for your professional development class. Please check Blackboard to find the dates you need to come to ASU. If you are student teaching in San Angelo or in nearby communities such as Wall or Grape Creek, leave your campus no earlier than the time it will take you to arrive safely at ASU, about 30 minutes. If you are student teaching outside San Angelo, allow yourself only enough driving time to safely arrive by the beginning of class.

ATTENDANCE – The student teacher must follow the public school calendar during the student teaching assignment and is expected to be in school every working day. In the case of any situation in which the student teacher must be absent from school, the cooperating teacher AND the university supervisor MUST be notified prior to the absence or, in the case of an illness or emergency, as soon as you know you will not be on campus. Be sure to leave a set of your lesson plans in the classroom at all times in case you have to be absent. All absences will be documented and must be made up according to a written plan that is jointly developed by the student teacher, the university supervisor, and the cooperating teacher. Excessive absences could result in removal from the program, or a “Developing” rating in the area of professional responsibilities. If a student does not make up absences, an “Incomplete” may be given for the grade and the time will have to be made up after grades are posted for the semester. If you are scheduled to graduate at the end of your student teaching semester, an Incomplete will prevent you from graduating until the following semester, for more information on incomplete grades, please refer to the current ASU bulletin. As a student teacher, your students and cooperating teacher rely on you to be in the classroom every day.

APPROVED ABSENCE MAKE UP ACTIVITIES:

1-3 absences: Absences should be made up with teaching activities whenever possible.

- a) Additional days after student teaching –With approval from the cooperating teacher, campus principal, and university supervisor, a student may return to their assigned campus during that time to make up absences. If you are a graduating senior, only two days can be made up during this week because final grades must be turned in by Wednesday of that week.
- b) Planned and pre-approved activities – Additional activities planned by the student teacher and pre-approved by the cooperating teacher and university supervisor may be used to make up an absence.

4-5 absences: These absences can only be made up with additional days after student teaching (see (a) above). In addition, students will be required to write a supplemental research paper (3 full pages 12 pt font) for each absence over four.

More than 5 absences: Individual cases will be reviewed by the Admission, Retention, Dismissal Committee and the student will more than likely be asked to withdraw from the program or receive an “Incomplete.”

LATE ARRIVAL – Normally, there should be no reason for the student teacher to be late for school or other responsibilities. If the situation is unavoidable, the cooperating teacher AND university supervisor must be notified. Excessive late arrivals may result in a “Developing” rating in the area of professional responsibilities. As a teacher, it is crucial that you arrive early enough to prepare your classroom for the day and greet your students as they arrive. If you are not in your classroom when students are scheduled to arrive, you may be held responsible for any incidents that occur.

SUBSTITUTE TEACHING - Angelo State University student teachers cannot be used as substitute teachers. However, in an emergency situation, the student teacher may assume the duties of the teacher for a brief period of time in the classroom provided an adjacent certified classroom teacher supervises and that the university supervisor is contacted. An emergency substitute teaching form must be completed and signed by the campus principal. Principals must make every effort to find a district substitute before using a student teacher in this capacity.

TEACHING – There will be times when your cooperating teacher leaves the classroom so that you can work on your instructional and classroom management skills; however, the teacher should be easy to locate in case of an emergency. Your cooperating teacher should not be participating in any activities outside the classroom that would make it difficult for him or her to respond to an emergency in a timely manner (i.e. off-campus). If you think you are being used as a substitute without consultation, contact your university supervisor immediately.

TEXES/ExCET CERTIFICATION TESTS – All students must take and pass at least two TEXES/ExCET tests before they can be recommended for state teacher certification. Depending on the certificate you are seeking, you will be required to pass a test in the content area, (i.e. ECH-4 Generalist, 4-8 Reading/Language Arts, 8-12 Math) as well as a test on professional development (Pedagogy and Professional Responsibilities (PPR)). Some certificates may require additional testing, i.e. Special Education, Foreign Languages.

Students may take their required content area TEXES test when they have completed all of their major coursework and received approval from the appropriate department. The content area test may be taken prior to student teaching. During the professional development block class, which is taken concurrently with student teaching, students will prepare for the PPR test. Block instructors will advise students when they have met all qualifications and are approved to register for the test.

DRESS – Student teachers are expected to dress professionally and conform to the expected dress code of the teachers. Good grooming and personal cleanliness are particularly important to all teachers. Remember to dress appropriately for the teaching activities you will be performing. For example, do not wear a waist length shirt if you will be writing on the board. It is recommended that you dress up even more professionally for job fairs, interviews, etc.

MISCELLANEOUS NOTES –

- Personal visitors are not allowed on campus.
- Do not leave campus during the day unless absolutely necessary and approved.
- Eat lunch with other teachers. Do not isolate yourself!

STUDENT PERFORMANCE ACTIVITIES AND RESPONSIBILITIES

PROGRAM GUIDELINES FOR STUDENT TEACHERS

These are general guidelines required for all student teachers. Failure to comply in a timely manner with these general guidelines will affect the student teacher's final evaluation. Student teachers will follow these general guidelines during the student teaching term. All written assignments must be completed on time as instructed by your university supervisor.

DEVELOPMENTAL PORTFOLIO – Students must keep their developmental portfolios up-to-date, including lesson plans, journals, and other required documentation. It is available for cooperating teachers and university supervisors at all times.

LESSON PLANS – Detailed written lesson plan preparation is essential for you. Plans for the lessons you are responsible for teaching the following week must be turned in, approved, and initialed by your cooperating teacher the week prior to teaching the lesson. Make copies of the approved lesson plans to leave in the classroom in case of your absence. Keep the initialed lesson plans in your portfolio. If there is an emergency and you have to teach the class but have made no lesson plans, use the cooperating teacher's plans.

WEEKLY TEACHING SCHEDULES – Student teachers are required to provide their university supervisor with a copy of the weekly schedule for planned teaching activities using the form provided. University supervisors will use this schedule to plan their visits. Include such things as art, reading specialist, library, computer lab, recess, etc. If any changes occur in your weekly schedule, you must notify your supervisor. Your supervisor works with several other student teachers and it is frustrating to plan visits based on the schedule turned in only to arrive to find that the class is in the computer lab rather than actively involved in a math lesson.

MASTER SCHEDULE AND COOPERATING TEACHER'S SCHEDULE – Each student teacher is to provide the university supervisor with a Master Schedule (Course/Activity) and Cooperating Teacher's Schedule using the form provided. Include lunch periods, planning times, conference periods, class meeting times, etc.

WEEKLY ASSESSMENT EVALUATIONS – Weekly assessment evaluations may be used by the cooperating teacher and university supervisors at any time during the assignment to convey the current performance and progress of the student teacher. The purpose of these assessments is largely diagnostic and formative and should be reflected in a benchmark conference. They should assist all concerned in identifying the progress that has been made and identifying those areas that need attention and improvement.

DEPARTMENTAL ASSESSMENTS – Assessments by ASU departments of a student teacher's performance according to identified content standards may be used in selected secondary teaching fields. These assessments are completed by the cooperating teacher at the end of the semester and are generally summative in nature.

GRADE APPEALS – The assignment of a grade in a course is the responsibility of the university supervisor and is based on professional judgment. Students having a grievance concerning their grade in student teaching should follow the university Grade Grievance Procedures.

STUDENT TEACHING BEHAVIORS AND ATTITUDES

Unquestionably, student teaching is a learning experience. The student teacher is to develop professional behaviors that are considered desirable and effective for helping pupils learn, to fulfill procedural responsibilities, and to demonstrate interpersonal behaviors that facilitate cooperative and productive relationships with others.

SCHOOL – It is up to each student teacher to adjust to the school where they are student teaching rather than to expect the school to adjust to the student teacher. Be sensitive to the standards of the school and community; conduct yourself accordingly. Be loyal to and support the programs of the campus and school district. Make an attempt to introduce yourself to other faculty and administrators on your campus. Find out the policies of the school. Obey school regulations. If the administrator or faculty member should confide in you, the comments are confidential. Keep all information about students confidential and report only to authorized personnel. In short, be a good listener and control any impulse to engage in gossip. Be sensitive and tactful in your contributions to conversations.

EMPLOYEES – Cooperate with the administration, faculty and staff. This will broaden your experience and give you an opportunity to make contributions of some significance that will be appreciated by the school. Join in, but be cautious when making comments and conversation.

STUDENTS – Show genuine interest in the students. Learn to know your students as individuals. Learn their names, and their backgrounds-as quickly as possible. Learn the regulations for teachers and students in the cooperating school. Make certain that students fully understand what is expected of them. Be cheerful and friendly in your dealings with individuals and groups. Be consistent, fair and impartial. Do not concern yourself with trying to make the students like you. The atmosphere you create can foster a productive or unproductive learning environment, make management and discipline smooth or difficult, and set you up as an effective or ineffective teacher.

COOPERATING TEACHER AND UNIVERSITY SUPERVISOR- Develop a good relationship with your cooperating teacher and university supervisor. Do not hesitate or be afraid to ask for advice. Know definitely what is expected. Consider your cooperating teacher as one who will assist you in becoming a competent teacher. Your university supervisor is available to help you and should be utilized to the fullest extent. Feel free to contact your university supervisor. Be receptive to suggestions, criticism, and praise from your cooperating teacher and university supervisor. Do not limit your participation to classroom activities. Try to participate in all activities and duties expected of classroom teachers.

The following are additional guidelines to assist you with your student teaching responsibilities:

1. Become familiar with school policies and practices and work in a manner consistent with them;
2. Read the Codes of Conduct (for faculty and students) for your assigned district.
3. Become acquainted with the instructional materials available at the school as well as district curriculum guides;
4. Learn the procedures used by the cooperating teacher:
 - a. Attendance/Tardies
 - b. Lunch count
 - c. Makeup assignments
 - d. Hall passes
 - e. Emergency – Fire drill, tornado, etc.
 - f. Health/medication/accommodations
 - g. Classroom discipline procedures

MENTOR TEACHER RESPONSIBILITIES

The school-based mentor teacher's role is essential and influential in determining the success of the student teacher's teaching experience. As the "teacher of record" the mentor is the role model who, on a daily basis, will instruct, advise, observe, and provide feedback on the effectiveness of the intern's performance in the classroom. In this role the mentor shares pedagogic and supervisory responsibilities with the university supervisor to create a supportive learning environment for the student teacher.

Responsibilities to:

Student Teacher

- Assign a time for the initial orientation of the student teacher to the classroom routines, school calendar, policies, procedures, building facilities, teaching resources, and personnel.
- Brief the student teacher on any relevant issues relating to students.
- Explain to the student teacher personal beliefs on teaching, classroom management, and specific directions on working as a team in the classroom.
- Prepare the students in the classroom for the arrival and roll of the student teacher in classroom activities. Particularly issues of student teacher "authority" in the classroom.
- Provide opportunities for guided observation and a graduated participation in the teaching process, culminating in the student teacher accepting full professional responsibility for the class towards the latter half of the assignment.
- Demonstrate and discuss with the student teacher a range of effective teaching and classroom management techniques and methods. Share both your successes and disappointments in your practice.
- Inform the student teacher as to your requirements regarding written lesson plans and other relevant preparatory exercises and procedures before teaching the class: and procedures after the lesson is delivered.
- Set up, in consultation with student teacher, (and university supervisor if necessary), a comprehensive and regular observation and teaching schedule.
- Organize for feedback, both written and through discussion, to the student teacher as soon as possible after the teaching event, and for other planned conferences as required.
- Close conferences with both a review of events recording strengths and also generate items requiring attention for the next lesson.

- Encourage self-evaluation by the student teacher as practice towards developing a reflective stance to teaching and learning, through clarifying, rephrasing and redirecting, and probing gently, as needed. Consider using a weekly evaluation tool in order to promote dialogue.
- Involve the student teacher in recess/cafeteria duty, faculty meetings, parent-teacher conferences, professional development sessions, and other extracurricular activities as and when appropriate.

University Supervisor:

- Participate in three-way meetings with the university supervisor and the student teacher as and when required- particularly at the beginning of the semester for planning purposes, and for evaluation conferences during the assignment.
- Collaborate with the university supervisor in helping the student teacher meet the requirements of the student teaching program, and in preparing for evaluation.
- Maintain communication with the university supervisor on an ongoing basis.
- Identify and document any concerns about student progress as early as possible and contact the university supervisor to discuss and implement improvement/growth plans.

GENERAL PROGRAM INFORMATION

- The Angelo State University student teaching experience lasts 14 weeks. The semester is divided into two rotations of approximately seven (7) weeks each.
- Each ECH-4, ECH-6, and All Level student teacher is assigned two rotations and a mentor for each rotation. Secondary students, 4-8 and 8-12 student teachers, may have only one rotation and one mentor.
- The rotations may be in the same school, or in different schools depending on the level of certification and area of specialization.
- All student teachers are assigned a university supervisor for Angelo State University.
- During the student teaching semester all student teachers are expected to follow all rules and regulations that apply to the faculty of the assigned campus. This includes attendance at Professional Development Days, unless decided otherwise by the school administration. Should the latter be the case, the student teacher is expected to communicate this to the university supervisor.

- Student teaching is a fulltime activity for the student teacher during the semester. The student teacher may not be involved in any other jobs during the school day.
- The final grade for student teaching is assigned by the university supervisor in consultation with the mentor teacher.

SUGGESTIONS FOR PREPARATION BEFORE ARRIVAL OF STUDENT TEACHER

- Prepare your class for the student teacher's arrival. (Share appropriate biographical information and explain the purpose of the student teaching experience.)

INFORMATION FOR THE INTERN

- Provide the student teacher with an orientation packet containing parking information, class schedule, student and teacher handbooks, class rolls, seating charts, and lesson plans for the first few days.
- Make arrangements for the student teacher to have access to textbooks, curriculum guides, computer and computer resources, and teacher guides.
- Provide the student teacher with information concerning what the students have been doing up to this point and what is planned for the remainder of the semester.

INTODUCTIONS

- Arrange a time for the student teacher to meet with school personnel.
- Organize time to accompany the student teacher on a tour of the building and other facilities.

EXPLAIN EXPECTATIONS

- Outline explicitly the duties and responsibilities you will assign to the student teacher during the course of the teaching experience, especially those which involve additional time before and after school.
- Encourage the student teacher to participate in school activities, such as PTA/PTO events, concerts, student council meetings, school sponsored extra-curricular events where your students might be participating.

ESTABLISHING COMMUNICATION

- Set aside a few minutes each day for a conference with your student teacher. Encourage the student teacher to ask questions.

UNIVERSITY SUPERVISOR RESPONSIBILITIES

The university supervisor, is the official representative of Angelo State University and serves as liaison between the university and the faculty in the cooperating schools. The supervisor carries a shared responsibility with the mentor teacher for the student teacher's induction into beginning the process of becoming an effective teacher.

One of the chief functions of the university supervisor is to clarify, collaboratively, the expectations held for the performance of each member of the student teaching team at the beginning of the student teaching experience.

Responsibilities to:

Student Teacher

- Review the Student Teaching Handbook with student teachers, familiarize student teachers with their responsibilities during the semester (e.g. academic, legal, ethical).

FOR ECH-4, ECH-6, AND ALL LEVEL STUDENTS

- To make a minimum of four formal visits to observe the student teacher each semester. While some observations will be unscheduled, scheduled observations are done a **minimum** of two times per placement.

FOR 4-8 OR 8-12 STUDENTS

- To make a minimum of four formal visits to observe the student teacher each semester. While some observations will be unscheduled, scheduled observations are done a **minimum** of four times and should be spaced throughout the 14 weeks of the placement.
- There may be instances when more than the suggested number of visits are necessary.
- Provide written and verbal feedback to the student teacher as soon as possible after an observation.
- Encourage students to reflect analytically on their classroom performances.
- To meet/communicate weekly with the student teacher in order to check lesson plans and discuss the progress of the teaching experience.
- To observe students at a variety of times and range of subjects the student is responsible for teaching.
- Review continuously student teacher's performance and take appropriate and timely action.

- Monitor the student teacher's progress through regular communication with the mentor teacher and student teacher.

Mentor Teacher

- Ensure that contact is made and maintained with the mentor teacher at the beginning of the semester and during the course of the student teaching semester.
- Facilitate three-way orientation conference at the beginning of semester.
- Review university requirements, pedagogic and administrative, with mentor teacher.
- Facilitate discussions, as required during the semester, with the student teacher and the mentor teacher in which the student teacher is given a clear evaluation of his/her performance with specific guidelines for completing the semester successfully.

Angelo State University Field Experience Office

- Keep accurate records of student teachers evaluations, visitation reports, and any missed meetings, tardies, or absences for the student teaching semester.
- Attend any scheduled training programs and any other meetings scheduled for supervisors.
- Report any problems in student progress to the Director of Field Experiences immediately.
- Turn in grades and the final evaluation forms for each student teacher, and other relevant documentation used/collected during the semester on student teachers supervised.
- Personally enter the final grades in the online reporting system.

ANGELO STATE UNIVERSITY

College of Education

Applying for Certification

Please reference the Teacher Certification Handbook on the Angelo State University website. http://www.angelo.edu/dept/ceducation/documents/cert_handbook.pdf

Or Contact

Ms. Cindy L. Pond
ASU Station #10914
San Angelo, Texas 76909-0914
(325) 942-2209
cindy.pond@angelo.edu

MASTER SCHEDULE

Student Teacher _____ School _____

Cooperating Teacher(s):

_____ (Rm # _____)

_____ (Rm # _____)

Period	Start Time	End Time	Rm #	Course/Activity
0				
1				
2				
3				
4				
5				
6				
7				
8				

Conference: _____

Lunch: _____

Best possible place to find you –

Before school: _____

After school: _____

Additional information:

WEEK: _____ TO: _____

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WEEKLY TEACHING SCHEDULE

Student Teacher _____ Campus/Teacher _____

**Highlight (yellow) the period, time, and activities during which you will be teaching a lesson. Please mark with a red star (*) periods you would like to be observed. Please mark more than one period and more than one day per week*

	PD	TIME	RM	PLANNED ACTIVITIES
MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY				

when possible.

**ANGELO STATE UNIVERSITY
COLLEGE OF EDUCATION**

STUDENT TEACHER ABSENCE REPORT

Name: _____

Campus: _____

Date of Absence: _____ Total Hours Missed: _____

Plans for Make-Up*:

Do not include activities for make-up that occur during the regular time in which teachers are to report to the school in the morning and are allowed to leave the school at the end of the day. Check with your cooperating teacher(s) for these times so there is no misunderstanding as to when make-up time should end (a.m.) or begin (p.m.).

Make-up activities (Approval Required):

1. Before and after school hours activity at the school where the student teacher is assigned.
2. Before and after school hours activity in extended day instruction.
3. Before and after school hours activity in district Saturday and weekend events and programs.
4. Before and after school hours Region XV programs.
5. Substitute teaching on an extra day, which is not included in the student teaching calendar.
6. Other directly related activities as approved the university supervisor.

University Supervisor Signature Cooperating Teacher Signature Student Teacher Signature

MAKE UP VERIFICATION FORM

NAME: _____ SCHOOL _____

DATE: _____ TIME: _____
(from--to)

EVENT: _____

(To count as accepted make-up time, the event must come before required daily arrival time or after required departure time.)

Student teacher signature

Cooperating teacher signature

MAKE UP VERIFICATION FORM

NAME: _____ SCHOOL _____

DATE: _____ TIME: _____
(from--to)

EVENT: _____

(To count as accepted make-up time, the event must come before required daily arrival time or after required departure time.)

Student teacher signature

Cooperating teacher signature

EMERGENCY SUBSTITUTION REPORT

This form is to be used when the student teacher is required to act as a substitute teacher.

Campus: _____

Student Teacher: _____

Date of Substitution: _____

Class Periods: _____

Cooperating Teacher for which the student teacher is substituting:

If this substitution is for someone other than the student teacher's assigned cooperating teacher, please explain:

Signature Building Principal

Signature Cooperating Teacher

Student Teacher's Signature

University Supervisor's Signature

Effects on Student Learning Assessment Checklist

D – Developing

BC – Beginning Competent

AC – Advanced Competent

P – Proficient

Student Teacher

Cooperating Teacher - Grade

Date

1. _____ Knowledge of content and pedagogy
 _____ Demonstrates knowledge of students
 _____ Selects key knowledge and skills
 _____ Knowledge of/makes use of materials, resources and technology
 _____ Designs activities that promote student learning
 _____ Plans to assess student learning

2. _____ Creates an environment of rapport and respect
 _____ Candidate establishes a culture for learning
 _____ Manages classroom procedures
 _____ Manages student behavior
 _____ Organizes physical space

3. _____ Communicates clearly and accurately
 _____ Uses questioning and discussion techniques
 _____ Engages students in learning
 _____ Assesses student learning
 _____ Demonstrates flexibility and responsiveness

4. _____ Reflects on teaching
 _____ Maintains accurate records
 _____ Communicates with families/caregivers
 _____ Contributes to the school
 _____ Grows and develops professionally
 _____ Serves as an advocate for students



Dear Parent or Guardian:

Your child's school has allowed us to place a student teacher in his or her classroom. As part of our ongoing effort to provide quality feedback to our students, the student teachers will be required to make a videotape of himself or herself teaching a lesson.

The student teacher will watch the video, write a self-analysis, and then return the video to your child's teacher. Every effort will be made to film only the ASU student teacher, not your child. Please contact me at 942-2520 if you have any questions.

Thank you for supporting tomorrow's teachers!

Wendy Storms
Director of Field Experiences



Parent Signature: _____ **Date:** _____

Observational Note Taking

As you begin student teaching, you will be observing in the classroom. Please take notes or questions as to what you see the Cooperating Teacher doing and how students respond. Use these questions and notes as a guide to talk to the Cooperating Teacher and to notice differences or similarities from one day or week to the next.

INSTRUCTION (clarify, motivation, checking for prior knowledge, approaches used for diverse learners, interdisciplinary content and resources, multiple strategies and active involvement, types of questions and when used, etc.)

TIME MANAGEMENT (transitions, materials, directions, pacing, student involvement, non-instructional duties, routines, promptness and timeliness, etc.)

BEHAVIOR MANAGEMENT (transitions, directions, pacing, expectations, monitoring, routines, classroom climate, student involvement, rewards, consequences, responses by both teacher and students for varied situations, preventive vs. crisis, proximity, etc.)

COMMUNICATION/PLANNING (oral, written, questioning variety, student participation, media, short and long term planning, monitoring, adjusting, re-teaching, enrichment, variety)

STUDENT ASSESSMENT AND EVALUATION OF LEARNING (variety of formal and informal, adjustments in lesson planning, evaluation criteria for lesson, immediate and longer term feedback, follow up, re-assessment, recording keeping data, etc.)

Angelo State University
COLLEGE OF EDUCATION
ASU Station, #10893
San Angelo, TX 76909

Phone (325) 942-2052
Fax (325) 942-2039