

STUDENT TEACHING HANDBOOK



MANCHESTER COLLEGE MISSION STATEMENT

Manchester College respects the infinite worth of every individual and graduates persons of ability and conviction who draw upon their education and faith to lead principled, productive, and compassionate lives that improve the human condition.

MANCHESTER'S TEACHER EDUCATION PROGRAM MISSION

Manchester College prepares teachers of ability and conviction who are enthusiastic and effective educators with passion for teaching and compassion for students. The Teacher Education Program seeks to graduate educators who have an affinity for learning, a passion to teach, and an aptitude to become leaders in the broader educational community.

STUDENT TEACHING HANDBOOK 2009-2010

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SECTION I

Overview

SECTION I

OVERVIEW

THE PROFESSIONAL SEMESTER: PURPOSE OF STUDENT TEACHING

The professional term consists of a full semester of student teaching while candidates are concurrently taking a two-semester-hour course to support student teaching. During the professional term, candidates take a major step in becoming professionals. In order to successfully complete student teaching, the candidate must demonstrate mastery of each of the Manchester College Teacher Education Program goals. All candidates are required to be in attendance during the prescribed student teaching dates.

Candidates are expected to remain in their placement throughout the entire semester, including exam week. Athletes may be required to make up any days missed due to athletic competition as NCAA Division III regulations prohibit adjustment of academic programs to accommodate the athletic schedules. Contact the Director of Teacher Education, Dr. Korrine Gust, at kmgust@manchester.edu for further information.

CANDIDATE PLACEMENTS

National and state accreditation standards require close and systematic supervision of candidates by cooperating teachers and college supervisors. Normally, Manchester College candidates are placed within a 35-mile radius of campus to facilitate frequent visits from the college supervisors. A candidate may be placed at a greater distance for an urban student teaching placement, a Montessori teaching experience, or because of the need to find an appropriate adaptive physical education student teaching placement. Exceptions to these placement guidelines must be approved by the Director of Teacher Education.

NCATE accreditation guidelines strongly discourage placement in any school that the candidates attended during their public/private school careers. Placements may also be limited in individual schools or corporations for personnel considerations. When possible, two or three Manchester candidates are placed in the same school for mutual support, easier transportation, and better supervision by the college.

In addition, candidates are expected to visit the schools in which they have been placed as soon as they receive official notification of that placement. They should initiate contact with cooperating teacher(s) by contacting the school office at the school where they have been assigned.

For Early and Middle Childhood Generalist certification, candidate placements must allow the candidate to teach all subjects normally handled by a classroom teacher. Secondary placements must accommodate the candidate's teaching major. Secondary candidates are expected to have at least two but no more than three different class preparations,

with five or preferably six teaching periods in a traditional school day. Unless otherwise assigned, secondary candidates are expected to assume full-time teaching responsibilities equivalent to the full-time teaching responsibilities of their cooperating teachers.

Candidates may express a preference for placements on their student teaching application filed with the Education Office; however, many factors affect the placement of candidates and the requested placement **cannot** be guaranteed.

REQUIREMENT FOR FULL COMMITMENT TO STUDENT TEACHING

Manchester College does not permit candidates to be used as substitute teachers.

The candidate may continue in an assigned student teaching situation in the absence of the supervising teacher only if an officially designated substitute teacher is present. However, if the cooperating teacher must be gone for an extended time, the Director of Teacher Education may reassign the candidate. If a candidate accepts a substitute teaching assignment as part of or during his or her student teaching assignment, the candidate may be withdrawn from the student teaching assignment.

SECTION II



General Requirements

SECTION II

STUDENT TEACHING: GENERAL REQUIREMENTS

START OF SCHOOL EXPERIENCE

All candidates are **required** to “shadow” their cooperating teachers during at least the first three days of the teacher’s contract. The purpose of this requirement is threefold: to understand what is involved in opening the school year; to meet students they will be teaching; to begin developing a professional relationship with their cooperating teacher(s). Since Manchester requires a full spring semester of student teaching, usually in two settings, candidates who have two placements will need to work with both cooperating teachers to establish the schedule for these first three days of school. Meet the attendance requirements during start-of-school and student teaching; failure to meet those requirements may result in lowering the grade for student teaching.

Cooperating teachers are strongly encouraged to utilize the candidates “extra hands” to help in preparations during these first days of school. Early and Middle Childhood Generalist candidates will return to their student teaching classrooms during the fall semester as part of their methods block course schedule. All candidates are expected to participate heavily in field experiences prior to student teaching. All candidates are expected to engage in tutoring, observing or teaching during the semester prior to student teaching, preferably within the classroom(s) where they have been assigned to student teach.

OVERVIEW OF PROFESSIONAL SEMESTER

During the spring semester of their senior year, Manchester’s candidates participate in a full semester of student teaching, from the first day of college classes through the college’s final exam week. Specific student teaching placements are determined by the levels at which the teacher candidate is seeking licensure. For Early and Middle Childhood Generalist candidates, half of the semester is spent in a primary (P-3) or an intermediate grade (4-6) classroom, and the other half is spent at a grade level or classroom setting at least two grade levels different from the first placement. For candidates seeking mild intervention licensure, at least one of their two placements during the semester must be under the supervision of a special education teacher. (See Appendix A)

Candidates seeking all grade licensure in art, music, or health and physical education will normally have two placements at two different grade levels. Candidates seeking to add mild intervention or adaptive physical education designations to their license are required to have a placement in these areas in addition to a regular classroom placement.

Normally, students seeking licensure in grades 5-12, will have also two student teaching experiences correlating to their area(s) of licensure. Candidates seeking licensure in grades 9-12 may remain in one placement for the duration of their student teaching placement but will be expected to spend at least one week in a classroom at a different grade level, observing and assisting the classroom teacher in that classroom.

ENROLLMENT IN STUDENT TEACHING SEMINAR, EDUC 410

All candidates will also enroll in the student teaching seminar, EDUC 410, The Teacher in Today's School. This seminar will meet on campus or at sites designated by the instructor, and/or online after normal school hours. This is a two credit hour course required for graduation. The seminar may not meet during the weeks when candidates are expected to complete alternative assignments, including portfolio preparation. The seminar includes two components – the general seminar and the cohort seminar. For the cohort seminar component, each candidate is assigned to a cohort seminar which is conducted by the Department of Education faculty. Attendance at the general seminar and performance in the cohort seminar are factors considered in evaluation. Faculty conducting the cohort portion are responsible for evaluation and grading for the seminar. Candidates are required to reserve the time designated in the class schedule and to avoid any scheduling conflicts with that designated time. The seminar will comprise topics on emerging issues as they affect the beginning teacher. Faculty may also utilize the seminar to facilitate the exit interview and Senior Comprehensive Evaluation.

SECTION III

Framework and Goals

SECTION III

THE MANCHESTER COLLEGE TEACHER EDUCATION PROGRAM FRAMEWORK and GOALS

GENERAL DESCRIPTION

Teacher education at Manchester College is a college-wide academic program. Although the program is coordinated through the Education Office, the Manchester College faculty at large contribute to the program as a function of their responsibilities for general education and requirements in the academic majors. Much of the responsibility for subject area requirements resides with faculty in the academic areas.

The Teacher Education Committee, with input from appropriate sources, recommends policies, changes, and improvements to the overall Teacher Education Program. P-12 practitioners, including teachers and administrators, routinely provide input to the Teacher Education Program through the Teacher Advisory Council and the Education Department. Faculty from across the campus may also provide such input.

The structure of the program is based on specific national and state standards. The program follows the INTASC (Interstate New Teachers Assessment and Support Consortium) standards adopted by the Indiana Department of Education, Office of Educator Licensing and Development. As a standards-based program, the Manchester College Teacher Education Program is accredited by NCATE (National Council for Accreditation of Teacher Education). Therefore, all candidates must demonstrate achievement of specific performance standards.

This handbook is revised annually to reflect changes in the field, suggestions from cooperating teachers, department and college faculty as well as members of the Teacher Advisory Council. Policies and procedures contained in this handbook are subject to change at any time. Any questions should be directed to the Education Office, 260-982-5056 and/or the Director of Teacher Education, Dr. Korrine Gust, kmgust@manchester.edu.

TEACHER EDUCATION CONCEPTUAL FRAMEWORK AND PROGRAM GOALS

To successfully complete the Manchester College Teacher Education Program, all candidates must demonstrate that they have achieved the program goals and objectives listed below. In part, candidates demonstrate achievement of objectives by obtaining passing scores on Praxis II. Performance in student teaching is evaluated through

student teaching evaluation document, program portfolio and rubrics. Evaluation of candidates is based on program goals and objectives below.

The objectives are distributed into four goal categories: curriculum; assessment; relationships; environment. The goal categories and objectives are communicated throughout the program through the courses and field experiences. National and state standards require that the goals and objectives be demonstrated by candidates within the P-12 classroom.

Curriculum: Constructs and delivers appropriate curriculum for students

- C1. Plans informative, developmentally appropriate lessons and /or units
- C2. Teaches subject matter accurately to insure that students can meet P-12 academic standards
- C3. Uses interdisciplinary instruction as appropriate
- C4. Addresses subject matter from various points of view
- C5. Teaches students to use critical thinking and problem solving strategies
- C6. Uses effective questioning strategies

Assessment: Assesses students' learning and development with a variety of measures

- A1. Develops appropriate tools to assess learning
- A2. Assesses learning through standardized and/or teacher constructed tests to drive future instruction.
- A3. Assesses learning through appropriate alternative measures to drive future instruction
- A4. Uses a variety of appropriate, authentic assessment tools and methods

Relationships: Establishes professional and reciprocal relationships with others invested in students' learning

- R1. Demonstrates sensitivity for diversity with students, colleagues, parents, college faculty, and/or community agencies
- R2. Demonstrates full awareness of ethical and legal responsibilities of teachers
- R3. Values life-long learning and personal/professional development, and/or service orientation
- R4. Models appropriate oral communication skills
- R5. Models appropriate written communication skills
- R6. Motivates students to learn individually, collaboratively and cooperatively
- R7. Plans lessons in collaborative teams

Environment: Creates positive and caring environments for student development and learning

- E1. Differentiates learning opportunities that respond to individual learning styles and learning challenges
- E2. Uses a variety of teaching methods and materials
- E3. Uses a variety of appropriate media and technology
- E4. Keeps records to monitor, document, and report student progress
- E5. Manages student behavior in positive, safe ways
- E6. Models conflict resolution skills
- E7. Engages in research and reflection on best practices in teaching strategies

SECTION IV

Shared Responsibilities

SECTION IV

SHARED RESPONSIBILITIES

The Candidate, Cooperating Teacher, and the College Supervisor

RESPONSIBILITIES OF CANDIDATE

Student teaching is the most significant experience of the Teacher Education Program. While it is an opportunity to learn from master teachers, candidates are expected to apply specific knowledge acquired in the college courses and prior field experiences, where appropriate. Candidates are considered guests in the host school and classroom and are expected to follow the direction of the cooperating teacher and principal as well as the college supervisor.

In addition, the candidate is required to meet the following expectations:

1. **Follow the school schedule of the cooperating teacher.** At minimum, arrive no later than the teacher's contractual arrival time; leave no earlier than the teacher's contractual dismissal time. Candidates are expected to be in their placements during college breaks and holidays when the school in which they are placed is in session. It is expected that candidates will often stay after the formal school hours and arrive earlier than the formal start of the school day.

Candidates may attend the teacher recruitment day and notify the cooperating teacher and the college supervisor three weeks in advance. (If participating, the candidate must be pre-registered early in the semester to be excused.)

2. **Candidates are considered models for appropriate behavior.** All candidates must demonstrate a professional attitude in the community and in the school:
 - a. Prohibited items of dress include, but are not limited to, the following:
 - i. non-traditional jewelry including body piercing jewelry
 - ii. inappropriate footwear, revealing clothing, exposed skin, tattoos
 - iii. baseball caps or other headwear not worn by teachers
 - b. Behaviors to avoid
 - i. late arrivals or unexcused absences (If a candidate misses more than three days due to illness, a doctor's excuse will be required.)
 - ii. Criticism of the school, cooperating teacher or administration
 - c. Positive behaviors/attitudes that are expected (dispositions):
 - i. Notify the cooperating teacher of absence due to illness at least a half hour prior to teacher contract time.
 - ii. Notify the college supervisor by e-mail and phone of absence prior to the start of the teacher contract day.

- iii. Secure the written permission of the cooperating teachers for absences for the purpose of interviewing for teaching positions. (The principal, cooperating teacher and/or college supervisor may require verification from the interviewing host school).
 - iv. Demonstrate a good faith effort to make up all missed days beyond three days.
 - v. Communicate the overall teaching schedule via e-mail to the college supervisor during first week of student teaching and/or when requested.
 - vi. Learn to be flexible; the school environment is constantly changing and requires candidates to take initiative and responsibility for their own performance.
 - vii. Learn to accept constructive criticism from a variety of sources; ask questions and seek self improvement to demonstrate a positive disposition.
 - viii. Act on constructive criticism; willingness to do so often distinguishes the successful experience from the unsuccessful experience.
 - ix. Be aware of the program standards and how actions reflect standards.
 - x. Adhere to ethical guidelines in the profession (see NEA Code of Ethics)
 - xi. Demonstrate commitment to the school, the students and the profession by following through with commitments, exerting extra effort in planning and efforts to continuously improve performance.
 - xii. Thoroughly review all sections of this handbook
3. **Candidates are required to have the prior approval of the cooperating teacher for all materials and lessons presented.** Cooperating teachers and college supervisor reserve the right to require complete lesson plans for all lessons taught during the student teaching period.
4. **Uphold school policies.** Learn school rules about grading, fire drills, dismissal and other policies as required. Candidates are expected to learn these policies before they begin teaching.
5. **Seek as much full-time student teaching experience as soon as possible.** During the first week of student teaching, the candidate should accomplish the following:
- a. Observe and learn the names of the students.
 - b. Observe and learn the classroom management plan.
 - c. Observe and learn classroom routines.
 - d. Observe and learn the difference between expected behaviors and misbehavior.

- e. Discuss classroom content, lesson schedule, and records expected to be kept.
- f. Learn and take copious notes expected in portfolio; begin the journal.
- g. Begin planning entire first week of full-time teaching.
- h. Carefully study and discuss the Student Teaching Evaluation form with cooperating teacher.
- i. Begin final preparations for program portfolio and for the exit interview.

During the second week, begin full-time student teaching and continue this role up until the last three days of student teaching. Limited days may be used for observation of other classrooms at the discretion of the college supervisor and the cooperating teacher.

6. **Plan lessons thoroughly, especially at first.** The lesson plan form required by Manchester College should be utilized as appropriate. Normally, candidates will complete two- to three-page lesson plans for all lessons to be observed by the college supervisor in addition to any lesson plans required by the cooperating teacher. Candidates should utilize the lesson plan schedule/format required by the cooperating teacher or school. The cooperating teacher or college supervisor may require additional lesson plans at his/her discretion.
7. **Accept responsibility for classroom control.** While student learning and classroom management are ultimately the responsibility of the cooperating teacher, a candidate cannot be effective unless they establish respect.
8. **Student teaching is the most demanding portion of the program and requires extensive commitment in time and energy.** Certain college departments have graduation requirements that require the student teacher's presence (e.g., musical groups or athletic schedules). The candidate may participate in these activities but the primary commitment **must** be to student teaching. If these activities require the candidate's absence, the candidate must make up the missed time. Arrangements to make up missed time must be approved in advance by the cooperating teacher, college supervisor and Director of Teacher Education.
9. **If candidates experience difficulties in their placement, the cooperating teacher, principal or college supervisor may request that the candidate teacher be withdrawn and the placement ended.** If the problems reach the point where they affect the candidate's mental health or interfere with the learning of the students, the candidate may choose to withdraw from student teaching or be removed upon request of the cooperating teacher and/or at the discretion of the Director of Teacher Education. Normally, continuation in the second placement depends on successful completion of the first placement. The withdrawn candidate may apply for another student teaching experience the following year, upon appeal to the Teacher Education Committee and upon completion of additional requirements. Candidates who withdraw from Teacher Education are not eligible for licensure. Candidates

who withdraw should work with their advisors to complete an academic major so they can graduate with the major. They may be required to take additional courses in the major field to be eligible for graduation.

10. **All candidates are required to have an active Manchester College e-mail account.** The MC e-mail system is the primary mode of communication. In addition, ANGEL is often used for announcements, threaded discussion, etc. ANGEL is also used in some cohort seminar sections.

RESPONSIBILITIES OF THE COOPERATING TEACHERS

The cooperating teacher probably has more influence on the candidate's teaching style, professional attitude, classroom management, instructional procedures, enthusiasm, and understanding of the teaching-learning relationship than any other single individual in the teacher preparation program. Supervising a candidate offers a challenging opportunity to extend an experienced teacher's influence and to improve the quality of teaching in the public schools. It is the cooperating teacher who determines the level of responsibility ultimately assumed by candidates.

Manchester College appreciates experienced teachers who assume the added responsibility of guiding candidates. It is recognized that this means devoting extra time and energy to an already time and energy consuming profession. To minimize the demands and to increase the effectiveness of the cooperating teacher, the following guidelines are provided:

1. **During Start-of-School Days, provide the student teacher with the "tools" he/she will need.** Include textbooks, class and school schedules, faculty manuals or school handbooks, seating charts, classroom management plan, curriculum guides, bulletins and other materials. Assign topics to be taught by the candidate so that he/she can identify materials and gather teaching ideas in advance. Identify students with special needs and the required accommodations/modifications. Some Manchester College fall courses may require additional work by the candidate; e.g. selected teaching of two or three lessons/observations/tutoring during the semester prior to the student teaching placement.
2. **Introduce relevant school policies.** These include absences, confidentiality, reporting child abuse, the school schedule, or any other policy deemed critical to the candidate's success.
3. **Introduce the candidate to the rest of the school faculty and principals.**
4. **Introduce the candidate to the students as a second teacher rather than as a student teacher.**

5. **If possible, provide the candidate with his/her own desk and teaching station.**
6. **Allow some observation time for the candidate in the first few days.** This allows the candidate to become acclimated to the students and school and to the way the class functions. Discuss classes and expectations with the candidate during this time. Be clear about the amount of authority the candidate can assume. Involve the candidate in some teaching experiences no later than the third day of student teaching.
7. **Make expectations clear and explicit.** Hold the candidate to high standards, yet be supportive and encouraging. The candidate may seek much direction at first, but this will fade as he/she gains confidence. The candidate must plan his/her own lessons, with the suggestions of the cooperating teacher.
8. **Add teaching responsibilities as the candidate develops poise, confidence, and competency in handling routine matters in the classroom and proficiency in teaching.** If possible, in the first student teaching experience, assign just one or two classes at first, but ease into full-time student teaching by the end of the second week. Candidates should be able to move into full-time teaching more quickly during the second student teaching experience. Candidates should have a minimum of five weeks in which they assume the full duties of teaching in the first placement of the semester and a minimum of six weeks of full-time duties in the second session.
9. **Provide close guidance for the candidates, especially at first.** Look over the first lesson plans, and give suggestions before the candidate begins teaching. Stay in the classroom for the first several days; however, increase time away from the classroom as the candidate gains confidence and establishes his/her position as the teacher in charge. Generally, stay away from the classroom often by the candidate's fourth week. Where appropriate, schedule regular and spontaneous observations and provide feedback after these observations, focusing on relevant elements of the Student Teaching Evaluation form.
10. **Conference with the college supervisor during most of his/her visits.** The college supervisor serves as a resource for suggestions for improvement and also as an adviser on program standards. The supervisor also evaluates the candidate's performance and provides direction to the candidate on critical areas of improvement and recognition of teaching strengths. The college supervisor can also provide a good perspective about what's "normal" at a particular stage of student teaching.

11. **Secure the approval of the building principal, the college supervisor and the Director of Teacher Education (260-982-5056)** before changing a candidate's assigned classes or terminating a student teaching experience. Student teaching placements are carefully planned to meet state licensing requirements; changes must also be made carefully.
12. **Require that the candidate experience the whole range of teaching experiences.** These may include participating in team planning sessions, computing and recording grades, attending staff meetings and in-services, using a varied media and technology in teaching, adapting for exceptional learners, attending and supervising at school events, making phone calls to parents, participating in parent conferences and case conferences, planning and carrying out field trips, having interaction with community agencies, and assuming other duties of full-time teaching.
13. **Conduct a mid-session review of the candidate's performance.** Cooperating teachers should review the Student Teaching Evaluation form with the candidate at this time to mutually assess the candidate's progress. While this documentation does not need to be submitted, it is recommended that the cooperating teachers keep a record of these interim evaluations and share them with the college supervisor.
14. **After the candidate is comfortable in front of the class, help the candidate arrange for videotaping a lesson.** Provide information about legal issues surrounding the videotaping. Ask the candidate to evaluate and discuss the tape by arranging for a 30-minute conference to view the video tape with the candidate, providing feedback on classroom management and teaching elements of interest. Where appropriate, focus on selected elements of the Student Teaching Evaluation. Please use only DVD format.
15. **During the last three days of the student teaching experience, help the candidate arrange observations with other outstanding teachers.** Shadowing a special education teacher can also be a rich experience for the candidate. At the secondary level, the candidate should observe other teachers at varying grade levels.
16. **Submit the formal evaluation of the candidate on the form provided.** Please complete the final evaluation form fully aware that the candidate is not being evaluated as a master teacher but as one who is at the beginning stage of acquiring teaching proficiency. To keep everyone aware of the candidate's progress and needs, discuss this evaluation form with both the candidate and college supervisor. Share the final evaluation with the candidate and college supervisor at a conference toward the end of student teaching. At the conclusion of the conference, submit the evaluation form to the college

supervisor who will deliver it to the Manchester College Education Office. Retain a copy for your records. This form provides critical information in establishing the final student teaching grade. This evaluation form is kept on file in the Teacher Education Office for two years after the candidate completes the Teacher Education Program.

17. **Please direct all questions on procedures/concerns to the Director of Teacher Education, kmgust@manchester.edu or the Education Office, 260-982-5056.**

RESPONSIBILITIES OF THE COLLEGE SUPERVISOR

The college supervisor is a liaison between the school and the college and is responsible for direct supervision of the student teaching assignment. The college supervisor will make three to four visits per placement, or seven if only one placement is assigned, to the classroom to observe the candidate. Candidates experiencing difficulties in fulfilling their duties **must** receive more attention. The final visit should occur during the last week of full-time student teaching and must include a conference with the cooperating teacher. College supervisors may make scheduled and/or unannounced visits. The college supervisor must inform the Director of Teacher Education of significant candidate problems or the need to change a candidate's placement.

The college supervisor is required to make a get-acquainted visit to the school before or during the first days of the student teaching experience. It is helpful to meet the school principal at this time. It is essential to meet the cooperating teacher and teacher candidate to establish rapport and answer questions. The first meeting should include a thorough review of the standards and the Student Teaching Handbook.

The final responsibility for assignment of a grade in student teaching rests with the college supervisor. The grade is based on evaluation reports made by the cooperating teacher, conferences between the college supervisor and the cooperating teacher, observations by the college supervisor, and materials submitted by the candidate. The grade reflects the candidate's overall performance as a student teacher. The college supervisor is required to submit an evaluation form for each student teaching placement.

The following guidelines serve as basis for assessing the candidate's performance. (Grades can be modified by + or – to more accurately reflect the candidate's work.)

A = Outstanding performance in all respects. Uses effective, varied teaching strategies and manages the classroom efficiently. Adapts for individual differences. Will be an excellent teacher in the first year of experience with limited supervision. Planning is standards-based, thorough, appropriate, and

fosters highly effective teaching. Shows a positive and caring attitude and enthusiasm in the classroom. Consistently exhibits professional behavior. Evidences a strong professional attitude, the highest integrity, and a strong sense of ethical behavior.

B = Superior overall performance across nearly all of the standards. Minimal lapses in use of effective teaching strategies occurring only during the initial phase of placement. With initial coaching, implements effective classroom management and often adapts for individual differences. Will be an effective first-year teacher with the mentoring provided during the first year of teaching. Exhibits consistent standards-based planning. Shows a positive and caring attitude toward students and consistently exhibits professional behavior. Evidences a professional attitude, committed to self-improvement, integrity and a sense of ethical behavior.

C = Developing competence as a beginning teacher, but these competencies are displayed inconsistently. Would require much support to achieve success as a beginning teacher. Evidences some professionalism but negated by defensiveness, some resistance to constructive criticism and personal growth. Eligibility for licensure is questionable. Candidates receiving less than a C+ will not receive recommendation for an initial teaching license by Manchester College.

D = Unsatisfactory performance as a candidate, not ready for independent classroom teaching. Evidences poor planning, poor professional demeanor, appearance, inadequate classroom management. Teaches content inaccurately or inadequately. Needs additional coursework and/or experience before becoming eligible for another student teaching placement. Cannot be licensed by Manchester College.

F = Failing performance as a candidate as indicated by failure to function in the classroom. Cannot be licensed by Manchester College.

In addition, any one of the following may be grounds for a failing grade in student teaching:

- a. failure to follow school policy
- b. request for withdrawal by school officials
- c. failure to follow the directives of school officials, cooperating teachers, college supervisors
- d. consistent inaccurate teaching of content
- e. teaching practices that harm the learning of P-12 students
- f. abuse of students
- g. parental complaints
- h. inability to consistently manage classroom behavior

The following items are additional responsibilities of the college supervisor:

1. **The college supervisor must meet with his/her candidates and the cooperating teacher during the first week of student teaching or before.**

During this meeting, the supervisor should address several issues:

- * how and when to reach the supervisor
- * candidate's responsibilities, as outlined in this handbook
- * submission of the weekly teaching schedule
- * types of lesson plans desired and their submission
- * format and timing of classroom visits
 - arriving at different times of day to see different subjects
 - unannounced observations
 - reading and responding to the student teaching log
 - procedures for observation
 - conferencing with candidate, cooperating teacher, school officials
 - procedures for final visit/evaluation

2. **Confer with the cooperating teacher as often as possible during or after the classroom visits.** Classroom teachers know the candidate's work best and have the best information about current performance strengths and weaknesses.

3. **Remind the candidate of his/her responsibilities to the college:** Candidates should make an appointment for an exit interview on campus, collect items for the portfolio that demonstrate proficiency in the program goals and objectives listed earlier in this booklet, videotape and evaluate approximately one hour of teaching, keep an up-to-date journal or log, write a final portfolio reflection paper, and submit an evaluation of the total experience at the end of student teaching. Regularly review with the candidate his/her ongoing preparation of required documentation.

4. **Inform the Director of Teacher Education if a candidate is having significant problems.** A candidate who is dissatisfied with his/her supervision can request visits from a different supervisor or from the Director of Teacher Education. Visits by someone outside of the situation can provide a different perspective for all concerned.

5. **Have a final visit with the cooperating teacher during the last week of full-time student teaching.** Go over the final evaluation form and discuss an appropriate grade for the candidate's work. Share these comments with the candidate.

6. **Complete the Student Teacher Evaluation Form to record overall evaluation of each candidate's work.** In problematic situations where completion of the Student Evaluation Form is delayed, the college supervisor should notify the

Director of Teacher Education or the Education Office. Keep a copy for your own records in the event you are asked to serve as a reference.

7. **At the completion of student teaching, the college supervisors have several responsibilities:**

- Submit to the Education Office a record of the dates and mileage (schools visited) traveled on those dates by the last day of classes. Please sign this documentation.
- Submit the completed **Student Teaching Evaluation Form** from the cooperating teachers, and your form for each candidate to the Education Office
- Compute the recommended grade for each candidate and submit it to the Education Office and/or Registrar's office at the time the Student Teaching Evaluations are submitted.

SECTION V

Appendices

APPENDIX A

Instructions for Special Education

APPENDIX A

INSTRUCTIONS FOR SPECIAL EDUCATION

RESPONSIBILITIES OF CANDIDATE

It is understood that your schedule will be FLEXIBLE and UNPREDICTABLE. You should do your best to guess where/when you will be at times throughout the week; however, it is understood that this will only be an educated guess.

You should discuss your plans for any lessons with your cooperating teacher ahead of time when possible. If you are in a resource placement, you may not know ahead of time what you will be teaching.

Although you are expected to begin full-time student teaching as soon as possible, it may be appropriate for your cooperating teacher to remain in the classroom so that more students can receive services. This is acceptable.

Plan lessons as thoroughly as possible. If you are unable to plan lessons ahead due to the service delivery model of your placement, you should be prepared to write a lesson in the MC format after you have taught. For example: you are teaching in a resource situation where the students bring work to you that you must modify “on the fly.” That is the day your college supervisor comes to observe you. You will teach and service the student as needed, then the college supervisor may require you to write out a full lesson plan of how you would have taught the lesson if you had been the one to plan it originally. The college supervisor will allow you a reasonable amount of time to submit that completely written lesson plan with reflection to him/her.

RESPONSIBILITIES OF THE COOPERATING TEACHER

Candidates need to be made aware of the students they will be teaching with special needs. Confidentiality must be respected, but candidates are people with a “need to know,” therefore, information that will facilitate effective learning should be made available to them as soon as possible. Candidates should be made aware of the IEP goals, adaptations, modifications, behavior intervention plans, and other important information.

Since the two placements for this candidate are so different, the orientation time transitioning to full-time teaching may take equal time for each placement instead of a shorter orientation time during the second placement. This will be highly dependent on the candidate’s skills, poise, and the cooperating teacher and school.

The amount of time that you spend out of your classroom will depend on the needs of your students. Many times the special education teachers utilize this time to individualize instruction for more students than typical because there are more teachers available.

This is acceptable; however, candidates should be in charge of planning for the instruction for all students. To be teaching full-time in special education, it will be the candidates' responsibility to design the lessons taught by paraprofessionals under the cooperating teacher, lessons taught by the cooperating teacher, and the candidate.

RESPONSIBILITIES OF THE COLLEGE SUPERVISOR

Realize that the schedule of a special education teacher may be highly unpredictable. In conversations with the cooperating teacher, determine what amount of routine is possible and what types of lessons may be planned ahead of time. This candidate may need to follow different guidelines from those not teaching in special education.

For specific concerns related to special education, contact Dr. Korrine Gust at 260-982-5056 or kmgust@manchester.edu.

APPENDIX B

Lesson Plan Format

APPENDIX B

LESSON PLAN FORMAT

MANCHESTER COLLEGE

Education Department

LESSON PLAN by _____

Lesson: _____ Length _____

Age or Grade Intended _____

Academic Standard(s): These standards represent the expectations of local, state and/or federal educators for the students for whom the objective is intended. The exact numbering and wording of the standard(s) (for grades K-12) or the preschool foundation(s) (for ages 3-5) should be stated. Standards can be located at <http://dc.doe.in.gov/standards/academicstandards/index.shtml>.

Performance Objectives: Objectives need to be written using ABCD method.

Assessment: Explicitly state how each of these objectives will be assessed. This should be clearly present in the procedure section of the lesson plan as well.

Advanced Preparation by Teacher: Describe the preparation the teacher needs to do prior to teaching the lesson; for example, creating a worksheet, collecting specific materials, previewing a video, etc.

Procedure:

Introduction/Motivation: Describe how the teacher will introduce the lesson. It should include a hook that would help motivate the students to participate.

Step-by-Step Plan: List the steps needed to complete the lesson from start to finish. This section should be detailed enough that another teacher could read the plans and teach the lesson. Include specific questions of various types, and identify the level of the questions from Bloom's Taxonomy. Identify the intelligences from Howard Gardner's theory that are matched by this lesson.

Closure: Explain how the lesson will be closed to ease transition to the next activity.

Adaptations/Enrichment: Include a plan for adaptations and enrichment that will address the individual needs of the students in the assigned class(es). Adaptations are for children with different abilities and challenges. Enrichment opportunities should be planned for students who have already mastered the objectives of this lesson.

Self-reflection: After the lesson has been taught, evaluate the effectiveness of your teaching and planning. Was it successful? What would you do differently next time to improve the lesson? Include any comments received by an observing adult or from the students taught.

APPENDIX C

The ABCDs of Writing Objectives

APPENDIX C

THE ABCDS OF WRITING OBJECTIVES

When completely written, a behavioral objective has four components. To aid in your understanding, you might remember the ABCDs of writing behavioral objectives. Your objective is to meet relevant *Academic Standards*. These standards represent the expectations of local, state, and /or federal educators for the students for whom the objective is intended. Your objectives must match the criteria by which the students will be assessed.

Indiana Standards can be located at
<http://dc.doe.in.gov/standards/academicstandards/index.shtml>.

AUDIENCE: The first section addresses who will be attempting to meet this objective.

Good Examples: The student
Jane
Fourth graders

BEHAVIOR” The second component of a behavioral objective is the expected student *behavior*. This expected performance must be written with action verbs or verbs that call for a measurable behavior. The reason for using action verbs is that only through directly observable or measurable behavior can the teacher assess whether the objective has been reached. The flip book on Bloom’s Taxonomy lists verbs that you should consider when writing behavioral objectives. This is purchased as a required text of EDUC 230.

Some verbs indicate behavior that is too vague or too ambiguous or clearly not measurable. When writing behavioral objectives, you should avoid verbs that clearly represent behaviors that are not directly observable, such as appreciate, believe, comprehend, enjoy, know, learn, like, and understand.

Good Examples: Student will total the cost of the items.
Student will read three of her books.
Student will list the parts of the digestive system.

CONDITION: The third component of a behavioral objective is the *condition* – the setting or learning materials in which the behavior will be demonstrated by the student. The question is, “What will your students use to complete the learning activity?”

Good examples: Given the price of 5 different items
Given the titles of books by Patricia Polacco
Given a word bank of 30 anatomical parts

DEGREE OF PERFORMANCE: The fourth component of a behavioral objective is the *degree of performance* or level of expected performance for the learning activity. This is the component that allows for the assessment of student learning. What is your criterion for expected level? Performance level is used to evaluate student achievement, and sometimes it is used to evaluate the effectiveness of the teaching. Student grades likely will be based on performance. Some examples of stating a degree of performance include:

Good examples: Nine out of 10 times accurately
 Verified by parent signature
 With 100% accuracy

For additional help, use these references:

Robert F. Magar. (1997). *Preparing Instructional Objectives*, The Center for Effective Performance, Inc.

Gordon S. Gibb and Tina Taylor Dyches. (2000). *What's Best for Students with Disabilities?*, Allyn & Bacon.

This handbook is a guide for those who are involved in the student teaching experience. It provides background information, policies, and procedures for the candidates, cooperating teachers, and college supervisors to guide their participation in the program.

