



**JUDITH HERB
COLLEGE OF EDUCATION**

utoledo.edu/education

FUELING TOMORROWS

BECOMING A TEACHER AT THE UNIVERSITY OF TOLEDO

Section III

Student Teaching Handbook



Copyright © 2007, 2010, 2011, 2012, 2013, 2014, 2017, 2018, 2022 by Judith Herb College of Education, The University of Toledo

Section III: Student Teaching Handbook

Preface

Welcome to Student Teaching! You are about to enter one of the most challenging and important phases of your professional preparation to become a teacher. Student teaching is the grand finale of your pre-service teacher education program. It offers you the opportunity to combine all aspects of teaching (methods, content knowledge, classroom management, knowledge of children, and organizational skills) with your unique personality and capabilities.

This Student Teaching Handbook has been designed with you, the student teacher, in mind. An attempt has been made to make this a “user friendly” handbook by employing language and terms with which you have become acquainted throughout your career at The University of Toledo. This handbook should serve as a map to chart your course throughout student teaching. Read it carefully and use it to guide you through your student teaching experience. Since it includes the expectations and requirements of the cooperating teacher and supervisor, you should share a copy with your teacher and take time to discuss it thoroughly.

Remember that student teaching is a full-time job and that you need to be prepared to “give it your all.” This experience should be your first priority. You will be given support and help as you fulfill the requirements and responsibilities of this challenge. Best wishes for a successful and rewarding experience!

Table of Contents

Contact Information	4
Student Teacher	
Role of the Student Teacher.....	5
Checklist for Student Teacher.....	8
Progression of Student Teaching	9
Lesson Planning	10
Evaluation	13
Grades and Recommendations.....	15
Cooperating Teacher and University Supervisor	
Role of the Cooperating Teacher	16
Role of the University Supervisor	16
The Cooperating Teacher and University Supervisor as Evaluator.....	16
Letter of Recommendation.....	16
Problems During Student Teaching	19
Checklist for Cooperating Teachers.....	19
Appendix	
Policies and Procedures.....	21
Personal Data Sheet.....	24
Co-Teaching Strategies & Examples	26

Contact Information

For questions or concerns about the student teaching experience, please contact the appropriate office listed below:

Placements and Student Teaching Information	
Field Placement Coordinator	530-8558

Content and Methods

Art Education	530-8311
Adolescent/Young Adult (grades 7-12)	530-5371
Language Arts	530-6119
Math	530-5275
Science	530-2472
Social Studies	530-5371
Early Childhood (PreK-3)	530-4046
Foreign Language	530-5371
Middle Childhood (grades 4-9)	530-5371
Language Arts	530-2472
Math	530-5275
Science	530-2472
Social Studies	530-5371
Music Education	530-2525
Special Education	530-5371

Other Resources

Career Services	530-4454
Carlson Library	530-2324
Carver Center	530-2454
Office of Student Services	530-2495
UT Police Department (Fingerprinting)	530-4439

Student Teacher

Role of the Student Teacher

During student teaching, you will have dual roles of teacher and learner. As a teacher, you will share a partnership with your cooperating teacher and with his or her help you will eventually assume a full teaching load. This will include record keeping and evaluation of student progress; lesson planning, implementation, and evaluation; and maintenance of classroom management as well as participation with your cooperating teacher in all other responsibilities such as bus, hall, cafeteria, and/or study hall supervision.

You must complete a minimum of 65 days of student teaching (or more if required for your program). You are excused from your school to attend Orientation and the Mid-Semester Professional Development Conference, held on campus. These days count toward the required 65 days of student teaching. Inclement weather/calamity days, sick days, and absences that put you below the minimum 65 days must be made up (exceptions to this requirement must be approved by the College administration). During student teaching, **you are required to follow the calendar of the district** in which you are placed. This includes any breaks. You will follow the teacher contract days/hours, NOT UToledo's calendar.

As a candidate, you will increase your knowledge in the content areas of your teaching and implement teaching strategies suggested by your cooperating teacher and university supervisor. In addition, you will adhere to ethical teaching standards, prepare and submit lesson plans and units prior to their implementation, seek alternative approaches to classroom management, and develop a method for ongoing self-assessment. **You are a guest in the building and classroom and must obey all school and classroom policies. Refrain from bringing your personal, political, and religious views into the school building. Abstain from cell phone usage including social media, texting and personal internet usage in the building.**

At first reading, the accomplishment of all of these responsibilities may seem overwhelming; however, the student teaching experience should allow for the gradual inclusion of all of these tasks. To be successful, it will take careful planning and commitment on your part.

Making a Good First Impression

After the Field Coordinator sends a letter notifying you of your potential placement, call the school and arrange a meeting with the principal and/or cooperating teacher. The following tips are offered to help you prepare for your initial visit to the school:

- Complete the Student Teacher Personal Data Sheet which is available in the Appendix and take it to the interview.
- Be sure to dress in a professional manner. First impressions tend to be long-lasting. Professional attire does not include tennis shoes, jeans, short skirts, or other casual clothes.
- Take a folder, briefcase, or book bag to carry any manuals or texts which the cooperating teacher might give you.

- Enjoy this experience. Do not be reluctant to ask questions. Smile and be yourself. This is the beginning of an exciting professional experience, so make the most of it!

The Initial Interview

The initial interview may consist of two phases. The first phase is the interview with the cooperating teacher. This interview should provide information that will enable you to become acquainted with the school, its procedures, personnel, staff, and the students.

The second phase is an interview with the principal should s/he require it. The principal and/or cooperating teacher have the right to refuse a student teacher after the interview. Should this occur, you will be notified by the Field Coordinator. The following are some possible activities for the interview with the cooperating teacher:

During the initial interview the student teacher should:

- Tour the building; learn the location of parking spaces, cafeteria, restrooms, the media resource center, and the school library.
- Obtain a copy of the school handbook, the school calendar, class schedule, fire drill, and emergency procedures. Review policies of professional attire.
- Acquaint yourself with school publications, text and course manuals.
- Inquire about the topics you will be teaching.

During the initial interview the cooperating teacher should discuss:

- The composition of the class and information regarding cultural backgrounds of the students and community.
- General philosophies or characteristics within the district which may affect the student teacher.
- The composition of the class and information regarding learning styles or students' special needs.
- A workspace or desk for the student teacher comparable to the desk or space of the cooperating teacher.
- Scheduling regular times for joint lesson planning, organization of materials, and daily evaluation sessions.
- Grading and evaluation of students and record keeping responsibilities.
- Planning the introduction of the student teacher to the class. (An "ice breaker" exercise may be appropriate. Any other information that will help the student teacher have a successful beginning.

The interview process is in place for the school/cooperating teacher purposes. Hosting a student is a big responsibility. Teachers give up control of their classroom and they are responsible to the state for student achievement. Therefore, they are given the opportunity to interview the teacher candidate before accepting them as a student teacher.

While the field placement coordinator does the best to accommodate special circumstances, there are requirements that must be followed including placements in

different demographics (at least one urban is required). Students are placed within a 30 mile radius of UT and with a school that we have an Affiliation Agreement with. Decisions for placement rest in the professional judgement of the faculty and staff.

Orientation to Classroom

On your next visit to the school, you will meet with the cooperating teacher to determine your actual teaching responsibilities and complete the Student Teaching Memorandum of Agreement (issued at Student Teacher Orientation).

With the aid of the cooperating teacher you should:

- Become acquainted with the resources, academic supplies, and other materials that aid instruction (whiteboards, overhead projectors, manipulatives, lab equipment, and other classroom tools).
- Determine record keeping procedures for attendance and grading.
- Discuss the content to be taught, the lesson plan format to be used, and the development of original units. Use the section in the handbook on planning for samples of lesson plan format.
- Begin to collect materials for your student teaching assessment portfolio.
- Investigate the school policy for videotaping a lesson that will be used for the student teaching assessment portfolio.
- Discuss how your cooperating teacher will give you daily feedback. You might consider writing in a daily log in which both you and the cooperating teacher write questions or comments. Plan a regular time when you can have at least a brief conference to clarify those questions and comments.
- Become acquainted with the classroom environment, the rapport between the teacher and students, the messages conveyed by bulletin boards, displays, and general classroom appearance.
- Learn students' names.

Professional Meetings

The University plans two professional meetings during student teaching and attendance at these meetings is mandatory. These include an orientation session and a mid-semester professional conference.

Student Teacher Orientation	Mid-Semester Professional Development Conference
The Orientation session is designed to acquaint you with the university supervisor with whom you will be working. In addition you will be familiarized with the handbook, goals, and expectations of student teaching. Professional development is included.	The purpose of the Mid-Semester Professional Development Conference is to provide you with an opportunity to polish your education resume and speak with school experts about interviewing and procedures for obtaining a job. Procedures for applying for the license is also provided.

Liability Insurance

All student teachers are included in the University's General Liability coverage for protection against lawsuits. However, student teachers are encouraged to obtain additional insurance through membership in major educational organizations such as the Student Division of the Ohio Education Association (OEA) or student membership in the Toledo Federation of Teachers (TFT), or through educational specialty groups such as the Council for Exceptional Children, The Association for Childhood Education, etc.

Summary

Evaluation will be an on-going process during student teaching. You should constantly reflect on your teaching skills as you receive daily feedback from your cooperating teacher and periodically from your university supervisor. You are required to supply your supervisor with lesson plans at least 24 hours prior to a formal observation. If they do not have them, they may cancel your observation. University supervisors may make "drop in" visits without warning, however these are not to be used for formal observations. **The cooperating teacher and university supervisor will complete four Field Observations, a Mid-Semester Pedagogy & Dispositions Evaluation and 3-way conference, and a Final Pedagogy & Dispositions Evaluation and 3-way conference.** At the final 3-way conference, the cooperating teacher and university supervisor will recommend a final grade.

Occasionally a student encounters some difficulties during the student teaching experience. If this should happen to you, your cooperating teacher, university supervisor, and Field Coordinator will work closely with you to offer suggestions for growth. A Plan of Action may be necessary. You, in turn, will want to carefully reflect on their advice and critically evaluate yourself and your teaching methods. Supervisors may determine that additional observations would be beneficial to the growth and professional development of the student teacher. Additional evaluations will become part of the record of evidence and will be factored into the final grade. **The cooperating teacher, school administrator, and the university reserve the right to terminate a placement at any time based on performance.**

Learning from your evaluations can help you grow and will enable you to look forward to rewarding experiences as you enter the teaching profession.

Checklist for Student Teacher

Before Placement Begins:

- _____ Contact the Cooperating Teacher to schedule the interview.
- _____ Give a copy of the Student Teacher Handbook to each Cooperating Teacher and review the information at the interview.
- _____ Submit a copy of your BCI and FBI to the school secretary.

During Student Teaching:

- _____ Become acquainted with the school building, the resources available to teachers and procedures, policies, and rules.

- _____ Attend Student Teacher Orientation and Mid-Semester Professional Development Conference.
- _____ Complete the Student Teacher Memorandum of Agreement with your cooperating teacher.
- _____ Provide your supervisor with an accurate daily teaching schedule. Notify your supervisor of any changes in your schedule due to field trips, etc.
- _____ Work with your cooperating teacher to develop a timeline for assuming teaching responsibilities.
- _____ Collect Permission to Videotape forms.
- _____ Submit lessons plans for approval as agreed upon in the Student Teacher Memorandum of Agreement.
- _____ Follow the assigned school's regulations regarding calendar, attendance, arrival and departure times as these apply to the regular classroom teacher.
- _____ Demonstrate initiative and creativity by bringing new ideas, resources, and materials into the classroom.
- _____ Notify the school secretary, your cooperating teacher, and your supervisor of unavoidable tardiness or absence prior to the beginning of the school day.
- _____ Reflect on your teaching, seek feedback from your cooperating teacher, and remain open to suggestions that may improve your teaching performance.
- _____ Interact with all members of the school community, parents, and guardians in a professional manner.
- _____ Demonstrate a willingness to learn and grow as a professional.
- _____ Complete the student teaching assessment portfolio.

Finishing Placement:

- _____ Gradually relinquish teaching responsibilities in the last week.
- _____ Return all textbooks, workbooks, graded assignments, etc. to your cooperating teacher.
- _____ Send thank you notes to your cooperating teacher, supervisor, and principal.

Progression of Student Teaching

The Student Teacher should gradually assume the full load of the Cooperating Teacher. Work with your Cooperating Teacher and University Supervisor to determine your schedule. In the first week, the Student Teacher should observe the Cooperating Teacher to learn effective teaching styles and strategies, learn student names, and become familiar with the school building and policies. During week two, the Student Teacher should take over at least half the teaching load, and by week three, the Student Teacher should assume the full load. It is recommended that the Student Teacher teaches full-time a minimum of six weeks in an 8-week placement and twelve weeks in a 15-week placement.

Phase	Timeline		Activities
	8-weeks weeks	15- Week 1	
Orientation	Week 1	Week 1	Observe, assist, co-teach, take attendance, learn policies, begin planning and become familiar with curriculum.
Early Weeks	Week 2	Week 2	Assume responsibilities by preparing and implementing lessons.
Full-Time Teaching	Weeks 2-8 14	Weeks 3- 14	Assume full-time teaching load of Cooperating Teacher.
Culmination	Last 2-3 days 15	Week 15	Begin to phase out of instructional activities and complete observations of other teachers in the building.

Co-Teaching

It may be advantageous for the Student Teacher to co-teach with the Cooperating Teacher throughout the experience. There are multiple strategies of co-teaching and these options should be discussed with the Cooperating Teacher to determine which model(s) may best meet the needs of the classroom. Please refer to the Co-Teaching Strategies & Examples in the Appendix.

Lesson Planning

Good planning leads to good teaching and learning. It is an ongoing process that aids in reaching desired curricular goals, helps establish positive procedures for classroom management, sets the tone in the classroom, enhances your poise and self-confidence, and most importantly leads to student learning. While the components of planning stay the same, methods and procedures may vary according to the age of the children and content being taught. Methods and procedures may also vary according to the preferences of your cooperating teacher and university supervisor. Clarify these preferences as soon as possible.

Factors to Consider When Planning	
Goals and Objectives	Good planning includes both long-term and short-term objectives. Long-term goals are those that address the desired learning outcome at the completion of a topic, unit, or sequence of lessons and/or activities. Objectives serve as a mechanism to build a pattern of learning to reach the long term goals.
Assessment	How will you know if students have met objectives? Incorporate a variety of diagnostic, formative, and summative assessments.

Age and Past Experience of Learners	<p>Good planning must take into consideration the characteristics of the learner. The factors to be considered include:</p> <ul style="list-style-type: none"> • Maturation (developmental level) • Social and emotional skills • Level of cognitive (intellectual) development • Physical skills • Past experiences and cultural background
Classroom Environment	<p>Student teachers take some responsibility for the appearance and comfort of their classroom. Naturally, in many matters you will follow the procedures established by your cooperating teacher; however, you may want to try variations with the teacher's approval. Environmental factors to consider are:</p> <ul style="list-style-type: none"> • Physical organization and maintenance of the classroom • Lighting and ventilation • Bulletin boards and displays • Learning centers • Seating arrangements
Instructional Resources and Materials	<p>Instructional resources and materials can enhance planned learning experiences. These may include visuals, concrete objects, audiovisual media, printed materials, and community resources. Teachers need to know where or how to locate these materials or resources, when to make use of them, how to use them, why they will enhance your lesson, and which supplement is most appropriate for your purpose.</p>
Time Management	<p>The use of time enters into nearly every aspect of teaching. It has a lot to do with how much you accomplish, how well you hold the interest of students, and how to proceed through the day. Good time management should include:</p> <ul style="list-style-type: none"> • An estimation of how much time each learning sequence will take • Allowance for flexibility within a routine so that the concept being taught can be adequately understood • Use of time efficiently both in and out of the classroom • Supplemental lessons or an activity for each lesson in case a lesson takes less time than anticipated
Cooperating Teacher Input	<p>Your cooperating teacher should be involved with every stage of lesson planning. Prior to planning, consult with your cooperating teacher to determine whether the learning experience which you are considering will be successful or will need modification. Your cooperating teacher can provide valuable input that may avert a teaching disaster brought on by inexperience. Once lesson plans are prepared, have the cooperating teacher review them for changes and approval by the day agreed upon in your Memorandum of Agreement. Finally, when the plan has been implemented, your cooperating teacher can provide feedback on the strengths of your performance and/or areas for improvement.</p>

University Supervisor Input	Your university supervisor has had experience working with children and teachers in many different classroom settings. This person should also have knowledge about and access to ideas and resources that may extend your teaching ideas and activities. Discuss your proposed plans with your supervisor. Since he/she is not a regular member of the classroom, but makes intermittent visits, the supervisor may observe things which you take for granted or do not recognize, but may be important considerations to successful planning.
------------------------------------	---

Lesson Plan Process

Even though there are varying ideas and opinions about the best format to use for daily lesson planning, there are certain basic components to every good plan. The following set of questions has been organized around four such components: lesson purpose, lesson procedures, assignments, and lesson evaluation. Answering these questions should help you to think through both the planning and implementation of the lesson.

Lesson Plan Development	
Purpose and/or Objectives	<ul style="list-style-type: none"> • What do you expect the students to learn: facts, skills, attitudes, relationships, and/or understandings? • What are the immediate purposes and objectives? • What are the long range purposes and objectives? Are they specific? • Are the objectives realistic in terms of the needs and abilities of these particular pupils?
Motivation	<ul style="list-style-type: none"> • Is the plan designed to appeal to the students' interests and developmental tasks? • Does the plan show how the work is related to their lives or to the lives of others? • Does the plan help answer the questions "Why?", "So what?", "What's the point?", etc. • How might this lesson be related to previous class work, future class work, or to areas of importance to the pupils in their personal lives?
Methods	<ul style="list-style-type: none"> • Are the methods appropriate to carrying out the stated objectives? • Have sufficient examples been included to demonstrate the idea or procedure? • Have opportunities been provided for students to make suggestions? • If questions are to be used in the lesson, have the key questions been formulated? • Is enough work planned to keep all students constructively busy on tasks they can do successfully? • What problems in discipline might occur? How can these problems be prevented? • Has the probable time to accomplish specific tasks been estimated?

Procedures	<ul style="list-style-type: none"> • How are you going to begin? • What questions might you use to start the students thinking? • How will you organize the class or group for work? • What materials will you need? Are they readily available? • How will you relate this lesson to other lessons? • How many steps or parts does your lesson have? • How will you close the lesson?
Assignment	<ul style="list-style-type: none"> • What is the assignment you are going to give? Is it clear and concise? • What are your reasons for giving this assignment? • What are your directions? • How is the assignment related to your purposes? • Will the assignment entails some homework on the part of some or all of the students? • Have provisions been made for individual differences to insure the maximum success of all learners?
Evaluation	<ul style="list-style-type: none"> • What was the response of the students? • Did the lesson help you maintain control of the classroom? • Did the lesson provide for individual differences? • Did the lesson include a variety of approaches? • What improvements could you make? • Did you deviate from your written plans in order to accommodate what was happening in the classroom? • Were you flexible enough to change aspects of your plan?

Lesson Plan Suggestions

You should review the following lesson plan outline and determine, along with the university supervisor and the cooperating teacher, which planning method works best in your content area. There is, however, no substitute for well-organized, well-planned lessons. **Detailed daily lesson plans are required.**

Although lesson planning strategies will vary somewhat from teacher to teacher, you will find that the successful teacher is one who has incorporated the elements which have been discussed. It is important that the form which your plans take be one that is mutually agreed upon by the university supervisor, the cooperating teacher, and you. Detailed daily lesson plans must be written and turned in during the week prior to their implementation. This will allow the cooperating teacher adequate time to review the plans and give helpful suggestions for their successful implementation. As a learner, you have the benefit of receiving guidance from experienced classroom planners. As a teacher, you will experience the benefits of well-planned lessons which are essential to effective teaching.

Example of a Lesson Plan	
Specific Lesson Objectives/Purposes	Identify the learning objectives of the lesson in terms of concepts and/or procedures, i.e., what will the students know and be able to do as a result of this lesson.

Assessment - Describe the plan for evaluation of the lesson that is aligned with the learning.
Standards and Benchmarks
Materials Needed List the activities, projects, problems, constructions, applications, exercises, etc. that frame and focus the learning in the lesson?
Time Required Estimate the length of time for each segment of the lesson.
Procedures Introduction – Connect the content of the lesson to what was learned previously, the current content, and the content that remains to be learned in the future. Presentation – Describe the teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson. You may wish to include specific questions that you intend to ask, along with how you will model the skills or behaviors that you hope the students will develop. Describe the use of various instructional approaches to accommodate the different learning styles and needs of the students. Explain how you will provide guided and independent practice during the lesson.
Reflection After the lesson is over, evaluate what worked well and what you would do to improve the lesson. Include if you were able to meet the objectives of the lesson, and how this information can help to improve your next lesson.

Evaluation

During student teaching, you will be evaluated by your cooperating teacher and university supervisor. Evaluation forms are in Anthology for the cooperating teacher and university supervisor at the beginning of the experience. In addition, you are required to reflect daily on your performance. Each is described below.

Daily Reflection	<p>On-going, honest self-reflection is very important to beginning teachers. For this reason, take time each day to reflect upon the day's classroom activities. Be sure to listen carefully to feedback from your cooperating teacher and university supervisor so that you may incorporate this information into your teaching. Asking yourself the following questions may help you focus on those aspects of your teaching performance that need review, refinement, or improvement.</p> <ul style="list-style-type: none"> • Did the students achieve the objectives outlined in your plan? • Did you achieve your personal teaching goals? • Did the students respond to the materials and activities as you expected? If not, why? • Was the lesson appropriate to the age and level of the students?
-------------------------	--

	<ul style="list-style-type: none"> • Was a positive classroom atmosphere maintained? Would you have wanted to be a student in that classroom? <p><i>You may be video recorded teaching a lesson at any time as documentation of performance difficulties if requested by you or the Field Office. This video cannot be used for the student teaching assessment portfolio.</i></p>
Field Observations	Your cooperating teacher and university supervisor will formally observe you a minimum of four times during the experience. Each observation should be at least forty minutes in length. Additional observations may occur at any time during the semester. The cooperating teacher and university supervisor should meet with you after each observation to discuss your performance and offer suggestions.
Mid-Semester Pedagogy & Dispositions Evaluation	<p>Your cooperating teacher and university supervisor will each complete a Mid-Semester Pedagogy & Dispositions Evaluation prior to a 3-way conference. This Evaluation should help to identify areas in which you need improvement and it should also serve as a means to review your progress up to that point in the semester.</p> <p>Your cooperating teacher and university supervisor will share with you a mid-semester grade that reflects your student teaching performance thus far. You should leave that 3-way conference with specific ideas about the aspects of your student teaching performance to focus upon through the end of the semester.</p>
Final Pedagogy & Dispositions Evaluation	Your cooperating teacher and university supervisor will complete a Final Pedagogy & Dispositions Evaluation prior to the final 3-way conference. The 3-way conference will occur during the last week of student teaching and your overall student teaching performance will be discussed. The information you receive at this evaluation should be a summary of your progress as a student teacher. It should be a synthesis of the feedback you have been receiving the entire semester. Both the university supervisor and the cooperating teacher will share their ratings of you on the Final Evaluation. The cooperating teacher and supervisor should provide you with letters of recommendation and recommend your final grade.

Grades and Recommendations

As a student teacher your final grade will be based upon your classroom performance as a teacher. This grade will be awarded by the university supervisor in collaboration with the cooperating teacher (check with your program for specific grading procedures). Your university supervisor will meet with you prior to the beginning of the experience to explain the course requirements and the evaluation system.

You will also receive letters of recommendation from both the cooperating teacher and the university supervisor based upon your classroom performance. These letters will underscore your strengths and areas of necessary improvement; they are extremely important since they are frequently the determining factor for employment by school

districts. You may wish to ask your building principal or other personnel to observe your teaching as well.

Cooperating Teacher and University Supervisor

Role of the Cooperating Teacher

The cooperating teacher is responsible for directing all phases of the student teaching experience. You will act as an interpreter for the guidelines of the school district. You should assist your student teacher in lesson planning, implementation, and evaluation of his/her performance. In addition to formal observations, provide oral and written suggestions and constructive feedback. Please acquaint your student teacher with school personnel, policies, and procedures. Suggest effective classroom management and discipline techniques.

Role of the University Supervisor

The university supervisor serves as a liaison to the student teacher, cooperating teacher, and the university. Your role is to help the student teacher throughout the experience. Supervision will include four Field Observations of at least forty minutes in length, post-observation debriefing with the student teacher, Mid-Semester Pedagogy & Dispositions Evaluation with 3-way conference and grade, and Final Pedagogy & Dispositions Evaluation with 3-way conference and final grade recommendation. Debriefing sessions following an observation are expected in order to provide an opportunity to interact with the student teacher and offer suggestions. You should maintain regular contact with the student teacher via telephone, email, and observations throughout the experience. Do not hesitate to contact the Field Coordinator with any questions or concerns that you have.

The Cooperating Teacher and University Supervisor as Evaluator

As a cooperating teacher or university supervisor you should meet regularly to provide ongoing evaluation of student teacher performance in the classroom. During the process:

- Gather data in various forms during observations (may use video, audiotape, anecdotal recording, incidence recording, etc.)
- Complete four Field Observations at least forty minutes in length, minimally.
- Provide feedback gathered from the student teacher's performance on a regular basis.
- Help the student teacher to develop strategies for improvement or increased effectiveness and creative approaches to teaching.
- Complete the Mid-Semester Pedagogy & Dispositions Evaluation to be shared in a three-way conference with the student teacher and university supervisor.
- Complete the Final Pedagogy & Dispositions Evaluation to be shared in a three-way conference.
- Provide the student teacher with a letter of recommendation.

Letter of Recommendation

Writing the letter of recommendation is an important task. This section includes a description of possible suggestions for writing your recommendation. Be fair and honest with your comments.

Prospective employers look for anecdotal and documentary evidence based on what actually occurred during the student teaching experience. As administrators read employment credentials, they look for examples of what the applicant has to offer that will be uniquely valuable to their school district. All letters should be error-free, grammatically correct, and typewritten.

Here are a few suggestions to serve as a guide in writing the letter of recommendation.

- Write the recommendation in the third person, past tense. Avoid excessive use of “I.”
- Describe briefly the setting, i.e., grade, subject, school, term. Add any unusual facts about the teaching situation, which affected the work of the student teacher.
- Give your honest judgment of the student now and a reasonable prediction of his/her probable future development. If he/she will need more than a moderate amount of assistance to succeed, be tactful, but say so.
- Identify the type of situation in which you think the candidate has the most possibility for success.
- Recall the candidate’s most outstanding achievement. Try to include additional comments about this achievement in a sentence or two.

Sample Letter of Recommendation for an Outstanding Student Teacher

Ms. _____ spent the first semester of the _____ school year as a student teacher at _____ School in _____ Ohio. The classroom in which she taught was a tenth grade English class under the direction of _____.

Ms. _____ displayed many fine personal and professional qualities. Most impressive was the initiative which she exhibited during the early days of her student teaching. She also carried out her teaching duties in a responsible, professional manner.

Ms. _____ attended several teachers' meetings, observed other teachers during their workday, and attended after-school sports and community events indicating an interest in the entire spectrum of activities affecting students and their education.

By the end of the third week Ms. _____ had assumed responsibility for all phases of planning and teaching an entire course load. Because of the creativity and enthusiasm which she brought to the classroom, students responded very positively to her lessons. She planned and executed a creative unit on Julius Caesar and employed some outstanding creative writing techniques.

Ms. _____ already appears to be an excellent teacher and performs as well as teachers who have several years of experience. She has tremendous initiative, a highly positive outlook, and an excellent command of the subject matter and teaching procedures. She is particularly aware of the needs of adolescents. I would strongly suggest that hiring officials give serious priority to hiring Ms. _____. She would be an asset to any professional faculty.

Sample Letter of Recommendation for a Satisfactory Student Teacher

Mr. _____ student taught in a third grade at _____ elementary school in _____ Ohio during the _____ semester of _____. He taught under the direction of _____.

Mr. _____ performed his student teaching duties in a capable and responsible manner. He was punctual and prompt in planning lessons and his work was well organized. While Mr. _____ strengths in planning were evident, it was also apparent that his attention to teaching tended to be perfunctory. The cooperating teacher and the university supervisor made numerous suggestions for the inclusion of creative ideas. However, Mr. _____ relied primarily upon the textbook and generally lacked creativity and enthusiasm for the content.

Mr. _____ has the potential to become a good teacher. To do so will require a commitment to investigate alternative strategies. He has the capacity to expand professionally and I anticipate that he will be able to do so during his first year of classroom teaching.

Sample Letter of Recommendation for an Unsatisfactory Student Teacher

Ms. _____ performed her student teaching responsibilities in a sixth grade at _____ elementary school during the _____ semester under the direction of _____.

Ms. _____ experienced marginal success during her student teaching experience. Despite an affable personality and a creative nature, she frequently failed to plan lessons that were comprehensive. On several occasions, she misspelled and/or mispronounced vocabulary words relevant to the content area. She lacks depth of information in the areas of language arts and mathematics, which severely limits her ability to impart accurate information.

In addition, Ms. _____ seemed unable to comprehend those deficiencies and remained unwilling to investigate additional resources to underscore her personal information for providing students with accurate and challenging lessons.

Ms. _____ enthusiasm and lively personality are distinct assets, which should serve her well in a variety of professions. She establishes rapport with students but needs to develop the scholastic and academic skills necessary to succeed as a professional educator.

Ms. _____ performance as a student teacher was marginal. Hiring officials should note that Ms. _____ may be able to become a successful classroom teacher but would need very close supervision and mentorship throughout her initial teaching experience.

Problems During Student Teaching

Both the cooperating teacher and the university supervisor have a responsibility to let the student teacher know exactly where he/she stands at every point during student teaching. Deficiencies in student teaching should be clearly identified. This must be done as early as possible. Help should be provided so there will be no surprises to the student teacher and he/she has adequate time to make necessary changes for improvement. Please notify the Field Coordinator to determine if a Plan of Action is necessary.

Many weaknesses can be improved through recognition and concerted effort. In some cases, lengthening the student teaching experience may be necessary. Although each problem needs individual diagnosis and a plan, the following procedures have a broad application in helping the student teacher improve:

1. The cooperating teacher and university supervisor should contact the Field Coordinator to develop a plan to help the student teacher.
2. The student teacher should accept constructive criticism and implement suggestions.
3. Help the student teacher increase responsibilities at an appropriate rate.
4. Discuss any factors that may be interfering with successful teaching performance as soon as possible.

Checklist for Cooperating Teachers

- _____ Interview prospective student teacher. Contact the Field Coordinator with your decision to accept the student teacher or not.
- _____ Complete the Student Teacher Memorandum of Agreement with student teacher the first week of the experience.
- _____ Work with your student teacher to develop a timeline for turning over teaching responsibilities.
- _____ Help the student teacher become acquainted with the building, teaching resources, academic supplies, and audio/visual equipment.
- _____ Inform student teacher of building policies, rules, and procedures.
- _____ Critique weekly lesson plans of student teacher and offer suggestions. Monitor implementation of plans. Complete two Field Observations (completed in the online system “Anthology”).
- _____ Complete the Mid-Semester Pedagogy & Dispositions Evaluation (completed in the online system “Anthology”) on your own prior to the Mid-Semester 3-way conference. Recommend a mid-semester grade for the student teacher on the evaluation form.
- _____ Participate in the Mid-Semester 3-way conference with the student teacher and the supervisor to discuss the performance of the student teacher and the mid-semester grade.
- _____ Complete two additional Field Observations.
- _____ Complete the Final Pedagogy & Dispositions Evaluation on your own prior to the Final 3-way conference.
- _____ Participate in the Final 3-way conference with student teacher and supervisor to review the performance of the student teacher. Recommend a final grade for the student teacher on the evaluation form and discuss it at the 3-way conference.
- _____ Write a letter of recommendation for the student teacher.
- _____ Contact the Field Coordinator if you have any questions or concerns.

Appendix

This section contains the official policies and procedures of the Field Office.

Policies and Procedures	
Absence or Tardiness	<p>Student teachers are expected to be prepared and present every teachable day during the student teaching semester. A teachable day is considered a day that the school is open and teachers are to report to work. Student teachers follow the assigned school's regulations regarding calendar, attendance, arrival, and departure times as these apply to the regular classroom teacher. Student teachers are not permitted to leave the school building during lunch. Student teachers do NOT follow UToledo's calendar during student teaching.</p> <p>Student teachers, when absent or tardy because of illness, are to notify the school, the cooperating teacher, and the university supervisor before the start of the school day. Student teachers are responsible for supplying lesson plans and materials to cooperating teachers even though they are absent from the classroom. More than two absences require documentation from a physician. Excessive absences will result in an extended student teaching experience. There is no personal time off during student teaching.</p>
Calendar: Seminar and Conference Attendance	<p>The calendar for student teaching varies by program and curricular area. The beginning and ending dates for each experience will be included in the placement letter sent to students.</p> <p>Two mandatory conferences will be held on the campus during student teaching. Student teachers are excused from their placement to attend.</p> <p>During spring semester, student teachers will take their spring break during the time of their assigned school district.</p> <p>University instructors will conduct seminar sessions either at their individual discretion or in accordance with departmental guidelines.</p>
Communication Protocol	<p>Student teachers should address any issue by contacting (a) cooperating teacher; (b) university supervisor; (c) Field Coordinator and Seminar instructor.</p>
Cooperating Teachers	<p>Must possess the appropriate standard certificate or license and have a minimum of three years of successful classroom teaching including one year in the field for which the service is being provided.</p>
Corporal Punishment	<p>A student teacher is not to administer corporal punishment nor serve as a witness to such punishment procedure.</p>
Deferral of or Denial from Student	<p>The College administration retains the right to defer or deny a student from student teaching. Such a decision is reached in consultation with the Field Office. In all such cases due process for the student will be fully observed.</p>

Teaching Placement	
Dismissal from Student Teaching Placement	<p>Student teachers may be dismissed from a teaching site by the school or College administration. Circumstances under which student teachers may be dismissed include but are not limited to failure to adhere to school policy and/or procedures and failure to meet UToledo requirements.</p> <p>If the school administrator, the cooperating teacher, and/or university supervisor advise that a student teacher is to be dismissed, the Field Office must be contacted. Options will be investigated. Dismissal from a teaching site may result in a failure in student teaching. In all such cases due process for the student will be fully observed.</p>
Dress and Grooming Policy	Student teachers' dress and grooming must be consistent with the standards established in the assigned school.
Ethical Concerns	Student teachers must refrain from sharing personal, political, and religious views. Professional relationships must be maintained with all students and staff. Student teachers are not to be left alone with students outside of instructional time. No cash gift may be accepted by a student teacher.
Extension of Student Teaching	If the required number of classroom days to meet licensure standards is not reached, additional school-based classroom time is required of the student teacher. Student teaching time may also be extended in cases where the student needs additional time to reach an acceptable level of performance.
Memorandum of Agreement	Lesson plans must be submitted by the day of the week as outlined in the Memorandum of Agreement. Student teachers will not be allowed to teach without approved lesson plans. Failure to meet the terms of the Agreement may result in possible termination of the placement.
Outside Activities: Jobs, Coursework	Student teaching is recognized as a full time professional obligation; hence jobs, coaching, and coursework are not recommended during the student teaching experience, nor will these activities be accepted as an excuse for failure to perform student teaching.
Placement Decisions Procedure	An application for student teaching must be completed by the prospective student teacher nine months in advance of the intended semester for student teaching. Refer to the university catalog for student teaching eligibility. Placements are dependent upon the availability of a qualified supervisor and cooperating teacher and approved area sites. Student teaching is to be done through The University of Toledo at approved sites only. Placements are made within a thirty mile radius from campus. Student teachers are not permitted to student teach in a school where they attended or have relatives that work or attend.
Plan of Action	If student teaching performance is unsatisfactory, the Field Coordinator will determine if a Plan of Action is necessary. Each Plan is unique and will identify appropriate goals for the Student

	Teacher. Failure to implement these goals may result in termination of the placement.
Policy on Substance Abuse	Substance abuse in the form of medically unsupervised drugs or alcohol will not be condoned either on the site of the student teaching placement or during the time of the performance of student teaching duties. University sanctions for such violations may include disciplinary probation, suspension, or dismissal under the Code of Conduct and Discipline System as described under Non-Academic Policies and Procedures of the University of Toledo Student Handbook.
Policy on Cell Phone and Computer Usage	Student teachers are not permitted to use cell phones for calls, texting, and the internet during the school day. Computers should only be used for lesson plans during planning time and lunch.
Strike, Work Stoppages, Riots	The student teacher must not report for duty or be in or near the assigned school building in the event of strikes, work stoppages, or riots. The student is to contact the Field Coordinator immediately for reassignment or other appropriate action.
Student Petition for Special Placement	Student petitions to student teach in a site other than the university site will be accepted for <i>extreme circumstance only</i> . These requests must be reviewed by the Field Office, who will take appropriate action.
Student Teaching Interview	Student teachers must interview with their cooperating teacher prior to the start of student teaching. Final placement decisions are made by the field office along with the cooperating teacher.
Substitute Teaching	Student teachers may be used as substitute teachers in the classroom or in school sponsored non-teaching activities (e.g., playground, cafeteria, recess) under certain circumstances. These circumstances may differ in different districts. This will be addressed individually should the situation arise and must be approved by the College administration. Student teachers may engage in teaching and supervisory duties in conjunction with the cooperating teacher or in the cooperating teacher's absence with a fully certified substitute teacher.
Transportation Policy	A student teacher is responsible for securing transportation to and from the student teaching site.
University Supervisors	University supervisors must have a Masters degree and at least three years of satisfactory and appropriate experience in an approved or chartered school or school district related to teaching.
Unsatisfactory Performance Options and Alternatives	In those cases where it is determined that the student teacher is not progressing satisfactorily, the Field Coordinator will interact with all parties to bring about an appropriate resolution. The College administration may determine that: <ul style="list-style-type: none"> • The student teacher may withdraw from student teaching with a grade of F or W as determined by the Field Office and retain the option of enrolling another semester at a different location. • The student teacher may petition to withdraw from a program leading to licensure and complete coursework for a degree in education that does not include licensure to teach. Such petitions will be treated as exceptional cases.

	<ul style="list-style-type: none">• The student teacher may continue in the same site having been advised of the limitations and difficulties, but choose to remain. If the student fails student teaching, the student may petition to repeat student teaching once in that licensure area.



Student Teacher Personal Data Sheet *(Please type)*



<i>Name:</i>		<i>Email:</i>	
<i>Student Teaching Semester and Year:</i>	<input type="checkbox"/> Fall	<input type="checkbox"/> Spring	Year:
<i>Major:</i>		<i>Concentration(s):</i>	
<i>Local Address:</i>			
<i>City State Zip:</i>		<i>Primary Phone:</i>	()
<i>Permanent Address:</i>			
<i>City State Zip:</i>		<i>Other Phone:</i>	()

Schools Attended

	<i>Name of School</i>	<i>City/State</i>	<i>Dates</i>
<i>High School:</i>			
<i>Colleges/Universities:</i>			

Activities/Honors

Prior Educational Field Experiences

<i>Course Title</i>	<i>Name of School/City/State</i>	<i>Contact Hours</i>

Work Experience (Paid & Non-Paid)

<i>Employer Name</i>	<i>Title/Duties</i>	<i>Dates</i>

Teaching Outlook

Write a brief statement indicating the reasons you are interested in the teaching profession. Explain why you entered the field of teaching, your aspirations, goals, etc., and what you hope to learn during your student teaching experience.

What do you consider to be your strengths as a candidate for student teaching?

List any specific teaching strategies for which you would like special assistance during your student teaching (i.e., planning, organizing, classroom management, use of audio-visual equipment, questioning techniques, etc.)

The University of Toledo requests this information for the purpose of student teaching placement through the Judith Herb College of Education. The information will be shared with school administrators and teachers with whom we seek a placement for you.

Student Signature

Date

Co-Teaching Strategies & Examples

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 to this strategy is to focus the observation - where the teacher doing the observation is observing specific behaviors. Example: One teacher can observe students for their understanding of directions while the other leads.
One Teach, One Assist	An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. Example: While one teacher has the instructional lead, the person assisting can be the "voice" for the students when they don't understand or are having difficulties.
Station Teaching	The co-teaching pair divides the instructional content into parts - Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station - often an independent station will be used along with the teacher led stations. Example: One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.
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. The greatest benefit to this approach is the reduction of student to teacher ratio. Example: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.
Supplemental Teaching	This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated. Example: One teacher may work with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment.
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. Example: One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.
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. Example: Both instructors can share the reading of a story or text so that the students are hearing two voices.

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.

Copyright 2011, St. Cloud State University, Teacher Quality Enhancement Center; Research Funded by a US Department of Education, Teacher Quality Enhancement Grant