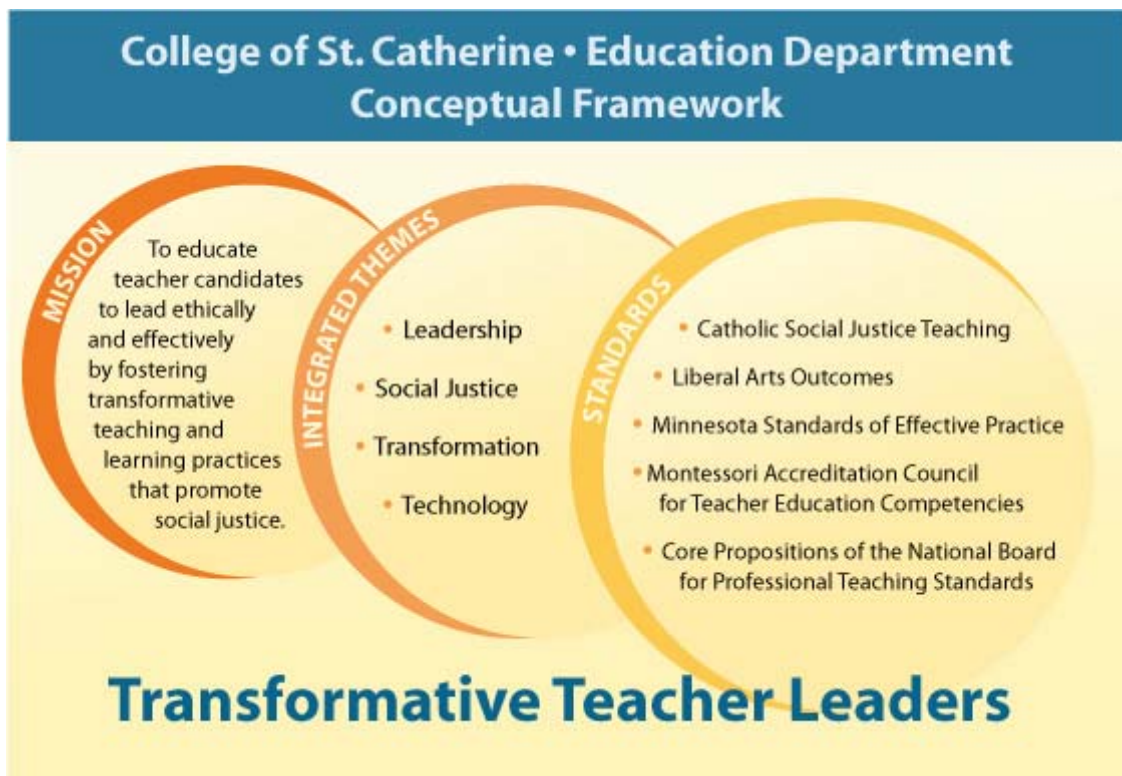




**STUDENT TEACHING** is the culmination of the teacher education program at The College of St. Catherine. An important step in a teacher's preparation, it will probably be the individual's most remembered experiences in college.

The student teaching experience provides numerous opportunities for the Student Teacher to practice the theories learned in on-campus courses and to develop the skills, attitudes, and understanding needed to direct the learning activities of her/his students at an appropriate professional level. Student teaching begins with a period of observation. As the Student Teacher gains confidence and demonstrates readiness, she/he should assume greater responsibility in helping to direct students' learning activities.

The key to a quality student teaching experience is effective supervision by the Cooperating Teacher, frequent visitation by the College Supervisor, and assistance from the Principal. The evaluation of the Student Teacher's progress is accomplished through a cooperative assessment of her/his specific strengths and weaknesses in many types of student teaching activities. Final evaluation forms, completed individually by the Cooperating Teacher and College Supervisor, become an important part of the Student Teacher's file when she/he applies for a teaching position.



## IMPORTANT INFORMATION

Student Teacher: \_\_\_\_\_ Phone: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_ Phone: \_\_\_\_\_

Principal: \_\_\_\_\_ Phone: \_\_\_\_\_

College Supervisor: \_\_\_\_\_ Phone: \_\_\_\_\_

**The College of St. Catherine**

Switchboard:.....651-690-6000

**Education Department**

Office: .....651-690-6610

Student Teacher Placement Coordinator: .....651-690-8656

Fax: .....651-690-8651

Notes: \_\_\_\_\_

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## STRIKE POLICY

When a teacher strike occurs in a building/district in which the College of St. Catherine students are placed for any in-school experience, the students:

- a. will not cross the picket line;
- b. will not walk with a striker.

The student will be involved in on-campus experiences for the duration of the strike.

## CODE OF ETHICS FOR MINNESOTA TEACHERS

Each teacher, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the following code of ethics, which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation.

This code shall apply to all persons licensed according to rules established by the Board of Teaching.

### STANDARDS OF PROFESSIONAL CONDUCT

The standards of professional conduct are as follows:

- A. A teacher shall provide professional education services in a nondiscriminatory manner.
- B. A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.
- C. In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
- D. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.
- E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
- F. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.
- G. A teacher shall not deliberately suppress or distort subject matter.
- H. A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.
- I. A teacher shall not knowingly make false or malicious statements about students or colleagues.
- J. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

## OBJECTIVES FOR STUDENT TEACHING

The objectives for student teaching align with the Minnesota Standards of Effective Practice. Building on the previous experiences in the education sequence, you are now expected to implement the standards in your student teaching setting. This is an exciting time in which all that you have learned throughout your preparation will be used in a classroom setting.

OBJECTIVES	OPPORTUNITY TO PRACTICE	OPPORTUNITY TO ASSESS	STANDARD
<p>The student teacher understands the central concepts, tools of inquiry, and structures of the disciplines taught and is able to create learning experiences that make these aspects of subject matter meaningful for students.</p>	<p>Student teacher designs and teaches lessons and units that are meaningful and reinforce the central concepts of discipline.</p>	<p>Cooperating teacher feedback. College Supervisor feedback. Self-evaluation. Student teacher evaluation form.</p>	<p>1 A-J</p>
<p>The student teacher understands how students learn and develop and provides learning opportunities that support student's intellectual, social and personal development.</p>	<p>Student teacher designs lessons and units.</p>	<p>Cooperating teacher feedback. College supervisor feedback. Self-evaluation. Student teacher evaluation form.</p>	<p>2 A-J</p>
<p>The student teacher understands how students differ in their approaches to learning and creates opportunities that are adapted to students with diverse backgrounds and exceptionalities.</p>	<p>Student teacher designs and teaches lessons that include a variety of teaching strategies and resources.</p>	<p>Cooperating teacher feedback. College supervisor feedback. Self-evaluation. Student teacher evaluation form.</p>	<p>3 A-Q</p>
<p>Student teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.</p>	<p>Student teacher designs and teaches lessons that include a variety of teaching strategies including higher order thinking challenges, questioning, and performance based assessment.</p>	<p>Cooperating teacher feedback. College supervisor feedback. Self-evaluation. Student teacher evaluation form.</p>	<p>4 A-L</p>
<p>The student teacher uses an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning and self-motivation</p>	<p>Student teacher designs and teaches lessons that include large and small group experiences in addition to individual opportunities to learn and practice.</p>	<p>Cooperating teacher feedback. College supervisor feedback. Self-evaluation. Student teacher evaluation</p>	<p>5 A-R</p>

<p>The student teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p>Student teacher uses effective communication techniques in teaching lessons and when interacting with students, parents, and colleagues via:</p> <ul style="list-style-type: none"> <li>· Individual conversations</li> <li>· Parent letters</li> <li>· Newsletters</li> <li>· Large group discussions</li> <li>· Phone conversations</li> <li>· Internet correspondence</li> </ul>	<p>Cooperating teacher feedback. College supervisor feedback. Self-evaluation. Student teacher evaluation form. Portfolio of communication examples.</p>	6 A-K
<p>The student teacher plans and manages instruction based upon knowledge of subject matter, students, the community and curriculum goals.</p>	<p>Student teacher designs and teaches well planned lessons that tie present learning to past learning and prepare for future experiences.</p>	<p>Cooperating teacher feedback. College supervisor feedback. Self-evaluation. Student teacher evaluation form. Portfolio of lesson plans.</p>	7 A-H
<p>The student teacher uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the student.</p>	<p>Student teacher designs and teaches lessons in which student progress is frequently assessed. Student teacher maintains daily and weekly records of student progress.</p>	<p>Cooperating teacher feedback. College supervisor feedback. Self-evaluation. Student teacher evaluation form. Portfolio of student evaluations</p>	8 A-M
<p>The student teacher is a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community and who actively seeks out opportunities for professional growth.</p>	<p>Student teacher reflects on her/his teaching in the following ways:</p> <ul style="list-style-type: none"> <li>· Reflective journal</li> <li>· Conversations with cooperating teacher and college supervisor</li> <li>· Sharing ideas and experiences in the student teaching seminar.</li> </ul>	<p>Cooperating teacher feedback. College supervisor feedback. Self-evaluation. Student teacher evaluation form. Feedback from student teaching seminar group members.</p>	9 A-L
<p>The student teacher communicates and interacts with parents or guardians, families, school colleagues, and the community to support student learning and well being.</p>	<p>Student teacher (as appropriate) communicates with others about her/his students' progress and well-being by:</p> <ul style="list-style-type: none"> <li>· Attending faculty meetings</li> <li>· Attending parent/teacher conferences</li> <li>· Providing written information</li> <li>· Responding to or initiating phone conversations.</li> </ul>	<p>Communication log by student teacher</p>	10 A-L

## **EXPECTATIONS FOR THE STUDENT TEACHER**

Student teaching is intended to help you make the transition from being a college student to assuming your role as a professional teacher. It necessitates applying the arts and sciences you have learned to the actual task of educating others.

Since student teaching is designed to be a learning experience, expect to grow gradually in the competencies required for success in teaching. In order to grow, you must be free to try out the theories you have learned and the ideas you have reflected upon in your field experiences and course work.

As a Student Teacher, interpret the comments and recommendations of everyone who assists you as suggestions for growth not as personal criticism. You will make mistakes but you can learn from them as well as from your successes as you grow in personal and professional competence.

Please remember that you are a guest of your cooperating teacher and the school where you serve.

Student teaching will tax your physical and emotional energy and will be very time consuming. Plan ahead for minimal outside activities and responsibilities.

### **BEFORE YOU BEGIN YOUR STUDENT TEACHING EXPERIENCE:**

- Acquaint yourself with the professional code of ethics for teachers and uphold it.
- Join a teacher organization; arrange to be covered by liability insurance.
- Make arrangements for a pre-student teaching contact and visit with your Principal and Cooperating Teacher.
- Familiarize yourself with your student teaching site, the school community, and the social services, programs, and personnel of the school.
- Clarify the workday with the Cooperating Teacher, including before and after school hours.
- Attend the faculty workshop days or other opening of school activities.

### **AS YOU BEGIN YOUR STUDENT TEACHING EXPERIENCE:**

- Work closely and openly with your Cooperating Teacher. Recognize and respect the position and authority of the teacher. Assume only the authority delegated to you.
- Work closely and openly with your College Supervisor. Return email and phone calls promptly.
- Maintain high standards of courtesy, cooperation and grooming. It is often advised to dress up from the most informally dressed person in your school, but down from the one who may be the most formal.

- Become acquainted with
  - The students. Learn their names, interests, and abilities and performance levels.
  - All phases of your Cooperating Teacher's resources and preparations, including curriculum guides, teacher manuals, lesson plans, instructional media, school facilities, printed forms such as hall passes, tardy slips etc., and where appropriate, the cumulative records of individual students.
- Attend staff meetings, in-service sessions, seminars, and meetings with parents, as appropriate. Discuss this with the Cooperating Teacher.
- Notify the Cooperating Teacher immediately if an emergency necessitates tardiness or absence from student teaching. Also notify your College Supervisor if you have been absent. Excessive absences will result in extension of student teaching time.
- Assist with classroom routines such as, attendance, record keeping, word processing and duplicating, preparation of charts, posters, bulletin boards and displays.
- Arrange time for regular observations and conferences with your Cooperating Teacher and College Supervisor.
- Study curriculum guides and materials for your assignment. Identify areas you will teach and begin preparing as soon as possible.

**AS YOU ARE STUDENT TEACHING:**

- Take initiative as soon as possible to work with individuals and small groups.
- With the guidance of your College Supervisor and Cooperating Teacher, gradually undertake a full teaching load. Continue close observations of students, detecting and becoming sensitive to individual characteristics.
- Prepare lesson plans for all but routine standardized lessons. Submit them to your Cooperating Teacher in advance so that he/she has time to critique them and you have time to make changes. Show these plans to your College Supervisor.

## SUGGESTED PROGRESSIONS FOR TRANSITIONING FROM OBSERVATION TO FULL TEACHING

If you are an Elementary/Kindergarten or Elementary/Middle School Student Teacher, use the following progressions:

<b>SUGGESTED ELEMENTARY PROGRESSION—TO BE ADAPTED TO THE SITE</b>	
<b>Week 1:</b>	Tour of building, observation, getting acquainted, taking on simple routines. Begin planning for teaching a unit of complex learning (science, social studies, literacy).
<b>Week 2:</b>	Teach lessons that are straight forward and contained (math, spelling). Finalize unit plans. Finalize lesson plans with Cooperating Teacher. Supervisor visit.
<b>Week 3:</b>	Begin teaching a complex unit in addition to teaching that has already been taken on. Supervisor observation.
<b>Week 4:</b>	Add a second complex unit. Cooperating Teacher evaluation – midterm.
<b>Week 5:</b>	Add a third complex unit. Supervisor observation. Cooperating Teacher evaluation.
<b>Week 6:</b>	Assume all teaching responsibility.
<b>Week 7:</b>	Maintain all teaching responsibility. Supervisor observation. Cooperating Teacher final evaluation.
<b>Week 8:</b>	Give back subjects.
<b>SUGGESTED KINDERGARTEN OR MIDDLE SCHOOL PROGRESSION—TO BE ADAPTED TO THE SITE</b>	
<b>Week 1:</b>	Tour of building, introductions to staff, Principal and class. Work with small groups. Plan with Cooperating Teacher and look at curriculum. Begin taking on simple routines.
<b>Week 2:</b>	Continue observing and working with small groups. Begin to teach a class. Plan for lessons. Direct activity, meet with supervisor. Develop unit or lessons and assessments.
<b>Week 3:</b>	Teach 2-4 classes a day. Supervisor observation. Lesson plans to teacher and supervisor. Cooperating Teacher evaluation.
<b>Week 4:</b>	Supervisor observation. Lesson plans and conference.
<b>Week 5:</b>	Full time teaching. Lesson plans and conference. Cooperating Teacher final evaluation.
<b>Week 6:</b>	Full time teaching. Supervisor observation. Transition out of full time. Observe other classrooms.

If you are Secondary Student Teacher, use the following progressions:

<b>SUGGESTED EIGHT WEEK PROGRESSION-- TO BE ADAPTED TO THE SITE</b>	
<b>Week 1:</b>	Tour of building, observation, getting acquainted, taking on simple routines. Begin planning for teaching class period. (science, social studies, literacy).
<b>Week 2:</b>	Teach lessons that are straight forward and contained. Finalize unit plans. Supervisor visit.
<b>Week 3:</b>	Begin teaching a complex unit in addition to teaching that has already been taken on. Supervisor observation.
<b>Week 4:</b>	Add a second complex unit. Cooperating Teacher evaluation – midterm.
<b>Week 5:</b>	Add a third complex unit. Supervisor observation.
<b>Week 6:</b>	Assume all teaching responsibility. Cooperating Teacher evaluation.
<b>Week 7:</b>	Maintain all teaching responsibility. Supervisor observation. Cooperating Teacher final evaluation.
<b>Week 8:</b>	Give back subjects.
<b>SUGGESTED SIX WEEK PROGRESSION-- TO BE ADAPTED TO THE SITE</b>	
<b>Week 1:</b>	Tour of building, introductions to staff, Principal and class. Work with small groups. Plan with Cooperating Teacher and look at curriculum. Begin taking on simple routines.
<b>Week 2:</b>	Begin to teach a class. Plan for lessons. Direct activity, meet with supervisor. Develop unit or lessons and assessments.
<b>Week 3:</b>	Teach 2-4 classes a day. Supervisor observation. Lesson plans to teacher and supervisor. Cooperating Teacher evaluation.
<b>Week 4:</b>	Supervisor observation. Lesson plans and conference.
<b>Week 5:</b>	Full time teaching. Lesson plans and conference. Cooperating Teacher final evaluation.
<b>Week 6:</b>	Full time teaching. Supervisor observation. Transition out of full time. Observe other classrooms.

If you are K-12 Student Teacher, use the following progressions:

<b>SUGGESTED FIRST SEVEN WEEK PROGRESSION-- TO BE ADAPTED TO THE SITE</b>	
<b>Week 1:</b>	Tour of the building, observation, getting acquainted, taking on simple routines. Begin planning for teaching class period
<b>Week 2:</b>	Teach lessons that are straight forward and contained. Finalize unit plans. Supervisor visit.
<b>Week 3:</b>	Begin teaching a complex unit in addition to teaching that has already been taken on.
<b>Week 4:</b>	Add a second complex unit. Supervisor observation. Cooperating Teacher evaluation – midterm.
<b>Week 5:</b>	Add a third complex unit. Supervisor observation.
<b>Week 6:</b>	Assume all teaching responsibility. Supervisor observation. Cooperating Teacher final evaluation.
<b>Week 7:</b>	Maintain all teaching responsibility.
<b>SUGGESTED SECOND SEVEN WEEK PROGRESSION-- TO BE ADAPTED TO THE SITE</b>	
<b>Week 1:</b>	Tour of building, introductions to staff, Principal and class. Work with small groups. Plan with Cooperating Teacher and look at curriculum. Begin taking on simple routines.
<b>Week 2:</b>	Begin to teach a class. Plan for lessons. Direct activity, meet with supervisor. Develop unit or lessons and assessments.
<b>Week 3:</b>	Teach 2-4 classes a day. Supervisor observation. Lesson plans to teacher and supervisor. Cooperating Teacher evaluation.
<b>Week 4:</b>	Supervisor observation. Lesson plans and conference.
<b>Week 5:</b>	Full time teaching. Lesson plans and conference with Cooperating Teacher and Supervisor.
<b>Week 6:</b>	Maintain all teaching responsibility. Supervisor observation. Cooperating Teacher final evaluation.
<b>Week 7:</b>	Transition out of full time. Observe other classrooms.

**STUDENT TEACHING ASSIGNMENTS**  
**FOR**  
**ELEMENTARY/KINDERGARTEN AND**  
**ELEMENTARY/MIDDLE SCHOOL STUDENT TEACHERS**  
(TO BE ADAPTED TO THE STUDENT TEACHING SITE AND SITUATION)

**LESSON PLANS** should be written for each lesson that is taught. They should be available for the cooperating teacher to review in advance and for the college supervisor when she/he comes to observe. They should include:

- Objectives
- Procedures
- Materials needed
- Closure and extended activities
- Assessment

**A UNIT PLAN** is a series of lessons focusing on one area of the curriculum. The interest center, bulletin board, parent letter, field trip and/or resource person could be integrated into the unit plan. See the complete description of the criteria for Unit Plan on the next page.

**LEARNING/INTEREST CENTER**

- Develop a series of activities to teach or reinforce a specific strategy.
- Include at least two learning activities that are self-instructional and self-correcting.
- Instruct students on how to use the learning center.
- Provide a checklist for students to complete after they have finished the activities.

**PARTICIPATORY BULLETIN BOARD**

- The bulletin board should have a theme that reflects the focus of the unit.
- Explain the purpose.
- Involve the students.

**PARENT/GUARDIAN LETTER**

- Introduction of yourself as a student teacher.
- Introduction of your unit.
- Additional comments: topic to be studied and purpose of that selection, major content and activities, suggestions for home activities, request for artifacts, resource people, etc.

**SERVICE PROJECT** – for either Elementary or Kindergarten Student Teaching, but not in both.

- Integrate aspect of Service Learning and/or social action into student teaching as appropriate.
- Take leadership for a school service.
- Use the plan in your unit or in the school project.

**OBSERVATION AND CONFERENCES** – Observations of teaching by the College Supervisor are arranged with the Student Teacher. The Student Teacher will furnish the College Supervisor with the following for each observation:

- Lesson plan for the lesson being observed.
- A notebook with all other lesson plans written by the student teacher.
- A textbook, if needed.

**SELF EVALUATION**

- The Student Teacher will participate in self evaluation with the Cooperating Teacher and the College Supervisor.
- The student will complete the form by mid term.

## UNIT PLAN

A requirement for Student Teaching involves developing and teaching a unit. This may be modified to fit with the needs of your particular experience. However, certain elements or components are required.

### REQUIREMENTS

- Parent/Guardian Letter
- Participatory bulletin board or learning center
- Written unit plan to be reviewed with the Cooperating Teacher and College Supervisor

### SUGGESTED FORMAT

- Unit title
- Unit rationale and introduction
- Minnesota Preparatory or Graduation Standard(s) addressed in the unit
- Overall unit objectives
- Unit content: major content and topics to be covered

### SEQUENCE/SYNTAX FOR THE UNIT

- Major activities and overall flow of the lessons – Day 1, Day 2 etc.
- Materials and other resources required – audiovisual, technological needs, resource people, outside library books, field trip, artifacts

### MAJOR ASSIGNMENTS

- Daily and long term
- What objectives are being met with these assignments?

### ASSESSMENTS AND EVALUATIONS

- Criteria for all evaluation. This may include checklists, rubrics, and formal test keys.

### CLOSURE AND/OR INTEGRATION ACTIVITIES FOR THE UNIT

- How will you bridge your unit to the next unit or subject being introduced in the classroom?

# **STUDENT TEACHING ASSIGNMENTS**

## **FOR**

### **SECONDARY/K12 SCHOOL STUDENT TEACHERS**

(TO BE ADAPTED TO THE STUDENT TEACHING SITE AND LOCATION)

#### **STUDENT TEACHING NOTEBOOK.**

This represents a combination of your lesson plan notebook and your student teaching journal. Contents include:

- Daily class schedule
- Seating charts
- Daily calendar from the weeks in student teaching
- Daily lesson plans and supporting materials
  - Lesson plans must include objectives, materials, introduction, instruction, closure, and evaluation. The specific format is up to you.
  - Supporting materials include all handouts, lists of discussion questions, worksheets, tests, background material etc.
- Samples of student work when appropriate (for example essays, special projects, collages, etc.)
- Daily commentary on your lesson(s) with one or more paragraphs noting what went well/what went poorly and why.
- Evaluative comments provided by your cooperating teacher and college supervisor.

You may collect all of the above in a three-ring notebook or in a series of manila folders. Choose a system that works for you. The goal is good organization.

You will give this notebook to your college supervisor at each visit and turn in the completed notebook no later than the final conference with your college supervisor.

#### **AUDIO TAPE/VIDEO TAPE AND LESSON CRITIQUE**

Choose one of your classes during which you will arrange to audiotape the lesson, or you will arrange to have the lesson videotaped. Review the tape several times and then write a one to two page critique of your performance. A critique includes both positives and negatives and should be an honest appraisal of your teaching. Please turn in your tape, critique and a copy of the lesson plan you taped not later than the final conference.

#### **SELF EVALUATION**

During your final week of student teaching, you will have an opportunity to evaluate yourself as a prospective teacher. Note especially your strengths and areas of greatest growth, as well as specific ways in which you plan to improve your teaching skills. Complete this with your College Supervisor.

## EXPECTATIONS FOR THE COOPERATING TEACHER

Effective Cooperating Teachers successfully combine the knowledge and understanding of classroom teaching with the skilled guidance and direction needed to mentor a Student Teacher. As a key person in assuring a successful student teaching program, you are responsible for:

### ORIENTATION

- Get acquainted with your Student Teacher through a personal meeting or by phone.
- Prepare your students for the arrival of a Student Teacher.
- Create a physical sense of belonging by providing your Student Teacher a work place and supplies: textbooks, handbook, schedule, seating charts, and keys.
- Alert your Student Teacher to school and room policies and routines: dress code, location of restrooms, teachers' lounge, and cafeteria.
- Work with your Student Teacher to develop her/his goals for observation and involvement in the classroom.
- Arrange introductions to the Principal, other teachers, staff members, and students.

### SUPERVISION, GUIDANCE AND MENTORING

- Facilitate your Student Teacher's gradual induction into teaching.
  - By providing opportunities to observe a variety of appropriate teaching methods.
  - By discussing with your Student Teacher the subject areas in which s/he feels most confident and allowing her/him to teach in these areas first.
  - By working out a subject timeline and tentative schedule which enables her/him to move gradually into a full teaching schedule, and providing for a gradual tapering off towards the end of the experience so that you are again in full charge by the last day.
  - By clarifying her/his responsibilities planning a unit, planning lessons, securing and organizing appropriate materials and other activities.
- Early in the experience, allow your Student Teacher to introduce a lesson, collect papers, and make transitions.
- Provide the opportunity for your Student Teacher to have experience using duplicating and audio/visual equipment, learning kits, computers, and other available materials and equipment.
- Help your Student Teacher plan thoroughly the first lessons; examine and improve plans with your Student Teacher, pointing out and discussing possible problem areas.

- Avoid interrupting your Student Teacher's lesson to enforce discipline; expect the Student Teacher to handle it.
- Keep communication open. Discuss often; encourage questions from your Student Teacher; talk with her/him as a co-teacher.
- Share ideas, observations and responsibilities; respect your Student Teacher's opinions. Encourage her/him to be creative; allow reasonable freedom to carry out ideas.
- Acquaint your Student Teacher with the school's testing program, parent conferences, and other aspects of the evaluation process.
- Make arrangements for your Student Teacher to observe or work with other teachers, classrooms, grade levels, during the final week of student teaching.
- Arrange for some experience of playground, lunchroom or hall duty under the supervision of the regular supervisor.
- Invite your Student Teacher to participate in all activities: PTA, class planning, staff meeting, and projects.

#### **EVALUATION**

- Take notes during early teaching observations; schedule regular conferences to discuss both strong and weak points of the lesson; give oral and written feedback.
- Provide regular feedback about daily lessons and lesson plans.
- Provide your Student Teacher with a mid-term evaluation using the form provided by the college, except for six-week student teaching experience.
  - Discuss ratings with your Student Teacher.
  - Discuss your ratings with the College Supervisor.
- Complete the final evaluation form online (URL to be provided) or hard copy.
  - Discuss ratings.
  - If hard copy, return the form to the College Supervisor.

#### **LETTER OF RECOMMENDATION**

- Follow guidelines for writing a letter of recommendation provided on the last page of the Handbook.
- The letter should be printed on school letterhead stationery, as it will be used in the job search.
- Sign and date the letter and provide the Student Teacher with two originals.

## **EXPECTATIONS FOR THE COLLEGE SUPERVISOR**

The College Supervisor acts as a liaison between the College and the cooperating school and serves as a part of the student teaching term. As a College Supervisor, you are responsible for:

### **PREPARATION**

- Gather information about the interests, needs, and aspirations of each of your Student Teachers.
- Gather data concerning the main characteristics of each school in which your students are placed.
- Interpret the College program to appropriate personnel in the schools in which you supervise.

### **SUPERVISION AND CONSULTATION**

Plan supervisory visits to include:

- Consultation with the Principal or Assistant Principal.
- Observation of the Student Teacher
- Post-observation conference with the Student Teacher and Cooperating Teacher.

Structure post-observation conferences to reflect on:

- What was actually done in the lesson.
- Effect of the lesson on class as a whole and on individual students.
- Effect of the lesson on the Student Teacher.
- Strongest features of the lesson.
- Weakest features of the lesson.
- Alternatives for improving the lesson.
- Suggestions for subsequent lessons.

Assist Student Teacher by devising ways to continue growth in ability to:

- Plan to meet the needs of the students.
- Relate with students.
- Relate with teachers.
- Relate with Principal and other personnel in the school.

Structuring conference with Cooperating Teacher to discuss:

- The ongoing development of the Student Teacher.
- The manner in which lessons are prepared.
- The way in which lessons are evaluated by the Cooperating Teacher.
- The attitude of the students toward the Student Teacher.
- The degree of growth seen in the students.

### **EVALUATION**

Communicating with Student Teachers and Cooperating Teachers concerning evaluation procedures used for the experience.

- Discuss mid-term and final evaluation forms with Student Teacher and Cooperating Teacher at the beginning of the experience.
- Discuss the mid-term rating of the Student Teacher by the Cooperating Teacher.
- Share your completed final evaluation with the Student Teacher.
- Make sure that the Cooperating Teacher's final evaluation is returned to you within two weeks of the completion of the student teaching experience.

Complete the final evaluation in hard copy, or online. The URL to link you to the evaluation will be provided. If you are using hard copy, send copies to the Education Office and the Student Teacher; retain one copy for your files.

### **LETTER OF RECOMMENDATION**

- Follow guidelines for writing a letter of recommendation provided on the last page of the Handbook.
- The letter should be printed on College of St. Catherine letterhead stationary, as it will be used in the job search.
- Sign and date the letter and provide the Student Teacher with two originals.

## **EXPECTATIONS FOR THE PRINCIPAL**

The Principal in the cooperating school carries out many important responsibilities in the student teaching program. As Principal, you should:

- Identify and encourage superior teachers to participate in the student teaching program and recognize the contribution of Cooperating Teachers.
- Help orient and welcome Student Teachers to the philosophy, policies, and regulations of your school, and to the building, staff, and community.
- Observe and offer assistance to Student Teachers in the same manner as you do to the regular faculty.

Advise the Cooperating Teacher and the College Supervisor of any difficulties experienced in relation to the student teaching program and assist in resolving any problems.