BUTLER

COLLEGE of EDUCATION

Student Teaching Handbook

A Reference Guide for: Student Teachers, Cooperating Teachers, University Supervisors and Building Level Administrators

2021-22

4600 Sunset Avenue
Indianapolis, IN 46208
www.butler.edu/coe

All undergraduate and graduate programs in the College of Education at Butler University are accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the State of Indiana. The licensure programs are nationally recognized by their respective Specialized Professional Associations.

Table of Contents

Introduction

The Butler University College of Education (COE) is committed to providing our students with a positive, supportive, practical, and rewarding student teaching experience. Most educators will agree that the clinical experience of student teaching is of prime importance in developing teachers who will enter the profession as enthusiastic and effective teachers.

At Butler, the student teaching experience affords the candidate an opportunity to continue to develop and reflect on the skills, knowledge, and dispositions critical to student learning. Throughout the candidates' preparation program, their field and clinical experiences reflect both a significant quantity of hours and high quality practice. Candidates will spend between 800- 1,500 hours in classrooms during their licensure program. However, just the number of hours in classrooms is not enough to reflect the quality of the experience gained. Candidates are scaffolded in their field and clinical experiences throughout their degree program, so that observation leads to working one-on-one or with small groups of K–12 learners. They then progress on to curriculum development for aspects of the instructional day and finally to the intensive clinical experience of the senior capstone. In all cases, field and clinical experiences that are imbedded into coursework are directly tied to assessment measures; experienced faculty teaches all courses. Finally, the Specialized Professional Associations (SPA) process, which requires that all licensure programs document impact on student learning, has led to each of our licensure programs receiving national recognition.

The Butler COE teacher preparation program is a co-teaching process. We recognize the presence of two educators in the classroom as a resource asset that allows for both remediation and enrichment opportunities and creates a setting where learning is enhanced with rich creativity of collaborative instructional design. The student teacher becomes an important member of the school community, working with an expert or master teacher/mentor and under the supportive direction of a university supervisor, who has expertise in content and a developmentally appropriate instructional approach.

Student teaching at Butler University is a collaborative process that includes intentional placements, careful supervision and reflection on growth. Each student has the opportunity for student teaching experiences in two different settings. Elementary education student teachers will have two student teaching settings of one semester each. Middle/Secondary and K–12 student teachers will also have two different settings of eight weeks each. The variety of settings addressing both content and developmental levels ensures a well rounded, competent teacher education graduate.

It is important to note that the College of Education recognizes the world as our community and intentionally develops an appreciation for and knowledge of our global neighbors. We create an inviting learning environment for people of all cultures. The College provides curricular and co-curricular opportunities to cultivate awareness of diversity, expanding into firsthand experiences in global citizenry. We seek the support of our local and global partner schools, our cooperating teachers, and university supervisors in achieving this goal throughout our students' preparation.

This handbook is meant to be a resource guide with practical information for those who are a part of our capstone experience. It is by no means meant to be comprehensive. We constantly revise and update information, especially as we receive your feedback and suggestions.

We extend our gratitude to the schools and staff that welcome our Butler students into their learning community.

Full Time Faculty and Staff of the College of Education

Dr. Brooke Kandel-Cisco
Dean
Dr. Nick Abel
Graduate Chair & Counseling
Dr. Susan Adamson
Elementary
Dr. Susan Adams
Multilingual and Exceptional Learners
Dr. Katie Brooks
Multilingual and Exceptional Learners
Dr. Deborah Corpus
Elementary
Dr. Kelli Esteves
Associate Dean
Dr. Fritz Ettl
Human Movement & Health Science Education
Dr. Lisa Farley
Human Movement & Health Science Education
Mrs. Karen Farrell
Accreditation Coordinator
Dr. Ryan Flessner
Elementary
Dr. Shelly Furuness
Middle/Secondary
Prof. Erin Garriott
Multilingual and Exceptional Learners
Ms. Kelley Hahn
Administrative Specialist
Prof. Cathy Hartman
Elementary
Dr. Arthur Hochman
Elementary

Dr. Thomas Keller
Graduate/Counseling
Dr. Suneeta Kercood
Multilingual and Exceptional Learners
Dr. Deb Lecklider
Graduate/EPPSP
Dr. Danielle Madrazo
Instructor
Prof. Angela Mager
Assistant Dean
Dr. Meredith McAllister
Middle/Secondary
Prof. Theresa Meyer
Multilingual and Exceptional Learners
Mrs. Chasadee Minton
Web Development & Marketing
Prof. Richard Mitchell
Master Practitioner- Pike High School
Dr. Brandie Oliver
Graduate/Counseling
Dr. Catherine Pangan
Elementary
Mrs. Christeen Price
Office Administrator
Prof. Pengtong Qu
Future Faculty Teaching Fellow
Ms. Cynthia Smith
Administrative Specialist
Dr. Mindy Welch
Human Movement & Health Science Education

Goal of Student Teaching

The goal of student teaching is to prepare teachers who are competent and confident in their knowledge, both subject and pedagogical, and in their skill to teach all children. Through a planned, and carefully supervised student teaching experience, candidates are supported in their professional development process. They are expected to exhibit dispositions of a competent, independent, and effective practitioner. Performance-based goals are aligned to state, CAEP, and SPA standards.

The student teaching experience provides the teacher education candidate with the optimum opportunity for growth and development as a beginning teacher and a time to develop his or her own style through co-teaching, collaboration, and collegiality between the student, university personnel, and school personnel. Using co-teaching as the model of best practice for teacher preparation and P–20 successes, the cooperating teacher shares the classroom and students with the candidate so that a variety of strategies can be utilized. This model allows for the candidate to be actively integrated into the cooperating teacher's classroom promoting an effective utilization of two teachers working in tandem to ensure student success.

A part of facilitating the growth of student teachers is the assessment/evaluation process. Each candidate is observed throughout her or his experience. Observation forms are included in this handbook. The observations are to be shared between the candidate, cooperating teacher, and University supervisor.

The midterm evaluation is done at approximately half way through the professional phase. Timing for this varies by program. It is done to reflect on the candidate's progress up to that point. Feedback and support from both the cooperating teacher and the university supervisor are important to the process, along with the self-reflection of the candidate. The midterm evaluation is shared and is to be used as a tool to assist and guide further development of the candidate with the goal of continual professional growth.

The final evaluation should be the basis of a formal conference at the conclusion of the student teaching experience. The university supervisor assumes final responsibility for submitting the teaching evaluation to the student's program area.

Placement

Qualifications for Student Teaching
Acceptance into student teaching, the final phase of the teacher education program, requires the demonstration of readiness and the completion of the following:
- COE CORE I, II, and III coursework and full admission to Teacher Education (See College of Education Undergraduate Transition Points in the Student Resources section of our website)
- Recommendation by the licensure program
- No grade below C for any course associated with the major or minor
- Senior or graduate standing
- Cumulative GPA of 2.8
- At least 15 semester hours at Butler University prior to student teaching
- Submission of the Core IV/Student Teaching Application to the adviser for his or her approval and signature

All candidates are subject to a criminal background/history check that meets the requirement of the district at which they are placed.

Placement of Student Teachers
It is the goal during student teaching that our candidates are placed with high-quality mentors, teach in high-needs areas, teach diverse pupils, and show impact on P–12 learning. Candidates must be willing to accept the assignment as determined by the College to be both in the student's best interest and within the resources that are available to provide proper supervision and a quality student teaching experience. Student teaching assignments will likely not be made where conflicts of interest exist, such as:
- In schools attended by the student teacher or from which the student teacher graduated within the previous 15 years
- In school buildings where the student teacher has substitute taught for more than 20 days during the previous year prior to placement
- In school buildings where the student teacher has been employed within five years prior to placement
- With cooperating teachers who were former teachers of the student teacher or are close relatives
- In school buildings where relatives work and/or school corporations where relatives hold a position of authority (e.g., administrator, board of directors, etc.)
- In school buildings where close relatives (i.e., children, siblings, nieces/nephews, grandchildren, etc.) are currently attending
- In school buildings/corporations where there is another conflict of interest that could potentially reduce the quality of the student teaching experience

Exceptions to this policy should be discussed with the instructors of record for student teaching, who will make all final determinations in cooperation with program faculty.

It is possible that an application may have to be submitted to several school districts before a placement is confirmed. Reasons that a corporation may not accept an application are:
- Application Issues – poor quality (spelling, grammar) or late submission
- Marginal grades in professional education and/or content area
- School cooperation limitations on number student teachers they take in a year Candidates will receive confirmed placement information prior to the academic year of student teaching. Candidates will be sent additional confirming emails.

Pre-Student Teaching Checklist – For the Student Teacher

1. Submit application prior to the deadline
2. Receive confirmation of placement
3. Contact the cooperating teacher via email or phone.
4. Complete the district's required criminal background check
5. Visit the school/classroom:
   a. Take a tour of the building
   b. Exchange contact information
   c. Meet the principal
   d. Get a copy of the school's faculty handbook
   e. Pick up materials that can be reviewed in advance of the placement start date
   f. Make note of important dates – conferences, testing, field trips, etc.

Pre-Student Teaching Checklist – For the Cooperating Teacher

Orientation to the school community is critical to the student teacher's comfort, confidence, and ultimate success in student teaching. The student teacher/candidate and supervising teacher share responsibility in the acclimation and induction process. Ongoing communication through orientation and observation will set the foundation for success in the student teaching experience. Key items to share include:

1. A review of teaching responsibilities
2. Weekly Overview – faculty/department meeting times, contract day, duties, etc.
3. Logistics: Computer accounts, lunch accounts, parking pass information, copier codes
4. Tour of the building
5. Student and Faculty Handbooks
6. Emergency procedures such as fire/tornado drills, allergies and universal precautions
7. Classroom policies and procedures
8. Introduction to instructional resources – labs, media center, etc.
9. Appropriate instructional materials – including lesson plan and assessment expectations

Pre-Student Teaching Checklist – For the University Supervisor

Once assignments have been given to supervisors, it is recommended that the following occur prior to the start of the semester:

1. Email to exchange contact information with both the student and cooperating teacher
2. General overview of how observations will be handled – scheduling, time, etc.
3. Review of observation and rubrics
4. Introduction to building level administrators
5. Verification of visitor policy in the building

Daily Schedule Expectations

Length of Day
Student teachers are expected to keep the same daily schedule as a regular full-time teacher, excluding extra-curricular responsibilities. Student teachers should be excused to leave school early, if necessary to arrive at the student teaching seminars, held on campus, on time.

Absences
Daily attendance is required. Any absences may be required to be made up in consultation with the university supervisor and cooperating teacher. The student teacher is responsible for notifying the cooperating teacher, university supervisor and, if necessary, the building principal, if he or she will be absent prior to the start of the school day. **Substitute teaching plans must be sent for any part of the day for which the candidate is currently responsible.**

Excessive absences for any reason will result in termination or an extension of the student teaching period.

Athletic Involvement During Student Teaching
If a student is involved in a Butler University athletic program during student teaching, the student must make arrangements to bring together the cooperating teacher, supervisor, faculty member of record, and when possible, the coach. At this meeting, all aspects of the schedule for the semester should be discussed.

Employment During Student Teaching
Student teaching is the student's primary responsibility and should be viewed as a full-time job. Candidates are strongly urged to arrange their schedules so that they are not employed during student teaching.

Enrollment in Additional Courses During Student Teaching
Student teaching, in conjunction with the student teaching seminar course, is the candidate's primary responsibility and should be viewed as the full semester load. Most student teachers find that it is difficult to take additional classes during this experience. Student teachers are strongly advised not to attempt additional coursework during this period.

Required Seminars, Trainings and Interviews
Attendance at the following required events may impact a student teacher's attendance at his/her placement:
- Weekly seminar course
- Required certification trainings in CPR and Suicide Prevention
- Licensure testing
- Teacher Candidate Interview Day and Butler Interview Day

If Issues Arise

Mediation Procedures Related to Student Teaching Placement Issues

The student teacher is expected to fulfill teaching responsibilities to the best of his or her abilities. Any student teacher for whom experiences conflict or discomfort with the placement will be expected to discuss the issue(s) directly with the cooperating teacher and the university supervisor. The faculty of record may also be included, if needed. It is the candidate's responsibility to handle sensitive situations in a confidential, ethical, and appropriate manner.

Placing a Student on an Academic Growth Plan for Completion of Student Teaching

The cooperating teacher and/or the university supervisor should notify the program faculty as early as possible when a student teacher is experiencing difficulties in one or more areas during placement.

If a student teacher is deemed to not be making sufficient progress, s/he may be put on a student teaching growth plan. This plan will include specific and measureable goals that are tied directly to the student teaching rubric.

The student teacher, university supervisor, cooperating teacher, and faculty of record will sign off on and will each receive copies of the plan. Possible outcomes from the steps outlined above include:

- The student teacher satisfactorily meets the requirements of the contract and is allowed to complete the student teaching experience.
- The student teacher makes significant progress but does not make adequate progress in some or all identified areas for improvement. In this case, A mutually agreed upon extension and/or an additional placement will be required. A grade of I (incomplete) will be assigned until the completion of the additional student teaching experience.
- The student teacher makes little or no progress in remediating the identified area(s) of concern. In this case, the student teaching assignment will be terminated, and faculty of record will discuss consequences (regarding grades, future enrollment options, degree options, etc.) and other options (e.g., personal counseling, career counseling, degree, etc.) with the student.
- The student teacher may decide to withdraw from student teaching. Under these circumstances, the faculty of record will discuss options (e.g., personal or career counseling, Bachelor's without licensure, etc.) with the student teacher.

Student teaching is graded on a pass/pass with validation/fail (P/PV/F) basis. To be recommended for licensure, a candidate must receive a PV (pass with validation). A grade of P indicates the candidate passed the experience but will not be recommended for licensure. In this case, credit is earned toward graduation. An F indicates the candidate does not pass and does not receive credit.

Termination of Placements

The student teaching instructor(s) of record may terminate a student teaching assignment under the following situations:

- Cooperating teacher or building principal requests termination
- University supervisor or faculty recommends termination.
- The student teacher requests withdrawal.
- A major disruption at the school hinders completion of the assignment.
- It is determined that the presence of the student teacher is an impediment to the education of the pupils in the assigned teaching classroom.
- The student teacher has made little or no progress in remediating identified area(s) of concern.

The faculty of record will place a notice of termination in the student teacher's file. A candidate is not permitted to enroll more than twice for student teaching in order to pass with validation.

Appeal and Reinstatement

The Leadership Team, with the Associate Dean acting as chair, is the appeals body of the College of Education. A candidate who wishes to appeal a decision of the College of Education, such as dismissal from student teaching, should write a letter of appeal to the Associate Dean, in which the student clearly specifies a rationale for the appeal. The Associate Dean then convenes and chairs the Leadership Team that considers the appeal. A final appeal may then be addressed to the Dean of the College, if the student so chooses. It is the candidate's responsibility to initiate the appeal and meet all deadlines.

Disruption of Instructional Processes

During disruptions of instruction (e.g., student unrest, bomb threats, etc.), student teachers should comply with the policies and procedures of the school corporation and the directives of law enforcement officials. A student teacher should report any disruptions to his or her university supervisor for direction as soon as is practical. Should such circumstances cause a disruption to the point that the student teaching assignment must be terminated, the procedures under "Termination of Placements" will be followed.

In the event of a teacher strike, the student teacher is not to report to the school, but instead, should contact the university supervisor or faculty for direction. Candidates may not participate in any job action, such as strikes or picketing.

Cooperating Teacher Absence/Substitute Teaching

Student teachers are students of Butler University and are not employees of the school corporation for any purpose. Whenever the cooperating teacher is absent, the school must provide a substitute teacher to oversee the student teacher in carrying out her or his planned responsibilities. **Only those Butler student teachers with a valid Indiana Substitute Teaching Permit and program pre-approval may be hired as substitutes in their student teaching placement classroom**.

The Art of Being a Cooperating Teacher

A Guide for Selecting Student Teacher Mentors/Cooperating Teachers

The College of Education takes pride in preparing teachers to create schools as they should be, not to perpetuate the status quo. Therefore we believe our students must be able to think critically, understand the connection between theory, development, and practice, and be passionate about learning.

In Dr. John Goodlad's definitive research study, the *Study of the Education of Educators (SEE)*, the student teaching experience was found to have the most influence on the pre-service educator. Mentoring a student teacher is, therefore, a privilege and an enormous responsibility.

For the student teacher, student teaching is a time for practice, synthesizing learning and beliefs, reflecting on their teaching and the role of the teacher and learner. It is analogous to preparation in other professional fields such as medicine. Future surgeons are mentored by master surgeons and learn through practice standing shoulder-to-shoulder and side-by-side. They do not enter their internships or residencies at the mastery level, nor do student teachers. Our student teachers are to be mentored, shoulder-to-shoulder with master teachers so that they are ready to enter the field of teaching.

Qualities of an Outstanding Student Teacher Mentor

Perhaps one of the greatest challenges in selecting cooperating teachers is the recognition that outstanding teachers do not always make outstanding mentors. Just as all teachers recognize their strengths in teaching particular developmental levels, the ability to teach and learn from a pre-service teacher is something that not everyone excels nor enjoys. As you consider faculty that would be ideal in this role, please think about the following:

Cooperating Teachers are able to...
- **Reflect** on their own practice in order to better inform the pre-service teacher about **why they do things** and not just what they are doing
- **Model** positive professional relationships with other teachers and administrators
- **Guide** development in a constructive manner, provide consistent positive feedback, and identify opportunities for growth
- **Utilize** child-centered approaches in their teaching and are willing to let pre- service teachers test their new ideas in a safe setting
- **Learn** from themselves, their students, and the pre-service teacher
- **Embrace diversity** and positively support all learners in the classroom
- **Value teaching as a wonderful profession** and want to share that enthusiasm with a future teacher

Cultivating a Colleague: The Journey from Student Teacher to Practitioner

The student teaching experience for Butler candidates is not meant to be a scripted process or "one size fits all" plan. Instead, we encourage you to use the ideas below to guide your journey. The best experiences are ones that are rooted in clear communication and positive relationships between the cooperating teacher, student teacher, and University supervisor. When in doubt about how things are going or what to do next, it is always best to just ask!

1. We ask that the student teacher and cooperating teacher **develop a general backward map for how the placement will progress**. Together, the student teacher and the cooperating teacher should create clear, measurable objectives for the placement as well as how and when feedback and mentoring will occur between the cooperating teacher and student teacher. This

backward map plan should include a **projected calendar and/or schedule of teaching topics,** as well as a plan for **co-teaching and co-planning responsibilities**. The goal is to create a road map for the journey (even though there may be detours along the way!). We know that the plan will likely change many times, but we hope that creating a backward map of the placement will remind our student teachers that all strong instruction begins with a plan.

2. **Growth is more easily recognized when goals are clearly stated and few in number.** Looking at the overall expectations as outlined on the student teaching rubric can be overwhelming. We encourage the cooperating teacher, student teacher, and University supervisor to set goals along the way. We know that three-to-five specific goals to work on every two weeks are easier to focus on and achieve than trying to have 30 goals for the entire placement.

3. **Students in a classroom can never have too many qualified adults available to assist them in their learning. Therefore, we encourage a co-teaching and co-planning model.** Think of it in some ways as a dance—there is usually someone leading, but both are required to do the job well. Who is leading may ebb and flow, but the partners in the classroom working together will serve the children before them in ways that could not happen if a student teacher wasn't present, including a significant reduction in the teacher-to-student ratio. In this handbook, we've also included some different models of co-teaching that may help provide a shared vocabulary for discussing teaching responsibilities as the student teacher and cooperating teacher develop the placement plan.

4. **Curricular planning and instructional approaches will always be closely aligned with the context and expectations of the school/district.** We recognize that planning in a Montessori kindergarten class will look much different than an Advance Placement course in a high school. We do expect our student teachers to plan daily, and we do ask that, when possible**, a student teacher be allowed to utilize researched based pedagogy he or she has learned during the teacher preparation as long as it supports the curricular goals**. This might include the use of content literacy strategies, workshop or project approaches, hands-on problem solving in math, teacher-crafted assessments, or even formal assessments such as Running Records.

5. **We ask that the student teaching experience operate from a framework of Asset-Based Thinking.** The text we use to guide us in the Butler College of Education is *Change the Way You See Everything* by Kathryn Cramer and Hank Wasiak. This means we focus on: **Opportunities** rather than problems: "What would this challenge look like if it were solved?" **Strengths** more than weaknesses: "What is going well, and how can we build on that?" **What can be done** instead of what can't: "How do we move beyond the 'Yeah, but'?"

6. Finally, we ask that all involved in cultivating our newest colleagues remember that **teaching is inherently a joyful profession**. No one gets into teaching because they want to be unhappy. So remember to find something each day to laugh about, celebrate, or feel passionate about. **Help our newest professionals become that hopeful, enthusiastic colleague that we would welcome to have in the classroom next door.**

Role and Responsibilities of the Cooperating Teacher

Cooperating teachers are selected in collaboration with program faculty and the appropriate representatives of the school corporation. Cooperating teachers are chosen based on their experience and willingness to accept the responsibility of guiding and nurturing the professional growth of a candidate. They are looked to as a model for professionalism that can provide diverse opportunities and information to assist the candidate to enrich his or her learning. Expectations for the cooperating teacher include the following:

- An inherent love of the profession
- A willingness to develop a positive, collegial, collaborative relationship with the candidate
- Ability and desire to support a co-teaching model
- Clear and intentional communication that facilitates a candidates understanding of building expectations, student needs and curriculum
- A willingness to collaboration with the university supervisor in supporting the candidates growth, including attendance at the semester kick off orientation meeting
- Guide, teach, and assess the candidate through the experience – including both strengths and opportunities for growth
- Provide both oral and written feedback as appropriate
- Completion of all university/accreditation paperwork
- Complete the formal midterm and final evaluation and participate in a conference with the supervisor and student teacher to debrief the results
- Write a letter of recommendation or a letter of documentation for the candidate

Required Qualifications
- Holds a valid Indiana teaching license in the area that the candidate is seeking licensure
- Demonstrates the knowledge, dispositions, and performances for successful performance-based assessment

Preferred Qualifications
- Has completed at least three years of successful teaching experience
- Experienced with pre-service education students in a supervisory capacity (e.g., previously mentoring a student teacher or a field experience student) and/or has completed the mentor teacher training process
- Demonstrates ongoing commitment to their own professional development
- Recognizes the value of the co-teaching model of teacher preparation and willingly integrates this model into practice.

The Art of Being a Student Teacher/Candidate

The student teaching experience is one in which the candidate occupies both the position of a candidate as well as the position of a teacher charged with professional responsibility. This is a challenging, and candidates should plan to devote maximum energies to the experience. The experience will take place in two phases and in two different settings. Length of the placement varies depending on whether the candidate is in the Elementary or Middle/Secondary program.

Expectations for the candidate during student teaching include the following:

- Attend all orientations, seminars, and interview days scheduled by the University
- Be familiar with and be prepared to implement all parts of the Student Teaching Handbook
- Be familiar with the host school policy, both as it is related to faculty and students.
- Meet with the school principal/administrators to introduce yourself and to find out about expectations and procedures
- Adhere to policies and expectations of the assigned school corporation including such things as appropriate professional dress, behaviors, language, and attitude
- Demonstrate professional discretion and confidentiality, including on social media
- Call both your cooperating teacher and supervisor if you must be absent from school or late for any reason
- If you must be absent, substitute lesson plans must be sent for any part of the day you were expected to teach
- Be open-minded and recognize that, while you are developing your own unique teaching style, you must respect the policies and procedures of the school and the cooperating teacher
- Be fully and actively integrated into the workings of the co-teaching model
- Establish clear communication lines with the cooperating teacher and university supervisor
- Establish a schedule for both planning and feedback with the cooperating teacher and university supervisor
- Complete all required assessments and assignments, including such items as the EdTPA
- Complete required licensure testing and submit license application to the Indiana State Department of Education through the LVIS system.

The essential litmus test for any decision made in student teaching is, **"What is the in the best interest of my Pk-12 learners?"** If you follow this as your first question, you generally will head down the right path!

The Art of Being a University Supervisor

The University supervisor is an employee of the College of Education at Butler University, who shares the responsibility for the professional growth and development of the candidate. The University supervisor is both an adjunct instructor and a liaison between the University and the school. He or she is accountable for working cooperatively with the faculty and the school personnel to design and implement appropriate and effective experiences for each candidate. The University supervisor serves as a source of information and support for both the candidate and the cooperating teacher. Expectations for the University supervisor include the following:

- Establish procedures for communication between you, the candidate, and cooperating teacher.
- Participate in conferences with the candidate and cooperating teacher as needed.
- Observe the candidate 5-6 times per semester and assess his or her performance based on standards.
- Maintain appropriate records for each student, clearly documenting each conference and observation
- At the middle of the term, evaluate your student teacher using the Student Teaching Rubric.
- Discuss the evaluation with the student teacher/candidate and cooperating teacher as you set goals for the remainder of the experience.
- Document and discuss any absence from student teaching.
- Provide copies of written observations to the student teacher/candidate and cooperating teacher.
- Notify the program faculty and the Assistant Dean of any concerns as early as possible
- Write a letter of recommendation or documentation for the student teacher on Butler letterhead
- Submit mileage record sheets with the completed expense report to South Campus Suite 163.

Required Qualifications

- Have successful teaching experience and have been licensed in the content area of supervision
- Demonstrate the knowledge, dispositions, and performances of a professional educator
- Know Indiana academic standards
- Be able to facilitate growth in diverse learners and provide positive and/or proactive support in the areas of instructional techniques, curriculum development, and developmentally appropriate practices
- Be well versed in the co-teaching model of teacher preparation
- Demonstrate ongoing commitment to their own professional development
- Be knowledgeable of current best practices
- Be able to observe and meet with their candidate(s) as needed (which may exceed the minimum of six observations of the formal evaluation process).

Preferred Qualifications

- Experience with pre-service education students in a supervisory capacity (e.g., mentoring a student teacher or a field experience student)

BUTLER | COLLEGE of EDUCATION

PreK-12 Student Teacher Observation Form

STUDENT: _____ DATE: _____SCHOOL: _____OBSERVATION #_____

3 Strengths

1.

2.

3.

3 Opportunities for Growth

1.

2.

3.

Today I observed

___Clear and accurate content

___ Connections to prior knowledge

___Developmentally appropriate practice

___Culturally responsive practice

___Disposition that all students can succeed

___Differentiation of instruction

___Variety of instructional techniques

___Appropriate use of technology

___Higher level questioning

___Positive/meaningful student interactions

___Clear standards for classroom community

___Diffusion of inappropriate behavior

___Effective time management

Today we reviewed/discussed

__Long and short term planning

__Planning based upon student needs/data

__Informal assessment documentation

__Formal assessments

__Plan for tracking student growth

__Collegiality

__Professional reflection

__Communication with families
__School/community engagement

16

Student Teacher (Candidate)_____Date_____

Cooperating Teacher_____School_____

Supervisor _____1st Placement _____ OR 2nd Placement_____

Grade Level(s) and/or Subject Taught(s): _____Midterm/Phase One or Final? _____

DIRECTIONS:
- This is an evaluation representing a snapshot of the candidate's performance at this point in his/her student teaching. **This form will become part of the documentation in the student teaching folder**. A copy should be provided to the candidate as well.
- The assessment form below focuses on ten main areas of effective teaching as set out in both the INTASC Standards and standards defined by IPSB for the appropriate developmental level. Each of the ten areas has also been linked to the Core Values of the Butler University College of Education. It is understood that most candidates will not have had a chance to do all of the things described below. Please assess your candidate's performance in each area using the scale defined below:
  - **N/O –** This is an area that was not observed, is not applicable or should not be assessed **at the midterm/mid-phase**. **Please note that ALL areas must be assessed during the final conference. N/O is only an option during the formative or midterm phase of the rubric.**
  - **(1) Emerging** - The candidate may be showing this skill occasionally but struggles with it or the candidate should have demonstrated the skill but did not. Performance is **not** at the anticipated level for this point in his/her development and still needs much improvement. Intervention is needed.
  - **(2) Basic** - The candidate performs this skill at an acceptable or basic level for a candidate at this point in his/her development but needs to continue to grow in this area.
  - **(3) Competent** - The candidate performs this skill competently at this point in his/her development and continues to develop in this area. **A (3) is the target score for candidates.**
  - **(4) Proficient -** The candidate is highly proficient with this skill at this point in his/her development and demonstrates it frequently, understands the purpose behind it and can replicate it with ease.
- The Student Teacher (ST), Cooperating Teacher (CT) and University Supervisor (US) should note their scores under each of the indicators in the boxes provided. **Please do not use .5 scores (2.5, 3.5, etc.).** After a conference to discuss the scores, all parties should then sign a copy of the document that contains all the scores.

I. CONTENT *The candidate knows the subject matter and can teach it clearly to others.*	Proficient - 4	Competent - 3	Basic -2	Emerging - 1	N/O
A. Explains skills and concepts clearly and can restate concepts in several ways when appropriate/needed. Connections to other parts of the curriculum/disciplines and students' lives are made.	Candidate displays **extensive content knowledge** with connections to other areas of curriculum/disciplines and relevance to students' lives. Teaching of concepts in multiple ways is evident in both planning **and** instruction.	Candidate displays **strong content knowledge** with connections to other areas of curriculum/ disciplines and relevance to students' lives. Concepts are explained in different ways **but not planned in advance.**	Candidate displays **basic content knowledge** but cannot articulate connections with other parts of the curriculum/ disciplines or students' lives. Concepts are **occasionally explained in multiple ways**.	Candidate **makes content errors or does not correct content errors** students make and is **unable to convey the information in more than one way**.	

ST	CT	US

B. Content is based on prerequisite knowledge and effectively moves from concrete to more abstract concepts.	Candidate **actively builds** on **prerequisite knowledge** when describing instruction or seeking causes for student misunderstanding. There is an **explicit effort made to move from concrete to abstract concepts**.	Candidate's **plans and practices** reflect **understanding of prerequisite relationships** among topics and **generally move from concrete to abstract** concepts.	Candidate indicates some **awareness of prerequisite learning,** although it may be incomplete or inaccurate and makes **minimal effort to move from concrete to abstract**.	Candidate displays **limited understanding of prerequisite knowledge** important for either student learning **or how to move concepts from concrete to abstract.**	
ST	**CT**	**US**			

II. DEVELOPMENTALLY APPROPRIATE TEACHING *The candidate understands how students this age grows and develops and uses that knowledge to support learning.*	**Proficient - 4**	**Competent - 3**	**Basic -2**	**Emerging - 1**	**N/O**
A. Gears instruction so that students are not frustrated by the level of the content, skills, or activities by considering the cognitive, social, physical, and emotional needs of this age group.	Candidate's language, level of content and choice of instructional materials displays knowledge of typical developmental characteristics of age group and **exceptions to the learning patterns, and the extent to which each student follows patterns**.	Candidate's language, level of content, and choice of instructional materials **displays thorough understanding of typical developmental characteristics** of age group.	Candidate's language, level of content, and choice of instructional materials displays **generally accurate knowledge of developmental characteristics** of age group.	Candidate's language, level of content, and choice of instructional materials displays **minimal knowledge of developmental characteristics** of age group	
ST	**CT**	**US**			
B. Tries to get to know students individually, cultivates interactions that are mutually respectful and takes the students age and culture into consideration.	Candidate **demonstrates genuine caring and respect for individual students. Students exhibit respect for the candidate.**	Candidate-student interactions are friendly and **demonstrate general warmth, caring, and respect.** Such interactions are appropriate to developmental and cultural norms. **Students generally exhibit respect for candidate.**	Candidate-student **interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students\s' cultures. Students exhibit only minimal respect for candidate.**	Candidate **interaction with at least some students is negative, demeaning, sarcastic, or inappropriate** to the age or culture of the students. **Students exhibit disrespect to the candidate**.	
ST	**CT**	**US**			

18

III. LEARNING STYLES *The candidate accounts for the different ways that students learn, including their cultural differences.*			Proficient - 4	Competent - 3	Basic -2	Emerging - 1	N/O
A. Demonstrates belief that all children can succeed and persists in helping all children achieve success by differentiating instruction and planning for a variety of learning styles.			Candidate uses manipulatives, visuals, and knowledge of students' varied approaches to learning planning for meeting individual needs. **Planning and instruction give <u>consistent evidence of thought to adaptations and/or modifications</u> including IEP goals.** Collegial support is sought when needed. Appropriate praise and encouragement are used.	Candidate **uses language and materials appropriate to individual learning** styles. **Planning and instruction give <u>some evidence</u> of thought to adaptations and/or modifications including IEP goals.** Candidate uses appropriate praise and encouragement	Candidate **accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use**. **<u>Occasionally</u> makes individual adaptations** or modifications in response to something that arises during a lesson.	Candidate is **unfamiliar with the different approaches to learning** that students exhibit, such as learning styles, modalities, and different "intelligences" and **<u>does not make</u> individual adaptations and/or modifications.** Candidate **does not accept responsibility for the success of all students.**	
ST	CT	US					
B. Uses materials which incorporate positive images of many cultures/races and considers the interests of students in planning and instruction.			Candidate displays knowledge of the interests or cultural heritage of students and **<u>consistently</u> weaves these interests into lessons**.	Candidate **displays knowledge of the interests or cultural heritage** of groups of students and **recognizes the value of this knowledge and <u>sometimes</u> incorporates these interests into lessons.**	Candidate **recognizes the value of understanding students' interests or cultural heritage but is <u>limited</u> or generalized**.	Candidate **displays little knowledge of students' interests or cultural heritage** and does not indicate that such knowledge is valuable.	
ST	CT	US					

IV. INSTRUCTIONAL STRATEGIES *The candidate uses a wide array of teaching techniques.*			Proficient - 4	Competent - 3	Basic -2	Emerging - 1	N/O
A. Learning activities and materials/resources support the instructional goals and engage students in meaningful learning.			Candidate utilizes a variety of instructional techniques in which **<u>both</u> the learning activity and materials/resources are appropriat**e **for both the instructional goal and effective student learning.**	Candidate's learning activities and materials/ resources support the instructional goals, and **<u>most</u> activities engage students in meaningful learning.**	**<u>Some</u>** of the candidate's learning activities and/or the materials/ resources support the instructional goals, and **<u>some</u> engage students in learning.**	Candidate's learning activities and materials/resources are **<u>not suitable</u> to students or instructional goals.** They do not follow an organized progression and do not reflect recent professional research.	
ST	CT	US					

19

B. Demonstrates appropriate use of media/technology to enhance instruction and incorporates students use of technology into learning activities	Candidate uses available technology to enhance **both instruction and learning activities.**	Candidate uses available technology to **enhance instruction or learning activities**.	Candidate **has technology available but is used rarely** for instruction or learning activities.	Candidate **has technology available but not utilized**.	
ST | **CT** | **US**					
C. Thoughtful questions and higher-level thinking are a part of instruction and discussion	Candidate's **questions are of uniformly high quality**, with adequate time for students to respond thoughtfully. **Students formulate many of their own questions.**	**Most of candidate's questions are of high quality.** Adequate time is available for students to respond in a thoughtful way.	Candidate's questions are a **combination of low- and high-level thinking.** Only some invite more than a minimal response.	Candidate's **questions are all at a lower level** and require only minimal response or not response at all	
ST | **CT** | **US**					
D. Adjusts lesson in progress when necessary to accommodate student needs.	Candidate recognizes if/when adjustments in a lesson should be made and **can successfully make major adjustments to lessons in response to student needs**.	Candidate recognizes if/when adjustments in a lesson should be made and **can make minor adjustments in response to student needs**.	Candidate **doesn't always recognize if/when adjustments in a lesson should be made.** Attempts to adjust a lesson, but with mixed results.	Candidate **adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.**	
ST | **CT** | **US**					
V. COMMUNICATION *The candidate fosters positive communication and supportive interaction among students and models good communication skills.*	**Proficient - 4**	**Competent - 3**	**Basic -2**	**Emerging - 1**	**N/O**
A. Models clear and accurate oral **and** written communication with **both** students and families.	Candidate uses **effective oral and written communication** with parents and students through a **variety of methods** such as phone calls, notes, newsletters, etc. Responses to questions and/or **concerns are addressed in a timely and appropriate manner.**	Candidate uses **effective oral and written communications with families** and students. **Questions and/or concerns are generally heard and responded to appropriately.**	Candidate's oral and written communications are **generally effective with students but lack responsiveness to parents/families.**	Candidate's oral and written communications **are not clear or responsive to** student or parent's needs.	
ST | **CT** | **US**					

B. Facilitates instruction so that it results in positive social interaction among students that create meaningful learning opportunities	Candidate facilitates groups working independently so they are **productively engaged, with students assuming responsibility for productivity.** Group members display **respectful regard for their peers.**	Candidate facilitates groups working independently and **groups are managed so most students are engaged. Student interactions are generally positive** in tone.	Candidate facilitates groups working independently, but **groups are only partially organized, resulting in some off-task behavior** and **student interactions are sometimes negative** in tone.	Students working with peers are **not productively engaged** in learning and informal **interactions between students are often negative in tone.**	
ST	**CT**	**US**			

VI. CREATION OF POSITIVE LEARNING ENVIRONMENT *Candidate proactively manages the classroom environment through efficient time management, clear expectations, and appropriate response to behaviors.*	**Proficient - 4**	**Competent - 3**	**Basic -2**	**Emerging - 1**	N/O
A. Sets a positive classroom tone by offering encouragement to all students and modeling enthusiasm for teaching/learning.	Candidate **models an enthusiasm for teaching and learning and encourages students**	Candidate freely yet appropriately offers encouragement and **usually models an enthusiasm for teaching/learning**.	Candidate offers and models **some encouragement and enthusiasm**.	Candidate **does not offer encouragement**.	
ST	**CT**	**US**			
B. Clearly communicates standards of conduct for the classroom community	**Standards of conduct are clear to all students and the candidate consistently enforces them**. Students are treated in a **fair and respectful manner**.	**Standards of conduct are clear to all students** and the candidate **generally** enforces them.	Standards of conduct appear to have been established, and most students seem to understand them. There are **some inconsistencies in how students are treated.**	**No standards of conduct appear to have been established**, or students are confused as to what the standards are.	
ST	**CT**	**US**			

	Proficient - 4	Competent - 3	Basic - 2	Emerging - 1	
C. Anticipates, stays aware of, and defuses inappropriate student behavior with minimal interruption to learning or loss of instructional time. **ST** / **CT** / **US**	Candidate **response to inappropriate behavior is <u>highly effective</u> and sensitive to student's individual needs and rarely results in the loss of significant instructional time.** The candidate generally acts in a **proactive** manner to prevent inappropriate behaviors.	Candidate **response to inappropriate behavior is responsive, <u>successful</u> and respects student's dignity, and minimal instruction time is generally lost.** The candidate is **aware** when inappropriate behaviors occur and addresses them when needed.	Candidate **<u>attempts</u> to respond to student's inappropriate behavior with uneven results and/or loss of instructional time**. The candidate is **generally aware** of inappropriate behavior **but misses some situations that should be addressed**.	Candidate **<u>does not</u> respond to inappropriate behavior,** or the response is i**nconsistent, overly repressive, takes away from instructional time or does not respect the student's dignity.** Or the candidate is **unaware** of inappropriate behavior.	
VII. PLANNING *The candidate organizes instruction to support the students and curricular goals.*	**Proficient - 4**	**Competent - 3**	**Basic -2**	**Emerging - 1**	**N/O**
A. Effectively manages instructional time by giving clear directions, minimizing transitions and having materials prepared. **ST** / **CT** / **US**	Candidate directions are clear **and can anticipate misunderstandings.** Transitions are kept to a minimum. Materials are always organized, including efficient plans for distribution.	Candidate directions and are **clear to students and contain an appropriate level of detail.** Transitions are handled effectively. Materials are organized in advance.	Directions are **initially confusing or are excessively detailed.** Transitions are too long. Some materials are not prepared and/or are not efficiently distributed.	Candidate directions are **confusing** to students. Transitions are lengthy and disruptive Materials are not organized for lessons ahead of time.	
B. Constructs lessons according to a plan (both long and short term) with clear and appropriate **ST** / **CT** / **US**	The lesson's structure is clear, includes a clear introduction and closure, **and allows for different pathways according to student needs.** The lesson **enhances the on-going educational objectives and curricular plan**.	The lesson has a defined structure. **Lesson includes introduction & closure.** Time allocations are reasonable, and the lesson **supports other parts of the curricular plan**.	The lesson **has structure, but it is not uniformly maintained throughout**. Most time allocations are reasonable, and it **connects to other parts of the unit or curriculum.**	The lesson has **no clearly defined structure,** or the structure is chaotic. Time allocations are unrealistic, and it **does not fit as part of a broader objective**.	

VIII. ASSESSMENT *The candidate uses a variety of assessments (quantitative, qualitative, formative, and summative).*	Proficient - 4	Competent - 3	Basic -2	Emerging - 1	N/O
A. Creates assessment that is tied to clear criteria or standards	Assessment criteria and standards are clear and have been clearly communicated to students. **There is evidence that students contributed to the development of the criteria and standards – when developmentally appropriate.**	Assessment **criteria and standards are clear and have been clearly communicated** to the students.	**Assessment criteria and standards have been developed**, but they are either **not clear or have not been clearly communicated**.	The proposed assessment approach contains no clear criteria or standards.	
ST / **CT** / **US**					
B. Uses a variety of assessments (May include checklists, observation notes, as well as more standardized or formal assessments) and uses assessment to monitor and adapt instruction	Candidate uses multiple types of assessment and uses the results to differentiate instruction. **Students are aware of how and why they are being assessed.**	Candidate uses **multiple types of assessment** and uses the results to plan for **individuals and groups** of students.	Candidate uses **one or two** types of assessment. Candidate uses assessment **results to plan for the class but** does **not** consider individual or small groups.	Candidate uses **one form of assessment.** The assessment results **impact planning only minimally.**	
ST / **CT** / **US**					
IX. PROFESSIONAL DEVELOPMENT & REFLECTION *Candidate engages in professional development activities including regular reflection.*	Proficient - 4	Competent - 3	Basic -2	Emerging - 1	N/O
A. Reflects accurately upon strengths/areas needing improvement	Candidate makes a **thoughtful and accurate assessment of professional practices** and the extent to which teacher goals and learning objectives were achieved, **citing specific examples.**	Candidate makes an **accurate assessment of professional practices** and the extent to which teacher goals and learning objectives were achieved and **can cite general references to support judgment**.	Candidate has a **generally accurate** impression of professional practices and the extent to which goals were met.	Candidate **does not know if professional practices were effective or achieved its goals, or profoundly misjudges the success.**	
ST / **CT** / **US**					
B. Shows efforts to use feedback from colleagues and students to improve; acts upon suggestions	Seeks and utilizes feedback and suggestions **from a variety of sources, including students and colleagues.**	**Seeks feedback and readily tries strategies** offered by cooperating teacher and university supervisor.	**Listens to suggestions** given by cooperating teacher and university supervisor and **attempts to try some** of them.	**Does not seek feedback and does not incorporated suggestions** made by cooperating teacher or university supervisor.	
ST / **CT** / **US**					

X. COLLEGIALITY *The candidate fosters positive relationships with all members of the school community (teachers, families, administrators, staff, students, other professionals, support agencies, etc.).*	Proficient - 4	Competent - 3	Basic -2	Emerging - 1	N/O
A. Works collaboratively with cooperating teacher and other teachers and staff in the building <table><tr><td>ST</td><td>CT</td><td>US</td></tr><tr><td></td><td></td><td></td></tr></table>	Candidate has good rapport with cooperating teacher, team, and staff. **Candidate takes a leadership role when collaborating** and helps ensure that decisions are based on the **highest professional standards.**	Candidate has **good rapport with cooperating teacher, team, and staff.** Candidate maintains an open mind and **participates in collaborative planning.**	Candidate's **decisions are based on limited though genuinely professional considerations.**	Candidate makes **decisions based on self-serving interests.**	
B. Student needs/concerns/progress are discussed with both the student and his/her family <table><tr><td>ST</td><td>CT</td><td>US</td></tr><tr><td></td><td></td><td></td></tr></table>	Candidate **provides timely and substantive information to students and their families, as appropriate.**	Candidate **provides information to families, as appropriate, about their student's progress.**	Candidate participates in the **school's expectations for parent communication** but offers little additional information.	Candidate provides **little information about students or instructional programs to families.**	
C. Follows all school policies and actively works to be a member of the school community <table><tr><td>ST</td><td>CT</td><td>US</td></tr><tr><td></td><td></td><td></td></tr></table>	Candidate fulfills required hours of the teacher contract. Candidate volunteers to participate in school events/meetings and **makes a substantial contribution to the overall school community.**	Candidate fulfills required hours of the teacher contract. Candidate **volunteers to participate in school events/meetings** and is seen as part of the school community.	Candidate **fulfills required hours** of teacher contract. Candidate participates in other school events or /meetings **when specifically asked.**	Candidate **does not consistently fulfill required hours of teacher contract.** Candidate **avoids** becoming involved in **school events/meetings.**	

Additional Comments/Goals:

SIGNATURES:

Student Teacher: _____DATE_____

Cooperating Teacher: _____DATE_____

University Supervisor: _____DATE_____

24

Letters of Recommendation: Tips for Cooperating Teachers & Supervisors

1. **See what the student teacher needs.** This does not mean asking the student to write his or her own letter, but rather ask them where "holes" exist in their current body of recommendations. For example, if a student is wonderful at classroom management, everyone may have noted that in previous letters. However, a student might need someone to remark about her ability to differentiate. A simple way to do this is to ask the student to email you three topics she or he would *potentially* like addressed in the letter.

2. **Build the letter around strengths.** One colleague noted that, "I try to remember that this is permanent. Thus, though there are things that we all need to work on, if this student is one who will be a great teacher, then I try to focus the letter positively." A simple way to do this is to go back to the final evaluation rubric and build from the areas that were rated most highly.

3. **Think beyond just curriculum.** Letters can certainly address lesson plans, etc., but often times it is the relational qualities of teaching that can set apart one applicant from another. A simple way to do this is to consider including at least one of the following: how they work with children, colleagues, parents, or administrators in the building.

4. **Be specific and concrete.** After reading many letters of recommendation, they can all certainly start to feel the same. One way to make a candidate's letter more personal is to be very specific and concrete with your content. A simple way to do this is to include at least one direct quote from a child, principal, parent, or colleague about the student teacher.

5. **Include professional development.** We all know that teaching is more than just the hours in the classroom, so don't forget to address the professional growth and opportunities that the student teacher had while in your classroom. A simple way to do this is to list the major topics of staff development, PBA Days, workshops attended, etc.

6. **Remember the basics.** This is a professional document, so it should reflect that in appearance as well as content. Some simple, yet essential, parameters include:
   a. One page, on school letterhead
   b. A brief description of you, including grade level and school demographics
   c. Contact information, including when school isn't in session

7. **Recognize when things aren't perfect.** We are all unfinished products in our learning and development. It may be that there is still a significant issue that you feel needs to be addressed in the letter. A simple way to handle this is to remember that there is a big difference in defining something as a "weakness" and "an opportunity for continued growth."

8. **Recognize when a candidate goes above and beyond.** If your student teacher has been a shining star in your classroom, you may be seeking a way to explain that to a prospective employer. A simple way to handle this is too simply state that you would want to teach with this teacher, or, if applicable, that you would want this candidate to teach your child. There really is no higher compliment than that.

9. **Make copies for now and later.** A job search is a process. Some students will find their perfect job on the first try, and others will be engaging in a second or more job searches. Keep in mind that their ability to use letters of recommendation for an extended period of time is essential. A simple way to facilitate this is to provide multiple hard copies and an electronic PDF.

Licensure and Job Search

Qualifications for Recommendation for Initial Licensure

In order for student teachers to successfully complete Butler University's program with a recommendation for initial licensure in the state of Indiana, candidates will:

- Meet all University requirements for graduation or completion of a non-degree graduate licensure program
- Receive favorable final evaluations from the cooperating teacher and University supervisor with a grade of Pass with Validation (PV) assigned by the faculty of record
- Attain passing scores on the appropriate exams and any other standardized tests that are required. Go to http://www.doe.in.gov/licensing/educator-testing for more information.
- Submit proof of current CPR/AED/Heimlich certification and Suicide Prevention certification by uploading their valid certificates to the online application. You will apply at: http://www.doe.in.gov/student-services/licensing/lvis

Contact the Assistant Dean with any questions about licensure exams and requirements. Do not apply for Indiana license until **after** all licensure exams have been passed, degree has been posted, and all other licensing requirements have been met.

Job Search

Students will attend seminars and work independently on the development and management of their professional job search materials. These materials should be kept up to date as candidates move through their clinical experience. In addition, they should seek review of their materials by experts in the field and/or the Career and Professional Services (CaPS) Office.

Materials should include, but are not limited to:
Cover letter
Resume
Teacher Identity Statement/Educational Philosophy
Letters of Recommendation

Generally districts will have online applications that can be completed at anytime, and then follow up with materials to direct contacts can be made when positions are posted.

In addition, all Butler candidates are expected to participate in both the Teacher Candidate Interview Day and the Butler Interview Day unless they have already secured employment or graduate school admission.

The Art of Co-Teaching

Students in a classroom can never have too many qualified adults available to assist them in their learning. Therefore, we encourage a co-teaching and co-planning model. Think of it in some ways as a dance – there is usually someone leading, but both are required to do the job well. Who is leading may ebb and flow, but the partners in the classroom working together will serve the children before them in ways that could not happen if a student teacher wasn't present, including a significant reduction in the teacher to child ratio.

Planning
As student teachers phase into their placements, it is likely that the cooperating teacher will take the lead in most of the planning conversations, but that responsibility will shift gradually overtime so that more and more of the conversation during planning sessions is driven by the ideas and plans brought to the table by the student teacher. However, in the co-planning model, both teachers (student and cooperating teacher) will decide collaborate on
- What content to teach
- What co-teaching strategies to use
- Who will lead different parts of the lesson
- How to assess student learning
- Materials and resources

Instruction
A variety of co-teaching constructs can begin immediately, but it is recommended that no more than one brand-new construct be added each week. In the instructional models, co-teaching may include:

Strategy	Definition/Example
One Teach, One Observe	One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key is to focus the observation.
One Teach, One Assist	One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.
Station Teaching	The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate to each station – often an independent station will be used along with the teacher led stations.
Parallel Teaching	Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy.
Supplemental Teaching	This strategy allows one teacher to work with students at grade level, while the other works with those who need information retaught, extended or remediated.
Alternative (Differentiated)	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.
Team Teaching	Well planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the students in the classroom.

Assessment

In co-teaching it is essential that both teachers have access to and an understanding of student needs in order to have the greatest impact on student learning. Student teachers should also have an opportunity to explore the construction of both informal and formal assessment tools. When considering assessment, both teachers should:

• Both participate in the assessment of the students
• Share the workload of daily grading
• Provide formative and summative assessment of students
• Jointly determine grades ⌊L̲SEP⌋

Myths and Realities

MYTH: Co-teaching inhibits a teacher candidate's ability to develop classroom management skills.
REALITY: Rather than having to manage a classroom all alone, a teacher candidate has the support necessary to implement effective classroom management strategies.   As the skills are gained, the teacher candidate takes the lead to make sure he/she can manage the classroom without support.

MYTH: It takes too much time to co-plan.
REALITY: It may take more time to co-plan in the early stages of co-teaching. In order to co-teach effectively, the cooperating teacher and teacher candidate must have shared planning time. However, the benefits of co-planning are huge. Teacher candidates get a much deeper understanding of the entire curriculum through co-planning and co-taught lessons lead to increased academic performance of P-12 students making the time spent in planning beneficial for all.

MYTH: Teacher Candidates will never have full responsibility of the classroom.
REALITY: For a period of time, each teacher candidate will lead the planning, organization, delivery and assessment of instruction in a co-taught classroom. Candidates will also be responsible for directing other adults, including the cooperating teacher, thus learning the skills necessary for effectively managing the human resources in a classroom.

MYTH: Co-teaching is not the "real world". When a teacher candidate becomes certified they will be alone in the classroom.
REALITY: To accommodate large class sizes, students with special needs, English Language Learners, and the push in model of title one and special education, today's classrooms will often have a variety of professional working alongside the classroom teacher. The need to collaborate with other adults in the classroom is a necessity in our schools.

MYTH: The university supervisor should only observe a teacher candidate when they are teaching solo.
REALITY: When a supervisor observes a teacher candidate co-teaching with a cooperating teacher, they focus the observation on what the candidate is doing. If the teacher candidate is teaming with his/her cooperating teacher, the supervisor will have an opportunity to see how the candidate is as both a teacher and a collaborative professional.

COLLABORATING TO PROMOTE EFFECTIVE INSTRUCTION - edTPA®

Teachers Who Support Teacher Candidates

edTPA® thanks cooperating teachers for the essential role they play to support and mentor teacher candidates. These teachers are helping to ensure that all beginning teachers are prepared to teach effectively. In many states this work includes edTPA®, an assessment and support system that requires candidates to demonstrate what they can and will do in the classroom to help all students learn. EdTPA® is intended to be used at the end of an educator preparation program for program completion or teacher licensure and to support state or national program accreditation.

P–12 teachers who supervise or support teacher candidates in their clinical experiences will see how the edTPA® process encourages feedback and self-reflection that nurtures professional growth and preparation for classroom instruction. edTPA® also supports the school in which candidates teach. Teacher candidates will develop lesson plans to engage students in learning consistent with the host school's standards and curricula.

Evidence of Effective Practice

Teacher candidates preparing for edTPA® will document their classroom work by submitting a portfolio that includes lesson plans, student assignments, assessments, unedited video clips of the candidate teaching, and commentaries on student learning and how the candidate adjusted instruction to meet student needs.

The edTPA® Teaching Cycle is Focused on Student Learning

Planning
- Building Content Understanding
- Supporting Learning Needs
- Using Knowledge of Students
- Assessments to Monitor Student Learning

Instruction
- Learning Environment
- Engagement in Learning
- Deepening Thinking
- Subject-Specific Pedagogy

Assessment
- Analysis of Student Learning
- Providing Feedback
- Supporting Student Use of Feedback

What You Can Expect

As a supervising teacher, your role will be the same as always—offering support for excellent teaching. Teacher candidates going through edTPA®, however, may need your input about the context and background of the students in your classroom so that they can learn to plan instruction based on specific student strengths and needs. Also, you may find that candidates spend more time reflecting on their instruction and lessons in preparation for the written commentaries they must submit.

Video recording is a requirement for teacher candidates. Candidates are expected to follow the cooperating school's policies and protocols for obtaining the necessary parental/guardian permission or to place those students without permission off-camera. Teacher candidates are instructed to submit video clips that do not include the candidate's name, the names of the cooperating teacher, school, district or the last names of students. During the edTPA® registration and submission process, candidates acknowledge and agree that the video can only be used according to the parameters of the release forms obtained for children and/or adults who appear in the video, and that public posting or sharing of videos is prohibited unless expressed permission has been received from those individuals appearing in the video.

Candidate Supports within the edTPA® Process - **Acceptable Supports**

Cooperating teachers working with candidates going through edTPA® are encouraged to support candidates as they always would, though edTPA® offers unique opportunities for support:

- Discuss edTPA® tasks and scoring rubrics
- Discuss samples of previously completed edTPA® portfolio materials (with permissions granted)
- Discuss support documents (such as Making Good Choices) about lessons or examples to use within the assessment
- Use rubric constructs or rubric language to evaluate and debrief observations made by cooperating teachers as part of the clinical supervision process
- Ask probing questions about candidates' draft edTPA® responses or video recordings, without directly editing the writing or providing specific answers to edTPA® prompts
- Arrange technical assistance for the video portion of the assessment

Candidate Supports within the edTPA® Process - **Unacceptable Supports**

Because edTPA® is a summative assessment typically tied to licensure or program completion, certain forms of support are not allowed, such as:

- Don't edit a candidate's official materials prior to submission
- Don't offer critiques of candidate responses that provide specific, alternative responses, prior to submission for official scoring
- Don't instruct candidates on which video clips to select for submission
- Don't upload candidate edTPA® responses (written responses or videotape entries) on public access social media websites