



Student Teaching Field Expectations

Outline for Cooperating Teachers

University Supervisor

Field Placement Coordinator

Helen M. Baker, M.S.
HBaker@Shepherd.edu
304-876-5270

Coordinator of Educator Preparation Program

Stephen M. McPherson, M.S.
SMcPhers@Shepherd.edu
304-876-5778 or 681-321-0048 (Text/Voice)

Thank you for agreeing to host a Shepherd University teacher candidate for her or his student teaching experience (7 or 14 weeks long depending on specialty area). The cooperating teacher is critical to the success of a student teacher and we want to provide you with the support required to make it a positive experience for both of you. The following outline is provided to give you an overview of selected information that should allow you to get off to a strong start. If at any time you have any concerns, please contact the teacher candidate's assigned university supervisor. If you are unable to reach the supervisor or feel that concerns need to be addressed further, please feel free to contact the field placement coordinator and/or director of teacher education. We encourage you to take time to review the Student Teaching Practicum Manual, which contains details of all Shepherd University policies. This manual is available at www.shepherd.edu/cooperating-teachers/.

Role of the Cooperating Teacher

- Orient the teacher candidate to your classroom, resources and students providing explicit instruction regarding expectations specific to your classroom.
- Establish a relationship with the teacher candidate based on mutual respect.
- Use the schedule guidelines to insure that the teacher candidate is assuming the responsibilities needed to demonstrate competence in all areas of professional development.
- Make resources available but encourage the teacher candidate to create her/his own unique lesson plans. Review these plans prior to their implementation and offer feedback as needed to insure the greatest chance for teaching to be effective. All plans should be approved by the cooperating teacher prior to their implementation.
- Provide daily verbal feedback and use questioning to support reflection and problem solving to improve areas of weakness. Provide informal written feedback at least weekly.
- Facilitate the teacher candidate in setting specific measureable goals for development in areas of need and review progress each week.
- Complete a STOT evaluation at mid-term. Meet with the teacher candidate to discuss the review. Following this conference complete the evaluation through the direct link provided.
- Contact the field placement coordinator and university supervisor in the event that a tardy, early departure or absence occurs.
- Contact the field placement coordinator and university supervisor if at any point the teacher candidate's performance is less than acceptable. University policy requires that teacher candidates be informed in writing if there are concerns. Work with the university supervisor and teacher candidate to outline appropriate remediation for concerns and review progress regularly. The final evaluation should never come as a surprise. It is often difficult, but necessary, to have hard conversations. The field placement coordinator and coordinator of educator preparation program are also available as needed for this purpose.
- Complete the final evaluation and conference with the teacher candidate comparing cooperating teacher rating of performance to the teacher candidate's self-evaluation. Following this conference complete the evaluation through the direct link provided.

Please note: student teachers are not permitted to be used as a substitute teacher during the student teaching placement, even if the candidate is recognized as a substitute teacher in the county.

Student Teacher Expectations:

Teacher candidates reviewed and understand university policies regarding student teaching. If at any point questions arise as to policies, the practicum manual should be referred to.

Attendance: Teacher candidates keep the same daily schedule as teachers and follow the school system calendar. Absences are strongly discouraged! In the event of an absence, the teacher candidate must contact the cooperating teacher PRIOR to the absence and have her or him sign the attendance form, which must be turned in to Shepherd within 1 week. More than three excused absences may necessitate an extension of student teaching.

Planning and Teaching: After a brief time observing the class, teacher candidates should take responsibility for independently planning high quality lessons and assessment for one class/activity at a time. By week 5 the teacher candidate should have assumed all daily planning and teaching responsibilities. Plans should follow the format designated by the cooperating teacher or university supervisor and be approved by the cooperating teacher before implementation. **Plans should be stored along with any written feedback and personal reflections, performance reviews, and student teaching activities checklist so that both cooperating teacher and university supervisor can access them at any time throughout the semester.**

Cooperating Teacher Feedback: Solicit feedback and meet regularly with the cooperating teacher soliciting feedback. Engage in a formal performance review at mid-term that results in specific measurable goals for continued improvement throughout the experience. Performance reviews should be kept with lesson plans.

Responsibilities: After a brief introduction, teacher candidates should assume full responsibility for all duties (including but not limited to bus duty, lunch duty, school events, professional workdays and committee meetings) assigned to the cooperating teacher.

Setting up Observations: Identify specific days and times for observation and post observation conferences.

Assignments: Complete assignments required for student teaching (Placement Information Packet, Student Teaching Activities List, Performance Review Goals, and Summative Self-Evaluation) and the Teacher Performance Assessment which is introduced in a course, EDUC 400/527, they take concurrently with student teaching.

Role of the University Supervisor

- Establish a relationship with the cooperating teacher and teacher candidate.
- Schedule regular observation times according to the dates provided for the semester. During each visit:
 - Review the lesson plans since the previous observation and offer feedback.
 - Encourage appropriate progress on the teacher performance assessment being completed in edTPA support class.
 - Check with the teacher to insure that all expectations are being met by the student and address any difficulties that may be developing.
 - Observe the scheduled lesson, and meet with the teacher candidate, and cooperating teacher where possible, after each observation to facilitate reflection and offer feedback.
 - Complete the STOT observation through direct link provided within 48 hours of the observation.
- Throughout the placement, monitor progress and problem solve with both teacher and teacher candidate as needed to insure successful completion of the experience.
- Complete summative evaluation prior to the due date to insure that grades are turned in on time and graduation is not delayed.

Student Teaching Activity Checklist

Teacher Candidate: _____ School: _____

Cooperating Teacher: _____ University Supervisor: _____

By the end of the student teaching placement, each teacher candidate must document completion of activities related to each indicator for teaching standards 4 and 5. Identify the activity, identify the standard you feel that it demonstrates (i.e. 5c), and provide a brief description of what you did and learned as a result of the activity. Have your cooperating teacher initial each activity as they are completed. Keep the Activity Checklist with your lesson plans for regular review by your university supervisor.

Suggested activities to consider may include attending a professional development meeting provided by the school system, attending a school committee meeting, attending a meeting related to the special education process, engaging in an activity that connects you to parents, becoming involved in some way in a school-wide assessment, observing in other classrooms. Work with your cooperating teacher to identify a broad spectrum of activities that will provide you with a well-rounded experience. Your university supervisor may suggest activities as well.

Date	Activity	Indicator	Description of Actions/Learning	Approval

Students must complete and upload or enter on Sakai by the final day of the student teaching assignment.