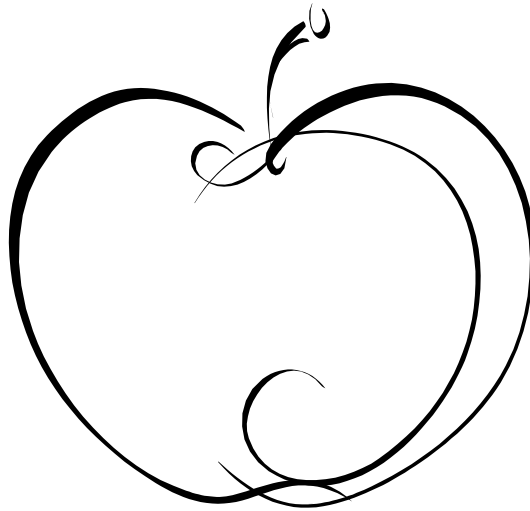




College of Professional Education
Professional Development Center

Cooperating Teacher **HANDBOOK**



Guiding Student Teachers

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The Good Mentor (Supporting New Teachers, Vol. 56, No. 8, by James B. Rowley)

Texas Woman’s University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools [1866 Southern Lane, Decatur, Georgia 30033-4097, telephone number 404-679-4501] to award baccalaureate, master, and doctoral degrees.

Introduction

The College of Professional Education at Texas Woman's University considers student teaching to be the capstone experience to its teacher preparation program. The experience provides students with the opportunity to implement many of the strategies and techniques they have learned in their professional coursework.

Cooperating teachers are one of the most important resources in the student teaching experience. They serve as professional mentors, confidants, cheerleaders and trusted counselors. Cooperating teachers are selected with care and with the knowledge that their expertise will provide a nurturing environment for student teachers.

Further, university supervisors play an important role in assisting students. Because student teachers are some distance from the campus, university supervisors serve as liaisons between the university and students and assist cooperating teachers in directing student teachers' development.

The purpose of this handbook is to provide general clarification of the role of a cooperating teacher and, to serve as a reference tool to guide our students in their professional growth.

Due to the unique character of each student teacher placement, occasionally more information may be needed and challenging decisions made. If the cooperating teacher feels the student teacher placed in his/her classroom is not a good match, he/she should contact Michelle Williams-Laing, Director-Professional Development Center, at 940-898-2223 or mwilliamslaing@mail.twu.edu, to make arrangements for reassigning the student teacher. It is important that the student teaching process be a positive experience for both the student teacher and the cooperating teacher.

Background of Student Teachers

These student teachers are actually "students of teaching." They are not experienced teachers, nor are they competent in all areas of teaching.

Student teaching is to be a learning experience to help the individual student teacher develop or improve those skills that are needed for effective teaching.

You should perceive a student teacher just as you would any student coming to you as a teacher. We encourage you to determine what the student teacher can and cannot do, and then assist him/her in planning learning experiences to develop his/her full potential and overcome any deficiencies.

Initial Orientation Conference

Cooperating Teacher

It is important to establish a good working relationship with the student teacher. Your first conference together is a good time to get things started on a positive, firm footing.

- Try to get to know each other as individuals by discussing backgrounds, interests, hobbies, and concerns. Exchange phone numbers and e-mail addresses at this time.
- Spend some time clarifying roles, responsibilities, and expectations.
- Identify and discuss the concerns of the student teacher as he/she begins his/her teaching assignment.
- Discuss the student teacher's tasks for the first week or two.

- Provide some background on the school and the students in the classroom.
- Clarify any questions about policy or regulations the student teacher might have.
- Share your Student-Centered Management Plan as well as the school's Behavior Management Plan with the student teacher.

Welcoming the Student Teacher

Cooperating Teacher

Student teachers tend to be very anxious and perhaps fearful at the beginning of the semester. This is due partially to the unknown aspects of the experience. These anxieties can be alleviated in part by helping the student teacher become an accepted member of the professional staff. There are several things that the cooperating teacher can do to accomplish this:

- Introduce the student teacher to the class on the first day.
- Introduce him/her to other teachers, office staff and any other key personnel.
- Provide a small workspace that he/she can consider his/her own for the semester.
- Have copies of textbooks and other curriculum materials available to loan to the student teacher.
- Provide a copy of the school's policy handbooks for the student teacher to read.
- Discuss instructional resources available and procedures for using the same.

We want the student teacher to project a confident and assertive demeanor before the students. Your encouragement and support will help your student teacher gain confidence which will decrease the intimidation factor that so often inhibits beginning student teachers.

Responsibilities of Cooperating Teacher

1. Accept the student teacher as a professional. Introduce the student teacher to the class on the first day of attendance.
2. Acquaint the student teacher with materials and resources available in the school on the first day or soon thereafter.
3. Provide student teachers with information concerning room management, discipline policy, class schedules, and other class and school policies.
4. Allow the student teacher to assume responsibilities as he/she exhibits the readiness to do so. Refer to the suggested "Anticipated Progress in Student Teaching."
5. Encourage the student teacher to be creative and try new teaching strategies.
6. Require the student teacher to submit formal lesson plans for the first 2 - 5 lessons of a new subject. These should be submitted in advance of the teaching date in order for the student teacher to alter or improve the lesson as needed. Support and direction for the student teacher are extremely important, particularly during the first lessons taught.
7. Require written lesson plans for each class taught.
8. Conduct regular cooperative planning sessions with the student teacher. There should be one session at the beginning of the semester followed by weekly and/or daily sessions.
9. Determine, with your student teacher, ways you can work together during the two-week total teaching to provide the best possible experience for the children in your class. Initially team teaching is an excellent way to facilitate this.
10. Prepare your student teacher to anticipate potential behavior problems. Discuss ideas about prevention of specific probable behavior problems in your classroom. Encourage the student teacher to act promptly and confidently with behavior problems.
11. Discuss possible unit topics with your student teacher early in the semester. The unit topics as well as all curriculum issues are entirely up to you.
12. Observe the student teacher teaching on a regular basis and provide timely verbal and written feedback using the Cooperating Teacher Observation form. Ideally this should be done weekly, at

midterm, and through the final evaluation. It would be helpful to provide the university supervisor with copies of written feedback several times a semester.

13. Complete the mid-semester Student Teacher Performance Evaluation for a student in two 7-week sessions or for a student in a 14-week session that is having difficulty with his/her assignment, and share the information with the student and his/her university supervisor.
14. Complete a Student Teacher Performance Evaluation for a student in a 14-week session. (The university supervisor will schedule an end of session conference with you and the student teacher.)

Responsibilities of University Supervisor

1. Conduct an orientation meeting for all assigned student teachers.
2. Meet with cooperating teachers to inform them about the Texas Woman's University student teaching program, schedules and other pertinent information during the first week of student teaching.
3. Formally observe each student teacher six (6) times (3 times during the first 7 weeks of student teaching and 3 times during the second 7 weeks of student teaching) and provide the student teacher with a written summary of the observations including both positive feedback and possible areas of improvement. Please do not exceed six (6) visits unless the student teacher's performance requires more attention. Please utilize email and telephone communication with both student teachers and cooperating teachers for additional supervision. Do not hesitate to contact the Professional Development Center (PDC) Director if problems with a student teacher arise or do not improve.
4. Conduct an individual feedback session with the student teacher after each observation.
5. Assist individual student teachers with any problems that may arise in the student teaching assignment. Documentation is absolutely necessary. Begin documenting each interaction you have with the student teacher from the first of the semester. You may never need to use this information; however, if it is needed, it is critical that dates, times and incidences be documented if any action is to be taken. Submit a progress report to the Professional Development Center by mid-semester if a student experiencing difficulty.
6. Provide guidance as needed to the student teacher regarding all teaching requirements.
7. Conduct a three-way mid-term conference with the student teacher and the cooperating teacher if the student is in two 7-week sessions or for a student in a 14-week session who is having difficulty with his/her assignment. Conduct a final conference that will include the cooperating teacher and student teacher either together or individually.
8. Any problems that warrant moving a student teacher after the beginning of the semester must be discussed with Michelle Williams-Laing, Director of Professional Development Center, at 940-898-2223 or via email at mwilliamslaing@mail.twu.edu.

Student Teacher Expectations/Responsibilities

1. Attend two mandatory Saturday TWU on-campus professional development seminars and departmental seminars
2. Participate in and adhere to the policies, activities and programs in the school.
3. Recognize and accept that the cooperating teacher has the ultimate responsibility for what may or may not be done in the classroom. If the student teacher has concerns about the relationship with the cooperating teacher that cannot be resolved, these need to be discussed with the university supervisor. Concerns about the relationship with the university supervisor should first be discussed with the university supervisor. If necessary, the Director of Professional Development Center (mwilliamslaing@mail.twu.edu) may be contacted regarding concerns. Student teachers must not wait until the end of the semester to seek assistance with a lingering problem or misunderstanding.
4. Know and follow the rules, regulations, and policies of the school. This includes the use of any confidential information that may be obtained through student records, conversations, etc. Arrival

and departure should be in accordance with the school's policy for all teachers. Student teachers need to arrive early and stay late for all meetings, team planning, and/or preparation for class.

5. Write quality lesson plans for all lessons taught in advance of teaching assignments and share copies with the cooperating teacher. The lesson plans need to be available for the university supervisor when he/she comes to the school.
6. Provide a copy of the written lesson plan to the university supervisor and cooperating teacher for each lesson taught.
7. Assess his/her growth as a teacher and reflect upon how to refine his/her teaching skills, student-centered management techniques, and professional development. Set personal goals for improvement utilizing the Student Teacher Self Assessment/ Reflection form.
8. Demonstrate an ability to respond appropriately to learners from diverse linguistic, cultural or racial backgrounds.
9. Become familiar with cooperating teacher's yearly curricular and instructional goals.
10. Become familiar with and incorporate the content, objectives, student outcomes and curriculum into planning and instruction.
11. Demonstrate effective oral and written interpersonal communication skills.
12. Display the highest standards of professionalism and a commitment to improve the learning environment and the teaching profession.
13. Become familiar with the classroom instruction and discipline management plan and handle routine discipline problems immediately.
14. Consult with the cooperating teacher or university supervisor for constructive feedback regarding effective techniques.
15. Observe and reflect upon curricular and instruction practices and research.
16. Demonstrate knowledge and use of effective assessment and evaluation strategies to promote student learning.
17. Complete any requirements assigned by the university supervisor (i.e., lesson observation forms, self assessment/reflection form, lesson plan, student-centered management plan, program/process evaluation, etc.) and submit these on the required date.
18. Obtain first-hand exposure to content curriculum, resources, technology, Texas Essential Knowledge and Skills (TEKS) objectives, Texas Assessment of Knowledge and Skills (TAKS) objectives, etc.
19. Discuss with the cooperating teacher how to complete the "total teaching" time for student teachers in a 7-week session or 14-week session to provide the best possible experience for the children in the class. Some team teaching is acceptable at this time.
20. Dress and act in a professional manner, following the dress code of the school as well as the TWU student teacher dress code.

Student Teaching Assignment

Cooperating Teacher and University Supervisor

The student teaching assignments have been made with much care and attention to many factors. Adjustments in assignments are not made after student teaching begins except for unusual circumstances. Occasionally some incompatibility may arise, thus interfering with learning. If this should occur, the university supervisor must be notified at once; however **no student teacher is to be reassigned without the prior approval of Michelle Williams-Laing, Director of the Professional Development Center.**

It is important for student teachers to recognize that they are guests in the school, and that the cooperating teacher bears the responsibility of determining what is best for his or her students. The classroom teacher's decision about what may or may not be done is final. Student teachers are asked to be patient. If they demonstrate competence, responsibility, and tact, they will likely have many opportunities to try innovative teaching strategies. If there are problems, the university supervisor should be notified as soon as possible.

Professional Liability

Cooperating Teacher and University Supervisor

The student teacher is entitled to the same protection of law accorded to the cooperating teacher and the principal in the school where he/she is assigned. This protection does not apply in cases where there is use of excessive force in the discipline of students or negligence resulting in bodily injury to students, nor does the protection apply to the operation or use of any motor vehicle.

Student teachers are encouraged to become members of a professional education organization such as the Association of Texas Professional Educators (ATPE) or another professional organization. Through these organizations education students receive liability insurance while student teaching. If the student teacher chooses not to join a professional education organization, he/she may purchase liability insurance through another source. (Student teachers must provide the coordinator of student teaching with proof of liability insurance for up to \$500,000 per incident before beginning a student teaching assignment.)

In the weeks before their “total teaching” weeks, student teachers should not be left alone on a regular basis with the class. The student teacher and cooperating teacher should agree regarding the student teacher’s readiness to handle the teaching assignment and classroom behavior before being left alone in the classroom.

The student teacher should not be left alone on a playground or field trip with a group of students without a certified teacher nearby. These guidelines are for the student teacher’s protection. The student teacher has been told to alert his/her university supervisor immediately if this guideline is being violated.

Substitute Teaching Policy

Cooperating Teacher

The student teacher cannot serve as a substitute teacher during the student teaching semester except for one day near the end of the experience in those districts which have authorized a free day for the cooperating teacher.

If the cooperating teacher is absent during the semester, the school administrator is required to hire a substitute teacher. However, depending on the student teacher’s ability, he/she may accept total responsibility for instruction while the substitute teacher is in the room if the cooperating teacher is not out for an extended period of time.

Field Trips

Cooperating Teacher

Student teachers may assist with the planning and chaperoning of field trips for his/her assigned class in conjunction with the cooperating teacher. Student teachers may not drive his/her personal vehicle to carry students on a field trip.

Calendar

Cooperating Teacher and University Supervisor

Student teachers will follow the calendar of the school district in which they are assigned. If the district has a holiday and the University is in session, the student teacher will have a holiday.

If the school or district has scheduled staff development days, the student teacher is required to participate unless specifically requested not to by the district.

Absences/Tardies

Cooperating Teacher and University Supervisor

The student teaching experience consists of a full semester (or two half-semester sessions) to become certified. No absences are accepted except in cases of personal illness or death in the immediate family, and to attend the TWU/UNT Education Career Day, Senior Breakfast and departmental seminars.

Under no circumstance should a student teacher be absent without notifying the cooperating teacher and university supervisor. (If the absence is for more than one day, the student teacher should call before each day.) A doctor's note or release is required for a student teacher's absence due to illness for 3 or more consecutive days.

Perfect attendance during student teaching is expected. If the student teacher must be absent, the student teacher is responsible for immediately notifying the following individuals:

- Cooperating Teacher
- Principal's Secretary
- University Supervisor
- Coordinator of Student Teaching

A student who misses 3 or more days during the semester will be required, regardless of the reasons for the absences, to extend his/her student teaching by a minimum of one week at the end of the semester.

If the student teacher must be absent, he/she will assume responsibility for sending plans and materials to the school if these were his/her responsibility for that day. Failure to notify the specified individuals may result in the termination of his/her assignment.

It is the responsibility of each student teacher to notify the cooperating teacher and the university supervisor **in advance** that he/she will be absent from class on a religious holiday. The student should schedule makeup time for this absence.

The student teacher is expected to be in the school for the entire day and to follow the faculty handbook of the school for the times to report in and leave school. **Lateness is inexcusable.**

If at any time, in the judgment of the university supervisor and cooperating teacher, the student teacher's absences or tardies are excessive, the assignment may be terminated. **(The cooperating teacher is requested to email Judy Franz, coordinator of student teaching, at jfranz@mail.twu.edu if he/she feels his/her student teacher's absences or tardies are excessive or the student teacher does not contact him/her prior to the absence.)**

Observation and Evaluation

Cooperating Teacher and University Supervisor

Regular observation of your student teacher, followed by feedback, is one of your most important tasks. Your observations and feedback serve a dual function - instruction and evaluation.

It is essential to recognize that the primary purpose of the student teaching experience is instruction; one of the most important functions of a cooperating teacher and university supervisor is to help the student teacher develop his/her skills as a teacher.

Effective feedback involves questioning and problem solving along with some recommendations. Simply telling the student teacher what was not done well will not allow him/her to develop the ability of self-assessment. (The Cooperating Teacher Student Teacher Observation Form and Student Lesson

Observation Form can be found on pages 15 and 16. Also see *Educational Leadership's* article "The Good Mentor" on page 22.)

Leaving the Room

Cooperating Teacher

Do not leave the classroom until the student teacher can adequately handle the teaching assignment. Even then, the length of time you are out should be brief early in the experience. Until behavior management skills are adequate, stay in the vicinity of the classroom.

You may even want to stay in the classroom part of the time during the total teaching weeks or you may want to initiate some team teaching activities. The cooperating teacher is never excluded from his/her classroom.

Outside Responsibilities

Cooperating Teacher and University Supervisor

Outside activities (e.g., employment, sports, sororities, fraternities) should be held to a minimum by student teachers during their student teaching experience. It is recommended that no classes be taken concurrently with student teaching. If this is absolutely necessary, none should be scheduled before 5:00 PM.

No student teacher will be excused to leave early for work or class. During this period of time, the student teacher's first responsibility is to the students he/she teaches. Outside responsibilities should not interfere with student teaching responsibilities.

Important Facts

Cooperating Teacher and University Supervisor

- Some school districts will require TB testing before student teaching. Student teachers must follow the guidelines of their assigned district. They will be told prior to Texas Woman's University's Student Teaching Orientation and the school district's orientation, what they need to do in this regard.
- The student teacher is a guest in the teacher's classroom. He/she is encouraged to listen and observe; question respectfully; never compare the teacher's students with others in the school; never get involved in gossip or negative conversation that might transpire.
- There are many parents and community members volunteering in the schools. Student teachers' conversations with others in the work room, hallways, and lounge must be professional. They are to avoid discussing very personal issues and confidential information.
- Instructional materials prepared using supplies provided by the school usually remain with the school at the completion of the student teaching assignment. If student teachers know that they will want to keep some of the instructional materials for their own use, they are asked to check with the school policy and then decide whether they will want to purchase the necessary supplies themselves.
- Administering medicine to any student is not permitted at any time. Even if the cooperating teacher gives the student teacher the 'go ahead', he/she must decline and cite University policy as the reason for doing so.
- Corporal punishment (even in the mildest form) is not permitted at any time. The student teachers are instructed to be careful of the ways in which they touch students, especially if angry or frustrated.
- Student teachers are not to drive their own car to take students on a field trip or to deliver them anywhere away from campus. They can be legally liable for any accidents or injuries.
- It is highly recommended that the student teacher give information to parents about any student in the cooperating teacher's presence and with the cooperating teacher's permission.

- Grading papers only for the subjects the student teacher is teaching is a practice that is encouraged. If a student teacher is experiencing pressure to do a large amount of grading and busy work, he/she should notify the university supervisor immediately.
- Writing lesson plans or using the computer for personal reasons during class time is not permitted. This time should be used to observe the cooperating teacher and/or to work with students.
- Cell phones are to be turned off while on the school campus; however, they can be used during the student teacher's breaks.
- Confidentiality regarding students, information about the parents of students, or information shared by the cooperating teacher **MUST** be maintained.
- Student teachers are asked to use good judgment when touching students at any time. Cooperating teachers need to discuss school policy regarding this.
- First impressions are extremely important in the public schools. Student teachers are required to dress appropriately and professionally at all times. Good grooming and hygiene are part of the professional image they create.
- Professional communication and demeanor are the hallmarks of a good student teacher.
- Student teachers are not to discuss their personal life or any aspect of their life that could call their behavior into question. This includes attention to any information that may be posted on the World Wide Web (i.e., My Space.com, FaceBook.com, etc.) or an email address that could be detrimental to their reputation.

Texas Administrative Code State Board for Educator Certification

EDUCATORS' CODE OF ETHICS

CHAPTER 247 RULE §247.1

Purpose and Scope

In compliance with the Texas Education Code, §21.041(b)(8), the State Board for Educator Certification (the board) adopts an educators' code of ethics as set forth in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators). The board may amend the ethics code in the same manner as any other formal rule. The board is solely responsible for enforcing the ethics code for purposes related to certification disciplinary proceedings.

Source Note: The provisions of this §247.1 adopted to be effective March 1, 1998, 23 TexReg 1022.

CHAPTER 247 RULE §247.2

Code of Ethics and Standard Practices for Texas Educators

- a) Statement of Purpose. The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.

b) Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

- A. Standard 1.1. The educator shall not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.
- B. Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
- C. Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
- D. Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
- E. Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents, or other persons or organizations in recognition or appreciation of service.
- F. Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
- G. Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other applicable state and federal laws.
- H. Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(2) Ethical Conduct toward Professional Colleagues.

- A. Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
- B. Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
- C. Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
- D. Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
- E. Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, sex, disability, or family status.
- F. Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
- G. Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC under this chapter.

(3) Ethical Conduct toward Students.

- A. Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
- B. Standard 3.2. The educator shall not knowingly treat a student in a manner that adversely affects the student's learning, physical health, mental health, or safety.

- C. Standard 3.3. The educator shall not deliberately or knowingly misrepresent facts regarding a student.
- D. Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, sex, disability, national origin, religion, or family status.
- E. Standard 3.5. The educator shall not engage in physical mistreatment of a student.
- F. Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student.
- G. Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any student or knowingly allow any student to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 T

Summary of Student Teaching Requirements For the Student Teacher

- ❖ Lesson plans for entire semester based on the classroom curriculum
- ❖ Detailed lesson plans for formal observations and in the integrated unit
- ❖ Two to four weeks “total teaching”: at least 3 weeks in a single site placement and 2 weeks at each placement if the placement is a dual site placement.
- ❖ Performance-based assessment in unit
- ❖ Evidence of cooperative learning, technology and multicultural perspectives in various lesson plans as well as appropriate modifications---each noted specifically in lesson plans
- ❖ Self Assessment/Reflections as assigned
- ❖ Portfolio
- ❖ Attendance at all meetings and professional development events
- ❖ Letter of introduction to parents (This is an optional assignment and should be approved by the cooperating teacher and the university supervisor.)

Remind the student teacher to be very professional in the letter of introduction to parents and in his/her introduction to the students. Very personal information is not appropriate; however, some travel adventures, pets, hobbies, and experiences with children and schools attended would be interesting. He/she needs to stress how much he/she is looking forward to working in the classroom this semester.

The cooperating teacher must read and approve all written material prior to sending it home to parents/guardians.

Appendix

Texas Woman's University utilizes many methods to evaluate the university's student teacher and the student teaching program for the purposes of accountability, program improvement, and to grow knowledge of successful mentoring practices.

Anticipated Progress in Student Teaching

The schedules below are provided as general guidelines for involving student teachers in the classroom. For students in their second student teaching placement, a quicker transition to all-day teaching responsibility may be encouraged. In all cases, depending upon specific classroom circumstances, adjustments may be necessary. This is left to the discretion of the Cooperating Teacher.

Seven Week Placement	Fourteen Week Placement	Anticipated Level of Involvement
WEEK 1	WEEK 1	Primarily an observation week. Time to get to know the students, to observe the Cooperating Teacher’s methods and expectations for students, investigate the curriculum and student attainment, and do limited kinds of teaching - supportive in nature.
WEEK 2	WEEK 2 – 3	Student teacher is given a specific unit, subject or class to teach for which preparation is required. At least one unit, subject or class is added each week from now on.
WEEK 3 – 4	WEEK 4 – 5	Proportionately more teaching and preparation is added.
WEEK 5	WEEK 6 – 7	Still more instructional responsibility. By the end of this period, the student should have taught all day for at least one day, but may have planned only part of that day.
WEEK 6 – 7	WEEK 8 – 13	During this period, the student should teach all classes/subjects, being responsible for all preparation, materials, grading, record-keeping, student-centered management, duties, etc., for at least two weeks during the final weeks of the first assignment and for at least two weeks at the end of the second assignment. In 14-week assignments, three or more weeks are required of capable students.
WEEK 14		Part of WEEK 14 in a SINGLE placement may be used to allow the student teacher to observe different classes, programs, or special projects throughout the school provided such arrangements can be made with the principal’s permission.

STUDENT TEACHER SELF-ASSESSMENT/REFLECTION

Student Teacher _____ Date _____

Cooperating Teacher _____ University Supervisor _____

	How were the following aspects of your lesson effective for all students?	How did you depart from what you planned?	What might you change to improve the lesson?
Subject matter knowledge and instructional strategies to make content meaningful			
Student grouping and student-centered behavior management and participation			
Materials, Resources & Technology			
Overall assessment of your teaching strategies			

Cooperating Teacher Observation of Student Teacher

(Completed by Cooperating Teacher)

Discuss with and make a copy for the student teacher and university supervisor.

Student Name: _____ Date: _____

Teacher: _____ Time: _____

Absences: _____ Tardies: _____

BRIEF DESCRIPTION OF THE ACTIVITY OBSERVED:

STRONG POINT(S) OF THE LESSON:

SUGGESTION(S) FOR IMPROVEMENT:

1=STRONGLY AGREE 2=AGREE 3=DISAGREE 4= STRONGLY DISAGREE N/A=NOT APPLICABLE					
THE LESSON WAS WELL PLANNED	1	2	3	4	N/A
USED CLASS TIME EFFICIENTLY AND EFFECTIVELY	1	2	3	4	N/A
DISCIPLINARY PROBLEMS HANDLED APPROPRIATELY	1	2	3	4	N/A
DEMONSTRATES PROFESSIONALISM AND WORKS WELL WITH COLLEAGUES, STAFF AND STUDENTS	1	2	3	4	N/A
THERE IS A NEED FOR A THREE-WAY CONFERENCE	1	2	3	4	N/A

COMMENTS:

Student Teacher Lesson Observation

(Completed by Student Teacher)

Make a copy for the university supervisor.

Student Name: _____

Date: _____

Teacher: _____

Time: _____

DESCRIBE THE OBSERVED LESSON AND WHAT THE TEACHER DID TO PROMOTE LEARNING:

HOW DID THE STUDENTS DEMONSTRATE THEIR UNDERSTANDING OF THE LESSON'S OBJECTIVES?

STRONG POINT(S) OF THE LESSON:

WHAT DID YOU DISCUSS WITH YOUR COOPERATING TEACHER FOLLOWING THE LESSON?

HOW CAN YOU APPLY THE IDEAS FROM THIS LESSON TO YOUR OWN CLASSROOM?

Undergraduate Post-Bac MAT Master's

Texas Woman's University
EVALUATION OF STUDENT TEACHER PERFORMANCE

STUDENT: _____ Student ID#: _____ Date: _____

Grade Level/Subject: _____ School/District: _____ City: _____

I have reviewed available evidence of this student teacher's growth and development according to the standards articulated by the State Board for Educator Certification and I have assessed the student teacher's progress on the attached form. Based on a consideration of the available evidence, **in my professional judgment, the teaching performance of the student teacher is/is not (circle one) sufficient to recommend for a Teaching Credential.**

Cooperating Teacher Signature

Date

TWU Supervisor Comments:

TWU Supervisor Signature

Date

TWU Student Teacher Signature

Date

I have read this evaluation of my teaching performance and I (check only one statement):

concur with this assessment

disagree with the conclusion and have submitted a rejoinder

Student Teacher Comments:

Each item is to be rated in one of the following categories: (Check appropriate level for each of the criteria below.)

- | | |
|-------------------------|--|
| 1) PROFICIENT: | The student teacher is consistently performing the skill at an independent level, requiring limited supervisory feedback from the Cooperating Teacher and University Supervisor, and demonstrating extensive teaching knowledge. Such students may be able to self-initiate and self-assign tasks. |
| 2) ADVANCED COMPETENT: | The student teacher is consistently performing the skill at a level requiring occasional Cooperating Teacher or University Supervisor suggestions or directions, often requiring monitoring only and intermittent feedback. |
| 3) BEGINNING COMPETENT: | At this level the student teacher needs frequent and specific directions from both the Cooperating Teacher and University Supervisor. Demonstrations by appropriate teaching models are required. This student needs corrective feedback and moderate supervision. |
| 4) DEVELOPING: | At this level, the student teacher was instructed to perform a skill but cannot or will not. These students have not demonstrated the ability to independently assume teaching duties. |

Please check the appropriate level of expertise.

STUDENT PARTICIPATION <i>Student teacher establishes and sustains a level of student rapport and a classroom environment that promotes learning.</i>					
	1	2	3	4	N/A
1. Creates a physical environment that engages all students.					
2. Encourages students to actively participate.					
3. Connects learning to real-life applications.					
4. Insures the success of all students.					
5. Stimulates critical thinking.					
6. Provides opportunities for problem solving.					

Commended Areas

Improvement Areas

LEARNER-CENTERED INSTRUCTION <i>Student teacher designs learning activities that engage students in meaningful activities that equally promote self-directed and reflective learning.</i>					
	1	2	3	4	N/A
1. Plans and implements classroom procedures and routines that support students.					
2. Conducts lessons based on appropriate goals and objectives.					
3. Establishes and communicates learning goals for all students.					
4. Relates content to learner interests.					
5. Focuses student attention by motivational techniques.					
6. Provides adequate wait time during questioning.					
7. Uses appropriate equipment and technology effectively.					
8. Demonstrates sound knowledge of subject matter.					
9. Demonstrates knowledge of students' developmental levels and uses a variety of instructional strategies and resources to respond to students' diverse learning needs and abilities.					
10. Respects diversity among students.					
11. Organizes written lesson plans according to a prescribed format and maintains lesson pace.					
12. Organizes curriculum to support student understanding through instructional strategies that are appropriate to the subject matter.					
13. Develops and sequences instructional activities and materials for student learning.					

Commended Areas

Improvement Areas

EVALUATION AND FEEDBACK <i>Student teacher learns to provide optimal settings that increase the ability of students to evaluate, differentiate and integrate information, think analytically, problem solve, communicate and reach sound conclusions.</i>	1	2	3	4	N/A
1. Engages students in problem solving, critical thinking, and other activities to make subject matter meaningful.					
2. Collects and uses multiple sources of information to assess student learning.					
3. Involves and guides all students in assessing their own learning.					
4. Uses the results of assessments to guide instruction.					
5. Communicates with students, families and other audiences about student progress.					
6. Monitors students' performance and participation.					
7. Aligns assessment with goals, objectives, and strategies.					
8. Reinforces student learning.					
9. Provides immediate and positive feedback.					
10. Presents opportunities for relearning.					
11. Designs short-term and long-term plans to foster student learning.					
12. Balance instruction by adjusting lesson designs to students' different developmental levels.					
13. Demonstrates knowledge of subject matter content and student development.					

Commended Areas

Improvement Areas

STUDENT-CENTERED MANAGEMENT <i>Student teacher sustains student-centered behavior management by establishing clear guidelines.</i>	1	2	3	4	N/A
1. Establishes a climate that promotes effective instruction.					
2. Promotes social development and group responsibility.					
3. Establishes and maintains clear rules and procedures for student behavior.					
4. Implements approved campus/district discipline-management policies.					
5. Encourages self-discipline and self-directed learning.					
6. Enforces rules consistently and fairly.					
7. Redirects inappropriate, off-task, or disruptive behavior promptly and establishes a risk-free environment.					
8. Uses a variety of appropriate materials.					
9. Effectively and efficiently manages time and materials.					
10. Engages students and moves freely around total class during lesson.					

Commended Areas

Improvement Areas

PROFESSIONAL COMMUNICATION <i>Student teacher communicates effectively by presenting ideas and instructions clearly and meaningfully to students, adjusting the complexity of his or her language to the abilities of all students in the class.</i>	1	2	3	4	N/A
1. Uses correct oral and written grammar.					
2. Uses effective verbal and nonverbal communication with students.					
3. Uses appropriate and accurate written communication with parents, staff, and community.					
4. Provides genuine encouragement for all students.					
5. Displays professional courtesy.					
6. Exhibits respect for students, parents, staff, and community members.					
7. Communicates on students' level of understanding.					
8. Listens carefully to others.					

Commended Areas

Improvement Areas

RELATIONSHIPS <i>Student teacher encourages rapport and mutual respect among students, teachers, staff and the community.</i>	1	2	3	4	N/A
1. Creates a physical environment that engages all students.					
2. Exhibits enthusiasm for students and subject matter.					
3. Maintains a professional relationship and works cooperatively with colleagues, staff and University Supervisor.					
4. Demonstrates a commitment to students, district and community; dependable.					
5. Collaborates with colleagues and is receptive to suggestions.					
6. Adapts in a flexible manner.					
7. Maintains a sufficient level of energy.					
8. Ethical and is discreet with confidential information.					
9. Remembers and refers to students by their names.					
10. Reacts positively to pupil responses.					

Commended Areas

Improvement Areas

RESPONSIBILITIES <i>Student teacher places a high priority on student teaching and exhibits professionalism in his or her interactions with teachers and students, and, performs tasks which measure his or her ability to fulfill the responsibilities of teaching to ensure student learning.</i>	1	2	3	4	N/A
1. Uses instructional time effectively.					
2. Abides by school operation schedule (arrival/departure).					
3. Attends student teacher related activities.					
4. Attends school related meetings such as PTA, in-service and events.					
5. Complies with all campus, district, state, and national policies and procedures.					
6. Complies with all verbal and written directives.					
7. Contributes to a safe, orderly, and stimulating environment.					
8. Consistently maintains student records and data.					
9. Maintains professional image through appropriate dress and behavior.					
10. Starts class promptly with little confusion.					
11. Accepts responsibility for teaching sessions in a confident manner.					
12. Builds on student's command of basic skills and understanding while providing intellectually challenging academic expectations.					
13. Evaluates own teaching practices and subject matter knowledge.					
14. Improves teaching practice by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems and applying new strategies.					

Commended Areas

Improvement Areas

PORTFOLIO ASSESSMENT <i>Student teacher prepares materials that effectively demonstrate to an employer the knowledge and skills acquired in Texas Woman's University's Teacher Education Program.</i>	1	2	3	4	N/A
1. Demonstrates an ability to write clearly and to organize and present materials effectively.					
2. Demonstrates the student has acquired the kinds of knowledge and skills he or she needs to be an effective teacher.					
3. Demonstrates student's ability to synthesize and apply knowledge acquired in the program.					
4. Includes a professional résumé, philosophy of education, student-centered management plan, and other supporting artifacts.					

Commended Areas

Improvement Areas

NUMBER OF DAYS OF: UNEXCUSED ABSENCES:* _____

UNEXCUSED TARDIES: _____

SUGGESTED GRADE: CR (Credit) F (Fail)

RETURN COMPLETED EVALUATION TO:

Texas Woman's University
 College of Professional Education
 Attn: Michelle Williams-Laing
 P. O. Box 425769
 Denton, TX 76204-5769
 Phone/Fax: 940-898-2223

* Excused absences: TWU/UNT Education Career Day, Senior Breakfast and departmental seminars

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The Good Mentor

James B. Rowley

Can you name a person who had a positive and enduring impact on your personal or professional life, someone worthy of being called your mentor? Had he or she been trained to serve in such a role or been formally assigned to help you? I frequently ask veteran teachers these questions. As you might guess, most teachers with 10 or more years of experience were typically not assigned a mentor, but instead found informal support from a caring colleague. Unfortunately, not all teachers found this support. In fact, many veterans remember their first year in the classroom as a difficult and lonely time during which no one came to their aid.

Much has changed in the past decade, however, because many school districts have established entry-year programs that pair beginning teachers with veteran, mentor teachers. In the majority of such cases, the matching occurs before they meet and establish a personal relationship. This prevalent aspect of school-based mentoring programs presents special challenges that are further exacerbated when mentor teachers receive no or inadequate training and only token support for their work.

Qualities of a Good Mentor

During the past decade, I have helped school districts design mentor-based, entry-year programs. In that capacity, I have learned much by carefully listening to mentor and beginning teachers and by systematically observing what seems to work, and not to work, in formal mentoring programs. As a result of these experiences, I have identified six basic but essential qualities of the *good mentor* and the implications the qualities have for entry-year program design and mentor teacher training.

The good mentor is committed to the role of mentoring. The good mentor is highly committed to the task of helping beginning teachers find success and gratification in their new work. Committed mentors show up for, and stay on, the job. Committed mentors understand that persistence is as important in mentoring as it is in classroom teaching. Such commitment flows naturally from a resolute belief that mentors are capable of making a significant and positive impact on the life of another. This belief is not grounded in naive conceptions of what it means to be a mentor. Rather, it is anchored in the knowledge that mentoring can be a challenging endeavor requiring significant investments of time and energy.

What can be done to increase the odds that mentor teachers possess the commitment fundamental to delivering effective support? First, good programs require formal mentor training as a prerequisite to mentoring. Veteran teachers unwilling to participate in a quality training program are often indicating their lack of dedication to the role. Second, because it is unreasonable to expect a teacher to commit to a role that has not been clearly defined, the best mentoring programs provide specific descriptions of the roles and responsibilities of mentor teachers.

Third, good mentoring programs require mentors to maintain simple logs or journals that document conferences and other professional development activities involving the mentor and mentee. But such record-keeping devices should keep paperwork to a minimum and protect the confidentiality of the mentor-mentee relationship.

Finally, although the majority of mentor teachers would do this important work without compensation, we must not overlook the relationship between compensation and commitment. Programs that provide mentors with a stipend, release time from extra duties, or additional opportunities for professional growth make important statements about the value of the work and its significance in the school community.

The good mentor is accepting of the beginning teacher. At the foundation of any effective helping relationship is empathy. As Carl Rogers (1958) pointed out, empathy means accepting another person without making judgments. It means setting aside, at least temporarily, personal beliefs and values. The good mentor teacher recognizes the power of accepting the beginning teacher as a developing person and professional. Accepting mentors do not judge or reject mentees as being poorly prepared, overconfident, naive, or defensive. Rather, should new teachers exhibit such characteristics; good mentors simply view these traits as challenges to overcome in their efforts to deliver meaningful support.

How can we encourage mentor teachers to be more accepting of new teachers? A training program that engages prospective mentors in reflecting on the qualities of effective helpers is an excellent place to begin. Reading and discussing passages from the works of Rogers (1958) and Combs, Avila, and Purkey (1971), for example, can raise levels of consciousness about this important attribute. Equally important in the training protocol is helping prospective mentors understand the problems and concerns of beginning teachers (Veenman, 1984; Fuller & Bown, 1975) as well as stage and age theories of adult development (Loevinger, 1976; Sprinthall & Theis-Sprinthall, 1980). Training exercises that cause mentors to thoughtfully revisit their own first years of teaching in light of such research-based and theoretical perspectives can help engender a more accepting disposition toward beginning teachers regardless of their age or prior life experiences.

The good mentor is skilled at providing instructional support. Beginning teachers enter their careers with varying degrees of skill in instructional design and delivery. Good mentors are willing to coach beginning teachers to improve their performance wherever their skill level. Although this seems obvious, many mentor teachers stop short of providing quality instructional support. Among the factors contributing to this problem is a school culture that does not encourage teachers to observe one another in their classrooms. I often ask mentors-in-training whether they could imagine helping someone improve a tennis serve or golf swing without seeing the athlete play and with only the person's description of what he or she thought was wrong.

Lacking opportunities for shared experience, mentors often limit instructional support to workroom conversations. Although such dialogue can be helpful, discussions based on shared experience are more powerful. Such shared experiences can take different forms: mentors and mentees can engage in team teaching or team planning, mentees can observe mentors, mentors can observe mentees, or both can observe other teachers. Regardless of the nature of the experience, the purpose is to promote collegial dialogue focused on enhancing teacher performance and student learning.

What can we do to prepare mentors to provide instructional support? The quality of instructional support that mentor teachers offer is largely influenced by the degree of value an entry-year program places on such support. The mentor training program should equip mentors with the knowledge, skills, and dispositions prerequisite to effective coaching. Such training helps mentors value description over interpretation in the coaching process; develop multiple methods of classroom observation; employ research-based frameworks as the basis for reflection; and refine their conferencing and feedback skills.

Finally, we need to give mentors and mentees time and opportunity to participate in the pre-conferences, classroom observations, and post-conferences that lead to quality clinical support.

The good mentor is effective in different interpersonal contexts. All beginning teachers are not created equal, nor are all mentor teachers. This simple fact, when overlooked or ignored by a mentor teacher, often leads to relationship difficulties and diminished support for the beginning teacher. Good mentor teachers recognize that each mentoring relationship occurs in a unique, interpersonal context. Beginning teachers can display widely different attitudes toward the help offered by a mentor. One year, a mentor may work with a beginning teacher hungry for advice and the next year be assigned a beginning teacher who reacts defensively to thoughtfully offered suggestions.

Just as good teachers adjust their teaching behaviors and communications to meet the needs of individual students, good mentors adjust their mentoring communications to meet the needs of individual mentees. To make such adjustments, good mentors must possess deep understanding of their own communication styles and a willingness to objectively observe the behavior of the mentee.

How can we help mentors acquire such self-knowledge and adopt a positive disposition toward adjusting their mentoring behaviors? Mentor training programs that engage mentors in completing and reflecting on self-inventory that provide insight into their leadership or supervisory styles are particularly helpful.

The Supervisory Beliefs Inventory (Glickman, 1985) offers an excellent vehicle for introducing mentors to the challenges of interpersonal communication. In similar fashion, *The Leadership Adaptability and Style Inventory* (Hersey & Blanchard, 1974) can provoke mentors to reflect on the appropriateness of their mentoring behavior given the maturity and commitment of their mentees. In my own mentor training, I follow discussions of such theoretical perspectives with the analysis of videotaped conversations between mentors and mentees from the *Mentoring the New Teacher* series (Rowley & Hart, 1993).

The good mentor is a model of a continuous learner. Beginning teachers rarely appreciate mentors who have *right* answers to every question and *best* solutions for every problem. Good mentor teachers are transparent about their own search for *better* answers and *more effective* solutions to their own problems. They model this commitment by their openness to learn from colleagues, including beginning teachers, and by their willingness to pursue professional growth through a variety of means. They lead and attend workshops. They teach and enroll in graduate classes. They develop and experiment with new practices. They write and read articles in professional journals. Most important, they share new knowledge and perplexing questions with their beginning teachers in a collegial manner.

How can we ensure that mentors continue their own professional growth and development? Quality entry-year programs establish clear criteria for mentor selection that include a commitment to initial and ongoing mentor training. In addition, program leaders work hard to give veteran mentors frequent opportunities to participate in high-quality professional-growth experiences that can enhance their work as a mentor teacher. Some programs, for example, reward mentors by giving them additional professional development days or extra support to attend professional conferences related to their work.

The good mentor communicates hope and optimism. In "Mentors: They Simply Believe," Lasley (1996) argues that the crucial characteristic of mentors is the ability to communicate their belief that a person is capable of transcending present challenges and of accomplishing great things in the future. For mentor teachers working in school-based programs, such a quality is no less important. Good mentor teachers capitalize on opportunities to affirm the human potential of their mentees. They do so in private conversations and in public settings. Good mentors share their own struggles and frustrations and how they overcame them. And always, they do so in a genuine and caring way that engenders trust. What can we do to ensure that beginning teachers are supported by mentors capable of communicating hope and optimism? Quality programs take the necessary precautions to avoid using veteran teachers who

have lost their positive outlook. If teachers and administrators value mentoring highly and take it seriously, mentoring will attract caring and committed teachers who recognize the complex and challenging nature of classroom teaching. It will attract teachers who demonstrate their hope and optimism for the future by their willingness to help a new teacher discover the same joys and satisfactions that they have found in their own career.

The Mentoring Leadership and Resource Network

The Mentoring Leadership and Resource Network is an ASCD network dedicated to supporting educators everywhere with best practices in mentoring and induction. For six years, the network has provided assistance and free advice to mentors and mentoring programs. In addition, the network sponsors a Spring Symposium each May and an annual meeting at the ASCD Annual Conference in March.

The Mentoring Leadership and Resource Network has five main purposes:

- To provide an organizational vehicle for a mentoring initiative;
- To increase the knowledge base and general awareness of best practices in mentoring and induction;
- To promote and provide effective training for new teacher mentors;
- To establish mentoring of new teachers as the norm in schools; and
- To establish, through mentoring, the norms of collegiality, collaboration, and continuous professional development in schools.

For more information, visit the mentoring Web site (<http://www.mentors.net>).

References

Are there any more current references that could be added to this list or developed as a Resource List?

Combs, A., Avila, D., & Purkey, W. (1971). *Helping relationships: Basic concepts for the helping professions*. Boston: Allyn & Bacon.

Fuller, F., & Bown, O. (1975). Concerns of teachers: A developmental conceptualization. *American Educational Research Journal*, 6, 207–226.

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Loevinger, J. (1976). *Ego development: Conceptions and theories*. San Francisco: Jossey-Bass.

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Veenman, S. (1984). Perceived problems of beginning teachers. *Review of Educational Research*, 54(2), 143–178.

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